



Colorado Preschool & Kindergarten Program: 2007-08 Handbook

cde

**Colorado
Department of
Education**

201 East Colfax Ave.
Denver, CO 80203

COLORADO
DEPARTMENT
OF EDUCATION

201 E COLFAX AVE
DENVER, CO
80203

*COLORADO
DEPARTMENT OF
EDUCATION
ORGANIZATIONAL
COMMITMENT*

The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements:

- 1) *High Standards* for what students must know and be able to do;
- 2) *Challenging Assessments* that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children; and
- 3) *Rigorous Accountability Measures* that tie the *accreditation* of school districts to high student achievement.

Colorado Preschool and Kindergarten Program Handbook

Colorado State Board of Education

PAMELA JO SUCKLA (R), Chairman, 3rd Congressional District, Slickrock

BOB SCHAFFER (R), Vice-Chairman, 4th Congressional District, Ft. Collins

RANDY DEHOFF (R), 6th Congressional District, Littleton

KAREN MIDDLETON (D), 7th Congressional District, Aurora

PEGGY LITTLETON (R), 5th Congressional District, Colorado Springs

EVIE HUDAK (D), 2nd Congressional District, Arvada

ELAINE GANTZ BERMAN (D), 1st Congressional District, Denver

DWIGHT D. JONES, COMMISSIONER OF EDUCATION

KAREN L. STROUP, DEPUTY COMMISSIONER

VODY HERRMANN, DIRECTOR SCHOOL FINANCE UNIT

FOR MORE INFORMATION CONTACT:

LORI GOODWIN BOWERS
(303) 866-6783
BOWERS_L@CDE.STATE.CO.US

OR

JANE MIYAHARA
(303) 866-6334
MIYAHARA_J@CDE.STATE.CO.US

PUBLIC SCHOOL FINANCE UNIT

Colorado Preschool and Kindergarten Program

Page 2



“We believe early intervention is the key to success for students in our district and that CPKP 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 CPKP	6
CPKP 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
Fund 19: Reporting on CPKP Revenues and Expenditures	16
Program Requirements	18
CPKP Staff Requirements	21
Creating Quality Partnerships Through Request for Proposals (RFPs)	22
Child Eligibility	24
Individualized Learning Plans	30
Children’s Files	31
Transitions	32
Measuring CPKP Effectiveness/Results Matter	33
Frequently Asked Questions	35
Appendices	

Introduction and History of the Colorado Preschool and Kindergarten Program

The Colorado Preschool and Kindergarten Program (CPKP) 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.

CPKP 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 CPKP 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 and Kindergarten 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 16,360 children to be served by the Program in fiscal year 2007-08. Fifteen percent of the slots funded by CPKP (2,454) can be used to serve children in the second half of their kindergarten day. Because the kindergarten program is part of the Colorado Preschool and Kindergarten Program, the requirements

established for CPKP also apply to the programs that serve full-day kindergarten 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 2007-08, 171 out of the 178 school districts in Colorado will serve preschool age children through the Colorado Preschool and Kindergarten Program.

The number of children who can be served in the Colorado Preschool and Kindergarten Program both at a pre-K level and in kindergarten 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 and outside reviewers evaluate each district's need and application and make a decision on whether districts qualify for CPKP, and the number of Program slots they will receive.

District advisory councils made up of representatives of key stakeholders and service providers manage local CPKP programs. The purpose of this handbook is to assist District advisory council members and others interested in the CPKP 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 childhood care and education. Of most importance was the assistance given by those currently working directly with the Colorado Preschool and Kindergarten 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 and Kindergarten Program.

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

This handbook reflects what is required by CPKP statute, the CPKP 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 CPKP programs around the state on what it looks like in their community. There is also a directory of the school districts participating in CPKP on the CDE website.

Feel free to use the directory to obtain information on what is happening in a specific program.

Readers should access these documents as needed to find the exact language regarding a particular topic.



The Colorado Preschool and Kindergarten Program Act

What is it? The Colorado Preschool and Kindergarten 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 and Kindergarten 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://198.187.128.12/colorado/lpext.dll?f=templates&fn=fs-main.htm&2.0>)

Colorado Preschool and Kindergarten 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 CPKP Rules and Regulations provide further policy guidance for CPKP.

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 CPKP 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 CPKP 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 outlines the program standards for the Colorado Preschool and Kindergarten Program and are used by district advisory councils when monitoring CPKP sites for quality.

Where can I find it? This document is not available electronically. If you do not have a copy, feel free to contact Jane Miyahara. (303) 866-6334.

The Building Blocks for Reading and Writing and the Building Blocks for Mathematics

What is it? The Building Blocks provide early learning guidelines for young children. Each document begins with a list of the Colorado Content Standards for the K-12 system. Each of these Standards is then coupled with information reflecting the types of experiences and interactions preschool learners need to develop the foundation for attaining the standards.

Where can I find it: These documents are available in both English and Spanish on the CDE website. (<http://www.cde.state.co.us/earlychildhoodconnections/early.htm>)

School District Participation

School district participation in the Colorado Preschool and Kindergarten 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 and Kindergarten Program is authorized by the legislature. When there is an expansion of CPKP, priority is given in the allocation process to those districts not currently participating in the program.

Criteria for Selecting School Districts for Participation in CPKP:

Need:

The Colorado Preschool and Kindergarten 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 and kindergarten 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:

CPKP is based on a belief that quality early childhood programs and services offer children a greater chance of success in school. Programs must demonstrate the capacity to deliver 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 and Kindergarten Program both at a Pre-K level and in full-day kindergarten is determined by the Colorado State Legislature.

In FY 2007-08, CPKP will be able to serve 16,360 children. This includes 2,454 slots for full-day kindergarten.

To find out a school district's CPKP allocation:

*Go to the CDE website:
www.cde.state.co.us*

Click on School Finance

Click on CPKP

Click on FY 2007-08

CPKP Slot Allocation



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 and Kindergarten 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 CPKP, and for operation and maintenance of CPKP 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 CPKP 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 insure that a comprehensive approach to early childhood care and education services is taken in the administration of the Colorado Preschool and Kindergarten Program in each community.

Responsibilities of the District Advisory Council:

Responsibilities of the district advisory council include:

- Studying and assessing the need for CPKP 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 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 CPKP.
- 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.

A few final thoughts: 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 and Kindergarten 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 CPKP are best addressed locally. Problems, concerns and questions should all be brought to the district advisory council. A great deal of CPKP 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 and Kindergarten Program Coordinator Responsibilities

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

Act as Liaison to Colorado Department of Education:

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

Act as Liaison to School District:

1. Report to school board and school administrators and other personnel
2. Coordinate an accurate reporting of October count
3. Coordinate an accurate reporting of Fund 19
4. Coordinate the development of transition plans to kindergarten or first grade

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 CPKP enrollment process
4. Verify children's eligibility for the program
5. Maintain files that meet licensing and CPKP 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 CPKP 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 CPKP Children are Served:

1. Identify training needs of CPKP staff
2. Assist in addressing staff training needs
3. Ensure CPKP 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 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 CPKP 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?

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 CPKP 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 CPKP 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 year-end 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 CPKP 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 CPKP 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 3 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 six weeks.

The CPKP 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.

CPKP 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 CPKP 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 CPKP? 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 childhood 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:

- portfolio assessments of child progress
- parent satisfaction surveys
- 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

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 29.

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 CPKP 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

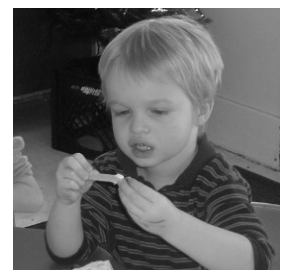
The "School Readiness Project" funds the *Qualistar Ratings* at the 7 participating CPKP sites in our community. Also the Readiness Grant funds a Learning coach who visits Centers each week and consults with the director and coaches the staff as they work to implement the Quality Improvement Plans.

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 PPOR for a school district go to the

CDE website:

www.cde.state.co.us

- ◆ Click on School Finance
- ◆ Click on Public School Finance Funding and Payment Information
- ◆ Click on 2007-08 District Funding and Calculation Worksheet
- ◆ Row GT7 indicates the school district's PPOR

CPKP Funding and the October 1 Count

The state legislature authorizes the Colorado Preschool and Kindergarten Program as part of the School Finance Act. As a result CPKP funds are calculated and distributed according to the School Finance Formula. Funding is provided at .5 FTE for each child, which is the same level of funding provided for a kindergarten student within that district.

School districts report children funded through CPKP 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 CPKP FTE included in the count by the school district's per pupil operating revenue (PPOR). 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. CPKP funding is provided to school districts as part of the K-12 funding. The FTE for CPKP students is calculated into the total FTE and funding for the district.

Law prohibits children receiving state per pupil operating revenues through both the Colorado Preschool and Kindergarten Program and early childhood special education. As a result CPKP 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 CPKP 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 CPKP 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 695 preschool children 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. If school districts are using an alternative count date they should not assume that if a child is enrolling in preschool or kindergarten that they 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 website: <https://ade.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. This process should be followed not only for preschool and kindergarten 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 PK and K 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 and Kindergarten Program (CPKP) 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 CPKP and early childhood special education count information in their October 1 collection.
3. The alternate count will be on Thursday, November 1, 2007. Children can only be counted if they are enrolled and in attendance on or before November 1, 2007.
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 to be included in the alternative count, a child in CPKP 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 child with disabilities should be justified by the Individual Education Program.*
6. In addition, districts using the November 1 count date must still ensure that the number of hours scheduled for the Colorado Preschool and Kindergarten Program should be no less 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 2007 is Friday, November 9.**
8. If a district uses the November 1 alternate count date for either CPKP 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://ade.cde.state.co.us/2002AlternativeCountDateForm.pdf>). 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 CPKP funded population. Pre-K 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 CPKP 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 CPKP and early childhood special education students must be counted on that date. School districts may not count one child in both CPKP 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 CPKP 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 pre-K program must submit and approve their PK-12 count data on or before November 9.
14. School districts are encouraged to track changes to their CPKP and ECSE data base on a regular basis from October 1 to November 1, so changes can be made following verification of the November 1 count.
15. **Finally, if your district is planning on using the alternate count date for either CPKP or early childhood special education, please notify Lori Goodwin Bowers prior to Friday, November 9th by e-mail (bowers_l@cde.state.co.us) or FAX (303-866-6785). I will be submitting a list of those school districts participating in the early childhood alternate count date to the CDE auditors.**

Important Dates to Remember:

Monday, October 1, 2007

Official Count Date

Thursday, November 1, 2007

Alternate Early Childhood Count Date

Friday, November 9, 2007

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 CPKP 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 CPKP money is being spent in its district.



Fund 19

Districts receiving funding from the Colorado Preschool and Kindergarten Program, both for preschool and full day kindergarten, must establish a preschool program fund. The Financial Policies and Procedures Advisory Committee have designated this as Fund 19 in the Chart of Accounts. Within this fund CPKP funded preschool programs should have a 3141 grant code, and CPKP funded kindergarten programs should have a 3142 grant code.

In Fund 19 a budget for CPKP must be provided that is equal to or greater than the district's per pupil operating revenue (PPOR) multiplied by the district's CPKP funded preschool or full day kindergarten enrollment. If districts have other sources of funding that are used to help pay the costs of providing preschool services to children eligible for CPKP, that money may also be deposited in the CPKP fund. However districts are not required to deposit it there.

If all of the money in Fund 19 is not expended by the end of the school year, districts must carry over any remaining moneys in Fund 19 to the next fiscal year.

The Legislature has been very clear that the only appropriate expenditures from the CPKP fund are those that are made to provide services to children and families in CPKP. Allowable expenses can 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 CPKP or their families
- Associated professional development activities
- Costs that a district would not otherwise have incurred but for 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 CPKP 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 LEA's must be verifiable.

Check Sheet for Colorado Preschool and Kindergarten Program Fund 19

- ◇ A Fund 19 has been established for the Colorado Preschool and Kindergarten Program. (C.R.S. 22-45-103 (1) (g))
- ◇ Direct allocations to the Colorado Preschool and Kindergarten Program fund are identified with 5800 allocation codes. The allocation codes used are as follows:
 - 10.000.00.0000.5819.000.0000 outgoing allocation in General Fund, Fund 10. (Debit entry - expenditure type)
 - 19.000.00.0000.5810.000.0000 incoming allocation in General Fund, Fund 19. (Credit entry - revenue type)
- ◇ Additional fund transfers to support the Colorado Preschool and Kindergarten Program use Source code 5219 in Fund 10 for the outgoing transfer, and source code 5210 in Fund 19 for the incoming transfer.
- ◇ The amount of allocation to Fund 19 equals the amount of one-half of the district's per-pupil operating revenue times the number of CPKP preschool and full time kindergarten 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 and Kindergarten Program. Grant code 3142 is used to identify the revenues and expenditures for the full-day kindergarten program funded through the Colorado Preschool and Kindergarten Program.
- ◇ Expenditures from Fund 19 only include costs that a district would not otherwise have incurred but for the services provided in conjunction with the preschool program. Districts must be able to document that charges to Fund 19 are a direct cost of the Colorado Preschool and Kindergarten Program. For instance if transportation expenses are included in Fund 19, districts must be able to document that bus routes were added or extended to serve CPKP children. Districts may not simply charge a percentage of district's transportation expenses back to Fund 19, because those expenses may have been incurred by the district without operating a CPKP program. (C.R.S. 22-45-103 (1) (g))
- ◇ Overhead costs have been limited to 5% of the CPKP 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 provide the percentages of students qualifying for each program in the blended classrooms to provide the basis for allocation of expenses to each funding source. **For CPKP purposes, this percentage may be calculated based on the children included in the October count.**
- ◇ Any moneys remaining in Fund 19 at the end of the fiscal year remain in the fund for the following school year. (C.R.S. 22-54-105 (4))

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

Program Requirements

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

Every classroom where CPKP preschool services are provided must have a valid license from the Division of Child Care at the Department of Human Services. The only exception is that full-day kindergarten programs funded through CPKP do not have to be licensed.

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

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

Specific CPKP 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 and Kindergarten 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, and a maximum of 20 children per classroom with an adult child ratio of one to ten in full-day kindergarten classrooms. 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 CPKP preschool are the same as they are for kindergarten. 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. This year with the implementation of Results Matter that funded fifth day without children is going to be even more critical.

All full-day kindergarten students should be scheduled for no fewer than nine hundred hours of planned teacher-pupil instruction and teacher-pupil contact during the school year. (22-32-109)

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. For more information about individual learning plans see page 30.

Family involvement:

In a quality early childhood program, parents and providers learn how to be partners in a child's education. CPKP 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 in-

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 CPKP Coordinator

Colorado Preschool and Kindergarten Program

Page 20

Programs are Also Encouraged to Pursue NAEYC Accreditation:

The CPKP rules and regulations encourage all programs receiving money from the Colorado Preschool and Kindergarten 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:

www.naeyc.org

Qualistar Rating System

More than 65 school districts have programs which serve CPKP 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 CPKP (22-28-108 91) (A) C.R.S.). Programs must demonstrate the capacity to deliver 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 CPKP 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 and Kindergarten Program. The purposes of these visits will be to provide technical assistance to districts, as well as 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 CPKP.
- ◇ The composition of the district advisory council and its work
- ◇ How the quality of the CPKP program is monitored.
- ◇ How the effectiveness of CPKP is evaluated
- ◇ The financial activities regarding the preschool program.

Colorado Preschool and Kindergarten Program Staff Requirements

Teachers' skills and knowledge are the key element to the delivery of the Colorado Preschool and Kindergarten Program services. Full-day kindergarten teachers must meet the CDE educator licensing requirements. **All preschool staff that serve CPKP children must meet the Colorado Department of Human Services Licensing Requirements but that is only a minimum level of professional preparation.** The Colorado Preschool and Kindergarten 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 insure 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 and Kindergarten 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 and Kindergarten Program Act state that "teachers must be able to show that they have received education credits in the field of early childhood. This can 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 and Kindergarten 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, has 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, CPKP, 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 CPKP 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 CPKP children. It also gives communities the freedom to decide locally who is best qualified to deliver CPKP 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 CPKP 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 CPKP 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 and Kindergarten Program is used for services connected to CPKP.

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 CPKP services. One step in this process is to develop and issue a Request for Proposals (RFP) to the community (4.09). **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 CPKP 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 CPKP partners. Participation in the CPKP 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. This is especially important with welfare reform.

Change made in the 2007 Legislative

Session:

“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 and kindergarten 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.”

(SB07-199)

“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 and Kindergarten Program is capped at a level set by the State Legislature, both in the preschool program and in the extended kindergarten program. It is the responsibility of the local District advisory council to establish a clear policy for the determination of child eligibility. Because CPKP is capped, it is important to have a well thought out 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 CPKP. These guidelines include:

Children must be 3, 4 or 5 years old. Children funded in CPKP must be 3, 4, or 5 by October 1, 2007.

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 CPKP for one year. (Please note: Children attending kindergarten must turn 5 by October 1.)

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 CPKP 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

Child Eligibility (cont.)

- ◇ Children are also eligible if they are in need of language development, including but not limited to the ability to speak English.
- ◇ Children are automatically 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 PPR funding from special education, that child cannot be funded under CPKP.

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.

The children funded for the second half of their kindergarten day through CPKP must also meet the eligibility requirements.

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

Many communities use the same screening tools for all children. Then they use the results to determine eligibility for a variety programs, such as CPKP, 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 CPKP 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 CPKP funding.

Telluride R-1

CPKP Eligibility Factors

Risk Factors	Significance of Risk Factor	How it May Be Measured
<p>In need of language development, including but not limited to the ability to speak English.</p>	<p>Having parents who only speak a language other than English in the home has been repeatedly associated with educational outcomes, such as low achievement test scores, grade repetition, suspension or expulsion, and dropping out of high school.</p> <p>Studies show that children who have specific language problems (that means language problems in the absence of mental retardation and other cognitive factors) often have difficulty learning to read. The ability to distinguish speech sounds early predicts their later language and reading abilities. *</p>	<p>Speech evaluation; referral/consultation with speech therapist</p> <p>Physician referral</p> <p>Teacher observation/referral</p> <p>Parental concern or report</p>
<p>Receiving services from the State Department of Social Services as neglected or dependent children.</p>	<p>Neglect is significantly related to reported behavior problems, and cognitive development is significantly impaired. Victims of child maltreatment experience poor school performance, learning disorders, poor peer relations and antisocial behavior.</p> <p>Children in foster care are more likely than other children to exhibit high levels of behavioral and emotional problems. 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. Children in foster care are also 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. *</p>	<p>Social service or agency referral</p>
<p><i>Significant Family Risk Factors that Affect Overall Learning Readiness</i></p>		
<p>The child is eligible to receive free or reduced-cost lunch pursuant to the provisions of the Federal "National School Lunch Act."</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. Average scores for reading, mathematics and writing achievement are statistically lower for children who are eligible for the school lunch program compared to ineligible children. This achievement gap continues throughout the school years. Children in poor families score lower on standardized tests of verbal ability and have lower cognitive skills such as reading number skills, problem solving, creativity, and memory than children in families above the poverty line. Poverty in young children (before age 5) is particularly detrimental for children and is associated with fewer total years of schooling, school failure, and dropout; more physical health problems and lower nutrition.</p> <p>Kindergartners in the lowest fifth of socioeconomic status watch 40% more television per week, own one third of the books, and are less likely to own a computer, compared with their more economically advantaged peers. *</p>	<p>Income verification form</p> <p>Report from school district nutrition office</p>

* The bibliography for this research is included in the Appendix * Factors written in red are also identified as School Readiness Indicators

CPKP Eligibility Factors (cont.)

Risk Factors	Significance of Risk Factor	How it May Be Measured
Homelessness of the child's family.	<p>Students who are without a home may be absent from school more days than children with homes. According to the U.S. Department of Education statistics, 45 percent of homeless students in kindergarten through 12th grade were not attending school regularly during the time they were homeless, missing 15 or more days of school in a three-month period.</p> <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 withdrawal. *</p>	<p>Address records</p> <p>Parent report</p> <p>Social Services or agency referral</p>
An abusive adult residing in the home of the child	<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, and lower rates of grade promotion; learning impairments; impaired moral reasoning; as well as shortfalls in physical health, including failure to thrive, somatic complaints, and high mortality.</p> <p>Children who have been exposed to domestic violence are more likely to experience difficulties in school and to score lower on assessments of verbal motor, and cognitive skills. Also they are more likely than other children to exhibit aggressive and antisocial behavior. *</p>	<p>Medical report</p> <p>Social services or agency referral</p> <p>Parent report</p> <p>Court or police report</p>
Drug or alcohol abuse in the child's family	Substance abuse and addiction dangerously compromise or destroy the ability of parents to provide a safe and nurturing home for children. *	<p>Social services or agency referral</p> <p>Parent report</p>
Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child.	There are positive correlations between parental education and young, unwed mothers and poverty. Parental educational attainment is linked with the home literacy environment. *	<p>Birth certificate</p> <p>Parent report</p>
The child's parent or guardian has not successfully completed a high school education or its equivalent	<p>A key set of risk factors has been repeatedly associated with educational outcomes, such as low achievement test scores, grade repetition, suspension or expulsion, and dropping out of high school. These risk factors include having parents who have not completed high school.</p> <p>Children whose mothers have higher levels of education, do better in specific reading and mathematics areas, are more likely to often or very often accept peer ideas, in play, make friends, and comfort others and they are more likely to persist at tasks, seem eager to learn and pay attention. *</p>	<p>Parent report</p> <p>School report or referral</p>

* The bibliography for this research is included in the Appendix * Factors written in red are also identified as School Readiness Indicators

CPKP Eligibility Factors (cont.)

Risk Factors	Significance of Risk Factor	How it May Be Measured
Frequent relocation by the child's family to new residences	<p>Many children change schools because of unstable living conditions (such as moving frequently). These children are at greater risk for grade repetition and lower educational attainment.</p> <p>Mobile students are more likely to act out or get in trouble. Students who change schools frequently score lower on standardized tests . It takes 4-6 months to recover academically after changing schools.*</p>	<p>Address records</p> <p>Parent report</p> <p>Social services referral</p>
Poor social skills of the child.	<p>Early learning and early social and emotional development are connected. A child's emotional status affects early school performance, which in turn, predicts later school outcomes. Emotional and behavioral problems in young children can lead to school failure, child abuse, delinquency, and mental illness.</p> <p>Social development is an important, often over-looked factor in children's transition to kindergarten. A child who is socially ready for school should be able to make friends, get along with peers, and communicate well with peers and teachers. Children who arrive at kindergarten with social competencies generally have an easier time forming relationships with their peers and better school outcomes.*</p>	<p>Exclusion from other pre-school/child care programs</p> <p>Social services or medical referrals</p> <p>Parent interview questions/report</p> <p>Staff documentation on home visits or developmental assessments</p>

- ◆ *The bibliography for this research is included in the Appendix.*
- ◆ *Factors written in red are also identified as School Readiness Indicators*

Thoughts from RE-1 Valley School District:

At this time, we have not prioritized our risk factor list. It is felt that each individual situation must be considered as part of the acceptance process. For example, a teen parent with no support system is a high risk situation. However, some teen parents are very mature, have a strong family support system, and are very informed in their parenting practices. In this case, this individual may not be as needy as an involuntary unemployed parent with several children, and no supports in place.

Currently, each anonymous application is read and the number of needs considered along with any other contributing information. If needs are present but not enough to qualify the child for immediate enrollment in the CPKP program, the name is placed on a waiting list. As children move out of the CPKP program, the waiting list is used to fill the space.

The Importance of Verifying Income Eligibility

Each year CPKP is asked to provide information to the Department of Human Services and the Governor's Office, regarding how many children funded in CPKP 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.

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

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)."

Who is Homeless?

According to the McKinney Act, a homeless individual is one who lacks a fixed, regular and adequate nighttime residence which includes children and families who:

- ◆ 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 safehouses
- ◆ Live on the streets, in parks, in abandoned buildings or other accommodations unfit for habitation.





“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 CPKP requirements, the Council reviews individual learning plans to ensure child progress.”

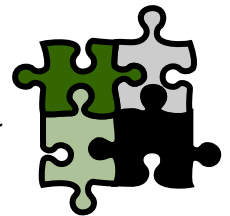
McClave RE-2

Individualized Learning Plans

The Colorado Preschool and Kindergarten 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 and Kindergarten 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 CPKP 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, information required by the Department of Human Services, and information required by their own district in a child's files.

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

CPKP Requirements: School districts must include in a child's file verification of 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:

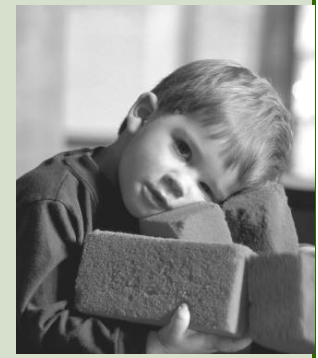
Other Items to Consider:

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

Because a qualifying risk factor for CPKP is free or reduced price meal eligibility CDE has developed a prototype Family Economic Data Survey form that your district advisory council could adopt and use as an alternate data collection instrument in schools that are not participating in the federal National School Lunch or School Breakfast programs.

The form is posted on the following website address:

<http://www.cde.state.co.us/cdenutritran/download/word/FamilyEconomicforms>.





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 www.terrifictransitions.org.

Transitions

The CPKP Rules and Regulations (6.01 C.C.R) states that programs providing services for children funded through the Colorado Preschool and Kindergarten 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, whether it is from a preschool program into kindergarten, or from full-day kindergarten into first grade 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 CPKP families are invited to meet with the CPKP 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 and Kindergarten Program Effectiveness

Colorado Preschool and Kindergarten Program District advisory council's are required to select methods for measuring and reporting child progress and parent involvement in the Colorado Preschool and Kindergarten Program (CPKP). Results from these methods must be submitted annually to the Colorado Department of Education in the annual reapplication for CPKP. 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

29,255 children ages birth through five
800 classrooms

3,400 teachers, child care providers, and interventionists across the state

In addition to CPKP 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 Contact:

Nan Vendegna at
303-866-6602

Vendegna_N@
cde.state.co.us

Or Please visit:

http:
[www.cde.state.co.us/
resultsmatter/](http://www.cde.state.co.us/resultsmatter/)

Components of the “Results Matter” System

Early Child 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

A Note on Measuring the Effectiveness of CPKP Funded Full-Day Kindergarten:

There will be elements of “Results Matter” that will be used to measure the effectiveness of CPKP Funded Full-Day Kindergarten. In addition, school districts that have CPKP funded full-day kindergarten slots have agreed to collect the following data:

1. Third grade CSAP scores of children who participate in the full-day program.
2. Attendance records through the primary grades
3. Number of children placed on ILP’s in later grades
4. Parent satisfaction surveys
5. Pre- and Post scores on an assessment given during the kindergarten year. This assessment could be identified by the district and should meet the requirements of the Colorado Literacy Act, which districts are complying with already.

Frequently Asked Questions

How can I subscribe to the CPKP listserve?

It is important to subscribe to the CPKP listserve, especially for CPKP coordinators. Membership on the listserve is open to any interested individuals. CDE uses the CPKP list-serve 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 CPKPlist 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 listserve:

CPKPlist@web.cde.state.co.us

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 five years to assess whether alternative community providers are available to provide CPKP 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 ECERS or the Early Childhood Environment Rating Scale?

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

"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 program you would prefer using, 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 CPKP and early childhood special education?

No, this is one area where the law is very clear. CPKP 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.

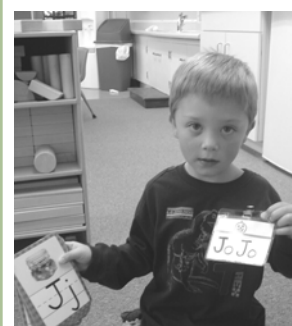
The Appendix contains a Cost Blending Allocation Plan that assists programs in allocating costs when delivering early childhood services across program areas.

Can a school district charge tuition for a preschool program?

Yes, school districts are not mandated to provide a preschool program, and CPKP 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 CPKP or ECSE may still have an opportunity to participate in preschool.

Students who encounter difficulties in the CPKP 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 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 Headstart 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)(C). 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 and Kindergarten Program

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 CPKP eligibility requirements, and is attending a district early childhood program. The school district has an official CPKP 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 CPKP)	<p>The majority of CPKP slots fall under this category. These slots are capped at 13,906 by the legislature.</p>
<p>The child is three, four or five years old, meets CPKP eligibility requirements, and is attending a district early childhood program on October 1 or November 1. The child is not being funded under CPKP because the school district has no more CPKP 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, CPKP Allotment met)	<p>By reporting this child the school district may be eligible for funding, if CDE has CPKP 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 CPKP 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 CPKP)	The Legislature has determined that only 5% of the CPKP 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.
Child attending kindergarten. The school district has been designated by CDE to use a CPKP slot to extend the child's day. Child is funded .5 PPOR as a kindergartner and .5 PPOR under CPKP.	007 (Full Day K)	01 (Resident, Designated School) 02 (Resident, School of Choice) 04 (Non-resident, Choice) 21 (Public Education Agency) 27 (Non-public school)	83 (Part-time CPKP)	These slots are capped at 2,454 by the legislature.
A child is attending a full-day academic instructional kindergarten program, which is not funded through CPKP. 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: Eligibility Factors Selected Bibliography

1. Annie E. Casey Foundation. (2003). *Kids Count Data Book 2003*.
2. Annie E. Casey Foundation. (2003). *Success in School: Education Ideas that Count. Family Participation*. www.aecf.org/publications/success/family.htm.
3. Aquilino, WS. (1996). The life course of children born to unmarried mothers: Childhood living arrangements and young adult outcomes. *Journal of Marriage and the Family*, 58, 193-310.
4. Chalk, R., Gibbons, A. and Scarupa, H. (2002) The multiple dimensions of child abuse and neglect: New insights into an old problem. *Child Trends Research Brief*. Washington DC: Child Trends.
5. Child Trends. (2000). *Research Brief: School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children*. www.childtrends.org/PDF/schoolreadiness.pdf.
6. Child Trends. (2000). *Final Report to the Knight Foundation. Background for Community-Level on School Readiness: A Review of Definitions, Assessments, and Investment Strategies*.
7. Child Trends (2001). *School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children* (Research Brief). Washington, DC: <http://www.childtrends.org/PDF/schoolreadiness.pdf> Child Trends.
8. Colorado Children's Campaign. (2003). *2003 Kids Count in Colorado*.
9. Colorado Children's Campaign. (2002). *Colorado's Housing Crisis Puts Children at Risk*.
10. Denton, K. & Reaney, L. (2000) *The Kindergarten Year: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*, NCES 2001-23. Washington D.C.: U. S. Department of Education, National Center for Education Statistics.
11. Dubowitz, H., Black, M & S. Starr. (2002) Child Neglect: Outcomes in High-Risk Urban Preschoolers. *Pediatrics*, Vol. 109, no. 6, pp 1100-1107.
12. English DJ. (1998). The extent and consequences of child maltreatment. *The Future Of Children: Protecting children from abuse and neglect*, 8 (1), 39-53.
13. Fantuzzo, J. and Mohr, W. (1999) Prevalence and effects of child exposure to domestic violence. *The Future of Children*, 9(3) 21-32.26.
14. Federal Interagency Forum on Child and Family Statistics (2003). *America's Children: Key National Indicators of Well-Being*. www.childstats.gov/ac2003/toc.asp.
15. Gould M. (2003). *Hunger In Denver 2002 – Issue Brief*, Center for Human Investment Policy, UCD for Colorado Coalition for the Homeless.
16. Gould M. (2002). *Early Mental Health Intervention Pilot Program Colorado 2000 – 2001 Report to the Legislature*. Center for Human Investment Policy for Colorado Department of Human Services.
17. Hack, M., Klein, NK, Taylor, HG. (1995). Long-term developmental outcomes of low birth weight infants. In: *The Future of Children: Low Birth Weight*. Vol. 5(1):19-34. Los Altos, CA: Center for the Future of Children. The David and Lucile Packard Foundation. http://www.futureofchildren.org/pubs-info2825/pubs-info.htm?doc_id=79872.
18. Hart SN, Binggeli NJ & Brassard MR. (1998). Evidence for the effects of psychological maltreatment. *Journal of Emotional Abuse* 1:27 –58.
19. 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. <http://www.nimh.nih.gov/childhp/monograph.pdf>.
20. Johnson, C. (2002). *No Place That's Home*. <http://www.connectforkids/resources>.
21. Kortenkamp, Katherine, and Jennifer Ehrle. (2002) "*The Well-being of Children Involved with the Child Welfare System: A National Overview*," New Federalism, Series B, No. B-43. Washington, D.C.: The Urban Institute. http://www.urban.org/UploadedPDF/310413_anf_b43.pdf.
22. Knitzer J. (2002). *Building Services and Systems to Support the Healthy Emotional Development of Young Children—An Action Guide for Policymakers*. National Center for Children in Poverty. www.nccp.org/media/pew02a-text.pdf.

Appendix B: Eligibility Factors Selected Bibliography (cont.)

23. Knitzer J & Raver CC. (2000). *What We Know About How to Promote School Readiness in High-risk Young Children: An Analysis of Challenges and Opportunities*. National Center for Children in Poverty.
24. Knitzer J. (1997). Meeting the mental health needs of young children and their families. In Stroul B, (ed.). Children's Mental Health: Creating Systems of Care in a Changing Society. Baltimore: Paul H. Brookes Publishing Company.
25. Korenman S, Miller JE & Sjaastad JE. (1995). Long term poverty and child development in the United States: Results from the NLSY. *Children and Youth Services Review*.
26. Kuhl, P. (2002). *Born to Learn Language, Reading and the Brain of the Child*.
27. Ladd GW. (1990). Having friends, keeping friends, making friends and being liked by peers in the classroom: Predictors of children's early school adjustment? *Child Development*, 61, 1081-1100
28. Lee VE & Burkham D. (2002). *Neighborhood Poverty Inequality at the Starting Gate*. Economic Policy Institute.
29. Lewitt EM & Schuurmann L. (1995). School readiness. *Future of Children*, 5(2), 128-139. EJ 522 415. *Future of Children*, 5(2): 128-39 Sum-Fall 1995.
30. McCormick M, Gortmaker SL & Sobol AM. (1990). Very low birthweight children: Behavior problems and school failure in a national sample. *Journal of Pediatrics*, 117(5), 687-693.
31. Moore KA & Vandivere S. (June 2000). Stressful Family Lives: Child and Parent Well-Being. *Child Trends*. www.urban.org/UploadedPDF/anf_b17.pdf.
32. National Education Goals Panel (1997). Special early childhood report. Washington, DC: National Education Goals Panel.
33. National Institute of Child Health and Human Development. (2000). *National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. US Department of Health and Human Services, Public Health Service, National Institutes of Health. NIH Pub. No. 00-4769.
34. Shonkoff JP & Phillips DA(Eds.). (2000). *From neurons to neighborhoods: The science of early child development*. Committee On Integrating The Science Of Early Childhood Development. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. National Research Council and Institute of Medicine. National Academy Press.
35. National Research Council (1993). *Understanding child abuse and neglect*. Institute of Medicine. National Academy Press.
36. Oberg C. (2002). The impact of childhood poverty on health and development. *Healthy Generations*. 4(1). School of Public Health, University of Minnesota.
37. O'Brien T. (2003). *Five year Study of the Impact of HIPPY Alamosa, Colorado*. Center for Human Investment Policy, University of Colorado at Denver.
38. Pollitt E, Leibel R & Greenfield D. (1991). Brief Fasting, stress, and cognition in children. *Am J Clin Nutr* 34:1526-1533.
39. 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.
40. Rose D, Habicht J & Devaney B. (1998). Household participation in the food stamp and wic programs increases the nutritional intake of preschool children. *Journal of Nutrition*.
41. Schechter, S. and Edleson, J.L. (2000) *Domestic violence and children: Creating a public response*. Center on Crime, Communities and Culture for the Open Society Institute.
42. Stipek DJ & Ryan RH. (1997). Economically disadvantaged preschoolers: Ready to learn but further to go. *Developmental Psychology*, 33(4), 711-723.
43. US Department of Health and Human Services. (2003) *Strengthening Head Start: What the Evidence Shows* <http://aspe.hhs.gov/hsp/StrengthenHeadStart03/index.htm>.
44. Wertheimer, R., & Croan, T. (2002). *A Portrait of Vulnerable Children in Kindergarten*. Washington, DC: Child Trends.

Appendix C: 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 C: 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.

Colorado Preschool and Kindergarten Program

Appendix D: Account Sample for Fund 19 Preschool

ABC ELEMENTARY SCHOOL									
Student Population - 200 FTE									
PPR - \$6,000									
Cap. Reserve Transfer \$292									
CPP Preschool Slot Allotment - 6 (3 FTE)									
CPP Kindergarten Slot Allotment - 20 (10 FTE)									
Any preschool class containing CPKP allocated slots may not exceed 16 students/1 teacher and 1 para-professional ratio									
Any full-day kindergarten class containing CPKP allocated slots may not exceed 20 students/1 teacher and 1 para-professional ratio									
HALF DAY PRESCHOOL CLASS - 16 STUDENTS									
Funding Source/Program	General Fund	Special Education	Colorado Preschool (Allocated Slots Only)	Total					
# of Students	7	3	6	Classroom					16
FTE	3.5	1.5	3						8
Percent	44%	19%	38%						100%
REVENUE	Total Program Funding	Total Program Funding	(1)						
		\$17,124.00	19,000.00.0000.5810.000.3141						
			(Allocation from General Fund)						
		\$3,431.33	(2)						
			19,000.00.0000.5210.000.3141						
			(Transfer from General Fund to cover additional CPP costs)						
EXPENDITURES									
Teacher Salary	10:100.11.0040.0110.201.0000	10:100.12.1700.0110.202.3130 or 3131	19:100.11.0040.0110.201.3141	\$ 30,000.00					
Teacher Medicare	10:100.11.0040.0221.201.0000	10:100.12.1700.0221.202.3130 or 3131	19:100.11.0040.0221.201.3141	\$ 435.00					
Teacher PERA	10:100.11.0040.0230.201.0000	10:100.12.1700.0230.202.3130 or 3131	19:100.11.0040.0230.201.3141	\$ 2,400.00					
Teacher Insurance Benefit	10:100.11.0040.0250.201.0000	10:100.12.1700.0250.202.3130 or 3131	19:100.11.0040.0250.201.3141	\$ 2,500.00					
Para Salary	10:100.11.0040.0110.415.0000	10:100.12.1700.0110.416.3130 or 3131	19:100.11.0040.0110.415.3141	\$ 8,000.00					
Para Medicare	10:100.11.0040.0221.415.0000	10:100.12.1700.0221.416.3130 or 3131	19:100.11.0040.0221.415.3141	\$ 116.00					
Para PERA	10:100.11.0040.0230.415.0000	10:100.12.1700.0230.416.3130 or 3131	19:100.11.0040.0230.415.3141	\$ 640.00					
Para Insurance Benefit	10:100.11.0040.0250.415.0000	10:100.12.1700.0250.416.3130 or 3131	19:100.11.0040.0250.415.3141	\$ 2,500.00					
Supplies & Materials (4)	10:100.11.0040.0610.000.0000	10:100.12.1700.0610.000.3130 or 3131	19:100.11.0040.0610.000.3141	\$ 1,440.00					
Equipment	10:100.11.0040.0730.000.0000	10:100.12.1700.0730.000.3130 or 3131	19:100.11.0040.0730.000.3141	\$ 2,500.00					
Contracted Support Services	10:100.21.2100.0300.000.0000	10:100.12.2100.0300.000.3130 or 3131	19:100.21.2100.0300.000.3141	\$ 2,000.00					
Indirect Costs (5)			19:600.25.2500.0869.000.3141	\$ 719.00					
TOTAL	\$ 22,982.31	\$ 9,849.56	\$ 20,555.33	\$ 53,250.00					

Appendix D: Account Sample for Fund 19 Full-Day Kindergarten

FULL DAY KINDERGARTEN CLASS - 20 STUDENTS					
Funding Source/Program	General Fund - Half Day (6)	Colorado Preschool - Additional Half Day (6) (Allocated Slots Only)	Total		
# of Students	20	20	20		Classroom
FTE	10	10	10		20
Percent	50%	50%	50%		100%
REVENUE	Total Program Funding				
			\$ 57,080.00	(1) 19,000.00.0000.5810.000.3142	
				(Allocation from General Fund)	
			\$ (7,104.50)	(6) 19,000.00.0000.6760.000.3142	
				(Amount of Allocation in excess of CPKP costs that must remain in Fund 19)	
EXPENDITURES					
Teacher Salary	\$ 20,000.00		\$ 20,000.00	19,100.11.0010.0110.201.3142	\$ 40,000.00
Teacher Medicare	\$ 290.00		\$ 290.00	19,100.11.0010.0221.201.3142	\$ 580.00
Teacher PERA	\$ 1,800.00		\$ 1,800.00	19,100.11.0010.0230.201.3142	\$ 3,600.00
Teacher Insurance Benefit	\$ 1,250.00		\$ 1,250.00	19,100.11.0010.0250.201.3142	\$ 2,500.00
Para Salary	\$ 7,000.00		\$ 7,000.00	19,100.11.0010.0110.415.3142	\$ 14,000.00
Para Medicare	\$ 101.50		\$ 101.50	19,100.11.0010.0221.415.3142	\$ 203.00
Para PERA	\$ 630.00		\$ 630.00	19,100.11.0010.0230.415.3142	\$ 1,260.00
Para Insurance Benefit	\$ 1,250.00		\$ 1,250.00	19,100.11.0010.0250.415.3142	\$ 2,500.00
Supplies & Materials (4)	\$ 1,800.00		\$ 1,800.00	19,100.11.0010.0610.000.3142	\$ 3,600.00
Equipment	\$ 1,500.00		\$ 1,500.00	19,100.11.0010.0730.000.3142	\$ 3,000.00
Contracted Support Services	\$ 1,500.00		\$ 1,500.00	19,100.21.2100.0300.000.3142	\$ 3,000.00
Transportation (7)			\$ 5,000.00	19,100.27.2700.0851.000.3142	\$ 5,000.00
Food Service (7)			\$ 5,000.00	19,100.31.3100.0850.000.3142	\$ 5,000.00
Indirect Costs (5)			\$ 2,854.00	19,600.25.2500.0869.000.3142	\$ 2,157.00
TOTAL	\$ 37,121.50		\$ 49,975.50		\$ 86,400.00
(1) \$6,000 PPR - \$292 Cap. Reserve Allocation * CPP FTE					
(2) When total expenditures exceed total allocation, it is up to the District to determine if additional funds should be "transferred" to cover the excess costs associated with the CPP programs.					
(3) Please note that the use of a SRE is voluntary					
(4) Must meet State minimum requirement of \$180/per full-time pupil					
(5) In our scenario expenses incurred in support programs associated with this school could be charged as indirect costs up to a maximum of 5% of the CPP allocation.					
(6) In this scenario each child in the class is funded with a CPKP slot, so 50% of the day is funded by the traditional kindergarten funding source and 50% of the day is funded by CPKP.					
(7) Expenditures from Fund 19 can only include costs that a district would incur as a result of implementing CPKP. Transportation expenses can be included if districts document that bus routes were added or extended to serve CPKP children.					



**Colorado
Department of
Education**



**For more information about the Colorado
Preschool and Kindergarten Program contact:**

Lori Goodwin Bowers
Public School Finance Unit
201 East Colfax Ave., Room 409
Denver, Colorado 80203-1799

Jane Miyahara
Public School Finance Unit
201 East Colfax Ave., Room 409
Denver, Colorado 80203-1799

Phone: 303-866-6783
FAX: 303-866-6785
E-mail: bowers_l@cde.state.co.us

Phone: 303-866-6334
FAX: 303-866-6785
E-mail: miyahara_j@cde.state.co.us

www.cde.state.co.us