



Colorado Preschool Program: 2009-10 Handbook

Colorado Department of Education
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COLORADO
DEPARTMENT OF
EDUCATION

201 E COLFAX AVE
DENVER, CO 80203

Mission:

Provide all Colorado children equal access to quality, thorough, uniform, well-rounded educational opportunities in a safe, civil environment.

Vision:

All children in Colorado will become educated and productive citizens.

CDE strives to create a purpose-driven and dynamic system of educational leadership, service, and support that relentlessly focuses on the learning of ALL students. In a way that provides:

1. Guidance and support to meet district and school needs
2. Professional development in best practices
3. Tools to eliminate gaps and increase achievement for all students
4. A seamless, collaborative leadership system with intentional intensity, urgency and impatience
5. Efficient and effective use of federal, state and private funds
6. A reliable source for research, data, and analysis envied by all professionals
7. A model for building expanded leadership capacity

Colorado Preschool Program Handbook

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“We believe early intervention is the key to success for students in our district and that CPP is one of the most important ways we can support students that are at a high risk of failure to meet the rigorous standards set by our district and the state.”

*Weld County School
District RE-1*

Table of Contents

Introduction and History	3
Laws, Rules, Regulations and Standards	4
School District Participation	5
Administration of CPP	6
CPP Coordinator Responsibilities	8
Comprehensive Plan	9
Funding and the October 1 Count	12
Using 2 “Slots” to Fund a Full-Day Preschool Program	12
Duplicate Counts	13
November 1 as an Alternate Early Childhood Count Date	14
Reporting on CPP Revenues and Expenditures	16
Program Requirements	18
CPP Staff Requirements	21
Creating Quality Partnerships Through Request for Proposals (RFPs)	22
Child Eligibility	24
Individualized Learning Plans	40
Children’s Files	41
Transitions	42
Measuring CPP Effectiveness/Results Matter	43
Frequently Asked Questions	45
Appendices	

Introduction and History of the Colorado Preschool Program

The Colorado Preschool Program (CPP) began as the Colorado Preschool Project in 1988 when it was authorized by the Colorado General Assembly to serve 2,000 four and five year olds in need of language development. The General Assembly created this program in recognition of the need to adequately prepare children with specific at-risk factors to learn. The intent was that helping these children at an early age could result in lower dropout rates, less dependence on public assistance, and less involvement with criminal activities.

CPP provides funding to establish quality early childhood education programs that serve children eligible to enroll in kindergarten in the following year. A vital component of CPP is to strengthen families and support them as participants in their child's education.

In 1992 the General Assembly passed Senate Bill 92-189, which resulted in the continuation of the Colorado Preschool Program as a permanent program. This bill also expanded the target population to not only include children in need of language development, but also children "who lack overall learning readiness due to significant family risk factors" and children being served by Social Services as neglected or dependent children.

The number of children and school districts participating in the program has increased significantly since the program began. Current statutes permit 20,160 children to be served by the program in fiscal year 2009-10. From 1995 to the spring of 2008, fifteen percent of the slots funded by CPP could be used to serve children in the second half of their kindergarten day. In HB08-1388, an alternative funding source

for full-day kindergarten was identified and as a result, CPP now only serves preschool children.

Participation in the program is voluntary. That is, school districts do not have to participate in the program unless they choose to do so. In the program's first year of operation, 32 districts participated. In FY 2009-10, 169 out of the 178 school districts in Colorado, including the Charter School Institute, will serve preschool-age children through the Colorado Preschool Program.

The number of children who can be served in the Colorado Preschool Program is capped at a level set by the State Legislature. When the Legislature funds new slots, school districts wanting to participate must submit an application to the Colorado Department of Education. A committee of staff at the Department evaluate each district's need and application and make a decision on whether districts qualify for CPP, and the number of program slots they will receive.

District advisory councils made up of local representatives of key stakeholders and service providers manage local CPP programs. The purpose of this handbook is to assist district advisory council members and others interested in CPP to be able to meet statutory guidelines and provide high quality services to young children and their families. It was developed with the input of many people working directly in the field of early care and education. Of most importance was the assistance given by those currently working directly with the Colorado Preschool Programs across the state.



It is very appropriate to make copies of this handbook for district advisory council members, school district administrators, providers, parents and anyone else interested in the guidelines for the Colorado Preschool Program.

On this page are listed the documents that guide the implementation of the Colorado Preschool Program.

This handbook reflects what is required by CPP statute, the CPP rules and regulations and the Colorado Quality Standards for Early Childhood Care and Education Services.

The handbook also contains language meant to convey the intent, or spirit, of the law, as well as information from CPP programs around the state on what it looks like in their community. There is also a directory of the school districts participating in CPP on the CDE website. Feel free to use the directory to obtain information on what is happening in a specific program.

http://www.cde.state.co.us/cpp/download/CPPIinformation/09-10_CPPDistrictCoordinators.pdf



The Colorado Preschool Program Act

What is it? The Colorado Preschool Program Act (22-28-101 through 22-28-110) is the bill which has been approved or "enacted" by both houses of the General Assembly and has become the law which guides the implementation of the Colorado Preschool Program. The act is published annually in bound volumes, called the Session Laws of Colorado. Acts are also compiled, edited and published in Colorado Revised Statutes.

Where can I find it? The Colorado General Assembly Web Page under Colorado Revised Statutes.

http://www.michie.com/colorado_print/lpExt.dll/cocode/339cb/349b9/34dd8?f=templates&fn=document-frame-chapter.htm&2.0

How is it referenced? In this handbook citations from the CPP Act will be referenced with C.R.S.

Colorado Preschool Program Rules and Regulations

What is it? Under Colorado law, the State Board of Education has a duty to promulgate and adopt policies, rules, and regulations concerning educational programs maintained and operated by the Colorado Department of Education. The CPP Rules and Regulations provide further policy guidance for CPP.

Where can I find it? The Colorado Department of Education Website under Laws and Regulations. (<http://www.cde.state.co.us/cdeboard/bdcurrent.htm>)

How is it referenced? Citations from the State Board of Education CPP Rules and Regulations will be referenced with C.C.R. (Code of Colorado Regulations).

Colorado's Quality Standards for Early Childhood Care and Education Services

What is it? **The Quality Standards are program standards.** In the CPP Act, the Colorado Department of Education was charged with the responsibility to "establish basic program standards for district preschool programs using nationally accepted standards for preschool programs" 22-28-108 (1) (a) C.R.S. As a result the Quality Standards outline the program standards for the Colorado Preschool Program and are used by district advisory councils when monitoring CPP sites for quality.

Where can I find it? The Colorado Department of Education Website

The Building Blocks

What is it? **The Building Blocks provide early learning guidelines for young children.**

CDE provides both an abbreviated form of these standards addressing Approaches to Learning, Social and Emotional Development, Language Development and Communication, Literacy, Mathematics, Science, Creativity and Physical Health and Development. There are also Annotated Building Blocks for Reading and Mathematics, which describe how adults and the environment support child learning.

Where can I find it?: These documents are available on the CDE website. Scroll down to bottom of page. (<http://www.cde.state.co.us/resultsmatter/download/BuildingBlocksDraft6July07.pdf>)

School District Participation

School district participation in the Colorado Preschool Program is voluntary. Districts wanting to participate must submit an application to the Colorado Department of Education. Applications are distributed to non-participating school districts when an expansion of the Colorado Preschool Program is authorized by the legislature. When there is an expansion of CPP, priority is given in the allocation process to those districts not currently participating in the program.

Criteria for Selecting School Districts for Participation in CPP:

Need:

The Colorado Preschool Program is intended to serve children who are at risk for educational failure. National research suggests that about one-quarter of the kindergarten children in the nation are at risk for learning delays. In some cases the percentage of at-risk children in a district could be higher because of certain district-specific factors. Therefore school districts are selected based on:

- dropout rates and graduation rates within the district
- numbers of qualifying, un-served children
- test scores of children in kindergarten and the primary grades within the district
- school accountability report data and accreditation data
- demographic data

Ability to Collaborate:

It is also the intent of the Colorado General Assembly and the Colorado State Board of Education to fund those districts that demonstrate collaboration within the community in order to assure effective use of resources in the program. Priority is given in the selection process to those districts that can:

- create a full day, quality care and education program through existing resources
- coordinate district preschool programs with family support services
- develop a quality, comprehensive plan for involving families
- collaborate with public and private child care agencies located in the school district
- demonstrate a high degree of community involvement

Emphasis on Quality:

CPP believes that quality early childhood programs and services offer children a greater chance of success in school. Programs must demonstrate the capacity to deliver high quality services as measured by the Colorado Quality Standards for Early Childhood Care and Education Services.

The number of children who can be served in the Colorado Preschool Program is determined by the Colorado State Legislature.

In FY 2009-10, CPP will be able to serve 20,160 preschool children.

To find out a school district's CPP allocation:

Go to the CDE website:

www.cde.state.co.us

Click Offices.

Click Colorado

Preschool Program,

Click Applications and

Slot Allocations:

*[http://
www.cde.state.co.us/
cpp/application.htm](http://www.cde.state.co.us/cpp/application.htm)*



“Our council has benefited from having parents that have remained council members after their children are out of preschool. At our last registration these parents helped by welcoming the new families, answering questions about the program and its quality, and playing with the children while their parents filled out paperwork.”

Plateau Valley #50

Administration of the Colorado Preschool Program

Each school district is required by statute to establish a “district advisory council.” This district advisory council insures that decisions about the program are made locally and that major stakeholders have opportunity for input.

The local school board has final responsibility for the application to participate in CPP, and for operation and maintenance of CPP within the school district. No action taken by the council is final until approved by the school board.

The Superintendent of the district appoints members to the district advisory council according to statutory requirements. Members of the district advisory council are appointed for two-year terms and may be reappointed by the superintendent. Members of the school district will elect a chairperson. The chairperson will serve a one-year term and may be reelected for a second year.

The council should meet a minimum of six times per year. If a community already has some type of early childhood care and education council, there is no need to duplicate it. If the membership meets the requirements, the same group may serve as the CPP district advisory council as well.

Required Membership of the District Advisory Council:

Appointed members of the district advisory council must include:

- two parents of preschool children in the district preschool program
- two members of the business community
- a representative from the health department
- a representative from the department of social services
- a representative from the county agency involved in job services and training
- a representative from publicly funded early childhood education agencies located in the school district
- a representative from a privately funded child care center located in the school district

These representatives are identified to ensure that a comprehensive approach to early care and education services is taken in the administration of the Colorado Preschool Program in each community.

Responsibilities of the District Advisory Council:

Responsibilities of the district advisory council include:

- Studying and assessing the need for CPP in the school district.
- Developing and recommending to the local school board eligibility factors specific to the community and a plan for identifying eligible children.
- Developing and distributing requests for proposals (RFPs) to local publicly funded early childhood education agencies and privately funded child care centers to determine who will provide program services, and recommending qualified providers to the local school board. This should be done at least every two years.
- Recommending to the local school board whether its program should be provided by the district or by publicly or privately funded providers, or some combination.
- Participating in the development of proposals to CDE requesting participation in CPP.
- Providing information and data to CDE for reports on the program.
- Developing a comprehensive plan for the delivery of services. This comprehensive plan is outlined on page 9.

The rules and regulations give a framework for the district advisory council's responsibilities. As district advisory councils have developed, how they do what they are asked to do has often become a reflection of their community. Their job is to manage the Colorado Preschool Program, and as they do this, management styles take on the unique character of the individuals and community involved.

The district advisory council takes on the design and implementation of the program. As is often the case, it is asked to put together a comprehensive, high quality program with limited resources. This means council members must have broad knowledge of the resources available in their community as well as the ability to creatively put the pieces together. While solid local partnerships have always been important, they are now critical to success. When you think of who your potential partners are, be creative and think more broadly than you ever have.

An important part of managing is solving problems. By design, problems that arise within CPP are best addressed locally. Problems, concerns and questions should all be brought to the district advisory council. A great deal of CPP policy is set by the district advisory council and can be changed by the council if the policy is no longer productive. Many programs have found that it is important to have a written policy document that reflects the decisions made by their councils. The role of the Colorado Department of Education is to be a resource to district advisory councils and local community members. CDE will provide assistance and support whenever possible.

“Since combining our district advisory council with our accountability committee, we have put all our early childhood programs on the map. Every time something comes up about the school, everyone makes sure the preschool and our other early child care programs get mentioned. This has had a great impact on all of our families and children.”

***Byers School
District***

Colorado Preschool Program Coordinator Responsibilities

School districts will need to identify a coordinator to administer the Colorado Preschool Program. Following are the duties and responsibilities of the CPP coordinators.

Act as Liaison to Colorado Department of Education:

1. Submit annual Reapplication and Annual Report in the Spring
2. Attend CPP Regional Meetings
3. Coordinate TA/Monitoring visits from CDE
4. Participate in CPP listserv
5. Respond to requests for information from CDE

Act as Liaison to School District:

1. Report to school board, school administrators and other personnel
2. Coordinate an accurate reporting of October count
3. Coordinate an accurate reporting of CPP funding
4. Coordinate the development of transition plans to kindergarten

Facilitate the Enrollment Process:

1. Initiate process to inform families of the availability of the program
2. Coordinate enrollment process with Child Find
3. Organize and implement the CPP enrollment process
4. Verify children's eligibility for the program
5. Maintain files that meet licensing and CPP requirements

Facilitate the Work of the District Advisory Council:

1. Recruit members for the district advisory council
2. Establish regular meeting times and locations
3. Oversee process for monitoring quality in classrooms where CPP children are served
4. Work with district advisory council to prepare and annually update the comprehensive plan
5. Facilitate an RFP process in community at least once **every two years**

Support the Classrooms where CPP Children are Served:

1. Identify training needs of CPP staff
2. Assist in addressing staff training needs
3. Ensure CPP preschool classrooms are licensed by the CDHS
4. Ensure that Individual Learning Plans are developed for each child

Ensure Family Involvement and Support:

1. Ensure families sign parent agreement
2. Identify family support services
3. Facilitate involvement and support activities

Study, Document and Report Program Effectiveness:

1. Assist in developing a system to measure children's progress in preschool
2. Track children's progress through elementary school
3. Administer parent satisfaction surveys

Comprehensive Plan

What happens in the classroom is only one component of what children, families and programs need to be successful. The Comprehensive Plan addresses five areas that are critical to an early childhood program in achieving immediate as well as long lasting success. These five areas include the quality of the program, staff development, family involvement, family support services, and program evaluation.

The district advisory council must address each of these areas and related questions in their comprehensive plan and it should be discussed and updated by the district advisory council each year. School districts are required to submit annually a current copy of the Comprehensive Plan with the reapplication and annual report.

Quality of Program:

In general, research shows that the key to an effective preschool program is high quality. The quality of early childhood education is critical in determining whether it helps a child develop a strong foundation for future learning and development. It is not appropriate to have or to contract with a program that does not demonstrate the capacity to deliver high quality, developmentally appropriate services.

In writing the CPP Comprehensive Plan, district advisory councils should answer the following questions: Does each site in the program use the Colorado Department of Education Quality Standards for Early Childhood Care and Education to guide program evaluation and planning? In what ways do you monitor programs to be assured that they are of high quality? Are the programs accredited or working towards accreditation through the National Association for the Education of Young Children? Have programs received an Early Childhood Environmental Rating Scale (ECERS) rating? Qualistar rating?

The Colorado Quality Standards were developed as a working document, a framework, a tool to help programs implement their commitment to improving quality. While it was never meant to be used as a checklist to decide who can or cannot provide CPP services, it does provide the language and concepts necessary to make such difficult decisions.

District advisory councils are required to make at least two on-site visits per year to all individual providers in their district that serve CPP children. The purpose of these visits is to monitor overall program compliance, and make recommendations for any needed improvements. The council should then follow up with recommendations for improvements and report on their monitoring and evaluation to CDE in the Reapplication and Annual Report.

“Each year our community programs are evaluated via formal and informal parent surveys, visitation to sites by District advisory council members and assessments by the CPP Coordinator.

Every three years, the district advisory council contracts with a validated evaluator to administer the Early Childhood Environmental Rating Scale (ECERS) in each preschool classroom. Upon completion of the comprehensive evaluation, each CPP site submits a two-year school improvement plan based on the strengths and weaknesses identified in the ECERS evaluation. The plan, which is presented to the district advisory council for approval, must include specific strategies to address increasing quality.

A classroom that receives a cumulative score of less than or equal to on the ECERS is required to take immediate action for improvement. A detailed plan for addressing how the program will increase the quality above the minimum requirement must be submitted and implementation of the plan must occur within 6 weeks.

The CPP Coordinator monitors the evaluation process and activities and supports all sites in creating and implementing school improvement and/or remediation plans. Annual reports are submitted to the district advisory council regarding the evaluation process and the status of each preschool site”.

Moffat County School District Re-1

Studies of individual families show that what the family does is more important to student success than family income or education. This is true whether the families is rich or poor, whether the parents finished high school or not, or whether the child is in preschool or in the upper grades. CPP requires programs to have a written plan for parent involvement and parents are asked to enter into an agreement with the program that specifies what this involvement looks like. Programs that are able to engage parents in their child's education can strengthen parents' ability to support her children and reinforce the learning that occurs in the classroom. Early childhood programs can break down barriers with families, such as lack of trust in schools and fear of failure, to set a pattern of parent involvement that can be followed through a child's school career.

Comprehensive Plan (cont.)

Staff Development:

What are the training needs of the CPP staff and how will they be addressed?

In developing this part of the plan, input from teachers concerning their educational needs should be considered, as well as the resources that are available within the community.

Family Involvement:

What are the roles and expectations of parents whose children are served in the CPP? In order to participate in the program, families must assume responsibilities in the educational program of their child. How programs form agreements with families, based upon the needs and abilities of the family, should be outlined in the comprehensive plan.

Family Support Services:

What other support services are available to families that contribute to the health and well being of the children? These can include:

- special education services
- information on nutrition
- immunizations
- health care
- dental care
- social services
- mental health services
- recreation opportunities
- parenting education and support

Keep in mind that districts do not have to provide all these services, but instead should help families to access the services within the community. District advisory councils should consider how they might partner with other early care and education programs to extend services beyond a half-day, nine-month program.

Comprehensive Plan (cont.)

Program Evaluation:

How well does the program prepare children for success in school, i.e. what gains do children who participate make in their cognitive, motor, behavioral, and social development that encourage success in school? How well does the program prepare families to participate in and support their children's educational experiences? Do the effects of participation in the program last?

District advisory councils can address these questions through:

- Results Matters
- Family Outcomes survey
- tracking children's progress through elementary school
- reviewing elements of the comprehensive program
- monitoring programs with on-site visits, ECERS evaluations
- reviewing materials prepared for NAEYC accreditation or Qualistar ratings

The district advisory council is required to document its monitoring and evaluation findings as part of its year-end report. For more information about measuring program effectiveness through "Results Matter" go to page 43.

Ideas for Evaluation...and Support

This year, the council has added a site visit "documentation panel" to provide a visual representation of a program's quality. The CPP Coordinator visits the sites, documents the visit through pictures and words and then conferences with the staff of the preschool. We have found this process to be very effective in helping the staff become more reflective about how they teach and interact with children. This process has also allowed teachers to become mentors. They visit each other's schools and document their observations.

Boulder Valley School District

The "School Readiness Project" funds the *Qualistar Ratings* at the 7 participating CPP sites in our community. Also the Readiness Grant funds a Learning coach who visits Centers each week and consults with the director and coaches the staff as they work to implement the Quality Improvement Plans.

Canon City RE-1 School District

"As part of the evaluation of the program we use a Child Satisfaction survey developed by our district advisory council. We were interested in finding out how the children feel about school, their teachers, and their friends, since it is our goal to provide a positive foundation for their education."

Widfield School

District #3



To find out the PPR for a school district go to the

CDE website:
www.cde.state.co.us

- ◆ Click on Offices
- ◆ Click on School Finance
- ◆ Click on Public School Finance Funding and Payment Information
- ◆ Click on Fiscal Year 2009-10 School Finance Funding
- ◆ Click on FY 2009-10 District Funding Calculation Worksheet
- ◆ Row GT6 indicates the school district's PPR

CPP Funding and the October 1 Count

The state legislature authorizes the Colorado Preschool Program as part of the School Finance Act. As a result, CPP funds are calculated and distributed according to the School Finance Formula. Funding is provided at 0.5 FTE for each child.

School districts report children funded through CPP on the October 1 count date. **Children not present during the count period are not funded.**

Total funding to a district is calculated by multiplying the total CPP FTE included in the count by the school district's per pupil revenue (PPR). Per pupil funding to school districts varies across the state. The variances in funding are based on the school finance formula which recognizes (a) costs of living, (b) personnel costs and (c) size factors. CPP funding is provided to school districts as part of the K-12 funding. The FTE for CPP students is calculated into the total FTE and funding for the district.

Law prohibits children receiving state per pupil revenue through both the Colorado Preschool Program and early childhood special education. As a result, CPP children and early childhood special education children are coded with a different funding code in the October count data collection. For more information on what those codes are see the Appendix.

Serving One Child with Two "Slots" to Fund a Full-day of Preschool

The Legislature allows school districts to apply to CDE for authorization to serve a single child in preschool using two "slots" to fund a full-day program. Statute specifies that only 5% of the children that CPP is authorized to serve in preschool may be funded in this way.

If a school district determines that a child has a significant need for full-day services and there is no other funding available (Child Care Assistance Program, tuition, private grants or scholarships, etc.), that district may apply to CDE for the flexibility to serve a child/children in a full-day program. Each child that is approved to be served in a full-day preschool program will use 2 CPP preschool "slots" out of the school district's total preschool allocation. Under no circumstances will a school district be allowed to exceed their preschool allocation, and CDE will not authorize more than 1,008 preschool children or 5% of the total slots to be served using double slots.

Duplicate Counts

Duplicate counts were identified within the October count when CDE began assigning SASIDs (State Assigned Student ID Numbers) to students included in the October count.

A number of these duplications occurred in preschool and kindergarten, oftentimes for two reasons:

1. School districts using early childhood alternative count dates. Early childhood alternate count dates of November 1 are available to all school districts. School districts who use an alternative count date should not assume that children enrolling in preschool or kindergarten have not already been enrolled in another school district.
2. Parents enrolling children concurrently in two different school districts. For example a child was attending A.M. kindergarten in one district and P.M. kindergarten in another district.

A district that counts a child on October 1 will have priority over a district that includes a child in a later alternative count.

If a district wishes to include in a November 1 alternative count a child who has moved from another school district in Colorado since October 1, that district must obtain a completed “Alternative Count Day” form. This form can be obtained at the following link: <https://cdeapps.cde.state.co.us/2002AlternativeCountDateform.doc>.

This form allows the first district to verify to the second district that the child has not already been included in an October count. This process should be followed not only for preschool children, but for children in all grades who are included in an alternate count.

To help reduce duplicate counts, districts may want to indicate in their preschool enrollment information the following statement:

“If families enroll a child in preschool and/or kindergarten at the same time, in two different school districts, then those families may be responsible for paying tuition to one of those districts.”



November 1 as an Alternate Early Childhood Count

Per state statute, C.R.S. 22-54-103 (10) (d) (II) and 22-54-103(9.5) (a) (II), districts may choose to determine the number of pupils enrolled in early childhood special education (ECSE) and the Colorado Preschool Program (CPP) on November 1 rather than on October 1.

- ◆ Use of the November 1 alternate count date is optional.
- ◆ The November 1 alternate count date is only applicable to early childhood students, coded with a grade level of “004”.
- ◆ School districts must submit and approve their data by the November 10 deadline.
- ◆ No waivers can be made to the official count date.

When using this alternate count date please consider the following information:

1. When reporting a count, a district must use **either** their October 1 count data **or** their November 1 count data, whichever is higher.
2. Even if they are planning to use the alternate November 1 count date, every school district should include their CPP and early childhood special education count information in their October 1 collection.
3. The alternate count will be on Monday, November 2, 2009. Children can only be counted if they are enrolled and in attendance on or before Monday, November 2, 2009.
4. When using the alternate count date, districts must still document each child’s attendance five school days prior to and five school days following the alternative count date.
5. In order to be eligible for inclusion in the alternative count, a child in CPP or early childhood special education must have at least 90 hours of teacher-pupil instruction and teacher-pupil contact in the semester of the alternative count date. (2254-R-5.10 and 5.11, Rules for the Administration of the Public School Finance Act of 1994). *Please note: This is a minimum number of hours of service to qualify a child for these funding sources. It is not intended to set a standard of appropriate service. The hours of educational service provided to preschool aged children should be consistent for any preschool aged child funded through the Public School Finance Act. Exceptions to that standard for children with disabilities should be justified by the Individual Education Program (IEP).*
6. In addition, districts using the November 1 count date must still ensure that the number of hours scheduled for the Colorado Preschool Program should be no fewer than three hundred sixty hours in the course of the school year.
7. **The deadline for submitting and approving the November 1 count data for 2009 is Tuesday, November 10.**
8. If a district uses the November 1 alternate count date for either CPP or early childhood special education, any child who has left the district prior to November 1 cannot be counted.

Alternate Count Date (Cont.)

9. A child cannot be included in a November 1 alternate count if that child has already been counted in another school district on October 1. If a district wishes to include on the November 1 count a child who has moved from another school district in Colorado since October 1, that district must obtain a signed “Alternative Count Day” form from the former school district (<https://cdeapps.cde.state.co.us/alternativecountdateform.doc>). This form allows the first district to verify to the second district that the child has not already been included in an October count. Without the completed Alternate Count Date form, the district counting the child on October 1 will be the only district allowed to count the child.
10. This alternate count date only applies to the early childhood special education and the CPP funded population. Preschool children served in programs in schools who are not eligible for these funding streams should be counted on October 1, and identified with the “not eligible for funding” codes.
11. **School districts must use the same count date for both CPP and early childhood special education students.** If a school district chooses to use the early childhood alternate count date of November 1 then both the CPP and early childhood special education students must be counted on that date. School districts may not count one child in both CPP and early childhood special education regardless of the count date.
12. If a district chooses to use the alternate count date of November 1 then they must resubmit data for CPP and/or early childhood special education for all the children eligible for that funding in their district on November 1. They cannot submit an alternate count for just one school.
13. The ADE system does not accept partial data, so a district that uses a November 1 alternate count date for the preschool program must submit and approve their PK-12 count data on or before November 10.
14. School districts are encouraged to track changes to their CPP and ECSE database on a regular basis from October 1 to November 1, so changes can be made following verification of the November 1 count.
15. In the final approval of the October count data submission, your district will be asked to identify whether you are using the October 1 count or the alternate count date of November 1 for early childhood.

Important Dates to Remember:

Thursday, October 1, 2009

Official Count Date

Monday, November 2, 2009

Alternate Early Childhood Count Date for 2009

Tuesday, November 10, 2009

Final date for all school districts to submit and approve their PK-12 student files

Each year, school districts are required to submit to CDE a financial report on CPP revenues and expenditures. This report is part of the ADE Financial Collection system.

It is the district advisory council's responsibility to be clear on what it has defined as direct services and how CPP money is being spent in its district.



Reporting on CPP Revenues and Expenditures

Funding provided to school districts for CPP shall only be used to meet the costs of providing preschool services directly to children enrolled in each school district's program (22-28-108 (5.5) C.R.S.). Allowable expenses for the program include:

- Teacher and paraprofessional salaries and benefits
- Supplies and materials
- Expenses associated with home visits
- The entire cost of any preschool program contracted services
- Services provided by a district to children enrolled in CPP or their families
- Associated professional development activities
- Costs that a district would not have incurred without the services provided in conjunction with the preschool program
- A reasonable allocation of district overhead costs, which should not exceed five percent (5%) of the total CPP funding provided to the district

In determining overhead costs, districts may use their restricted indirect cost rate as long as it does not exceed 5%. Any overhead costs claimed by a district that exceed CDE's calculation of restricted indirect cost rates for local education agencies (LEA's) must be verifiable.

Please note, with the passage of SB09-256, in FY2009-10 districts are no longer required to budget a minimum amount to the Instructional Supplies and Materials account or the Capital Reserve and Insurance Reserve account. As a result, the Per Pupil Operating Revenue (PPOR) is no longer relevant. All references in statute to PPOR will revert to Per Pupil Revenue (PPR). Colorado Preschool Program funding will be calculated based on one-half of the district's PPR times the number of CPP slots allocated and used by the district in the school year. If it is a common policy of the district to allocate funding on a per pupil basis to continue to cover capital/insurance reserves, then a portion of CPP funds can be used for this purpose.

If all of the money provided for CPP is not expended by the end of the school year, districts must carry over any remaining moneys to the next fiscal year. Account 6765 has been established in the Chart of Accounts to identify Colorado Preschool Program Reserve funds.

Important Points to Remember:

Districts receiving funding from the Colorado Preschool Program must track the use of those funds. Districts can use Grant code 3141 in Fund 10 to identify the revenues and expenditures for the preschool program funded through the Colorado Preschool Program, or Fund 19 will also be available to a district to identify the CPP revenues and expenditures.

- ◇ CPP allocations should equal the amount of one-half of the district's per-pupil revenue times the number of CPP preschool slots allocated and used by the district in the school year. (C.R.S. 22-54-105 (4))
- ◇ Grant code 3141 is used to identify the revenues and expenditures for the preschool program funded through the Colorado Preschool Program.
- ◇ Expenditures of CPP funds shall only include costs that a district would not have incurred without the services provided in conjunction with the preschool program. (22-28-108 5.5 C.R.S.) Districts must be able to document that CPP expenditures are a direct cost of the Colorado Preschool Program. For instance, if transportation expenses are paid for with CPP funds, districts must be able to document that bus routes were added or extended to serve CPP children.
- ◇ Overhead costs have been limited to 5% of the CPP funding. Overhead costs are identified as the 2300,2500, 2800, and 2900 series object codes in the Chart of Accounts. (C.R.S. 22-45-103 (1) (g))
- ◇ When blending funding sources, a school district is able to include the percentages of students qualifying for each program in the blended classrooms as a basis for allocation of expenses to each funding source. **For CPP purposes, this percentage may be calculated based on the children included in the October count.**

Documenting Eligibility for Free and Reduced Price Meals:

Each year CPP is asked to provide information to the Department of Human Services and the Governor's Office, regarding how many children funded in CPP are eligible for free and reduced price meals. This information on funding is then used to "draw down" additional Federal revenue to serve children and families, or it can be identified for the purpose of meeting the State's Maintenance of Effort (MOE) requirements for Colorado's Temporary Assistance for Need Families (TANF) program.

Per CDE memo (May 20, 2009 – Family Economic Data Survey for FY2009-2010 Pupil Registration, Vody Hermann), **all programs should collect Free and Reduced Lunch eligibility data for each child, even if the child is not qualifying under this factor. The Family Economic Survey may be used in place of the free and reduced lunch form.**

When verifying children's eligibility for free and reduced price meals, CPP coordinators should ensure that this information is also recorded in the school district's October count.

For more information
about Child Care
Licensing, contact the
Colorado Division of
Child Care,
Colorado
Department of
Human Services
1575 Sherman St.
Denver, CO
80203-1714

(303) 866-5958 or

1-800-799-5876

FAX No:

(303) 866-4453

<http://>

www.cdhs.state.co.us/

[childcare/](http://www.cdhs.state.co.us/childcare/)

[licensing_home.htm](http://www.cdhs.state.co.us/childcare/licensing_home.htm)

Program Requirements

Programs Must be Licensed through the Division of Child Care, Colorado Department of Human Services:

Every classroom where CPP preschool services are provided must have a valid license as a child care center or preschool from the Division of Child Care at the Department of Human Services. (22-28-108 (1) (a) C.R.S.).

This license indicates that minimum health and safety standards have been followed. A license is required for any space where CPP services are delivered, including public school classrooms. If a school moves CPP to a different place every year, they must ensure that each new setting is also licensed.

If a school changes the location of its CPP, the new space must also be licensed. The Division of Child Care has made staff available to work with you throughout this process.

Specific CPP Requirements Identified in Legislation (22-28-108 C.R.S.)

True quality goes beyond licensing requirements – these minimum standards are just a beginning. Quality programs attempt to provide the best possible environment for all children. The basic elements of quality that are identified in the Colorado Preschool Program Act include:

Class size:

There should be a maximum of 16 children per classroom with an adult-child ratio of one to eight in preschool programs. One of the primary determinants of quality in early childhood programs is the relationship between children and teachers. It may be difficult for a teacher to develop a close relationship with his/her students if the class size is too large or if the teacher is responsible for too many children.

The relationship between a teacher and child is especially critical when serving children who are at risk for school failure. Multiple opportunities for one-on-one communication are critical for children to develop language, math and self-regulation skills.

Frequency of contact:

For preschool programs the law requires 360 contact hours a year, which is usually 10 hours per week. (22-32-109 C.R.S.) Classes are to be held for four half days, or the equivalent per week. The fifth half day should be used for home visits, staff development, or planning. (22-28-108 C.R.S.)

Program Requirements (Cont.)

In each school district, the funding levels for CPP preschool are one-half of what is provided for a child in first grade. While the preschool program must be operated at a minimum of 360 hours per year, half-day kindergarten must operate a minimum of 450 hours per year. The 90 hour difference in the program requirement hours is to enable preschool teachers to have additional time to attend staff training, provide home visits to families, assess children and do child planning based on those assessments. With the implementation of Results Matter, the funded non-pupil contact time is even more critical.

Learning plans:

Each child should have an individual learning plan which identifies the child's needs in language, cognition, gross and fine motor development, social skills, and self-esteem. These plans should be developed in collaboration with the child's family. For more information about individual learning plans, see page 40.

Family involvement:

In a quality early childhood program, parents and providers learn how to be partners in a child's education. CPP requires programs to have a written plan for parent involvement. In addition, parents are asked to enter into an agreement with the program that specifies what this involvement looks like (22-28-110 C.R.S.).

Programs that are able to engage parents in their child's education can strengthen parents' ability to support their children and reinforce the learning that occurs in the classroom. Early childhood programs can break down barriers with families, such as lack of trust in schools and fear of failure, to set a pattern of parent involvement that can be followed through a child's school career.

Englewood School District employs two Family Service Providers, one of whom is bilingual. These individuals meet with the child's parent/guardian to initiate the process of developing a Family Partnership Agreement that includes:

- ◇ Identification of family strengths
- ◇ Identification of partnership opportunities with their child's school
- ◇ Identification of needs and support for a plan to meet those needs
- ◇ Making families aware of community services that will be of assistance to them
- ◇ Helping families gain access to needed services
- ◇ Helping families to assess progress in getting needs met

"Our primary goal is to assist parents to gain confidence and resourcefulness in providing for their family. Involvement of parents in the full-day kindergarten and ECE program is achieved through building advisory committees, the District advisory council, parent conferences, home visits and volunteerism. Parents are always welcome to visit district programs and it is our commitment to encourage their participation at whatever level best meets their needs and to develop their comfort level in becoming an active partner in their child's education."

Englewood School District CPP Coordinator

Programs are Also Encouraged to Pursue NAEYC Accreditation:

The CPP rules and regulations encourage all programs receiving money from the Colorado Preschool Program to become accredited by the National Association for the Education of Young Children (6.03 C.C.R.).

For more information about NAEYC Accreditation visit the NAEYC website:



Qualistar Rating System

More than 65 school districts have programs which serve CPP children in a Qualistar rated site. For more information about

Qualistar see their website:

www.qualistar.org

Program requirements identified in the Colorado Quality Standards for Early Childhood Care and Education Services

To further define quality care and education for young children, the Colorado Department of Education was required by law to develop program standards for CPP (22-28-108 91)(A)(C.R.S.). Programs must demonstrate their capacity to deliver high quality, developmentally appropriate services as measured by these standards, which are defined in the Colorado Quality Standards for Early Childhood Care and Education Services.

The Quality Standards are based on the National Association for the Education of Young Children's (NAEYC's) Developmentally Appropriate Practices and the Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs. In addition, Head Start Performance Standards were also consulted in the development of this document, among many other resources.

The Quality Standards are meant to be comprehensive in scope and cover the full range of components essential to a quality program. They address elements affecting basic classroom environment like curriculum, staffing patterns and interaction among staff and children, as well as elements that address children's broader needs like health and safety, nutrition and family/staff partnership. These Quality Standards are meant to be commonly applied across all programs receiving Colorado Department of Education funds. It is important that the District advisory council and all providers of CPP use the quality standards document and be familiar with the available supporting resources.

Programs Are Also Required to Participate in CDE On-Site Visits

On a regular basis, staff from CDE will visit districts that receive funding from the Colorado Preschool Program (22-28-107 (4) (b) C.R.S.). The purposes of these visits will be to provide technical assistance to districts and to determine if districts are complying with state law in the operation of their program. Areas that CDE staff will review include:

- ◇ The school district's screening process
- ◇ The eligibility criteria used by programs for determining which children will be served by CPP
- ◇ The composition of the district advisory council and its work
- ◇ How the quality of the CPP program is monitored
- ◇ How the effectiveness of CPP is evaluated
- ◇ The financial activities regarding the preschool program

Colorado Preschool Program Staff Requirements

Teachers' skills and knowledge are the key element to the delivery of the Colorado Preschool Program services. **All preschool staff that serve CPP children must meet the Colorado Department of Human Services Licensing Requirements, but that is only a minimum level of professional preparation.** The Colorado Preschool Program Act states, "*In establishing criteria for district preschool programs relating to qualifications for preschool teachers, the department shall not require preschool teachers to be licensed pursuant to article 60.5 of this title but shall allow the district or a head start agency or child care agency to employ a nonlicensed preschool teacher so long as said teacher meets other qualifications established by the department.*" (C.R.S. 22-28-108 (3)) It is important however, that each teacher have the appropriate skills, knowledge and disposition to teach young children.

To ensure that the teacher has the appropriate skills to teach young children, the department addresses the preschool teacher qualifications in two ways. Staff qualifications are outlined in the Rules for the Administration of the Colorado Preschool Program Act and they are also further defined in the Colorado Quality Standards for Early Childhood Care and Education Services.

The Rules for the Administration of the Colorado Preschool Program Act state that "*teachers must be able to show that they have received education credits in the field of early childhood. This can do be done through a portfolio that demonstrates knowledge in:*

- *Early childhood development;*
- *Applying developmentally appropriate practice in the classroom as defined by the National Association for the Education of Young Children;*
- *Knowledge of multicultural education;*
- *Understanding parent partnerships.*

The rules further indicate that *if the teacher cannot demonstrate skills in the above areas, they must be supervised by someone who can, and they must be making progress in the areas of need as part of their staff development.*" (2228-R 6.06-.07 C.C.R.)

In addition, each early childhood program participating in the Colorado Preschool Program must demonstrate the capacity to deliver high quality developmentally appropriate services as defined by the Colorado Quality Standards for Early Childhood Care and Education Services. An important goal in the Quality Standards is that programs are staffed by adults who understand child development and who recognize and provide for children's needs. The Quality Standards in Section D state that:

Staff who are in charge of a group of children should have at least a Child Care Professional Credential (CCP), Child Development Associate Credential (CDA) or an associate degree in Early Childhood Education/Child Development.

In cases where staff members do not meet the specified qualifications, a training plan and timeline, both individualized and program-wide, have been developed and is being implemented for those staff members.

An early childhood educator is employed to direct the educational program of children birth through eight. The qualifications of an early childhood educator are a baccalaureate degree in Early Childhood Education/Child Development and at least three years of full-time teaching experience with young children, and/or graduate degree in ECE/CD. This individual may be the classroom teacher, early childhood coordinator, building principal, or center director.



“It is because of the on-going partnership and respectful relationship between the school district and all early childhood programs in our community that we are able to serve more children and not duplicate services.”

Longmont

Community Early Childhood Program

Creating Quality Partnerships

Districts may provide program services in three ways:

- The district may provide all services in school district operated preschools (e.g. usually existing elementary schools). Special education, CPP, Title 1 funds, private tuition, etc., can be blended to operate these schools.
- The district may contract out its entire program to community providers (e.g., Head Start or private child care facilities) with proper support and monitoring.
- The district may use a combination of district and community providers.

The CPP legislation is clear that there is significant value in using existing and established Head Start and community early childhood programs, where available, when deciding where to serve CPP children. It also gives communities the freedom to decide locally who is best qualified to deliver CPP services. It is clear that decisions are to be based on a program’s ability to provide quality services. It is also important that a provider be committed to using the Colorado Quality Standards document as a program guide for on-going quality improvement.

As a district advisory council designs a process for choosing and working with contracted providers, it is important to utilize the experience and expertise of existing early childhood programs in the community to the maximum extent possible. Involvement in CPP can be viewed as a way to enhance the quality of services for all children by expanding the use of Colorado Quality Standards. Every effort should be made to make current providers aware of CPP and the possibility of their participation. Current licensed providers often have achieved professional accreditation, indicating that they have put a great deal of time and effort into developing high quality services.

Each district that contracts with community providers for program services is responsible for negotiating the rates that it will pay to the providers. The Department is not involved in selecting providers, setting rates, or paying the providers, and the Colorado Preschool Act does not address payments to community providers.

If services are contracted out, it is the responsibility of the district advisory council and school board to ensure that money provided for the Colorado Preschool Program be used for services connected to CPP.

In addition to the contracted rate paid monthly to providers, many districts also provide funding to providers for the following direct program services:

- Child Identification/Assessment or developmental screenings
- Home Language/Literacy materials
- Professional Development opportunities/Conference registrations/In-service training
- Parent liaison/family support services/service coordination for children and families
- Monthly newsletter to families to extend learning activities and parenting ideas into the home
- Classroom equipment and materials

Request for Proposals (RFPs) to Community Providers

A major responsibility of the district advisory council is to develop a process that allows community early childhood programs to apply for the opportunity to deliver CPP services. One step in this process is to develop and issue a Request for Proposals (RFP) to the community (4.09 CCR). **School districts are required to send out RFPs at least once every two years to assess whether alternative community providers are available.**

RFPs should be issued as early as possible to allow for a process that is accessible to existing programs. Current guidelines state that applicants should have **at least 45 days** from the date the RFP was released in order to prepare and submit a proposal. *The district advisory council reviews proposals and makes funding recommendations to the local school board. The school board then makes the final decision on who will provide CPP services (4.10 CCR).*

The intention of the law is to establish a fair, competitive process in which decisions are made at the local level. The goal is to provide children and their families with the highest quality services available. There are experienced quality early childhood programs already in existence, many using the Colorado Quality Standards. Many are also funded by programs like Head Start, Special Education, Title I, Child Care Assistance Program or other potential CPP partners. Participation in CPP has often served as a catalyst for bringing public and private programs together to offer parents more and better choices. Use of the Quality Standards by community early childhood programs means that the quality of care and education improves for all children.

When developing a RFP process, it is important that district advisory councils keep the following in mind:

- ◇ Providers in contracted sites need sufficient lead time in order to plan with confidence. Ideally, district advisory councils would make their decisions and notify contractors before the end of the previous school year. The number of students allocated to each site should match the number requested by that site whenever possible.
- ◇ Parents should be provided with information regarding the number and location of contracted sites, so that their choice can be honored whenever possible. Parents should be encouraged to visit sites before making a decision.
- ◇ All providers, including public schools, must be licensed by the Colorado Department of Human Services.
- ◇ District advisory councils should make every effort to identify sites that are able to provide full-day, full-year services to meet the needs of working parents.

“Before the board of education of any school district whose pupil enrollment was less than or equal to seven hundred fifty pupils for the preceding budget year expends money for capital projects to provide additional facilities for a district preschool program the board shall consider whether the district preschool and kindergarten program may be contracted out, in whole or in part, to a head start agency or one or more child care agencies located in the school district.”
(22-28-109 (1) C.R.S.)

“Our council has taken steps to advertise the screening days throughout the communities, especially with the local doctors, as a means of informing parents about child development resources. In addition, all screening days are advertised in the schools and sent home as an informational note to all children in the elementary schools in both English and Spanish.”

Weld County RE- 5J



Child Eligibility

The number of children who can be served in the Colorado Preschool Program is capped at a level set by the State Legislature. It is the responsibility of the local District advisory council to establish a clear policy for the determination of child eligibility. Because CPP is capped, it is important to have a well-planned process to ensure that the program serves children with the highest need.

Section 22-28-106 of the Colorado Revised Statutes defines the eligibility criteria for children who may be served in CPP. These guidelines include:

- Children must be 3, 4 or 5 years old. Children funded in CPP must be 3, 4, or 5 by October 1, 2009.
- If a child is served as a 4 or 5 year old, the child must be eligible for kindergarten the next year and may only participate in CPP for one year.
- If a child is served as a 3 year old, the child must have 3 significant risk factors in their life that put him or her at risk of school failure. A child may participate in CPP for a second year if he or she continues to have risk factors present in his or her life.
- Significant family risk factors that affect overall learning readiness must be present in a child's life. Significant family risk factors is defined by the legislature to mean any of the following:
 - ◇ The child is eligible to receive free or reduced-cost lunch pursuant to the provisions of the Federal “National School Lunch Act.”
 - ◇ Homelessness of the child's family
 - ◇ An abusive adult residing in the home of the child
 - ◇ Drug or alcohol abuse in the child's family
 - ◇ Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child
 - ◇ The child's parent or guardian has not successfully completed a high school education or its equivalent
 - ◇ Frequent relocation by the child's family to new residences
 - ◇ Poor social skills of the child
- Children are also eligible if they are in need of language development, including but not limited to the ability to speak English

Child Eligibility (cont.)

- Children are also eligible if they are receiving services from the State Department of Social Services as neglected or dependent children
- The parent(s) or legal guardian must enter into an agreement with the program regarding their involvement in their child's education.

If a child has an Individual Education Plan (IEP) and qualifies for state PPOR funding from special education, that child cannot be funded under CPP.

An explanation of these risk factors, the research on the educational significance of the factors, as well as some suggestions on how these factors can be documented is included on pages 26-36 of this Handbook. District advisory councils can define and expand the list of risk factors in their community. However, in doing so, those district advisory councils must be able to clearly demonstrate how those risk factors affect a child's ability to be successful in school.

In addition, programs must be able to provide justification in all of the children's files for funding children through CPP.

On pages 37-39 of the Handbook is a list of resources coordinators, preschool staff and district advisory council members may find helpful in serving CPP children qualifying under these risk factors.

How does a district advisory council determine eligibility?

Multiple methods should be used to determine a child's eligibility, and qualified personnel should conduct all assessments. These comprehensive assessments should include a combination of approaches. These can include:

- ◇ parent interviews
- ◇ observations of children in natural settings
- ◇ collection of demographic data
- ◇ standardized developmental screenings
- ◇ vision and hearing screenings

Many communities use the same screening tools for all children. Then they use the results to determine eligibility for a variety programs, such as CPP, Title I, and Head Start. A good screening process will also identify children who should be referred to Child Find for possible evaluation.

District advisory councils should use the information gathered through their child screening process, as well as any other sources available, to determine which risk factors are present in their community and are having the greatest effect on young children and their families.

“The children who are learning English as a second language and have the opportunity to participate in CPP are noticeably more prepared for kindergarten and make much easier transitions, than other children learning English as a second language. Our family agreements and child development plans involve parents in their children's education and add to their knowledge and parenting skills. Families and preschools continue to express gratitude and recognize the benefits of quality preschool education made possible by CPP funding.”

Telluride R-1

Child is Eligible to Receive Free or Reduced-Cost Lunch

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>The child is eligible to receive free or reduced-cost lunch pursuant to the provision of the Federal “National School Lunch Act”, 42 U.S.C. sec. 1751 et seq. (22-28-106 (1) (a.5) (I) C.R.S.).</p> <p>Many social services that families may use also determine eligibility through income requirements. The Federal Poverty Level (FPL) is the most widely used standardized measure.</p> <p>“Free and reduced lunch,” for example, uses measures of 135% FPL and 185% FPL, respectively. Therefore, it is not necessary to define and/or qualify a child under additional income-related eligibility factors (such as eligible/receiving WIC, TANF, Food Stamps, and Medicaid) as free and reduced lunch encompasses the broader category of “low income” and “facing economic hardship.”</p> <p>In some communities, the free and reduced lunch rate does not accurately reflect the need among families. In areas where the cost of living is high, measures of self-sufficiency may provide a more accurate reflection of need or risk among children and families.</p>	<p>The free and reduced lunch rate is a proxy for poverty because it is linked to a family’s income and family size. Low-income children start school behind their more advantaged peers, and research shows that this achievement gap continues through the school years.</p> <p>Poverty is particularly detrimental to children and impacts overall healthy development. Low-income children have smaller vocabularies and are less likely to know their letters and numbers. Young children from low-income families score lower on tests of early learning and math. They are also more likely to face social and economic problems later in life, including illiteracy, teen pregnancy, high drop-out rates and unemployment¹.</p> <p>Children’s social competence and ability to self-regulate are also linked to income; children from lower-income families have lower reported levels in these skills².</p> <p>Brain development research shows a sensitive period from prenatal through the first few years of life, when the brain is most able to respond to and grow from environmental stimulation. Children in poverty are disproportionately exposed to risk factors that negatively influence brain development.³</p>	<ul style="list-style-type: none"> • Family Economic Survey completed for child and/or family. • Free and Reduced Lunch forms completed for child/or family <p>http://www.cde.state.co.us/cdenutritran/nutrifamilyeconomicdatasurvey.htm</p> <p>Per CDE memo (May 20, 2009 – Family Economic Data Survey for FY2009-2010 Pupil Registration, Vody Hermann), <u>all programs should collect Free and Reduced Lunch eligibility data for each child, even if the child is not qualifying under this factor.</u> The Family Economic Survey may be used in place of the free and reduced lunch form.</p>

Research References:

¹Yazjian, N., & Bryant, D. (2009). Promising early returns: Educare implementation study data. Chapel Hill: FPG Child Development Institute, UNC-CH.

²Gershoff, E. (November 2003). Low income and the development of America’s kindergartners. *Living at the Edge – Research Brief No. 4.*, National Center for Children in Poverty. Retrieved August 7, 2009, from http://www.nccp.org/publications/pdf/text_533.pdf

³National Center for Children in Poverty. (June 1999). Poverty and brain development in early childhood. Retrieved August 7, 2009, from http://www.nccp.org/publications/pdf/text_398.pdf

Homelessness

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>Homelessness of the child's family. (22-28-106 (1) (a.5) (II) C.R.S.).</p> <p>According to the McKinney-Vento Act, a homeless individual is one who lacks a fixed, regular, and adequate nighttime residence which includes children and families who:</p> <ul style="list-style-type: none"> • Share housing with friends or other families due to loss of housing, economic hardship or a similar reason • Live in motels, hotels, or campgrounds because they have no permanent housing • Live in emergency or transitional shelters like safe houses • Live on the streets, in parks, in abandoned buildings, or other accommodations unfit for habitation. 	<p>Children in unstable housing situations are at higher risk for poor nutrition and chronic health problems. Homeless children are more than twice as likely as other children to exhibit signs of anxiety, depression and other mental health problems. They also are 1.5 to 2.5 times more likely to perform below grade level in reading, spelling, and math.</p> <p>Families with children are by most accounts among the fastest growing segments of the homeless population. In the recent economic downturn, school districts across the nation have reported a significant jump in their homeless student populations. Schools are a vital setting in which to provide stability and safety to homeless children.</p>	<ul style="list-style-type: none"> • Address records • Parent report (please note that parents often do not report homelessness due to embarrassment and fear.) • Results of parent interviews indicating unstable housing situations (doubling up, cramped housing, moving in with family and friends, etc). • Social Services or agency referral <p>If you need assistance with determining homelessness, contact your school district's homeless coordinator. A statewide index is located here: http://www.cde.state.co.us/cdeprevention/homeless_liaisons.htm</p>

Research References:

Duffield, B. & Lovell, P. (December, 2008). The economic crisis hits home: The unfolding increase in child and youth homelessness. *National Association for the Education of Homeless Children and Youth*. Retrieved July 9, 2009, from <http://www.naehcy.org/dl/TheEconomicCrisisHitsHome.pdf>

Rubin, H., Erickson, J., San Agustin, M., Cleary, D., Allen, J. K., & Cohen, P. (1996). Cognitive and academic functioning of homeless children compared with housed children. *Pediatrics*, 93, 289-294.

Johnson, C. (2002). No place that's home. *Connect for Kids*. Retrieved July 9, 2009, from <http://www.connectforkids.org/node/351>

National Coalition for the Homeless. (June 2008). Education of Homeless Children and Youth. *NCH Fact Sheet #10*. Retrieved July 9, 2009, from <http://www.nationalhomeless.org/factsheets/education.html>

Abusive Adult Residing in Home of the Child

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>An abusive adult residing in the home of the child (22-28-106 (1) (a.5) (III) C.R.S.).</p> <p>Abuse can be:</p> <ul style="list-style-type: none"> • Emotional (includes verbal abuse) • Physical • Sexual • Neglectful • Occurring in the past and/or in a present situation • Directed at child or from exposure to domestic violence <p>The adult residing in the home may be:</p> <ul style="list-style-type: none"> • A parent/grandparent • A guardian • A family member 	<p>Child abuse and neglect is linked to many short term and long term negative outcomes, including language deficits, reduced cognitive functioning, attention deficit disorders, lower grades, lower standardized test scores, lower rates of grade promotion and greater participation in high-risk behaviors.</p> <p>Abused children are also at risk for shortfalls in physical health, including failure to thrive, depression, mental health problems, and mortality. They often show a diminished capacity for empathy and trust.</p> <p>Children exposed to domestic violence are more likely to have trouble in school and score lower on assessments of verbal, motor, and cognitive skills. They are more likely to exhibit aggressive and antisocial behavior.</p>	<ul style="list-style-type: none"> • Medical report • School personnel, social services, or agency referral • Parent report/interview • Court or police report

Research References:

Chalk, R., Gibbons, A., & Scarupa, H. (May 2002). The multiple dimensions of child abuse and neglect: New insights into an old problem. *Child Trends Research Brief*. Retrieved June 26, 2009, from <http://www.childtrends.org/files/childabuserb.pdf>

Child Information Gateway. (April 2008). *Long-Term Consequences of Child Abuse and Neglect*. Retrieved June 26, 2009, from http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.pdf

Dubowitz, H., Papas, M.A., Black, M.M., & Starr, R. H. Jr. (2002). Child neglect: Outcomes in high-risk urban preschoolers. *Pediatrics* 2002, 109, 1100-1107. Retrieved June 26, 2009 from <http://www.pediatrics.org/cgi/content/full/109/6/1100>

English, D. (Spring 1998). The extent and consequences of child maltreatment. *The Future of Children*, 8(1). Retrieved June 26, 2009 from http://www.futureofchildren.org/usr_doc/vol8no1ART3.pdf

Fantuzzo, J.W. & Mohr, W.K. (Winter 1999). Prevalence and effects of child exposure to domestic violence. *The Future of Children*, 9 (3). Retrieved June 26, 2009 from http://www.futureofchildren.org/usr_doc/vol9no3Art2.pdf

Drug or Alcohol Abuse in the Child's Family

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>Drug or alcohol abuse in the child's family (22-28-106 (1) (a.5) (IV) C.R.S.).</p> <p>Abuse can be:</p> <ul style="list-style-type: none"> • Present • Past 	<p>Family members' drug or alcohol abuse subjects a child to multiple environmental risk factors which impact cognitive and academic development. Children living with substance-abusing parents are likely to face poverty, maternal depression, unstable and disorganized households, passive exposure to illicit drugs, harsh discipline and possible emotional and physical neglect.</p> <p>The abuse can dangerously compromise or destroy the ability of parents to provide intellectual stimulation and literacy modeling. Mood altering substances can make a parent's behavior erratic and thus disrupt the parent-child relationship. Children exposed to substance abuse often have difficulty regulating their feelings and impulses.</p>	<ul style="list-style-type: none"> • Developmental screen • Social services or other agency referral • Parent report/interview • Newspaper article • Court or police report

Research References:

Centers for Disease Control and Prevention Public Health Service U.S. Department of Health and Human Services. *Factors in Child Development: Personal Characteristics and Parental Behavior*. Retrieved September 16, 2009, from <http://www.rti.org/pubs/child-development.pdf>.

Generations United. (2006). Meth and child welfare: Promising solutions for children, their parents, and grandparents. *Pew Charitable Trusts*. Retrieved August 7, 2009, from http://ipath.gu.org/documents/A0/Meth_Child_Welfare_Final_cover.pdf

National Association for Children of Alcoholics. (2000). Children of addicted parents: Important facts. Retrieved August 7, 2009, from http://www.nationaldec.org/user_files/6117.pdf

McBride, H. (2009). Parent's drinking, drug use damages children. *Alcohol Abuse Info*. Retrieved August 7, 2009, from http://www.alcohol-abuse.info/alcohol_abuse_info/parents-drinking-drug-use-damages-children.php

Pulsipher, Margaret., Radonovich, Krestin, Belcher, Harolyn M.E. and Buts, Arlene M. (2004) Intelligence and School Readiness in Preschool Children with Prenatal Drug Exposure, *Child Neuropsychology*, 10:2, 89-101.

Unmarried, Teenaged Parents

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child. (22-28-106 (1) (a.5) (V) C.R.S.).</p>	<p>Evidence suggests numerous negative developmental consequences associated with teenage pregnancy, for both teen parents and their children. These consequences include reduced educational attainment, greater financial hardship, and less stable marriage patterns for the teen parent. At the child level, poorer health, educational and behavioral outcomes have been noted.</p> <p>Children of teenage mothers are generally found to have lower IQ scores and more school adjustment problems.</p> <p>Research also highlights the social-emotional impact of teenage parenthood. Children born to teenage mothers often exhibit greater overactivity, hostility, resistiveness, and lack of impulse control.</p> <p>The role of support networks and other interpersonal resources, including but not limited to a spouse, is important as well. Family structure and access to other adults can mitigate the effects associated with teenage childbearing.</p>	<ul style="list-style-type: none"> • Child's birth certificate • Agency referral • Parent report/interview

Research References:

- Center for Social Law and Policy. (2007). Early head start and teen parent families: Partnerships for success. Retrieved July 31, 2009 from http://www.clasp.org/publications/ehs_teens.pdf
- Furstenberg, F. F. Jr., Levine, J. A., Brooks-Gunn, J. (1990). The children of teenage mothers: Patterns of early childbearing in two generations. *Family Planning Perspectives*, 22, 54-61.
- Baldwin, W. & Cain, V. S. (1980). The children of teenage parents. Guttmacher Institute. Retrieved August 10, 2009 from <http://www.jstor.org/stable/2134676>
- Thornberry, T.P., Smith, C.A., & Howard, G.T. (1997). Risk factors for teenage fatherhood. National Council on Family Relations. Retrieved August 10, 2009 from <http://www.jstor.org/stable/353942>

Lack of Parental High School Diploma

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>The child's parent or guardian has not successfully completed a high school education or its equivalent. (22-28-106 (1) (a.5) (VI) C.R.S.).</p> <p>Note: The research does not always specify a lack of diploma as defining low parental education levels.</p> <p>District councils may find there is a need in their communities for a secondary eligibility factor of "low parental education levels with completion of high school education or its equivalent". For example, a parent who finished high school with very low grades may be at just as impacted as a parent who dropped out.</p>	<p>Higher parental education levels are strongly associated with the home literacy environment, parental teaching styles, and investments in a variety of resources that promote learning.</p> <p>Children whose mothers have higher levels of education do better in general in reading and mathematics, and are more likely to accept peer ideas in play, make friends, and comfort others. They are more likely to persist at tasks, seem eager to learn, and pay attention.</p> <p>Twelve or fewer years of education for either parent is associated with higher rates of reading disabilities in children. Children whose mothers have less than a high school education miss more school per year due to chronic absenteeism than those of mothers with a high school education or more.</p>	<ul style="list-style-type: none"> • Parent report/interview • School report or referral • Observation of literacy difficulties while enrolling

Research References:

- Pati, S., Hashim, K., Brown, B., Fiks, A., & Forrest, B. (2009). Early childhood predictors of early school success: A selective review of the literature. *Child Trends*. Retrieved June 29, 2009, from http://www.childtrends.org/Files//Child_Trends-2009_05_26_FR_EarlySchoolSuccess.pdf
- Huffman, L. C., Mehlinger, S. L., & Kerivan, A. S. (2000). "Risk factors for academic and behavioral problems at the beginning of school," as found in *A Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need to Succeed*.
- St. Sauver, J.L., Katusic, S.K., Barbaresi, W.J., Colligan, R.C., & Jacobsen, S.J. (2001). Boy/Girl differences in risk for reading disability: Potential clues? *American Journal of Epidemiology* Vol. 154, 9, 787-79. Retrieved June 29, 2009, from <http://aje.oxfordjournals.org/cgi/content/full/154/9/787>
- Sameroff, A.J., Seifer, R., Baldwin, A., & Baldwin, C. (1993). Stability of intelligence from preschool to adolescence: The influence of social and family risk factors. *Child Development* 64, 80-97.
- Romero, M. & Young-Sun, L. (January 2008). The influence of maternal and family risk on chronic absenteeism in early schooling. *The National Center for Children in Poverty*. Retrieved June 29, 2009, from http://www.nccp.org/publications/pdf/text_792.pdf
- West, J., Denton, K., & Germino-Hausken, E. (2000). The kindergarten year: Findings from the early childhood longitudinal study, kindergarten class of 1998-99. *U. S. Department of Education, National Center for Education Statistics*. Retrieved June 29, 2009, from <http://nces.ed.gov/pubs2000/2000070.pdf>

Frequent Relocation

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>Frequent relocation by the child's family to new residences (22-28-106 (1) (a.5) (VII) C.R.S.).</p>	<p>Children whose families move frequently face both academic and social disruption. High mobility is associated with lower test scores, grade retention, and referral to special education.</p> <p>Beyond negative academic consequences, frequent relocation can affect a child's nutrition and health, and has been linked to behavioral problems.</p> <p>In many cases, highly mobile students have personal or family problems that contribute to their mobility. It should be noted that a strong likelihood of the presence of other risk factors in the child and family's life exists, and that cumulatively these factors can impact a child's school success.</p>	<ul style="list-style-type: none"> • Family Report • Agency Referral

Research References:

Center on Rural Education and Communities. (2008). Poverty, housing insecurity and student transiency in rural areas. Retrieved July 31, 2009, from <http://www.ed.psu.edu/crec/poverty.html>

Holloway, H. (January 2003). Equity and opportunity: Addressing the needs of homeless students. *Educational Leadership*, 60(4), 89-90.

Hartman, C. & Leff, A. (May 2002). High classroom turnover: How children get left behind. *Poverty & Race*. Retrieved July 31, 2009, from http://www.prrac.org/full_text.php?text_id=748&item_id=7789&newsletter_id=62&header=Search%20Results

Michael Eiseman, Elizabeth Cove, and Susan J. Popkin (February 2005). Resilient children in distressed neighborhoods: Evidence from the HOPE VI panel study. Brief No. 7 http://www.urban.org/UploadedPDF/311186_Roof_7.pdf

Rumberger, R. W. (2002). Student mobility and academic achievement. Eric Digest: EDO-PS-02-1, <http://ericece.org>.

Poor Social Skills

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>Poor social skills of the child (22-28-106 (1) (a.5) (VIII) C.R.S.).</p> <p>This eligibility factor encompasses all aspects of a child's social and emotional well-being, including:</p> <ul style="list-style-type: none"> • The ability to form satisfying relationships with adults and peers. • The ability to understand and express emotions in socially acceptable ways. • The ability to resolve conflict, and cope with challenges. • The ability to meet developmentally appropriate social and behavioral expectations including self-regulation, and social problem solving. 	<p>Early learning and early social and emotional development are closely connected. Social and emotional development involves the acquisition of skills needed to play and work with peers, to regulate emotions in prosocial ways, to communicate with adults, to control negative emotions and be aware of social customs within one's community.</p> <p>A child's emotional status affects early school performance, which in turn, predicts later school outcomes. Children who have difficulty with the following do less well in school:</p> <ul style="list-style-type: none"> • Paying attention • Following directions • Getting along with others • Controlling negative emotions of anger and distress (Raver, 2002) <p>When children's challenging behavior persists, the problems are likely to worsen and become compounded by related problems including peer and adult rejection and coercive relationships. Early appearing behavior problems in a child's preschool career are the single best predictor of delinquency in adolescence, gang membership and adult incarceration.</p>	<ul style="list-style-type: none"> • Exclusion or expulsion from other preschool/child care programs or community activities • Social services or medical referrals • Parent interview questions/report • Staff documentation on home visits or developmental assessments

Research References:

Center for Evidence-Based Practice. (2004) Facts about young children with challenging behaviors. Retrieved August 25, 2009 from http://www.challengingbehavior.org/do/resources/documents/facts_about_sheet.pdf.

Hymel, S. & Ford, L. (2003). School completion and academic success: The impact of early social-emotional competence. *Encyclopedia on Early Childhood Development*. Retrieved on July 2, 2009, from <http://www.enfant-encyclopedie.com/pages/PDF/Hymel-FordANGxp.pdf>

Huffman, L. C., Mehlinger, S. L., & Kerivan, A. S. (2000). "Risk factors for academic and behavioral problems at the beginning of school," as found in *A Good Beginning: Sending America's Children to School. with the Social and Emotional Competence They Need to Succeed* (monograph). Bethesda, MD: The Child Mental Health Foundations and Agencies Network. Retrieved July 2, 2009, from http://www.business.suffolk.edu/files/Psychology_PDF/riskearlyacadprob2000.pdf

Logue, M.E. (January 2007). Early childhood learning standards: Tools for promoting social and academic success in kindergarten. *Children & Schools*, 29(1), 35-43.

Raver, C.C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *Social Policy Report*. Retrieved on July 2, 2009, from http://harrisschool.uchicago.edu/about/publications/working-papers/pdf/wp_02_06.pdf

Raver, C. & Knitzer, J. (2002). Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children. *National Center for Children in Poverty*. Retrieved July 2, 2009, from http://nccp.org/publications/pdf/text_485.pdf

In Need of Language Development

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>In need of language development, including but not limited to the ability to speak English. (22-28-106 (1) (a) (II) C.R.S.).</p> <ul style="list-style-type: none"> • Included in this category are difficulties with language, speech, vocabulary, the frequency of speech, or the delay of when a child begins speaking. It is typical for some three- and four-year-olds to have speech that is sometimes difficult to understand. This does not necessarily put them at risk for academic failure. • Research suggests that the long-term achievement of children learning English is greatly influenced by the their fluency in both their first language and English and the level of family and community resources available to them, not just by their status as dual-language learners. 	<p>Language skills are integral to emotional, social and cognitive development.</p> <p>Between 40% and 75% of preschoolers with early language impairment develop reading difficulties later, often in combination with other academic achievement problems (National Research Council, 1998). By the end of first grade, children who have delayed language development usually score in the bottom quartile on reading assessment measures. More than 8 out of 10 children who read poorly at the end of first grade will still read poorly at the end of fourth grade (Juel, 1988).</p> <p>Children who receive early language support and improve their language skills are significantly less likely to experience later reading difficulties (Catts et al., 2002; Diskinson & McCabe, 2001).</p> <p>When children have difficulty understanding others and expressing themselves, social and emotional adjustment programs can arise as well. Children with delayed or disordered language are at increased risk for social, emotional and behavioral problems.</p> <p>Children who have limited fluency in English when they enter school are at greater risk for reading difficulties and low academic achievement levels (Regalado, Goldenberg & Appel, 2001), particularly if they are living in poverty and have a mother or guardian without a high school education.</p>	<ul style="list-style-type: none"> • Speech evaluation; referral/consultation with speech therapist • Physician referral • Developmental screen • Teacher or caregiver observation/referral • Parental concern or report • Parental home language

In Need of Language Development

Research References:

Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT press.

Brown, F., Aylward, E., & Keogh, B. (1996). The relationship between language and learning disabilities. *LD Online*. Retrieved August 7, 2009, from <http://www.dys-add.com/LanguageDelayandLD.pdf>.

Catts, H., Fey, M., Tomblin, J., & Zhang, X. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *Journal of Speech, Language, and Hearing Research*, 45, 1142-1157.

Colorado Department of Education. (2007). Guidebook on designing, delivering, and evaluating services for English language learners. *English Language Acquisition Unit Report on English Language Learners in Colorado*. Retrieved August 7, 2009, from http://www.cde.state.co.us/cde_english/download/ELLGuidebook/ELLGuidebook08-09.pdf

Dickinson, D., & McCabe, A. (2001). Bringing it all together: The multiple origins, skills, and environmental supports of early literacy. *Learning Disabilities Research and Practice*, 16, 186-202.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 4, 437-447.

Neustaedter, R. (2005). Children with Delays in Language. *Holistic Pediatric Association*. Retrieved August 7, 2009 from http://www.cure-guide.com/Child_Health_Guide/Language_Delays/language_delays.html

Pianta, R., Cox, M., & Snow, K. (2007). *School Readiness & the Transition to Kindergarten in the Era of Accountability*. Maryland: Brookes Publishing.

Regaldo, M., Goldenberg, C., & Appel, E. (2001). *Reading and early literacy*. (Policy Brief No. 11). Los Angeles: UCLA Center for Healthier Children, Families and Communities.

Roth, F. & Paul, D. (March 2009). Early literacy: More than reading and writing. *National Center for Learning Disabilities*. Retrieved August 7, 2009, from <http://www.nclld.org/at-school/general-topics/early-learning-aamp-literacy/early-literacy-more-than-reading-and-writing>

National Research Council (1998). *Preventing Reading Difficulties in Young Children*. Washington D.C.: National Academy Press.



Skillful reading is not a unitary skill. It is a whole complex system of skills and knowledge. Within this system, the individual printed words are useless in and of themselves. They are valuable and, in a strong sense, possible only as they are guided and received by complementary knowledge and activities of language comprehension.

(Adams, 1990, p. 3)

Receiving State Department Social Services as Neglected or Dependent Children

Clarification of Eligibility Factor	Significance of Factor in regards to School Readiness	How It May Be Documented
<p>Receiving services from the department of human services pursuant to article 5 of title 26, C.R.S., as a neglected or dependent child (i.e. a child in foster care). (22-28-106 (1) (a) (II) C.R.S.).</p> <p>This factor refers to children who are receiving “Child Welfare Services” from the department of human services. These services include the provision of necessary shelter, sustenance, and guidance to or for children who are or who, if such services are not provided, are likely to become neglected or dependent.</p> <p>This is not the same situation as a family receiving support from human services like Temporary Assistance for Needy Families (TANF) aid, Child Care Assistance Program (CCAP) support or Women, Infants, and Children (WIC) funds.</p>	<p>Child Welfare Services provided by the department of human services can include child protection, adoption, emergency shelter or children provided out of home placements or foster care.</p> <p>Children who cannot remain at home because they have been abused and neglected by their parents experience poor school performance, learning disorders, poor peer relations, and antisocial behavior. Neglect is significantly related to reported behavior problems. Children from backgrounds of maltreatment often have significantly impaired cognitive development.</p> <p>Children exposed to trauma, due to maltreatment or other forms of violence, have changes in the chemical makeup of their brains that lead to an emotional state in which they are more sensitive to subsequent trauma. This in turn impairs their focus, memory, capacity to learn, and capacity to use self-control.</p> <p>Children in substitute care are more likely to exhibit high levels of behavioral and emotional problems. They are more likely to have received mental health services in the past year, to have a limiting physical, learning, or mental health condition, or to be in poor or fair health. They are also more likely to be suspended or expelled from school and to exhibit low levels of school engagement and involvement with extracurricular activities.</p>	<ul style="list-style-type: none"> • Social services or agency referral • Report from foster parent

Research References:

- Harden, Brenda J. (2004) Safety and stability for foster children. *The Future of Children*, 14(1). Retrieved June 26, 2009 from http://www.futureofchildren.org/usr_doc/3-harden.pdf
- Kortenkamp, K. & Earle, J. (January 2002). The well-being of children involved with the child welfare system: A national overview. *The Urban Institute*, B-43. Retrieved June 26, 2009 from http://www.urban.org/UploadedPDF/310413_anf_b43.pdf
- English, D. (Spring 1998). The extent and consequences of child maltreatment. *The Future of Children*, 8(1). Retrieved June 26, 2009 from http://www.futureofchildren.org/usr_doc/vol8no1ART3.pdf
- American Academy of Pediatrics. (November 2000). Developmental issues for young children in foster care. *Pediatrics Vol. 106 No. 5*. Retrieved June 26, 2009, from <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;106/5/1145>

Additional Eligibility Factor Resources for Families and Program Staff

Child is Eligible to Receive Free or Reduced-Cost Lunch:

Memo regarding collecting family economic data <http://www.cde.state.co.us/cdechart/download/pdf/LISTSERV07/msgcsatt052009-2.pdf>

Self-Sufficiency Table - The Colorado Division of Local Government has created a Self Sufficiency Standards Table which outlines self-sufficiency wages based on family size and composition, available at <http://www.dola.state.co.us/dlg/demog/selfsuff.html>

The Family Economic Data Survey (can be used in place of free and reduced lunch form) <http://www.cde.state.co.us/cdefinance/FamilyEconomicDataSurvey.htm>

Updated Guidance for Release of Disclosure of Children's Eligibility Information to Education Officials, <http://www.cde.state.co.us/cdefinance/download/FamilyEconomicDataSurvey2009-10Rev.doc>

Homelessness

CDE Unit for Education for Homeless Children and Youth, http://www.cde.state.co.us/cdeprevention/homeless_index.htm

Helping Young Children Grow & Learn: A Guide For Families & Shelter Providers, <http://soe.wm.edu/hope/infobrief/ECSE-family.pdf>

National Association for the Education of Homeless Children and Youth, <http://www.naehcy.org/>

What Educators Can Do: Children and Youth Experiencing Homelessness, <http://soe.wm.edu/hope/infobrief/teacherinfobrief.pdf>

When Can We Go Home? An Activity Book for Kids Who've Had To Leave Their Homes, <http://soe.wm.edu/hope/infobrief/whencanwegohome.pdf>

What Doctors Should Know About... The Impact of Homelessness on Young Children
http://www.docsfortots.org/resources/talkingPoints/documents/HomelessnessTalkingPoints_twoPage.pdf

Using the Best That We Know: Supporting Young Children Experiencing Homelessness
<http://soe.wm.edu/hope/infobrief/ECSE-educ.pdf>

Abusive Adult Residing in Home of the Child

Child Abuse and Neglect: Warning Signs of Abuse and How to Report It
http://helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm

Child Help National Child Abuse Hotline, <http://www.childhelpusa.org/resources/what-is-child-abuse>

How Can I Help the Abused Child in my Classroom?, http://www.cisaustin.org/pebbleproject/html/how_teachers_can_help.html

If You Think Your Child Has Been Abused: Important Messages To Give Child Victims
http://www.cisaustin.org/pebbleproject/html/if_you_think_your_child_has_be.html

Recognizing Child Abuse: What Parents Should Know
http://www.preventchildabuse.org/publications/parents/downloads/recognizing_abuse.pdf

Drug or Alcohol Abuse in the Child's Family

American Council for Drug Education Facts for Educators, <http://www.acde.org/educate/Default.htm>

Additional Resources for Families and Program Staff

Colorado Alliance for Drug Endangered Children: Frequently Asked Questions

<http://www.coloradodec.org/aboutus/definitions.html>

Educator`s Guide to Children Affected by Parental Drug Abuse, <http://www.kellybear.com/TeacherArticles/TeacherTip66.html>

Effects of Parental Substance Abuse on Children and Families, <http://www.coaf.org/professionals/effects%20.htm>

Unmarried, Teenaged Parents

Career Education for Teen Parents, <http://www.ericdigests.org/1995-2/teen.htm>

Helping the Education System Work for Teen Parents and Their Children, <http://www.capd.org/pubfiles/pub-1999-10-06.pdf>

Lack of Parental High School Diploma

CDE Office of Adult Education and Family Literacy Quick Link Index of Resources

<http://www.cde.state.co.us/cdeadult/adultquickindex.htm>

Colorado Even Start, <http://www.cde.state.co.us/cdeadult/EvenStartIndex.htm>

Colorado GED Information, <http://www.cde.state.co.us/cdeadult/GEDindex.htm>

National Council of Family Literacy, <http://www.familit.org/>

National Institute for Literacy: Adulthood , <http://www.nifl.gov/nifl/adulthood.html>

Frequent Relocation as Legislated Eligibility Factor

CDE Migrant Literacy and Education Research Resources, <http://www.cde.state.co.us/cdeadult/clri/migorgpages.html>

Effective Transition Practices: Facilitating Continuity Training Guide

http://www.eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/Effective%20Transition%20Practices_%20Facilitating%20Continuity.htm

ELLs in Early Childhood Education: Recruiting Immigrant Families, <http://www.colorincolorado.org/article/25820>

Tips for Early Childhood Educator: ROUTINES and RITUALS

<http://www.connectability.ca/connectability/library/documents/Routines+and+Rituals+Tips+for+Early+Childhood+Educator.pdf>

Poor Social Skills

Technical Assistance Center on Social Emotional Intervention for Young Children, <http://www.challengingbehavior.org>.

Me, You, Us: Social-Emotional Learning in the Preschool by Anne Epstein, <http://www.naeyc.org/store/node/663>

Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children,

http://sites.kauffman.org/pdf/eex_brochure.pdf

Promoting Children's Social and Emotional Development Through Preschool Education,

<http://nieer.org/resources/policyreports/report7.pdf>

Additional Resources for Families and Program Staff

In Need of Language Development

American Speech-Language-Hearing Association— Speech, Language, and Hearing Milestones: Birth to Age Five DVD (free clips available on Web site)

<http://www.asha.org/eweb/OLSDynamicPage.aspx?Webcode=olsdetails&title=Speech%2c+Language%2c+and+Hearing+Milestones%3a+Birth+to+Age+Five+DVD>

Colorin Colorado: A bilingual site for families and educators of English language learners, <http://www.colorincolorado.org/>

Domain 1: Language Development from the Head Start Leaders Guide to Positive Child Outcomes

http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eeed/Domains%20of%20Child%20Development/Language%20Development%20and%20Communication/edudev_art_00011_061405.html

Language Development, Including English Language Learners from the National Head Start Child Development Institute

<http://www.hsnrc.org/CDI/ptabors1.cfm>

The Importance of Language, <http://www.drspock.com/article/0,1510,4829,00.html>

Receiving State Department Social Services as Neglected or Dependent Children

A Child's Journey Through the Child Welfare System, <http://www.pewfostercare.org/docs/index.php?DocID=24>

Foster Parents' Resources from the Children's Home and Aid Website, <http://www.childrenshomeandaid.org/Page.aspx?pid=336>

Interagency Collaboration Guidebook: A Strategic Planning Tool for Child Welfare & Part C Agencies by the JFK Partners Early Identification Project, <http://jfkpartners.org/Content/PDF/InteragencyGuidebook.pdf>

Teaching Effective Classroom Routines: Establish Structure in the Classroom to Foster Children's Learning-From the First Day of School and All Through the Year by Deborah Diffily and Charlotte Sassman

U.S. Citizenship

The Supreme Court ruled in Plyler v. Doe that local school districts cannot deny admission to students who are not legally admitted into the United States. The court noted that such actions would impose a "lifetime of hardship on a discrete class of children not accountable for their disabling status. The stigma of illiteracy will mark them for the rest of their lives. By denying these children a basic education, we deny them the ability to live within the structure of our civic institutions, and foreclose any realistic possibility that they will contribute in even the smallest way to the progress of our Nation (457 U.S. 202) (1982)."

As a result of this Supreme court decision and state statutory provisions, the Commissioner of Education has determined that students who are residents of a Colorado school district may not be denied admission to the public schools based on their lawful or unlawful immigration status. "Determination of legality of a student's immigration status is not a duty of the local school district nor is it necessary in determining the residency of a child. Undocumented children have the same right to attend public schools as do U.S. citizens and permanent residents. (Letter to Superintendents of Schools, Directors of BOCES, School Principals, and Other Interested Persons, January 1999)."





“The McClave Preschool District advisory council utilizes parent surveys, parent comments and concerns, and on-site observations to formulate their annual evaluation. Additionally, in an effort to further ensure that the preschool meets CPP requirements, the Council reviews individual learning plans to ensure child progress.”

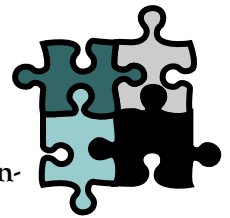
McClave RE-2
School District

Individualized Learning Plans

The Colorado Preschool Program Rules and Regulations (C.C.R. 6.04) state that each child must have an individualized learning plan. According to the Quality Standards (B-2), this individualized learning plan should:

- *be developed by a collaborative team, which includes teaching staff, family members, specialists, and/or others requested by the family or program.*
- *focus on multiple domains, including language, cognition, motor development, and social skills.*
- *address priorities applicable to the child’s total day across a variety of settings (home, neighborhood school, community preschool, and/or child care center.)*
- *be developed from a variety of sources of information.*

The Individual Learning Plan or ILP is not necessarily one single document, but instead an ever evolving plan developed by families and program staff regarding how a child's interests, learning and development will be supported in a variety of settings throughout the year. Much like a puzzle, pieces of the ILP are put together as eligibility for the program is established and children are enrolled in programs. New pieces are added as families participate in home visits and conferences. And pieces continue to be provided throughout the year as staff implement the ongoing assessment system required by Results Matter. Through many conversations and activities a picture of the whole child takes shape and the adults who surround that child use this ever-growing understanding to support the child’s development.



The process for developing an ILP should respect the fact that families are a child’s first and most influential teachers. Effective ILP’s provide families opportunities to inform programs about their children’s needs and interests.

The ILP also serves as a tool to help strengthen a family’s ability to support their children and reinforce the learning that occurs outside the home. Parent education and support is an important component of the Colorado Preschool Program. By authentically engaging parents in developing and implementing a plan to support their child, programs set a pattern of involvement and support for families which can be followed as their children enter the primary grades and continue learning.

Individualized Learning Plans (cont.)

The Results Matter assessment system that is chosen by the early childhood program will definitely inform the largest part of the Individual Learning Plan.

However, it cannot serve as the only component of the ILP. Programs should begin developing the ILP based on information gathered in the developmental screening, as well as the first conversations with families regarding the needs of their children.

Finally, an ILP should also consider strategies for supporting children and their families in the transition process both into the program and also onto the next program or grade level.

Children's Files

State regulations require that districts be able to verify that children participating in CPP are eligible. Therefore, districts should keep screening records on all the children who are participating. In addition, districts must include a child's Individual Learning Plan, any information required by the Department of Human Services for licensing purposes, and information required by their own district in a child's files.

Licensing Requirements: All preschool sites providing CPP early childhood care and education services must be licensed by the Division of Child Care in the Colorado Department of Human Services. The Rules Regulating Child Care Centers specifically outline information that should be recorded on each child every year.

CPP Requirements: School districts must include in a child's file verification of the child's eligibility factors: "When programs are monitored for compliance, local educational agencies shall be able to justify children being counted for funding as meeting the criteria." (5.04 C.C.R.) Verification documentation can include: screening information (actual screening documents), demographic information, income verification, hearing/vision screening results, and parental intake forms. Children's files should also include a copy of the Individual Learning Plan.

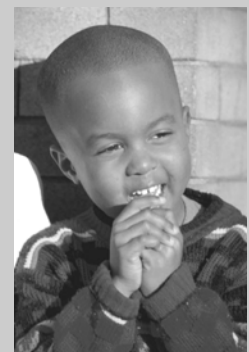
Your School District Requirements:

Other Items to Consider:

- ◇ Enrollment forms
- ◇ Examples of children's work
- ◇ Copies of communications with parents
- ◇ Results Matter assessment reports

"Information about children's progress is collected and evaluated on an ongoing basis. Tools utilized in this process include: 1) The DIAL 3 (Speed DIAL version)-We use this tool as our initial screen instrument to gather developmental data on each child attending the Village. 2) The Village Learning Plan: This form is used to gather information from parents about what they believe to be their child's strengths as well as areas of weakness. During a home visit meeting, the child's teacher and the parent set learning goals for home and school. 3) Creative Curriculum Developmental Continuum: During the school year, teachers gather observations and other forms of documentations on an ongoing basis to be used to determine developmental levels of children on the 50 objectives of the Creative Curriculum Developmental Continuum. Teachers record these levels at 3 different checkpoint times throughout the school year. Information is shared with parents during conferences."

Littleton School District





The Terrific Transitions website was developed jointly by the SERVE Center and the National Head Start Association. This new tool provides early childhood educators with resources for creating and supporting a successful transition into kindergarten and includes helpful information for many different persons involved in the transition process - families, preschool and kindergarten teachers and administrators, Head Start staff, and community partners.

Visit the site at

[http://
www.serve.org/TT/](http://www.serve.org/TT/)

Transitions

The CPP Rules and Regulations (6.01 C.C.R) states that programs providing services for children funded through the Colorado Preschool Program must demonstrate the capacity to deliver high quality developmentally appropriate services, as measured by the *Colorado Quality Standards for Early Childhood Care and Education Services*.

The “Quality Standards” (Section E-15), identify transition (the movement or change of children from one program to another) as an important part of quality services. Additionally, federal guidelines require that the transition of preschool children with disabilities, as well as the transition of all preschoolers who are entering Title I schools, must be addressed. The focus of current transition efforts has changed from bridging the gap between different types of programs to the provision of continuity in the key elements that characterize all good early childhood programs: *developmentally appropriate practices, family partnerships, and supportive services*.

The process of transition from a preschool program into kindergarten should be planned. The planning should begin at least six to nine months prior to placement of the child in the new setting and should involve families and the teaching team from the child’s current, future or past programs.

Preschool Transition Idea from Boulder Valley School District:

In the fall, all incoming CPP families are invited to meet with the CPP Coordinator and Parent Liaison at the beginning of the school year. This meeting is held at the local libraries. The librarians at these libraries have already committed to taking the parents on a tour of the library and holding a story hour for the children while we meet with parents.

Kindergarten Transition Idea from Bishop Elementary School in Englewood:

We are developing as many avenues as possible to help parents, who may have had a negative school experiences or little school experience, feel comfortable in school. For next year’s kindergartners, we have Cub Club once a month. This is a time for the four year olds to spend 30 minutes in the school with next year’s teachers, while parents listen to speakers present on a variety of topics.

Colorado Preschool Program Effectiveness

Colorado Preschool Program District advisory councils are required to select methods for measuring and reporting child progress and parent involvement in the Colorado Preschool Program (CPP). Results from these methods must be submitted annually to the Colorado Department of Education in the annual reapplication for CPP. This information is then compiled and reported each year to the General Assembly.

In statute, CDE has been authorized to request from districts the information and data necessary to make these reports (22-28-112 C.R.S). Information requested on the benefits of children’s participation in preschool is aligned with the work CDE is doing on “Results Matter”.

Purpose of the “Results Matter” Program

The purpose of *Results Matter* is to positively influence the lives of children and families by using child, family, program and system outcomes data to inform early childhood practices and policy. The child and family outcomes describe the benefits that are desired for children and their families as a result of participating in early childhood care and education programs and services. The rich evidence gleaned through ongoing child assessment, family outcomes surveys and program quality evaluation supports results driven program and policy decisions, and provides the means to demonstrate the efficacy of services available to Colorado’s children and families.

The data obtained through *Results Matter* will be used to describe child progress across specific developmental and educational domains as well as through global outcomes developed by the national Early Childhood Outcomes Center and the U.S. Department of Education. These outcomes illustrate the integrated nature of early childhood development and allow the comparison of information from programs using different assessment tools.

Who Participates in Results Matter

44,000 children ages birth through five

900 care and education sites

4,000 teachers, child care providers, and interventionists across the state

In addition to CPP a number of other state and federal programs are required to participate because of reporting requirements, including preschool special education, Part C and Title I preschool.

In addition to the required programs, all of Colorado’s early care and education programs have been invited to participate.



Assessment Domains	Global Child Outcomes
Social-Emotional Language and Literacy Math and Science Creative Arts Physical Development Approaches to Learning	Children have positive social skills including positive social relationships. Children acquire and use knowledge and skills including language and early literacy. Children take appropriate action to meet their needs.
Family Outcomes	
Families understand their children’s strengths, abilities and special needs. Families know their rights and effectively communicate their children’s needs. Families help their children develop and learn. Families have support systems. Families are able to gain access to desired services, programs, and activities in their community.	



For More Information on Results Matter, Contact:

Nan Vendegna at
303-866-6602

[Vendegna N@cde.state.co.us](mailto:Vendegna_N@cde.state.co.us)

Or Please visit:

<http://www.cde.state.co.us/resultsmatter/>

Components of the “Results Matter” System

Early Childhood Assessment Programs choose from a menu of approved assessment systems that are available to them at reduced costs and include customized professional development.

Longitudinal Analysis Child assessment results are analyzed over time to study the long term benefits of participating in early care and education opportunities. Elements include following the number of children who have been retained, require an Individual Literacy Plan, exit special education or graduate.

Family Outcomes Specially designed family surveys inform policy makers and program administrators about how well the system assists families in effectively supporting their child’s early development.

Service and Program Quality Measures Child outcomes data is linked with existing program quality information such as Qualistar Ratings, NAEYC accreditation, and environmental rating scale results.

Professional Development A system of direct training and training-for-trainers provides participants with information and skills in observation, documentation, assessment, use of data for instructional and intervention planning, and the use of data for local program improvement.

Central Outcomes of Results Matter	Benefits Reported by Participants
The use of ongoing assessment becomes standard practice in participant programs	Increased depth of understanding of child development
Decisions regarding instruction and intervention as well as program policy are informed by data	Increased awareness of the linkages between instruction and child outcomes
Accountability reporting requirements are met through embedded everyday practices	Improved communication with families
Widely used assessment systems are improved and refined over time	Increased sense of professionalism
Colorado’s Results Matter initiative has influenced national policy and the work of other states	Increased sense of working toward common goals
	Increased use of technology

What Assessment Tools Have Been Approved for Assessing CPP Children for Results Matter?

Work Sampling System: <http://www.worksamplingonline.com/>

Creative Curriculum Developmental Continuum: <http://www.creativecurriculum.net/>

High/Scope Child Observation Record: <http://www.onlinecor.net/>

Frequently Asked Questions

How can I subscribe to the CPP listserv?

It is important to subscribe to the CPP listserv, especially for CPP coordinators. Membership on the listserv is open to any interested individuals. CDE uses the CPP listserv as a primary source of communication. If you have not subscribed to this list, please do so as soon as possible.

To subscribe:

Send an e-mail message to:

lyris@web.cde.state.co.us

In the subject line type: subscribe CPPlist John Doe (or whatever your name is) and then just click send and you will be added to the list.

To send a message to the listserv:

CPPlist@web.cde.state.co.us

Or you can contact one of the staff members identified on page 55.

What is an RFP?

RFP is an abbreviation for Request for Proposal. District advisory councils are required to send out RFPs at least once every two years to assess whether alternative community providers are available to provide CPP services within a community. If you need examples of RFP's and contracts that have been developed by other school districts please contact Lori Goodwin Bowers at CDE.

Where can I find more information about the assessment tools used for Results Matter?

On the Results Matter website, <http://www.cde.state.co.us/resultsmatter/links.htm>, there are links to each of the tools as well as a number of resources on early childhood assessment.

Where can I find more information on the Early Childhood Environment Rating Scale (ECERS)?

Many CPP programs are using the [Early Childhood Environment Rating Scale](#) (ECERS) as one measure of a program's quality. The ECERS is published through Teachers College Press (<http://store.tcpres.com>) and is available through a number of distribu-

"The district advisory council started their work this year with a "back-to-school" repair day. Members, spouses and families helped with sanding, painting, planting new trees, adding pea gravel, erecting a large new sandbox, and making sure the facility was safe and ready for a new year."

Idalia RJ-3 School
District



Frequently Asked Questions (cont.)

What does “developmentally appropriate” mean?

The phrase “developmentally appropriate” is based on the understanding that there are some predictable, universal developmental stages that young children go through that are physical, social, emotional, and cognitive. Knowledge of such child development helps insure that the learning environment and experiences are appropriate for the age of the child. Developmental appropriateness also acknowledges that each child is a unique individual. The curriculum, environment and experiences should be responsive to individual differences. “Developmentally appropriate practices” should match a child’s development while challenging a child’s interest and understanding.

Does each school district have to have its own district advisory council?

Not necessarily. Some smaller communities that are geographically connected have chosen to share a common district advisory council. As the need for quality early childhood programs continues to grow and be recognized, there is sometimes an advantage to having a council focus on a single community.

Can we contract with a church based program?

Sections 7 and 8 of Article IX of the Constitution of the State of Colorado address the subject. Section 7 provides as follows:

“Neither the general assembly, nor any county, city, town, township, school district or other public corporation, shall ever make any appropriation, or pay from any public fund or monies whatever, anything in aid of any church or sectarian society, or for any sectarian purpose, or to help support or sustain any school, academy, seminary, college, university or other literary or scientific institution, controlled by any church or sectarian denomination whatsoever; nor shall any grant or donation of land, money or other personal property ever be made by the state, or any such public corporation to any church, for any sectarian purpose.”

Section 8 of Article IX provides in part as follows: “No sectarian tenets or doctrines shall ever be taught in the public school...”

If you have questions after reading the language of the Constitution, show this to your attorney for a professional interpretation.

By increasing representation from the medical community on our district advisory council we have opened new lines of communication. Our district is now beginning to receive referrals from doctors that in the past did not recognize the early intervention services that the district provides. Members have been willing to post child find information in their medical offices. This is important progress toward collaboration and the ability to better serve our community families.

RE-1 Valley School
District

Frequently Asked Questions (cont.)

Can my child attend any preschool?

The district advisory council has identified certain preschools that have demonstrated an ability to provide a quality preschool program. As a parent you would be expected to choose one of these. If you have another preferred program, you should contact your district advisory council to see what your options are.

Can a child be counted and funded in the October 1 count in both CPP and early childhood special education?

No, this is one area where the law is very clear. CPP and Special Education in the October 1 count are both funded out of school finance dollars. It would be like paying for kindergarten one half day in one school and a half-day in another, or counting the same child for both first and second grade. If a child qualifies for preschool and therapeutic services through special education, it is important that he/she be identified and begins receiving the appropriate services as soon as possible.

Can we blend funds?

Many communities have been working on ways to blend funding for the past few years. There are several sources of funds including Head Start and early childhood special education that are currently being put together to provide full day, full year services to better meet the needs of working parents and their children. In blending funding it is important that two different funding sources do not pay for the same services. As local communities continue to identify the barriers to effective blended funding, state agencies have tried to address the policy changes necessary.

The Appendix contains a Cost Blending Allocation Plan that assists programs in allocating costs when delivering early childhood services across program areas.

Can a school district charge tuition for a preschool program?

Yes, school districts are not mandated to provide a preschool program, and CPP and early childhood special education (ECSE) can only fund the children eligible for those programs. In many communities where there are no other options for attending preschool, school districts will charge tuition so that children not eligible for CPP or ECSE may still have an opportunity to participate in preschool.

Students who encounter difficulties in the CPP program may be referred for evaluations based on pre-referral procedures, which includes discussing the case with special education staff and appropriate related service personnel. After permission is given for evaluations, the evaluation process will occur within mandated timeframes as outlined through federal law.

Pueblo District #70



With the flexibility to increase class size to 16 children, district sites are exploring the potential to offer the 16th slot to children living in transitional settings. Because preschool children residing in transitional housing arrive throughout the year, often missing prime registration and enrollment dates, many families are unable to access preschool programs. Allowing families in transition to enroll preschool children into the 16th slot may be best use of the slot."

Greeley School District

Frequently Asked Questions (cont.)

What records need to be kept for the CDE auditors to verify the October count?

A school district will need to have the following information available in their administrative office for CDE auditors to review:

- ◆ Attendance registers for all students for the eleven day count window.
- ◆ If the pupil is absent on the count day and the entire window, additional attendance records are required to establish attendance prior to and after the count window. The pupil must resume attendance within 30 calendar days of the count day in order to be counted.
- ◆ Records must also verify each student is scheduled for at least 90 hours of pupil-teacher contact in the semester of the official count day.
- ◆ Districts that contract with Head Start or a community early childhood program must provide evidence of a purchase agreement between the district and the outside agency.

At a minimum school districts should retain these records for five years or until they have been audited by the CDE Audit Unit.

Do we need to have birth certificates and other records before enrolling a homeless child in preschool?

According to the CDE State Coordinator for the Education of Homeless Children and Youth, the McKinney-Vento Act clearly and specifically includes preschool programs within its definition of free, appropriate public education (42 U.S.C. §11431(1)). The McKinney-Vento Act applies to state and local education agencies. Therefore, a preschool program administered by a local educational agency is covered by the Act and therefore required to enroll families and children immediately, even without birth certificates or other documents (42 U.S.C. §11432(g)(3)©). Further, school district liaisons must ensure that families and children experiencing homelessness can enroll in Head Start and Even Start programs and preschool programs administered by the school district (42 U.S.C. §11432(g)(6)(A)(iii)). Hence, in order to remain in compliance with McKinney-Vento Act requirements, preschoolers who are determined McKinney-Vento eligible must be enrolled without delay, regardless of needed documents. Once enrolled, follow-up can occur regarding the document/immunization pieces.

Appendices

Colorado Preschool Program Handbook

Appendix A: ADE Documentation for Preschool, Kindergarten and Early Childhood Special Education

Child to be Counted:	Grade Level	Attendance/ Residence Information	Public School Finance Funding Status	Notes:
<p>The child is three, four or five years old, meets CPP eligibility requirements, and is attending a district early childhood program. The school district has an official CPP slot allocation so that CDE can fund the child for .5 PPOR.</p>	004 (PK)	<p>01 (Resident, Designated School) 02 (Resident, School of Choice) 04 (Non-resident, Choice) 21 (Public Education Agency) 27 (Non-public school)</p>	83 (Part-time CPP)	<p>The majority of CPP slots fall under this category. These slots are capped at 20,160 by the legislature.</p>
<p>The child is three, four or five years old, meets CPP eligibility requirements, and is attending a district early childhood program on October 1 or November 1. The child is not being funded under CPP because the school district has no more CPP slots.</p>	004 (PK)	<p>01 (Resident, Designated School) 02 (Resident, School of Choice) 04 (Non-resident, Choice) 21 (Public Education Agency) 27 (Non-public school)</p>	89 (Not Eligible, CPP Allotment met)	<p>By reporting this child the school district may be eligible for funding, if CDE has CPP slots to temporarily reallocate to the district after the count date.</p>
<p>The child is attending an early childhood program in a school district building. Districts are using tuition to support this child's attendance in the program.</p>	004 (PK)		87 (Not Eligible, Tuition)	
<p>The child is attending an early childhood program in a school district building. Districts are using Head Start funds, Title I funds or district general funds to support this child's attendance in preschool.</p>	004 (PK)		86 (Not Eligible, Non-specific)	

Appendix A: *ADE Documentation for Preschool, Kindergarten and Early Childhood Special Education*
(Cont.)

Child to be Counted:	Grade Level	Attendance/ Residence Information	Public School Finance Funding Status	Notes:
A preschool child has an I.E.P. and is receiving special education services. These services began on or before October 1. The child must receive a minimum of 90 hours of service each semester.	004 (PK)		84 (Part-time special education)	
School districts are eligible to count a single child using two CPP slots, so that the child may attend a full day of preschool.	004 (PK)	01 (Resident, Designated School) 02 (Resident, School of Choice) 04 (Non-resident, Choice) 21 (Public Education Agency) 27 (Non-public school)	81 (Full-time CPP)	The Legislature has determined that only 5% of the CPP preschool slots may be used in this way. As a result school districts must apply to Lori Goodwin Bowers at CDE ((303) 866-6783 or bowers_l@cde.state.co.us) for authorization to use 2 slots to serve a child in a full-day of preschool.
A child is attending a full-day academic instructional kindergarten program, which is not funded through CPP. Please note: This does not include children that attend a half-day kindergarten program and then attend a child care or kindergarten enrichment program in the second half of their day.	007 (Full Day K)		82 (Part-time, non-specific)	Districts may be using tuition, Title I funds, or general funds to support this child's attendance in full-day kindergarten.

Appendix B: Cost Blending Allocation Plan

BACKGROUND

Several LEAs have tried combining the delivery of early childhood services across program areas (i.e. Head Start, Chapter I, CPP, P.L. 94-142, P.L. 99-457, etc.) and have encountered a number of problems in the process. While some of the problems that have been noted are program related (integration and certification issues), this proposal attempts to deal with the administrative problems created in the personnel, accounting and payroll areas. Specifically, these administrative problems center upon the difficulties encountered in completing time and effort reports for each program area.

A number of the funding sources for early childhood programs require a form of time and effort reporting, as outlines in OMB Circular A-87, to substantiate the salaries and fringe benefits charged to those funding sources. LEA efforts in this area, thus far, have been extremely frustrating and time-consuming. The LEAs maintain that, as presently constructed, the current system for time/effort reporting is hindering service delivery to the children and have requested that CDE devise a simpler and more efficient method of reporting that meets the requirements of A-87.

This paradox – combining program service delivery for reasons of increased efficiency which has resulted in increased inefficiency – has led CDE to develop the following rationale which attempts to simplify the current system yet still maintain full compliance with the explicitly stated provisions and the underlying intent of OMB Circular A-87. The preface to the 8/19/93 draft copy of OMB Circular A-87 includes the following comments from John B. Authur, Assistant Director for Administration for OMB, which are consistent with the purposes of this proposal. “Policies, principles and regulations will support effective, efficient delivery of program services and minimize opportunities for fraud, waste and abuse. They will stimulate the use of efficient administrative practices and the economical use of resources. State governments will be granted the maximum discretion for managing the activities for which reimbursable costs are incurred and the manner in which reimbursements are expended.”

RATIONALE

The stated purpose of OMB Circular A-87 is to establish “principles and standards for determining costs for Federal financial assistance programs...”. The principles and standards established are expected “to provide a uniform approach for determining costs and to promote effective program delivery, efficiency and better relationships between governmental units and the Federal Government.” The stated policy guides [Section A(2)(a)-(c)] are as follows:

2. “Policy Guides. The application of these principles is based on the fundamental premise that:

- a. Governmental units are responsible for the efficient and effective administration of Federal financial assistance programs through the application of sound management practices.
- b. Governmental units assume responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal financial assistance program.
- c. Each governmental unit, in recognition of its own unique combination of staff, facilities and experience, will have the primary responsibility for employing whatever form of organization and management techniques may be necessary to assure proper and efficient administration of Federal financial assistance programs.”

These policy guides emphasize the need for CDE to address the current difficulties that LEAs have experienced in attempting to implement the “blended funding” approach to service delivery. **This proposal is intended to simplify time and effort reporting in a manner that is consistent with the provisions of OMB Circular A-87.**

(1) TIME/EFFORT REPORTING

The traditional form of time and effort reporting does not work well when combining the service delivery of several programs. Time and effort sheets, which show how much time was spent working in more than one program area, presume discrete time periods can be identified with each such program. When delivering services in a classroom that combines several programs, it is necessary to develop an alternative time and effort system that will provide for an equitable distribution of the associated personnel costs to each cost objective in accordance with the relative benefits received by each program. The specific requirements contained in the circular regarding time and effort reporting are as follows:

Appendix B: Cost Blending Allocation Plan (cont.)

Attachment B 11 (h)(4) states that employees working on more than one activity or cost objective must have personnel activity reports or equivalent documentation to support the distribution of their salaries. The standards for this documentation are:

- they must reflect an after-the-fact distribution of each activity by employee
- they must account for the total activity of each employee
- they must be prepared at least monthly and must coincide with one or more pay periods
- they must be signed by the employee and supervisor

Substitute systems for allocating salaries and wages to Federal financial assistance programs may be used in place of personnel activity reports when approved as part of a cost allocation plan if:

- the sample universe includes all employees whose salaries will be allocated based upon sample results
- the entire time period is covered by the sample
- the sample results are statistically valid

Because of the nature of the blended funding approach to service delivery, it is necessary to develop a cost allocation plan that distributes the salaries and fringe benefits of the instructional employees to each of the funding sources in an equitable fashion. This document serves as the methodology narrative that is submitted to the Colorado Department of Education for approval.

METHOD

With the attached application, the LEA is requesting to employ a pupil counting system which uses student case counts on a prescribed day each month to measure instructional time and effort allocable to each program. The student count will reflect the makeup of each class, by program. The underlying assumption of this proposal is that the percentage of children qualifying for each program provides the most reasonable method of allocating instructional effort to each participating program without creating an unreasonable documentation burden on the service providers. In addition, the method has been structured to comply with all of the circular requirements noted previously.

The administrative unit will use a format for the pupil counts that denotes all of the participating programs in order to account for the total activity or each employee. There will be one count taken each month that must coincide with the pay periods of the administrative unit. The teachers and the appropriate supervisor should sign the count sheets. (A unit may obtain the teacher signature on the count sheets at the school while the supervisor may sign the computerized record generated at the district office.) These counts, which will determine the percentages of students qualifying for each program in the blended classrooms, provide the basis for the distribution of the salaries and fringe benefits of the instructional employees. The count and resulting salary and fringe benefit distribution must be done for each instructional unit. Sample count sheets that demonstrate the method used to calculate the percentage of instructional unit time (and, thus, salaries and fringe benefits) allocable to each program are attached.

SUMMARY

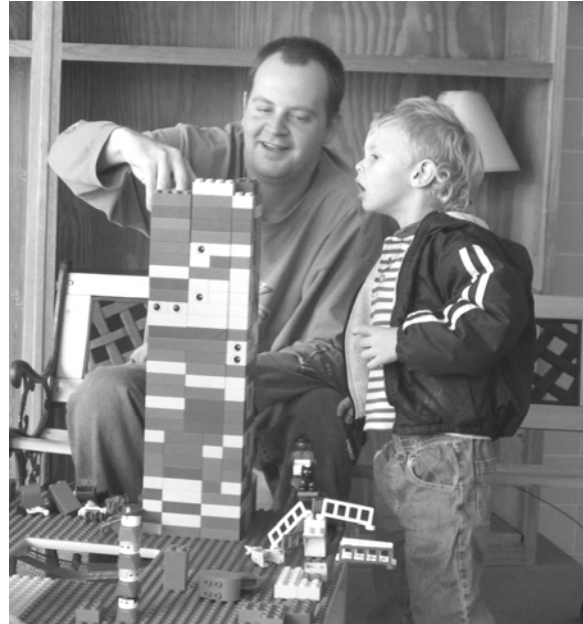
In order to provide LEAs an equitable and rational method of determining the direct charges for salaries and fringe benefits to Federal financial assistance programs where service delivery is provided in a combined classroom, CDE has developed this cost allocation plan rationale to distribute the expenditures based upon a monthly case count (one day each month) of students qualifying for the participating programs. The cumulative program case counts will be used to compute the percentages of instructional unit salaries and benefits chargeable to each program. LEAs that wish to employ this approach will provide CDE an application for approval.

LEAs are responsible for monitoring their Federal financial assistance programs to insure that they are not drawing funds in advance of the need. Where LEAs have drawn excess funds they should either:

- inform the appropriate CDE program office(s) of the overpayment and the amount of the necessary adjustment, or
- request the assistance of the appropriate CDE program office in determining if an overpayment has been made and what adjustment, if any, must be made to future funding payments.

This rationale is intended to be used only with salaries and benefits and does not apply to the other categories of direct costs that are charged to individual programs. LEAs will still be expected to justify the supplies and materials, equipment, travel and other expenditures charged to grant programs as direct costs.

cde
Colorado
Department of
Education



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