

**P-3 Funding Streams and Programs during COVID-19: Colorado
(School Year 2020-2021 Guidance)**

Updated August 14, 2020

- * ***Bolded, italicized text indicates policy/guidance that was in place prior to COVID-19.***
- * Regular text indicates policy/guidance issued in response to COVID-19 (may not be fully up-to-date, given continually evolving context).

	Head Start (federal guidance from USDHHS/OHS)	Child Care Development Fund (federal guidance from USDHHS/OCC)	Child Care Licensing and CCCAP (state guidance from CDHS/OEC)	State-funded PreK (CPP – state guidance from CDE)	K-3/K-12 (state guidance from CDE)
<i>Program Management</i>					
Eligibility for Services	<p><i>Eligibility is generally based on family income at or below the poverty level according to the Poverty Guidelines published by the federal government. Children in foster care, homeless children, and children from families receiving public assistance (TANF or SSI) are eligible regardless of income.</i></p> <p>2020-2021: No change to eligibility.</p>	<p><i>Guidance:</i> Lead Agency has options to pay for child care for children who are not currently CCDF-eligible:</p> <p>[1] Deem certain impacted children—such as children of health care, emergency, or other essential workers--to be in need of protective services and therefore, the regular CCDF eligibility requirements (e.g., income threshold) need not apply.</p> <p>[2] Use quality dollars to provide immediate assistance to impacted</p>	<p><i>Counties set income maximums for CCCAP eligibility for families, but must serve families with income of 165% or less of the federal poverty guideline (if funding allows), and may not serve families that have an income of over 85% of the state median income.</i></p> <p>Each county determines eligibility.</p>	<p><i>CPP is intended to serve preschool-aged children who are at risk of starting elementary school unprepared due to individual or family factors. Eligibility determination and the enrollment process are coordinated at a local level.</i></p> <p><i>2020-2021 Guidance:</i> No change to eligibility. Districts will return to their base allocations for the 20-21 school year.</p>	N/A

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		families/providers, even if they are not on CCDF. [3] Broaden/loosen any State-specific eligibility requirements for CCDF subsidies up to the Federal maximum allowed (85% of State Median Income). [4] Apply for a waiver to use CCDF funds to provide direct services to families who do not meet CCDF eligibility requirements (e.g., with income above 85% of State Median Income). Lead Agencies could also apply for a waiver to establish eligibility periods less than 12 months to serve targeted populations that have a time-limited need for child care.			
Monitoring/ Compliance	<u>2020-2021 Guidance:</u> OHS will not hold programs accountable for requirements such as screenings, assessments, data collections, and enrollment that are not possible or reasonable	<u>Guidance:</u> Lead Agencies should follow their Continuity of Operations Plans. The CCDF final rule at 45 CFR 98.16(aa) requires the Statewide Disaster Plan to incorporate guidelines	<u>Guidance:</u> According to CDPHE, open child care facilities must ensure the guidelines provided by the CDC and CDPHE are implemented to prevent the spread of the COVID-19 virus. Both the <u>CDC</u>	<i>Every classroom in which a child receives CPP funding must be licensed by OEC/CDHS.</i> <u>Guidance:</u> “Preschools that are regulated by school districts” follow	<u>Guidance:</u> School-age programs housed in elementary school buildings follow same guidance as licensed child care centers and homes.

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	<p>for them to achieve during the current closures. The 2019–2020 Program Information Report (PIR) will not be required.</p> <p><u>2020-2021 Guidance:</u> Head Start and Early Head Start programs should continue reporting monthly enrollment.</p>	<p>for continuation of child care subsidies and child care services.</p>	<p>and CDPHE continue to update their webpages with guidance on cleaning, preparedness, closure and much more.</p> <p>OEC issued a “Resource Guide” for Child Care Providers.</p>	<p>same guidance as licensed child care centers and homes.</p>	<p>State and district accountability systems “paused for one year.”</p>
Program/ School Calendar	<p><i><u>A center-based program must provide, at a minimum, at least 160 days per year of planned class operations if it operates 5 days/week, or at least 128 days per year if it operates 4 days/week. Classes must operate for a minimum of 3.5 hours per day.</u></i></p> <p><u>2020-2021 Guidance:</u> As programs adapt their program schedules due to COVID-19, OHS does not expect that center-based programs will be able to meet their typical</p>	N/A	<p><i>Typically, child care programs operate year-round and with variable service hours.</i></p> <p>Each program/provider is making independent decisions about operating schedules/hours.</p> <p><u>Guidance:</u> An Executive Order from the governor directed local public health agencies to work with child care providers and preschools not operated by P-12 schools to determine whether it</p>	<p><i>State law requires each local school board to annually adopt a district calendar that includes a minimum of 160 student contact days and allows local boards flexibility in changing that calendar as a result of emergency closings or unforeseen circumstances.</i></p> <p><u>2020-21 Guidance:</u> Student contact days may include remote learning days. In order to count a remote learning day as a student contact day, the following criteria</p>	<p><i>State law requires each local school board to annually adopt a district calendar that includes a minimum of 160 student contact days and allows local boards flexibility in changing that calendar as a result of emergency closings or unforeseen circumstances.</i></p> <p><u>2020-21 Guidance:</u> Student contact days may include remote learning days. In order to count a remote learning day as a student contact day, the following criteria</p>

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	<p>service duration for the 2020–2021 program year.</p> <p>2020-2021 Guidance: All programs should reassess the options they operated before the COVID-19 pandemic to determine what options or combination of options, including locally designed options, will work best for the 2020–2021 program year. Programs may determine it is not safe or feasible to provide center-based or home- based services at their pre-COVID-19 capacity. Since group sizes in centers will likely be smaller, programs may choose to provide home-based and virtual services for some or all enrolled children. Service decisions could change throughout the 2020–2021 program year as local conditions improve and stabilize. Programs do not have to obtain a</p>		<p>is safe to continue operations.</p>	<p>must be met: (1) the local school board must have adopted (via board policy, board resolution, or another governance document) a definition of “educational process” that includes remote learning; and (2) the district must have documented (in board policy, handbooks or other guidance) an explanation of the ways in which teacher-pupil instruction and contact time will occur outside the classroom during remote learning days.</p> <p>The local preschool district advisory council is encouraged to advise the school board on this topic for preschool.</p>	<p>must be met: (1) the local school board must have adopted (via board policy, board resolution, or another governance document) a definition of “educational process” that includes remote learning; and (2) the district must have documented (in board policy, handbooks or other guidance) an explanation of the ways in which teacher-pupil instruction and contact time will occur outside the classroom during remote learning days.</p>

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	waiver before changing program options for the 2020–2021 program year.				
Expected to offer services/programming	<p>Spring 2020: Head Start did not require programs to operate the program options for which they have been funded.</p> <p><u>2020-2021 Guidance:</u> Programs may determine it is not safe or feasible to provide center-based or home-based services at their pre-COVID-19 capacity. Since group sizes in centers will likely be smaller, programs may choose to provide home-based and virtual services for some or all enrolled children. Those service decisions could change throughout the 2020–2021 program year as local conditions improve and stabilize. Programs do not have to obtain a waiver before changing program</p>	<p>OCC recommends Lead Agencies follow guidance established by local and state (or tribal) public health authorities regarding the closure or operation of child care facilities. In addition, Lead Agencies should consult the updated CDC guidance on child care and COVID 19:</p> <ul style="list-style-type: none"> • Guidance for Child Care Programs that Remain Open • Guidance for Schools 	<p>Each program/provider is making independent decisions about operating schedules/hours.</p> <p><u>Guidance:</u> An Executive Order from the governor directed local public health agencies to work with child care providers and preschools not operated by P-12 schools to determine whether it is safe to continue operations.</p>	<p>Stay-at-Home phase: The Governor issued an executive order that required all schools, including public preschools on public school campuses, to “suspend normal, in-person instruction” from March 23 to April 30, 2020.</p> <p><u>2020-2021 Guidance:</u> Local preschool district advisory council is encouraged to advise the school board on student contact days for preschool.</p>	<p>Stay-at-Home phase: The Governor issued an executive order that required all schools in Colorado to “suspend normal, in-person instruction” from March 23 to April 30, 2020.</p> <p><u>2020-21 Guidance:</u> Local boards that wish to adopt a 4-day school week calendar or other calendar that allows for fewer than 160 contact days may submit a request to the commissioner for prior approval of the reduced number of contact days. For the 2020-21 academic year, student contact days may include remote learning days.</p> <p><u>2020-21 Guidance:</u> In the event that schools are: (1) required to shut</p>

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	options for the 2020– 2021 program year.				down entirely for a period of time, without in-person or remote learning; and (2) therefore unable to meet the 160 student contact days requirement, CDE will work with districts to determine whether a waiver of the 160 contact days requirement is appropriate or if there are other ways to make- up the instructional time.
Required duration (contact hours) of programming	<i><u>In general, a program must provide 1,020 annual hours of planned class operations over the course of at least 8 months per year for all of its Head Start center-based funded enrollment. A Head Start program providing fewer than 1,020 annual hours of planned class operations or fewer than eight months of service is considered to meet the requirements if its program schedule aligns with the annual hours</u></i>	<i><u>Guidance:</u></i> The Lead Agency <u>may not</u> terminate assistance for family impacted by COVID-19 prior to the end of the minimum 12-month eligibility period if a family experiences a temporary job loss or temporary change in participation in a training or education activity.	N/A	<i>By statute, 360 contact hours per year for part-time and 720 hours per year for full-time. Classes are to be held 4 days/week.</i> <i><u>2020-2021 Guidance:</u></i> Recommend that hours for this age group be conducted in person, when at all possible. Programs are expected to make a good faith effort to ensure that whatever combination of in-person and/or remote learning they implement	<i>By statute, schools are required to provide 990 hours of planned teacher-pupil instruction/contact per year for grades 1-5; 900 hours for full-day kindergarten; or 450 hours for half-day kindergarten.</i> Spring 2020: CDE issued a statewide waiver for instructional hours and days requirements. CDE did not require tracking of attendance during spring 2020.

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	<p><i>required by its local education agency for grade one and such alignment is necessary to support partnerships for service delivery.</i></p> <p><u>2020-2021 Guidance:</u> As programs adapt their program schedules due to the COVID-19 pandemic, OHS does not expect that center-based programs will be able to meet their typical service duration for the 2020–2021 program year.</p> <p>OHS also issued updated guidance on their full enrollment initiative: https://hsicc.cmail19.com/t/ViewEmail/i/D4BD1639D7B9E6A22540EF23F30FEDED/79A087682734D8FDF6A1C87C670A6B9 <u>F</u></p>			<p>during the year allows teachers to cover the same academic content as they would have covered under the in-person schedule. Districts will need to determine the equivalent amount of teacher-pupil instruction and contact time associated with the remote learning being delivered.</p>	<p><u>2020-21 Guidance:</u> In instances where districts are unable to meet the instructional hour requirements through in-person instruction, the district will be considered in compliance if they make a good faith effort to ensure that whatever combination of in-person and/or remote learning they implement during the year allows students to learn the same academic content as they would have learned under the in-person bell schedule.</p> <p>For the 2020-21 school year only, local boards may define instructional hours to include instruction delivered electronically and/or other types of independent, remote work time for students that is provided under the supervision of a certified or licensed</p>

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					<p>teacher. As required by SBE rule, local boards of education define "supervision of a certified or licensed teacher."</p> <p>When calculating hours of remote learning for the purposes of determining teacher-pupil contact and teacher-pupil instruction, districts may base their calculation on academic content covered, student demonstrations of learning, estimated times for students to complete independent work, and/or other methods identified by the district to compare in-person learning to remote learning.</p> <p><u>2020-21 Guidance:</u> In order to count a remote learning day as a student contact day, the following criteria must be met: (1) the local board must have adopted (via board policy,</p>

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					board resolution, or another governance document) a definition of “educational process” that includes remote learning; and (2) the district must have documented (in board policy, handbooks or other guidance) an explanation of the ways in which teacher-pupil instruction and contact time will occur outside the classroom during remote learning days.
Student Attendance	<p><u>2020-2021 Guidance:</u> Programs should carefully consider state and local health and safety guidelines, as well as the individual needs of their children and families. For instance, programs that serve a large number of working families should balance health and safety with the needs of their families to have high-quality care for children during working hours. For enrolled children</p>	<p><u>2020-2021 Guidance:</u> It is recognized that attendance may drop. At their option, Lead Agencies may pay providers based on a child’s enrollment rather than attendance Federal statute requires Lead Agencies to support the fixed costs of providing child care services by delinking provider payment rates from an eligible child's occasional absences due to holidays or unforeseen</p>	<p>Payment for child attendance (or lack thereof) is part of county discretion: County absence policies.</p> <p><u>2020-2021 Guidance:</u> The Governor issued an executive order directing CDHS to access additional federal CCDF funds to reimburse counties that pay providers through CCCAP for absences or closures as a result of COVID-19. The Governor has also</p>	<p><u>2020-2021 Guidance:</u> Districts may choose to amend their attendance policies to expand the way in which attendance may be documented, so long as students in attendance are still “engaged in the educational process” as defined by the district.</p> <p><u>2020-2021 Guidance:</u> Programs are expected to record attendance (at a minimum) once daily during remote learning</p>	<p><i>Compulsory school attendance is age 6, by state law.</i></p> <p><u>2020-21 Guidance:</u> Districts may choose to amend their attendance policies to expand the way in which attendance is documented, so long as students in attendance are still “engaged in the educational process” as defined by the district. For example, districts may choose to track and</p>

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	<p>who cannot be served in the center, programs should provide alternative services, such as home-based, virtual, or other grantee-determined service delivery options.</p> <p><u>2020-2021 Guidance:</u> Programs will not be penalized for low attendance or variation. However, it is critically important that programs track and analyze the cause of absences for all children regardless of what type of services they are receiving.</p> <p>Current requirements for attendance and attendance tracking remain the same. A program's monthly average daily attendance rate might fall below 85%. Programs are encouraged to use attendance data to inform what services they are providing during</p>	<p>circumstances such as illness, to the extent practicable.</p>	<p>encouraged counties to continue to fund CCCAP child care centers who are experiencing low attendance or temporary closures. The Department has identified funding for these provisions through June 2020, with the possibility of extension if the outbreak continues.</p>	<p>days. For preschool, it is important to consider that many working families may not be able to consistently participate due to work requirements or other situations. Consider ways preschoolers can be counted for attendance that lessens the burden for parents as they will be in charge of ensuring their preschooler is in attendance. Some options to consider in this situation is tracking when parents or caregivers pick up the weekly packet, when they log in to an online story time or circle time, when they respond to a text, email or phone call, etc.</p>	<p>count attendance based on presence during in-person instruction, as well as assignments completed at home, logging into an online learning platform, or other methods of tracking attendance during remote learning.</p> <p>Districts are expected to record attendance once daily for those days when instructional hours are provided.</p>

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	the pandemic and whether those services are meeting the needs of families.				
Guidance on providing services in alternative formats	Programs offering virtual services to children should consider how they will individualize these services for children and their parents and how service delivery will differ from the typical in-person model. OHS has provided a series of Resources for Remote Services .	N/A	Guidance and Resources from CDHS/OEC on telehealth, teleconsultation and virtual coaching resources	Guidance : Resources are suggested related to alternative learning opportunities for preschool-aged children, resources districts are using for remote learning, and screen time recommendations. CDE echoed a recommendation from the American Academy of Pediatrics that screen time for children ages 2-5 should be limited to 1 hour per day of high-quality content.	CDE published various resources for learning at home . When calculating hours of remote learning for the purposes of determining teacher-pupil contact and teacher-pupil instruction, districts may base their calculation on academic content covered, student demonstrations of learning, estimated times for students to complete independent work, and/or other methods identified by the district to compare in-person learning to remote learning. CDE offers a list of considerations for educators if on-line learning is in place.

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Transportation	<p>2020-2021 Guidance: School buses and allowable alternate vehicles are generally the safest mode of transportation for children. They are also necessary for many children and families to participate in Head Start programs. Implementing safe practices is essential. The steps Head Start programs take to reduce risk should be the same whether the program is providing its own transportation or relying on contracted or school district-provided transportation.</p>	N/A	<p>Licensing requirements for transportation in article 7.702.59 Transportation (pp. 71-74).</p>	N/A	<p>2020-2021 Guidance: Limit capacity of school buses; have household and classroom units sit together, and establish more frequent and shorter trips.</p> <p>Bus services should follow guidelines developed for public transportation, with the exception that household groups may sit closely together with appropriate distancing between household groups.</p> <p>If physical distancing is <u>not</u> feasible, all students must wear cloth face coverings over the nose and mouth, unless the student has a health reason for not wearing a mask or if a child is unable to wear a mask safely without supervision.</p> <p>If physical distancing is feasible, encourage cloth</p>

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					face coverings over the nose and mouth for students up to age 10 years, and require cloth face coverings over the nose and mouth for students age 11 years and older.
Funding	<p>Summer 2020: The CARES Act made available \$750 million for programs under the Head Start Act, which includes up to \$500 mn to operate supplemental summer programs. All CARES Act funding, including for voluntary summer programs, will be distributed as one-time funding by formula based on each grantee's funded enrollment.</p> <p>OHS issued fiscal flexibilities for FY2020 related to grant applications, no-cost extensions, allowable costs, extension of certain deadlines, procurement, prior</p>	<p>Guidance: Lead Agencies can use or modify their absence policy to pay providers if programs are closed or children are absent due to COVID-19. At their option, Lead Agencies may pay providers based on a child's enrollment rather than attendance.</p>	<p>Executive Order D 2020 120, issued by Governor Polis, directed CDHS to access CCDF funds made available through the CARES Act to establish and administer sustainability grants for open and operating licensed child care.</p> <p>Base grant amounts will be based on licensed capacity, ranging from \$1,000 - \$3,000. Bonus grant amounts will be granted through a second round and may be available based on prioritized populations or areas of the state hardest hit by the impacts of COVID-19. In order to be considered for one of</p>	<p>2020-2021 Guidance: No change to eligibility. Districts will return to their base allocations for the 20-21 school year.</p>	<p><i>School districts receive state per pupil funding based on factors in the state's school finance formula and the district's pupil enrollment [and actual attendance] as determined on the pupil enrollment count day.</i></p> <p>2020-21 Guidance: Districts may define attendance as including participation in instruction delivered electronically and independent, remote work time for students that is provided under the supervision of a certified or licensed teacher, as defined by the local board.</p>

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	<p>approvals, indirect cost rates, and single audit submissions.</p> <p>Fall 2020: No specific guidance issued.</p>		<p>these grants, providers must update their status and information on the Child Care Licensing Provider Status Portal.</p>		<p><i>READ Act Intervention Funds</i></p> <p>2020-2021 Guidance: CDE will not collect spring 2020 reading assessment data and instead will base per-pupil intervention funding for the 2020-21 school year on 2019-20 SRD counts. In addition, an executive order allows for districts to carry over more than the currently allowed 15% of unexpended READ funds into next year.</p>
<i>Education-based Services</i>					
Guidance on in-person vs. distance	<p>2020-2021 Guidance: Programs should carefully consider state and local health and safety guidelines, as well as the individual needs of their children and families. For instance, programs that serve a large number of working families should balance</p>	N/A	N/A	<p>2020-2021 Guidance: Recommend that hours for this age group be conducted in person, when at all possible. Programs are expected to make a good faith effort to ensure that whatever combination of in-person and/or remote learning they implement</p>	<p>Each LEA is determining its own plan.</p> <p>2020-2021 Guidance: CDE issued a decision tree to assist administrators in re-opening plans.</p> <p>2020-2021 Guidance: CDPHE, CDE and the</p>

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	<p>health and safety with the needs of their families to have high-quality care for children during working hours. For enrolled children who cannot be served in the center, programs should provide alternative services, such as home-based, virtual, or other grantee-determined service delivery options.</p> <p><u>2020-2021 Guidance:</u> For programs providing in-person services, the health and safety of staff, families, and children is the highest priority. Programs must adhere to guidance from the CDC and local health officials.</p>			<p>during the year allows teachers to cover the same academic content as they would have covered under the in-person schedule.</p> <p>2020-2021 Guidance: We encourage the local preschool district advisory council to advise the school board on this topic for preschool</p> <p>In accordance with overall CDE guidance, districts may want to consider ways to differentiate their definition of educational process and contact hours depending on grade-level (e.g., the educational process may look different for older versus younger students).</p>	<p>Governor’s Office worked together to develop guidance for Local Public Health agencies (LPHAs) and school districts as they develop school plans. The guidance varies depending on level of COVID-19 incidence in each community (determined by local public health agencies).</p> <p>In accordance with overall CDE guidance, districts may want to consider ways to differentiate their definition of educational process and contact hours depending on grade-level (e.g., the educational process may look different for older versus younger students).</p>
Qualified Teachers	<u>2020-2021 Guidance:</u> At a minimum, grantees must comply with current Head Start Act requirements which state	<u>2020-2021 Guidance:</u> Lead Agencies may enroll new, temporary unlicensed care providers to meet increased	<u>2020-2021 Guidance:</u> Some early childhood professionals whose facilities are closed want to continue working	<u>2020-2021 Guidance:</u> Qualified teachers for preschool are defined by the local board and/or	<u>2020-2021 Guidance:</u> CDE has provided guidance on educator preparation, development,

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	<p>grantees must complete a criminal record check prior to hiring a new individual.</p> <p>Programs must continue to meet the intensive coaching requirements of the HSPPS, which require programs to identify staff that need intensive coaching.</p> <p>Programs should ensure all staff receive the required 15 hours of professional development during the 2020–2021 program year.</p>	<p>demand. With a waiver, providers would not need to meet requirements for health and safety standards, training, inspections, and background checks. These temporary waivers are limited to no more than two years.</p>	<p>during this crisis, while other professionals whose sites are open may not be able to work for various reasons. Healthy Child Care Colorado has created a job board to match open positions with temporary employees.</p> <p>Only applicants with a verification letter from the Office of Early Childhood, Colorado Department of Human Services may apply for temporary positions.</p>	<p>minimally by the child care licensing rules.</p>	<p>effectiveness, and licensing/enforcement during the COVID-19 pandemic.</p> <p><i>Senate Bill 19-199 requires that all K-3 teachers demonstrate that they have met the scientifically or evidence-based practice training requirement under the READ Act by the fall of the 2021-22 school year.</i></p> <p><u>2020-2021 Guidance:</u> Depending upon the length of the impact of COVID-19, the department may consider a blanket one-year extension for all school districts, but no decisive action has yet been taken.</p>
Curriculum guidance	N/A	N/A	N/A	CDE provides Early Childhood Education Resources for learning at home.	CDE provides K-3 Literacy Resources for learning at home.

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Student Assessments	<p><i>Program must complete or obtain current developmental screenings and conduct assessments for individualization for each child.</i></p> <p><u>2020-2021 Guidance:</u> OHS will not hold programs accountable for requirements such as screenings, assessments, data collections, and enrollment that are not possible or reasonable for them to achieve during the current closures.</p>	N/A	N/A	<p>Spring 2020: Administration of KRA and Results Matter assessments suspended for spring 2020. No guidance for fall.</p> <p><u>Spring 2020 Guidance:</u> CDE is not requiring spring 2020 Results Matter data be input, starting from when that school is not in session through the end of the Spring Checkpoint period. For more guidance and information, reach out to your CPP Regional Specialist.</p>	<p>Spring 2020: Administration of READ Act and state assessments suspended for spring 2020. CDE will not collect spring 2020 reading assessment data.</p> <p>No guidance for fall 2020.</p> <p><i>READ Act Progress Monitoring</i></p> <p><u>2020-2021 Guidance:</u> Schools and teachers are encouraged to do the best they can to provide services to students during this unprecedented time, which could include developing a plan to continue progress monitoring. This may or may not be an option, depending on the technologies available in a particular district. Districts may contact the vendor of its approved READ Act assessment for ideas on how progress</p>

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					monitoring might occur through remote learning.
Special Education Services and Requirements	<i>See Head Start Performance Standards Subpart F- Additional Services for Children with Disabilities</i>	N/A	Licensing requirements for children with special needs in article 7.702.51 Admission Procedure, Section C. (pp. 58-59) Spring 2020: Joint Guidance from CDE and CDHS/OEC on Part C and Part B	Spring 2020: Joint Guidance from CDE and CDHS/OEC on Part C and Part B Evaluation timelines continue to follow IDEA requirements, and AUs may consider virtual evaluation options if in- person evaluations are not safe at this time. IEPs should be in place by child’s third birthday 2020-2021 Guidance: CDE’s P-3 Office provides guidance for preschool special education on meeting IEP goals, supporting behavioral and socio-emotional IEP goals, adapting goals that relate to classroom routines, and recommendations for document progress toward IEP goals and services.	2020-2021 Guidance: All applicable federal laws for services for students with disabilities and English language learners are still in effect and should be considered when developing plans for remote learning and the district’s definition of educational process. * Evaluation timelines continue to follow IDEA requirements, and AUs may consider virtual evaluation options if in- person evaluations are not safe at this time. *Schools must ensure that individualized determinations are made as to whether and to what extent a student may require compensatory education services due to the loss/regression of skills

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					due to the suspension of in-person instruction.
<i>In-Person Services</i>					
Health/Safety standards	Refer to CDC, states, and local public health agencies	2020-2021 Guidance: OCC recommends Lead Agencies to follow guidance established by local and state (or tribal) public health authorities regarding the closure or operation of child care facilities.	2020-2021 Guidance from CDPHE Licensing requirement to meet at least monthly with a Child Care Health Consultant. Virtual visits encouraged during pandemic.	“Preschools that are regulated by school districts” follow same guidance as licensed child care centers and homes.	CDE website provides links to CDC, CDPHE, and local public health agencies
Group Size	Center-based group size requirements: 3-year-olds: max 17 children 4 and 5-year-olds: max 20 children 2020-2021 Guidance: Programs need to follow state/local guidance on physical distancing recommendations and must protect the health and safety of children and staff, which will very likely result in reduced group sizes in center-based programs.		Group Sizes: 3 to 4-year-olds: max 20 children 4 to 5-year-olds: max 24 children Governor reinstated regular group sizes and licensed capacity on June 3, 2020	By statute, class size cannot exceed 16. 2020-2021 Guidance: CPP class size limit continues to be 16 unless there is a smaller group size requirement put in place by the local health authority that has jurisdiction over the program.	*class sizes and cohorting will vary by phase and grade level. *Stay at Home Phase: K-5-remote learning for most. Up to 3 adults rotate/day with student cohort *Safer at Home phase: K-5-can continue remote or return to normal class sizes with up to 4 adults per classroom/day

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	Programs have flexibility to decide group sizes need to be smaller than state or local guidance to safely serve children. When making decisions, programs should determine the square footage needed to maintain physical distancing between children.				
Teacher: student ratios	<i>Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. Must follow state and local licensing requirements.</i>		<i>Regular licensing rules for child care centers 3 to 4-year-olds: 1 staff member to 10 children 4 to 5-year-olds: 1 staff member to 12 children</i> Allowing a 6-month extension for children who exceed age group requirements to remain in one classroom to ensure children are staying with a consistent group.	<i>By statute, there must be a 1:8 ratio maintained.</i> <u>2020-2021 Guidance:</u> An emergency rule was passed by the State Board of Education in July which allows for a CPP classroom to increase the adult-child ratio from one to eight (1:8) to one to ten (1:10) when needed to operate by following public health guidelines and safety measures.	

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Physical distancing	<p>2020-2021 Guidance: Programs need to follow state/local guidance on physical distancing recommendations and must protect the health and safety of children and staff, which will very likely result in reduced group sizes in center-based programs. Programs have flexibility to decide group sizes need to be smaller than state or local guidance to safely serve children. When making decisions, programs should determine the square footage needed to maintain physical distancing between children.</p>		Maintain 6 ft distance for staff and children as much as possible		<p>*6 ft preferred, but 3 ft. provides benefits (applies more strongly to MS & HS) *Seating charts encouraged</p>
Face coverings			<p>CDPHE recommendations for child care facilities: Children under the age of 3 should not wear masks and no child should wear a mask while napping. Children between 3-5 should be supervised while wearing masks. If the mask is creating</p>	<p>Guidance refers to CDPHE recommendations for child care facilities: Children between 3-5 should be supervised while wearing masks. If the mask is creating discomfort or resulting in the child touching their face frequently,</p>	<p>*all adults are required to wear a face mask unless they can't medically tolerate one. *encourage children 10 and under to wear cloth face masks. *require children 11 and older to wear cloth face masks.</p>

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			<p>discomfort or resulting in the child touching their face frequently, reconsider whether a mask is appropriate for that child.</p> <p>All staff are required to wear face coverings, unless it impacts their health.</p>	reconsider whether a mask is appropriate for that child.	*exceptions are if the student has a health or education reason not to wear a mask.
Recess/ outdoor play	N/A	N/A	<p><i>Daily physical gross motor activities must be provided outdoors, or indoors during inclement weather, to preschool age and older children for no less than sixty minutes total for full day programs.</i></p> <p>Increase time spent outdoors. Outdoor activities should be staggered to limit interactions. If multiple groups of children are outside at the same time, maintain distance between each group. Eliminate activities where germs could</p>	N/A	<p>*playground equipment may be used by small groups of students</p> <p>*must wash their hands when reentering the school.</p> <p>*Consider staggering recess times for each class/cohort.</p> <p>*Consider designating separate areas in open spaces.</p>

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			spread easily, such as sandboxes, water tables and games that involve touching.		
Naptime	2020-2021 Guidance: Programs must consider the additional square footage necessary for naptime when children are not wearing face coverings and need to be farther apart.		Use bedding that can be washed. Keep children’s bedding separate and wash weekly or before use by another child. Set up mats or cots 6 feet apart, arranged head to toe if possible. Remove children’s face covering for naptime.	N/A	N/A
Drop- off/Arrival and Pick- up/Dismissal	N/A	N/A	Maintain social distancing by staggering drop-off times and/or have child care providers go outside the facility to pick up the children as they arrive. Implement alternative child check-in and check-out procedures that minimize parent touching of shared items. If possible, ask families to have the same parent drop off/pick up each day. Ask parents to wear face coverings. Assess children and staff	N/A	*staggered arrival/dismissal times to reduce crowding in entrances/hallways

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			for symptoms daily. Have parents confirm their child does not have symptoms or screen children’s temperature as they arrive; send children and staff home if they exhibit a high temperature or any symptoms. Wash children’s hands upon arrival.		
Mealtimes	N/A	N/A	Wash staff and children’s hands before and after mealtime. Clean and sanitize all cooking areas and utensils. Serve meals in a classroom, not a communal space; each child should receive an individual serving. Do not provide meals family style or buffet style. Children can remove face coverings during mealtime.	N/A	N/A
<i>Supports to Teachers/ Caregivers</i>					

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Compensation During Closures	<p>2020-2021 Guidance: Programs may continue to pay wages and provide benefits for staff who would otherwise be employed but are unable to report to their full work duties during center closures.</p> <p>2020-2021 Guidance: Head Start staff may receive wages for hours worked in a child care program and still receive Head Start pay for what would be their regular work hours when the program is fully operational. Any hours they work in a child care program must be outside of the duties they are expected to perform to support ongoing services to Head Start children and families. Head Start staff employed by grantees must continue to be paid wages and benefits by Head Start</p>	<p>Guidance: Lead Agencies can use or modify their absence policy to pay providers if programs are closed or children are absent due to COVID-19. At their option, Lead Agencies may pay providers based on a child’s enrollment rather than attendance.</p>	<p>Payment for child attendance (or lack thereof) is part of county discretion: County absence policies.</p> <p>2020-2021 Guidance: The Governor issued an executive order directing CDHS to access additional federal CCDF funds to reimburse counties that pay providers through CCCAP for absences or closures as a result of COVID-19. The Governor has also encouraged counties to continue to fund CCCAP child care centers who are experiencing low attendance or temporary closures. The Department has identified funding for these provisions through June 2020, with the possibility of extension if the outbreak continues.</p>		Teacher contracts are negotiated at LEA level.

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	funds while the Head Start centers are closed.				
Professional development supports	2020-2021 Guidance: Links to resources and tips on topics such as virtual home visiting, telehealth visits, and individual professional development.		Guidance and Resources from CDHS/OEC on telehealth, teleconsultation and virtual coaching resources	CDE’s remote learning resource page including a section on Early Childhood Education	CDE’s learning from home page
Provision of additional services/ benefits (e.g., child care; COVID testing)	2020-2021 Guidance: staff may receive a stipend for using their <i>personal cell phones</i> while providing virtual services. However, programs should continue to follow applicable cost principles and should ensure all costs are necessary, reasonable, and allocable to Head Start use.		Guidance: Essential baby supplies, including formula, diapers and baby wipes, are being distributed to local Family Resource Centers and food banks throughout Colorado. These regional locations will help arrange the distribution of supplies to child care providers and families in need.		CDE provides an interactive map of school meals for children, age 0-18
Hazard Pay	2020-2021 Guidance: If a program wants to provide a financial incentive for staff to return to work as centers open, the program must develop policies and procedures to establish	Guidance: Lead Agencies can provide hazard pay to providers that remain open during COVID-19. Lead Agencies should ensure that payment practices for each type of provider reflect generally		N/A	N/A

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	the circumstances under which a financial incentive (e.g., hazard pay) will be provided, the amount(s) to be paid, and how payments will be implemented.	accepted payment practices in order to ensure that families have access to a range of child care options. Lead Agencies may consider additional policies that are fair to providers and promote the financial stability of providers in response to COVID-19.			
Job Protection	2020-2021 Guidance : As programs develop plans for delivery of services during the upcoming program year, associated staffing needs must also be established. It is anticipated that programs in some areas will continue to offer remote services, while others will resume center-based services or create some combination of remote and on-site services. Once staffing needs are determined, programs are expected to instruct staff to engage in designated remote work activities or				

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	return to their centers. If a staff member is unable or unwilling to accept their work assignment, grantees may, subject to any applicable laws and regulations, terminate the staff member's employment with the organization.				
<i>Families</i>					
Resources to Support Families	Supporting Children & Families Resources from OHS		Resources for Families from OEC. “ Resource Round-Up ”: A Google doc that crowd sources resources for families and providers.	CDE recommends regularly communicating with parents (daily or weekly) to ensure children’s basic needs are met, and suggests schools help parents set up daily schedules focused on supporting developmental needs. CDE has not issued specific guidance or policy in this area.	CDE recommends providing families with clear guidance for temperature checks, home hygiene, and attendance/reporting procedures. Encouraged monthly parent-teacher conferences or connections across the year to support and engage families. Resource page in the 2020-21 Principal Toolkit.
Internet connectivity and/or devices	2020-2021 Guidance : Links to resources on connectivity, communications, and internet services.				

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<i>Transitions/ Collaboration with Other ECE Sectors</i>					
Transition to kindergarten	<i>The Head Start Act (sect. 642A) outlines steps Head Start agencies should take to promote continuity of services between Head Start and K-12 schooling including establishing formal MOUs with school districts (these steps align to Sect 1119 of ESS).</i>		<i>CCDBG funds for quality improvement activities can be used for activities that improve children’s entry into K.</i>	<i>CPP Handbook specifies that CPP coordinators should act as liaisons w/ school districts and coordinate the development of transition to K plans according to transition requirements in the CO Quality Standards.</i> <i>The CPP Handbook specifies that CPP coordinators are responsible for ensuring the development of individualized learning plans for each child funded by CPP in accordance with plan descriptions in CAP4K.</i>	<i>ESSA Requirements: *LEAs that receive Title I funds must coordinate with Head Start Agencies to support transition into K (sect 1119, aligns to HSA section 642A). *Title II funds can be used for cross-sector transition planning</i> <i>CAP4K: *requires kindergarten providers to ensure students make progress toward goals specified in individual school readiness plans. *requires schools to assess school readiness and report results to CDE.</i> <i>SB17-103: Districts need to coordinate early childhood needs assessments for schools</i>

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					<i>servicing K-3 students identified as priority improvement or turnaround. Needs assessments should include a review of the quality of transition processes from preschool to kindergarten.</i>
Legal age for child to be home alone	Not specified in Colorado law. CDHS recommends age 12. National guidance = age 12.				
School-Age Child Care		2020-2021 Guidance: Lead Agencies have the option to pay CCDF subsidies for school-age children for time in child care when the children are completing remote, virtual, or online schoolwork. It is not allowable to use CCDF for any regular education services for which students receive academic credit toward graduation or any instructional services which supplant or duplicate the academic program of any school. Therefore, even if a Lead			

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		Agency opts to use CCDF to fund a child care provider’s caregiving and supervision of a child who is participating in remote learning, the Lead Agency cannot use CCDF to fund any instruction or services associated with academic credit or a school’s program.			
Connections across sectors	2020-2021 Guidance: Head Start grantees should continue making payments to child care partners. While Head Start grantees continue to receive full grant funding, grantees are expected to abide by existing agreements, including all previously agreed-upon payments.			Stay-at-Home Guidance: Payments to contracted child care providers using state preschool funding may be based on enrollment rather than attendance. Funds should be used in accordance with local contracts and may help keep providers employed and getting a consistent paycheck.	
Support for Emergency Child Care	2020-2021 Guidance: By law, Head Start funds can only be used to provide Head Start services to eligible children and families. However, Head				

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	<p>Start facilities, equipment, materials, and supplies can be used to support emergency child care, subject to cost reimbursement or replacement. Head Start staff may also have the option to support emergency child care operations in addition to the work they are doing to continue Head Start services.</p> <p><u>2020-2021 Guidance:</u> Head Start staff may receive wages for hours worked in a child care program and still receive Head Start pay for what would be their regular work hours when the program is fully operational. Any hours they work in a child care program must be outside of the duties they are expected to perform to support ongoing services to Head Start children and families. Head Start staff employed by</p>				

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	grantees must continue to be paid wages and benefits by Head Start funds while the Head Start centers are closed.				