Colorado Preschool Program Handbook

Note: This handbook relies on active links to documents and web-based resources. It is updated on a regular basis. You are encouraged to use the online version so that you are accessing the most up-to-date version and can benefit from active content.

Updated 10.26.15

COLORADO
Department of Education

The purpose of this handbook is to assist CPP coordinators and district preschool advisory council members to be able to meet statutory requirements for CPP implementation and provide high quality services to young children and their families.

This handbook reflects what is required by *CPP statute, the CPP rules and regulations and the Colorado Quality Standards* for Early Childhood Care and Education Services. It also contains language meant to convey the intent, or spirit of the law, as well as information from CPP programs around the state on what CPP looks like in their community. CPP Regional Support Specialists provide monitoring of these elements of CPP participation and are available to provide technical assistance for school districts.

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Overview

The Colorado Preschool Program (CPP) is a state-funded early childhood education program administered by the Colorado Department of Education. CPP funds provide the opportunity for eligible children to attend half-day or full-day preschool or full-day kindergarten. Children who are eligible for CPP attend high quality early childhood programs. These may be located in school district settings, local child care centers, community preschools or Head Start programs including early childhood programs located on tribal lands.

CPP is managed by local school districts and their preschool advisory councils. Each participating school district is given a predetermined number of half-day slots to serve eligible children. Two types of slots can be allocated to districts: CPP slots which can be used to serve eligible preschoolers and ECARE slots which can be used to serve preschoolers or to provide full-day opportunities for eligible kindergarteners. Two half-day slots can be combined to create full-day opportunities for preschool children with very high needs.

Children are determined eligible for CPP based on certain risk factors present in their lives. These risk factors have been shown to be associated with later challenges in school. School district staff members work with families to gather information about their child's development and learning. They also ask families questions about challenges they and their child may have experienced. If a child is found eligible and the school district has CPP funding available, the staff will work with the family to arrange a program location and start date.

History of Colorado Preschool Program

The Colorado Preschool Program (CPP) began as the Colorado Preschool Project in 1988 when it was authorized by the Colorado General Assembly to serve 2,000 four and five-year-olds in need of language development. The General Assembly created this program in recognition of the need to adequately prepare children who are at risk for future academic failure. 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. Funding was provided to establish quality early childhood education programs in the year or two before attending kindergarten and to implement activities and supports to strengthen families and support them as participants in their child's education.

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

The number of children and school districts participating has increased significantly since the program began. In 2013 the Colorado legislature created a new kind of CPP slot. The Early Childhood At-Risk Enhancement (ECARE) slots allow districts the flexibility to provide half-day preschool, full-day preschool or full-day kindergarten. Districts can choose to change the use of their ECARE slots from year-to-year. 3,200 ECARE slots were added in 2013 and an additional 5,000 ECARE slots were added in 2014 bringing the total possible number of children who could be served in the CPP program to 28,360.

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

CPP Governing Documents: Statute, Rules and Standards

Statute
The Colorado Preschool Program Act (22-28-101 through 22-28-110) is the bill which has been approved or "enacted" by both houses of the General Assembly and has become the law which guides the implementation of the Colorado Preschool Program. The Act is published annually in bound volumes, called the Session Laws of Colorado. It is also compiled, edited and published in the Colorado Revised Statutes (C.R.S.) located at: http://www.lexisnexis.com/hottopics/colorado/

Rules
The Colorado State Board of Education (SBE) is charged with developing rules and regulations that support implementation of the CPP Act. Board Rules and Regulations for the Colorado Preschool Program are posted here: http://www.cde.state.co.us/sites/default/files/documents/cpp/download/cppdocs/bdregs_301-32.pdf

Program Standards

The General Assembly placed strong emphasis on the quality of early childhood programs and services and the role of high-quality programming in giving children a greater chance of success in school. The CPP Act required the Colorado Department of Education to develop program standards for CPP (22-28-108 91) (A)(C.R.S.) Programs must demonstrate their capacity to deliver high quality, developmental 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 well-established national guidance on high-quality programming such as the National Association for the Education of Young Children (NAEYC's) Developmentally Appropriate Practices, the Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs and the Head Start Performance Standards.

The Quality Standards are meant to be comprehensive in scope and cover the full range of components essential to a high-quality program. They address elements such as environment, curriculum, staffing patterns, interaction among staff and children, health and safety, nutrition and family/staff partnership. These Quality Standards are meant to be commonly applied across all programs receiving state funds. It is important that the preschool district advisory council and all providers of CPP use the quality standards document and be familiar with the available supporting resources.

The Quality Standards were developed as a working document and self-assessment tool to help school districts implement quality programs. They should be used by coordinators, teachers and council members. The Quality Standards can be found at: http://www.cde.state.co.us/cpp/qualitystandards.htm

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Learning Standards

The **Early Learning and Development Guidelines** (ELDG's) provide a comprehensive continuum of expectations for children birth through five and include additional connections with the K-3 academic standards. The preschool-level academic standards and the Head Start outcomes framework are embedded in the ELDG's. The ELDG's and related resources for staff and families are located at: http://earlylearningco.org/

The **Colorado Academic Standards** represent expectations for preschool through 12th grade students in academic content areas and 21st century skills. Grade level booklets and other resources may be accessed here: http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks

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School District Participation

School district participation in the Colorado Preschool Program is voluntary. Currently 175 of the 178 Colorado school districts and the Charter School Institute participate. Interested districts who are not currently participating in CPP must submit an application to the Colorado Department of Education. Applications are distributed to non-participating school districts when an expansion of the Colorado Preschool Program is authorized by the General Assembly. When there is an expansion of CPP, priority is given in the allocation process to those districts not currently participating in the program.

Criteria for Selecting School Districts for Participation in CPP:

The Colorado Preschool Program is intended to serve children who are at risk for educational failure. When considering which districts are eligible to participate in CPP, the department is directed in statute to review:

- Dropout rates and graduation rates within the district
- Numbers of qualifying, un-served children
- Test scores of children kindergarten and the primary grades within the district
- Accreditation data and district performance data
- Demographic data

Ability to Collaborate:

It is also the intent of the Colorado General Assembly 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 such as Head Start and private preschool businesses located in the community.
- Coordinate district preschool programs with family support services
- Develop a quality, comprehensive plan for partnering with families
- Collaborate with public and private child care agencies located in the school district
- Demonstrate a high degree of community involvement

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District Preschool Advisory Council

Each school district is required by statute to establish a district preschool council. These councils are charged with the design and implementation of a high quality program with limited resources. The district preschool 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 CPP Annual Report and Reapplication as well as an application to expand CPP if available to participate in CPP, and for operation and maintenance of CPP within the school district.
- No action taken by the council is final until approved by the school board.

The CPP district preschool advisory council advises in the implementation of the program, and as they do this, decisions about how the program operates reflect the unique needs and priorities of the community.

Membership
- Two parents of children currently attending the district preschool program
- Two members of the business community
- Representatives from the following:
    - County or district health department
    - Department of social services
    - County agency involved in job services and training
    - Publicly funded early childhood education agency located in the school district
    - Privately funded child care center located in the school district
    - Charter school located in district that has a preschool program

Members of the district preschool advisory council are appointed for two-year terms and may be reappointed by the superintendent. The district preschool advisory council should meet a minimum of six times per year. Each council should elect a chairperson who will serve a one-year term and may be reelected for a second year.

Responsibilities of the District Advisory Council:
- Studying and assessing the need for CPP
- Identifying and locating supporting research, and recommend eligibility factors applicable to the community.

- Advising in the development of a plan for identifying eligible children.
- Recommending to the local school board whether the program should be provided by the district or by publicly or privately funded providers or a combination
- At least every two years, developing and distributing requests for proposals to local publicly funded early childhood education agencies and privately funded centers to determine who will provide program services and recommending qualified providers to the local school board.
- Participating in the development of proposals to CDE requesting participation in CPP or in the preparation of expansion requests.
- Providing information and data to CDE for reports on the program.
- Developing a comprehensive plan for delivery of services addressing the areas of program quality, staff development, family involvement, family support services, and program evaluation as a part of the Annual Report process.
- Visiting all settings providing CPP enrollment at least twice per year, to identify strengths and areas for growth.
- Developing written policies to document and reflect the decisions made by the council.

Resources:
Appendix A: CPP Calendar of Responsibilities

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CPP Coordinators

School districts need to identify a coordinator to administer CPP. According to D-2 of the Quality Standards, an early childhood educator should be employed to direct the educational program of children birth through eight.

Qualifications
The qualifications of an early childhood educator designated as the CPP coordinator 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 a graduate degree in ECE/CD. Depending on the size and needs of the district, this individual may be the classroom teacher, early childhood coordinator, building principal or center director. The CPP coordinator is generally an employee of the school district.

Responsibilities of the CPP Coordinator
Act as liaison to Colorado Department of Education:
- Submit Annual Report and Intent to Continue in the Spring
- Attend CPP Regional Meetings

- Coordinator TA/Monitoring visits from CDE
- Participate in CPP listserv
- Respond to requests for information from CDE

Act as liaison to School District:
- Report to school board, school administrators and other personnel
- Coordinate an accurate reporting of October Count
- Coordinate an accurate reporting of CPP funding
- Coordinate the development of transition plans to kindergarten

Facilitate the Enrollment Process
- Initiate process to inform families of the availability of the program
- Coordinate enrollment process with Child Find
- Organize and implement the CPP enrollment process
- Verify children's eligibility for the program
- Maintain files that meet CDHS licensing
- Maintain records documenting children's eligibility for CPP

Facilitate the Work of the District Preschool Advisory Council:
- Support the superintendent in recruiting members for the district preschool advisory council
- Establish regular meeting times and locations
- Oversee process for monitoring quality in classrooms where children funded CPP are served
- Support the district preschool advisory council in facilitating an RFP process in community at least once every two years

Support the Classrooms Where Children funded by CPP are Served
- Identify training needs of preschool staff in classrooms where CPP children are served
- Assist in addressing staff training needs
- Ensure classrooms are licensed by the Colorado Department of Human Services (Note that this requirement does not exclude early childhood programs located on tribal lands from participating in CPP. These programs will be licensed as required by their respective tribal governments.)
- Ensure that Individual Learning Plans are developed for each child funded by CPP in accordance with the description for School Readiness Plans in CAP4K legislation

Ensure Family Partnering and Support
- Ensure families sign parent involvement partnering agreement
- Identify family support services
- Facilitate family partnering and support activities

Study, Document and Report Program Effectiveness:
- Support valid and reliable Results Matter implementation in all classrooms serving children funded by CPP
- Track children's progress through elementary school
- Support the district preschool advisory council in administering parent satisfaction surveys

Child Eligibility for Participation

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

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

Children must be 3, 4 or 5 years old and have eligibility factor(s) present in their lives. If a child is served as a 4 or 5 year old, the child must be eligible for kindergarten the next year and have 1 eligibility factor present in their lives. They may only be funded by CPP for one year.

 If a child is served as a 3 year old, the child must have 3 significant risk factors in their life that put him or her at risk of school failure. A child may participate in CPP for a second year if he or she continues to have risk factors present in his or her life.

Children funded by CPP must be 3, 4, or 5 by October 1 of the school year.

 Four or five year olds must be eligible for kindergarten the following year and are not eligible for participation in the program for more than one year. CPP funds may not be used to fund preschool for children who are age eligible for participation in the school district's kindergarten program.

From the State Board of Education Rules and Regulations for Colorado Preschool Program:
2228-R 5.00 Identification of eligible children
5.01   In order to be considered for eligibility, children must be 3,4,or 5 years old. Four or five year-olds must be eligible for kindergarten the following year and are not eligible for participation in the program for more than one year. Three year olds must lack school readiness that is attributable to at least three risk factors. Three year olds may participate in CPP as a four year old if they

meet the eligibility requirements. It is the responsibility of kindergartens to be ready and serve all children who are eligible by birthdates established by the local education agency.

5.08 Any child qualifying for similar services under other programs (i.e. special education) would continue to be eligible only for such services and would be funded under such programs.

Eligibility Factors
- Eligibility for free or reduced price meals
- 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 (present or past)
- 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 in need of language development
- Receiving services from the Department of Human Services as a neglected or dependent child

District preschool advisory councils can define and expand the list of eligibility factors in their community. The district preschool advisory council must be able to clearly demonstrate how the additional risk factors affect a child's ability to be successful in school. Research demonstrating the connection of the additional risk factor to school failure must be documented as part of the district's CPP Annual Report and Reapplication.

It is important to note the following requirements related to eligibility determination:

- Documentation of eligibility criteria must be kept for all children funded through CPP.
- The parent(s) or legal guardian(s) 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 per pupil funding, that child cannot be funded under CPP.

Eligibility Determination Process
Eligibility determination for participation in CPP is the responsibility of the school district rather than that of community partner programs with whom the district

contracts to provide services. Multiple methods should be used to determine a child's eligibility, and qualified personnel should conduct all aspects of the eligibility determination process. The process should be comprehensive and include a combination of approaches that can include:

- Family interviews
- Observations of children in natural settings
- Collection of demographic data
- Standardized developmental screenings
- Vision and hearing screenings

Children should be determined eligible and families notified prior to attendance in the program. Many communities use the same screening tools for all children as part of a comprehensive developmental screening/application process. The results are used to determine eligibility for a variety of programs, such as CPP, Title I, and Head Start. A good screening process will also identify children who should be referred to Child Find for possible evaluation.

Keep in mind that a "first come, first served" system is not the most equitable process. Oftentimes, families with the greatest need are not proactively looking for preschool when registration is available in the spring. They may only learn about the opportunity for preschool when back to school items hit the stores or once school starts and older siblings return. You should reserve a few positions for those families who are seeking preschool in the fall.

Free and Reduced Price Meals:

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

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

Documentation with income eligibility (or evidence of verification if the Free and Reduced Lunch form) should be kept in a central district location accessible by the CPP coordinator and available to CDE CPP specialists for audit during on-site visits.

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

Resources:
Appendix B 2014/15 Family Economic Survey
Appendix C: Family Economic Survey Memo
Appendix D: Silverton Child Eligibility Cover Sheet

U.S. Citizenship and CPP

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 those 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)"

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 to U.S. citizens and permanent residents." (Letter from the Commissioner of Education to Superintendents of Schools, Directors of BOCES, School Principals, and Other Interested Persons, January 1999).

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Documentation of Eligibility

Examples of documentation for eligibility:

Child must be 3,4, or 5 years of age	• Birth date from CPP application
Eligibility for free or reduced lunch	• Family Economic Survey (should be collected for all children whether or not they qualify under this criterion.
Homelessness of the child's family. (22-28-106 (1) (II) C.R.S.) According to the McKinney-Vento Act, a homeless individual is one who lacks a fixed, regular and adequate	• Address records • Parent report (note that parents often do not report homelessness due to embarrassment and fear.) • Results of parent interviews indicating unstable housing

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 safe houses • Live on the streets, in parks, in abandoned buildings, or other accommodation unfit for habitation	situations (doubling up, cramped housing, moving in with family and friends, etc.) • Social services or agency referral If you need assistance with determining homelessness, contact your school district's homelessness coordinator. A statewide index is located here: http://www.cde.state.co.us/dropoutprevention/homeless_liaisons
An abusive adult residing in the home of the child	• Medical report • School personnel, social services, or agency referral • Parent report/interview • Court or police report
Drug or alcohol abuse in the child's family (22-28-106 (1) (a.5) (IV0 C.R.S) Abuse may be present or past.	• Social services or other agency referral • Parent report/interview • Newspaper article • Court or police report
Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child. (22-28-106 (1) (a.5) (V) C.R.S.)	• Information from CPP application • Agency referral • Parent report/interview
The child's parent or guardian has not successfully completed a high school education or its equivalent. (22-28-106 (1) (a.5) (VI) C.R.S)	• Information from CPP application • Parent report/interview • School report or referral
Frequent relocation by the child's family to new residences (22-28-106 (1) (a.5) (VII) C.R.S.)	• Information from CPP application • Parent report/interview • Agency referral
Poor social skills of the child	• Exclusion or expulsion from other preschool/child care programs or community activities • Social services or medical referrals • Parent interview questions/report • Developmental assessment such as

	ASQ or DIAL
In need of language development	• Speech evaluation; referral/consultation with speech therapist • Physician referral • Developmental assessment such as ASQ or DIAL • Teacher or caregiver observation/referral • Parent report • Parents report home language other than English
Receiving services from the department of human services pursuant to article 5 or title 26, C.R.S., as a neglected or dependent child (i.e. a child in foster care). (22-28-106 (1) (a) (II) C.R.S.) This factor refers to children who are receiving "Child Welfare Services" from the Department of Human Services. These services include the provision of necessary shelter, sustenance, and guidance to or for child who are or who, if such services are not provided, are likely to become neglected or dependent.	• Referral from social services • Report from foster parent • Information from CPP application

Eligibility Documentation and Record Keeping

State regulations require that districts be able to verify that children funded by CPP are eligible. Each district will need to develop a method of record keeping that is appropriate based on the number of children funded by CPP, whether or not the children are served at one site or at multiple sites. It is important to keep in mind that information regarding children's eligibility for participation in CPP is sensitive and should be kept confidential. Because of this many school districts do not store these records in their preschool classroom files instead keeping eligibility documentation by cohort year in a notebook or file depending upon the number of students. This information should be readily available for auditing by your CPP regional support specialist during a site visit.

Suggested items per child funded by CPP:
- Coversheet with child's risk factor marked.
- Family Economic Survey

- Screening results such as ASQ, DIAL 4 etc.
- Preschool Application containing eligibility information such as:
  - Birth date of child
  - Age of parents at birth of child
  - Living situation (homelessness, foster child)
  - Education status of parents
- Notes or form from parent interview or home visit.
- Referrals from the County Department of Human Services or other agencies (exposure to domestic violence, drug use, foster child)

*Note that it is not necessary to collect copies of birth certificates or children's social security numbers.

Program Requirements

Licensing
Every classroom where CPP preschool services are provided must have a valid child care site license from the Division of Child Care at the Department of Human Services. (22-28-108 (1) (a) C.R.S) This license indicates the minimum health and safety standards have been followed. A license is required for any space where CPP services are delivered, including public school classrooms. If a school changes the location of its preschool classroom, the new space must also be licensed. The Division of Child Care has made staff available to work with you throughout this process.

The requirement for child care licensing by the Colorado Department of Human Services does not exclude early childhood programs located on tribal lands from participating in CPP. Tribal lands are sovereign nations and follow child care licensing rules as determined by their local tribal government.

Resource:
http://www.coloradoofficeofearlychildhood.com/#!child-care-licensing--administration/c5cf

Minimum Staff Qualifications
Preschool teachers are *not* required to hold a CDE educator license (C.R.S. 22-29-208 (3)), however preschool staff members who serve children funded by CPP must meet the Colorado Department of Human Services requirements for center-based staff or minimum qualifications established by tribal government licensing for early childhood programs located on tribal lands. In addition, the CPP Act requires 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 CPP 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)

Early childhood programs participating in the Colorado Preschool Program must also 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 states that:

- Staff who are in charge of a group of children should have at least a Child Care Professional Credential (CCP), Child Development Associate Credential (CDA) or an associate degree in Early Childhood Education/Child Development.
- In cases where staff members do not meet the specified qualifications, a training plan and timeline, both individualized and program-wide, have been developed and is being implemented for those staff members.
- An early childhood educator is employed to direct the educational program of children birth through eight. The qualifications of an early childhood educator are a baccalaureate degree in Early Childhood Education/Child Development and at least three years of full-time teaching experience with young children, and/or graduate degree in ECE/CD. This individual may be the classroom teacher, early childhood coordinator, building principal or center director.

Class size
Preschool classrooms must limit class size to a maximum of 16 children with an adult-child ratio of one to eight. One of the primary determinants of quality in early childhood programs is the quality of interactions between children and adults. This is particularly true when the program targets children whose early life experiences place them at risk for challenges in school and beyond. Responsive teaching and caregiving are only possible when staff members have sufficient time to interact meaningfully with each child in their care and to plan and carry out high-quality

learning opportunities. When numbers are too high, adults are stretched too thin to be responsive to the individual needs of the children in their care.

Service Hour Requirement

The CPP Act requires 360 contact hours a year or approximately 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 or equivalent should be used for home visits, staff development or planning. (22-28-108 C.R.S.) Children need down time to process new information between new learning experiences. They need opportunities to practice following predictable daily routines and to continue play schemes across multiple days. Therefore, it is not appropriate to have children attend a single day per week for an extended-day schedule of 10 hours or more in order to meet the contact hour requirement for CPP. A more appropriate schedule would provide for 2 ½ to 3 hours of programming four days per week –Monday through Thursday or Tuesday through Friday. Offering a 3 ½ hour program on Monday, Wednesday and Friday would also offer young children consistency in their early learning program.

Staff Planning Time

In each school district, the funding levels for CPP preschool are one-half of what is provided for a child in grades first through twelfth grades. While the preschool program must offer teacher-pupil contact time 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 requirements is to enable preschool teachers to have additional time to attend staff training, provide home visits, assess children and do child planning based on those assessments. (C.R.S. 22-28-108 (1)(b)(III); C.C.R. 2254-R-1 2.06)) With the implementation of Results Matter, the funded non-pupil contact time is even more critical.

Individual Learning Plans

Children funded through CPP must have an Individual Learning Plan (ILP) that is informed by ongoing assessment of developmental and academic progress as well as input from families. The ILP sets desired outcomes or next steps for the child, specific strategies or supports that the child may need and may also include transition strategies for children who will be moving on to kindergarten. Automated ILP forms are included in the Results Matter assessment systems to help streamline this requirement and assure that the plan is connected to assessment results. The ILP requirement is set out in two different state laws:

1. The CPP statute requires that an Individual teaching plan is developed for each child. (22-28-108 (1) (b) (IV) C.R.S. and C.C.R.6.04) The plan shall include identification of the child's needs in the following areas:

    (a) language
    (b) cognition
    (c) gross motor
    (d) fine motor

(e) social skills/self-esteem

2. The more recent Colorado Achievement Plan for Kids or "CAP4K" requires that each child in a publicly funded preschool and kindergarten program have an Individual School Readiness (ISR) plan that is informed by ongoing assessment of a child's progress in developmental and academic domains.

Resource:
[Appendix E: Sample Individual Readiness Plan](#)

Child Progress Monitoring

Child progress monitoring occurs through required participation in one of the Results Matter program's ongoing assessment systems, *Teaching Strategies GOLD®* or the HighScope COR. Results Matter assessment meets multiple CPP requirements:

1. Meets the requirement for multi-domain ongoing assessment to inform individual learning plans required by the CPP Act and CAP4K
2. Helps inform individualized instructional planning
3. Provides aggregate data to inform the annual CPP Legislative Report provided for in (22-28-112 C.R.S.) which authorizes CDE to request from districts the information and data necessary to report to the Legislature the results of the CPP program
4. Informs program evaluation and continuous improvement efforts

The data obtained through Results Matter is used to describe child progress and school readiness across specific developmental and educational domains including Social-Emotional, Language, Literacy, Math, Science, Creative Arts, Physical Development and Approaches to Learning .

Transitions

The Quality Standards (Section E-15) identify transition plans as an important part of quality services. The process of transitioning to a new classroom or program should be planned based on the individual needs of each child. The planning should begin at least six to nine months prior to the placement of the child in the new setting and should involve families as well as the current and future teaching teams. Written transition plans may be embedded in the Individual Learning Plan.

District Comprehensive Plan

The comprehensive plan components are embedded within the Annual Report Template and address the following components as defined in the CPP Act:

1. Program quality
2. Staff development
3. Family partnering
4. Family support
5. Program evaluation

Completed plans are submitted annually as one component of the CPP Annual Report and Reapplication. The comprehensive plan is meant to be a functional framework that drives local CPP implementation.

Comprehensive Plan – Quality of Program

This section of the comprehensive plan should contain:

- A description of how the Quality Standards are used to monitor and enhance the quality of classrooms and ongoing planning for the preschool program

- A description of the program's implementation of the Colorado Early Learning and Development Guidelines

- A description of the process and results for the twice yearly classroom visits by district preschool advisory council members to monitor overall program compliance and status of recommendations for needed improved improvements

- Average scores and noteworthy remarks from the QRIS process, CLASS observations, Qualistar evaluation, ECERS rating or NAEYC accreditation review that occurred during the current school year

- Oversight and support provided by the CPP district preschool advisory council and the school district

Comprehensive Plan – Staff Qualifications and Development

This section of the district comprehensive plan should contain:

- A summary of program staff qualifications and credentials

- A description of the school district/program policy for staff education levels and backgrounds

- An update on the current year's ongoing training of staff (e.g. workshops attended, course work completed)

- A description of the mentoring/coaching model used by the program

- Awards and recognition that staff have received (from the school, board, community)

Resources:
Website: Early Childhood Teacher Qualifications
Website: Large Center Qualifications

Website: [Small Center Qualifications](#) (page 8)

Comprehensive Plan – Family Partnering

Families of young children are their first and most important teachers. Programs can best meet the needs of children when they also recognize important family roles and develop strategies to work effectively with families, actively engaging them in all levels of the program.

Family partnering in CPP is addressed in both CPP statute and rules. It is clear that the legislative intent is for families to become involved in the education of their preschool children. Although many early childhood programs offer opportunities for families to visit and volunteer in classrooms, programs are strongly encouraged to create opportunities for families to become more deeply involved in their child's education through activities such as home visits, family conferences, special learning opportunities and leadership opportunities such as council or committee participation. High quality programs provide educational materials for families to use at home with their children including: Raising A Reader, Literacy or Math Backpacks, and toy lending libraries.

CPP rules require that the parent(s) or legal guardian shall enter into an agreement about their responsibilities to the educational program of their child with the program that is providing the services. Children cannot participate unless such an agreement is made. The agreement may be formal or informal. District preschool advisory councils should assess the needs specific to the families they serve when creating a written family partnering agreement and the signed agreement should be kept in the child's file.

The section of the comprehensive plan addressing family partnering should contain:

- A description of the roles and expectations of families in your program
- Include or describe the family involvement agreement
- A list and description of family events held during the current school year and a description of how they enhance home-school connections and child outcomes
- A description of how families contribute to your program (not limited to in-class volunteering)
- A description of the process for home visits and family conferences
- A description of families' involvement and contributions to the CPP district preschool advisory council

- A description of opportunities supporting educational partnering including events and or materials provided for families to use at home with their children.

Resource:
Appendix F: Sample Family Partnering Agreement

Comprehensive Plan – Family Support

Family support includes those services available to families that contribute to the health and well-being of their children. District preschool advisory councils should periodically assess the specific needs of the families with young children in their community including basic needs for food, clothing and shelter, access to health care (including immunizations), mental health services and dental care. Some school districts are able to provide onsite family support services such as school-based health and dental clinics or mental health services. At a minimum, programs should provide information and help connect families to resources available in their community. Councils should consider how they might partner with other early care and education programs to provide necessary services.

This section of the comprehensive plan should contain a description of the specific support services available to families including descriptions of how families access:

- Special education services
- Information on nutrition, including food banks
- Immunizations
- Health, dental and mental health care and services
- Social services
- Recreation opportunities
- Parenting education and support

Comprehensive Plan – Program Evaluation:

School districts and their CPP councils are required to design, implement and report on program evaluation activities as defined in the CPP rules:

4.05 Program Evaluation. This section addresses the design for this program evaluation including:

(1) child progress
(2) parent satisfaction
(3) the extent to which a comprehensive program is in place
(4) monitoring

An analysis of child progress results is one component of a comprehensive program evaluation and should inform continuous quality improvement planning. Ongoing preschool assessment results and K-12 assessment results for CPP graduates should be analyzed in order to understand trends and underlying needs of the program.

Family satisfaction is generally measured through the use of a satisfaction survey, but can also be informed through interviews and focus groups. Satisfaction survey items should inform families about what quality looks like and ask about their experiences with these quality indicators. Survey items should be rooted in the Quality Standards and, at a minimum, should ask families to rate items such as:

Our program asks for my opinions and observations about my child's progress.
Our program helps me know how to support my child's development and learning.
Our program offers opportunities for me to get involved in my child's education.
Our program includes me in decision making about my child's education.
Adults in our program respond to children in warm and caring ways.
My child looks forward to going to "school".
Adults in our program are positive and supportive as they guide child behavior.
My child's classroom is well supplied with age appropriate toys and materials that encourage children to read, pretend, explore, experiment, solve problems and create things.
My child's program encourages healthy habits such as healthy eating, exercise, brushing teeth and washing hands.

This section of the comprehensive plan should contain:

- A brief summary of:
  - Child progress results using short and long range assessment data
  - Results of the family satisfaction survey and any other available family input
- An overall analysis of the trends, strengths and needs identified by analyzing the results from the four evaluation components and a detailed improvement plan for addressing any identified program improvement needs

Resources:
Results Matter Website

Appendix G: CPP Reapplication and Annual Report/Comprehensive Plan Template
Please note that this template will be updated each year. However the 2013 template should be useful to CPP coordinators and district preschool advisory councils as they prepare for the next reporting cycle.

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CPP and Community Partners

Emphasis on a Mixed Delivery System

School districts may provide CPP services in three ways:

1. The district may provide all services in school district operated preschools (e.g. usually existing elementary schools.) Special education, CPP, Title I funds, private tuition, etc., can be used in coordination to operate these schools.
2. 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.
3. The district may use a combination of district and community providers.

However, CDE is authorized to give funding priority to those districts that place CPP-funded children in high-quality community sites including Head Start programs. The CPP legislation places significant emphasis on using existing and established Head Start and community early childhood programs, where available, when deciding where to serve CPP children.

22-28-109. District preschool programs provided by a head start agency or child care agencies

(1) The state recognizes that there is significant value in using existing and established infrastructure through a head start agency or child care agencies, where available, for the provision of a district preschool program. Before the board of education of any school district whose pupil enrollment was less than or equal to seven hundred fifty pupils for the preceding budget year expends money for capital projects to provide additional facilities for a district preschool program, the board shall consider whether the district preschool 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. The board of any school district, regardless of pupil enrollment, may contract out the district preschool program only if the provisions of this section are satisfied. In making its determination on whether to contract out the district preschool program, the board shall consider the recommendation of the preschool advisory council along with the following:

(a) Whether there is an established preschool program being provided by the school district or by a head start agency or one or more child care agencies that could be expanded or modified to include the district preschool program;

(b) Whether the district preschool program could be provided more efficiently by a head start agency or one or more child care agencies while still maintaining a quality

program;

(c) Whether the head start agency or the child care agencies could provide a district preschool program that would meet the criteria established by the state board pursuant to the provisions of section 22-28-108 (1) and (2);

(d) Whether the school district or the head start agency or child care agencies providing the district preschool program could also provide extended day services for children enrolled in the program in need of such services.

Participation in CPP has often served as a catalyst for bringing public and private programs together to offer parents more and better choices. For example, working parents may need the wrap around child care services a private child care center can provide or the convenience of being able to drop off infants and toddlers at the same time as preschool aged children in a center located in their neighborhood. It also permits broader participation in quality improvement activities such as professional development offered through the CPP program.

School districts and their preschool advisory councils have the freedom to decide locally who is best qualified to deliver CPP services. It is important that local councils use the Quality Standards when making decisions about a program's ability to provide high quality CPP services.

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

Request for Proposals (RFP) to Community Providers

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

Process

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 preschool advisory council reviews proposals and makes funding recommendations to the local school board. The school board then makes the final decision on who will provide CPP services (4.10 CCR). The intention of the law is to establish a fair, competitive process in which decisions are made at the local level.

General guidelines for the RFP process:

- A public announcement method should be established to notify the community of the potential for partnership.
- Providers in contracted sites need sufficient lead time in order to plan with confidence. Ideally, district preschool advisory councils would make their decisions and notify contractors before the end of the previous school year
- When allocating CPP slots to participating sites, councils should consider the total number of slots available, the number of families selecting certain sites or types of programs and the quality and individual needs of community partner programs
- All CPP sites, including public school preschool sites, must be licensed by the Colorado Department of Human Services (Note that this does not exclude early childhood programs located on tribal lands from participation in CPP. Such programs follow child care licensing guidelines as required by local tribal government.)
- District preschool 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
- Families should be provided with updated information regarding the number and location of contracted sites each year and should be provided opportunities to visit the program prior to selection

Resource:
Appendix H: Sample Request for Proposals to Provide CPP Services
Community provider handbook

Compensating Community Partners

Each district that contracts with community providers for program services is responsible for negotiating the rates that it will pay to the providers and ensuring that money provided for the Colorado Preschool Program is used for services connected to CPP. The majority of per pupil funds for the number of children to be served by the partner site should be flowed to the provider to help offset the costs of providing a quality program as defined by CPP and the Quality Standards.

In addition to the contracted rate paid to providers for day-to-day programming, 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

Monitoring Community Partner programs for Quality.

22-28-109 (2) No board of education shall contract out the district preschool program unless the board is assured that the head start agency or child care agency will provide a quality program meeting the requirements of section 22-28-108 (1) and (2). At any time during the year, the board may request from the agency any information about the program that the board deems necessary to ensure that the agency is complying with said requirements. *In addition, the board of education shall ensure that the services provided by the head start agency or child care agency with respect to the district preschool program shall be in addition to services then currently provided by said agency and that the moneys transmitted to said agency for the services provided in the district preschool program shall not supplant moneys available to fund other services provided by said agency.*

School districts should monitor community partner sites using the same method that is used to monitor school district preschool classrooms. CPP statute requires a minimum of two classroom visits to be conducted by district preschool advisory council members each year.

Faith-Based Programs

School districts should consult with their in-house legal counsel regarding Sections 7 and 8 of Article IX of the Constitution of the State of Colorado as it applies to contracting district services out to a community partner program.

Section 7 states:

"Neither the general assembly, nor any county, city, town, township, school district or other public corporation, shall every make any appropriation, or pay from any public fund or monies whatsoever, 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 every be made by the state, or any such public corporation to any church for any sectarian purpose."

Section 8 states:

"No sectarian tenets or doctrines shall ever be taught in the public school."

Funding and Pupil Counts

General Funding Information

The General Assembly authorizes funding for CPP as part of the Public School Finance Act at an individual district rate determined through the school finance formula. Each half-day CPP slot (including ECARE slots) allocated to the district is funded at 0.5 FTE of each district's per pupil revenue rate. Total district CPP funding is calculated as:

CPP FTE in Final Fall Pupil Count   x   District PPR   =   Total CPP Funding

Per pupil funding to school districts varies across the state. The variances in funding are based on the school finance formula which recognizes (a) costs of living, (b) personnel costs and (c) size factors. CPP funding is provided to school districts as part of the K-12 funding.

Fall Pupil Count

In order to be funded, children eligible for CPP must be counted by their school district during the fall pupil count. Children who do not meet the fall count requirements or who are otherwise excluded from the fall count will not be funded.

The preschool through twelfth grade pupil count process takes place each October. CPP-funded children are counted during this period. Programs are also strongly encouraged to use the alternate count date for early childhood in November as well. They can choose to finalize whichever count is higher by recreating their snapshot in the data pipeline. The General Assembly made option possible to ensure that early childhood programs are able to access maximum funding. It can be difficult to have a complete count in early October due to the extra time it often takes to determine eligibility for the program and to back-fill CPP slots that may have been vacated due to children who were determined eligible for preschool special education after initial program entry. Historically, this resulted in districts serving a large number of children without funding. Using the November count gives the district the option of finalizing the highest count.

Duplicate Counts

Each year, CDE pauses the count process prior to finalization in order to check for instances when children have been counted twice. These duplications may represent children who are concurrently enrolled in two different school district or children counted in the November count who were previously enrolled in another district and reported on that district's October count. CDE will work with districts to eliminate duplicate count situations.

To help reduce duplicate counts resulting from dual enrollment, districts may want to indicate in their preschool enrollment information the following statement: "If a family enrolls a child in preschool in two different school districts at the same time they may be responsible for paying tuition to one of the districts."

Full Day Preschool

Two of the ECARE-type of CPP slots can be combined to provide a full-day opportunity for an eligible child. No permission is needed from CDE to combine two ECARE positions to provide a full day of preschool for a child. The school district should notify CDE if there are changes in their planned usage of ECARE positions prior to submitting their final student census on either October 1 or November 1. A CPP Act provision allows school districts to apply to CDE for authorization to serve a single child in preschool using two of the traditional CPP slots to fund a full-day program. Statute specifies that only 5% of the children that CPP is authorized to serve statewide 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 two CPP preschool positions 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 5% of the total positions to be served using two positions.

In identifying children who may qualify for full-day funding by using two CPP slots or two ECARE slots, it is important to consider children with the most significant need for the intensity of a full-day program. And, care must be taken to assure that an appropriate full-day schedule is developed to meet the special needs of this identified group.

ECARE (Early Childhood At-Risk Enhancement)

In addition to the 20,160 traditional CPP slots, the General Assembly has authorized funding for 8,200 ECARE slots that may be used to fund half-day preschool, combined for full-day preschool or to provide full-day kindergarten.

- Programs using ECARE slots to fund preschool children must meet all the requirements noted for CPP
- Kindergarten programs must meet all the requirements noted for CPP *except:*
    - Child care site licensing
    - Class size limit of 16 (although priority is given to programs planning to lower kindergarten class size)
    - 1:8 adult to child ratios (although priority is given to programs planning to use some of the funding to support kindergarten paraprofessional time)
    - Use of the "Quality Standards" (although programs must identify a plan for how they will ensure and monitor quality in kindergarten classrooms with ECARE funding)
- Children funded with ECARE slots must have documented eligibility factors
- Two ECARE slots may be combined to create a full-day preschool opportunity for an eligible child
- ECARE slots may not be combined with CPP slots to create a full-day opportunity
- ECARE slots may not be used to create full-day opportunities for preschool or kindergarten children funded through early childhood special education
- ECARE slots may be used to fund a second year of preschool for eligible children served with CPP funds as three-year-olds in the prior school year
- ECARE slots may not be used to fund a second year of preschool for children served with CPP funds as four-year-olds
- ECARE slots may not be used to serve kindergarten age eligible children in preschool
- Kindergarteners who are funded with ECARE slots must be counted during the October pupil count period

Use of CPP Funds

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

- Teacher and paraprofessional salaries and benefits
- Supplies and materials

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

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

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

The majority of CPP funds should be expended each year to provide a high-quality early childhood program. If all of the money provided for CPP is not expended by the end of the school year, districts must carry over any remaining moneys to the next fiscal year. Account 6765 has been established in the Chart of Accounts to identify Colorado Preschool Program Reserve funds. Districts carrying over more than 15% of the CPP funds will be asked to provide a detail plan for spend-down. In addition, these districts may score lower on competitive applications for additional slots during an expansion of CPP.

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

Expenditures of CPP funds shall only include costs that a district would not have incurred without the services provided in conjunction with the preschool program. (22-28-108 5.5 C.R.S.) Districts must be able to document that CPP expenditures are a direct cost of the Colorado Preschool Program. For instance, if transportation

expenses are paid for with CPP funds, districts must be able to document that bus routes were added or extended to serve children funded by CPP.

Overhead costs have been limited to 5% of the CPP funding. Overhead costs are identified as the 2300, 2500, 2800, and 2900 series object codes in the Chart of accounts. (C.R.S. 22-45-103 (1) (g))

When blending funding sources, a school district is able to include the percentages of students qualifying for each program in the blended classrooms as a basis for allocation of expenses to each funding source. For CPP purposes, this percentage may be calculated based on the children included in the October count

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Appendices:

Appendix A: CPP Calendar of Responsibilities

Document follows on the next page.

Colorado Preschool Program Calendar of Coordinator Responsibilities

Responsibilities	July	August	Sept.	October	Nov.	Dec.	January	February	March	April	May	June
Determination of Child Eligibility and Enrollment	x	x	x	x	x					x	x	x
Pupil Membership Count												
If applicable, apply for flexibility to serve preschoolers for a full day			x	x								
Alert CPP supervisor of unused slots in program			x	x								
Alert CPP supervisor of changes in ECARE slot configurations			x	x								
Official Count Day (Oct. 1)/Alternate Early Childhood Count Day (Nov. 1)				x	x							
Pupil count finalized and submitted to department (Nov. 10)					x							
Implement Early Childhood Program	x	x	x	x	x	x	x	x	x	x	x	x
Continuous development of individual learning plan for children funded by CPP		x	x	x	x	x	x	x	x	x		
Support teacher development		x	x	x	x	x	x	x	x	x	x	x
Plan and facilitate transitions to kindergarten								x	x	x	x	x
Notify CPP specialist of changes in contact information/administration	x	x	x	x	x	x	x	x	x	x	x	x
District Council Management												
Form council/create meeting schedule	x	x										
Suggested meeting schedule (six meetings required per year)		x	x		x		x		x		x	
Quality monitoring visits (two required per year per classroom with children funded by CPP); discuss needs and strengths				x	x	x	x	x	x	x		
Develop/review district comprehensive plan		x	x	x								
Contribute to/review annual CPP annual report							x	x	x			
CPP annual report due in April										x		
Facilitate Request for Proposal (RFP) process (every other year)							x	x	x	x		
Apply for CPP expansion slots (when authorized by Legislature)											x	x
Family Involvement and Support												
Family agreements reviewed and signed		x	x	x								
Support services and involvement activities provided		x	x	x	x	x	x	x	x	x	x	x
Implementation of Results Matter												
Training needs assessed/required training provided for staff	x	x	x	x								
Observation and documentation begins/continues (ongoing)		x	x	x	x	x	x	x	x	x	x	
Checkpoint deadlines			x					x			x	
Run reports and analyze program data					x	x		x	x		x	x
OSEP reporting and end-of-year cleanup											x	x
Report on CPP Revenue and Expenditures by Business Managers	x	x	x	x	x	x						
Service and Support from CDE												
Ongoing communication with CDE and visits from consultants	x	x	x	x	x	x	x	x	x	x	x	x
New coordinator webinars/individual meetings		x	x	x	x							
CPP legislative report released January 15							x					
Monitor early childhood legislation and notify field accordingly							x	x	x	x	x	
Regional meetings for coordinators									x	x	x	

Appendix B: 2014 Family Economic Survey

Document follows on the next page.

2014-2015 FAMILY ECONOMIC DATA SURVEY
FOR AT-RISK FUNDING ELIGIBILITY

PARENT/GUARDIAN INSTRUCTIONS

This survey is used by the _____ School District to maximize available funding from state and federal sources. In many cases, the eligibility for these funds and programs is linked to whether or not your child is currently eligible for free or reduced price meals in the federal child nutrition programs.

This application form will be used by the school district to determine whether the school is eligible for at-risk funding on behalf of the student. By filling out this form, parents are ensuring that the school district will receive the at-risk funding to which it is entitled based on the population of students serviced by the district. Additionally, this may also qualify your child for certain other benefits. (optional: describe)

Complete one survey per household at this school if:
- Your household size and income are within the limits on the Income Chart below, or
- Your family receives SNAP of FDPIR benefits (Supplemental Nutrition Assistance Program or Food Distribution Program on Indian Reservations), or
- You have a foster child.

Income Chart			
Household Size	Yearly	Monthly	Weekly
1	$21,590	$1,800	$416
2	$29,101	$2,426	$560
3	$36,612	$3,051	$705
4	$44,123	$3,677	$849
5	$51,634	$4,303	$993
6	$59,145	$4,929	$1,138
7	$66,656	$5,555	$1,282
8	$74,167	$6,181	$1,427
For each additional family member add:	$7,511	$626	$145

2014-2015 FAMILY ECONOMIC DATA SURVEY
FOR AT-RISK FUNDING ELIGIBILITY

DISTRICT DETERMINING OFFICIAL PROCESSING INSTRUCTIONS

The procedures for processing the *Family Economic Data Survey* form are similar to those for a free or reduced price meal application, and utilize much of the same eligibility criteria. It is important to note that while similar, this survey does not substitute for an official meal benefit application, and families should not be led to believe that completion of the form will result in meal benefits for their child. If this form is used to document eligibility for state or federal program funding, it will be subject to audit by CDE and other program officials. Failure to process and document correctly may result in a finding, and subsequent denial and/or recovery of funds.

- Student Information: Check that the information is accurate, and can be linked to a child enrolled at the particular school.

- One application form is included. The application must be completed correctly if a student is to be considered eligible for free or reduced price meals.

- The signature of the eligibility-determining official must be on <u>all</u> applications, including applications that have been denied.

- All *SNAP* case numbers in Colorado begin with '1B,' and case numbers are 7 digits long (a combination of letters and numbers). All other number configurations are not valid.

- All Food Distribution Program on Indian reservations (*FDPIR)* case numbers are 9 numbers long and contain no letters.

- The **conversion factors** for computing family income is:

  o If there is only one source of income or if all sources received are in the same frequency (example, monthly income), no conversion is required.
  o If there are multiple income sources with more than one frequency, the determining official must annualize all income by multiplying:
    - Weekly income by 52
    - Bi-weekly income (received every two weeks) by 26
    - Semi-monthly income (received twice a month) by 24
    - Monthly income by 12

- The district's <u>food service fund cannot</u> be used for any processing or maintenance of documentation not associated with eligibility for the child nutrition programs as it is an unallowable cost. Other district resources must be used. If the district wishes to have food service personnel process the surveys, the food service fund must be reimbursed for the cost of this processing.

Refer also to the instructions for the parents for further guidance.

INCOME ELIGIBILITY GUIDELINES

(Effective July 1, 2014 to June 30, 2015)

FOR SCHOOL USE ONLY. DO NOT DISTRIBUTE TO PARENTS

Household Size	Free Guidelines					Reduced Guidelines				
	Yearly	Monthly	2x/Month	Bi-weekly	Weekly	Yearly	Monthly	2x/Month	Bi-weekly	Weekly
1	$15,171	$1,265	$633	$584	$292	$21,590	$1,800	$900	$831	$416
2	$20,449	$1,705	$853	$787	$394	$29,101	$2,426	$1,213	$1,120	$560
3	$25,727	$2,144	$1,072	$990	$495	$36,612	$3,051	$1,526	$1,409	$705
4	$31,005	$2,584	$1,292	$1,193	$597	$44,123	$3,677	$1,839	$1,698	$849
5	$36,283	$3,024	$1,512	$1,396	$698	$51,634	$4,303	$2,152	$1,986	$993
6	$41,561	$3,464	$1,732	$1,599	$800	$59,145	$4,929	$2,465	$2,275	$1,138
7	$46,839	$3,904	$1,952	$1,802	$901	$66,656	$5,555	$2,778	$2,564	$1,282
8	$52,117	$4,344	$2,172	$2,005	$1,003	$74,167	$6,181	$3,091	$2,853	$1,427
For each additional family member add	$5,278	$440	$220	$203	$102	$7,511	$626	$313	$289	$145
Error Prone Thresholds	$1,200	$100	$50	$44	$24	$1,200	$100	$50	$44	$24

IF YOUR HOUSEHOLD RECEIVES BENEFITS FROM SNAP (SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM) OR FDPIR (FOOD DISTRIBUTION PROGRAM ON INDIAN RESERVATIONS), FOLLOW THESE INSTRUCTIONS:
Part 1: List all students; indicate school and grade for each student.
Part 2: List the name of the household member receiving the benefit, and list the case number.
Part 3: Skip this part
Part 4: Skip this part
Part 5: If you do not want your information shared with Medicaid or SCHIP, check this box.
Part 6: Sign and date the form.

IF YOU ARE APPLYING FOR A MIGRANT, HOMELESS, OR RUNAWAY CHILD, FOLLOW THESE INSTRUCTIONS:
Part 1: List all students; indicate school and grade for each student. Indicate if the student is Homeless, Migrant or Runaway.
Part 2: Skip this part
Part 3: Call **[school, homeless liaison or migrant coordinator]**
Part 4: Skip this part
Part 5: If you do not want your information shared with Medicaid or SCHIP, check this box.
Part 6: Sign and date the form.

IF YOU ARE APPLYING FOR A FOSTER CHILD OR MULTIPLE FOSTER CHILDREN ONLY FOLLOW THESE INSTRUCTIONS:
Part 1: List all students; indicate school and grade for each student. Check the foster check box for each foster child.
Part 2: Skip this part
Part 3: Skip this part
Part 4: Skip this part
Part 5: If you do not want your information shared with Medicaid or SCHIP, check this box.
Part 6 Sign and date the form.

FOR ALL OTHER HOUSEHOLDS, INCLUDING WIC AND HOUSEHOLDS THAT HAVE FOSTER CHILD(REN) LIVING WITH THEM ALONG WITH NON-FOSTER CHILD(REN), FOLLOW THESE INSTRUCTIONS:
Part 1: List each child's name, school, and grade. If the child is a foster child, check the foster box. For all students listed, if NO INCOME, you must check the no income box.
Part 2: Skip this part.
Part 3: Skip this part.
Part 4: Follow these instructions to report all household income. Income can be from the previous month, this month, or your projected income for next month.
   Column 1–Name: List the first and last name of **each** person living in your household, related or not (such as grandparents, other relatives, or friends). You must include yourself and all children living with you not listed in Part 1 and students that have income. Attach another sheet of paper if you need to.

   Column 2–Check if no income: If the person does not have any income, check the box.

   Column 3–6 Gross income and how often it was received: Next to each person's name, list each type of income received and how often it was received.

   Earnings from work: example: If you are paid $500.00 bi-weekly, please record $500.00 in the income blank and mark the bi-weekly check box. **Gross income is the amount earned before taxes and other deductions.**

   Additional Income Sources: List the total amount each person received from **all other sources**. For example: If you receive $500.00 monthly for child support, please record $500.00 in the income blank and mark the monthly check box.

   Other Income: Report net income for self-owned business, farm, or rental income. Next to the amount, check how often the person receives it. If you are in the Military Housing Privatization Initiative, do not include this housing allowance.
Part 5: If you do not want your information shared with Medicaid or SCHIP, check this box.
Part 6: An adult household member **must** sign and date the form.

INCOME TO REPORT:

Earnings from Work
Wages/salaries/tips
Strike benefits
Unemployment
  Compensation
Worker's Compensation
Net income from self-
  owned business or farm

Welfare/Child Support/Alimony
Public assistance payments
Welfare payments
Alimony
Child support payments

Pensions/Retirement/ SocialSecurity/SSI/VA Benefits
Pensions
Supplemental Security
  Income
Retirement income
Veteran's benefits
Social Security

Other Income
Disability benefits
Cash withdrawn from savings
Interest/Dividends
Income from Estates/Trusts/
  Investments
Regular contributions from
  people not living in the
  household
Net royalties/annuities/
  net rental income
Any other income

2014-2015 Family Economic Data Survey

_____
Last Name(s) of Family

_____
Mailing Address, City, Zip Code

_____
Telephone Number

INSTRUCTIONS: Using the instruction sheet provided, complete the application, sign your name, date, and return application to school.

Part 1. Student Information. List all students attending school in the district; provide school and grade information. Check the foster child check box for all students that are the legal responsibility of a welfare agency or court. **If the student has NO INCOME, you MUST check the No Income box.** If the student has income please add the student to the household section below and provide income information.

H: Homeless
M: Migrant
R: Runaway

Foster Child	Student Name: Last, First	School	Grade	No Income	H	M	R
				☐			
				☐			
				☐			
				☐			
				☐			
				☐			
				☐			

Part 2. Supplemental Nutrition Assistance Program (SNAP) /Food Distribution Program on Indian Reservations (FDPIR):

Provide the name and case number for the person who receives benefits. (Enter information and skip to part 5)

Name:_____

Case Number:_____

Part 3. Other Source Eligibility: If any child you are applying for is **HOMELESS, MIGRANT, OR RUNAWAY**, check the appropriate box to the left and call **[your school, homeless liaison, migrant coordinator at phone #]**

Part 4. List all household members not listed above AND students with income.

List all current gross income, and check how often it was received.

Name: Last, First	No Income	Earnings from work before deductions, or unemployment	Welfare, child support, alimony	Pensions, retirement, Social Security, SSI, VA benefits	Other
	☐	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $
	☐	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $
	☐	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $
	☐	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $
	☐	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $
	☐	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $
	☐	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $
	☐	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $	☐ monthly ☐ bi-weekly ☐ weekly ☐ 2x/month $

Part 5. MEDICAID AND/OR STATE CHILDREN'S HEALTH INSURANCE PROGRAM (SCHIP)

The information provided in the application may be shared with Medicaid or SCHIP offices to seek enrollment of children into the above programs. You are not required to consent to the disclosure of this information; this will not affect your student(s)' eligibility status. *Your information **MAY** be shared unless you check the box below.*

☐ **Please do NOT share my information with the Medicaid or SCHIP offices.**

Part 6. Signature: (Adult **MUST** sign and date)
An adult household member must sign and date the application.

I certify (promise) that all information on this application is true and that all income is reported. I understand that the school district may get funding based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose benefits, and I may be prosecuted. **Sign here: X**_____ **Date:** _____

Appendix C: Family Economic Survey Memo

Document follows on the next page.

COLORADO DEPARTMENT *of* EDUCATION

201 East Colfax Avenue • Denver, Colorado 80203-1799
303-866-6600 • www.cde.state.co.us

Robert K. Hammond
Commissioner of Education

Keith Owen, Ph.D.
Deputy Commissioner

TO: School Business Officials, Pupil Count Coordinators, and Food Service Directors

FROM: Jennifer Okes, Public School Finance Director

DATE: May 12, 2014

SUBJECT: Family Economic Data Survey – 2014-2015 School Year

The U.S. Department of Agriculture (USDA) has issued policy prohibiting the use of the *Application for Free and Reduced Price Meals* for any other programs in schools that <u>do not</u> participate in the federal child nutrition programs. Because there are other programs that link funding to free or reduced price meal eligibility, including at-risk funding, the Department of Education has developed a *Family Economic Data Survey* form as an alternative data collection instrument.

The *Family Economic Data Survey* form is attached along with sample language you may wish to use which explains the reasons for the form to be distributed to parents when the *Application for Free and Reduced Price Meals* is not used. Additional information on the use of these two forms related to at-risk funding and child nutrition programs can be found on the Audit Team/Field Analyst Support team <u>website</u>.

State statute (Section 22-54-112(4), C.R.S.) requires every school to include the federal *Application for Free and Reduced Price Meals* or the state *Family Economic Data Survey* form in its registration materials. The materials shall include an explanation that these documents will be used to determine whether the school is eligible for at-risk funding on behalf of the pupil and, by filling out the form, the parent is ensuring the district or school will receive the at-risk funding to which it is entitled.

The district's food service fund cannot be used for any processing or maintenance of documentation not associated with eligibility for the child nutrition programs as it is an unallowable cost. This includes collection, processing, and maintenance of the *Family Economic Data Survey* forms. Other district resources must be used. If the district wishes to have food service personnel process the surveys, the food service fund must be reimbursed for the cost of this processing.

Districts are responsible to ensure that the data collection complies with all applicable state and federal confidentiality rules. Questions regarding the documentation to evidence at-risk eligibility for School Finance purposes and CDE audits should be directed to Scott Abbey at (303) 866-6153 or abbey_s@cde.state.co.us. Questions regarding the Community Eligibility Provision (CEP) or Provision 2 should be directed to Julie Griffith at (303) 866-6759 or griffith_j@cde.state.co.us.

Enclosures: 2014-2015 Family Economic Data Survey
               Parent/Guardian Instructions
               District Determining Official Processing Instructions
               Income Eligibility Guidelines – District Use Only
               2014-2015 Family Economic Data Survey Form Instructions and Application

Appendix D: Silverton Child Eligibility Cover Sheet

Document follows on the next page.

<table>
<tr><td>

CPP District Council
Eligibility Committee use only

Accepted_____ Declined_____
</td></tr>
</table>

CPP Preschool
Eligibility Assessment Score Summary

Child's Name (on birth Certificate): _____ Birth Date._____ Age _____

Parent's/Guardian's Name: _____

PRIMARY ELIGIBILITY INDICATORS:

Check all indicators (as defined by state statutes) below each question that apply to the child.

Is the child in need of language development?   **YES**   **NO**
Documented by physician, teacher observations, parental concerns, developmental screening or speech evaluation by speech therapist
_____   Child is an English Language Learner
_____   Speech Language development issues (Does not qualify for special education services)

Background Information and/or Additional Documentation
_____   Both parents speak English
_____   Only one parent speaks English
_____   Neither parent speaks English
_____   Developmental screening was borderline or below age expectations

Does the family have a financial need?   **YES**   **NO**
Documented by District based on Family Economic Survey
_____   Qualifies for free or reduced lunch program

Background Information and/or Additional Documentation
_____   Qualifies for CHP+
_____   Receiving Medicare, TANF support, or food stamps from Social Services
_____   Eligible for Head Start

Is the child receiving services from Social Services as a neglected or dependent child?   **YES**   **NO**
Documented by Social Services report
_____ Social Services reports neglected or dependent status

Background Information and/or Documentation
_____   Child was referred to CPP by Social Services or another agency
_____   Child lives in a foster care situation or with guardian

Is there an abusive adult residing in the home?   **YES**   **NO**
Documented by parent report or Social Services or agency report
_____   Parent reports abuse in the home
_____   Social services , school district or other agency report
_____   Police or Court report documents abusive adult in the home
_____   Medical record point to abusive adult in the home

Is there drug or alcohol abuse in the child's family?   **YES**   **NO**
Documented by parent report or Social Services or agency report.
_____   Parent reports drug or alcohol abuse in the family
_____   Social services, school district or other agency report
_____   Police or Court report documents abusive adult in the home
_____   Medical record point to abusive adult in the home

Is the child considered to be homeless?   **YES**   **NO**
Family lives in vehicle, no permanent housing, living with family or friends, living in motel…
Documented by parent report, Social Services, District Homeless Liaison
_____   School District Homeless Liaison verification
_____   Social Services or other agency reports
_____   Parent reports living situation

1

Was either parent less than eighteen years old and unmarried at the time **YES**   **NO**
of the birth of the child?
     Documented by parent report or birth certificate.
     _____ Parent has reported they were less than 18 and unmarried
     _____ Birth certificate verification
     _____ Social Services or other agency report

Did the child's parent fail to successfully complete a high school education **YES**   **NO**
or its equivalent?
     Documented by parent report or School District report.
     _____ Parent has reported they did not complete high school or equivalent
     _____ School District verification

Have there been frequent relocations by the child's family? **YES**   **NO**
     Documented by parent report or Social Services report
     _____ Parent has reported frequent relocations
     _____ Social Services or School District have verified frequent relocations

Does the child have poor social skills? **YES**   **NO**
     Documented by reports from other preschool/child care centers, parent reports, staff documentation during screening
     and enrollment interview, and Social Services or agency reports, physician reports.
     _____Developmental screening results show borderline or low social skills: Score : _____
     _____Preschool staff documents issues at school or during home visits
     _____Referred by physician or Social Services
     _____Excluded from previous preschool or child care programs
     _____Parent has reported concerns regarding social skills

Referral Verification (if eligibility cannot be determined by one of the above methods)

Source (teacher, principal, agency etc.) Name/position	Mode (e-mail, letter, phone call, conversation, observation/setting)	Notes:	Eligibility Indicator

Total # of Qualifying Indicators:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
Total # of Indicators needed to qualify (3 for 3 year olds, 1 for 4 & 5 year olds):							**1**	**3**			
Age of child as of October 1 of current year: _____		**Does the child qualify for CPP?**					**YES**			**NO**	

Appendix E: Sample Individual Learning Plan/School Readiness Plan

Document follows on the next page.

Return to Individual Learning Plans

Return to Table of Contents

Individual Learning Plans

Suggested Process for Developing Individual Learning Plans

The Individual Learning Plan (ILP) is intended to be a useful tool for teachers to use in planning for children and in working with families rather than a static document stored in a file rarely referenced. The ILP will be most useful to families and teachers if developed early in the school year.

Family input is crucial to developing a useful plan. It is recommended that information from families be obtained through interviews as well as through a written preschool application. The information obtained from the interview and/or written application will include information about the child's interests, family background and culture as well as developmental concerns the parents may have. Many families may feel less comfortable sharing information on a written application than they do visiting with the early childhood teacher or program director in a face to face visit.

A developmental screening should be conducted prior to each child's entry into the preschool classroom. The developmental screening will provide both the family and the early childhood classroom with important information regarding the child's strengths and needs.

Using information obtained from the family interview and developmental screening, the early childhood teacher and family work together to establish priorities for the child's preschool education in the form of goals. Examples of goals might include "playing well with other children", "learning the alphabet", "listening to and taking direction from adults". These goals will usually align easily to assessment objectives such as those from TS GOLD. Usually it is best to limit the ILP to three to five achievable goals.

Individual Learning Plan Goal	TS GOLD Objective
Play well with other children.	3. Participates cooperatively and constructively in group situations.
Learn the alphabet.	16. Demonstrates knowledge of the alphabet.
Listening to and taking direction from adults.	8. Listens to and understands increasingly complex language. B. Follows directions

It is not recommended that goals for the ILP be simply chosen from a list of Results Matter assessment objectives as it is important to customize the plan to each child's strengths and needs. For this reason it is a better process to develop the goals first, and then align them to the assessment objectives as appropriate.
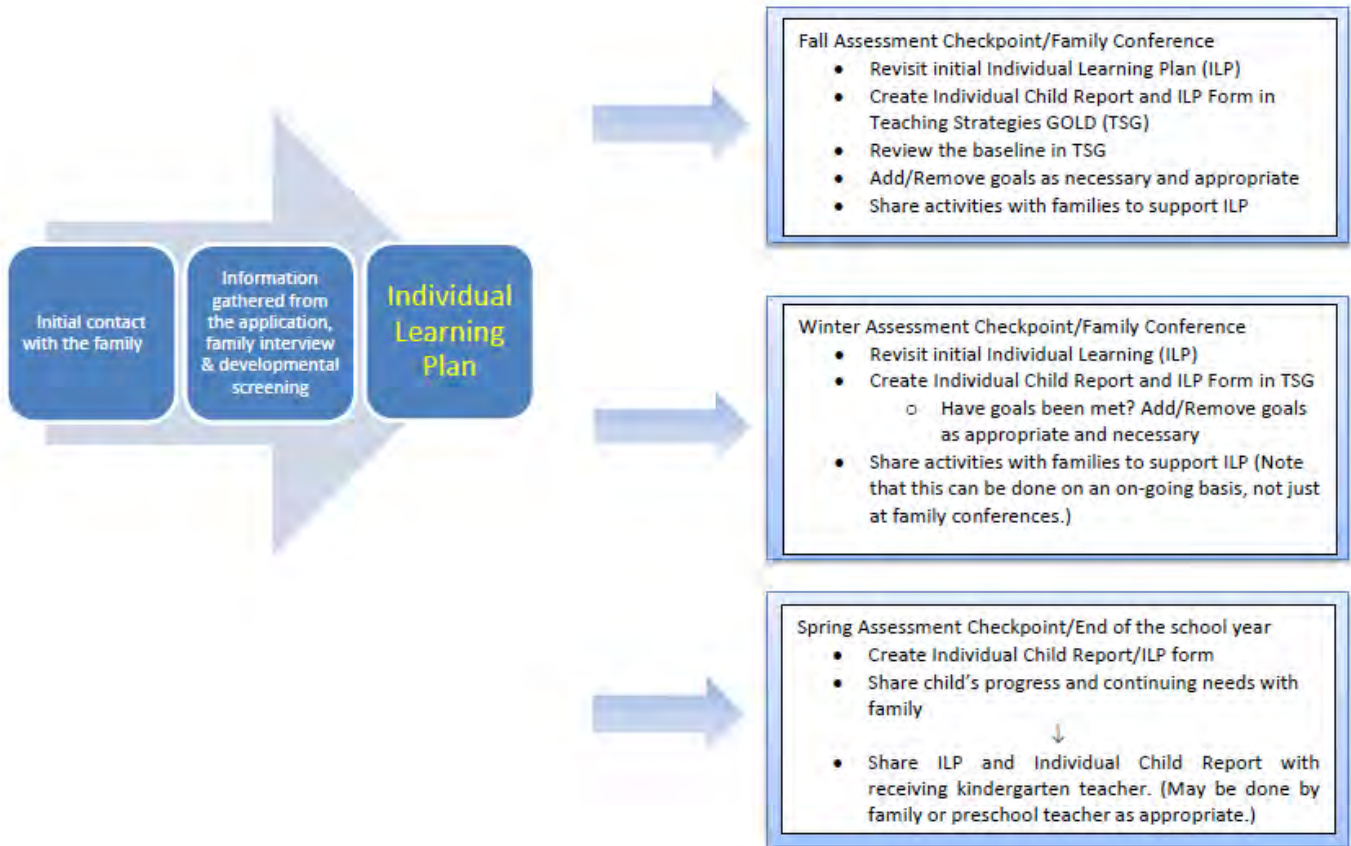
The following pages provide a flow chart for how ILPs form and develop through the year, and reports for summarizing the information for families are highlighted.

Individual Learning Plans

Children funded through CPP must have an Individual Learning Plan (ILP) that is informed by ongoing assessment of developmental and academic progress as well as input from families. The ILP sets desired outcomes or next steps for the child, specific strategies or supports that the child may need and may also include transition strategies for children who will be moving on to kindergarten.

CPP statute requires that an Individual teaching plan is developed for each child. (22-28-108 (1) (b) (IV) C.R.S. and C.C.R.6.04) The plan shall include identification of the child's needs in the following areas: language, cognition, gross motor, fine motor, social skills/self-esteem.

Colorado Achievement Plan for Kids or "CAP4K" legislation requires that each child in a publicly funded preschool and kindergarten program have an Individual School Readiness (ISR) plan that is informed by ongoing assessment of a child's progress in developmental and academic domains. The Individual School Readiness plan is the same as an ILP.

Fall Assessment Checkpoint/Family Conference
- Revisit initial Individual Learning Plan (ILP)
- Create Individual Child Report and ILP Form in Teaching Strategies GOLD (TSG)
- Review the baseline in TSG
- Add/Remove goals as necessary and appropriate
- Share activities with families to support ILP

Winter Assessment Checkpoint/Family Conference
- Revisit initial Individual Learning (ILP)
- Create Individual Child Report and ILP Form in TSG
  - Have goals been met? Add/Remove goals as appropriate and necessary
- Share activities with families to support ILP (Note that this can be done on an on-going basis, not just at family conferences.)

Spring Assessment Checkpoint/End of the school year
- Create Individual Child Report/ILP form
- Share child's progress and continuing needs with family

  ↓

- Share ILP and Individual Child Report with receiving kindergarten teacher. (May be done by family or preschool teacher as appropriate.)

Flowchart boxes: Initial contact with the family → Information gathered from the application, family interview & developmental screening → Individual Learning Plan

The initial Individual Learning Plan may be something you create to capture families' goals and wishes for their children, or it may be a formal document. It is the starting point before school begins to help keep you on track for the first checkpoint.
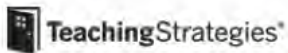
After each checkpoint period the child's progress on his/her ILP can be summarized and shared with families through the use of customized reports.

One simple report is the Individual Child Report through TS GOLD. Create the report using only those TS GOLD objectives which align to the three to five achievable goals set in the child's ILP. The report should not exceed one page in length making it easier for families to understand the information you are sharing.

Sample Individual Child Report to share child's progress with family:

GOLD also offers the option to create a more formal Individual Learning Plan, which includes supports the child needs and fields for families to add comments and suggestions.

Sample Individual Learning Plan:

Individual Learning Plan for Alicia Appleton
(Meets Requirements for Preschool and Kindergarten
School Readiness Plans)

Period: Fall 2014/2015

Date: May 29, 2015

Child's Name: Alicia Appleton   **Birth Date:** 06/15/2008

Family Member(s): Tammy and Rick   **Teacher(s):** Mary Jo DePriest

Describe Alicia Appleton's strengths in social-emotional, physical, language, and cognitive development:
Participates cooperatively and constructively in group situations: Balances needs and rights of self and others: Takes turns
Participates cooperatively and constructively in group situations: Solves social problems: Is beginning to suggest solutions to social problems
Listens to and understands increasingly complex language: Follows directions: Is beginning to follow directions of two or more steps that relate to familiar objects and experiences

Describe Alicia Appleton's strengths learning literacy, math, science and technology, social studies, and the arts:

Plan for Alicia Appleton's development & learning:

Are there other priorities for development and learning not identified through the assessment? (For example, family requests or other team recommendations.)
We would like for Alicia's attention span and interest in reading books to increase.

What supports may be necessary to ensure success?
• Provide opportunities for Alicia to play with peers outside of preschool day. • Encourage Alicia to take leadership when playing in groups of other children.

Complete this section for children transitioning to kindergarten or first grade:

What supports or transition strategies may be necessary to ensure a successful transition to kindergarten or first grade?
Continue to provide opportunities for Alicia to practice letter sound knowledge such as by creating CVC words with magnetic letters on refridgerator.

_____   _____
Teacher(s) Signature(s):   Family Member(s) Signature(s):

Each family conference provides an opportunity to revisit and revise the child's ILP if needed. A child may have reached the goals originally set or additional needs may have become apparent to the teacher or family since the plan's creation.

Individual Learning Plan for Michael Lewis
(Meets Requirements for Preschool and Kindergarten School Readiness Plans)

Period: Fall 2014/2015

Date: Sep 9, 2014

Child's Name: Michael Lewis   **Birth Date:** 07/01/2010

Family Member(s): Samantha Lewis   **Teacher(s):** Jennifer Recant

---

Describe Michael Lewis's strengths in social-emotional, physical, language, and cognitive development:

Michael comforts himself by seeking out special object or person.
- He walked into the classroom today crying and saying, "Mom was mean. I need my blanket!".

Michael is beginning to accept redirection from adults.

Michael is beginning to move purposefully from place to place with control.

He is beginning to sustain balance during simple movement experiences.
- Michael walked along the side of the wall with his arms out straight only teetering slightly from side to side.

Recalls familiar people, places, objects, and actions from the past (a few weeks before); recalls 1 or 2 items removed from view.
- Michael was talking to Sarah and said, "Remember when we made apple cake? That was so good, I want more right now." Our class had made apple cake two weeks prior.

Describe Michael Lewis's strengths learning literacy, math, science and technology, social studies, and the arts:

Michael is beginning to verbally count to 10; he counts up to nine objects accurately, using one number name for each object.
- Michael saw nine pieces of gum and said, "There was nine: one, two, three... nine!"

- Michael said, "Look at this bug I found, its chest is moving because he's breathing!"

- Michael grabbed each one of his toes and counted them, showing David that he had ten toes too explaining that all people do.

- The music started for clean up time and Michael jumped down onto the floor and began doing the worm motion.

Plan for Michael Lewis's development & learning:

Support Michael to:

- Accept redirection from adults.
- Use refined wrist and finger movements.
- Begin to tell about experience in order, provides details, and evaluates the experience; recall 3 or 4 items removed from view.
- Begin to demonstrate confidence in meeting own needs.
- Begin to manipulate balls or similar objects with flexible body movements.

Are there other priorities for development and learning not identified through the assessment? (For example, family requests or other team recommendations.)

- Michael's family would like for him to understand the difference between food groups, specifically what is a fruit and what

is a vegetable.
- The PE teacher recommends that we do activities to strengthen Michael's hand-eye coordination.
- The drama coach would like to have Michael explore make belive more.

What supports may be necessary to ensure success?

- We will have Michael spend more time in the dramatic play interest area.
- We will continue playing catch with Michael while he is outdoors.
- We will bring fruits and vegetables into other interest areas other than cooking to ensure he explores the difference between and fruit and a vegetable.

Complete this section for children transitioning to kindergarten:

What supports or transition strategies may be necessary to ensure a successful transition to kindergarten or first grade?

- More modeling in the dramatic play interest area.
- Further scaffolding with hand-eye coordination.
- Additional time and support in the cooking area.

Teacher(s) Signature(s): _____   Family Member(s) Signature(s): _____

Appendix F: Family Partnering Agreement

Document follows on the next page.

Sample of Parent Agreement

Young children are integrally connected to their families. Programs can best meet the needs of children when they also recognize the importance of the child's family and develop strategies to work effectively with families. All communication between programs and families should be based on the concept that parents are the principal influence in their children's lives.

As the teacher and staff of your preschool child, we will...

- Provide a learning environment that is always safe and secure for your child

- Plan and present curriculum that is appropriate and important to your child's future success in school

- Be aware of your child's individual needs and present or modify curriculum to ensure your child's success

- Meet with you three times a year, one home visit and two teacher conferences, to plan and review your child's progress, provide decision-making input to program when needed

- Be available to help answer questions and address your *concerns* whenever they may arise

- Prepare your child for his/her transition into kindergarten through classroom tours, meeting the kindergarten teachers, and sharing educational information with your child's kindergarten teacher to aide in planning for a successful kindergarten experience

- Initiate an individual learning plan for your child

As the parent of a preschool child, I will...

- Be responsible for my child's attendance, make sure my child arrives at school on time, and is picked up on time

- Set goals for my child's individual learning plan

- Be supportive about the experiences my child is having with his/her preschool

- Talk often with my child about what he/she is learning in preschool to help with the development of language skills

- Read to my child daily and listen as my child "reads" to me

- Attend parent in-services

- Always support my child's learning from preschool through high school graduation

As a preschooler, I will...

- Be successful because of our team effort

Parent Signature _____ Date _____

Teacher Signature _____ Date _____

Appendix G: 2014 CPP Annual Report and Intent to Continue Template

Please note that the template changes slightly from year to year so you should submit your report in the template that will be sent to your district's CPP coordinator in the spring.

Document follows on the next page.

2015 CPP Annual Report and Reapplication

School District:	District Code:
Official CPP Coordinator:	
Name and Title of Person Compiling Report:	

Signature and Assurances Page

Assurances – **When you sign this document, you are assuring CDE that your program complies with the CPP Act.**
Please print out this page only and scan/email it to boyer_m@cde.state.co.us or mail a hard copy to the Colorado Preschool Program, Room 105, 201 East Colfax Ave., Denver, CO, 80203 by Friday, April 17, 2015.

We certify that all appropriate procedures have been followed in the implementation of the Colorado Preschool Program, including:

- All sites serving children funded by the **Colorado Preschool Program** shall be in compliance with the Rules and Regulations for Child Care Centers (26-6-106, CRS) as set forth by the Colorado Department of Human Services.

- Programs agree to follow class size limit of 16 children and adult-child ratios of 1:8.

- All participating programs agree to follow Colorado Department of Education's **Quality Standards for Early Childhood Care and Education Services** (22-28-108) and the **Colorado Early Learning and Developmental Guidelines.**

- The District Council carries out all required responsibilities and includes representatives of the local community reflecting the various roles specified in CRS 22-28-105.

- The District Council shall be actively involved in monitoring all programs in which children funded by CPP are served.

- All school districts shall respond in a timely manner to requests from the Colorado Department of Education including reporting of unused slots during the October count process.

_____

Superintendent Signature   Email address   Date

_____

CPP Coordinator Signature   Date

_____

District Council Chair Signature   Email address   Date
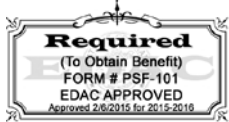
2015 CPP Annual Report and Reapplication

While CPP is not a grant program and funding comes to a district based on the October 1 pupil count date or the November 1 early childhood alternate count date, we require an Annual Report and Intent to Continue to document program strengths and innovation as well as areas of growth opportunities. Feedback for this report will be shared with the CPP coordinator, the superintendent, and the district council chair.

Please answer the following questions and return this document via email to Michelle Boyer at boyer_m@cde.state.co.us no later than Friday, April 17, 2015. If you received ECARE allocations, there is a separate section to be completed at the end.

I. District Information

CPP Slot Allocation: **CPP FTE:**

ECARE Slot Allocation: **ECARE FTE:**

CPP Coordinator Contact Information (please update if incorrect):

Table Name:

Title:

Email:

Phone number:

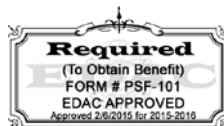Mailing address:
City, State, ZIP code:

Physical address:
City, State, ZIP code:

Optional Family Contact – this is the staff member who families would contact for CPP information (please update if incorrect).

Table Name:

Phone number:

Email:

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II. District Council:

The composition of the membership of each District Council will be representative of the local community and reflect the various roles specified (C.C. R. 22-28-105). Please enter in the council member filling each legislated role below. If you do not have a representative in the role, leave the row blank.

Required Membership	Name	Email
Parent 1		
Parent 2		
Business rep 1		
Business rep 2		
Health department		
Social services		
County agency involved in job services and training		
Publicly funded early childhood education agency located in the school district (if applicable)		
Privately funded child care center located in the school district (if applicable)		
Charter school located in district that has a preschool program (if applicable)		

Additional Council Members (add rows as needed):

Required
(To Obtain Benefit)
FORM # PSF-101
EDAC APPROVED
Approved 2/6/2015 for 2015-2016

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Title/Role	Name	Email

(To add rows, right click on the table. On the menu that appears, click Insert and choose "Insert Rows Above" or "Insert Rows Below")

1. What does your district advisory council do throughout the year? What have been your successes and challenges during this school year (2014-15)?

2. When do you meet? Please note that councils are legislatively required to meet a minimum of six times each school year.

3. Who is your district council chair? How is that role selected?

III. Program Providers

1. School districts are required to announce Requests for Proposals (RFP's) at least once every two years to assess community partnerships. (22-28-105 C.R.S.)   Tell about your last RFP process, unless you have no other providers in your community:

   a. Other than programs operated in public schools, how many licensed preschools and/or centers are within your school district? _____

   ☐This community has no other early childhood providers, so these questions are not applicable.

   b. When was the last RFP sent out by your school district to community providers? Month/Year: _____

   c. Describe responses to the RFP:

Required
(To Obtain Benefit)
FORM # PSF-101
EDAC APPROVED
Approved 2/6/2015 for 2015-2016

2. Describe the council's process for reviewing and approving RFPs.

3. Did the council approve any new community partners? If so, tell us about them.

4. Did the council change community partner allocations?

   - Please note: In establishing the Colorado Preschool Program the Colorado General Assembly directed the Department to give preference to districts collaborating with public and private child care agencies. (22-28-107 (3) CRS)

IV. Child Eligibility

A family just moved into your community. Please outline your CPP eligibility determination process by answering all questions.

1. How do families find out about CPP?

2. What happens when families begin the process of finding preschool for their child who may have eligibility factors qualifying them for CPP?

3. How do families find out about the application process, including developmental screenings?

4. Describe the developmental screening process, including who is responsible for each part of the process.

5. Are all children screened, no matter their funding source? ☐Yes   ☐No

6. As a result of this application process, including developmental screenings, how does the district advisory council decide who receives a CPP position?

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2. What is the research-based, standardized screening tool used in evaluating children's eligibility? (If you cannot check a box, type an X beside your answer.)

☐Ages and Stages Questionnaire ☐DIAL-3 (Developmental Indicators for the Assessment of Learning)

☐First Step ☐ESI *(*Early Screening Inventory)

☐Other, please identify:

3. Do you provide a hearing screening to all children funded with CPP? ☐Yes ☐No

When does the screening occur?

4. Do you provide a vision screening to all children funded with CPP? ☐ Yes ☐No

When does the screening occur?

5. One of the questions CDE is frequently asked to respond to is "What are the risk factors of preschool children being served in CPP?" It would be helpful if CPP could provide to the Legislature the numbers of preschool children who qualified statewide under specific risk factors.

In the table below, children may be recorded in more than one category. For instance, if a preschool child qualifies with three factors, then they will be counted in three different categories.

Legislated Eligibility Factor	Number of <u>Preschool</u> Children
The child is eligible to receive free or reduced-cost meals 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	

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Frequent relocation by the child's family to new residences	
Poor social skills of the child/in need of social emotional development	
Children in need of language development, including but not limited to the ability to speak English	
Children receiving services from the Colorado Department of Human Services as neglected or dependent children (i.e. foster children)	

6. Do you use non-legislated eligibility factors to determine CPP placement? ☒Yes   ☐No

7. If you answered yes and did use non-legislated eligibility factors (district council selected secondary eligibility factors) to determine CPP placement, please list them and provide your research-based justification narrative as to how the factors may impact children's future academic success. In the case of an audit, your council will need to justify identification of children using non-legislated eligibility factors to qualify for CPP.

(Copy and paste the table for each secondary factor.)

Secondary Factor:	Number of Children with Factor:
Research-based justification narrative behind implementation:	

8. Number of preschool children determined eligible for CPP who are not being served due to limited slot allocations (unmet need): _____
Please note that this number is not all children on a waiting list, but only the children served who are eligible for CPP. It can include children coded as 89 on the October count.

V. District Comprehensive Plan Section

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:

1. The quality of the program

2. Staff development

3. Family involvement

4. Family support services

5. Program evaluation

The district advisory council must address each of these areas and related questions in their comprehensive plan in the following pages. The comprehensive plan should be discussed and updated by the district advisory council each year.

1. Quality of Program

a. Describe the process by which district advisory council members carry out the mandated twice yearly on-site visits to all district and community partner sites serving children funded by CPP.

b. This school year, what needs and/or strengths have been identified from these visits for programs in your district (including community partners) and what recommendations for improvement were made by the district council?

c. Tell us anything else you would like to share about the quality of your program.
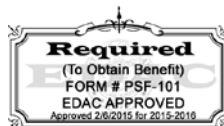
2. Staff Development

a. Include a brief summary of lead teaching staff (including community partner lead teachers) qualifications for the 2014-2015 school year:

Instructions: If you have six teachers total, and two have a Master's degree in ECSE, you would fill out the first field like so:
___2__ out of __6__ lead teachers have a Master's (or higher) in Early Childhood Education or closely related field.

In our program:

_____ out of ____ lead teachers have a Master's (or higher) in Early Childhood Education or closely related field.

_____ out of ____ lead teachers have a Bachelors in Early Childhood Education or closely related field.

_____ out of ____ lead teachers have an Associates in Early Childhood Education or closely related field.

_____ out of ____ lead teachers have a Masters or Bachelors (or higher) in Elementary Education or related field.

_____ out of ____ lead teachers have a Masters or Bachelors (or higher) in a non-education related field.

_____ out of ____ lead teachers have a CDE certification in early childhood education.

b. Teaching staff are to be supervised by a CPP coordinator who has a degree in early childhood education or closely related field (early childhood special education, child development, etc.). What is the educational background of the supervisor/CPP coordinator?

c. Describe the professional development activities available for all staff serving children funded by CPP (including community partners) beyond minimum CDHS requirements (first aid and CPR) for the 2014-2015 school year:

d. Tell us anything else you would like to share about staff development for staff serving children funded by CPP.

3. Family Involvement

a. Please describe specific ways programs serving children funded by CPP involved families during 2014-2015 school year. Please describe or include your district's family involvement agreement.

b. What does the required kindergarten transition process look like in your district? How does it support your children and families? How could it improve?

c. Tell us anything else you would like to share about family involvement in programs serving children funded by CPP.

4. Family Support

a. How does your program support the families and children in your community beyond the preschool experience? List the resources your council recommends to families depending on community need.

b. Are the same supports available to families and children in your community partner sites?

- Explain how this is accomplished.

- If they are not supported, how do you plan to support the families and children in the future?

5. Evaluation and Assessment:

a. What assessment data <u>results</u> and trends have you observed from your analysis of your district's preschool child outcomes data?

- Note: You do not need to include any Teaching Strategies GOLD or other assessment system reports. Please include a summary of the results and a description of any trends you observed.

- How are you using this analysis to plan for your program?

b. It is important to know how CPP children fare as they progress through elementary school. We can analyze TCAP/CSAP statewide data without you having to report to us about it. However, we know you may track other data.

- Are there other assessments of child progress that you do for CPP graduates in Kindergarten through third grade?

- What are the results and how does your district plan around those results?

c. Tell us anything else you would like to share about evaluation and assessment in your program.

- **Please do not send in or include individual child data.**

- You may include a summary of a family satisfaction survey if you conduct one. Describe how you used the information from the survey in planning for your preschool program.

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VI. ECARE Section (if awarded ECARE slots in 2013 or 2014)

Management of any ECARE positions allocated to the school district falls under the CPP School District Program Advisory Council. Please report the council's findings for the year.

1. Summarize the overall impact of the implementation of ECARE in the preschool classroom(s) during the 2014-15 school year (if applicable).

2. Summarize the overall impact of the implementation of ECARE in the kindergarten classroom(s) during the 2014-15 school year (if applicable).

3. As a result of the described impacts, do you plan any changes in ECARE slot allocations to meet the anticipated needs of children in 2015-16?

> **ECARE position plans for 2015/16 (not to exceed the base allocation for 2014-2015):**
>
> _____Number of ECARE .5 FTE child positions to serve half-day preschoolers in 2015/2016
>
> _____Number of ECARE .5 FTE child positions to serve full-day preschoolers in 2015/2016
>
>   (Note: 1 full-day preschool position = 2 ECARE .5 FTE positions)
>
> _____Number of .5 ECARE FTE positions to serve full day kindergarteners in 2015/2016

4. How does the district council monitor the quality of kindergarten classrooms in which children are funded through ECARE?

5. One of the questions CDE is frequently asked to respond to is "What are the risk factors of children being served in CPP and ECARE?" It would be helpful if we could provide to the Legislature the numbers of ECARE kindergarten children who qualified statewide under specific risk factors.

In the table below, children may be recorded in more than one category. For instance, if a child qualifies with three factors, then they will be counted in three different categories.

Legislated Eligibility Factor	Number of Children Served by ECARE funding in Kindergarten
The child is eligible to receive free or reduced-cost meals 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	

Please note: In establishing the Colorado Preschool Program the Colorado General Assembly has placed a great deal of value on using existing community early childhood programs whenever possible to serve Colorado Preschool Program children. The district is reminded that slots cannot be removed from community sites unless there is a concern with the quality of the program being provided.

Thank you for your time and input. Please submit your finished report to Michelle Boyer at boyer_m@cde.state.co.us

Appendix H: Sample Request for Proposals (RFP)

Document follows on the next page.

Return to Request for Proposals (RFP) to Community Providers

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Sunshine School District

Sample Colorado Preschool Program
Request For Proposal (RFP)

RFP Process

The RFP, including all materials, is due by_____

The RFP will be reviewed by the CPP Advisory Council. Members of the council who have submitted an RFP in this cycle may not be part of the selection process, as this could be considered a conflict of interest.

The Advisory Council will develop a scoring rubric, which will guide the decision on the program(s) to contract with for CPP.

Applicants will be informed of final decisions by _____.

Please submit the following items with the enclosed application. Be advised that all materials submitted with the application will not be returned to applicants.

___Copy of Child Care License Issued by the State DHS

___Proof of Insurance

___Copy of director and staff qualifications

___Application (see attached)

___Typed Narrative (outline attached)

___Signed Assurance Form (see attached)

___Three Letters of Recommendation from parents

___A copy of your current Parent Handbook

___Summary sheet from Colorado Shines or CLASS rated programs

___501(C)3 Non-Profit letter (If applicable)

General Overview of CPP

The Colorado Preschool Program (CPP) began as the Colorado Preschool Project in 1988 when it was authorized by the Colorado General Assembly to serve 2,000 eligible three, four, and five year olds in need of language development.

The General Assembly created this program in recognition of the need to adequately prepare children with specific at-risk factors to learn. The intent was that helping these children at an early age could result in lower dropout rates, less dependence on public assistance, and less involvement with criminal activities. CPP provides funding to establish quality early childhood education programs that serve children eligible to enroll in kindergarten in the following year. A vital component of CPP is to strengthen families and support them as participants in their child's education.

In 1992 the General Assembly passed Senate Bill 92-189, which resulted in the continuation of the Colorado Preschool Program as a permanent program. This bill also expanded the target population to not only include children in need of language development, but also children "who lack overall learning readiness due to significant family risk factors" and children being served by Social Services as neglected or dependent children. The number of children and school districts participating in the program has increased significantly since the program began. In HB08-1388, an alternative funding source for full-day kindergarten was identified and as a result, CPP now only serves preschool children. Participation in the program is voluntary. That is, school districts do not have to participate in the program unless they choose to do so. In the program's first year of operation, 32 districts participated. In FY 2013-14, 172 out of the 178 school districts in Colorado, including the Charter School Institute, will serve preschool-age children through the Colorado Preschool Program. In 2013 the Colorado legislation added the Early Childhood At-Risk Enhancement (ECARES slots, which is part of the Colorado Preschool Program and can serve half-day and full day preschool, and full-day kindergarten).

The number of children who can be served in the Colorado Preschool Program is capped at a level set by the State Legislature. When the Legislature funds new slots, school districts wanting to participate must submit an application to the Colorado Department of Education (CDE). Districts may provide program services in three ways:

• Provide all services in school district operated preschools
• Contract out its entire program to community providers
• Use a combination of district and community providers

Additional information about the Colorado Preschool Program is located on the CDE website http://www.cde.state.co.us/cpp/index.htm.

Sunshine School District
Program Requirements

Following are the program requirements:

- The number of children in a classroom serving children funded by CPP, cannot exceed 16.
- The adult/child ratio is 1:8.
- In general, classes are to be held four days a week during the school district academic calendar year, excepting for staff development days and parent meetings. Special calendar requests will be considered. For preschool programs the law requires 360 contact hours a year, which is usually 10 hours per week. (22-32-109 C.R.S.) The fifth half day, or equivalent time, should be used for home visits, staff development, or planning. (22-28-108 C.R.S.). For each half-day session, teachers are required to have 2.5 hours of planning time per week.

Priority is given to programs that creatively provide options such as full day experiences to meet family needs as well as, blending ages, and funding streams in one classroom setting.

- Families may choose to send their child to preschool for only that portion funded through CPP. Extending the preschool day may be an option for families, but it may not be required by the program.
- All classrooms that include children funded by CPP must be licensed by CDHS, and all classrooms must be committed to using the Colorado Quality Standards for Early Care and Education Services and Developmental Early Learning Guidelines http://earlylearningco.org/ as indicators of developmentally appropriate practice in a high quality program.
- Each classroom shall be staffed with at least one teacher who is qualified pursuant to the requirements of CDHS.

Priority will be given to programs that employ teachers with levels of education higher than the minimum required by CDHS and programs that provide planning time for teaching teams.

- Each classroom shall be monitored for quality by at least two site visits from members of the CPP advisory council. In addition programs will be asked to complete one of the following measures of quality: ECERS, Colorado Shines, T-POT, NAEYC Accreditation, CLASS or other standardized quality monitoring tool. The results of the evaluations should be used to guide the professional development plan for the teachers and the preschool site.
- The district will offer professional development opportunities throughout the year and all teachers in classrooms funded with CPP are required to attend.
- The provider must participate in Results Matter using the TS GOLD assessment tool. In addition, the provider must follow all district and state guidelines for administration and data privacy of the assessment. Either the community provider shall be included in the district GOLD subscription or a data privacy agreement shall be established between the school district and community provider.
- The program will provide parent education and engagement opportunities such as:
  - Home visits

- o Parent education classes
- o Developmentally appropriate home-school activities
- o Parent/teacher conferences
- CPP stresses the importance of not only engaging families, but supporting them as well. The program shall provide:
  - o referrals to community supports and resources, including those offered through the district, such as onsite dental services, food bank access, and other services
  - o The district will also extend an invitation to the community provider for family support
- As a community provider you agree to work in collaboration with the school district. This includes professional development, coaching, and collaboration with the CPP coordinator.
- Student eligibility documentation files must be kept confidential, and will be housed at the CPP Coordinator's office.
- Program will provide families with satisfaction survey created by CPP Advisory Council.

Application

Enrollment

What is your current preschool aged enrollment?_____

Do you/will you accept CCAP (Colorado Childcare Assistance Program)? _____

Capacity

Please list the classroom composition and ages.

Age group: _____ Full-time_____ Part-time_____

Age group: _____ Full-time_____ Part-time_____

Do you provide full-time childcare services? _____ Year Round?_____

Staffing Patterns

What is your current child to staff ratio for preschool aged children? _____

What is your current group size per preschool classroom?_____

Please list the days and times staff have planning time each week:_____

Are assistant teachers part of this scheduled planning time?_____

Curriculum

What early childhood approach do you presently use for your preschool age children?

_____

How do you know it is research
based?_____

How do you address individual children's needs?

_____

_____

Do you currently use a program evaluation and/or child outcome assessment tool, such as TS GOLD?

_____

If so, list:_____

Do you foresee any difficulties with sharing your data? Yes_____ No_____

Facility

Do you have an indoor gross motor space? Yes_____ No_____

If yes, please describe the space and the equipment that is available for the children's use.

_____

_____

_____

Do you have access to a space for outdoor learning experiences? Yes_____ No_____

If yes, please describe the space, equipment and material that are available.

_____

_____

Is your facility handicapped accessible? Yes_____ No_____

Is your facility wheelchair accessible? Yes_____ No _____

Does your facility provide transportation for children? Yes_____ No_____
If yes, to where do you provide transportation?

_____

Narrative

Program Outline: Please use the following outline for your narrative. Narratives are limited to no more than 5 (five) double spaced typed pages.

1. Describe your program's goals and philosophy as they relate to preschool education.
2. Discuss the population your program serves to include statements of need, waiting lists, and demographic, family, and community risk factors associated with this population.
3. Discuss your program/agency's history of providing quality preschool to include statements regarding children with disabilities and families with Limited English proficiency.
4. Describe your plan for continuous quality improvement and evaluation for your program/agency. Please include plans for administrators, teachers, support staff, and facilities.
5. Describe the education, training levels, and experience of the staff that will provide preschool services to children receiving funding through the Colorado Preschool Program.
6. Describe the family involvement and support component of your program (i.e. parenting classes, social services, health, dental, special education, etc.). If applicable, describe what services your families need, but you are unable to provide (i.e. health or social services, mental health, etc.)
7. Describe how you include children with special needs into the program.
8. Describe how you will ensure that the classroom composition is made up of children who receive CPP funding along with children from various funding sources, such as students receiving funding through special education and/or students that pay tuition.
9. Please review the Colorado Quality Standards for Early Learning and Care with your program governance board. How will you use this tool to guide your preschool program? Is there anything from the Quality Standards that would be a challenge to implement?

ASSURANCES

1._____(Agency Name of Applicant)
affirms that it is in compliance with the Rules and Regulations for Child Care Centers (12CCR 2509-8) as set forth by the Colorado Department of Human Services. Furthermore, the above named agency is willing to obtain and maintain the same compliance, if awarded to serve children funded by the Colorado Preschool Program.

2._____ (Agency Name of Applicant)
agrees to implement the Colorado Department of Education's Quality Standards for Early Care and Education Services and the Colorado Early Learning Developmental Guidelines.

3._____ (Agency Name of Applicant)
agrees to implement the full components of Results Matter.

4._____ (Agency Name of Applicant),
in providing services, will not discriminate because of ethnicity, disabilities, race, national origin, or religion.

5._____(Agency Name of Applicant)
will hire staff that meets the following criteria: All classroom teachers in programs funded by the Colorado Preschool Program must meet all licensing requirements as outlined through the Colorado Department of Human Services; Rules Regulating Child Care Centers (12CCR 2509-8).

6._____(Agency Name of Applicant)
will comply with applicable policies and procedures of Sunshine School District, regulations of the Colorado Department of Education, statues and constitutions of the United State and the State of Colorado.

_____   _____
Authorized Corporate Signature   Center Director Signature
or Board of Directors

_____   _____
Printed Name   Printed Name

_____   _____
Date   Date