Colorado Child Care Development Fund (CCDF) Plan with Conditional Approval Letter for FY 2016-2018
Date: Monday, June 27, 2016

The Office of Child Care (OCC) is pleased to release the PDF (Portable Document Format) copy of the approved FY 2016-2018 Colorado CCDF Plan that became effective June 1, 2016 and the conditional approval letter. The Plan serves as the application for CCDF funds by providing a description of, and assurance about, the grantee's child care program and all services available to eligible families. OCC asked States and Territories to write their Plans based on a reasonable interpretation of the Act, pending completion of a final regulation. States and Territories had the option to outline an implementation plan for one or all of the 26 new areas if the State/Territory was not yet able to certify compliance. Thus, these Plans are conditionally approved until each State/Territory fully implements all new requirements of the CCDBG Act of 2014. The OCC will partner with States and Territories to support and monitor the successful and timely implementation of all provisions of the Act. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to amend their program at any time. All amendments must be submitted to OCC for approval within 60 days of the effective of the change.

Please find the following two documents within this PDF:

2016-2018 Colorado CCDF Plan Conditional Approval Letter – OCC issued a letter with the conditions of approval for each State and Territory. In reviewing plans and waiver/extension requests, OCC gave careful consideration to the statutory conditions outlined in the Act, as well as the length of time requested, with the goal of having all provisions related to the Act fully implemented by October 1, 2018 corresponding to the start of the FY2019-2021 CCDF Plan period. The approval letter covers the CCDF Plan for the period of June 1, 2016, through September 30, 2018. A "conditionally approved" plan is a fully approved plan with conditions to be met based on waiver requests, if applicable, and implementation and corrective action plans for unmet requirements. The conditions will be deemed fully met once all provisions in the Child Care and Development Block Grant (CCDBG) Act of 2014 are fully implemented.

2016-2018 Colorado CCDF Plan - The Plan describes the CCDF program to be administered by Colorado for the period 6/1/2016 – 9/30/2018 as conditionally approved by OCC. The Plan serves as the application for CCDF funds by providing a description of, and assurance about, the grantee's child care program and all services available to eligible families. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described. For purposes of simplicity and clarity, the specific provisions of applicable laws printed therein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

NOTE: *The CCDF Plan reflects the services and activities as reported by the Colorado Lead Agency in their CCDF Plans for Fiscal Years 2016-2018. The CCDF Plans offer a snapshot into current and planned efforts, initiatives and implementation plans for each State/Territory through September 30, 2018. These Plans are not a catalog of all activities undertaken by the State/Territory. Administration for Children and Families (ACF) is not responsible for the contents of these CCDF plans.*

ADMINISTRATION FOR
CHILDREN & FAMILIES
330 C Street, S.W., Washington DC 20201 / www.acf.hhs.gov

June 10, 2016

Reggie Bicha, Executive Director
Colorado Department of Human Services
1575 Sherman Street
Denver, Colorado 80203

Dear Director Bicha:

The Office of Child Care (OCC) recognizes that there are many new requirements included in the Child Care and Development Block Grant (CCDBG) Act of 2014 that you are working to implement during this Plan period. We appreciate the time and energy that you put into developing your Child Care and Development Fund (CCDF) Plan to reform and effectively administer your program. I am pleased to inform you that the Colorado CCDF Plan for the period of June 1, 2016, through September 30, 2018, has been conditionally approved. A "conditionally approved" plan is a fully approved plan with conditions to be met based on your waiver requests, if applicable, and implementation plans for unmet requirements. The conditions will be deemed fully met once all provisions in the CCDBG Act of 2014 are fully implemented and implementation plan action steps are completed. At that time the Colorado CCDF Plan will be approved without conditions. OCC gave careful consideration to the statutory conditions outlined in the Act, as well as the length of time requested, with the goal of having all provisions related to the Act fully implemented by October 1, 2018 corresponding to the start of the FY2019-2021 CCDF Plan period.

Key principles of the CCDF are to provide equal access to child care for children receiving child care assistance and to ensure parental choice. Provider payment rates set too low undermine these principles. As you are aware, the CCDBG Act of 2014 requires states and territories to take the cost of quality into account when setting rates, and to set rates based on the results of the most recent market rate survey or alternative

methodology. We continue to be concerned that your rates may not allow for equal access. OCC plans to make review of payment rates a priority for our upcoming implementation monitoring visits. Thus, the conditional approval of your Plan **does not** constitute a final determination that your payment rates are sufficient to provide access to child care services for eligible families that are comparable to those provided to families that do not receive subsidies, as required by law.

You will receive a Notice of Grant Award in October 2016 from the Office of Administration in the Administration for Children and Families. The notice will include the amount of your award and any additional terms and conditions for the receipt of CCDF program funds. During the effective period of this plan, any substantial changes to the Colorado program must be submitted as a plan amendment to your Regional Office for approval in accordance with 45 CFR 98.18(b).

We remind you that your CCDF-funded child care program for in-home providers must comply with all applicable Federal laws and regulations, including Federal wage and income tax laws governing domestic workers. Questions regarding Federal wage laws should be directed to your local or district office of the Wage and Hour Division within the U.S. Department of Labor. Likewise, questions regarding Federal income tax laws should be directed to your local or district office of the Internal Revenue Service.

We look forward to working together toward implementation of the CCDBG Act of 2014 and promoting the early learning and development of children along with family economic stability and success. If you have any questions, please contact Karen Knoll-Moran, Child Care Program Manager, Office of Child Care at (303) 844-1164 or Karen.knollmoran@acf.hhs.gov. Thank you for all you do each day for children and families.

Sincerely,

Rachel Schumacher
Director
Office of Child Care

cc: Erin Mewhinney, Director, Division of Early Care and Leaming
Karen Knoll-Moran, Regional Program Manager, Office of Child Care Region VIII

Child Care and Development Fund (CCDF) Plan
For
Colorado
FFY 2016-2018

---

1 Define CCDF Leadership and Coordination with Relevant Systems

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

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

1.1 CCDF Leadership

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

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

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

Name of Lead Agency: Colorado Department of Human Services

Address of Lead Agency: 1575 Sherman Street, Denver, Colorado 80203

Name and Title of the Lead Agency Official: Reggie Bicha, Executive Director

Phone Number: 303 866 3475

E-Mail Address: Reggie.Bicha@state.co.us

Web Address for Lead Agency (if any): www.colorado.gov

1.1.2 Who is the CCDF administrator?

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

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: Erin Mewhinney

Title of CCDF Administrator: Director, Division of Early Care and Learning

Address of CCDF Administrator: 1575 Sherman Street, Denver, Colorado 80203

Phone Number: 303 866 5946

E-Mail Address: Erin.mewhinney@state.co.us

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

Name of CCDF Co-Administrator: Tamara Schmidt

Title of CCDF Co-Administrator: Colorado Child Care Assistance Program (CCCAP) Administrator

Phone Number: 303 866 4556

E-Mail Address: Tamara.schmidt@state.co.us

Description of the role of the Co-Administrator:

The Co-Administrator manages all aspects of the Colorado Child Care Assistance Program (CCCAP).

c) Primary Contact Information for the CCDF Program:

Phone Number for CCDF program information (for the public) (if any): 303 866 5948

Web Address for CCDF program (for the public) (if any): www.coloradoofficeofearlychildhood.com

Web Address for CCDF program policy manual (if any): Licensing rules: http://www.coloradoofficeofearlychildhood.com/#!rules-and-regulations/c86y. Colorado Child Care Assistance Program rules: www.sos.state.co.us, Administrative Rules, CCCAP

Web Address for CCDF program administrative rules (if any): n/a

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

Outreach and Consumer Education (section 2)

Agency/Department/Entity Colorado Department of Human Services, Office of Early Childhood

Name of Lead Contact Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Subsidy/Financial Assistance (section 3 and section 4)

Agency/Department/Entity Colorado Department of Human Services, Office of Early Childhood

Name of Lead Contact Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Licensing/Monitoring (section 5)

Agency/Department/Entity Colorado Department of Human Services, Office of Early Childhood

Name of Lead Contact Carin Rosa, Child Care Licensing Administrator

Child Care Workforce (section 6)

Agency/Department/Entity Colorado Department of Human Services, Office of Early Childhood

Name of Lead Contact Stacey Kennedy, Director, Child Care Quality Initiatives

Quality Improvement (section 7)

Agency/Department/Entity Colorado Department of Human Services, Office of Early Childhood

Name of Lead Contact Stacey Kennedy, Director, Child Care Quality Initiatives

Grantee Accountability/Program Integrity (section 8)

Agency/Department/Entity Colorado Department of Human Services, Office of Early Childhood

Name of Lead Contact Erin Mewhinney, Director, Division of Early Care and Learning

1.2 CCDF Policy Decision Authority

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

1.2.1 Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level?

In other words, identify whether CCDF program rules and policies are established by the state or territory (even if administered or operated locally) or whether the CCDF policies or rules are established by local entities (such as counties or workforce boards) setting those policies. Check one.

- ☐ All program rules and policies are set or established at the State/Territory level.
- ☑ Some or all program rules and policies are set or established by local entities. If checked, indicate which entities establish the following policies. Check all that apply.
  - ☑ Eligibility rules and policies (e.g., income limits) are set by the:
    - ☑ State/Territory
    - ☑ County.

    If checked, describe the type of eligibility policies the county can set

    Counties can determine the following policies:

    1. Orientation for new applicants
    2. Cooperation with Child Support Services
    3. Slot contracts
    4. Entry income eligibility levels above 165% of federal poverty level
    5. Exit income levels if entry level is at or below 185% of federal poverty level
    6. Provider rates if the county completesthe opt out process of State recommended rates
    7. Tiered reimbursement, above their differential rates if the county completes the opt out process of State recommended rates
    8. Payment for registration, activity and registration fees
    9. Pre-eligibility determination for county offices
    10. Payment for absences and holidays above State prescribed minimum

☐ Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of eligibility policies the local entity(ies) can set

☐ Other.

Describe:

☑ Sliding fee scale is set by the:

☑ State/Territory

☐ County

If checked, describe the type of sliding fee scale policies the county can set

☐ Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of sliding fee scale policies the local entity(ies) can set

☐ Other.

Describe:

☑ Payment rates are set by the:

☐ State/Territory

☑ County.

If checked, describe the type of payment rate policies the county can set

Counties may set the following policies:

1. Counties have the ability to opt out of State recommended rates if they can demonstrate the way in which they set their rates provide equal access
2. Counties have the ability to opt out of the State recommended tiered reimbursment rates if they can demonstrate the way in which they set their rates provides equal access and incentives quality.
3. Payment for registration, activity, and transportation fees
4. Payment for absences and holidays above the required State minimum
5. Pay higher rates for children with disabilities
6. Pay higher rates for non-traditional hours care
7. Slot contract rates

☐ Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of payment rate policies the local entity(ies) can set

☐ Other.

Describe:

☐ Other.

List and describe (e.g., quality improvement systems, payment practices):

1.2.2 How is the CCDF program operated in your State/Territory?

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

a) Who determines eligibility?

☐ CCDF Lead Agency

☐ TANF agency

Describe.

☐ Other State/Territory agency.

Describe.

☑ Local government agencies such as county welfare or social services departments

Describe.

The county departments of human services determine eligibility.

☐ Child care resource and referral agencies

Describe.

☑ Community-based organizations

Describe.

One county department of human services contracts with a community-based organization for eligibility services.

☐ Other.

Describe.

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

☐ CCDF Lead Agency

☐ TANF agency

Describe.

☐ Other State/Territory agency.

Describe.

☐ Local government agencies such as county welfare or social services departments

Describe.

☑ Child care resource and referral agencies

Describe.

The statewide Child Care Resource and Referral agencies provide consumer education. County departments of human services refer parents to Child Care Resource and Referral agencies for individualized consumer education and referrals. Part of the assistance in locating child care includes information on child care programs' quality rating levels under the Colorado Shines Quality Rating and Improvement System.

☐ Community-based organizations

Describe.

☐ Other.

Describe.

c) Who issues payments?

☐ CCDF Lead Agency

☐ TANF agency

Describe.

☐ Other State/Territory agency.

Describe.

☑ Local government agencies such as county welfare or social services departments

Describe.

County departments of human services are responsible for processing payments.

☐ Child care resource and referral agencies

Describe.

☐ Community-based organizations

Describe.

☐ Other.

Describe.

1.3 Consultation in the Development of the State Plan

The Lead Agency is responsible for developing the CCDF plan which serves as the application for a three-year implementation period. In the development of the CCDF plan, the Lead Agency shall consult with appropriate representatives of units of general purpose local government. (658D(b)(2)) General purpose local governments is defined by the U.S. Census at

https://www.census.gov/newsroom/cspan/govts/20120301_cspan_govts_def_3.pdf The CCDBG Act of 2014 added a requirement that States consult with the State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(I)(A)(i) of the Head Start Act). 658E(c)(2)(R) In addition, States shall, at the option of an Indian tribe or tribal organization in the State, collaborate and coordinate with such Indian tribe or tribal organization in the development of the State plan in a timely manner. (658D (b)(1)(E))

1.3.1 Check who and describe how the Lead Agency consulted with these entities in the development of the CCDF Plan (check all that apply).

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

- [x] [REQUIRED] Appropriate representatives of general purpose local government, which can include counties, municipalities or townships/towns

Describe:

Consultations were conducted with county departments of human services during statewide monthly meetings. An average of 45 out of 64 counties participate in these meetings. A total of five consultations were completed, covering the major Child Care and Development Fund requirements that have a direct impact on the subsidy program. During the course of these consultations counties provided valuable input and suggestions, which have been incorporated into Colorado's Implementation Plans as part of the State Plan. Examples of initial and ongoing county policy consultations include: 1) development of outreach and services to homeless families, 2) contract-for-slots policies, 3) process for providing information and referrals to Colorado Child Care Assistance Program families on other assistance program services. The counties will be actively involved in the development of all new State Plan requirements that impact Colorado Child Care Assistance Program rules and policies.

- [x] [REQUIRED IF APPLICABLE] State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(I)(A)(i) of the Head Start Act).

Describe:

Two consultations were completed with the Early Childhood Leadership Commission, the State Advisory Council for Colorado. The Commission's scope is to align, coordinate and

improve the efficiency of programs and services for all early childhood programs in the state. During the first consultation, an overview of the major requirements in the Reauthorization was presented and discussed. The second consultation was completed with the Program Quality and Alignment Committee. During this consultation, specific recommendations were made by committee members on professional development, new health and safety pre-service training requirements and the option which exempts relative legally exempt providers from annual inspections and pre-service training/orientations. These recommendations were incorporated into the Implementation Plans in the State Plan. As the professional development and health and safety pre-service training requirements are being developed, the Program Quality and Alignment Committee will be included in ongoing consultation on implementation strategies.

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

- [x] Yes,
- [ ] No.

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

- [x] [REQUIRED] Indian tribe(s) and/or tribal organization(s), at the option of individual Tribes.

Describe, including which Tribe(s) you consulted with

A team from the Office of Early Childhood traveled to southwest Colorado to meet with the Ute Mountain Ute and Southern Ute tribes. The purpose of this meeting was to strengthen the state's working relationship with the tribes relative to early childhood issues. Part of the agenda focused on the Child Care and Development Fund State Plan, specifically the professional development system and ensuring access to the Professional Development Information System and other professional development opportunities with the two tribes. Follow up and technical assistance with the tribes and related local Early Childhood Councils will continue to ensure access to the Professional Development Information System is serving the needs of tribes.

☐ Check N/A if no Indian Tribes and/or Tribal organizations in the State

☑ State/Territory agency responsible for public education.

Describe:

A consultation was completed with staff from the Colorado Department of Education to discuss Part B of Individuals with Disabilities Education Act (IDEA) and the Colorado Preschool Program. The discussion focused on: 1) the need for a more comprehensive training and support approach for providers on inclusion, 2) embedding inclusion into the Colorado Shines Quality Rating and Improvement System and 3) addressing the multiple transitions children face between Special Education, the Colorado Preschool Program and the child care subsidy program. A second consultation consisted of a joint planning session between the Office of Early Childhood and Department of Education professional development and infant/toddler staff, focusing on developing an implementation plan to meet Child Care and Development Fund professional development requirements. Over the next year, a plan will be developed with the Colorado Department of Education to implement comprehensive training and supports for providers on inclusive care and will be incorporated as an amendment to this State Plan as appropriate.

☑ State agency/agencies responsible for programs for children with special needs, including early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool).

Describe:

A consultation was completed with staff in the Colorado Department of Education who administer Part B of Individuals with Disabilities Education Act (IDEA). The discussion focused on the need for: 1) a more comprehensive support and training approach for providers on inclusion, 2) embedding inclusion into the Colorado Shines Quality Rating and Improvement System, and 3) addressing the multiple transitions children face between Special Education, the Colorado Preschool Program and the subsidy program. Over the next year, a plan will be developed with the Colorado Department of Education to implement comprehensive training and supports for providers on inclusive care and will be incorporated as an amendment to this State Plan as appropriate.

A second consultation was completed with the Early Intervention (Part C of Individuals with Disabilities Education Act) director. Early Intervention is housed in the Office of Early Childhood. During the consultation the discussion focused on developing consumer information on Early Intervention for Child Care and Development Fund subsidy families

and working toward integration of goals in the Early Intervention and Child Care and Development Fund state plans to coordinate services across the programs. In the next year, a series of strategic planning sessions will be conducted to identify Early Intervention and Division of Early Care and Learning common goals, coordination efforts and implementation steps.

☐ State/Territory institutions for higher education, including community colleges.

Describe:

☑ State/Territory agency responsible for child care licensing.

Describe:

Child Care Licensing is part of the Office of Early Childhood and is an integral consultation partner related to licensing and quality initiatives. In addition, a consultation was conducted with the Licensing Advisory Committee. The Committee provided recommendations on criminal background checks, new requirements related to monitoring and pre-licensing training for legally exempt providers. The Licensing Advisory Committee will continue to provide ongoing guidance and input on all new licensing regulations as they are being developed.

☑ State/Territory office/director for Head Start State collaboration

Describe:

The Head Start/Early Head Start collaboration director is part of the Office of Early Childhood. The consultation focused on developing a plan to increase coordination between Head Start and the Colorado Child Care Assistance Program (CCCAP) through policy development and training. In the next year, a series of work sessions will be conducted to develop specific training and coordination benchmarks on the state level and between county departments of human services and local Head Start grantees. The results of the work sessions will be incorporated into the State Plan as an amendment.

☑ State/Territory/local agencies with Early Head Start-Child Care Partnerships grants.

Describe:

A consultation was conducted on the Early Head Start-Child Care Partnership grants with the State Head Start collaboration director. The partnership models were discussed

relative to integrating emerging best practices into a plan to increase coordination between Head Start and the Colorado Child Care Assistance Program (CCCAP). In the next year, identified best practices will be included in a series of work sessions to develop specific training and coordination benchmarks on the state level and between county departments of human services and local Head Start grantees. The results of the work sessions will be incorporated as an amendment to the State Plan, as appropriate.

☑ State/Territory agency responsible for Child and Adult Care Food Program (CACFP).

Describe:

A consultation was conducted with the Child and Adult Care Food Program (CACFP) staff in the Colorado Department of Public Health and Environment. The discussion focused on exploring the possibility of including non-relative legally exempt providers as participants in CACFP, since these providers will be monitored once a year and will participate in pre-service training. Also, the CACFP staff emphasized the importance of continuing the ongoing commitment to include Title XX funds in the funding mix for the Colorado Child Care Assistance Program (CCCAP). A follow-up meeting will be conducted to explore the possibility of including non-relative legally exempt providers in the CACFP program.

☑ State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention

Describe:

Childhood health advocate organizations, including the American Heart Association and Children's Hospital Colorado, were involved in consulting on the child care provider rule package that addressed the changes necessary to comply with the reauthorization.

☐ Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services.

Describe:

☐ State/Territory agency responsible for implementing the Maternal and Child Home Visitation programs grant

Describe:

☑ Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT).

Describe:

The consultation with Healthy Communities, Colorado's Early and Periodic Screening, Diagnostic and Treatment (EPSDT) program, focused on capturing the number of referrals from child care providers and counties for developmental screenings. This will be accomplished through a data system which is in the planning stages. Follow-up meetings will be conducted to review the status of the new data system.

☑ McKinney-Vento State coordinators for Homeless Education.

Describe:

A consultation was conducted with Paula Gumina from the Colorado Department of Education who presented a webinar on 8/20/2015 for McKinney-Vento Liaisons. She provided resources, links and worksheets for the State. Informational material was provided including FAQs, common signs of homelessness document, information on determining eligibility and most valuable tips sheet. A statewide list of liaisons was provided. The McKinney-Vento liaisons are reached at each school throughout the state as a contact for families with school age children. For families without school age children the state has three regions and each region has a coordinator. Metro Denver Homeless Initiative is the Continuum of Care coordinator for the seven county metro Denver area, Homeward Pikes Peak is the care coordinator for El Paso county and the Colorado Coalition for the Homeless is the care coordinator for all other Colorado counties.

We also consulted withthe Colorado Coalition for the Homeless on expedited enrollment and issues related to homeless families accessing child care assistance. We specifically met with Annetta Crecelius & Katy Fleury of Colorado Coalition for the Homeless and were able to get a list of resources and links.

The results of the consultation are reflected in the Implementation Plan for outreach and services to homeless families.

☐ State/Territory agency responsible for public health.

Describe:

☑ State/Territory agency responsible for mental health.

Describe:

The Early Childhood Mental Health unit is part of the Office of Early Childhood. Consultation with staff focused on the progress of licensing rules addressing expulsions and developing consumer education and best practices information on early childhood social-emotional development and expulsion policies. Also discussed developing a state plan on early childhood mental health, policies and methods of disseminating consumer education. Development of this state plan is anticipated to be completed in 2017 and will be incorporated as an amendment to the State Plan as appropriate.

☑ State/Territory agency responsible for child welfare.

Describe:

Consultation with the child welfare staff, housed in the Colorado Department of Human Services, included the need to improve coordination between county Colorado Child Care Assistance Program (CCCAP) staff and child welfare staff related to referrals, training on child care assistance requirements, and accessing data on child welfare child care caseloads. In partnership with Child Welfare, the issues identified during the consultation will be addressed by 2017.

☐ State/Territory liaison for military child care programs.

Describe:

☑ State/Territory agency responsible for employment services/workforce development.

Describe:

A consultation was held with the Division director who oversees ReHire Colorado, which is a transitional employment program that combines wage-paid work, job skills training, and supportive services to help low-income individuals facing barriers to employment succeed in the workforce. The focus over the next year will be to coordinate access to the Colorado Child Care Assistance Program (CCCAP) for families in the ReHire program.

☑ State/Territory agency responsible for Temporary Assistance for Needy Families (TANF).

Describe:

Two consultations were conducted with Colorado Works Temporary Assistance for Needy Families staff: 1) with state staff and 2) with county departments of human services. Both consultations included identification of issues that are important to Colorado Works families and coordination with child care. Access, quality and meeting children's needs were identified as the top three issues for Colorado Works families. In addition, areas for improvement included: 1) transitions from Colorado Works to low-income Colorado Child Care Assistance Program (CCCAP) child care, 2) family stability, 3) automating referrals and other processes, 4) streamlining verification of birth certificates, and 5) conducting a review of differences in eligible activity requirements between Colorado Works and low-income CCCAP. The issues raised from the consultation will result in a series of planning sessions over the course of this year and will be incorporated as an amendment to the State Plan as appropriate.

☐ State/community agencies serving refugee or immigrant families.

Describe:

☑ Child care resource and referral agencies.

Describe:

Child care resource and referral agencies and early childhood councils were consulted during the regional public hearings. The agencies provided input on Colorado's approach to equal access to high quality care, access to care for protective and kinship placement, and consumer education and access to resources for parents. These agencies will continue to be involved in the development of issues and policies raised during the consultation, particularly related to their roles and responsibilities in coordinating and providing services in their local communities.

☑ Provider groups or associations.

Describe:

A work group was created to provide input on consumer education requirements. Participants included representatives from centers, family child care homes and school-age programs. In addition to providing in-depth recommendations on the structure of a consumer education website, the group also reviewed and provided input on consumer

and provider information and other health and safety requirements. This work group will continue to provide input on consumer education requirements before and after implementation of new consumer education requirements.

☐ Worker organizations.

Describe:

☑ Parent groups or organizations.

Describe:

The Licensing Advisory Committee was consulted which includes parent representation. Parent organizations are also represented on the mental health expulsion workgroup, which will inform Colorado's policies on social-emotional and expulsion issues.

☑ Other.

Describe:

1. A consultation was conducted with the Early Childhood Summit. This group's members represent the major early childhood organizations in Colorado. The Summit focuses on early childhood policy and legislation. Members provided input and recommendations on the new requirements in the Child Care Development Fund Reauthorization. Ongoing consultation will continue with the Summit as Colorado's implementation plans are being developed.
2. A consultation was conducted with the Colorado Coalition for the Homeless on expedited enrollment and issues related to homeless families accessing child care assistance. As a result of the consultation, the State Plan included a policy on implementing a stabilization period for homeless families prior to engaging in employment, job search or training.

1.3.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan (658D(b)(1)(C)).

Lead Agencies are required to hold at least one public hearing in the State/Territory with sufficient State/Territory-wide distribution of notice prior to such hearing to provide the public an opportunity to comment on the provision of child care services under the CCDF Plan. At a minimum, the description should include:

a) Date(s) of notice of public hearing: 12/23/2015

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

b) How was the public notified about the public hearing, including how notice was accessible for people with disabilities? Please include website links if utilized to provide notice.

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

c) Date(s) of public hearing(s): 01/12/2016

Reminder - Must be no earlier than September 1, 2015 which is 9 months prior to the June 1, 2016 effective date of the Plan.

d) Hearing site(s) or method(s), including how geographic regions of the State/Territory were addressed Four in-person public hearings were conducted in different geographic regions throughout the state and one public hearing was conducted via webinar. The public hearings began on 1/12/2016 and ended on 1/28/2016.

e) Describe how the content of the Plan was made available to the public in advance of the public hearing(s) A draft of the State Plan was posted on the Office of Early Childhood website in December 2015. Viewers entered their comments and input on the website.

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

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

☑ Working with advisory committees.

Describe:

The State Plan and major Plan Amendments are made available to relevant advisory

committees through ongoing participation in these committees.

☑ Working with child care resource and referral agencies.

Describe:

Resource and Referral agencies receive notification through ongoing communication channels with Qualistar Colorado (the statewide network office) and directly through the Division of Early Care and Learning.

☐ Providing translation in other languages.

Describe:

☑ Making available on the Lead Agency website.

List the website:

The State Plan is posted on the Office of Early Childhood website: www.coloradoofficeofearlychildhood.com.

☐ Sharing through social media (Twitter, Facebook, Instagram, email, etc.).

Describe:

☑ Providing notification to stakeholders (e.g., provider groups, parent groups).

Describe:

All licensed child care programs, provider groups, parent groups, other State Departments, Early Childhood Councils, Resource and Referral agencies, county departments of human services, county commissioners and other stakeholders received notification through the mail.

☐ Other.

Describe:

1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

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

1.4.1 Check who and describe how your State/Territory coordinates or plans to efficiently coordinate child care services with the following programs to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services that meet the needs of working families. (658E(c)(2)(O))

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

☑ [REQUIRED] Programs operating at the Federal, State and local levels for children in pre-school programs (e.g., state-or locally-funded pre-k, Head Start, school-based programs, public and private preschools, programs serving preschool children receiving special education services, etc.).

Describe:

The coordination discussion with the Colorado Department of Education focused on supporting children's transitions between Special Education (Part B), the Colorado Preschool Program and the Colorado Child Care Assistance Program (CCCAP). The discussion with the Head Start Collaboration coordinator included: 1) identifying best practices in coordination and full-day strategies based on the work of the Early Head Start-Child Care Partnership grantees, 2) conducting training on coordination strategies for all county Colorado Child Care Assistance Program staff and Head Start Grantees, and 3) developing a guide on policies and strategies.

☑ [REQUIRED IF APPLICABLE] Tribal early childhood programs.

Describe, including which Tribes coordinating with:

As part of the coordination discussion with the Ute Mountain Ute and Southern Ute tribes, clarification was provided on accessing the Colorado Child Care Assistance Program (CCCAP). Resources to support technical assistance and professional development support for the staff members at Tribal early care and education programs was also shared. The coordination goals with the tribes is to: 1) provide ongoing assistance to ensure the

Professional Development Information System is meeting their needs, and 2) develop an ongoing communication avenue to discuss their needs related to child care assistance program components.

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

☑ [REQUIRED] Other Federal, State, local early childhood programs serving infants and toddlers with disabilities.

Describe:

Discussion with the Early Intervention Program (Part C) focused on increasing access to developmental screenings for infants and toddlers in the Colorado Child Care Assistance Program (CCCAP). The State Early Intervention Plan will include goals related to expanding coordination with CCCAP. At the county levels information will be disseminated to foster coordination and referrals between counties and local agencies providing developmental screenings.

☑ [REQUIRED] Early childhood programs serving homeless children (as defined by the McKinney-Vento Homeless Education Assistance Act).

Describe:

The coordination discussion with the Colorado Coalition for the Homeless, focused on providing increased access to child care and coordination between state and local organizations for homeless families throughout the state. Discussed strategies included: 1) identification and dissemination of information on homeless organizations in the state in order for counties to develop working relationships with community-based services, 2) establishing policies on expedited enrollment for homeless families, 3) understanding the needs of homeless parents relative to engaging in job search, employment or training. A period of stabilization is necessary before families are ready to engage in eligible activities.

☑ [REQUIRED] Early childhood programs serving children in foster care.

Describe:

The Office of Early Childhood has engaged in discussions with the Division of Child Welfare related to funding and policy coordination to provide foster and kinship parents with increased access to child care. Rules and policies are being developed to provide counties with guidance. In addition, county staff training has been identified as a top priority to improve the referral process between county child welfare and child care workers in order to

understand the requirements of both programs.

☑ State/Territory agency responsible for child care licensing.

Describe:

Child Care Licensing is part of the Office of Early Childhood. Close coordination is an ongoing priority between the Colorado Child Care Assistance Program (CCCAP), Child Care Licensing and quality initiatives. The goal of this coordination is to create streamlined supports and services for customers (including children and families).

☑ State/Territory agency with Head Start State collaboration grant.

Describe:

The discussion between the Head Start Collaboration and Colorado Child Care Assistance Program staff focused on increasing coordination between Head Start grantees and county departments of human services to increase access, quality and full-day child care for dually enrolled families. The following topics were discussed: 1) conduct training for county and Head Start grantee staff and, 2) issue policy direction and best practices to programs.

☑ State Advisory Council authorized by the Head Start Act.

Describe:

The Early Childhood Leadership Commission is the state advisory council authorized by the Head Start Act. They are regularly consulted on all activities related to the Office of Early Childhood, including the CCDF State Plan. The ECLC advises the State on strategies to ensure there is statewide alignment of all early childhood initiatives and partnerships.

☑ State/Territory/local agencies with Early Head Start-Child Care Partnerships grants.

Describe:

There are four Early Head Start-Child Care Partnerships in the state. The Office of Early Childhood, through the Head Start Collaboration Director, coordinates with these entities around reducing barriers to dual enrollment in Early Head Start and the Child Care Assistance Program.

☐ McKinney-Vento State coordinators for Homeless Education or local educational agency McKinney-Vento liaisons

Describe:

☑ Child care resource and referral agencies.

Describe:

Child Care Resource and Referral agencies are often housed within the Early Childhood Councils and assist the Office of Early Childhood with coordination of outreach efforts to providers and potentially eligible families. The Early Childhood Councils are charged with improving access, quality, coordination and equity through partnerships. Council members (which include county departments of human services staff) work together to determine and address needs in communities such as conducting outreach and improving access to services for Colorado Child Care Assistance Program (CCCAP) families.

☑ State/Territory agency responsible for public education.

Describe:

The Office of Early Childhood works in partnership with the Colorado Department of Education on multiple issues, including: 1) alignment of licensing and quality rating requirements of public school-based programs, 2) implementation and coordination of the Exanding Quality in Infant and Toddler Care Initiative, 3) collaboration with the Early Childhood Professional Development Team to support the Early Childhood Competencies Framework (Colorado's Competencies for Early Chidlhood Educators and Administrators) and the development of statewide progression of credentials and degrees aligned with the Early Childhood Competencies; and 4) the development and integrationof the Professional Development Information System, Colorado's workforce registry and learning management system for early childhood professionals, to support Level 2 and the scoring of the Workforce Quality indicator of the Colorado Shines Quality Rating and Improvement System.

☑ State/Territory institutions for higher education, including community colleges.

Describe:

The Office of Early Childhood coordinates with community colleges and the Department of Education to ensure proper alignment of education requirements and licensed child care staff requirements.

☐ State/Territory agency responsible for Child and Adult Care Food Program (CACFP).

Describe:

☐ State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention.

Describe:

☐ Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services.

Describe:

☐ State/Territory agency responsible for implementing the Maternal and Childhood Home Visitation programs grant.

Describe:

☐ Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT).

Describe:

☐ State/Territory agency responsible for public health.

Describe:

☑ State/Territory agency responsible for mental health.

Describe:

The coordination discussion with the early childhood mental health staff in the Office of Early Childhood focused on increasing access to mental health consultations for child care providers and families. The identified steps include: 1) promulgating licensing rules on requirements related to policies, specifically expulsion policies, 2) coordinating mental health efforts in the state to increase mental health consultations and, 3) developing information on best practices for consumers and providers.

☑ State/Territory agency responsible for child welfare.

Describe:

The coordination discussion with child welfare focused on increased access to child care assistance for families on child welfare, foster parents and kinship providers. This will be achieved by developing a funding plan, joint training for county child welfare and Colorado Child Care Assistance Program staff, and development of rules and policies for counties.

☐ State/Territory liaison for military child care programs.

Describe:

☐ State/Territory agency responsible for employment services/workforce development.

Describe:

☑ State/Territory agency responsible for Temporary Assistance for Needy Families (TANF).

Describe:

Discussions with the Colorado Works staff focused on access, quality, and meeting children¿s needs. In addition, identified areas for improvement include: 1) smoothing transitions from Colorado Works to Low-Income child care, 2) increasing family stability, 3) automating referral and other processes, 4) streamlining verification of birth certificates, 5) reviewing differences in eligible activity requirements between Colorado Works and low-income Colorado Child Care Assistance Program (CCCAP) child care.

☐ State/Territory community agencies serving refugee or immigrant families

Describe:

☐ Provider groups or associations.

Describe:

☐ Worker organizations.

Describe:

☐ Parent groups or organizations.

Describe:

☑ Other.

Describe:

In a meeting with the Early Childhood Council Leadership Alliance, discussions focused on how the State and local Early Childhood Councils can coordinate Child Care Development Fund requirements locally. The role of the Councils is to improve and sustain availability,

accessibility, capacity and quality of early childhood services statewide.

To support School Age Providers professional development opportunties, the Colorado Department of Human Services, met with the Network Lead for the Colorado Afterschool Partnership (CAP), a program housed at the Civic Canopy. CAP is comprised of a growing network of stakeholders committed to high quality afterschool programs for Colorado children, youth and families. CAP has been meeting with a variety of community partners including state agencies, local providers and policy makers. CAP specifically has forged solid relationships with the Colorado Department of Education - supporting 21st Century Learning and the upcoming ESSA. Additionally, CAP is co-sponsoring several events surrounding early childhood (e.g. public comments on CCDF grant). All parties are committed to working together to ensure that professionals working within CCDF school age programs have the same opportunities to access professional development training to enhance the overall quality of care and program delivery in Colorado.

1.5 Optional Use of Combined Funds

The CCDBG Act of 2014 added a provision that States and Territories have the option to combine funding for CCDF child care services with funding for any of the required programs listed in 1.4.1. These include programs operating at the Federal, State and local levels for children in preschool programs, tribal early childhood programs, and other early childhood programs, including those serving infants and toddlers with disabilities, homeless children, and children in foster care. (658E(c)(2)(O))(ii)) Combining funds could include blending multiple funding streams, pooling funds, or layering funds together from multiple funding streams in an effort to expand and/or enhance services for children and families to allow for delivery of comprehensive high quality care that meets the needs of children and families. For example, State/Territory agencies may use multiple funding sources to offer grants or contracts to programs to deliver services; a State/Territory may allow county/local government to use coordinated funding streams; or policies may be in place that allow local programs to layer CCDF funds with additional funding sources to pay for full-day, full-year child care that meets Early Head Start/Head Start or State/Territory pre-kindergarten requirements in addition to State/Territory child care licensing requirements. As a reminder, per the OMB Compliance Supplement governing audits (https://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2014), CCDF funds may be used in collaborative efforts with Head Start (CFDA 93.600) programs to provide comprehensive child care and development services for children who are eligible for both programs. In fact, the coordination and collaboration between Head Start and the CCDF is

mandated by sections 640(g)(2)(D) and (E), and 642(c) of the Head Start Act (42 USC 9835(g)(2)(D) and (E); 42 USC 9837(c)) in the provision of full working day, full calendar year comprehensive services (42 USC 9835(a)(5)(v)). In order to implement such collaborative programs, which share, for example, space, equipment or materials, grantees may blend several funding streams so that seamless services are provided.

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

☑ Yes, If yes, describe at a minimum:

How do you define "combine"

The State allowsHead Start and Child Care Development Fund funding to be "combined" by layering funds at the county level. County departments of human services have the option to pay full-time rates in order to maximize access, full-day services and quality alignment for dually enrolled children.

Which funds will you combine

The State has the option for counties to combine Head Start and Child Care Development Funds.

Goal(s) of combining funds (why?) and expected outcomes, such as extending the day or year of services available (i.e., full-day, full-year programming for working families), smoothing transitions for children, enhancing and aligning quality of services, linking comprehensive services to children in child care or developing the supply of child care for vulnerable populations

To increase access and full-day comprehensive services for dually enrolled children in Head Start and the Colorado Child Care Assistance Program.

Method of fund allocation (how you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?)

Local departments of human services will authorize full-day Child Care Development Fund funding for dually enrolled children.

How are the funds tracked and method of oversight

The Child Care Automated Tracking System (CHATS) will track dually enrolled children in Head Start/Early Head Start and the Colorado Child Care Assistance Program.

☐ No.

1.6 Public-Private Partnerships

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

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

Early Childhood Leadership Commission

The Early Childhood Leadership Commission was established in 2010 through SB10-195 to "promote the coordination of policies and procedures that affect the health and well-being of Colorado children." The Commission was reauthorized in 2013 for a period of five years through HB13-1117 and moved the Commission from the Office of the Lieutenant Governor to the Colorado Department of Human Services to provide guidance and advice to the Office of Early Childhood. The Commission serves as Colorado's State Advisory Council for early childhood, per the federal Head Start Act. Through data gathering, policy development and community engagement, the Early Childhood Leadership Commission has worked to advance all components of the Early Childhood Colorado Framework: early learning; family support and parent education; social, emotional, and mental health; and health.

The Early Childhood Leadership Commission serves as the State Advisory Council and consists of 20 Commissioners representing a full spectrum of advocates and leaders, including parents, early childhood professionals, Head Start, school districts, local municipalities, foundations, nonprofits, businesses and five state departments: Education, Health Care Policy and Financing, Higher Education, Human Services, and Public Health and Environment.

Statutory duties of the Early Childhood Leadership Commission include advising the Office of Early Childhood; identifying opportunities for, and barriers to, the alignment of standards, rules, policies, and procedures across programs and agencies that support young children; and assisting public and private agencies in coordinating efforts on behalf of pregnant women and children, including securing funding and additional investments for services and supports for children and their families.

The Commission has five committees: Legislative Implementation; Program Quality and Alignment; Finance; Data; and Communications. The Legislative Implementation Task Force is committed to conducting research and making recommendations related to the statewide implementation of tiered reimbursement rates for the Colorado Child Care Assistance Program. The Program Quality and Alignment Committee addresses the coordination of state standards, rules, policies and procedures across programs and agencies. The Finance Committee is primarily focused on sustainability strategies. Evaluation is addressed within the Data Committee. The Communication Committee supports the strategic communication plan to reinforce the importance of early childhood and why quality matters during the early years.

Colorado Department of Human Services Policy Advisory Committee:

The Colorado Department of Human Services Policy Advisory Committee (PAC) addresses human services policy issues through collaboration, cooperation and effective communication between the state and counties to improve the delivery of services for children, families and adults across the state of Colorado. The Committee submits recommendations to the Executive Director of the Department.

The Early Childhood Sub-PAC has advised and made recommendations for the following:

1. Implementation of Colorado House Bill 14-1317 "Concerning Modifications to the Colorado Child Care Assistance Program" by formulating a task force to develop rules addressing eligibility, authorization periods, and administration.
2. Development of policies and procedures to reduce fraudulent use of Child Care Development Block Grant funds.
3. Increased county-level access to data collected and used by the Colorado Department of Human Services.
4. Continued implementation of Colorado House Bill 14-1317; the task force will continue to meet to develop rules on tiered reimbursement tied to quality; reducing parental co-payments; further increasing access for eligible families; and reviewing State rules to ensure alignment with Child Care Development Block Grant Re-authorization requirements.
5. Local implementation of the Colorado Shines Quality Rating Improvement System.
6. Alignment and sustainability of state and federally funded programs for child development, child care and other early childhood education programs and services.

Early Childhood Professional Development Advisory

The work of the Early Childhood Professional Development Team is guided by the Early

Childhood Professional Development Advisory to support Workforce Initiatives, much of the work is completed through subcommittes or task force groups. Chaired by advisory members, the subcommittees and task force groups are open for participation to any interested stakeholders. The advisory group includes representation from the following stakeholders:

1. Two-year and four-year universities and alternative teacher prep programs
2. Head Start/Early Head Start
3. School Districts
4. Early Childhood Professionals
5. Department of Higher Education and Teaching Licensing
6. Effective Educator System
7. Early Intervention, Preschool Special Education, State Funded Preschool
8. Child Care Licensing and Quality Rating and Improvement System
9. Early Childhood Training, Coaching Quality Initiative Providers
10. Family, Friend and Neighbor

Early Head Start Partnership Grants

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

Early Learning Ventures

Licensing has a memorandum of understanding with Early Learning Ventures, a voluntary shared service provider, to enable Licensing to access providers' child management systems to better facilitate efficient licensing inspections.

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

States may use funds to support or establish Child Care Resource and Referral (CCR&R systems (also see section 7.4). If they do, there are specific requirements for CCR&Rs (658E(c)(3)(B)(iii)) These include:

- Provide families with information on a full range of child care options (including faith-based, community-based child care centers and family child care homes, nontraditional hours and emergency child care centers) in their local area or region
- To the extent practicable, work directly with families who receive child care assistance to offer the families support and assistance in making an informed decision about child care

options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory
- Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities
- Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory
- As appropriate, coordinate their activities with the activities of the Lead Agency and/or local agencies that administer CCDF.

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

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

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

If yes, the local or regional referral agency is required to do all of the activities listed here.

See also related follow-up questions in Section 7.1 and 7.4. Does the CCR&R system provide all services identified below:

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

1. Provide families with information on a full range of child care options in their local area or region, including enhanced referrals to families with unique needs, children with special health and behavioral concerns, and provide additional resources for families at risk to ensure families have the information to make informed choices regarding the services that best suit their needs.
2. Work directly with families who receive child care assistance to offer the families support and assistance in making an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the Colorado Shines Quality Rating and Improvement System.
3. Collect data and provide information on the coordination of services and

supports including services provided through the Individuals with Disabilities Education Act (IDEA) for children with disabilities and enter such information in the Colorado Shines Data System.

4. Recruit new licensed providers, particularly in areas of the state that have been identified as child care deserts.
5. Collect data and provide information on the supply of and demand for child care services in local areas of the State and enter such information in the Colorado Shines Data System.
6. Work to develop partnerships with public agencies and private entities, including faith-based and community based child care providers, to increase the supply and quality of child care services in Colorado.
7. Provide technical assistance and resources to eligible child care programs, through a bi-annual contact, to ensure optimal awareness and engagement in statewide initiatives, such as the Colorado Shines Quality Rating and Improvement System, Professional Development Information System and Colorado Child Care Assistance Program (CCCAP).
8. Coordinate their activities with the activities of the Lead Agency and/or local agencies that administer the Child Care and Development Fund.
9. Adhere to the requirements of the Colorado Child Care Disaster Plan.

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

1.8 Disaster Preparedness and Response Plan

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

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

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

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

If applicable, describe additional ways the State/Territory addresses the needs of children receiving CCDF before, during and after a disaster or emergency, not already incorporated into the Statewide Child Care Disaster Plan. If available, please provide a link to the disaster plan

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

The following requirements have been substantially implemented:

1. All child care providers must have a contingency plan for keeping children safe during a disaster.
2. All child care providers have the right to file anemergency waiver to move to a temporary location or to exceed capacities during and after emergency events.
3. Child Care Licensing regulations requiring child care providers to have procedures for evacuation, relocation, shelter-in-place, lock-down communication and reunification with families, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.
4. Child Care Licensing regulations requiring child care providers to have procedures for staff and volunteer emergency preparedness training and practice drills.

Unmet requirement - Identify the requirement(s) to be implemented Guidelines for continuing CCDF assistance and child care services after a disaster (which may include provision of temporary child care, and temporary operating standards for child care after a disaster)

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

Implement Child Care Licensing regulation to include a plan for the continuity of operations during and after a disaster within the General Rules and Regulations section. This licensing section is applicable to all types of licensed facilities: Child Care Centers, School Age Child Care, Preschools and Family Child Care Homes.

March 2016-June 2016 Develop rules for Continuity of Operations and send through Department clearance process for presentation to the Department of Human Services State Board.

July 8, 2016 First Department of Human Services State Board Public hearing on proposed rules.

August 5, 2016 SecondDepartment of Human Services State Board Public hearing on proposed rules.

September 30, 2016 Rules are implemented

Projected start date for each activity: 03/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Kathi Wagoner, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

N/A

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

Ensure child care is included in the Colorado Department of Human Services and State of Colorado Emergency disaster plans. Currently, child care is not recognized

on the State Emergency Operations Plan.
January 2016-March 2016 Work with Colorado Department of Human Services Emergency Manager to ensure Child Care is included in the State Emergency Continuity of Operations Plan (COOP).
March 2016-May 2016 Worked and developed a plan with the Colorado Department of Public Health and Environment to be included in the vulnerable population mapping for State level emergency managers.
April 21, 2016-July 1, 2016 Create annex for inclusion on the State COOP.
September 30, 2016 Child Care will be included on the State COOP

Projected start date for each activity: 10/1/15
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Kathi Wagoner, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

The Colorado Department of Human Services, Office of Administrative Solutions; Colorado Homeland Security and the Colorado Department of Public Health and Environment

2 Promote Family Engagement through Outreach and Consumer Education

Parents are their children's most important teacher and advocate. State and Territory child care systems interact with parents in multiple ways, therefore presenting many opportunities to engage and inform families. Child care providers can serve as convenient and trusted sources of information for parents and family members on child development and community supports and services. State/Territory and local child care assistance systems should be designed to promote seamless linkages to useful information and other child- and family-services, such as during subsidy intake and redetermination processes and when parents utilize child care resource and referral or QRIS agencies. Outreach and consumer education is an ongoing process and is expected to cover the entire age span covered by CCDF from birth through age 12. The CCDBG Act of 2014 includes key purposes that address the role of parents as child care consumers who need information to make informed choices regarding the services that

best suit their needs. A new purpose of CCDBG is to "promote involvement by parents and family members in the development of their children in child care settings." States and Territories have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care sites that will support their role as their children's teacher and advocate. Key new provisions include:

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

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

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

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

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

The State and county departments of human services identify potentially eligible families by:

1. Families applying for other public assistance programs such as Colorado Works (TANF) or food assistance are referred and/or screened for child care assistance in many county departments of human services.
2. Some counties promote availability of services with media campaigns or through their working relationships with other community-based organizations.
3. A statewide, web-based universal application, the Program Eligibility and Application Kit (PEAK) was implemented for numerous public assistance programs, including child care assistance. When families complete the initial eligibility screening application they are also assessed for other public assistance programs and may follow up with those services that would benefit them.

b) What partners help with outreach? For example, child care resource and referral agencies, home visitors, pediatricians, faith-based services, State/Territory or local agencies and organizations or other familiar and safe access points serving vulnerable or low-income populations.

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

1. Early Childhood Councils were established through legislation to foster a comprehensive system of early childhood services in their communities. Councils are charged with improving access, quality, coordination and equity through partnerships. Council members (members include county departments of human services) work together to determine and address needs in communities such as conducting outreach and improving access to services for Colorado Child Care Assistance Program (CCCAP) families.
2. Resource and Referral agencies also assist in outreach efforts by directing potentially eligible families to county departments of human services for child care assistance.

c) What outreach strategies does the Lead Agency use (e.g., media campaigns, State/Territory website, or other electronic outreach?

Outreach is conducted at the local levels by county departments of human services. Some counties have conducted media campaigns and some counties coordinate outreach efforts with local organizations such as the Early Childhood Councils and Resource and Referral agencies. The State's website contains information on child care assistance, licensing and quality initiatives for the public, families and child care providers. In addition, website information will be expanded to include resources on homeless organizations to increase outreach and resources for homeless families.

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

- [x] Electronically via online application, mobile app or email.

  Provide link https://coloradopeak.secure.force.com/

- [x] In-person interview or orientation.

  Describe agencies where these may occur:

  Parents may apply at county departments of human services for child care assistance services. It is a county option to require in-person interviews or orientations.

- [x] Phone
- [x] Mail
- [x] At the child care site
- [ ] At a child care resource and referral agency.
- [x] Through kiosks or online portals at related State/Territory/local agency or organization serving low-income populations.

  Describe:

  Some county departments of human services provide on-site Program Eligibility and Application Kit (PEAK) kiosks for families to apply for multiple programs through the universal application.

- [x] Through a coordinated application process (e.g., application is linked to other benefits program to allow parents to apply for several programs at one time).

  Describe:

  The Program Eligibility and Application Kit (PEAK) application screens for multiple

programs during the initial screening application component.

☐ Other strategies.

Describe:

2.2 Consumer Education Website

The CCDBG Act of 2014 added a purpose of the child care program "to promote involvement by parents and family members in the development of their children in child care settings." (658A(b)(3)) The consumer education requirements address multiple topics that parents and family members need in order to make informed choices and act as their most important teacher and advocate. Lead agencies must certify that they will collect and disseminate the following information through resource and referral agencies or other means. (658E(c)(2)(E))

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

- information about the availability of the full diversity of child care services that will promote informed child care choices,
- Availability of child care assistance,
- Quality of child care providers (if available),
- Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children's Health Insurance Program (SCHIP) for which families may also qualify.
- Individuals with Disabilities Education Act (IDEA) programs and services,
- Research and best practices in child development, including social and emotional development, early childhood development, meaningful parent and family engagement, and physical health and development (particularly healthy eating and physical activity), and
- State/Territory policies regarding the social-emotional behavioral health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children, in early childhood programs receiving child care assistance (CCDF).

☐ Yes. The State/Territory certifies as of March 1, 2016 that it collects and disseminates the above information to parents, providers and the general public. Describe using 2.2.2 through 2.2.7 below.

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

Substantially implemented requirements include:

1. Information about the availability of the full diversity of child care services that will promote informed child care choices. This information is currently available through county departments of human services on their Colorado Child Care Assistance Program (CCCAP) websites. In addition, families who need assistance in selecting child care programs and information about different types of child care options are referred to Resources and Referral agencies.
2. Availability of child care assistance. County departments of human services post information on their websites describing eligibility criteria and requirements for CCCAP. Community based organizations, such as the Resource and Referral agencies and Early Childhood Councils, also contribute in the effort of informing families about CCCAP. The Office of Early Childhood website contains a section devoted to CCCAP which includes an overview of child care assistance.
3. Quality of child care providers. The Colorado Shines Quality Rating and Improvement System website includes information on how to find quality child care and posts ratings for individual child care programs. This website also contains a link to CCCAP.
4. Research and best practices in child development, including all domains, and parent and family engagement: While some of this information exists on the Colorado Shines website (http://coloradoshines.force.com/ColoradoShines) and the Colorado Early Learning and Development Guidelines website (http://earlylearningco.org), more in-depth information will be added.

Partially implemented requirements include:

1. Information on Other Programs: Information on the required programs has been drafted.
2. Individuals with Disabilities Act Programs: Information on IDEA programs has been drafted.
3. Policies regarding the social-emotional/behavioral and early childhood

mental health of young children. Child Care Licensing regulations, implemented in February 2016, require child care centers to have procedures in place to provide individualized social/emotional intervention supports and to utilize early childhood mental health consultants.

Unmet requirement - Identify the requirement(s) to be implemented The availability of the full diversity of child care services that will promote informed child care choices

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

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

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)
Compile drafted written materials into brochure format that offer specific resource information for the following programs: Temporary Assistance for Needy Families (TANF, Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children's Health Insurance Program (SCHIP), Individuals with Disabilities Education Act (IDEA) programs and services as well as any additional programs may deemed appropriate by the Colorado Department of Human Services, Office of Early Childhood.

Projected start date for each activity: 06/01/2016
Projected end date for each activity: 06/30/2016

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

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

This activity is internal to the Office of Early Childhood only as we are just compliing the information into the appropriate format for review

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

Circulate draft brochure to partners to review and make suggested edits.

Projected start date for each activity: 07/01/2016
Projected end date for each activity: 07/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

The Colorado Department of Human Services, as the responsible agency, will partner with the Colorado Departments of Education, Public Health and Environment; and Health Care Policy and Financing

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

Incorporate any feedback received from our partners and send brochure through clearance.

Projected start date for each activity: 07/15/2016
Projected end date for each activity: 08/15/206
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only.

Tasks/Activities - What specific steps will you take to implement the unmet

requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Send material to the forms department so the material is available for counties to order.

Projected start date for each activity: 08/15/2016
Projected end date for each activity: 08/31/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator
Partners - Who is the responsible agency partnering with to complete implementation of this activity
This activity is internal to the Office of Early Childhood only.

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

Send an Operational Memo to counties explaining their responsibility to distribute the brochure to families and child care providers attaching a copy of the brochure.

Projected start date for each activity: 08/15/2016
Projected end date for each activity: 09/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator
Partners - Who is the responsible agency partnering with to complete implementation of this activity
This activity is internal to the Office of Early Childhood only

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

Update and maintain the following available websites as resources within the printed materials to ensure accurate program information:Colorado Peak System, which houses the Universal Application (https://coloradopeak.secure.force.com/), Office of Early Childhood (http://www.coloradoofficeofearlychildhood.com), Early Learning and Development Guidelines (http://earlylearningco.org), and Colorado Shines Quality Rating and Improvement System

(http://coloradoshines.force.com/ColoradoShines).

Projected start date for each activity: 09/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

Unmet requirement - Identify the requirement(s) to be implemented Individuals with Disabilities Education Act (IDEA) programs and services

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

Compile drafted written material and add into the brochure created with "other program information"

Projected start date for each activity: 06/01/2016
Projected end date for each activity: 06/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

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

Circulate draft brochure to partners to review and make suggested edits

Projected start date for each activity: 07/01/2016
Projected end date for each activity: 07/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

Multiple Divisions within the Colorado Department of Human Services, Colorado Department of Education, Public Health and Environment and Health Care Policy and Financing

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

Incorporate any feedback received from our partners and send the brochure through clearance

Projected start date for each activity: 07/15/2016
Projected end date for each activity: 08/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

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

Send the brochure to the forms department so the material is available for counties to order

Projected start date for each activity: 08/15/2016
Projected end date for each activity: 08/31/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

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

Send the brochure out with an Operational Memo explaining the counties

responsibility to distribute the information to families and child care providers

Projected start date for each activity: 08/15/2016
Projected end date for each activity: 09/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

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

Update and maintain the following available websites as resources within the printed materials to ensure accurate program information:Colorado Peak System, which houses the Universal Application (https://coloradopeak.secure.force.com/), Office of Early Childhood (http://www.coloradoofficeofearlychildhood.com), Early Learning and Development Guidelines (http://earlylearningco.org), and Colorado Shines Quality Rating and Improvement System (http://coloradoshines.force.com/ColoradoShines).

Projected start date for each activity: 09/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

Unmet requirement - Identify the requirement(s) to be implemented Research and best practices in child development, including all domains of early childhood development, including social and emotional development, cognitive, and physical health and development (particularly healthy eating and physical activity), and meaningful parent and family engagement,

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

agencies, etc.)

Compile drafted written material and add it into the brochure created with "other program information" and IDEA information

Projected start date for each activity: 06/01/2016
Projected end date for each activity: 06/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

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

Circulate Draft Brochure to partners to review and make suggestions

Projected start date for each activity: 07/01/2016
Projected end date for each activity: 07/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

Multiple Divisions of the Colorado Department of Human Services, Colorado Departments of Education, Public Health and Environment; and Health Care Policy and Financing

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

Incorporate any feedback received from our partners and send the brochure through clearance

Projected start date for each activity: 07/15/2016
Projected end date for each activity: 08/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

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

Send the brochure to the forms department so the material is available for counties to order

Projected start date for each activity: 08/15/2016
Projected end date for each activity: 08/31/2015
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

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

Send the brochure out with an Operational Memo explaining the counties responsibility to distribute the information to families and child care providers

Projected start date for each activity: 08/15/2016
Projected end date for each activity: 09/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

This activity is internal to the Office of Early Childhood only

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

Update and maintain the following available websites as resources within the

printed materials to ensure accurate program information:Colorado Peak System, which houses the Universal Application (https://coloradopeak.secure.force.com/), Office of Early Childhood (http://www.coloradoofficeofearlychildhood.com), Early Learning and Development Guidelines (http://earlylearningco.org), and Colorado Shines Quality Rating and Improvement System (http://coloradoshines.force.com/ColoradoShines).

Projected start date for each activity: 09/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator
Partners - Who is the responsible agency partnering with to complete implementation of this activity
This activity is internal to the Office of Early Childhood only

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)
Post information on the policies for social - emotional/behavioral and early childhood mental health of young children to the Office or Early Childhood website

Projected start date for each activity: 09/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator
Partners - Who is the responsible agency partnering with to complete implementation of this activity
This internal to the Office of Early Childhood

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

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

Parents, providers and the general public access information on the fully diversity of available child care services in the following ways:

1. The state website contains information on the diversity of services and types of child care programs available to parents, providers and the general public (http://www.coloradoofficeofearlychildhood.com/#!early-care-and-learning/csgz).
2. Resource and referral agencies inform parents of the different types of child care options available to parents of eligible children.
3. County departments of human services post information on child care services on their websites.

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

Information on the different types of child care services and programs is posted on state and county websites. In addition, Resource and Referral Agencies provide information on child care options to parents of eligible children and the public.

c) Describe who you partner with to make information about the full diversity of child care choices available

The Lead Agency partners with county departments of human services, the Resource and Referral network, Early Childhood Councils and other state agencies such as the Colorado Departments of Education and Public Health and Environment.

2.2.3 Describe how the State/Territory makes information about the quality (such as through a quality rating and improvement system, if available, nationally-recognized accreditation, or other means) of child care services available to the public, including consumer-friendly strategies such as messages that are designed to engage intended audiences and are easy to understand

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

Colorado deploys a multi-pronged approach to communicate the need for and value of quality early care and education to parents of eligible children, providers and the general public.

Parents and families of young children receive information about programs that have been quality rated. The Colorado Shines website, www.coloradoshines.com, targets parents and families of young children to help them search for quality-rated providers for their young

children and promotes the benefits of quality early care and education. This resource offers messages with easy-to-understand plain language, including defining what is meant by "quality" child care and education. Quality levels achieved by child care programs are posted on this website which contains a child care facility search for parents and the public. The website also provides parents and families with information to help them support their child's learning and development.

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

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

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

Colorado provides information about the Colorado Shines Quality Rating and Improvement System utilizing multiple methods: website, direct communications with e-newsletters and mail, written materials (e.g., brochures, flyers, and pamphlets), mass media, and social media. An earned-media strategy is utilized to establish ongoing communication with reporters covering education, parenting, and children's issues in the state. The earned-media strategy supports online word of mouth through the practice of 'viral' tendencies, mentions, shares, reposts, reviews, recommendation, or content picked up by third party sites.

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

The Lead agency leverages a statewide help desk, licensing specialists, quality rating assessors and local delivery system partners who routinely interact with early care and education providers (local agencies providing child care resource and referral services and supports, Early Childhood Councils, quality improvement coaches), county department of

human services, the state advisory council (Early Childhood Leadership Commission), and other statewide early childhood organizations to assist in the communications about Colorado Shines.

2.2.4 Describe how the State/Territory shares information with eligible parents about other available human service programs.

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

a) Temporary Assistance for Needy Families (TANF)

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

b) Head Start and Early Head Start Programs

The Universal Application, Program Eligibility and Application Kit (PEAK), screens applicants for Head Start and Early Head Start Programs and families are able to complete Head Start applications on-line. At this time, screening and on-line applications for Head Start are not available in all areas of the state.

c) Low Income Home Energy Assistance Program (LIHEAP)

The Universal Application, Program Eligibility and Application Kit (PEAK), screens applicants for Low Income Energy Assistance Program (LEAP).

d) Supplemental Nutrition Assistance Programs (SNAP- formerly known as Food Stamps)

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

Assistance Program (CCCAP) applicants with information on the food assistance program.

e) Women, Infants, and Children Program (WIC)

The Universal Application, Program Eligibility and Application Kit (PEAK), screens applicants for Special Supplemental Nutrition Program for Women, Infants, and Children(WIC),

f) Child and Adult Care Food Program(CACFP)

Information is coordinated between the Child and Adult Care Food Program (CACFP) program in the Department of Public Health and Environment and the Office of Early Childhood, Department of Human Services. Online training modules for child care providers are developed in coordination with CACFP and Child Care Licensing. Information on CACFP will be posted on the Office of Early Childhood website.

g) Medicaid

Families are able to apply for Medicaid through the Universal Application, Program Eligibility and Application Kit (PEAK).

h) Children's Health Insurance Program (CHIP)

Families are screened and able to apply for the CHP+ program in Colorado through the Universal Application, Program Eligibility and Application Kit (PEAK).

i) Individuals with Disabilities Education Act (IDEA)

The Universal Application, Program Eligibility and Application Kit (PEAK), screens applicants for Parts C and B of IDEA eligibility.

j) Other State/Federally Funded Child Care Programs (e.g., state pre-kindergarten)

Information on the Colorado Preschool Program is shared by organizations and school districts in local communities.

k) Other early childhood programs (e.g., Maternal, Infant, and Early Childhood Home Visiting program)

The Office of Early Childhood website includes information on: SafeCare Colorado, Maternal Infant and Early Childhood Home, Nurse Home Visitor Program, Colorado Community Response, Family Resource Center Program, Promoting Safe and Stable Families, Early Childhood Mental Health Specialists. In addition, the Universal Application, Program Eligibility and Application Kit (PEAK), screens applicants for Healthy Steps (a home visitation health program for children 0-3 years old), School Nutrition Services, Home Instruction for Parents of Preschool Youngsters, Health Insurance Exchange, and Parents as Teachers. Applicants are screened, and are able to apply for the Nurse-Family Partnership program using the Universal Application (PEAK).

2.2.5 Describe how the State/Territory shares information with providers (where applicable) to link families to these other available human service programs.

For example, does the State/Territory provide information to providers through CCR&Routreach, as a condition of their contract or voucher agreement, through community-based hub agencies that partner with subsidy providers, county/local collaboration, through quality rating and improvements systems, etc?

a) Temporary Assistance for Needy Families (TANF)

Information will be shared on the Office of Early Childhood website.

b) Head Start and Early Head Start Programs

Information will be shared on the Office of Early Childhood website.

c) Low Income Home Energy Assistance Program (LIHEAP)

Information will be shared on the Office of Early Childhood website.

d) Supplemental Nutrition Assistance Programs (SNAP- formerly known as Food Stamps)

Information will be shared on the Office of Early Childhood website.

e) Women, Infants, and Children Program (WIC)

Information will be shared on the Office of Early Childhood website.

f) Child and Adult Care Food Program(CACFP)

Information is shared between the Child and Adult Care Food Program (CACFP) program in the Department of Public Health and Environment and the Office of Early Childhood on the status of providers participating in CACFP and through coordination of online training modules for providers. Information on CACFP will also be posted on the Office of Early Childhood website.

g) Medicaid

Information will be shared on the Office of Early Childhood website.

h) Children's Health Insurance Program (CHIP)

Information will be shared on the Office of Early Childhood website.

i) Individuals with Disabilities Education Act (IDEA)

Information will be shared on the Office of Early Childhood website.

j) Other State/Federally Funded Child Care Programs (example-State Pre-K)

Information on the Colorado Preschool Program will be shared on the Office of Early Childhood website.

k) Other early childhood programs (e.g., Maternal, Infant, and Early Childhood Home Visiting program)

The Office of Early Childhood website includes information on: SafeCare Colorado, Maternal Infant and Early Childhood Home, Nurse Home Visitor Program, Colorado Community Response, Family Resource Center Program, Promoting Safe and Stable Families and Early Childhood Mental Health Specialists.

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

a) Describe how the State/Territory makes information about research and best practices in child development available to 1) parents of eligible children, 2) providers and 3) the general public

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

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

The website www.earlylearningco.org offers resources that offer practical tips and points of reference that anyone can use to help children grow and learn. These resources are utilized

and distributed by early learning partners across the state.

c) Describe who you partner with to make information about research and best practices in child development available

Early mental health specialists, local agencies offering child care resource and referral services and supports and Early Childhood Councils.

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

a) Describe how the State/Territory makes information regarding social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention support models, available to 1) parents of eligible children, 2) providers and 3) the general public. At minimum, describe **what** you provide (e.g., early childhood mental health consultation services to child care programs) and **how** (i.e., methods such as written materials, direct communication, etc.) for each group:

i. Parents

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

The Colorado Department of Human Services utilizes local delivery partners to support the dissemination of information to families. These partners include county departments

of human services county departments of human services, local agencies offering child care resource and referral services and supports, the centralized call center that supports child care resource and referral activities, early childhood mental health specialists and Early Childhood Councils. Family information is also available at the following websites: Colorado Shines Quality Rating and Improvement System website (www.coloradoshines.com), Colorado Early Learning and Development Guidelines website (www.earlylearningco.org), and the Office of Early Childhood website (www.coloradoofficeofearlychildhood.com). Specifically, the following information is provided:

1. Information about the availability of the full diversity of child care services that will promote informed child care choices. This information is currently available through county departments of human services on their Colorado Child Care Assistance Program (CCCAP) websites. In addition, families who need assistance in selecting child care programs and information about different types of child care options are referred to Resources and Referral agencies.
2. Availability of child care assistance. County departments of human services post information on their websites describing eligibility criteria and requirements for CCCAP. Community based organizations, such as the Resource and Referral agencies and Early Childhood Councils, also contribute in the effort of informing families about CCCAP. The Office of Early Childhood website contains a section devoted to CCCAP which includes an overview of child care assistance.
3. Quality of child care providers. The Colorado Shines Quality Rating and Improvement System website includes information on how to find quality child care and posts ratings for individual child care programs. This website also contains a link to CCCAP.
4. Research and best practices in child development, including all domains, and parent and family engagement: While some of this information exists on the Colorado Shines website (http://coloradoshines.force.com/ColoradoShines) and the Colorado Early Learning and Development Guidelines website (http://earlylearningco.org), more in-depth information will be added.
5. Information regarding policies on expulsion of preschool-aged children.
6. Policies regarding the social-emotional/behavioral and early childhood mental health of young children. Child Care Licensing regulations, implemented in February 2016, require child care centers to have procedures in place to provide individualized social/emotional intervention supports and to utilize early childhood mental health consultants.

ii. Providers

Communication targeting providers offers information about the Colorado Shines quality

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

Colorado provides information about the Colorado Shines Quality Rating and Improvement System utilizing multiple methods: website, direct communications with e-newsletters and mail, written materials (e.g., brochures, flyers, and pamphlets), mass media, and social media. An earned-media strategy is utilized to establish ongoing communication with reporters covering education, parenting, and children's issues in the state. The earned-media strategy supports online word of mouth through the practice of 'viral' tendencies, mentions, shares, reposts, reviews, recommendation, or content picked up by third party sites. Specifically, these mediums support messages related to the following:

1. Information regarding policies on expulsion of preschool-aged children.
2. Policies regarding the social-emotional/behavioral and early childhood mental health of young children. Child Care Licensing regulations, implemented in February 2016, require child care centers to have procedures in place to provide individualized social/emotional intervention supports and to utilize early childhood mental health consultants.

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

iii. General public

Communication to the public intends to raise the awareness and understanding of the value of early care and learning in improving education and creating long term economic benefits, the investments being made in Colorado to raise the quality of child care, and to report on the policies on expulsion of preschool-aged children are understood andthe

importance of social-emotional/behavioral and early childhood mental health of young children.

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

b) Describe any partners used to make information regarding social-emotional/behavioral and early childhood mental health of young children available

The Early Childhood Mental Health unit in the Office of Early Childhood compiled information on best practices and research for parents, providers and the general public.

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

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

☑ Yes.

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

Child Care center licensing regulations require providers to adopt a policy that reduces suspensions and expulsions of children in care. The early childhood mental health staff in the Office of Early Childhood has developed guidance for providers on this topic. Information on best practices and research for parents, providers and the general public will be posted athttp://www.coloradoofficeofearlychildhood.com/#!rules-and-regulations/c86y .

☐ No.

School-age children from programs receiving child care assistance?

☐ Yes.

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

☑ No.

2.2.8 Coordination with Other Partners to Increase Access to Developmental Screenings

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

Describe the status of the State/Territory's procedures for providing information on and referring families to existing developmental screening services.

☐ Fully implemented and meeting all Federal requirements outlined above - by March 1, 2016.

List the Lead Agency policy citation(s) and:

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

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

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

The following requirements are partially implemented:

1. Consumer information on developmental screening resources is drafted.
2. The Colorado Child Care Assistance Program (CCCAP) application includes a new field for county departments of human services to indicate if a family has been referred to development screening services.
3. Development work in the Child Care Automated Tracking System is initiated to track the number of CCCAP families referred to developmental screenings.

Unmet requirement - Identify the requirement(s) to be implemented (2) a description of how a family or child care provider receiving CCDF may utilize the resources and services to obtain developmental screenings for children receiving CCDF who may be at risk for cognitive or other developmental delays, which may include social, emotional, physical, or linguistic delays.

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

Develop and implement changes to the Child Care Automated Tracking System to track the number of children referred to developmental screenings.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

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

County departments of human services, Colorado Governor's Office of Information Technology.

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

Implement rule changes requiring county departments of human services to refer, as appropriate, families to developmental screening services. Conduct training for counties on implementing the new requirements.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator
Partners - Who is the responsible agency partnering with to complete implementation of this activity
County departments of human services

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

Develop the following e-learning modules for parents and early care professionals:

1. Using the Ages and Stages Questionaire (ASQ) in a Coordinated System of Care
2. Understanding Your Role in Child Development
3. Determining Your Role in a Coordinated Approach to Developmental Screening, Referral and Follow-up

The e-learning modules are in development and will be made available on the Professional Development Information System.

Module development began on January 2, 2016. The modules are noted as a deliverable within the contract between the Colorado Department of Human Services, Office of Early Childhood and the Colorado Nonprofit Development Center dba Assuring Better Child and Development. This area of the statement of work is expected to conclude no later than the contract end date (September 30, 2016).

Projected start date for each activity: 01/02/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Stacey

Kennedy, Child Care Quality Initiatives Director, Office of Early Childhood, Colorado Department of Human Services

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

Colorado Nonprofit Development Center dba Assuring Better Child and Development and the Colorado Department of Education

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

a) How does the State/Territory define substantiated parental complaint

A substantiated parental complaint is defined as: the investigating party has found a preponderance of evidence to support the complaint.

b) How does the State/Territory maintain a record of substantiated parental complaints about providers (e.g., how long are records maintained and in what format)

Substantiated complaints on licensed providers and legally exempt providers for illegal care or child abuse reasons are retained in the Division of Early Care and Learning on an imaging system and do not have an expiration date on maintenance. Substantiated complaints on legally exempt providers are conducted by county departments of human services in coordination with Child Care Licensing when complaints are related to illegal care. The Division of Child Welfare investigates complaints related to child abuse or neglect. For parental complaints related to legally exempt providers that are not related to illegal care or child abuse, counties maintain records according to individual county policies.

c) How does the State/Territory make substantiated parental complaints available to the public on request

Substantiated complaints on licensed programs are made available to the public through a Colorado Open Records Act (CORA) request.

d) Describe how the State/Territory defines and maintains complaints from others about providers

The same process and maintenance defined in a) through c) above applies to complaints from others about providers.

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

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

- [x] Application in other languages (application document, brochures, provider notices)
- [ ] Informational materials in non-English languages
- [ ] Training and technical assistance in non-English languages
- [x] Website in non-English languages
- [ ] Lead Agency accepts applications at local community-based locations
- [ ] Bilingual caseworkers or translators available
- [ ] Bilingual outreach workers
- [ ] Partnerships with community-based organizations
- [x] Other

The Colorado Child Care Assistance Program application has been translated into Spanish for use by all county departments of human services. Also, the Colorado Shines Quality Rating and Improvement System website is translated into Spanish. Additional services for families for whom English is not their first language is determined on a county level, and may include: 1) Informational materials, 2) Training and technical assistance, 3) Website information in non-English languages. 4) Bilingual outreach workers, 5) Bilingual caseworkers or translators,
6) Partnerships with community based organizations, and 7) Call-in translations on language lines.

- [ ] None

2.2.11 If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State/Territory has the ability to have translation/interpretation in all primary and secondary languages

Spanish is the most common translated language used to provide information on services.

2.2.12 Describe how the Lead Agency or partners provide outreach and services to eligible persons with disabilities

Local county offices provide resource information to eligible persons with disabilities. Some local county departments of human services have developed relationships with local Early Intervention organizations (Part C) for purposes of referrals into the Colorado Child Care Assistance Program. Also, the Early Childhood Councils throughout the state are responsible for fostering comprehensive, coordinated systems for all early childhood services which include children with disabilities. In some Council communities focus has been placed on children with disabilities and increased access to services, including child care assistance.

2.3 Website for Consumer Education

The CCDBG Act of 2014 added a requirement that States and Territories have a website describing processes for licensing and monitoring child care providers, processes for conducting criminal background checks, and offenses that prevent individuals from being child care providers, and aggregate information on the number of deaths, serious injuries and child abuse.

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

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

☐ Fully implemented and meeting all Federal requirements outlined above - by March 1, 2016.

Provide the link to the website:

and describe how the consumer education website meets the requirements to:

a) Share provider-specific information about health and safety, licensing or regulatory requirements met by the provider (including the last date of inspection, and any history of violations). Describe

b) Include a description of health and safety requirements and licensing or regulatory requirements for child care providers. Describe

c) Include a description of the processes for licensing, background checks, monitoring, and offenses that prevent individuals from being providers. Describe

d) Provide information about the number of deaths, number of serious injuries as defined by the State/Territory and the number of incidences of substantiated child abuse in child care settings. Describe

e) Describe how the website is consumer-friendly, for example, allowing multiple ways to search for providers, defining terms such as exempt care and corrective action plans, presents the results of monitoring inspections in plain language, providing frequently asked questions, is accessible in multiple languages upon request and to persons with disabilities through multiple formats, differentiating between violations based on risk to children, and easy to locate and navigate. Describe

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

Overall Target Completion Date (no later than September 30, 2016 for all components of the website except posting the results of the monitoring on the website which is November 19, 2017) 09/30/2016

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

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

Partially implemented requirements include:

1. A description of licensing requirements for child care providers is posted on the Office of Early Childhood website, however not in a consumer friendly format.
2. The process for licensing, background checks, and monitoring is posted on the Office of Early Childhood website, however not in a consumer friendly format.

Unmet requirement - Identify the requirement(s) to be implemented Share provider-specific information about health and safety, licensing or regulatory requirements met by the provider (including the last date of inspection, and any history of violations).

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

Results of inspections in multiple languages upon request; differentiating between violations based on risk to children; share provider specific information about health and safety, licensing or regulatory requirements met by the provider and description of health and safety requirements 6/2016 to 9/30/2017.

Coordinate web development with Office of Early Childhood systems coordinator and content staff 2/2016 to 9/30/2017

Develop back-end IT replicating existing data systems from CCCLS and Trails 6/2016-6/30/2016

Add provider specific information about health and safety, including the last date of inspection to public facing website 6/2016-6/2017

Review and approve content of website 6/2017 to 7/2017

Public Awareness of new provider specific information 8/1/17-9/30/2017.

Projected start date for each activity: 06/30/2016
Projected end date for each activity: 11/19/2017
Agency - Who is responsible for complete implementation of this activity Kathi Wagoner, Child Care Licensing Administrator

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

TheConsumer Education workgroup consisted of stakeholders from child care programs, statewide organizations, Colorado Governor's Office of Information Technology and Office of Early Childhood staff.

Unmet requirement - Identify the requirement(s) to be implemented A description of health and safety requirements and licensing or regulatory requirements for child care providers.

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

Expand on the current description of health and safety requirements, in a consumer friendly format, and post on the Office of Early Childhood website.

Workgroup to map content for website 7/2015 to 9/2015

Develop back-end IT replicating existing data systems 6/2016-6/30/16

Review and approve content of website 6/2017 to 7/2017

Enter content onto web-site 7/1/2017-7/30/2017

Child Care stakeholder feedback and provider training on new content 8/1/17-9/30/2017.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Kathi Wagoner, Child Care Licensing Administrator

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

Consumer Education workgroup consisting of stakeholders from child care programs, statewide organizations, Colorado Governor's Office of Information Technology and Office of Early Childhood staff.

Unmet requirement - Identify the requirement(s) to be implemented A description of the processes for licensing, background checks, monitoring, and offenses that prevent individuals from being providers.

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

Convert processes for licensing, background checks and monitoring into a consumer friendly format. Provide information on the offenses that prevent individuals from being providers. 5/1/16-6/30/16
Add contentinformation on the Office of Early Childhood website 7/1/2016-9/30/2016

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Kathi Wagoner, Child Care Licensing Administrator

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

Consumer Education workgroup consisting of stakeholders from child care programs, statewide organizations, Colorado Governor's Office of Information Technology and Office of Early Childhood staff.

Unmet requirement - Identify the requirement(s) to be implemented Provide annual aggregate information about the number of deaths, number of serious injuries as defined by the State/Territory and the number of incidences of substantiated child abuse in child care settings. Describe

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

Create a report from three data sources that identifies the number of deaths, number of serious injuries and number of incidences of substantiated child abuse in child care settings and post on the website.

Projected start date for each activity: 05/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Brett Reeder, Research and Evaluation Manager

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

Colorado Department of Public Health and Environment, Child Welfare Division.

Unmet requirement - Identify the requirement(s) to be implemented The website is consumer-friendly, for example, allowing multiple ways to search for providers,

defining terms such as exempt care and corrective action plans, presents the results of monitoring inspections in plain language, providing frequently asked questions, is accessible in multiple languages upon request and to persons with disabilities through multiple formats, differentiating between violations based on risk to children, and easy to locate and navigate.

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

7/2015-9/2015 Work group met to make recommendations on requirements

7/2015-1/30/16 Review recommendations of work group and refine existing defining terms, frequently asked questions, define violation types, expanding information regarding the licensing process and defining sections of the website for family information.

1/2/16-6/30/2016 Develop back-end IT

9/2015-6/2016 Begin development of consumer friendly content for website process for licensing, and family information.

6/1/2016-7/30/2016 Review and approve content of website

8/1/2016-9/30/16 launch new website, provide "education" to providers and families

Projected start date for each activity: 01/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Kathi Wagoner, Child Care Licensing Administrator

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

Consumer Education workgroup consisting of stakeholders from child care programs, statewide organizations, Colorado Governor's Office of Information Technology and Office of Early Childhood staff.

3 Provide Stable Child Care Financial Assistance to Families

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

The CCDBG Act of 2014 included requirements to establish minimum 12-month eligibility and redetermination periods, requiring that States and Territories have a process to account for irregular fluctuations in earnings, a policy ensuring that families' work schedules are not disrupted by program requirements, policies to provide for job search of not less than three (3) months, and to describe policies for graduated phase- out of assistance. The definition of an eligible child includes that a family's assets may not exceed $1,000,000 (as certified by a member of such family). Procedures for enrollment of homeless children pending completion of documentation are also now required. There is nothing in statute to prohibit States from establishing policies that extend eligibility beyond 12 months or establish other similar policies to align program requirements that allow children enrolled in Head Start, Early Head Start, state or local pre-kindergarten and other collaborative programs to finish the program year and to promote continuity for families receiving services through multiple benefits programs.

3.1 Eligible Children and Families

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

3.1.1 Eligibility Criteria Based upon Child's Age

a) The CCDF program serves childrenfrom one week (weeks/months/years) to through age 12 years (through age 12).

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

☑ Yes, and the upper age is to age 19 (may not equal or exceed age 19). Provide the Lead Agency definition of physical or mental incapacity: Disabled child means a child who has a physical or mental disability and is incapable of caring for himself or herself or who is under court supervision and who has additional care needs identified by an Individual Health Care Plan (IHCP), Individual Education Plan (IEP), physician's/professional's statement, or child welfare treatment plan. The additional care needs identified will require additional care by a provider based on a fee for service and/or require care for a child who is age thirteen (13) up to the nineteenth (19th) birthday.

☐ No

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

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

☐ No.

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

a) residing with -

"Residing with" means physically located with the eligible adult caretaker(s).

b) in loco parentis -

"In loco parentis" means a person who is assuming the parental obligations for a minor,

including protecting his/her rights and/or a person who is standing in the role of the parent of a minor without having gone through the formal adoption process. Parental obligations include, but are not limited to, attending parent teacher conferences, regularly picking up and dropping children at child care, and regularly taking the child to doctor appointments.

3.1.3 Eligibility Criteria Based on Reason for Care

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

* working:

Working means holding a part time or full time job for which wages, salary, in-kind income or commissions are received.

* attending job training

Training includes vocational/technical job skills training when offered as secondary education and results in a diploma or certificate. Parents are eligible for a minimum of two years. In addition, up to twelve months of assistance is allowable for a high school equivalency examination, high school diploma, English as a Second Language or adult basic education.

* attending education

Education means a regionally accredited post-secondary training program for a Bachelor's degree or less. Parents are eligible for a minimum of two years. Attending an education program is limited to the parent's first Bachelor's degree or less and must include coursework that leads to a degree.

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

- [x] Yes.
- [ ] No.

If no, describe additional requirements

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

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

1) Definition of protective services -

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

☐ Yes.

☐ No.

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

☑ No.

3.1.4 Eligibility Criteria Based on Family Income

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

* Definition of income -

The definition of Income includes gross taxable wages, unearned income, and in-kind income.

b) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the current SMI. Complete columns (e) and (f) with the maximum "exit" eligibility level if applicable and below the federal limit of 85% of current SMI.

☑ **Note** - If the income eligibility limits are not statewide, check here

Describe how many jurisdictions set their own income eligibility limits

Sixty-four counties in Colorado set their own income eligibility limits.

Fill in the chart based on the most populous area of the state.

Family Size	(a) 100% of State Median Income (SMI) ($/month)	(b) 85% of State Median Income (SMI) ($/month) [Multiply (a) by 0.85]	(c) (IF APPLICABLE) $/month Maximum "Entry" Income Level if lower than 85% Current SMI	(d) (IF APPLICABLE) % of SMI [Divide (c) by (a), multiply by 100] Income Level if lower than 85% Current SMI	(e) (IF APPLICABLE) $/month Maximum "Exit" Income Level if lower than 85% Current SMI	(f) (IF APPLICABLE) % of SMI [Divide (e) by (a), multiply by 100] Income Level if lower than 85% Current SMI
1	$3,722.98	$3,164.54	N/A	N/A	N/A	N/A
2	$4,868.52	$4,138.24	$2,987.88	80%	$2,987.88	80%
3	$6,014.05	$5,111.94	$3,767.88	63%	$3,767.88	63%
4	$7,159.58	$6,085.65	$4,547.88	64%	$4,547.88	64%
5	$8,305.12	$7,059.35	$5327.88	64%	$5,327.88	64%

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

c) SMI Source and year Published in the Federal Register at www.federalregister.gov for FFY 2016.

d) These eligibility limits in column (c) became or will become effective on: 1/1/2015

e) Provide the link to the income eligibility limits Office of Early Childhood website: http://www.coloradoofficeofearlychildhood.com/#!child-care-assistance-program/cu2m

3.1.5 Graduated Phase-Out of Assistance

The CCDBG Act of 2014 added a provision that requires States and Territories to provide for a graduated phase-out of assistance for families whose income has increased at the time of re-determination, but remains below the federal threshold of 85% of State median income. Providing a graduated phase-out supports long-term family economic stability by allowing for wage growth and a tapered transition out of the child care subsidy program. (658E (c)(2)(N)(iv)) This might be achieved through policies such as establishing a second income eligibility threshold at redetermination (e.g., establishing a different eligibility threshold for families first applying for assistance and those already receiving assistance, sometimes called and "exit threshold") or by granting a sustained period of continued assistance to the family before termination.

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

☑ Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the policies and procedures for graduated phase-out

3.913(D):

At the time of redetermination, an adult caretaker(s) or teen parent(s) enrolled in CCCAP, whose household income exceeds the exit income eligibility levels set by the county but are still engaged in eligible activities, must continue to receive the CCCAP subsidy for no less than ninety (90) calendar days; except that in no event shall child care assistance be provided if the household income exceeds eighty-five percent (85%) of the Colorado state median income.

3.913(BB):

If a county reduces its income eligibility requirements, a child receiving child care assistance services when the change is implemented shall continue to receive said services until the family's next eligibility re-determination or for six months, whichever is longer, so long as the family's household income remains at or below eighty-five percent (85%) of the State median income.

3.919(J):

At the option of the county, families receiving Low-Income Child Care Assistance, who become ineligible because their income exceeds the gross monthly income guidelines set by the county, may continue to receive assistance for up to six months following the date they became ineligible when the following criteria are met:

1. The family's gross monthly income does not exceed 85% of the state's median income, published annually by the U.S. Department of Health and Human Services, Administration for Children and Families, based on family size.
2. The family and the county work together to prepare the family for the transition off assistance.
3. Counties selecting this option shall notify the state in advance of their selection of this option, including an outline of the county's transition plan strategies for families.

At time of redetermination, families who are engaged in eligible activities and whose household income exceeds the exit income eligibility levels set by the county, but remains below the 85% of State Median Income, must continue to receive Colorado Child Care Assistance Program (CCCAP) subsidy for no less than ninety (90) calendar days. Counties have the option of extending CCCAP subsidy benefits up to six months.

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

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

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) not fully implemented (not yet started, partially implemented, substantially implemented, other)

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

3.1.6 Fluctuation in Earnings

The CCDBG Act of 2014 added a requirement that the Plan shall demonstrate how the State/Territory's (or designated local entity) processes for initial determination and

redetermination take into account irregular fluctuations in earnings. (658E(c)(2)(N)(i)(II))

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

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

- [x] Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the circumstances that cover irregular fluctuations of earnings pursuant to this requirement

Colorado Child Care Assistance Program rules take into account irregular fluctuations in earnings under sections: 1) 3.903, Definitions, "Income eligibility" and 2) 3.919 Eligibility for Low-Income Program Families, E 2, Low-Income Eligibility Guidelines. Irregular income can be averaged over a period of time up to twelve months. Irregular income is defined as income that does not provide an accurate indication of anticipated income. Examples include: 1) contract employment, where annual income is based on a period shorter than a year, 2) self-employment income, including income from rental property, 3) fluctuating monthly earnings, 4) income sources where amounts can be anticipated to change, such as Social Security cost-of-living increases.

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

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

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) (not yet started, partially implemented, substantially implemented, other)

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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

Check the information that the Lead Agency documents. There are no federal requirements for specific documentation or verification procedures.

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

☑ Applicant identity.

Describe:

When a primary adult caretaker is declaring the identity of his/her child due to the child not having identification as part of the application, a picture ID of the primary adult caretaker or

teen parent is needed to verify the adult caretaker's identity. Verification documents are maintained in the client's file. Applicant identity is verified once, at the time of application.

☐ Applicant's relationship to the child.

Describe:

☑ Child's information for determining eligibility (e.g., identity, age, etc.).

Describe:

All children who have had an application made on their behalf for or are receiving child care assistance must verify that they are U.S. citizens or qualified aliens and provide proof of identity. Verification documents are maintained in the client's file. This is verified once at the time of application.

☑ Work.

Describe:

Verification of employment includes completion of a county form, or a signed statement from the employer or employer's authorized designee, stating employment start date, hourly wage or gross salary amount, work schedule, payment frequency, date of first paycheck and verifiable employer contact information. Verification documents are maintained in the client's file. This is verified once at the time of application, once at re-determination, and if the family reports a change.

☑ Job Training or Educational Program.

Describe:

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

☑ Family Income.

Describe:

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

☐ Household composition.

Describe:

☑ Applicant Residence.

Describe:

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

☑ Other.

Describe:

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

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

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

☑ Time limit for making eligibility determinations.

Describe length of time :

County departments of human services must make a decision to approve or deny an

application within fifteen calendar days of the date the applicant completed the application.

☑ Track and monitor the eligibility determination process

☐ Other.

Describe:

☐ None

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

Per CCDF regulations, Lead Agencies are required to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age (98.16(9) and 98.33(b)). This requirement did not change under the reauthorization. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2)of the Social Security Act.
In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care.
NOTE: The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

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

State/Territory TANF Agency Colorado Works Division, Colorado Department of Human Services.

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

"appropriate child care":

Care and supervision that maintains the health and safety of the child while encouraging growth and development. Appropriate 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 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?

- [x] In writing
- [ ] Verbally
- [ ] Other.

Describe:

- [x] List the citation to this TANF policy.

List:

Department of Human Services, Income Maintenance (Volume 3), Colorado Works Program, 9 CCR 2503-6 3.

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

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

3.2 Increasing Access for Vulnerable Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. This did notchange under reauthorization. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher

payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B))

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

a. Provide definition of "Children with special needs": A child who has a physical or mental disability and is incapable of caring for himself or herself or who is under court supervision and who has additional care needs identified by an Individual Health Care Plan (IHCP), Individual Education Plan (IEP), physician's/professional's statement, or child welfare treatment plan.

and describe how services are prioritized:

Services are prioritized when a child's identified care needs will require additional care by a provider based on a fee for service and/or require care for a child who is age thirteen (13) up to the nineteenth (19th) birthday. County departments of human services may pay higher rates for children with special needs.

b. Provide definition of "Families with very low incomes": Families with incomes under 130% of poverty, including families receiving Temporary Assistance for Needy Families (TANF).

and describe how services are prioritized:

County departments of human services with wait lists may prioritize enrollment for Temporary Assistance for Needy Families (TANF) families or families transitioning into Low-Income Colorado Child Care Assistance Program (CCCAP).

c. Describe how services for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF are prioritized (Section 418(b)(2) of the Social Security Act)

Families transitioning from Colorado Works into Low-Income Colorado Child Care Assistance Program (CCCAP) are not required to complete CCCAP applications. Within six months of enrollment into the Low-Income CCCAP program, eligibility re-determinations are completed.

3.2.2 Improving Access for Homeless Children and Families.

The CCDBG Act of 2014 places greater emphasis on serving homeless children and families. Stable access to high-quality child care provides tremendous benefits to all children, especially our most vulnerable children. Children and families who experience homelessness face many challenges. Improving access to child care can buffer children and families from the challenges and risks associated with homelessness by supporting children's learning and development in safe, stable and nurturing environments. Under the new law, States and Territories are required to use CCDF funds to 1) allow homeless children to receive CCDF assistance after an initial eligibility determination but before providing required documentation (including documentation related to immunizations); 2) providing training and technical assistance to child care providers on identifying and serving homeless children and families (addressed in Section 6); and 3) conduct specific outreach to homeless families. (658E(c)(3))

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

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

☐ Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe the following:

a. Procedures to increase access to CCDF subsidies for homeless children and families, including the grace period to comply with immunization and health and safety requirements

b. Procedures to conduct outreach to homeless families to improve access to child care services

c. Procedures to provide a grace period to comply with immunization and other health and safety requirements to expedite enrollment for children who are in foster care if served by the Lead Agency to improve access to child care services

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

The following requirements have been partially implemented:

1. Colorado Child Care Assistance Program (CCCAP) rules have been drafted to address expedited enrollment, provision of a grace period and the addition of a new eligible activity for homeless families. Homeless families will be enrolled in a stabilization activity up to 60 days in order to prepare for job search, training or employment.
2. Changes have been made to the CCCAP application and redetermination forms to identify homeless families.

Unmet requirement - Identify the requirement(s) to be implemented 1) allow homeless children to receive CCDF assistance after an initial eligibility determination but before providing required documentation (including documentation related to immunizations);

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

Implement Colorado Child Care Assistance Program (CCCAP) rules to allow expedited enrollment before requiring families to provide eligibility documentation. First reading with State Board will be held 6/10/16, Second reading will be held 7/8/16 and rule will become effective by 8/30/2016.

Projected start date for each activity: 06/10/2016
Projected end date for each activity: 08/30/2016
Agency - Who is responsible for complete implementation of this activity

Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services, Colorado Coalition for the Homeless, McKinney-Vento State Coordinator and/or Liaisons.

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

Train Counties on new rule and CHATS functionality

Projected start date for each activity: 8/1/2/016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity

Tamara Schmidt, Colorado Child Care Assistance Program Administrator - CCCAP Trainers

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Colorado Governor's Office of Information Technology, county departments of human services.

Unmet requirement - Identify the requirement(s) to be implemented 2) providing training and technical assistance to child care providers on identifying and serving homeless children and families (addressed in Section 6); and

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

Develop and implement on-line and in-person training and technical assistance components. Incorporate training into the Professional Development Information System.

Projected start date for each activity: 10/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead

agency to complete implementation of this activity

Colorado Department of Education/Homeless Education, Professional Development Office and Denver Community Resources.

Unmet requirement - Identify the requirement(s) to be implemented 3) conduct specific outreach to homeless families. (658E(c)(3))

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

Provide information on organizations that work with homeless families across thestate and any resources available. County Departments of Human Services and other local organizations, such as Resource and Referral agencies, will develop outreach strategies for Colorado Child Care Assistance Program families at the local level.

Projected start date for each activity: 08/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity

Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services, McKinney-Vento State Coordinator

Unmet requirement - Identify the requirement(s) to be implemented A grace period that allows homeless children and children in foster care (if served by the Lead Agency) to receive CCDF assistance while their families are taking the necessary actions to comply with immunization and other health and safety requirements as described in Section 5.

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

Implement Colorado Child Care Assistance Program rules to provide a 60-day grace period for homeless families. First rule reading with State Board 6/10/15, Second reading 7/8/2015, Effective date by 8/30/2016.

Projected start date for each activity: 06/10/2016
Projected end date for each activity: 08/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

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

Provide training to counties on new rule requirements and CHATS functionality

Projected start date for each activity: 08/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator - CCCAP Trainers

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

3.3 Protection for Working Parents

3.3.1 Twelve Month Eligibility

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

Note that this change means a State may not terminate CCDF assistance during the 12 month

period if a family has an increase in income that exceeds the State's income eligibility threshold, but not the federal threshold of 85% SMI.

In addition, this change means the State may not terminate assistance prior to the end of the 12 month period if family experiences a temporary job loss or temporary change in participation in a training or education activity. For example, if a working parent is temporarily absent from employment due to extended medical leave, changes in seasonal work schedule, or a parent enrolled in training or educational program is temporarily not attending class between semesters, the state should not terminate assistance.

Describe the status of the State's establishment of a 12-month eligibility re-determination period for CCDF families.

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

List the Lead Agency's policy citation(s) and describe circumstances considered temporary changes in work, education or training that are not subject to termination

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) (not yet started, partially implemented, substantially implemented, other) Partially implemented

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

The following requirements are partially implemented:

1. Statutory change initiated to clarify: a) CCDF assistance may not be terminated during a 12-month period if a family's income exceeds county levels, but remains under 85% of the state median income level, b) counties shall not terminate assistance prior to the end of a 12-month eligibility level if a family experiences a temporary job loss or a change in participating in a training or education activity.
2. Colorado Child Care Assistance Program rules have been submitted

for State Board review and public hearings.
3. Child Care Automated Tracking System changes identified and development initiated.
4. Definition of temporary changes defined.

Unmet requirement - Identify the requirement(s) to be implemented A minimum 12-month eligibility and redetermination period for CCDF families.

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

Support Colorado Child Care Assistance Program clean-up statutory change.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 07/01/2016
Agency - Who is responsible for complete implementation of this activity Erin Mewhinney, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Colorado Department of Human Services Legislative Liaison, Legislative sponsors

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

Implement Colorado Child Care Assistance Program rules on the 12-month eligibility requirement. Train county departments of human services staff on the requirements.

Projected start date for each activity: 07/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

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

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

Note that unless the State allows a minimum 3-month job search period - the State/Territory may not exercise the option to terminate assistance based on a parent's non-temporary job loss or cessation of attendance at a job training or educational program prior to the end of the minimum 12-month eligibility and re-determination period. The statute does not specify any documentation that States/Territories must require parents to submit regarding activities during periods of job search or finding training or education program requirements for this period.

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

- [x] Yes, the State/Territory terminates assistance prior to 12 months due to parent's loss of work or cessation of attendance at a job training or education program ONLY.

  List the Lead Agency's policy citation(s) and describe the circumstances considered to be non-temporary job, education or training loss and provide the duration allowed for job search or resuming attendance in training or education programs

  The definition of non-temporary job, education or training loss is defined as not participating in one of these activities for over three months.

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

3.3.3 Prevent Disruption of Work

The CCDBG Act of 2014 added a requirement that States and Territories must describe in the Plan the procedures and policies in place to ensure that parents (especially parents in families

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

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

☑ Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the policies and procedures for not unduly disrupting employment

The following rules support policies that minimize disruptions for parents participating in employment, training, job search or education:

3.919(D):

For families ending their participation in the Colorado Works Program due to employment or training, a Low-Income Child Care application shall not be required for transition families, except as outlined in items below. Adult caretakers or teen parents shall be required to complete and sign a client responsibilities agreement form and provide verification of income and eligible activity as set forth in Section 3.919, E and I. Counties shall obtain needed verification, if available, through other public assistance programs.

3.921(A):

A re-determination of eligibility shall be conducted every twelve (12) months. The State prescribed eligibility re-determination form shall be mailed to households at least forty-five (45) calendar days prior to the re-determination due date. Adult caretaker(s) or teen parent(s) shall complete and return to Child Care staff by the re-determination due date. Adult caretaker(s) or teen parent(s) who do not return eligibility re-determination forms and

all required verification shall not be eligible for child care subsidies.

1. Employed adult caretaker(s) or teen parent(s) shall submit documentation of employment status, scheduled hours, and income.

2. Adult caretaker(s) or teen parent(s) in training shall submit documentation from the training institution which indicates that the adult caretaker(s) is/are making satisfactory progress in school, verifies school schedule, and verifies current student status.

3. Adult caretaker(s) or teen parent(s) shall submit current copies of immunization records as required by the county but no more than annually.

3.921(B):

Families who are transitioned from the Colorado Works Program to Low-Income Child Care shall be re-determined as defined in county policy within twelve (12) months of the date the Low-Income case is opened.

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

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

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

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

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

Projected start date for each activity:

Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

3.4 Family Contribution to Payment

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

3.4.1 Provide the CCDF copayments in the chart below according to family size.

☐ Note - If the sliding fee scale is not statewide, check here

and describe how many jurisdictions set their own sliding fee scale

Fill in the chart based on the most populous area of the State.

Family Size	(a) Lowest "Entry" Income Level Where Copayment First Applied	(b) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(c) What is the percent of income for (b)?	(d) Maximum Highest "Entry" Income Level Before No Longer Eligible	(e) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(f) What is the percent of income for (e)?
1	N/A	N/A	N/A	N/A	N/A	N/A
2	$6.00	0.01	1%	85% SMI	$448.18	15%
3	$6.00	0.01	1%	85% SMI	$565.18	15%
4	$6.00	0.01	1%	85% SMI	$682.18	15%
5	$6.00	0.01	1%	85% SMI	$799.18	15%

a) What is the effective date of the sliding fee scale(s)? December 1, 2014

b) Provide the link to the sliding fee scale The sliding fee scale can be found in the CCCAP Rule section 3.905 (B)(9) at www.sos.state.co.us, Administrative Rules, Colorado Child Care Assistance Program (CCCAP), Section 3.905 B. 9.

3.4.2 How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use.

- [ ] 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
- [x] 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
  - [ ] Fee is per child up to a maximum per family
  - [ ] No additional percentage applied charged after certain number of children
  - [ ] Fee is per family
  - [ ] Contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1).

  Describe:

  - [x] Other.

  Describe:

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

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

- [x] Yes, and describe those additional factors using the checkboxes below.

- [x] Number of hours the child is in care
- [ ] Lower copayments for higher quality of care as defined by the State/Territory
- [x] Other.

Describe other factors.

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

- [ ] No.

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

Will the Lead Agency waive family contributions/co-payments?

- [ ] Yes, the Lead Agency waives family contributions/co-payments for families with income at or below the poverty level for families of the same size.

  The poverty level used by the Lead Agency for a family size of 3 is $
- [x] No, the Lead Agency does not waive family contributions/co-payments

3.4.5 How will the Lead Agency ensure the family contribution/co-payment, based on a sliding fee scale, is affordable?

Check all that apply:

- [ ] Limits the maximum co-payment per family.

Describe:

- [ ] Limits combined amount of copayment for all children to a percentage of family income. List the percentage of the copayment limit.

Describe:

- [x] Minimizes the abrupt termination of assistance before a family can afford the full cost of care ("the cliff effect") as part of the graduated phase-out of assistance discussed in 3.1.5.

Describe:

Under Colorado's graduated phase-out policies, county departments of human services must continue providing child care assistance for a minimum of 90 days after a family exceeds a county's maximum family income levels. Counties have the option to continue child care assistance up to six months.

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

Describe:

Providers may not charge families the difference between their private pay rates and maximum payment rates established by a county department of human services.

- [ ] Covers all fees (such as registration, supplies, field trips) to minimize the additional fees charged to the families by the provider.

Describe:

- [ ] Other.

Describe:

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

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

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

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

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

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

4.1 Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receive(s) or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate. (658E(c)(2)(A)) This did not change under the CCDBG Act of 2014.

4.1.1 Describe how the parent of each eligible child is advised that the Lead Agency offers the option of selecting a provider that has a grant or contract or receiving a child care certificate (658E(c)(2)(A)(i), 658P(2))

Families who have not already selected a provider when applying for child care assistance are referred to a Child Care Resource and Referral agency for consumer education and referral services. Child care program choices are driven by a family's needs. If a family's choice coincides with a child care program that has an active contract with the county, the resource and referral agency will inform the family.

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

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

Describe

Information on child care options is posted on state and county websites.

4.1.3 Child Care Services Available through Grants or Contracts

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

- [x] Yes. If yes, **describe**

the type(s) of child care services available through grants or contracts

Under the Colorado Child Care Assistance Program (CCCAP), counties have an option of developing contracts for slots with licensed child care centers and family child care homes. Contracts for slots serve the purpose of increasing supply and quality and serving vulnerable and underserved families.

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

care providers, etc.)

Contracts for slots are developed directly between county departments of human services and licensed child care programs.

the process for accessing grants or contracts

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

the range of providers available through grants or contracts

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

how rates for contracted slots are set for grants and contracts

Rates are set by county departments of human services by evaluating their established county rates, provider rates and through negotiations with providers.

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

State regulations identify suggested target populations for purposes of increasing supply and improving quality. Counties determine the entities they will contract with based on the supply/quality needs in their communities.

if contracts are offered statewide and/or locally:

Contracts are offered by county departments of human services as a county option.

☐ No. If no, skip to 4.1.4.

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

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

- ☐ Programs to serve children with disabilities
- ☑ Programs to serve infants and toddlers
- ☐ Programs to serve school-age children
- ☐ Programs to serve children needing non-traditional hour care
- ☐ Programs to serve homeless children
- ☑ Programs to serve children in underserved areas

- [ ] Programs that serve children with diverse linguistic or cultural backgrounds
- [x] Programs that serve specific geographic areas
  - [x] Urban
  - [x] Rural
- [x] Other.

Describe:

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

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

- [x] Improve the quality of child care programs with grants or contracts for:
  - [ ] Programs providing comprehensive services, such as integrated child care in Head Start, Early Head Start, summer or other programs

- [ ] Programs meeting higher quality standards, such as higher rated QRIS programs, accreditation or state pre-k programs that meet higher quality standards
- [ ] Programs that provide financial incentives to teaching staff linked to higher education and qualifications link increased education requirements to higher compensation
- [ ] Programs to serve children with disabilities or special needs
- [x] Programs to serve infants and toddlers
- [ ] Programs to serve school-age children
- [ ] Programs to serve children needing non-traditional hour care
- [ ] Programs to serve homeless children
- [ ] Programs to serve children in underserved areas
- [ ] Programs that serve children with diverse linguistic or cultural backgrounds
- [ ] Programs that serve specific geographic areas
  - [ ] Urban
  - [ ] Rural
- [x] Other.

Describe:

School-Readiness Quality Improvement Program - Grants are made available to improve the school-readiness of children five years of age and younger who are enrolled in early care and education facilities, who ultimately attend eligible elementary schools. An eligible elementary school means a public elementary school that: (I)(A) For the school year immediately preceding submission of the early childhood care and education council's application for funding, has an overall academic performance rating of "low" or "unsatisfactory", pursuant to section 22-7604, C.R.S.; or (B) For the school year immediately preceding submission of the early childhood care and education council's application for funding, has been assigned an academic improvement rating of "decline" or "significant decline", as described in section 22-7-604, C.R.S., and, for the same school year, has an overall academic performance rating of "average", pursuant to section 22-7-604, C.R.S.; and (II) As of the date on which the early childhood care and education council applies for funding through the program, is receiving moneys pursuant to Title I of the federal "Elementary and Secondary Act of 1965", 20 U.S.C. Sec. 6301 Et Seq.

Colorado Child Care Assistance Quality Improvement Program - Grants are made

available to high utilizing child care subsidy programs to better meet the goal of providing safe, stable and high quality child care.

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

4.1.4 The Lead Agency certifies policies and procedures are in place that afford parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds.

(658E(c)(2)(B)) This requirement did not change under the CCDBG Act of 2014. Describe the policies and procedures for unlimited access

Describe the policies and procedures for unlimited access

The provider contract (Fiscal Agreement), between a child care program and a county, requires providers to allow unlimited access to parents. The unlimited access requirement for parents is also addressed under Child Care Licensing regulations.

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

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

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

Describe:

☐ Restricted based on provider meeting a minimum age requirement

Describe:

☐ Restricted based on hours of care (certain number of hours, non-traditional work hours)

Describe:

☐ Restricted to care by relatives

Describe:

☐ Restricted to care for children with special needs or medical condition

Describe:

☐ Restricted to in-home providers that meet some basic health and safety requirements

Describe:

☐ Other

Describe:

☑ No.

4.2 Assessing Market Rates and Child Care Costs

The new law revises the requirement for a market rate survey (MRS) so that: (1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child (658E(c)(4)(B)). A State/Territory has the option to develop and use a statistically valid and reliable alternative methodology for setting payment rates, such as a cost estimation model. Any payment rates established using an alternative methodology or market rate survey must be reviewed and approved by ACF as part of the CCDF Plan review process. Because the alternative methodology is a new basis for setting payment rates, we highly recommend any State or Territory considering an alternative methodology to submit a description of its proposed approach to the ACF Regional Office in advance of the Plan submittal in order to avoid delays with Plan approval. (see http://www.acf.hhs.gov/programs/occ/resource/ccdf-reauthorization-faq).

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

The State must consult with the State Advisory Council, local child care program administrators, local child care resource and referral agencies, and other appropriate entities prior to developing and conducting the MRS or alternative methodology.

The State must prepare a detailed report containing the results of the MRS or alternative methodology. The State must make the report with these results widely available no later than 30 days after completion of the MRS or alternative methodology, including by posting the results on the Internet.

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

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

- [x] MRS
- [ ] Alternative Methodology.

Describe:

- [ ] Both.

Describe:

- [ ] Other.

Describe:

4.2.2 Describe how the State consulted with the State Advisory Council (SAC) or other state- or state-designated cross-agency body if there is no SAC, local child care program administrators, local child care resource and referral agencies, and other appropriate entities which could include worker organizations prior to developing and conducting the MRS or alternative methodology.

Describe:

The State consulted with the HB14-1317 Joint Task Force on developing the Market Rate Survey. HB14-1317 (state legislation enacted in 2014) addresses major changes in the Colorado Child Care Assistance Program, including the MRS. Members of the Joint Task Force included members of the Early Childhood Leadership Commission (SAC).

In addition, the State and the University of Colorado Denver (developers of the Market Rate Survey) conducted a variety of community and stakeholder outreach efforts to attain buy-in and feedback on the MRS, including:

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

A link to the 2015 Market Rate Survey is located on the Office of Early Childhood website: http://www.coloradoofficeofearlychildhood.com/#!child-care-assistance-program/cu2m.

4.2.3 Describe how the market rate survey or alternative methodology is statistically valid and reliable.

To be considered valid and reliable, the MRS or alternative methodology must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variation, and analyze data in a manner that captures other relevant differences. For example, market rate surveys can use administrative data such as child care resource and referral data if they are representative of the market. If an alternative methodology such as cost modeling is used, demonstrate that the methodology used reliable models that estimated the cost of delivering services in center- and home-based settings at each level of

quality defined by the State/Territory.

Describe:

The Colorado Market Rate Survey was designed to be representative at both the State and the County-level, and by provider type. To do so, a sampling plan was devised that classified each provider by provider type (Center, Homes, Preschools and School Age) for each County. This resulted in 256 possible strata.

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

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

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

Once collected, these data were provided by (1) County and (2) by cluster. County rates were provided for each strata for which there were sufficient providers to maintain confidentiality. Additionally, rates were provided by clusters based on the 2013 Cost of Living Index (COLI) compiled by the Colorado State Demographer. This index is based on a market basket of goods and services that includes housing, transportation, food, health care, and other goods. The Colorado State Demography Office has categorized counties into five categories on the COLI (Cost of Living Index): Very High (>10% above benchmark), High (5-

10% above benchmark), Mid-range (within 5% of benchmark), Low (5-10% below benchmark), Very low (>10% below benchmark). These five categories are strongly correlated with Colorado child care prices (p<0.001 for all categories) and thus, were deemed to be a good proxy for market price clusters.

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

a) Geographic area (e.g., statewide or local markets):

Colorado's Market Rate Survey provides rates by County and by clusters based on the 2013 Cost of Living Index (COLI) compiled by the Colorado State Demographer.

b) Type of provider:

Colorado's Market Rate Survey provides rates by four provider types: 1) Centers, 2) Homes, 3) Preschools and 4) School age.

c) Age of child:

Colorado's Market Rate survey provides rates by eight age ranges: 1) 0-6 months, 2) 6-12 months, 3) 12-18 months, 4) 18-24 months, 5) 24-30 months, 6) 30-36 months, 7) 36 months-5 years, and 8) 5-12 years.

d) Describe any other key variations examined by the market rate survey, such as quality level

In addition to geography, provider type and age, the Colorado Market Rate Survey examined variation in cost of living, full vs. part-time facilities and a comparison of market rates to reimbursement rates by provider type, child age and county.

4.2.5 Describe the process used by the State to make the results of the market rate survey widely available to the public.

a) Date of completion of the market rate survey or alternative methodology (must be no earlier than July 1, 2013 and no later than March 1, 2016)

11/17/2015

b) Date report containing results were made widely available, no less than 30 days after the completion of the report 01/05/2016

c) How the report containing results was made widely available and provide the link where the report is posted if available

The Market Rate Survey report was submitted by University of Colorado Denver to the Office of Early Childhood in October 2015. However, the report was not finalized until 11/17/2015. During the month of December 2015 the Market Rate Survey was vetted through the HB14-1317 Joint Task Force and the Department's Leadership Team and released on 1/5/2016.

The results of the Market Rate Survey were posted on the Office of Early Childhood's website and distributed directly to county departments of human services through a Department Informational Memorandum.

4.3 Setting Payment Rates

4.3.1 Provide the base payment rates and percentiles (based on current MRS or alternative methodology) for the following categories. The ages and types of care listed below are meant to provide a snapshot of categories on which rates may be based and are not intended to be comprehensive of all categories that may exist in your State/Territory or reflective of the terms that your State/Territory may use for particular ages. Please use the most populous geographic region (serving highest number of children).

☑ Note - If the payment rates are not set by the State/Territory, check here

Describe how many jurisdictions set their own payment rates

The State of of Colorado sets State recommended provider reimbursement rates for counties every two years, however there has been a three year gap this time around due to the detailed market rate study that we had conducted that was not finalized until late 2015. Colorado just released the most recent State recommended provider reimbursement rates based on the most recent market rate study to counties in April of 2016. These recommended rates included recommendations for a tiered reimbursement structure, levels one through five as required by HB14-1317 by 7/1/2016. When tantalizing the data from the market rate study it was not feasible to recommend the 75th percentile across the state for level one so we used a tiered reimbursement structure to meet the 75th percentile for providers in levels four and five of Colorado Shines. The State has made the recommendation to reimburse providers as follows:

- Infants and Toddlers: tiers one and two at the 25th percentile, tier 3 at the 50th percentile and tiers four and five at the 75th percentile.
- Preschool to School Age: tiers one and two at the 10th percentile, tier three at the 50th percentile and tiers four and five at the 75th percentile.

Colorado allows counties to adopt the State recommended provider rates or they may elect

to set their own rate limits and opt-out of the State recommended rates. Prior to December 2014 the process for opting out of the State recommended rates was fairly simple and did not require any kind of formal process. With the implementation of HB14-1317 we added language to our CCCAP regulations that went into effect 12/1/2014, that require counties that choose to opt out of adhering to the state-established provider rates to consult with their local Early Childhood Council, any relevant local resource and referral agency, and child care providers in the county who serve or want to serve children in the CCCAP program, and must provide opportunities for these entities to inform and provide comment on county-established rates. With additional focus on equal access we have added additional requirements to CCCAP regulations for counties to follow effective 7/1/2016. In addition to what is mentioned above they must also demonstrate to the State how they will meet equal access in their counties in the same manner that the State must demonstrate to the Federal Government how the State meets equal access.

Due to the fact that the counties just received the most recent recommended provider reimbursement rates in April of 2016 they have not had the opportunity to implement the new changes. Counties have an implementation timeline that we have set for them to accept the State recommended rates or to opt-out. Counties must demonstrate equal access as well as implement tiered reimbursement by 9/15/16.

It is important to note that this section requires us to use the most populous geographic area when providing our rates and in Colorado this is Denver County which is also one of the most expensive places to live in the State. Denver County has already implemented tiered reimbursement prior to it becoming mandatory state wide as of 7/1/2016. The rates listed below represent Denver's tier one reimbursement rates as set prior to the State recommended rates being released. It is also important to note that there are several counties in the State that already reimburse their providers at or close to the 75th percentile but again this section requires us to use the populous region. We are making tremendous strides in providing equal access to high quality care.

a) Infant (6 months), full-time licensed center care in most populous geographic region

Rate $ 44.50 per day unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: between the 10th-25th

b) Infant (6 months), full-time licensed FCC care in most populous geographic region

Rate $ 34.00 per day unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: Under the 10th

c) Toddler (18 months), full-time licensed center care in most populous geographic region

Rate $ 40.25 per day unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: between the 10th-25th

d) Toddler (18 months), full-time licensed FCC care in most populous geographic region

Rate $ 31.75 per day unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: under the 10th

e) Preschooler (4 years), full-time licensed center care in the most populous geographic region

Rate $ 32.75 per day unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: between the 10th-25th

f) Preschooler (4 years), full-time licensed FCC care in the most populous geographic region

Rate $ 28.50 per day unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: under the 10th

g) School-age child (6 years), full-time licensed center care in the most populous geographic region

Rate $ 32.75 per day unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: between the 10th-25th

h) School-age child (6 years), full-time licensed FCC care in the most populous geographic region

Rate $ 28.50 per day unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: under the 10th

i) Describe the calculation/definition of full-time care:

Full time is defined as more than five (5) hours.

j) Provide the effective date of the payment rates : January 1, 2015

k) Provide the link to the payment rates : In Colorado, sixty-four counties set their own rates.

A rates report is available through the Child Care Automated Tracking System upon request.

4.3.2 States and Territories may choose to set base payment rates that differ because they take into consideration such factors as 1) geographic location, 2) age of child, 3) needs of children (special needs, protective services, etc.), 4) non-traditional hours of care, or 5) quality of care.

In other words, base rates for infants may be set at a higher level than for school-age care because the cost of providing infant care tends to be higher than school-age care. In addition to these rates that differ tied to market variations in prices, States and Territories can choose to establish tiered rates or add-ons on top of these variable base rates as a way to increase payment rates for targeted needs (i.e., higher rate for special needs children as both an incentive for providers to serve children with special needs and as a way to cover the higher costs to the provider to provide care for special needs children).

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

- [x] Tiered rate/rate add-on for non-traditional hours.

  Describe:

  County departments of human services may opt to pay higher rates for care during non-traditional hours.

- [x] Tiered rate/rate add-on for children with special needs as defined by the State/Territory.

  Describe:

  County departments of human services may opt to pay higher rates for children with special needs.

- [x] Tiered rate/rate add-on for infants and toddlers (do not check if you have a different base rate for infants/toddlers with no separate bonus or add-on).

  Describe:

  County departments of human services may opt to pay higher rates for infant/toddler care.

- [x] Tiered rate/rate add-on for programs meeting higher quality as defined by the State/Territory.

  Describe:

  County departments of human services may opt to pay higher rates to programs

participating in the Colorado Shines Quality Rating and Improvement System based on the quality level achieved by the programs. Seven counties have implemented tiered rates for programs meeting higher quality levels in Colorado Shines so far.

☐ Tiered rate/rate add-on for programs serving homeless children.

Describe:

☑ Other tiered rate/rate add-on beyond the base rate.

Describe:

1) A tiered rate for paid absences and holidays is based on child care programs' ratings in the Colorado Shines Quality Rating and Improvement System as follows: 1) Level 1 - no fewer than 6 paid absences or holidays per year; 2) Level 2 - no fewer than 10 paid absences or holidays per year; 3) Levels 3, 4, or 5 - no fewer than 15 paid absences or holidays per year.

2) A tiered reimbursement policy will be implemented by the state in late 2016 for providers that serve children in the Colorado Child Care Assistance Program (CCCAP).

☐ None.

4.3.3 Describe how the State/Territory set payment rates for child care services in accordance with the results of the most recent market rate survey or alternative methodology

Describe:

The State recommends a tiered reimbursement structure that recommends counties set rates at the 75th percentile of the Market Rate Survey for the highest levels of quality. Counties, however can opt out of paying state recommended rates by meeting the following conditions: 1)Counties have the ability to opt out of State recommended rates if they can demonstrate the way in which they set their rates provides equal access; 2) Counties have the ability to opt out of the State recommended tiered reimbursement rates if they can demonstrate the way in which they set their rates provides equal access and incentivizes quality; 3) notify the state of their rates; 4) consult with local Early Childhood Councils and Child Care Resource and Referral agencies on the proposed county rates and provide opportunities for comments and discussion; 5) consult with child care providers in the county and provide opportunities for comments and discussion; and 5) rates must be approved by the State.

4.3.4 In setting payment rates, how did the State/Territory take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered payment or other methods) and without, to the extent practicable, reducing the number of families receiving CCDF relative to the number of families served as of November 2014.

For example, providing tiered payment with a sufficient differential to support higher quality, considering the cost of quality using a cost estimation model or other method, or examining the participation rate of high-quality providers in the subsidy system (e.g., using indicators from a quality rating system, accreditation or other state-defined indicators of quality) and adjusting payment rates if necessary.

Describe:

For many years the State has recommended that counties pay at the 75th percentile of market rates. However, given the devolved county-driven structure in Colorado, counties have flexibility in determining their rates, payment policies, eligibility levels and other eligibility-related policies. HB14-1317, state legislation which passed in 2014, focuses on increasing access to affordable high quality care, improving child care rates, and fostering healthy child development and school readiness and promoting self sufficiency for families. The legislation introduced the following provisions supporting rates and quality care: 1) A parent fee formula with tiered reduced co-pays for children attending high quality care, 2) Minimum payments for absences and holidays based on child care programs' ratings in the Colorado Shines Quality Rating and Improvement System, 3) Conditions counties have to meet to opt out of setting rates at the 75th percentile of the market rate survey, 4) Counties must include tiered reimbursement rates established by the State, to become effective in late 2016 and, 5) A provision for developing contract for slots by county departments of human services.

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

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

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

- [ ] Payment rates are set at the 75th percentile or higher of the most recent survey.

  Describe:

- [ ] Using tiered rates/differential rates as described in 4.3.3 to increase access for targeted needs.
- [x] Rates based on data on the cost to the provider of providing care meeting certain standards

  Describe:

  In addition to the Market Rate Survey, the State will provide suggested rates to counties based on a Cost Modeling methodology developed by national experts, and support from the federal Office of Child Care. This approach creates a hypothetical child care program budget at each level of the Colorado Shines Quality Rating and Improvement System and is based on the quality standards and projected costs to meet the standards. The cost model can also be adjusted to take into consideration regional or local differences in wages and other program costs.

- [ ] Data on the size of the difference (in terms of dollars) between payment rates and the 75th percentile in the most recent survey, if rates are below the 75th percentile.

  Describe:

- [x] Data on the proportion of children receiving subsidy being served by high-quality providers.

Describe:

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

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

Describe:

☐ Data on how rates set below the 75th percentile allow CCDF families access to the same quality of care as families not receiving CCDF.

Describe:

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

Describe:

☐ Other.

Describe:

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

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

☐ Yes. The State/Territory certifies that payment rates are sufficient to ensure equal access by March 1, 2016.

Provide the State/Territory definition of how its payment rates are sufficient to ensure equal access

☑ No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

The following requirement is partially implemented:

1. 2015 Market Rate Survey was released to counties 1/2016
2. Rule Drafted February 2016
3. County Intent Form developed for County Director's to Return - accepting State recommended provider reimbursement rates, paying higher than recommended rates or opting out of recommended rates
4. County Equal Access Justification Form developed for counties that Opt Out of State recommended rates
5. Operational Memo sent to counties with State recommended rates and required forms with timelines
6. State Recommended Rates distributed to counties 4/2016

Unmet requirement - Identify the requirement(s) to be implemented payment rates are sufficient to ensure equal access either based on the current MRS or alternative methodology

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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

Train and support counties on new regulations and CHATS functionality

Projected start date for each activity: 05/01/2016
Projected end date for each activity: 09/30//2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

CCCAP Team, Counties, Office of Information and Technology

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

County Intent Forms due to State from County Director's stating that they choose to:

1. Accept the State recommended child care provider reimbursement rates or;
2. They will be paying higher than theState recommended child care provider reimbursement rates or;
3. They will opt-out of the State recommended child care provider reimbursement rates and follow the opt-out process

Projected start date for each activity: 04/15/2016
Projected end date for each activity: 05/31/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator andErin Mewhinney, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County Directors

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

If a County Director has chosen to opt-out of the State recommended provider reimbursement rates then they must turn in the equal access justification form which must demonstrate how the county will meet equal access based on the options listed in the State plan that states must use to certify equal access.

Projected start date for each activity: 06/01/2016
Projected end date for each activity: 06/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator andErin Mewhinney, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County Directors

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

Approval or denial of equal access justification forms by the State

Projected start date for each activity: 06/01/2016
Projected end date for each activity: 07/01/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator andErin Mewhinney, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

no other partnering agencies

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

County child care provider reimbursement rates must be updated in CHATS and the State must be notified of the update

Projected start date for each activity: 06/01/2016
Projected end date for each activity: 07/15/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator andErin Mewhinney, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County Business Offices

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

State must approve county child care provider reimbursement rates in CHATS

Projected start date for each activity: 07/01/2016
Projected end date for each activity: 08/01/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator andErin Mewhinney, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

No external partners

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

New child care reimbursement rates must go into effect

Projected start date for each activity: 07/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator andErin Mewhinney, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County business offices

4.5 Payment Practices and Timeliness of Payments

The CCDBG Act of 2014 added a provision that requires States and Territories to describe in the Plan how the State/Territory's payment practices for CCDF child care providers reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory - so as to provide stability of funding and encourage more child care providers to participate in the subsidy program. To the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking

provider payments from a child's occasional absences due to holidays or unforeseen circumstances such as illness. (658E(c)(2)(S))

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

- [x] Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe using 4.5.2 through 4.5.3 below.
- [ ] Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

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

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

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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

The Lead Agency

☐ Pays prospectively prior to the delivery of services.

Describe:

☑ Pays within no more than 21 days of billing for services.

Describe:

The Child Care Automated Tracking System (CHATS) generates weekly payments, ensuring providers are paid no later than 21 days of submitting payment information.

☑ Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by paying based on enrollment instead of attendance.

Describe including the State/Territory's definition of occasional absences

County departments of human services may enter into contract for slots agreements with licensed child care providers. The purpose of these contracts is to negotiate a guaranteed payment, based on full-time or part-time monthly units, regardless of occasional absences. There are currently no counties taking advantage of this option but several counties are expressing interest.

☐ Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child attends at least a certain percent of authorized time. Specify percent and describe

Specify percent and describe

☐ Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child is absent for a certain number of days in a month.

Specify the number of absence days allowed and paid for and describe

- [x] Pays on a full-time or part-time basis (rather than smaller increments such as hourly)

  Describe:

  All payments are based on full-time or part-time units.

- [x] Pays for standard and customary fees that the provider charges private-paying parents (e.g., registration fees, deposits, supplies, field trips, etc.)

  Describe:

  County departments of human services may pay licensed providers for registration, activity and transportation fees that are customarily charged to private-paying parents.

- [x] Provides prompt notice to providers regarding any changes to the family's eligibility status that may impact payment

  Describe:

  The Provider Self Service Portal (PSSP) is a web-based system specifically designed to give providers access to up-to-date eligibility, authorization and payment status for Colorado Child Care Assistance Program families. This user friendly system has become a valuable tool for both providers and county departments of human services.

- [ ] Has a timely appeal and resolution process for payment inaccuracies and disputes.

  Describe:

- [ ] Other.

  Describe:

- [ ] For those options not checked above, explain why these options are not generally accepted payment practices in your State/Territory.

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

- [ ] Policy on length of time for making payments.

  Describe length of time:

- [ ] Track and monitor the payment process

Describe:

☑ Use of electronic tools (e.g., automated billing, direct deposit, etc.)

Describe:

Colorado Child Care Assistance Program (CCCAP) families use Point of Service Devices (POS) located in child care programs to record children's attendance. A swipe card is used to record arrivals and departures of children. The attendance information is recorded in an automated billing system. Payment is made through the automated system unless there is a reason a county department of human services needs to manually bill for services, in which case the county reviews the provider billing in order to authorize a payment. All CCCAP providers receive payments through direct deposits or payments are made on their EBT cards.

☐ Other.

Describe:

4.6 Supply Building Strategies to Meet the Needs of Certain Populations

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

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

☑ Yes.

Describe data sources

Colorado quantified the disparity in child care services in Colorado communities by identifying child care deserts. A child care desert, for purposes of this study, is defined as a community that does not have sufficient licensed capacity to serve children under the age of five in a given geographic area. Communities are represented by County Subdivisions, which are the "primary divisions of counties and equivalent entities". They are "delineated by the Census Bureau in cooperation with state, tribal, and local officials

for statistical purposes", and "based on a place, county, or well known local name that identifies its location" (US Census Bureau, 2012). Licensed capacity data are the total number of all age ranges licensed to facilities defined by Centers and Homes service types, and does not include school-age. Desert/disparity ranges are calculated by taking the ratio of the total licensed capacity and the total population under the age of 5 at each community. The distribution is then classified and grouped based on the quantiles method.

☐ No.

If no, how does the State/Territory determine most critical supply needs?

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

a) Infants and toddlers (check all that apply)

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

Describe

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

Expanding Quality in Infant Toddler Care Initiative (EQ) - The EQ Initiative provides a statewide system of training and technical assistance to increase the quality and availability of infant toddler care throughout the state. The Expanding Quality in Infant

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

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

b) Children with disabilities (check all that apply)

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

Describe

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

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

Describe

d) Homeless children (check all that apply)

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

Describe

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

Describe the status of State/Territory's process and procedures to give priority for investments to children and families from areas with high concentrations of poverty and unemployment that do not have high-quality programs.

- ☑ Fully implemented and meeting all Federal requirements outlined above.

Describe

The Colorado Department of Human Services, Office of Early Childhood utilizes a rubric that considers high concentrations of poverty and unemployment in areas that lack high

quality child care as a factor to inform the award of quality improvement funds. Specifically, the Quality Improvement Program Provider Selection Rubrictakes into consideration a high need score. The high need score is determined through the calculation of points for program level enrollment data and community level census data for high need categories. Enrollment data is self-reported within the profile for each program. Programs report enrollment counts for children receiving tuition support from one or more of the following funding sources: Colorado Child Care Assistance Program, Colorado Preschool Program, Head Start/Early Head Start. In addition, programs report enrollment counts for children receiving services and supports through an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). Programs also receive points based on community level scores for the following high need categories:

1. Poverty
2. Dual Language Learners
3. Indian Lands
4. Foreign Born

ACS Census data is uploaded to the Colorado Shines Quality Rating and Improvement System Database on an annual basis to inform the community level score for a program. The rubric also considers additional factors, such as the percentage of child care subsidy enrollments, years of operation, quality rating level (offering higher points to lower quality rating levels), whether a program utilizes a formal curriculum and/or child assessment approach, staff professional development (training) and planning time, and the capcity of the program to expand slots for children receiving child care subsidy. Early Childhood Councils, as the local implementation partner for the quality improvement programs, score the quality improvement applications received by programs against the rubric to determine the award of quality improvement funds. Quality funding is used to support the following:

1. Financial grants for classroom learning materials,
2. Staff professional development,
3. Substitute coverage/overtime pay for training attendance, and technology support
4. On-site Coaching to support Administrative and Teaching staff in quality improvement efforts and implementing best practices
5. Access to hands-on support and technical assistance
6. A quality rating through the Colorado Shines Quality Rating and Improvement System (QRIS).
7. An approved Alternative Pathway rating may be accepted in lieu of a Colorado shines Level 3-5 rating.

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

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

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) not fully implemented (not yet started, partially implemented, substantially implemented, other)

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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

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

standards for CCDF providers regarding group size limits and appropriate child-to-provider ratios based on the age of children in child care.

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

5.1 Licensing Requirements and Standards

Each State is required to certify it has in effect licensing requirements applicable to all child care services provided within the State (not restricted to providers receiving CCDF), and to provide a detailed description of such requirements and how such requirements are effectively enforced. (658E(c)(2)(I)(i))

5.1.1 The State/Territory certifies that it has licensing requirements applicable to child care services provided within the State.

(658(c)(2)(F)) This requirement did not change under the CCDBG Act of 2014. List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

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

Exempt Family Child Care Home Provider means a family child care home provider who is

exempt from certain provisions of licensing requirements.

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

5.1.2 Does your State/Territory exempt any child care providers from its licensing requirements?

☑ Yes.

Describe which types of providers that can receive CCDF are exempt from licensing and how such exemptions do not endanger children who receive CCDF services from license-exempt providers

Legally-exempt relative providers are exempt from most licensing requirements, but not fingerprint based criminal background checks, child abuse registry and sexual abuse registry checks. Requiring Legally-exempt relative providers to complete background checks helps ensure children who receive CCDF services are not endangered by the exemption from licensing.

To ensure children who receive CCDF services are not endangered by exempting them from most licensing requirements, Colorado requires all legally exempt providers, both relatives and non-relatives, who provide child care in their homes or the homes of relative children, sign a Self-Assurance form that addresses:
1) building and physical premises safety and 2) completion of health and safety trainings. The Self-Assurance form also contains a requirement for non-relatives related to the prevention and control of infectious disease. Relative providers are exempt from meeting this requirement. Parents are responsible for monitoring providers to the requirements in the Self-Assurance form.
By October 2016, non-relative exempt providers will be monitored on-site annually by Child Care Licensing staff and will complete pre-service training, as per the requirements under the Child Care and Development Fund Reauthorization. The monitoring tool is an abbreviated version of the tool used for licensed programs, and is based on standards from Caring for Our Children.

☐ No.

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

☑ Fully implemented and meeting all Federal requirements outlined above. Describe using 5.1.4 and 5.1.5 below.

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

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

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

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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

a) Licensed Center-Based Care

1. Infant
   - State/Territory age definition:

   The age definition of an infant is six weeks to eighteen months old.
   - Ratio:

   The ratio of child care professionals to number of infants is 1:5.
   - Group Size:

   The group size is 10 infants.

2. Toddler
   - State/Territory age definition:

   The age definition of a toddler is 12 months to 36 months old.
   - Ratio:

   The ratio of child care professionals to number of toddlers is 1:5 for 1-2 year olds and 1:7 for 2-3 year olds.
   - Group Size:

   The group size is 10 for 1-2 year olds and 14 for 2-3 year olds.

3. Preschool:
   - State/Territory age definition:

   The age definition of a preschooler is 2½ years to 5 years old.
   - Ratio:

The ratio of child care professionals to number of preschoolers is 1:8 for 2½-3 years; 1:10 for 3-4 years; 1:12 for 4-5 years.

- Group Size:

The group size is 16 for ages 2½-3 years; 20 for 3-4 years; 24 for 4-5 years.

4. School-Age

- State/Territory age definition:

The age definition of a school-ager is 5 years to 18 years old.

- Ratio:

The ratio of child care professionals to number of school-agers is 1:15.

- Group Size:

The group size is 30.

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

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

Ratios and group sizes for centers with mixed ages: ratios for 2½ to 6 years is 1:10, and group size is 20.

b) Licensed Group Child Care Homes:

1. Infant

- State/Territory age definition:

The age definition for infants is birth to 12 months old.

- Ratio:

The ratio of child care professionals to number of infants is 1:2 (no more than 2 children under the age of 2 years).

- Group Size:

The group size is 8 children with one provider, 12 children with 2 providers with no

more than 2 children under the age of 2 years.

2. Toddler
   - State/Territory age definition:

The age definition for toddlers is 1 to 2 years old.
   - Ratio:

The ratio of child care professionals to number of toddlers is 1:2 (no more than 2 children under the age of 2 years).
   - Group Size:

The group size is 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years.

3. Preschool:
   - State/Territory age definition:

The age definition of a preschooler is 2 to 5 years old.
   - Ratio:

The ratio of child care professionals to number of preschoolers is 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years.
   - Group Size:

The group size is 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years.

4. School-Age
   - State/Territory age definition:

The age definition of a school-ager is 5 to 18 years old.
   - Ratio:

The ratio of child care professionals to school-agers is 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years.

- Group Size:

The group size is 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years.

5. Describe the maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the child-to-provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day

The maximum number of children allowed in a home at any one time is 7-12 children birth to 18 years, no more than two children under the age of 2 years. There must be a second provider when 9 or more children are present, including related children under the age of 12 years.

6. If any of the responses above are different for exempt group child care homes, describe

Legally exempt group child care homes are limited to children related to the provider and children from one unrelated family.

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

c) Licensed Family Child Care:

1. Describe the ratios, group size, the threshold for when licensing is required, maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day.

Describe the ratios:

The ratio for one provider is 6 children with no more than 2 children under 2 years and 2 additional school-age children during non school times, including related children under the age of 12 years.

Describe the group size:

The group size is 6-8.

Describe the threshold for when licensing is required:

Licensing is required when care is provided for children from more than one unrelated family.

Describe the maximum number of children that are allowed in the home at any one time:

The maximum number of children allowed in the home at any one time is 6 children plus 2 before and after school-age children during non school hours, including related children under the age of 12 years.

Describe if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size:

All related children under 12 years are included in the child-to-provider ratio or group size.

Describe the limits on infants and toddlers or additional school-age children that are allowed for part of the day:

The limit on infants and toddlers is 2 children under 2 years. The limit on additional school-age children is 2 additional school-age children during non school hours.

2. If any of the responses above are different for exempt family child care home providers, describe

Legally exempt child care homes are limited to children related to the provider and children from one unrelated family.

d) Any other eligible CCDF provider categories:

Describe the ratios, group size, the threshold for when licensing is required, maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day.

Describe the ratios:

1. Three under Two Family Child Care Licensed: the ratio of child care professionals to children is 1:6.
2. Infant Toddler Family Child Care Home: the ratio of child care professionals to children is 1:4.
3. Experienced Child Care Provider: the ratio of child care professionals to children 1:9.

Describe group size:

1. The Three under Two Family Child Care License allows care for 6 children from birth to 18 years with no more than 3 children under the age of two years, including related childrenless than 12 years. This

license type may not have the additional 2 school age children during non school hours. Under this license type the program may switch between the regular license capacities and the three under two capacities.

2. Infant Toddler Family Child Care Home: An infant/toddler license is a type of family care home that provides less than twenty-four (24) hour care only for children who are between birth and three (3) years old. This license type may have no more than 4 children, with no more than 2 children under the age of 12 months, when there is 1 qualified provider, and no more than 8 children, with no more than 4 children under the age of 12 months, when there are 2 qualified providers, this includes related children less than 12 years of age.
3. Experienced Child Care Provider is a licensed child care home where care is approved for no more than nine children of different age combinations, including related children under the age of 10 years.

Describe the threshold for when licensing is required:

The threshold for licensing is when children are not directly related to the provider (biological and stepchildren, niece, nephew, grandchildren) and when caring for children from more than one unrelated family.

Describe maximum number of children that are allowed in the home at any one time:

1. Three under Two license: maximum is 6 children.
2. Infant Toddler license: maximum is 4 children with one provider, 8 children with two providers.
3. Experienced Child Care Provider: maximum is 9 children.

Describe if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size:

Related children under the age of 12 years are included for all license types except for the Experienced Child Care Provider. Related children, under the age of 10 years, are counted under the Experienced Child Care Provider license.

Describe the limits on infants and toddlers or additional school-age children that are allowed for part of the day:

1. Infant Toddler Home: Two additional school-age children may be in care during non school hours except for no children over the age of 3 years. 2. Three under Two license: does not allow for additional school-age children in care.

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

a) Licensed Center-Based Care:

1. Infant lead teacher

Verified training and experience in one of the following:

1. A registered nurse, licensed to practice in Colorado, with a minimum of 6 months of experience in the care of infants,
2. A licensed practical nurse, licensed to practice in Colorado, with twelve (12) months of experience in the care of infants,
3. An adult who holds a certificate in infant and toddler care from an accredited college or university with completion of a minimum of 30 semester hours in the development and care of infants and toddlers in a group setting,
4. An adult who is currently certified as a Child Development Associate (CDA) or, 5) Certified Child Care Professional (CCP) and has completed the Department approved expanding quality in infant and toddler development course of training by May 31, 2012.

and assistant teacher qualifications:

The infant program staff aide must be at least eighteen (18) years old, must have completed eight (8) hours of orientation at the infant nursery, and must work under the direct supervision of an infant early childhood teacher.

2. Toddler lead teacher

A lead teacher must meet at least one of the following qualifications:

1. A Bachelor's degree in Early Childhood Education; or Elementary Education; or Special Education; or Family and Child Development; or Child Psychology
2. 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
3. Current early childhood professional Credential Level III
4. 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
5. Completion of 12 semester hours in specific courses (see list above) with 9 months of verified experience in care
6. Completion of a vocational sequence in child growth and development plus

12 months verified experience
7. Current certification as a Child Development Associate or Certified Child Care Professional
8. Completion of specific department approved course of training plus verified experience
9. Twenty-four months of verified experience plus a current Colorado Level I credential OR two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance

and assistant teacher qualifications:

Staff aides must be at least 16 years of age, must work directly under the supervision of the director or a toddler Early Childhood Teacher, and must have completed 8 hours of orientation at the toddler program.

3. Preschool lead teacher

A lead teacher must meet at least one of the following qualifications:

1. A Bachelor's degree in Early Childhood Education; or Elementary Education; or Special Education; or Family and Child Development; or Child Psychology
2. 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
3. Current early childhood professional Credential Level III
4. 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
5. Completion of 12 semester hours in specific courses (see list above) with 9 months of verified experience in care
6. Completion of a vocational sequence in child growth and development plus 12 months verified experience
7. Current certification as a Child Development Associate or Certified Child Care Professional
8. Completion of specific department approved course of training plus verified experience
9. Twenty-four months of verified experience plus a current Colorado Level I credential OR two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance

and assistant teacher qualifications:

Staff aides must be at least 16 years of age and must work directly under the supervision

of the director or an early childhood teacher.

4. School-Age lead teacher

A Child Care Center School Age lead teacher may be qualified by a variety of credentials to meet this requirement, including:

1. A Bachelor's degree in Early Childhood Education; or Elementary Education; or Special Education; or Family and Child Development; or Child Psychology, or
2. 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
3. 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,
4. 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
5. Current certification as a Child Development Associate or Certified Child Care Professional, or
6. Completion of specific department approved course of training plus verified experience, or
7. Twenty-four months of verified experience plus a current Colorado Level I credential OR two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance.

In a School Age Child Care Center, qualifications require that Program leaders must be at least eighteen (18) years of age and demonstrate an ability to work with children. Program leaders must have at least three (3) months of full-time or equivalent part-time satisfactory and verifiable experience with school-age children.

and assistant teacher qualifications:

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

5. Director qualifications:

All directors must complete all the following specific coursework:

1. Introduction to early childhood professions,
2. Introduction to early childhood lab techniques,
3. Early childhood guidance strategies for children,
4. Early childhood health, nutrition and safety,
5. Administration of early childhood care and education programs,
6. Administration: human relations for early childhood professions or introduction to business,

7. Early childhood curriculum development,
8. Early childhood growth and development,
9. The Exceptional Child,
10. Infant toddler theory and practice.

b) Licensed Group Child Care Homes:

1. Infant lead teacher

Colorado does not have specific categories of Infant Lead and Assistant qualifications, Toddler Lead and Assistance qualifications, Preschool Lead and Assistant qualifications, School-age Lead and Assistant qualifications for licensed Group Child Care Homes. The information below applies to all teachers in Group Child Care Homes:

Large Family Child Care Home Provider: The licensee must be at least eighteen (18) years of age, the primary provider, and must reside in the large child care home. The primary provider at a large child care home must meet one of the following:

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

and assistant qualifications:

SEE INFORMATION UNDER INFANT LEAD TEACHER.

2. Toddler lead teacher

SEE INFORMATION UNDER INFANT LEAD TEACHER.

and assistant qualifications:

SEE INFORMATION UNDER INFANT LEAD TEACHER.

3. Preschool lead teacher

SEE INFORMATION UNDER INFANT LEAD TEACHER.

and assistant qualifications:

SEE INFORMATION UNDER INFANT LEAD TEACHER.

4. School-Age lead teacher

SEE INFORMATION UNDER INFANT LEAD TEACHER.

and assistant qualifications:

SEE INFORMATION UNDER INFANT LEAD TEACHER.

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

c) Licensed Family Child Care home provider qualifications

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

d) Other eligible providers qualifications:

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

Infant Toddler License: For an infant/toddler home with one (1) provider, that provider must be at least twenty-one (21) years of age. For an infant/toddler home with two (2) providers, one (1) provider must be at least twenty-one (21) years of age and the second equally qualified provider must be at least eighteen (18) years of age. Each provider must have completed one (1) year of supervised experience caring for children who are younger than three (3) years old. The provider must be able to submit to the State Department official

written verification of the required experience. The experience may have been obtained as: a Colorado licensed family child care home; or, a military licensed child care home; or a provider, in a family foster home certified for children younger than three (3) years of age; or, an employee in a licensed child care center in an infant and/or toddler program.

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

5.1.6 The CCDBG Act of 2014 added a new provision specifying that States and Territories must 1) establish health and safety requirements for providers serving children receiving CCDF assistance relating to matters included in the topics listed below, and 2) have pre-service or orientation training requirements, appropriate to the provider setting, that address these health and safety topics.

(658E(c)(2)(I)(i)) This requirement is applicable to all child care providers receiving CCDF regardless of licensing status (licensed or license-exempt). The only exception to this requirement is for providers who are caring for their own relatives, as States have the option of exempting relatives from some or all CCDF health and safety requirements. When establishing these requirements, States are encouraged to consider the age of children and type of child care setting to ensure that they are appropriate to the health and safety needs of the children from birth through age 12 and the providers who care for them.

a) The State certifies that it has health and safety requirements for individuals (providers) receiving CCDF in the following areas:

- Prevention and control of infectious diseases (including immunization)
- Prevention of sudden infant death syndrome and use of safe sleeping practices
- Administration of medication, consistent with standards for parental consent

- Prevention of and response to emergencies due to food and allergic reactions
- Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
- Prevention of shaken baby syndrome and abusive head trauma
- Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
- Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
- Precautions in transporting children (if applicable)
- First aid and cardiopulmonary resuscitation

☐ Yes. The State/Territory certifies that it has health and safety requirements for CCDF providers in these areas as of March 1, 2016.

Provide a citation and a link if available

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

The following health and safety requirements have been substantially implemented:

1. Prevention and control of infectious diseases-Currently in rules for all licensed programs receiving CCDF services.
2. Prevention of sudden infant death syndrome and use of safe sleeping practices-Currently in rules for Family Child Care Homes and Centers.
3. Administration of medication, consistent with standards for parental consent-Currently in rules for all licensed programs receiving CCDF services.
4. Emergency preparedness and response planning for emergencies, resulting from a natural disaster, or a man-caused event (such as

violence at a child care facility)-Currently in rule for all licensed programs receiving CCDF services.

5. Precautions in transporting children-Currently in rule for all licensed programs receiving CCDF services, that transport children.
6. First aid and cardiopulmonary resuscitation (CPR) certification-Currently in rule for Family Child Care Homes, required for a specific staff dependent on ages of children and level of responsibility, for Child Care Centers and School Age Child Care.
7. Prevention of and response to emergencies due to food and allergic reactions-Currently in rules for Child Care Centers
8. Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic-Currently in rules for Child Care Centers.
9. Prevention of shaken baby syndrome and abusive head trauma-Currently in rules for Child Care Centers.
10. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants-Currently in rules for Child Care Centers.

Unmet requirement - Identify the requirement(s) to be implemented Prevention of and response to emergencies due to food and allergic reactions

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)
Development and implementation of Colorado Child Care Assistance Program rules on prevention of and response to emergencies due to food and allergic reactions for legally exempt, non-relative providers.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 07/01/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

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

Development and implementation of Child Care Licensing regulations on prevention of and response to emergencies due to food and allergic reactions for family child care homes and school age programs.

April 2016-June 2016-Develop rules and send through Department Clearance process for presentation to the Department of Human Services State Board.

July 8, 2016-First Department of Human Services State Board public hearing on proposed rules.

August 5, 2016-Second Department of Human Services State Board adoption meeting on proposed rules. Rules approved for adoption.

September 30, 2016-Rules are implemented.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

Unmet requirement - Identify the requirement(s) to be implemented First aid and cardiopulmonary resuscitation (CPR) certification

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

Development and implementation of Colorado Child Care Assistance Program rules on first aid and cardiopulmonary resuscitation (CPR) certification for legally exempt, non-relative providers.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

Unmet requirement - Identify the requirement(s) to be implemented Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic

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

Development and implementation of Colorado Child Care Assistance Program rules on building and physical premises safety for legally exempt non-relative providers.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

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

Development and implementation of Child Care Licensing regulations on building and physical premises safety regulations for family child care homes and school-age centers.
April 2016-June 2016-Develop rules and send through Department Clearance process for presentation to the Department of Human Services State Board.
July 8, 2016-First Department of Human Services State Board public hearing on proposed rules.
August 5, 2016-Second Department of Human Services State Board adoption meeting on proposed rules. Rules approved for adoption.
September 30, 2016-Rules are implemented.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

Unmet requirement - Identify the requirement(s) to be implemented Prevention of shaken baby syndrome and abusive head trauma

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

Development and implementation of Child Care Licensing regulations on prevention of shaken baby syndrome and abusive head trauma for family child care homes and school-age centers.
April 2016-June 2016-Develop rules and send through Department Clearance process for presentation to the Department of Human Services State Board.
July 8, 2016-First Department of Human Services State Board public hearing on proposed rules.
August 5, 2016-Second Department of Human Services State Board adoption meeting on proposed rules. Rules approved for adoption.
September 30, 2016-Rules are implemented.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

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

Development and implementation of Colorado Child Care Assistance Program rules on prevention of shaken baby syndrome and abusive head trauma for legally exempt, non-relative providers.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

Unmet requirement - Identify the requirement(s) to be implemented Handling and storage of hazardous materials and the appropriate disposal of bio contaminants

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

Development and implementation of Child Care Licensing regulations on handling and storage of hazardous materials for family child care homes and school-age centers.

April 2016-June 2016-Develop rules and send through Department Clearance process for presentation to the Department of Human Services State Board.

July 8, 2016-First Department of Human Services State Board public hearing on proposed rules.

August 5, 2016-Second Department of Human Services State Board adoption

meeting on proposed rules. Rules approved for adoption.
September 30, 2016-Rules are implemented.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

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

Development and implementation of Colorado Child Care Assistance Program rules on handling and storage of hazardous materials and the appropriate disposal of bio contaminants for legally exempt, non-relative providers.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

Unmet requirement - Identify the requirement(s) to be implemented Prevention and control of infectious diseases (including immunization)

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

Development and implementation of Colorado Child Care Assistance Program rules on prevention and control of infectious diseases (including immunization) for legally exempt, non-relative providers.

Projected start date for each activity: 01/01/2016

Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

Unmet requirement - Identify the requirement(s) to be implemented Prevention of sudden infant death syndrome and use of safe sleeping practices

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

Development and implementation of Colorado Child Care Assistance Program rules on prevention of sudden infant death syndrome and use of safe sleeping practices for legally exempt, non relative providers.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

Unmet requirement - Identify the requirement(s) to be implemented Administration of medication, consistent with standards for parental consent

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

Development and implementation of Colorado Child Care Assistance Program rules on administration of medication, consistent with standards for parental consent, for legally exempt, non relative providers.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity

Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

Unmet requirement - Identify the requirement(s) to be implemented Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))

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

Development and implementation of Colorado Child Care Assistance Program rules on emergency preparedness and response planning for legally exempt, non-relative providers.

Projected start date for each activity: 01/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity

Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

Unmet requirement - Identify the requirement(s) to be implemented Precautions in transporting children (if applicable)

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

Development and implementation of Colorado Child Care Assistance Program rules on precautions in transporting children for legally exempt, non-relative providers.

Projected start date for each activity: 01/01/2016

Projected end date for each activity: 09/30/2016

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

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

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

☐ Yes. The State/Territory certifies that it has pre-service or orientation and ongoing training requirements appropriate to the provider setting that address each of the requirements relating to the topics listed above as of March 1, 2016.

Describe, including at a minimum 1) how the state/territory defines preservice or orientation period, 2) the minimum number of annual preservice or orientation hours required to meet these health, and safety requirements, and 3) ongoing training or education hours required to meet these health and safety requirements

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

Currently, Colorado has the following approved pre-service orientation trainings available:

1. First aid and cardiopulmonary resuscitation (CPR) certification (Face to Face Training offered through approved vendors)
2. Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a)(1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1) (FEMA Training)
3. Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic (FEMA Training)
4. Prevention of sudden infant death syndrome and use of safe sleeping practices
5. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants (OSHA Training)
6. Administration of medication, consistent with standards for parental consent
7. Prevention and control of infectious diseases (including immunization)
8. Prevention of and response to emergencies due to food and allergic reaction

Guidance for precautions in transporting children is addressed within the current child care rules and programs are required to develop site specific transportation policies and procedures that align with these requirements. Licensing Specialists verify this information during the annual licensing inspection.

Finally, Colorado requires family child care home providers complete the following pre-service or orientation training requirements: 1) Prevention and control of infectious diseases (including immunization), 2) Administration of medication, consistent with standards for parental consent, 3) First aid and cardiopulmonary resuscitation (CPR) certification, 4) Handling and storage of hazardous materials and the appropriate disposal of bio contaminants, 5) Precautions in transporting children and 6) Prevention of sudden infant death syndrome and use of safe sleeping practices.

Unmet requirement - Identify the requirement(s) to be implemented pre-service (prior to initial service) or orientation (period from when service started) appropriate to the provider setting that address each of the requirements relating to the required topic areas

Tasks/Activities - What specific steps will you take to implement the unmet

requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Develop online content for prevention of shaken baby syndrome and abusive head trauma for all provider types.

Projected start date for each activity: 4/1/2016
Projected end date for each activity: 7/1/2016
Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team

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

Implement Colorado Child Care Assistance Program rules to require legally exempt, non-relative providers to complete pre-service orientation trainings.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County Departments of Human Services

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

Implement Family Child Care Home, Center, and School Age rules to require professionals employed within these facilities to complete all ten pre-service orientation trainings.

Projected start date for each activity: 5/1/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Erin

Mewhinney, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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

Colorado Department of Human Services to complete the process to ensure that the Emergency Preparedness and Response Plan is included in the State Emergency Operation Plan.

Projected start date for each activity: 7//1//2016

Projected end date for each activity: 9//30//2016

Agency - Who is responsible for complete implementation of this activity Erin MeWhinny, Director, Division of Early Care and Learning

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Colorado Homeland Security

Unmet requirement - Identify the requirement(s) to be implemented ongoing training requirements appropriate to the provider setting that address each of the requirements relating to the required topic areas

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

Add the required training topics into ongoing requirements for family child care homes and school age programs.

Projected start date for each activity: 01/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

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

Add language into CCCAP Rule regarding the required training topics for legally exempt, non-relative providers. First reading with State Board 6/10/2016, second reading 7/8/2016, rule goes into effect by 8/30/2016

Projected start date for each activity: 06/10/2016
Projected end date for each activity: 08/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Assistance Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

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

☑ Nutrition (including age appropriate feeding).

Describe:

The new child care center regulations include limiting the amount of sugary drinks allowed. All other child care program regulations address meeting the child's daily nutritional needs. Colorado has regulations which address the proper feeding of infants and toddlers.

☑ Access to physical activity.

Describe:

Children must have the opportunity for daily gross motor activities.

☑ Screen time.

Describe:

The new child care center regulations limit the amount of screen time children may have including television, computers and other electronic devices.

☑ Caring for children with special needs.

Describe:

All child care facilities must meet ADA compliance, the new child care center regulations

specifically address children with social and emotional needs.

☑ Recognition and reporting of child abuse and neglect.

Describe:

Colorado has regulations requiring annual training regarding recognizing and reporting child abuse and neglect.

☑ Other subject areas determined by the State/Territory to be necessary to promote child development or to protect children's health and safety.

Describe:

Family Child Care homes are required to complete annual training including child growth and development, healthy and safe environments, developmentally appropriate practices, guidance and social emotional development.

5.1.8 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from these CCDF health and safety requirements.

Does the State/Territory exempt relatives from the requirement to receive pre-service or orientation health and safety training on any or all of the listed topics?

☑ Yes, all relatives are exempt from all health and safety training requirements.

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

Currently, all legally exempt relative providers who provide care for children in the Colorado Child Care Assistance Program complete a Self-Assurance form. This form contains health and safety requirements and is signed by the provider. Parents are made aware that legally exempt relatives are not monitored, and that they are selecting care based on their choice. Child Care Licensing investigates complaints that concern illegal care and the Division of Child Welfare investigates complaints concerning child abuse and neglect. In addition, relative providers must complete fingerprint background checks, sex offender and child abuse and neglect registry checks.

☐ Yes, some relatives are exempt from health and safety training requirements.

If the State/Territory exempts some relatives from the CCDF health and safety training requirements, describe which relatives are exempt from which requirements (all or some) and include how the State/Territory ensures the health and safety of children in relative care.

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

5.2 Monitoring and Enforcement Policies and Practices

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

☑ Yes.

The State/Territory certifies that it has policies and practices to ensure compliance with applicable licensing and health and safety requirements for providers receiving CCDF and their facilities as of March 1, 2016. List the policy citation

The Child Care Licensing Colorado Statute sections relevant to policies and practices to ensure compliance with applicable licensing and health and safety requirements are C.R.S. 26-6-108 and C.R.S. 26-6-106.

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

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

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

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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

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

☑ Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements. List the policy citation and describe the qualifications, including at a minimum how inspector qualifications address training related to the language and cultural diversity of the providers, and how qualifications address being appropriate to the age of children in care and type of provider setting:

At a minimum, all licensing specialists are required to have a Bachelor's degree in Early Childhood Education or related field and have experience working in a child care program. All staff also receive a regulatory credential through the National Association of Regulatory Administration, within the first year of employment as a licensing specialist. All licensing staff are trained to all child care rules and regulations, Standard Operating Procedures, consistent application of regulations and other topics through a series of module trainings. These modules trainings include a module on language and cultural diversity. Once a module has been completed, the specialist shadows other seasoned licensing staff to experience hands on learning in the field. The trainings include Mandated Child Abuse reporting, identifying safety hazards, and recognition of health requirements. All licensing staff through their degree, credential, experience and training modules have qualifications appropriate to the age of children in care and type of provider setting.

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

Overall Target Completion Date (no later than November 19, 2016)

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

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

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

Projected start date for each activity:
Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

b) **Inspections for Licensed CCDF Providers** - It will require licensing inspectors to perform inspections, with not less than one prelicensure inspection, for compliance with health, safety, and fire standards, of each such child care provider and facility in the State/Territory. It will require licensing inspectors to perform not less than annually, one unannounced inspection of licensed CCDF providers for compliance with all child care licensing standards, which shall include an inspection for compliance with health, safety, and fire standards (inspectors may inspect for compliance with all 3 standards at the same time. (658E(c)(2)(K)(i)(II))

☐ Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for licensed CCDF providers. List the policy citation and describe the inspection requirements including the frequency of announced and unannounced visits

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

Overall Target Completion Date (no later than November 19, 2016) 09/30/2016

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

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

The following requirement is partially implemented: The planning and logistics for implementing annual monitoring.

The following requirement is substantially implemented: Colorado already requires scheduled pre-licensing inspections.

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

inspectors to perform not less than annually, one unannounced inspection of licensed CCDF providers for compliance with all child care licensing standards, which shall include an inspection for compliance with health, safety, and fire standards (inspectors may inspect for compliance with all 3 standards at the same time.)

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

Colorado will be positioned to implement unannounced annual monitoring inspections in September 2016.

December 2015-All licesed programs receiving CCDF services have monitoring inspections no less than every 18 months.

December 2015-February 2016-Licensing staff mapped out plans to ensure all licensed programs will be on an annual visit code prior to September 30, 2016.

February 2016-September 2016-Licensing staff are conducting all required inspections to ensure compliance with annual licensing visits.

September 30, 2016-All licensed programs receiving CCDF are visited at least once annually.

Projected start date for each activity: 12/01/2015
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

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

☐ Yes.

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

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

Overall Target Completion Date (no later than November 19, 2016) 09/30/2016

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

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

The following requirements have been partially implemented:

1. Colorado Child Care Assistance Program rules have been drafted to require annual inspections of legally exempt, non-relative providers.
2. A legally exempt provider inspection tool has been developed which will be utilized by Child Care Licensing staff.

Unmet requirement - Identify the requirement(s) to be implemented policies and practices that require licensing inspectors (or qualified monitors designated by the lead agency) of child care providers and facilities to perform an annual monitoring visit of each license-exempt CCDF provider (unless the provider is described in section (658P(6)(B))).

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

Implement Colorado Child Care Assistance Program rules requiring annual inspections for legally exempt, non-relative child care providers. First reading with State Board 6/10/2016, second reading 7/8/2016, rule becomes effective 8/30/2016

Projected start date for each activity: 06/10/2016
Projected end date for each activity: 08/30/2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County departments of human services

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

Implement changes to the automated system (TRAILS) to enable tracking of inspections for non-relative legally exempt providers.

Projected start date for each activity: 01/01/2016
Projected end date for each activity: 07/01/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

TRAILS automated system state staff

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

Train Child Care Licensing staff on the newly developed legally exempt inspection tool.

March 2016-Introduced tool to licensing staff and gathered feedback

May 17, 2016-Licensing staff training on use of the tool and completing monitoring inspections.

September 30,2016-Licensing staff begin annual inspection of license exempt programs.

Projected start date for each activity: 06/01/2016
Projected end date for each activity: 09/01/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

Tasks/Activities - What specific steps will you take to implement the unmet

requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Train counties on new regulations and CHATS functionality

Projected start date for each activity: 08/01/2016
Projected end date for each activity: 09/30//2016
Agency - Who is responsible for complete implementation of this activity
Tamara Schmidt, Colorado Child Care Program Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

County Departments

d) **Ratio of Licensing Inspectors**) - It will have policies and practices that require the ratio of licensing inspectors to such child care providers and facilities in the State/Territory to be maintained at a level sufficient to enable the State to conduct inspections of such child care providers and facilities on a timely basis in accordance with Federal, State, and local law. (658E(c)(2)(K)(i)(III))

☑ Yes.

The State/Territory certifies that it has policies and practices regarding the ratio of licensing inspectors to such child care providers and facilities in the State/Territory. List the policy citation and list the State/Territory ratio of licensing inspectors:

Department of Human Services, Office of Early Childhood, Division of Early Care and Learning Standard Operating Procedure R-1. The ratio of Licensing Staff to facilities is 1:100.

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

Overall Target Completion Date (no later than November 19, 2016)

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

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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

☑ Yes.

Fully implemented and meeting all Federal requirements outlined above. List the Lead Agency's policy citation(s):

Department of Human Services, Child Care Facility Licensing, 12 CCR 2509-8, section 7.701.53.

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

Overall Target Completion Date (no later than November 19, 2016)

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

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

5.2.3 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from inspection requirements.

Note this exception only applies if the individual cares ONLY for relative children. Does the State/Territory exempt relatives from inspection requirements listed in 5.2.2?

☑ Yes, all relatives are exempt from all inspection requirements.
If the State/Territory exempts all relatives from the inspection requirements, describe how the State ensures the health and safety of children in relative care.
Relative providers sign a Self Assurance form containing health and safety requirements providers must meet. Fingerprint background checks, sexual offender and child abuse and neglect registry checks are conducted on all relative providers.

☐ Yes, some relatives are exempt from inspection requirements.
If the State/Territory exempts some relatives from the inspection requirements, describe which relatives are exempt from which requirements (all or some) and include how the State/Territory ensures the health and safety of children in relative care.

☐ No, relatives are not exempt from inspection requirements.

5.3 Criminal Background Checks

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

The CCDBG Act of 2014 specifies what a comprehensive criminal background check includes and a child care provider must submit a request to the appropriate State/Territory agency for a criminal background check for each child care staff member, including prospective child care staff members at least once every 5 years. A criminal background check must include a search of: State criminal and sex offender registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years; State child abuse and neglect registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years, National Crime Information Center (run by the FBI); FBI fingerprint check using Next Generation Identification ; and National Sex Offender Registry. Child care staff members cannot be employed by a provider receiving CCDF if they refuse a background check; make materially false statements in connection with the background check; are registered or required to be registered on the State or National Sex Offender Registry; have been convicted of a felony consisting of: murder, child abuse or neglect, crimes against children, spousal abuse, crime involving rape or sexual assault, kidnapping, arson, physical assault or battery, or subject to an individual review, at the State's option, a drug-related offense committed during the preceding 5 years; or have been convicted of a violent misdemeanor committed as an adult against a child.
Timeliness of background checks - The State/Territory must conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request. The State/Territory shall provide the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information. If the staff member is ineligible, the State/Territory will provide information about each disqualifying crime to the staff member.
Fees for background checks - Fees that a State/Territory may charge for the costs of processing applications and administering a criminal background check may not exceed actual costs to the State/Territory for processing and administration.
Transparency - The State/Territory must ensure that policies and procedures for conducting

criminal background checks are published on the State/Territory's consumer education website (also see section 2.3) or other publicly available venue.
Appeals process - The State/Territory shall have a process for a child care staff member to appeal the results of their background check to challenge the accuracy and completeness.
Privacy considerations - Lead Agency may not publicly release the results of individual background checks.

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

☐ Fully implemented and meeting all Federal requirements outlined above.

List the policy citation within the Lead Agency's rules and describe the policies and procedures for criminal background checks using 5.3.2 through 5.3.9 below.

☑ Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2017). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2017) 09/30/2017

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

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

The following requirements have been substantially implemented:

1. Background checks are required for licensed and legally exempt providers.
2. Background checks apply to all staff members, and adults over the age of 18 residing in Family Child Care Homes.
3. State criminal and sex offender registry checks are conducted.
4. State child abuse and neglect registry checks are conducted.
5. FBI fingerprint checks are conducted at time of licensure or employment.
6. Child care staff members cannot be employed for the reasons identified in the federal requirements and can not refuse to obtain a background check.
7. Background checks are currently conducted within 45 days.

8. Results of background checks do not contain disqualifying information.
9. Fees for background checks do not exceed actual costs for processing and administration.
10. The State confirms it does not publicly release the results of background checks.
11. Fingerprint based background checks are run by a flagged system through the Colorado Bureau of Investigation (CBI). New arrests/convictions are immediately available to CBI and Child Care Licensing through weekly downloads.
12. Weekly CBI sex offender registry downloads are processed on Colorado providers.

Unmet requirement - Identify the requirement(s) to be implemented. Background check requirements apply to any staff member who is employed by a child care provider for compensation or whose activities involve the care or supervision of children or unsupervised access to children. For family child care homes, this includes the caregiver requesting a check of him/herself, as well as any other individuals in the household that may have unsupervised access to children.

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

Determine the scope, process, and potential new staff for implementing requests for criminal background checks once every 5 years for the following requirements:

1. FBI fingerprint criminal background checks need to be completed every 5 years
2. Fingerprint criminal background checks for each State where the staff member resided for the past 5 years
3. National Sex Offender registry
4. Abuse / neglect registries for each State where the staff member resided for the past 5 years
5. Publish process for challenging accuracy of background checks

Projected start date for each activity: 12/01/2015
Projected end date for each activity: 04/30/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Colorado Bureau of Investigation, Background Investigation Unit in the Office of Early Childhood.

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

Identify and implement changes to the Colorado Child Care Licensing System (automated system).

Once States identify how information will be exchanged between States, there may be additional automation that can be built into the Colorado Child Care Licensing System.

Projected start date for each activity: 01/01/2016

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Colorado Child Care Licensing System staff

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

Develop and implement changes to the General Rules section of the Child Care Licensing regulations.

Projected start date for each activity: 03/01/2016

Projected end date for each activity: 09/30//2017

Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Colorado Bureau of Investigation

Unmet requirement - Identify the requirement(s) to be implemented. National Crime Information Center (run by the FBI)

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

Determine the scope and process for conducting a background check through the National Crime Information Center (run by FBI) to be completed every 5 years. March 16, 2016-Meeting with CBI determined we are already meeting this requirement as part of our flagged backgound check system with weekly CBI downloads.

Projected start date for each activity: 05/01/2016
Projected end date for each activity: 07/01/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Colorado Bureau of Investigation

Unmet requirement - Identify the requirement(s) to be implemented. National Sex Offender Registry.

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

Determine the scope and process for conducting a National Sex Offender Registry background check.

Projected start date for each activity: 05/01/2016
Projected end date for each activity: 07/01/2016
Agency - Who is responsible for complete implementation of this activity Carin Rosa, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Colorado Bureau of Investigation

Unmet requirement - Identify the requirement(s) to be implemented. Ensure that policies and procedures for conducting criminal background checks are published on the State/Territory's consumer education website

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

Revise information on the consumer education website to include the types of offenses and convictions that preclude individuals from working in child care facilities.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Kathi Wagoner, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

Unmet requirement - Identify the requirement(s) to be implemented. A process for a child care staff member to appeal the results of their background check to challenge the accuracy and completeness.

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

Publish the process for child care staff members to appeal the result of background checks.

The current process is to refer individuals who want to appeal their background check results to the court where the conviction was processed. If incorrect, the court will provide documentation of clearance.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Kathi

Wagoner, Child Care Licensing Administrator

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

n/a

5.3.2 Describe the process and procedures for conducting background checks in a timely manner, including which agency/entity is responsible and how the Lead Agency ensures that background checks performed by a 3rd party meet the requirements, protecting the privacy of child care staff members, and providing opportunities for applicants to appeal the results of background checks.

Describe:

Currently Colorado requires that all fingerprint based background checks are submitted to the Colorado Bureau of Investigation (CBI) within the first 5 days of employment or upon receipt of application for family child care homes. Colorado Bureau of Investigation (CBI) has the ability to process fingerprint cards electronically, and by statute the child abuse and neglect background checks must be completed within 10 days from the date the Background Investigation Unit (BIU) receives the request.

5.3.3 Describe how the State/Territory is assisting other States process background checks, including which agency/entity is responsible for working with other states

Describe:

This process has not been implemented; it is being developed. We need further guidance from our Federal partners and other States before a detailed implementation plan can be developed.

For Colorado, individuals may request and receive Information on if they are listed on our child abuse and neglect registry, for a fee. The individual does not need to reside in Colorado.

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

☑ Yes.

Describe:

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

☐ No.

5.3.5 Does the Lead Agency disqualify child care staff members based on their conviction for other crimes not specifically listed above?

☑ Yes.

Describe:

Under Colorado Statute 26-6-104(7) The Department shall not issue a license or shall deny, revoke, suspend the application/license for 1) a conviction of child abuse, 2) a crime of violence, 3) any felony offense involving unlawful sexual behavior, 4) any felony offense that includes domestic violence, 5) any felony involving physical assault, battery, a pattern of misdemeanor convictions or any offense in any other state, the elements which are substantially similar to the elements of any one of the offenses listed above. Under Colorado Statute 26-6-108(2) The department may deny, revoke, suspend or make probationary the license for any licensee who has been convicted 1) of child abuse, 2) convicted of third degree assault 3) any misdemeanor, the underlying factual basis of which has been found to include an act of domestic violence, 4) use of any controlled substance including alcohol and marijuana, 5) furnish or make any false statements or report to the department, 6) substantial evidence of an act of child abuse, 7) refuse to submit to an investigation or inspection by the department or authorized representative of the department, 8) be charged with an act of child abuse or unlawful sexual offense. The department may deny or revoke any entity if the entity cultivates marijuana.

☐ No.

5.3.6 Does your State State/Territory exempt relatives (defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from background checks?

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

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

Describe.

☑ No, relatives are not exempt from background checks.

5.3.7 Describe how fees charged for completing the background checks do not exceed the actual cost of processing and administration, including how the State State/Territory ensures that 3rd party vendors or contractors do not charge fees that exceed the actual cost of processing and administration, if applicable.

Lead Agencies can report that no fees are charged if applicable:

Describe.

Colorado Statute 19-1-307(2.5) requires that all Child Abuse and Neglect background checks do not exceed the actual cost of processing and administration and the fees are adjusted as needed. In addition, the cost for fingerprint background checks is set by the Colorado Bureau of Investigation, and is passed along to background check applicants with no additional charge for processing and administration.

5.3.8 Describe how background check policies and procedures are published on the State/Territory consumer education website or made publicly available on another venue:

Describe.

The child abuse and neglect background check process is described on the Office of Early Childhood website www.coloradoofficeofearlychildhood.com.

5.3.9 Does the Lead Agency release aggregated data by crime?

☑ Yes.

List types of crime included in the aggregated data:

Only crimes that meet statutory requirements would be released, including but not limited to: crimes of violence, domestic violence, drug charges, convictions of child abuse, assault, sexual assault, and murder.

☐ No.

6 Recruit and Retain a Qualified and Effective Child Care Workforce

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

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

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

6.1 Training and Professional Development Requirements

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

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

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

6.1.1 Describe the status of the State's training and professional development requirements to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce.

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

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

b) Are developed in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care or other state or state-designated cross-agency body if there is no SAC that addresses training, professional development and education of child care providers and staff.)

c) Incorporate knowledge and application of the State/Territory's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporate social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2)

d) Are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF

e) Appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups, English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

- [x] Fully implemented and meeting all Federal requirements outlined above. Describe using 6.1.2 through 6.1.6 below.
- [ ] Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

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

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

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

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

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

6.1.2 Describe how the State provides ongoing training and professional development, provides for a progression of professional development (such as allows an individualto build on entry- and mid-level training and education both in terms of the skills and knowledge they attain but also in terms of credit that leads toward a higher level credential or certification, including articulation agreements) reflecting research and best practice to meet the developmental needs of participating children and improve the quality and stability of the child care workforce:

☑ State/Territory professional standards and competencies.

Describe.

The original version of Colorado Competencies for Early Childhood Educators and Administrators was approved by the Colorado Early Childhood Leadership Commission in May, 2013. The Early Childhood Professional Development Advisory provides oversight to the Colorado Competencies for Early Childhood Educators and Administrators (Early Childhood Competencies). Content revisions are developed with subject matter experts and approved by the Early Childhood Professional Development Advisory. In the same year that the Early Childhood Leadership Commission officially adopted the Early Childhood Competencies, Colorado legislators also passed the Colorado Reading to Ensure Academic Development Act (Colorado READ Act). The READ Act focuses on K-3 literacy development, literacy assessment and individual

READ plans for students reading below grade level. This legislation provided the opportunity to strengthen the Early Childhood Competencies related to literacy teaching practices. Based on input from the Office of Literacy at the Colorado Department of Education, version 2 of the Early Childhood Competencies were released. Versions 3 and 4 of the Early Childhood Competencies represent formatting and grammatical changes. Currently, the Early Childhood Competencies are in the fourth version: http://www.cde.state.co.us/early/ecprofessionalcompetencies. All future formatting and grammatical changes will be represented with a decimal change (version 4. **1**) and all content revisions will be represented with a whole number change (version 5.0).

The Competencies support professionals who provide care and early learning for children birth to eight years of age and consist of eight domains: Child Growth, Development and Learning, Child Observation and Assessment, Family and Community Partnerships Guidance, Health, Safety, and Nutrition, Professional Development and Leadership, Program Planning and Development, and Teaching Practices. Competencies supporting social emotional development, cultural competence and children with special needs are present in all eight domain areas. The Competencies are built on a framework of four levels. They begin with the basic knowledge and skills needed to enter the field and progress, according to degree of mastery, to advanced levels of academic preparation and a wide range of experiences. The four levels are cumulative, meaning that early childhood educators at the top level have the skills and knowledge to meet all the competencies in the lower levels. The levels are as follows:

Level 1 ¿ Demonstrates the basic skills and knowledge to best support quality early childhood care and education.
Level 2 ¿ Demonstrates the skills and knowledge at the previous level plus: Applies skills and knowledge to implement effective early childhood environments and experiences for young children.
Level 3 ¿ Demonstrates the skills and knowledge at previous levels plus: Designs, plans and analyzes policies, procedures and practices that are optimal for young children.
Level 4 ¿ Demonstrates the skills and knowledge at previous levels plus: Advances the field of early childhood education through advocacy, leadership, teaching, coaching and mentoring.

Key Uses for the Competencies include:

1. Early Childhood Professionals use the competencies to complete self

assessments to identify strength and growth areas, create an individual professional development plan and to make informed decisions about a career in early childhood.

2. Program Administrators use the competencies to clarify and communicate knowledge required of staff, identify training and staff development needs, formulate staff development plans, assess current staff strengths and identify knowledge gaps for the purpose of recruiting additional staff with higher or different levels of competency and link level of competency to compensation level.
3. Training Providers use the competencies to organize, identify, and advertise training, align offerings across all content areas and levels of competency to better support skill development.
4. State and Local Agencies use the competencies to develop policy, initiatives, and funding that will increase the level of competency of early childhood professionals, guide the development of policies related to teacher licensure, Colorado Shines Quality Rating and Improvement System, higher education articulation, professional development and supports for educators working in a variety of settings and to develop and implement a credentialing system that supports authentic evaluation of and acquisition of the competencies.
5. Early Childhood Advocates use the competencies to educate parents, policymakers, and the general public about the degree of knowledge and skill required for professional competency, the areas of professional practice in early childhood, and the need for competent professionals; reinforce the concept of professionalism in the early childhood field and to support public and private investments, incentives, and initiatives that encourage and facilitate professional competency.

Colorado continues to utilize the CORE Knowledge Standards to define competencies for professionals supporting children ages eight to thirteen.

☑ Career ladder or lattice.

Describe.

In the last two years, Colorado has redeveloped the Colorado Early Childhood Professional Credential that had been available since 2000. The new Early Childhood Professional Credential 2.0, now available through the Professional Development Information System, is a competency and research based credentialing system developed to recognize the expertise of a broad spectrum of professionals working with young children.

The credential is awarded based on an individualized points based system that includes components focused on Formal Education, Ongoing Professional Development, Experience, and Demonstrated Competencies. By recognizing these component areas in

six possible levels, the credential supports professionals¿ career progression from the completion of entry level training requirements to post graduate level degree completion. As recommended by the Transforming the Workforce for Children Birth through Age 8 (Institute of Medicine and National Research Council of the National Academies, 2015) report, the scoring system integrates all professional learning experiences to fully support competency development and ongoing professional practice. Additionally, the point structure is based on the research evidence of the types of professional development that are most effective in changing professional practice. The credential can be used by professionals to meet personnel requirements of child care licensing rules and regulations and is used to score the Workforce component of Levels 3-5 in Colorado Shines Quality Rating and Improvement System.

The Early Childhood Professional Development Team is currently working with Colorado Department of Education Educator Licensing and Educator Effectiveness teams to use the credential to strengthen connections for professionals working within birth to grade 3 systems. Based on the Colorado Competencies for Early Childhood Educators and Administrators, the credential represents the foundational credential appropriate for all early childhood professionals.

Currently, Colorado also has a specialized Coaching Credential that builds on the Early Childhood Professional Credential 2.0 and will add a Trainer Credential within the next year. In our previous credentialing system, Colorado had an Infant Toddler endorsement and a Social Emotional Credential. These specialized credentials will also be redeveloped in the next year to build on the foundational Early Childhood Professional Credential. All of these credentials will be available online through the Professional Development Information System which facilitates ongoing evaluation of the credentials and the ability for further refinements to the credentialing approaches.

☑ Articulation agreements between two- and four-year postsecondary early childhood education or degree programs.

Describe.

In 2012, in response to recommendations provided by Race to the Top ¿ Early Learning Challenge Fund evaluators, the State Legislature approved a four-year Early Childhood Education degree. The articulation agreement was updated in 2015 to reflect the additional ¿elective¿ courses accepted by institution; this list includes a number of Early Childhood Education courses which vary by institution.

Early Childhood Education articulation in Colorado has been problematic as there has been no single set of standards for courses that were used by both two- and four-year programs. Four-year programs were reluctant to accept courses from two-year programs; they were concerned that these transfer students would be lacking foundational knowledge for the upper level coursework and had no way of determining a student¿s background knowledge and skills upon entry.

In 2013, Colorado¿s Early Childhood Learning Commission approved Colorado¿s Early Childhood Competencies for Educators and Administrators, effectively paving the way for a single set of standards that could be used across the field of early childhood. During the summer of 2014, the two-year programs reviewed their coursework and mapped them to the Early Childhood Competencies. As Colorado has a Common Course Numbering System for Community Colleges, this was a relatively simple task. They also identified gaps that existed and made a plan to work on these the following summer.

In fall of 2014 and spring of 2015, the four-year programs began to look at how they might use the Early Childhood Competencies to guide their work on Early Childhood degrees. As they began to identify the appropriate competency levels for their work, the Colorado Department of Education Office of Educator Preparation opened up Educator Preparation and Licensing Rules for recommendations and alignment. This provided an exceptional opportunity for the four-year programs to recommend changes to the rules that aligned directly with the Early Childhood Competencies. A workgroup was assembled and the work was completed and approved for submission to the Colorado State Board of Education in November of 2015. Approval is expected in the early spring of 2016. The alignment work undertaken by both two- and four-year programs provides the foundation for a new articulation agreement which will assure that students transferring from two- to four-year programs will have the foundational knowledge necessary for success. The Colorado Department of Higher Education will be supporting two- and four-year programs as they craft the new agreement.

☑ Community-based training approved by a state regulatory body to meet licensing or regulatory requirements.

Describe.

Currently, community-based training is approved by licensing based on alignment with

Colorado¿s Core Knowledge and Standards or, in the case of first aid, CPR, and medications administration, by meeting requirements for an approved vendor. To meet Core Knowledge and Standards requirements, the trainer must identify how many hours of training are associated with which domains. Licensing specialists visiting an Early Childhood Program verify that this information is on an individual¿s training certificate and then accept it as clock hours for licensing. To meet the approved vendor requirements, a vendor must provide evidence they have successfully completed a national certification (i.e., Red Cross certification) in the area in which they will be approved. As Colorado began to work towards strengthening its system of professional development, the Early Childhood Professional Development Team at the Colorado Department of Education met with the Child Care Licensing and Administration at the Colorado Department of Human Services and they are working together to align their goals to benefit professionals across the state. As a part of the Race to the Top-Early Learning Challenge fund work, an automated training approval process will be made available in the Professional Development Information System. This will serve as the application portal for both State Approved trainings and Community-Based trainings for licensing requirements. Those vendors who require specific approval, as well as the specific licensing required trainings, will be referred to Child Care Licensing for approval, but the application will be the same application as the one used for State-approved trainings (see below).

☑ Workforce data, including recruitment, retention, registries or other documentation, and compensation information.

Describe.

The Professional Development Information System has a registry component that collects information on demographics, employment (including compensation and employment start and end dates), education, training, credential level, competency level, and professional development planning details. Since the Professional Development Information System has been active for less than one year, baseline data is still being collected for many elements.

☑ Advisory structure that provides recommendations for the development, revision, and implementation of the professional development system or framework.

Describe.

Colorado¿s Early Childhood Professional Development Advisory Board is a 35-member group appointed by Colorado¿s Early Childhood Leadership Commission, the State Advisory Council. The Early Childhood Professional Development Advisory Board

provides oversight and guidance to the continued development of Colorado¿s Early Childhood Professional Development System. The Early Childhood Professional Development Advisory Board is charged with guiding the implementation of Colorado¿s Early Learning Professional Development System Plan, approved by the Early Childhood Leadership Commission in May, 2010.

Task Forces convene to develop system components in Early Childhood Competencies, Credentialing, Professional Development Information System, and Trainer and Training Approval. Membership includes representatives from two-and-four-year higher education programs, the Department of Higher Education, the Community College Systems Office, State Level Educator Licensing, alternative teacher preparation programs, Early Intervention, Preschool Special Education, Colorado Preschool Program, Child Care Licensing, Colorado Shines Quality Rating and Improvement System, Early Childhood Training Professionals, Coaching and Quality Improvement Providers, Early Childhood Councils, Child Care Resource and Referral representatives, and Family, Friend, and Neighbor programs.

☑ Continuing education unit trainings and credit-bearing professional development.

Describe.

Over the past 15 years, the Expanding Quality in Infant Toddler Care Initiative has promoted collaborations between local trainers and community colleges to support participants of community Expanding Quality in Infant Toddler Care trainings to also receive college credit. Through this process, participants can receive a grade and three college credits for completing the community based training. Through connections with the Colorado Department of Education Educator Licensing office, Continuing Education Units required to maintain a Teaching License can be used toward an Early Childhood Professional Credential 2.0 and training hours completed to meet Colorado Shines Quality Rating and Improvement System Level 2 requirements can be used to meet the Continuing Education Units requirements for the Colorado Department of Education Teaching License. The Colorado Community College System currently has a system wide initiative to enhance opportunities for students to receive credit for prior learning. The Early Childhood Faculty Coalition has created a subcommittee to explore these opportunities specifically for students in early childhood programs.

☑ State-approved trainings.

Describe.

Colorado is using a phased-in approach for training approvals as the capacity for creating and providing approved training across the state is limited, but will increase as other supports are put into place. These supports include:

An Adult Learning course
An Instructional Design course
Resources and supports for those wishing to create and provide approved training
Examples of high-quality training which can be delivered by credentialed Trainers
A streamlined and automated competency-based training approval process

One of the major goals of the Early Childhood Professional Development Team for 2016 is to exponentially increase the number of approved, competency based trainings available across the state, covering a wide variety of topics and available in a selection of formats. Additionally, the team will provide training for opportunities within the Professional Development Information System to schedule training events. This should result in a marked increase in available state-approved competency-based training and support the move to accepting only state-approved training for professionals.

☐ Inclusion in state and/or regional workforce and economic development plans.

Describe.

☐ Other.

Describe.

6.1.3 Describe how the State/Territory developed its training and professional development requirements in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care (if applicable) or other state or state-designated cross-agency body if there is no SAC

Describe.

The original version of Colorado's Competencies for Early Childhood Educators and Administratorswas approved by the Colorado Early Childhood Leadership Commission in May, 2013. The current version is available at: http://www.cde.state.co.us/early/competencies.

Colorado's Early Childhood Professional Development Advisory Board is a 35 member group appointed by Colorado's Early Childhood Leadership Commission, the State Advisory Council. The Early Childhood Professional Development Advisory Board (structure detailed in 6.1.2) meets regularly with the Early Childhood Program Quality and Alignment (ECPQA) committee (part of the Early Childhood Leadership Commission Committee structure) to provide guidance to the continued development of Colorado's Early Childhood Professional Development System and input on critical decisions. Advisory members are charged with providing an annual progress update and guiding the implementation of Colorado's Early Learning Professional Development System Plan (https://www.cde.state.co.us/early/copdplan), approved by the Early Childhood Leadership Commission.

With 75% of Colorado's 2010 Early Learning Professional Development System Plan (https://www.cde.state.co.us/early/copdplan) accomplished, the Early Childhood Professional Development Advisory is currently creating an updated plan. The revised plan will align with the state Child Care and Development Fund plan, Colorado's refreshed Early Childhood Framework, and recommendations from the Transforming the Workforce for Children Birth through Age 8 (IOM/NRC, 2015). The Early Childhood Leadership Commission will approve the update of the Colorado Early Learning Professional Development Plan in 2016.

6.1.4 Describe how the State/Territory incorporates knowledge and application of the State's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) into its training and professional development requirements

Describe.

Integration of Early Learning and Development Guidelines can be determined by the incorporation of the Guidelines in the structure of system elements. The Guidelines provide a solid foundation and connection across the variety of system elements in Colorado. Examples include:

1. Items from the Colorado Early Learning and Development Guidelines correspond to items from High Scope's 2014 Child Observation Record - COR Advantage 1.5.

COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to, those using the High Scope Curriculum).

2. The Colorado Early Learning and Development Guidelines are aligned with and complement the Colorado Academic Standards for preschool through third grade, which describe the trajectory of children's learning and development from birth to age eight. They include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments.
3. The Expanding Quality in Infant and Toddler Initiative is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. Expanding Quality Infant Toddler Specialists receive additional training on Colorado's Early Learning and Development Guidelines.
4. Colorado's Early Learning and Development Guidelines are also in alignment with the Head Start Child Development and Early Learning Framework that promotes positive outcomes in early childhood programs serving children 3-5 years old.
5. The Colorado Shines Quality Rating and Improvement System Points Structure Guide includes a number of ways that a program can utilize Colorado's Early Learning and Development Guidelines as a way to accumulate points:

a. The program offers annual educational information sessions on child development and learning aligned with the Early Learning and Development Guidelines

b. The program has a curriculum that has been aligned with the domains of Colorado's Early Learning and Development Guidelines, and is age specific to the children the program serves to include:

1. Physical development and health;
2. Social and emotional development;
3. Language and literacy development;
4. Cognitive development;
5. Literacy knowledge and skills;
6. Logic and reasoning;
7. Mathematics knowledge and skills;
8. Science knowledge and skills;
9. Social studies knowledge and skills;
10. Creative arts expression.

c. The program has a child assessment system that has been aligned with Colorado's Early Learning and Development Guidelines.

6. The Colorado Competencies for Early Educators and Administrators aligns the Guidelines within the Core Competency Domain: Child Growth, Development, and Learning. This competency reinforces the importance in understanding a child's growth, development, and learning in order for a professional to provide experiences that foster the predictable steps and sequences of development. Developmentally appropriate learning experiences consider a child's language and cultural background, needs, and learning preferences, while recognizing factors such as family characteristics and community influences.

7. The Professional Development Information System offers a number of training modules that address Colorado's Early Learning and Development Guidelines and the important resource
it is for professionals, families, and advocates who care for and about children.

Colorado incorporates knowledge and application of the State's health and safety standards (as described in section 5) by requiring training in a Department-approved Standard Precautions course which meets OSHA requirements; annual training in review and maintenance of child immunization records, safe sleep environments and health, safety and nutrition. New child care center regulations also limit the amount of screen time, limit the amount of sugary drinks, and clearly define the gross motor activities which must be provided on a daily basis. Colorado also requires training in emergency preparedness for all child care providers, including preparing and maintaining an emergency management guide specific to that facility/area. Required training modules will be made available to all child care providers through the Professional Development Information System in an E-learning format.

Colorado incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) by requiring that three of the 15 continuing Early Childhood training clock hours be focused on social emotional topics. These topics include, but are not limited to, early brain development, the importance of developmental screening and monitoring for social emotional health, toxic stress and resiliency, and working effectively with a mental health consultant. Numerous other modules are being developed that are designed specifically to enhance the skills of child care providers to support social emotional health and wellbeing for children in child care.

The 48 hours of training organized into the 16 modules of the Expanding Quality in Infant Toddler Care training implemented by the Expanding Quality for Infant Toddler Care (EQ) Initiative addresses all of these components for infant toddler professionals. Expanding Quality in Infant Toddler Care is required for family child care providers seeking a specialized family child care home license and is one of the options for professionals to meet licensing requirements for Infant Nursery Supervisor, Early Childhood Teacher and director positions. Online E-learning courses offered through the Professional Development Information System and required for staff to complete in order for programs to achieve a Level 2 Colorado Shines Rating also address each of these areas through the following modules:

1. Child Health Promotion 1 and 2

2. Colorado Early Learning and Development Guidelines
3. Social and Emotional Health and Development

In addition to these specific training opportunities, the Professional Development Information System allows professionals to complete a Competencies Self-Assessment to identify their professional development needs in these areas and to create an individual professional development plan to address them.

6.1.5 Describe how the State's training and professional development requirements are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF (as applicable)

Describe.

Colorado's new online Professional Development Information System contains a Learning Management System making training widely available. As training is approved and added to the system - including training required by licensing as well as continuing Early Childhood training clock hours - the online modules will be available across the state. In addition, many of the online modules are being re-formatted as face-to-face learning experiences offered by a qualified trainer. Early Childhood Councils and Colorado School Districts will have these available to them to support Early Childhood Professionals associated with Indian tribes and tribal organizations.

6.1.6 Describe how the State/Territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children), English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

Describe.

In Colorado, there are no additional requirements for professionals who work with children whose families receive the child care subsidy. There are, however, additional requirements related to professionals who work with infants and toddlers. The Early Childhood Professional Credential 2.0 (our state's career ladder) incentivizes professional development related to children with high needs (children whose first language is not English, children with

disabilities, children experiencing homelessness, children living on tribal lands, etc.). The Credential 2.0 is a major component of the Colorado Shines Quality Rating and Improvement System.

Colorado partners with the Colorado Afterschool Partnership (CAP) to support school age providers. The Colorado Aftershool Partnership utilizes the Colorado Out of School Time Academy eLearning site as a learning management system for school aged professionals. Ongoing efforts will continue to support professional development training, outcomes and potential certifications for school aged out of school time providers to enhance the overall quality of care and program delivery in Colorado.

6.1.7 Describe the strategies the State/Territory uses to recruit and retain providers who will serve eligible children. Check all that apply and describe.

☑ Financial assistance for attaining credentials and post-secondary degrees.

Describe.

Quality Improvement funding is available for programs to support staff in completing training, certificates, courses, and degrees that enhance Early Childhood professionals' credentials. Direct Child Care and Development Fund funding for Teacher Education Assistance for College and Higher Education (TEACH) scholarships is supplemented with additional Race to the Top Early Learning Challenge funding through the end of the grant period. Matching funds may be provided by local community college foundations for certificate or degree programs in Early Childhood. Race to the Top funding provides the initial investment in scholarships through the end of the grant period.

☐ Financial incentives linked to education attainment and retention.

Describe.

☐ Registered apprenticeship programs.

Describe.

☐ Outreach to high school (including career and technical) students.

Describe.

☐ Policies for paid sick leave.

Describe.

☐ Policies for paid annual leave.

Describe.

☐ Policies for health care benefits.

Describe.

☐ Policies for retirement benefits.

Describe.

☐ Support for providers' mental health (such as training in reflective practices and stress reduction techniques, health and mental health consultation services).

Describe.

☑ Other.

Describe.

The Expanding Quality in Infant Toddler Care course of training embeds reflective practices throughout. In addition, reflective consultation is offered to the Infant Toddler Specialists who teach and coach within the Expanding Quality Initiative. The Coaching Network provides Reflective Supervision supports to early childhood coaches in local communities. In 2016, a Reflective Supervision Training of Trainers will be hosted to increase capacity to provide these supports across the state.

6.1.8 Describe how the State/Territory will recruit providers for whom English is not their first language, or who will serve and be available for families for whom English is not their first language.

Describe.

Spanish is the largest language need in Colorado and efforts are focused on assuring support in this language. Recruitment and retention of those providers whose first language is Spanish will be supported in several ways:

A full-time Spanish language Help Desk employee for Colorado Shines and the Professional

Development Information System

Colorado Shines Level 2 courses translated into Spanish

Early Childhood Competency Self-Assessment translated into Spanish

All participant materials for the Expanding Quality for Infant Toddler Care (EQIT) training are available in Spanish and provided to local communities at no cost

The acquisition of additional online modules will be an ongoing strategy, and will include a translation to Spanish for strategically chosen modules

Colorado Shines resource materials for both parents and providers are translated into Spanish

6.1.9 How will the Lead Agency overcome language barriers to serve providers for whom English is not their first language? Check the strategies, if any, that your State/Territory has chosen to implement.

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

Describe.

There are also plans to find additional online modules that are in Spanish as well as translate strategically chosen modules for Spanish. One of the face-to-face training offerings that is available across the state is Expanding Quality in Infant and Toddler Care and Education (EQIT). Additional face-to-face Spanish language offerings will be supported as well.

All participant materials for the Expanding Quality for Infant Toddler Care (EQIT) training are available in Spanish and provided to local communities at no cost. Additionally, the Denver Early Childhood Council offers Expanding Quality in Infant Toddler Care courses in Spanish. A Spanish version of the Competencies Self-Assessment is available on the Professional Development Information System and the Level 2 Courses offered through the Professional Development Information System are currently being translated to be made available for

completion in Spanish. Both the Colorado Shines Quality Rating and Improvement System help desk and the Professional Development Information System help desk offer bilingual support in Spanish.

☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State has the ability to have translation/interpretation in all primary and secondary languages

Spanish is the primary language offered for translation.

6.1.10 The State/Territory must use CCDF for activities to improve the quality or availability of child care, including training and technical assistance to providers on identifying and serving homeless children and families. (658E(c)(3)(B)(i) Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

☐ Yes.

The State certifies that no later than March 1, 2016 it will provide training and technical assistance to providers on identifying and serving homeless children and their families.

Describe that training and technical assistance for providers

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

None

Unmet requirement - Identify the requirement(s) to be implemented Use CCDF for activities to improve quality or availability of child care, including training and technical assistance to providers on identifying and serving homeless children and families

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

Conduct state level environmental scan to determine readily available content to support training and technical assistance to providers on identifying and serving homelessness.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 5/31/2016
Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team, McKinney Vento State Coordinator for Homeless Education, Colorado Aftershool Partnership

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

Conduct national level environmental scan to determine readily available content to support training and technical assistance to providers on identifying and serving homelessness.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 05/31/2016
Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team, McKinney Vento State Coordinator for Homeless Education, Colorado Aftershool Partnership

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

Determine courses that relate to this topic that can be acquired and/or modified to satisfy this unmet requirement.

Projected start date for each activity: 06/01/2016
Projected end date for each activity: 06/15/2016
Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team, McKinney Vento State Coordinator for Homeless Education, Colorado Aftershool Partnership

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

Based on findings from the environmental scans, modify acquired content and develop new content, as needed, to support in-person and online training and technical assistance for providers to identify and serve homeless children and families. Make training and technical assistance available on the Professional Development Information System and/or other learning management systems as appropriate. Websites may be leveraged to provide written technical assistance resources on this topic.

Projected start date for each activity: 06/15/2016
Projected end date for each activity: 09/30/2016
Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team, McKinney Vento State Coordinator for Homeless Education, Colorado Aftershool Partnership

6.2 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds

States and Territories may use the quality set-aside discussed in detail in section 7 to support the training and professional development of the child care workforce.

6.2.1 If checked yes to 7.1 in the next section, check which content is included training and professional development activities. Check all that apply.

☑ Yes, If yes,

a) Describe the measures relevant to this use of funds that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory.

The knowledge and skills of early childhood program staff provides the foundation for high-quality early childhood programming. As a result, early childhood educators need specialized knowledge, skills, practices, and dispositions in order to be effective in promoting positive outcomes for young children. The Professional Development Information System is designed to track the training and education of early childhood educators, provide online professional development, and assist early childhood professionals in attaining addition professional development, training, and education. Early childhood professionals who enter their information into the Professional Development Information System are also assigned to an Early Childhood Professional Credential Level. The credential system provides a common system for all Colorado early childhood professionals to document and quantify their professional growth and accomplishments.

The launch of the web-based Professional Development Information System, the revised Colorado Early Childhood Professional Credential 2.0, and its integration with the Colorado Shines Quality Rating and Improvement System presents an opportune time to examine some early implementation evaluation questions related to this system. Research questions will focus on the following areas:

1. Professional Development Information System User Profiles, Experiences,

and Perceptions
2. Credential Levels and Career Pathways
3. Career Pathways and Professional Development

The research study related to the evaluation of Professional Development Information System users is scheduled to conclude by the end of 2017.

b) Indicate which funds will be used for this activity (check all that apply)

☑ CCDF funds.

Describe:

Colorado plans to utilize targeted and quality expansion funds to support the training and professional development of the child care workforce.

☑ Other funds.

Describe:

During the life of the grant, Colorado will continue to utilize Race to the Top Early Learning Challenge Grant Funds to support the training and professional development of the child care workforce.

c) Check which content is included in training and professional development activities. Check all that apply.

☑ Promoting the social, emotional, physical, and cognitive development of children, including those related to nutrition and physical activity, using scientifically-based, developmentally-appropriate and age-appropriate strategies as required in 6.1.1c.

Describe:

Courses in the Professional Development Information System will be competency-based approved training. The training-approval process requires that specific Early Childhood Competencies are identified as resulting from completion of a professional development activity. The Early Childhood Competencies themselves are supported by Competencies and Standards for Early Childhood at both the national and state level. Information from nationally recognized organizations such as the National Association for the Education of Young Children (NAEYC), the Teacher Education Accreditation Council (TEAC), and National Council for Accreditation of Teacher Education (NCATE) was included as a part of the original creation of the Early Childhood Competencies. Information from these organizations - as well as the competencies and standards from a variety of states - were also included in this

process. All of these are developmentally-appropriate and age appropriate. Additionally, they are based on the science of child development and learning. Currently the following modules are available on the Professional Development Information System:

1. Adult Learners: Module 1 Professionalism
2. Adult Learners: Module 2 Training Facilitation Skills
3. Adult Learners: Module 3 Culture
4. Adult Learners: Module 4 Supporting Diverse Learners
5. Child Health Promotion 1
6. Child Health Promotion 2
7. Colorado Early Learning and Development Guidelines
8. Colorado Shines QRIS for Leaders
9. Cultural Responsiveness/Family Engagement 1 and 2
10. Demonstrated Competencies Presentation
11. Expanding Quality in Infant Toddler Care and Education
12. Introduction to Child Assessment
13. Introduction to the CLASS Tool
14. Introduction to the Colorado Shines QRIS: Levels 1 and 2
15. Introduction to the Colorado Shines QRIS: Levels 3-5
16. Introduction to the Environment Rating Scales
17. Pyramid Plus, focusing on social-emotional competencies and inclusion in early childhood
18. RBPD Adult Learning (Relationship Based Professional Development Training)
19. RBPD Coaching Skills (Relationship Based Professional Development Training)
20. Social and Emotional Health and Development
21. The Raising of America Series
22. Transition in Early Childhood Overview: Module 1
23. Transition in Early Childhood Preparation and Adjustment: Module 2
24. Welcoming Children with Special Needs

In addition, the following courses are offered through the community college system and marketed through the Professional Development Information System:

1. Administration of Early Childhood Care and Education Programs
2. Administration: Human Relations for EC Education
3. Child Growth and Development
4. Curriculum Development: Methods and Techniques
5. Guidance Strategies for Young Children
6. Infant and Toddler Theory and Practice
7. Introduction to Early Childhood Education
8. Introduction to Early Childhood Education Lab Techniques
9. Language and Cognition for the Young Child
10. Language and Literacy
11. Nutrition, Health and Safety

12. The Exceptional Child
13. Working with Parents, Families, and Community Systems

The 48-hour Expanding Quality in Infant Toddler Care and Education training includes three-hour modules focused specifically on the social, emotional, physical and cognitive development of infants and toddlers as well as a six-hour module focused specifically on health, safety and nutrition. This curriculum was developed using a strong foundation of research on brain development and child development through age three. These modules include:

1. Wonder of Infancy
2. Care of the Spirit
3. Responsive Caregiving for Healthy Relationships
4. Our Partners, the Families
5. Cornerstones of Quality Care I
6. Cornerstones of Quality Care II
7. The Power of Places and Spaces
8. Day to Day the Relationships Way:Curriculum for Infants and Toddlers
9. Exploring Early Learning
10. Nurturing Language and Literacy I
11. Nurturing Language and Literacy II
12. Babies in Motion
13. Understanding and Respecting the Gifts of Culture
14. Welcoming Children with Special Needs
15. Making a Difference with Relationship Based Care
16. Celebrating Our Profession

The Colorado Shines Quality Rating and Improvement System eLearning courses cover some social-emotional and child health and development content within the following modules:

1. Child Growth and Development: covers the growth and development of the child from conception through the elementary school years. It emphasizes physical, cognitive, language, social and emotional domains and the concept of the whole child as well as how adults can provide a supportive environment through teaming and collaboration.
2. Child Health Promotion 1 & 2: an overview of child health promotion practices highlighted in the new Colorado Shines Quality Rating and Improvement System including medical homes and preventative health care. The second module focuses on physical health for young children including outdoor play, the benefits of physical activity and best practices in nutrition.
3. Colorado Early Learning and Development Guidelines, an overview
4. Introduction to Child Assessment
5. Pyramid Plus, 18 training sessions focus on social-emotional competencies and inclusion in early childhood. The training curriculum is based on the framework and content of the Pyramid Model training modules (both Infant/Toddler and Preschool) and embeds many

evidence-based inclusion practices for working with children with challenging behavior and other special needs. The PPA training covers the developmental continuum of young children from birth through five years of age.

6. Social and Emotional Health and Development: provides an overview of social and emotional health and development and how these concepts are addressed in the new Quality Rating and Improvement System.
7. Transition in Early Childhood Overview: Module 1: When a child with special needs moves from one program to another, the entire family is affected.The professionals that support transition can make the difference between a confusing, stressful time or an exciting period of novel experiences and growth.This module follows one child as he transitions from Early Intervention to preschool special education services and another child as she transitions from preschool special education to kindergarten.
8. Transition in Early Childhood Preparation and Adjustment: Module 2: offers an abundance of tools and strategies you can use immediately for supporting young children and their families as they transition to new programs.

The following courses are offered through the community college system and marketed through the Professional Development Information System:

1. Guidance Strategies for Young Children: explores guidance theories, applications, goals, techniques and factors that influence expectations, classroom management issues and prosocial skills. Addresses ages birth through age 8.
2. Infant and Toddler Theory and Practice: presents an overview of theories, applications (including observations), and issues pertinent to infant and toddler development in group and/or family settings. Includes state requirements for licensing, health, safety, and nutrition. Focuses on birth through age three.
3. Introduction to Early Childhood Education
4. The Exceptional Child: presents an overview of critical elements related to educating young children with disabilities in the early childhood setting.Topics include the following:typical and atypical development, legal requirements, research based practices related to inclusion, teaming and collaboration, and accommodations and adaptations.Students will learn how a disability will impact a young child's learning process.Focus of the course is on birth through age 8.
5. Language and Cognition for the Young Child: examines theories of cognitive and language development as a framework for conceptualizing the way children acquire thinking skills.Includes observing, planning, facilitating, creative representation, and evaluating strategies within the context of play.Focuses on language, science,

math, problem solving and logical thinking.Addresses ages birth through age 8.

6. Language and Literacy: Presents strategies for optimum language development, literacy, social and emotional development.Supports children's language and literacy in home, classroom, and community settings.Provides appropriate teacher/child verbal interactions, classroom environments, and activities.Addresses children birth through age 8.
7. Nutrition, Health and Safety: focuses on nutrition, health and safety as key factors for optimal growth and development of young children.This class includes nutrient knowledge, menu planning, food program participation, health practices, management and safety, appropriate activities and communication with families.Addresses ages from prenatal through age 8.

☑ Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional development and early childhood mental health and reduce challenging behaviors, including reducing expulsions of preschool-aged children from birth to five for such behaviors (see also Section 2).

Describe:

The Professional Development Information System can be utilized by a variety of training providers. For example, the Preschool Special Education Team has created a training series that focus on positive social-emotional development, multi-tiered support systems and supporting parents and families.Currently, the following courses are included in this series:

1. Transition in Early Childhood Overview: Module 1
2. Transition in Early Childhood Preparation and Adjustment: Module 2

In addition, the Colorado Shines Quality Rating and Improvement System Level 2 online and face-to-face courses include an introductory course, "Social and Emotional Health and Development," that addresses behavioral interventions and classroom strategies to promote social emotional development and guidance.

The Expanding Quality in Infant Toddler Care Initiative embeds relationship based strategies for working with infants and toddlers that support social/emotional development and infant mental health throughout in each of the 16 modules of the curriculum, including:

1. Wonder of Infancy
2. Care of the Spirit
3. Responsive Caregiving for Healthy Relationships
4. Our Partners, the Families
5. Cornerstones of Quality Care I

6. Cornerstones of Quality Care II
7. The Power of Places and Spaces
8. Day to Day the Relationships Way:Curriculum for Infants and Toddlers
9. Exploring Early Learning
10. Nurturing Language and Literacy I
11. Nurturing Language and Literacy II
12. Babies in Motion
13. Understanding and Respecting the Gifts of Culture
14. Welcoming Children with Special Needs
15. Making a Difference with Relationship Based Care
16. Celebrating Our Profession

Additionally, the module titled "Making a Difference with Relationship Based Care" focuses directly on age appropriate behavior management and challenging behaviors.

☑ Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development.

Describe:

The Colorado Shines Quality Rating and Improvement System Level 2 Required Modules that address culturalresponsiveness and family engagement include Cultural Responsiveness/Family Engagement 1 and 2. These two modules provide an overview of cultural responsiveness and how it relates to providing quality early care and education to children and families.

As trends are identified in the program assessment scores in these areas, additional training and technical assistance will be developed.

☐ Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State/Territory Early Learning and Development Standards.

Describe:

☐ On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.

Describe:

☑ Using data to guide program evaluation to ensure continuous improvement.

Describe:

The Professional Development Information System will provide data for program directors and regional professional development providers to target training to specific competency gaps. Aggregate data from competency self-assessment and credentialing will be available on demand to guide decisions for ongoing professional development at the program and regional level and will allow these organizations to work strategically to close those gaps. The Colorado Shines Technology Solution captures program assessment scores for each of the quality indicators. These data will be reviewed to determine trends for low performance to inform the development training and technical assistance.

☑ Caring for children of families in geographic areas with significant concentrations of poverty and unemployment.

Describe:

Colorado will continue to develop trainings, that align with the competencies in the Professional Development Information System, to meet professional development needs of child care professionals who care for children with specialized needs or are located in targeted regions of the state. As Colorado implements targeted services in geographic areas with significant concentrations of poverty and unemployment, professional development needs will be taken into consideration. Currently, for the purpose of the credential, trainings that earn additional "high needs" points are focused on the following: Special Education/Needs, Inclusion, Disabilities, Developmental Delays, English/Dual Language Learners, Poverty/Low Income, Social/Emotional, Cultural Competence, Infants/Toddlers, Differentiation, Tribal/Indian populations, Migrant populations, Foster Care, and Homelessness.

☑ Caring for and supporting the development of children with disabilities and developmental delays.

Describe:

The Professional Development Information System can be utilized by a variety of training providers. Approved training is included in the course catalog with links for more information. Upon completion of a course, the professional not only receives training hours toward the credential but extra points as well; training with a focus on children with high needs are incentivized in the Colorado Early Childhood credentialing system by awarding additional credential points (above the clock hours points) for each full day (six hours) training completed that focuses on children with

"high needs". For the purpose of the credential, training that would earn these additional "high needs" points would be focused on the following: Special Education/Needs, Inclusion, Disabilities, Developmental Delays, English /Dual Language Learners, Poverty/Low Income, Social/Emotional, Cultural Competence, Infants/Toddlers, Differentiation, Tribal/Indian population, Migrant populations, Foster Care, and Homelessness.

A training series has been developed by the Preschool Special Education staff that focus on positive social-emotional development, multi-tiered support systems and supporting parents and families. Current training modules within this series include:

1. Transition in Early Childhood Overview: Module 1
2. Transition in Early Childhood Preparation and Adjustment: Module 2

In addition to including experiences for participants to learn about developmental delays in modules focused on each of the developmental domains in the Expanding Quality in Infant Toddler Care curriculum, the training includes the three-hour module "Welcoming Children with Special Needs."

The Colorado Shines Quality Rating and Improvement System Required Level 2 Courses contain content related to welcoming children with special needs. This module, "Welcoming Children with Special Needs," reviews the concepts, key principles, and rationale behind inclusive education; the unique abilities of all children in order to make accommodations, modifications, or adaptations as requested by families and/or interventionists in the learning environment; the responsibilities of early childhood programs to guide families through the referral process for children who may be eligible for early intervention or special education services; and the roles of early childhood professionals in collaborating with team members to design and implement learning activities that aid in meeting outcomes/goals of Individualized Family Service Plans (IFSP) and Individual Education Programs (IEP).

☐ Supporting positive development of school-age children.

Describe:

☐ Other.

Describe:

d) Check how the State/Territory connects child care providers with available Federal and State/Territory financial aid, or other resources for pursuing postsecondary education relevant for the early childhood and school-age workforce. Check all that apply.

- [x] Coaches, mentors, consultants, or other specialists available to support access to postsecondary training including financial aid and academic counseling
- [x] State/Territory-wide, coordinated, and easily accessible clearinghouse (i.e. online calendar or listing of opportunities) of relevant postsecondary education opportunities
- [x] Financial awards (such as scholarships, grants, loans, reimbursement for expenses) from State/Territory for completion of postsecondary education
- [ ] Other.

Describe:

- [ ] No.

6.2.2 Does the State/Territory require a specific number of annual training hours for child care providers caring for children receiving CCDF subsidies and in particular content areas?

States and Territories are encouraged to consult with Caring for our Children for best practices and recommended time needed to address training hour requirements.

- [x] Yes. If yes, describe:

a) Licensed Center-Based Care

1) Number of pre-service or orientation hours and any required areas/content

An eight (8) hour orientation for infant program staff is required.

2) Number of on-going hours and any required areas/content

Fifteen (15) hours annual training is required in the following competency areas: 1) Child growth and development, 2) Healthy and safe environment, 3) Developmentally appropriate practices, 4) Guidance, 5) Family relationships, 6) Cultural and individual diversity, and 7) Professionalism. Colorado requires that three of the 15 annual training hours must be focused on social/emotional topics.

b) Licensed Group Child Care Homes

1) Number of pre-service or orientation hours and any required areas/content

Fifteen (15) hours pre-service training is required including 1) Child growth and development, 2) Healthy and safe environment, 3) Developmentally appropriate practices, 4) Guidance,
5) Family relationships, 6) Cultural and individual diversity, 7) Professionalism, 8) Social emotional development, 9) Medication administration, 10) First aid, 11) CPR, and 12) Standard Precautions.

2) Number of on-going hours and any required areas/content

Fifteen (15) hours annual training is required including 1) Child growth and development, 2) Healthy and safe environment, 3) Developmentally appropriate practices, 4) Guidance, 5) Family relationships, 6) Cultural and individual diversity, 7) Professionalism, and 8) Social emotional development. Medication administration and Standard Precautions count towards the annual training the year that they are renewed.

c) Licensed Family Child Care Provider

1) Number of pre-service or orientation hours and any required areas/content

Fifteen (15) hours pre-service training is required including 1) Child growth and development, 2) Healthy and safe environment, 3) Developmentally appropriate practices, 4) Guidance,
5) Family relationships, 6) Cultural and individual diversity, 7) Professionalism, 8) Social emotional development, 9) Medication administration, 10) First aid, 11) CPR, and 12) Standard Precautions.

2) Number of on-going hours and any required areas/content

Fifteen (15) hours annual training is required including 1) Child growth and development, 2) Healthy and safe environment, 3) Developmentally appropriate practices, 4) Guidance, 5) Family relationships, 6) Cultural and individual diversity, 7) Professionalism, and 8) Social emotional development. Medication administration and Standard precautions count towards the annual training the year that they are renewed.

d) Any other eligible CCDF provider

1) Number of pre-service or orientation hours and any required areas/content

Fifteen (15) hours annual training is required including 1) Child growth and

development, 2) Healthy and safe environment, 3) Developmentally appropriate practices, 4) Guidance, 5) Family relationships, 6) Cultural and individual diversity, 7) Professionalism, and 8) Social emotional development. Medication administration and Standard precautions count towards the annual training the year that they are renewed.

2) Number of on-going hours and any required areas/content
Fifteen (15) hours annual training is required including 1) Child growth and development, 2) Healthy and safe environment, 3) Developmentally appropriate practices, 4) Guidance, 5) Family relationships, 6) Cultural and individual diversity, 7) Professionalism, and 8) Social emotional development. Medication administration and Standard precautions count towards the annual training the year that they are renewed.

☐ No

6.2.3 Describe the status of the State/Territory's policies and practices to strengthen provider's business practices.

☐ Fully implemented - as of March 1, 2016.
Describe the State strategies including training, education, and technical assistance to strengthen provider's business practices. This may include, but is not limited to, such practices related to fiscal management, budgeting, record-keeping, hiring, developing, and retaining qualified staff, risk management, community relationships, marketing and public relations, and parent-provider communications, including who delivers the training, education and/or technical assistance

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

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

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

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

n/a

Unmet requirement - Identify the requirement(s) to be implemented Policies and practices to strengthen provider's business practices.

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

Conduct a state level environmental scan to determine what content is available to modify or acquire related to this topic.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 05/31/2016
Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team, Colorado Aftershool Partnership

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

Conduct a national level environmental scan to determine what content is available to modify or acquire related to this topic.

Projected start date for each activity: 04/01/2016
Projected end date for each activity: 05/31/2016
Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team, Colorado Afterschool Partnership

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

Convert existing content and/or develop new content to ensure appropriatepolicies and practices to strengthen provider's business practices.

Projected start date for each activity: 05/31/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team and Colorado Aftershool Partnership.

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

Make training and technical assistance available on the Professional Development Information System and/or other learning management systems as appropriate.

Projected start date for each activity: 08/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Stacey Kennedy, Director, Child Care Quality Initiatives

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Early Childhood Professional Development Team and Colorado Aftershool Partnership.

6.3 Early Learning and Developmental Guidelines

The CCDBG Act of 2014 added a requirement that the State/Territory will develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, or birth-to-five), describing what such children should know and be able to do, and covering the essential domains of early childhood development for use State/Territory wide by child care providers. (658E(c)(2)(T)) At the option of the State/Territory, early learning and development guidelines for out-of-school time may be developed. States and Territories may use the quality set-aside as discussed in section 7 to improve on the development or implementation of early learning and development guidelines.

6.3.1 Describe the status of the State's early learning and development guidelines appropriate for children from birth to kindergarten entry.

☑ The State assures that the early learning and development guidelines are:
- Research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with entry to kindergarten
- Implemented in consultation with the State educational agency and the State Advisory Council (SAC) or other state or state-designated cross-agency body if there is no SAC
- Updated as determined by the State. List the date or frequency

The Early Learning and Development Guidelines will be updated every ten years.

☑ Fully implemented and meeting all Federal requirements outlined above - as of March 1, 2016. List the Lead Agency's policy citation(s) and describe using 6.3.2 through 6.3.4 below

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

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

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented,

substantially implemented, other)

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

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

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

6.3.2 Check for which age group(s) the State has established early learning and development guidelines:

☐ Birth-to-three

Provide a link:

☐ Three-to-Five

Provide a link:

☑ Birth-to-Five

Provide a link:

http://earlylearningco.org/

☑ Five and older (check if State/Territory has standards for five and older that complement academic but cover child development areas not covered by k-12 academic standards).

Describe and provide a link:

This section of the Colorado Early Learning and Development Guidelines for children in kindergarten through third grade (ages 5-8) provides users with information about how foundational skills and knowledge established during the first 5 years of life develop

children's capacities to meet more specific learning expectations in grade school. Children's learning in the first few years of school builds on their cognitive, physical, social, and emotional development at earlier ages and forms a basis for later learning. As children transition from preschool to kindergarten, the domains of learning that organize children's abilities for ages 3 to 5 in the Guidelines shifts to the Colorado Academic Standards. This change in the organizational domains used in the guidelines reflects the growing emphasis on academics as children age; however, social, emotional, and cognitive development remain a key aspect of teaching and learning for children in kindergarten through third grade, and so the development of the whole child is articulated in the guidelines. Colorado academic standards content areas include Comprehensive Health & Physical education, World languages, reading, Writing & Communicating, mathematics, science, social studies, music, dance, visual arts, and drama. Collectively these areas reflect the growing breadth and depth of a child¿s academic experiences, but they also encompass all the aspects important in the development of the whole child.

This comprehensive approach to the holistic development of school-age children is reflected in the social and emotional wellness standards, which are part of the Colorado Standards for Comprehensive Health and physical education. Additionally, important student dispositions and habits of mind are reflected in the standards' set of 21st Century skills, which include self direction, information, literacy, critical thinking and reasoning, information literacy, invention, and collaboration.

In addition to descriptions about child learning and development, the Colorado academic standards articulate Concept Connections. Concept Connections are cognitive skills and themes that are emphasized in each grade across multiple content areas. The ideas in the Concept Connections reoccur as children learn and engage with subject area content throughout the school year.

The Colorado Academic Standards' content areas are each presented with descriptions of the preschool domains and sub domains that support learning in that content area in kindergarten through third grade. Such information should be useful for both K-3 teachers and preschool providers alike, allowing them to better understand the developmental trajectory of children's skills and knowledge. Additionally, parents and caregivers who interact with young children will be able to use this information to understand the overall goals for children's education and development, as well as

important ways that they can support those skills.

http://earlylearningco.org/

☐ Other.

Describe:

6.3.3 Does the State/Territory use CCDF quality funds to improve on the development or implementation of early learning and development guidelines by providing technical assistance to child care providers to enhance children's cognitive, physical, social and emotional development and support children's overall well-being?

☑ Yes, the State/Territory has a system of technical assistance operating State/Territory-wide

☐ Yes, the State/Territory has a system of technical assistance operating as a pilot or in a few localities

☐ No, but the State/Territory is in the development phase

☐ No, the State/Territory has no plans for development

a) If yes, check all that apply to the technical assistance and describe.

☑ Child care providers are supported in developing and implementing curriculum/learning activities based on the State's/Territory's early learning and development guidelines.

Describe:

The Colorado Shines Quality Rating and Improvement System has adopted the Practice Based Coaching Model to support quality improvement coaching. Through this model, the coach supports professionals to set goals specific to their practice in supporting children's learning and development. Along with the Early Childhood Competencies for Educators and Administrators, the Colorado Early Learning and Developmental Guidelines are important tools to target the focus of the coaching model.

Colorado's Early Learning and Development Guidelines are infused within several modules of the Expanding Quality in Infant Toddler Care 48-hour course of training.

Additionally, the Expanding Quality RELATE Coaching provided in connection to the Expanding Quality in Infant Toddler Care Curriculum supports professionals to reflect directly on their practices to support infant and toddler development.

To support child care professionals working with preschool-age children, the Colorado Preschool Program Regional Consultants provide coaching for providers on the Colorado Early Learning and Development Guidelines and implementation of Results Matter. There are also consultants supporting the Results Matter Expansion Project funded through the Race to the Top Early Learning Challenge Grant.

Moving forward, Colorado plans to leverage the Professional Development Information System to offer additional modules that will support professionals in developing and implementing curriculum/learning activities based on the Colorado Early Learning and Development Guidelines.

☑ The technical assistance is linked to the State's/Territory's quality rating and improvement system.

Describe:

Colorado Shines Quality Rating and Improvement System Coaching is connected directly to the state Quality Rating and Improvement System system. All programs who earn a Level 2 in the Colorado Shines rating system are provided access to coaching.

☑ Child care providers working with infants and/or toddlers have access to the technical assistance for implementing early learning and development guidelines.

Describe:

Expanding Quality RELATE Coaching is offered to all participants in the Expanding Quality in Infant Toddler Care training. This coaching model is specific to infant toddler development.

☐ Child care providers working with preschool-age children have access to the technical assistance for implementing early learning and development guidelines.

Describe:

☐ Child care providers working with school-age children have access to the technical assistance for implementing early learning and development guidelines.

Describe:

b) Indicate which funds are used for this activity (check all that apply)

☑ CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

Infant-toddler set-aside and quality expansion set-aside funds are used for this activity.

☑ Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

State General Fund and Race to the Top Early Learning Challenge Grant funds are used for this activity.

6.3.4 Check here to demonstrate that State/Territory assures that CCDF funds will not be used to develop or implement an assessment for children that: (658E(c)(2)(T)(ii)(I))

- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF program
- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider
- Will be used to deny children eligibility to participate in the CCDF program
- Will be used as the primary or sole method for assessing effectiveness of child care programs
- Will be used to deny children eligibility to participate in the CCDF program

☑ Yes.

7 Support Continuous Quality Improvement

Lead Agencies are required to reserve and use a portion of their Child Care and Development Block Grant funds for activities designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care. Support for continuous quality improvement is expected to cover the entire age span of children supported by CCDF, from birth through age 12. States/Territories may provide these quality improvement activities directly, or through grants or contracts with local child care resource and referral organizations or other appropriate entities. The activities should be in alignment with a State/Territory-wide assessment of the State's/Territory's needs to carry out such services and care. These quality investments can align with, support and help sustain additional quality efforts developed under Race to the Top Early Learning Challenge grants, Early Head Start/Head Start partnerships and other funding efforts.

States and Territories will report on these quality improvement investments through CCDF in three ways: 1) ACF will collect annual data on how much CCDF funding is spent on quality activities using the expenditure report (ACF-696); 2) In the Plan, States and Territories will describe the types of activities supported by quality investments over the three-year period; and 3) For each three-year Plan period, States and Territories will submit a separate annual report that will show the measures used by the State/Territory to evaluate its progress in improving the quality of child care programs and services in the State/Territory.

The CCDBG Act of 2014 requires States and Territories to use the quality set-aside to fund at least one of the following 10 activities:

1) Supporting the training and professional development of the child care workforce (as described in Section 6)

2) Improving on the development or implementation of early learning and development guidelines (as described in Section 6)

3) Developing, implementing, or enhancing a tiered quality rating system for child care providers and services

4) Improving the supply and quality of child care programs and services for infants and toddlers

5) Establishing or expanding a Statewide system of child care resource and referral services (as described Section 1)

6) Supporting compliance with State/Territory requirements for licensing, inspection, monitoring,

training, and health and safety (as described in Section 5)

7) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

8) Supporting providers in the voluntary pursuit of accreditation

9) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

10) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible.

Throughout this Plan, States and Territories will describe the types of quality improvement activities where CCDF investments are being made, including but not limited to, the quality set-aside funds. We recognize that for some areas, States and Territories may leverage other funds to support the quality improvement goals, which we encourage and support. For example, activities related to early learning and development guidelines may be supported by a combination of CCDF and education funding. States and Territories continue to have such flexibility.

7.1 Activities to Improve the Quality of Child Care Services

7.1.1 What are your overarching goals for quality improvement?

Please describe how the State/Territory selected these goals, including any data or the State/Territory-wide assessment of needs that identified the needs for quality improvement services

Colorado includes four components that make up the overarching goals to improve the quality of child care services: quality standards, improvement supports, quality incentives, and supports for implementation. Quality standards include child care licensing regulations and quality indicators outlined within the Colorado Shines Quality Rating and Improvement System Colorado Shines includes five standard areas that research has shown are related to program quality: Workforce and Professional Development; Family Partnerships; Leadership, Management and Administration; Learning Environment; and Child Health. In addition to accumulating the total number of points required for each rating Levels 3-5, programs must meet minimum levels of quality as measured by the appropriate Early Childhood

Environment Rating Scale (ERS). To support quality imrprovement, Colorado offers programs professional development and coaching to support new practices. Quality incentives are offered statewide to support quality improvement and scholarships. Finally, supports for implementation address funding to support recruitment and engagement of programs, training and supervision for technical assistance staff, and data systems development, integration and maintenance. These goals were selected as priorities for the Colorado Department of Human Services, Office of Early Childhood in partnership with the Early Childhood Leadership Commission, Colorado's State Advisory Council.

7.1.2 Check and describe which of the following specified quality improvement activities the State/Territory is investing in:

☑ Developing, implementing or enhancing a tiered quality rating system. If checked, respond to 7.2. Indicate which funds will be used for this activity (check all that apply)

☑ CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

CCDF funds allocated to county departments of human services for the Colorado Child Care Assistance Program (CCCAP).

☑ Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

State General Fund for the Infant and Toddler Quality and Availability Grant Program. Funds are awarded to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement.

Race to the Top Early Learning Challenge Grant funds are utilized to support the development, implementation and enhancement of the Colorado Shines Quality Rating and Improvement System and related quality improvement initiatives.

☑ Improving the supply and quality of child care services for infants and toddlers. If checked, respond to 7.3. Indicate which funds will be used for this activity (check all that apply)

☑ CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

Infant and toddler set-aside funds are used for:

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

Quality set-aside funds are used for:

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

☑ Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

Race to the Top Early Learning Challenge Grant and State General Fund.

☑ Establishing or expanding a statewide system of CCR&R services as discussed in 1.7. If checked, respond to 7.4. Indicate which funds will be used for this activity (check all that apply)

☑ CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

Quality set-aside funds are used for Child Care Resource and Referral services.

☐ Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

☑ Facilitating compliance with State/Territory requirements for inspection, monitoring, training, and health and safety standards (as described in Section 5). If checked, respond to 7.5. Indicate which funds will be used for this activity (check all that apply)

☑ CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

Quality set-aside funds are used for inspection, monitoring, training and health and safety standards.

☑ Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

State General Fund: The Colorado legislature funded an additional 17 new contract child care licensing inspectors in 2014.

State funds are used to further support licensing and quality activities through the background investigation unit, which is funded by the state's Child Care Licensing Cash Fund.

☑ Evaluating and assessing the quality and effectiveness of child care services within the State/Territory. If checked, respond to 7.6. Indicate which funds will be used for this activity (check all that apply)

☑ CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

Quality set-aside funds are used for evaluating and assessing the quality and effectiveness of child care services.

- [x] Other funds.

  Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

  Race to the Top Early Learning Challenge Grant funds and State General Fund.

- [x] Supporting accreditation. If checked, respond to 7.7. Indicate which funds will be used for this activity (check all that apply)

  - [ ] CCDF funds.

    Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

  - [ ] Other funds.

    Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

- [x] Supporting State/Territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development. If checked, respond to 7.8. Indicate which funds will be used for this activity (check all that apply)

  - [x] CCDF funds.

    Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

    Quality set-aside and infant-toddler set-aside.

  - [ ] Other funds.

    Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

- [ ] Other activities determined by the State/Territory to improve the quality of child care services, and for which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or entry into kindergarten is possible. If checked, respond to 7.9. Indicate which funds will be used for this activity (check all that apply)

  - [ ] CCDF funds.

    Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

  - [ ] Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

7.2 Quality Rating and Improvement System

7.2.1 Does your State/Territory have a quality rating and improvement system (QRIS)?

☑ Yes, the State/Territory has a QRIS operating State/Territory-wide.

Describe how the QRIS is administered (e.g., state or locally administered such as through CCR&Rs) and provide a link, if available

The Colorado Shines Quality Rating and Improvement System (http://coloradoshines.force.com/Colorado Shines), is administered by the Office of Early Childhood with contract supports for the rating assessments, assessor inter-rater reliability, and the local delivery supports. The assessor vendor manages the scheduling, on-site assessments, documentation gathering, and scoring of the Colorado Shines Quality Rating. The inter rater-reliability vendor provides services for Quality Rating Assessors to maintain reliability with the Environment Rating Scaletools, used within the Colorado Shines Quality Assessment. Local delivery system partners provide outreach, coaching, training and supports to programs who are preparing for a Colorado Shines quality rating.

☐ Yes, the State/Territory has a QRIS operating as a pilot, in a few localities, or only a few levels

Provide a link, if available

☐ No, but the State/Territory is in the development phase

☐ No, the State/Territory has no plans for development

a) If yes, check all that apply to your QRIS.

☐ Participation is voluntary

☑ Participation is mandatory for providers serving children receiving subsidy.

If checked, describe the relationship between QRIS participation and subsidy (minimum rating required, participation at any level, etc.)

Licensed programs that serve children receiving subsidy prior to kindergarten entry

must participate in the Colorado Shines Quality Rating and Improvement System starting at Level 1.

- [x] Participation is required for all providers
- [x] Includes nationally-recognized accreditation as a way to meet/achieve QRIS rating levels
- [x] Supports and assesses the quality of child care providers in the State/Territory
- [x] Builds on State/Territory licensing standards and other State/Territory regulatory standards for such providers
- [x] Embeds licensing into the QRIS.

Describe:

The Colorado Shines Quality Rating and Improvement System is embedded in licensing. Licensing specialists play a critical role in levels 1 and 2. Each licensing specialist receives ongoing training and support regarding the goals of the Colorado Shines initiatives and their role in supporting programs in getting involved and moving through the higher quality levels of the statewide rating system. During a monitoring visit, the licensing specialist conducts a Level 2 Program Quality Assessment to support programs meeting Level 2 requirements. Additionally each specialist is trained as a customer support representative connecting the program to resources, such as the Colorado Shines website, help desk, and connecting with the Early Childhood Council Quality Improvement Navigator. Colorado licensing specialists are considered one of many quality ambassadors for the Colorado Shines Quality Rating and Improvement System. Licensing specialists also provide important feedback to those not interfacing with programs as often, providing communication to the state and local staff regarding technical assistance that is needed to support the attainment of quality standards.

The Colorado Shines framework is based on standards in five categories related to early education and care program quality: (1) workforce qualifications and professional development; (2) family partnerships; (3) leadership, management and administration; (4) learning environment; and (5) child health. The Colorado Shines quality standards apply to all licensed child care centers, family child care homes, and district and charter-based preschool programs serving children prior to kindergarten entry. This new rating system is based on an accumulation of points within the standards categories and results in a rating level of 1 to 5. Programs that

meet current early education and care program licensing criteria will receive a Level 1 quality rating. Level 1 demonstrates that a program is licensed and in good standing. If a program chooses not to pursue higher quality levels within Colorado Shines, then it will remain at a Level 1 unless licensing compliance changes. There are no requirements that programs be rated beyond the licensing requirement of a Level 1.

- [x] Designed to improve the quality of different types of child care providers and services
- [x] Describes the safety of child care facilities
- [x] Addresses the business practices of programs
- [x] Builds the capacity of State/Territory early childhood programs and communities to promote parents' and families' understanding of the State/Territory's early childhood system and the ratings of the programs in which the child is enrolled
- [ ] Provides, to the maximum extent practicable, financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services.

If checked, please describe how these financial options link to responses in Section 4.3 related to higher payment rates tied to quality

- [x] Can be used to track trends in whether children receiving subsidy are utilizing rated care settings and level of rating

b) If yes, which types of settings or distinctive approaches to early childhood education and care participate in the State's/Territory's QRIS? Check all that apply.

- [x] Licensed child care centers
- [x] Licensed family child care homes
- [ ] License-exempt providers
- [x] Early Head Start programs
- [x] Head Start programs
- [x] State pre-kindergarten or preschool program
- [x] Local district supported pre-kindergarten programs
- [x] Programs serving infants and toddlers
- [ ] Programs serving school-age children
- [x] Faith-based settings

☑ Other.

Describe:

Only programs that are licensed and serve children prior to kindergarten entry are required to participate in the Colorado Shines Quality Rating and Improvement System.

7.2.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory.

Describe:

The Colorado Shines framework is based on standards in five categories related to early education and care program quality: (1) workforce qualifications and professional development; (2) family partnerships; (3) leadership, management and administration; (4) learning environment; and (5) child health. The Colorado Shines quality standards apply to all licensed child care centers, family child care homes, and district and charter-based preschool programs serving children prior to kindergarten entry. This new rating system based on an accumulation of points within the standards categories and results in a rating level of 1 to 5. Programs that meet current early education and care program licensing criteria will result in a Level 1 quality rating. Level 1 demonstrates that a program is licensed and in good standing. If a program chooses not to pursue higher quality levels within Colorado Shines, then it will remain at a Level 1 unless licensing compliance changes. There are no requirements that programs be rated beyond the licensing requirement of a Level 1.

Programs that wish to gain a higher rating can voluntarily apply for a higher rating (Levels 2 - 5) by providing evidence to meet the level requirements. Level 2 demonstrates that providers have taken additional steps towards building quality by completing a self-assessment related to quality indicators and meet staff training requirements. Program ratings of levels 3 - 5 are obtained through higher levels of points across the standards categories. Colorado Shines high quality ratings require early education and care programs to initiate an on-site assessment. High quality ratings must be renewed every three years, but programs may opt to re-rate sooner in an attempt to attain a higher rating. This provides the State with longitudinal data at the aggregate rating level (i.e., Levels 1 - 5), as well as the construct level (i.e., the five categories).

As such, the State is able to see movement across rating levels, and within rating levels, over time (though this analysis will be limited to changes over the course of the three year cycles, unless a facility chooses to re-rate sooner). The State is also able to attach this movement to particular facilities, which will allow for analysis of correlations between quality improvement efforts, and any corresponding movements in ratings over-time, as well as patterns in quality improvement by facility type, and geographic location. Together, these analyses will allow the State to better understand the impact of our quality improvement efforts, and to adjust course as appropriate.

7.3 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

7.3.1 What activities are being implemented by the State/Territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers?

Check all that apply and describe.

- ☐ Establishing or expanding high-quality community or neighborhood-based family and child development centers, which may serve as resources to child care providers in order to improve the quality of early childhood services provided to infants and toddlers from low-income families and to help eligible child care providers improve their capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families.

  Describe:

- ☐ Establishing or expanding the operation of community or neighborhood-based family child care networks.

Describe:

☑ Providing training and professional development to promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers.

Describe:

The Colorado Early Learning and Development Guidelines describe the path of children's learning and development from birth to eight years old. They are designed so that everyone who cares for young children can play an important part in giving Colorado's children a strong start. The guidelines are based on research and bring together widely accepted strategies to help children develop successfully. Experts from across Colorado have woven together their knowledge about these important years. As a result, the guidelines are aligned with and help connect existing programs to create a coordinated approach to learning and development. These guidelines are incorporated across all early learning system elements. These Guidelines are the foundation of a number training modules that are made available on the Professional Development Information System. These trainings are an important resource for professionals who care for and about children.

The Colorado Competencies for Early Educators and Administrators aligns the Guidelines within the Core Competency Domain: Child Growth, Development, and Learning. This competency reinforces the paramount importance for professionals to understand a child's growth, development, and learning in order to provide experiences that foster the predictable steps and sequences of development. Knowing how children grow, develop, and learn allows early childhood educators to develop, guide, and monitor learning experiences that address all domains of child development. Developmentally appropriate learning experiences consider a child's language and cultural background, needs, and learning styles while recognizing factors such as family characteristics and community influences. The training approval process crosswalks trainings to the Competencies, reinforcing these important foundational resources as drivers for training content moving forward.

The Expanding Quality in Infant and Toddler Initiative is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. One of the primary activities is the Expanding Quality in Infant Toddler

Care 48-hour course of training, conducted locally with support from the state EQ Initiative. These courses are aligned with the Colorado Early Learning and Development Guidelines. The Expanding Quality in Infant Toddler Care course increases knowledge and awareness of Colorado's Early Learning and Development Guidelines for Infants and Toddlers. In addition, the EQ Infant Toddler Specialists receive additional training on the Early Learning and Development Guidelines, Colorado's early learning standards.

Finally, Colorado incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) by requiring that 3 of the 15 continuing Early Childhood training clock hours be focused on social emotional topics. These topics include but are not limited to brain development, the importance of screening for social emotional health, toxic stress and resiliency, and working effectively with a mental health consultant. Numerous other modules are being developed that are designed specifically to enhance the skills of child care providers to support social emotional health and wellbeing for children in child care.

☑ Providing financial incentives (including the use of grants and contracts as discussed in section 4) to increase the supply and quality of infant-toddler care.

Describe:

Quality set-aside

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

School-Readiness Quality Improvement Program - Grants are made available to improve the school-readiness of children five years of age and younger who are enrolled in early care and education facilities, who ultimately attend eligible elementary schools. An eligible elementary school means a public elementary school that: (I)(A) For the school year immediately prior to submission of the early childhood care and education council's application for funding, has an overall academic performance rating of "low" or "unsatisfactory", pursuant to section 22-7-604, C.R.S.; or (B) For the school year

immediately prior to submission of the early childhood care and education council's application for funding, has been assigned an academic improvement rating of "decline" or "significant decline", as described in section 22-7-604, C.R.S., and, for the same school year, has an overall academic performance rating of "average", pursuant to section 22-7604, C.R.S.; and (II) As of the date on which the early childhood care and education council applies for funding through the program, is receiving moneys pursuant to Title I of the federal "Elementary and Secondary Act of 1965", 20 U.S.C. Sec. 6301 Et Seq.

Early Childhood Councils - a statewide system of early childhood councils to improve and sustain the quality, accessibility, capacity, and affordability of early childhood services across the state.

Race to the Top Early Learning Challenge Grant

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

State General Fund

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

Infant and Toddler Quality and Availability Grant Program - Funds are awarded to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement.

☑ Providing coaching and/or technical assistance on this age group's unique needs from Statewide networks of qualified infant-toddler specialists.

Describe:

The Expanding Quality in Infant and Toddler Initiative is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. One of the primary activities is the EQIT 48-hour course of training, conducted locally with support from the state EQ Initiative. These courses are aligned with the Colorado Early Learning and Development Guidelines. The Expanding Quality in Infant and Toddler course increases knowledge and awareness of Colorado's Early Learning and Development Guidelines for Infants and Toddlers. In addition, the EQ Infant

Toddler Specialists receive additional training on the Early Learning and Development Guidelines, Colorado's early learning standards.

The Colorado endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health (IMH-E ®) is an overlay onto a person's professional credentials that recognizes achievement of knowledge and training in the area of infant and early childhood mental health. The Endorsement is one of the first and most comprehensive efforts in the country to identify best practice competencies at multiple levels and across disciplines and to offer a pathway for professional development in the infant, early childhood and family field. The Endorsement materials provide potential candidates with a process for developing a professional development plan, and suggests a ladder of steps for required and supplementary training and experiences to adequately prepare one for work in the infant and family field. Targeted and ongoing training for the professionals from the multiple disciplines that work with infants and young children and their families is essential to ensure that professionals understand infant and early childhood mental health and are equipped to promote positive practices to support these children, prevent problems when risk is identified, and intervene when necessary.

Colorado Shines offers a coaching model that supports all five quality standards for this statewide Quality Rating and Improvement System. This model incorporates Practice Based Coaching which focuses on planning and goal setting, focused observation, reflection and sharing teaching practices. Coachers are required to hold a coaching credential to coach within this framework.

☐ Coordinating with early intervention specialists who provide services for infants and toddlers with disabilities under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.)

Describe:

☑ Developing infant and toddler components within the State's/Territory's QRIS.

Describe:

The Colorado Shines Quality Rating and Improvement System supports licensed early childhood programs to improve quality in 5 standard areas including learning environments that use age specific tools. Infant and Toddler classrooms are assessed using the Infant Toddler Environment Rating Scale. Additionally, Colorado Shines adds points for programs that use the Infant and Toddler Classroom Assessment Scoring

System (CLASS) assessments, age appropriate curriculum, primary caregiving and continuity of care practices. The point structure guide is posted at the following location on the Colorado Shines website: http://coloradoshines.force.com/ColoradoShines/programs?p=Program-Resources.

☑ Developing infant and toddler components within the State's/Territory's child care licensing regulations.

Describe:

Colorado recently revised their Colorado rules and regulations governing child care center programs which can be found at: http://www.coloradoofficeofearlychildhood.com/#!rules-and-regulations/c86y . These new rules strengthen supports for the safety and wellbeing of all children, including specific components of safe sleep regulations for infants and toddlers, and continue to include components to address staffing, meal patterns, ratios, and space requirements.

☑ Developing infant and toddler components within the early learning and development guidelines.

Describe:

The Colorado Early Learning and Development Guidelines describe the path of children's learning and development from birth to eight years old. They are designed so that everyone who cares for young children can play an important part in giving Colorado's children a strong start. The guidelines are based on research and bring together widely accepted strategies to help children develop successfully. Experts from across Colorado have woven together their knowledge about these important years. As a result, the guidelines are aligned with and help connect existing programs to create a coordinated approach to learning and development. These guidelines are incorporated across all early learning system elements.

☑ Improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care.

Describe:

Parents and families of young children receive information about programs that have been quality rated. The Colorado Shines website, www.coloradoshines.com, targets parents and families of young children to help them search for quality-rated providers for their young children and promote the benefits of quality early care and education. This resource offers messages with easy-to-understand plain language, including defining what is meant by "quality" child care and education. Quality levels achieved by child care

programs are posted on this website which contains a child care facility search for parents and the public. The website also provides parents and families with information to help them support their child's learning and development.

☑ Carrying out other activities determined by the State/Territory to improve the quality of infant and toddler care provided in the State/Territory, and for which there is evidence that the activities will lead to improved infant and toddler health and safety, infant and toddler cognitive and physical development, or infant and toddler well-being.

Describe:

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

Expanding Quality in Infant Toddler Care Initiative (EQ) - The EQ Initiative provides a statewide system of training and technical assistance to increase the quality and availability of infant toddler care throughout the state. The Expanding Quality in Infant Toddler Care 48-hour course of training was developed specifically to support Colorado's infant toddler workforce.

☐ Other.

Describe:

7.3.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State's progress in improving the quality of child care programs and services in the State/Territory

Describe:

Data identifying progress against program goals is determined by cross-tabulating program participation in Colorado Shines by "Early Learning and Development Program" type and quality level. Additionally, these data will be analyzed by geographic location, and the

population characteristics of these locations. This will allow the State to identify not only supply of quality infant/toddler care, but how that supply relates to the potential demand, operationalized by the infant/toddler population in a given geography.

Colorado will also use the information from the Colorado Shines validation study to inform future changes to program counts for each quality level. The Colorado Shines framework is new and through detailed and conscientious data collection, the Office of Early Childhood will make data-driven changes, rather than reactionary changes to the framework and performance metrics. Colorado is committed to better understanding the specific quality areas included within the framework and the need for revisions to the quality levels as currently defined within the Colorado Shines framework.

7.4 Child Care Resource & Referral

7.4.1 Describe the status of the child care resource and referral system

☑ State/Territory has a CCR&R system operating State/Territory-wide.

Describe how the CCR&R system is operated, including how many agencies and if there is a statewide network and how the system is coordinated and if it is voluntary

The Department designed and developed the statewide Child Care Resource and Referral System to assist in promoting availability, accessibility, and quality of child care services in Colorado. The Department has the authority to designate, and enter into a contract with, a private or public entity responsible for administering the system. The Office of Early Childhood was established in 2012 to better align and coordinate early childhood programs, services, and systems. To this end, the Department designates the Office of Early Childhood, Division of Early Care and Learning, as the public entity responsible for the administration and oversight of the statewide Child Care Resource and Referral system effective January 1, 2016. There are 17 agencies supporting the Child Care Resource and Referral statewide effort. Participation in the Child Care Resource and Referral statewide effort is mandatory to fulfill the agencies' functions.

☐ State/Territory has a CCR&R system operating in a few localities but not fully operating State/Territory-wide

Describe:

☐ State/Territory is in the development phase

7.4.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

Data identifying progress against Child Care Resource and Referral activity is determined by cross-tabulating referral activity by referral type and the number of children under the age of five receiving child care subsidy being served in a high quality program (Level 3 - Level 5). Additionally, these data will be analyzed against the population characteristics of the Resource and Referral service areas to better understand the impact CCR&Rs are having, including but not limited to the following:

1. population served
2. credentialed professionals
3. child care subsidy enrollments
4. recruitment of new providers, and
5. appropriate response to emergencies.

7.5 Facilitating Compliance with State Standards

7.5.1 What strategies does your State/Territory fund with CCDF quality funds to facilitate child care providers' compliance with State/Territory requirements for inspection, monitoring, training, and health and safety, and with State/Territory licensing standards?

Describe:

Colorado funds several strategies to facilitate child care providers' compliance with the requirements for inspection, monitoring, training, and the health and safety licensing standards. Strategies align with the Colorado Shines Quality Rating and Improvement System framework and include monitoring, professional development, child health and mental health consultative supports, and quality improvement supports.

All licensed facilities are inspected by licensing staff periodically in what is called a

"Supervisory Inspection." Supervisory inspections entail monitoring programs for compliance with licensing regulations, including verifying staff qualifications, children's records and a thorough inspection of the physical plant and outdoor play areas. These inspections also include providing technical assistance, as needed on a program by program basis. Licensing inspectors also verify and provide technical assistance for Colorado Shines Level 2 requirements.

Through the Adverse Licensing Action process, child care facilities are offered coaching, mentoring and technical assistance through the local Early Childhood Council and child care licensing. These programs are also monitored on a monthly basis.

Trainings to address the health and safety licensing standards are available through the Professional Development Information System. This system aligns course competencies with performance-based competencies for early childhood educators and administrators. The framework consists of eight domains: Child Growth, Development and Learning; Child Observation and Assessment; Family and Community Partnerships Guidance; Health, Safety, and Nutrition; Professional Development and Leadership; Program Planning and Development and Teaching Practices. Competencies supporting social/emotional development, cultural competence and children with special needs are present in all eight domain areas.

Child health and mental health consultative supports are provided to enhance the skills of child care professionals to support the health and safety licensing standards and intervention model best practices. Colorado incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) by requiring that 3 of the 15 continuing Early Childhood training clock hours be focused on social emotional topics. These topics include but are not limited to brain development, the importance of screening for social emotional health, toxic stress and resiliency, and working effectively with a mental health consultant. Numerous other modules are being developed that are designed specifically to enhance the skills of child care providers to support social emotional health and wellbeing for children in child care.

Early Childhood Councils support the local delivery supports for the Colorado Shines Quality Rating and Improvement System to support programs to increase or maintain quality through

the implementation of quality improvement programs. This includes program level support from Quality Improvement Navigators and Coaches. Quality funds are allocated based on program type (center/ home), number of classrooms, and program quality level. These stipends support the provision of coaching to include in person, intensive support offered by subject matter experts to enhance particular aspects of quality; non-consumable materials for the child care learning environment; or to compensate for professional development (qualifying Early Childhood Education college coursework, conferences, or trainings).

7.5.2 Describe the measures relevant to this activity that the State will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The State utilizes data from suspensions, revocations, complaints and violations to evaluate progress in this area. These data inform training and technical assistance needed in the field.

7.6 Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services

7.6.1 One of the purposes of the CCDBG Act of 2014 is to increase the number and percentage of low-income children in high-quality child care settings.

Describe how the State/Territory measures the quality and effectiveness of child care programs and services offered in the State/Territory, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the State/Territory evaluates that such programs positively impact children

The State of Colorado uses the Colorado Shines Quality Rating and Improvement System as a primary measure of the quality and effectiveness of child care programs to offer high quality child care settings to children with high needs. Within the Quality Rating framework, programs are evaluated in five standard areas as well as the use of standardized tools of measurement. These tools include the Environment Rating Scales: ITERS - R and ECERS-R. Based on quality assessments, a quality improvement plan is prepared which then

prioritizes quality investments into the program. Quality Investments are tracked by program license number and used to understand both the individual program's needs as well as trends across the state. Programs are awarded for the use of the CLASS tool within the points structure which provides additional support to teachers who work directly with the children and families. Teachers' professional development is supported through e-learning courses offered fee free, and available through Colorado's Professional Development Information System. Programs are encouraged and awarded for engaging families in meaningful ways such as offering parenting classes on child development. Additionally, programs are awarded through the point structure to conduct child assessments, such as Teaching Strategies Gold, Ages and Stages Questionnaire, or other assessment tools.

7.6.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

Programs that participate in a Colorado Shines quality rating at levels 3-5 will continue to be evaluated every three years and the state will be able to see score changes within the five component areas indicating program progress to improving quality. Additionally, a program's quality improvement plan will be informed by their onsite assessment and monitored by coaches and quality navigators who provide the programs with on-going quality incentives and supports.

Further, the State has established a Wildly Important Goal (WIG) of 39% of children under five years old who receive CCCAP subsidies, are in a high-quality early learning environment. This goal expressly targets low income families, and seeks to increase the portion that receive care within high quality environments. Progress toward this goal is monitored on a weekly basis, and strategies to achieve it are modified accordingly. This is also reported to the Department's top leadership on a monthly basis as part of the Department's performance management system called C-Stat.

7.7 Accreditation Support

7.7.1 Does the State/Territory support child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality?

☑ Yes, the State/Territory has supports operating State/Territory-wide.

Describe the supports for all types of accreditation the State/Territory provides to child care centers and family child care homes to achieve accreditation

The Colorado Shines Quality Rating and Improvement System honors those programs that choose accreditation for meeting their quality goals. Colorado Shines works directly with accrediting bodies that submit an application for crosswalk recognition: http://coloradoshines.force.com/ColoradoShines/website_program_menu?p=Resources.

Programs that hold these accepted accreditations receive a letter of recognition that outlines next steps to retain their quality rating level under Colorado Shines framework. These programs have access to quality incentives to continue to support their quality improvement goals. In addition, these programs are connected to their Early Childhood Council for support navigating the Colorado Shines processes.

☐ Yes, the State/Territory has supports operating as a pilot or in a few localities

Describe:

☐ No, but the State/Territory is in the development phase

☐ No, the State/Territory has no plans for development

7.7.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

Child Trends was awarded the evaluation contract for the Colorado Shines Quality Rating and Improvement System through an open and competitive process. The Colorado

Department of Human Services, Office of Early Childhood is pursuing options to collect data for the validation study in the early part of 2016. Data collection among selected Alternative Pathways Programs (i.e., Head Start and accredited care) will occur in the early part of 2016. Child Trends will conclude the evaluation effort by the end of 2017. Findings from this evaluation will inform how accreditation will be recognized within the Colorado Shines Quality Rating and Improvement System and inform needed policy and procedure revision relative to the use of quality incentive funding to support accreditation.

7.8 Program Standards

7.8.1 What other State/Territory or local efforts, if any, is the State/Territory supporting to develop or adopt high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development?

Please describe:

The Colorado Shines Quality Rating and Improvement System framework includes a standard area for Child Health Promotion, which includes standards that support screenings for health and development, and providing medical resources. Other focus areas include the promotion of physical activity on safe play spaces, nutrition education, and hands on gardening (farm to table) experiences. The Colorado Shines point structure additionally awards points to programs who employ or contract with a Mental Health Consultant: http://coloradoshines.force.com/ColoradoShines/resource/1431015934000/ColoShines QRISPDF

7.8.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The Colorado Shines Quality Rating and Improvement System has established supports to programs that help with identifying resources that support the evidence of these activities: http://coloradoshines.force.com/resource/1440607605000/asset_pdfs1/asset_pdfs1/ColoradoShinesProgramGuide.pdf. This resource guide supports programs to understand how creating policies and putting new practices in place support gains in quality programming.

These data are tracked at the facility level, as are health and safety data related to licensing rules.

7.9 Other Quality Improvement Activities

7.9.1 List and describe any other activities the State/Territory provides to improve the quality of child care services and describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving provider preparedness, child safety, child well-being, or entry into kindergarten.

n/a

8 Ensure Grantee Program Integrity and Accountability

Under CCDF, program integrity and accountability activities are grounded in the State/Territory's policies for implementing the CCDF program. For error rate activities, reviews are based on the State/Territory's own CCDF policies. The CCDBG Act of 2014 made sweeping changes to the program requirements. With these changes, the State/Territory has an opportunity to change their own policies to reduce the burden for participants and staff as they build in safeguards to maintain program integrity. For example, the new law focuses on eligibility requirements at the time of eligibility determination and allows for a minimum 12-month period of eligibility before redetermination, which lessens the need for participants to continually provide documentation. This, in turn, relieves the State/Territory from the burden of constantly "checking" on participants which can open the door for miscalculations, lost paperwork, and other errors.

Lead Agencies are required to have accountability measures in place to ensure integrity and to identify fraud or other program violations. These accountability measures should address administrative error, including unintentional agency error, as well as program violations, both unintentional and intentional. Violations may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

8.1 Program Integrity

8.1.1 Describe how the State ensures that their definitions for violations have been modified, staff trained, and program integrity procedures revised to reflect new requirements.

Describe:

The new Child Care and Development Fund requirements are established through changes in the Child Care Assistance Program (CCCAP) regulations. Upon promulgation of rules through the State Board of Human Services review and public hearings, the CCCAP training staff conducts training for CCCAP staff at the county departments of human services. Training is delivered in several venues, both on-line and in-person. Training is further re-enforced at monthly meetings attended by CCCAP staff from sixty four counties.

The Quality Assurance Division has established an on-going system of monitoring counties in key eligibility, authorization and payment regulations. Quality Assurance staff attend the monthly CCCAP meetings, providing information on their findings relative to common errors. State CCCAP staff, together with Quality Assurance staff identify training topics based on common errors and violations. Training to these topics is conducted during the monthly meetings or via webinars.

In addition, CCCAP training staff conduct training for county staff throughout the year on all the CCCAP regulations.

8.1.2 Describe how the State/Territory ensures that all staff are informed and trained regarding changes made to its policies and procedures to reflect new CCDF requirements.

Check all that apply.

- [x] Issue policy change notices
- [ ] Issue new policy manual
- [x] Staff training

- [ ] Orientations
- [x] Onsite training
- [x] Online training

- [ ] Regular check-ins to monitor implementation of the new policies.

  Describe:

- [ ] Other.

  Describe:

8.1.3 Describe the processes the Lead Agency will use to monitor all sub-recipients, including those described in Section 1, such as licensing agencies, child care resource and referral agencies, and others with a role in administering CCDF.

The Lead Agency is responsible for ensuring effective internal controls over the administration of CCDF funds. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements.

Definition: "Subrecipient means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency (2 CFR 200.93).Two CFR Part 200, Subpart A provides additional information on contractors (which may be referred to as "vendors").The description of monitoring must include, but is not limited to, a description of the written agreements used, a schedule for completing the tasks, a budget which itemizes categorical expenditures consistent with CCDF requirements and indicators or measures to assess performance. Additional items for discussion may include: fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, and monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified."

Describe:

Colorado contracts with sub-recipients for child care licensing and quality initiatives. The Division of Early Care and Learning follows State of Colorado and Department of Human Services procurement rules and guidelines in developing and monitoring contracts. These guidelines include requirements and stipulations for different types of procurement options

such as Requests for Proposals, Requests for Qualified Offerers, sole source, interagency agreements, memoranda of understanding, or purchase of service agreements.

The development and content of the appropriate procurement mechanism is determined by the Colorado Procurement Code and is approved by the Colorado Department of Human Services Contracts Management Unit. Division of Early Care and Learning staff work closely with Contracts in developing all contracts or agreements.

All subrecipients must certify that federal regulations and state guidelines are followed. Contracts include specific contractor work plans that stipulate performance indicators, outcome measures, status of services, deliverables and benchmarks in quarterly/semi-annual progress reports. Oversight of CCDF funds by state program staff begins during the contract development process. Program and fiscal staff review budgets to ensure costs support the work being done, and that all proposed costs are allowable expenditures based on State and federal fiscal rules. The State will be completing risk assessments on all subrecipients and will conduct monitoring based on their assessed level of risk. Monitoring may include review of programmatic performance and financial reports, audit review, on-site monitoring and desk reviews.

The county departments of human services are considered sub-recipients for purposes of implementing and monitoring all aspects of the Colorado Child Care Assistance Program (CCCAP). The Division of Early Care and Learning is responsible for monitoring counties' expenditures and adherence to CCCAP rules and policies. Counties must complete County Plans, identifying their individual county policies related to county-options such as eligibility levels and payment rates. The Division of Early Care and Learning approves County Plans.

The Quality Assurance Division conducts reviews of CCCAP case files and payments information for compliance with federal and state rules. The Division of Early Care and Learning works closely with Quality Assurance staff to ensure the most current rules are applied in the reviews and the results of reviews are assessed to identify areas of concern.

8.1.4 Describe the activities the Lead Agency has in place to identify program violations and administrative error to ensure program integrity using the series of questions below. Program violations may include intentional and unintentional client and/or provider

violations as defined by the Lead Agency.

Administrative error refers to areas identified through the Error Rate Review process. Lead Agencies are required to have processes in place to identify fraud or other program violations.

a) Check which activities the Lead Agency has chosen to conduct to identify unintentional or intentional program violations.

- [ ] Share/match data from other programs (e.g., TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))
- [ ] Run system reports that flag errors (include types)

  Describe:

- [ ] Review of enrollment documents, attendance or billing records
- [x] Conduct supervisory staff reviews or quality assurance reviews
- [ ] Audit provider records
- [x] Train staff on policy and/or audits
- [ ] Other.

  Describe:

- [ ] None.

  Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines:

b) Check which activities the Lead Agency has chosen to conduct to identify administrative error.

- [ ] Share/match data from other programs (e.g., TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))
- [ ] Run system reports that flag errors (include types)

  Describe:

- [x] Review of enrollment documents, attendance or billing records
- [x] Conduct supervisory staff reviews or quality assurance reviews
- [ ] Audit provider records
- [x] Train staff on policy and/or audits
- [ ] Other.

  Describe:

- [ ] None.

  Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines:

8.1.5 Which activities (or describe under "Other") the Lead Agency will use to investigate and collect improper payments due to program violations or administrative error as defined in your State/Territory?

The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud.

a) Check which activities (or describe under "Other") the Lead Agency will use for unintentional program violations?

- [x] Require recovery after a minimum dollar amount in improper payment.

  Identify the minimum dollar amount: $50.00

- [ ] Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)
- [x] Recover through repayment plans
- [x] Reduce payments in subsequent months
- [x] Recover through State/Territory tax intercepts
- [ ] Recover through other means
- [ ] Establish a unit to investigate and collect improper payments.

  Describe:

☐ Other.

Describe:

☐ None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to unintentional program violations, including action steps and completion timelines

b) Check which activities the Lead Agency will use for intentional program violations or fraud?

☐ Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount:

☐ Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)

☑ Recover through repayment plans

☑ Reduce payments in subsequent months

☑ Recover through State/Territory tax intercepts

☐ Recover through other means

☐ Establish a unit to investigate and collect improper payments.

Describe composition of unit below

☐ Other.

Describe:

☐ None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to fraud, include action steps and completion timelines:

c) Check which activities the Lead Agency will use for administrative error?

☐ Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount:

- [ ] Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)
- [ ] Recover through repayment plans
- [ ] Reduce payments in subsequent months
- [ ] Recover through State/Territory tax intercepts
- [ ] Recover through other means
- [ ] Establish a unit to investigate and collect improper payments.

Describe composition of unit below

- [x] Other.

Describe:

Colorado does not require recoveries for administrative errors. Identified administrative errors are addressed through training and technical assistance.

- [ ] None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to administrative error, including action steps and completion timelines

8.1.6 What type of sanction will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

The Lead Agency is required to impose sanctions on clients and providers in response to fraud.

- [x] Disqualify client.

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

Clients who have committed fraud are disqualified from child care assistance for the following periods: 12 months for the first offense, 24 months for the second offense and permanently for the third offense. Clients are given appeal rights through a formal hearing process. If clients disagree with the action taken, they have a right to:

- A local level dispute resolution
- Clients are encouraged to talk to their county child care workers and workers' supervisors before requesting a local level dispute resolution

- 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 a client does not pursue a local level dispute resolution, they can request a state level hearing before an administrative law judge
- Clients may request judicial review of the final agency decision, following the state level fair hearing in district court, after exhausting all administrative appeal rights
- If a client has been receiving child care assistance they may request continued assistance until the dispute is resolved or the final agency decision is issued

☑ Disqualify provider.

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

Providers who have committed fraud or Intentional Program Violations are disqualified from providing CCCAP services for the following periods: 12 months for the first offense, 24 months for the second offense and permanently for the third offense. A provider may request an informal conference if they dispute the termination of a Fiscal Agreement (contractual agreement between a provider and county department of human services). The informal conference is conducted by the relevant county department of human services.

☐ Prosecute criminally

☐ Other.

Describe: