



COLORADO PRESCHOOL PROGRAM

A Strong Investment in Colorado's Future

2009 Legislative Report

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The Colorado Department of Education's Forward Thinking plan is designed to increase the graduation rate and close the achievement gap in all Colorado schools. The main goal of Forward Thinking is to "create a purpose-driven and dynamic system of educational leadership, service and support that relentlessly focuses on the learning of ALL students." The plan includes the following major goals:

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

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Two Decades of Helping Young Coloradoans



“We believe strongly in early education and the strong start it gives our children. With a firm foundation in place, there really are no limits to what our students can accomplish. The funding that CPP has provided has afforded our district with the opportunity to bridge the gap between children who have skills in place prior to entering kindergarten and those who do not.”

Ed Longfield

**Assistant
Superintendent
Delta County School
District 50J**

In 1988, the Colorado General Assembly created the Colorado Preschool Program (CPP) to serve the young children in Colorado who were most vulnerable to starting elementary school unprepared. The legislature responsibly recognized that providing quality early childhood education would ultimately curb dropout rates, help children achieve their full potential, reduce dependence on public assistance and decrease susceptibility to criminal activities (22-28-102 C.R.S.).

Since its inception, CPP has helped more than 172,000 young children start school ready to learn. By making preschool available to at-risk families, Colorado legislators have helped parents make the most of their children’s critical early learning years.

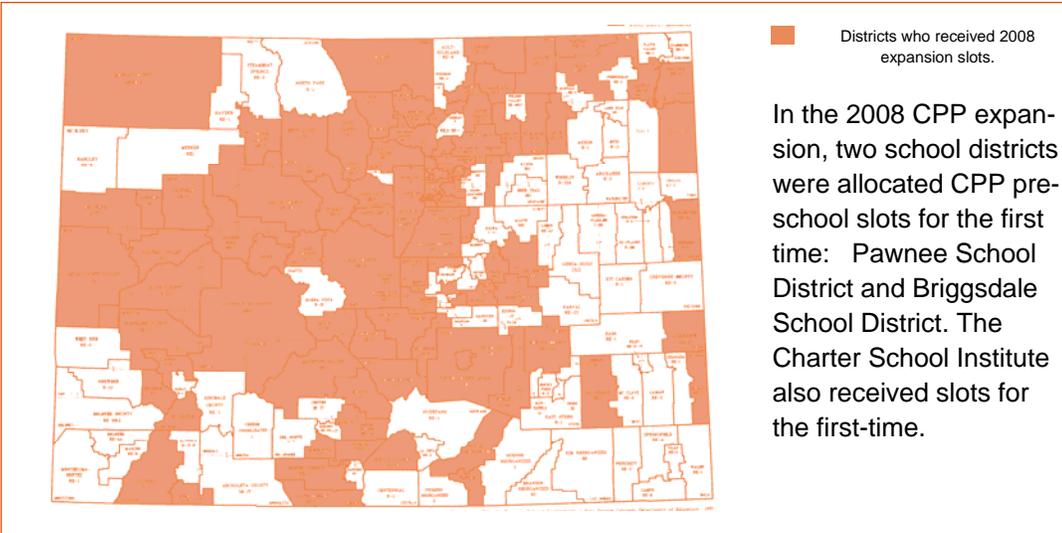
This report highlights the educational returns on this state’s investment in the Colorado Preschool Program. It documents the substantial growth children can achieve during the preschool years and the impact on families when they are encouraged to support their child’s first school experience. It also demonstrates the increased levels of school readiness and the long-term educational success at-risk children experience when provided the opportunity to attend preschool.

The Colorado Preschool Program at a Glance

- In the 2008-09 school year, CPP is authorized to serve 20,160 preschool-aged children. This is enough slots to provide preschool to 27.8 percent of four-year-olds within the state. (Based on population estimates from the CDLA, Colorado Demography Office.)
- Ninety-six percent (171 out of 178) of school districts in Colorado, including the Charter School Institute, participate in the Colorado Preschool Program.
- Children served in CPP must have factors present in their lives that put them at risk for school failure. In 2007-08, a child in CPP averaged 3.3 risk factors in his or her life. (See page four for more detail.)
- CPP children are served in a variety of early care and education settings, including for-profit centers, public non-profit centers, Head Start programs, and public school settings. In the 2007-08 school year, CPP preschool children were served in the following ways:
 - 18.7 percent were served in community programs
 - 15.1 percent were served in Head Start programs
 - 66.1 percent were served in public school programs
- In 2007-08, 2,454 (15 percent) of the Colorado Preschool and Kindergarten Program “slots” were used to fund children in full-day kindergarten. In House Bill 08-1388, as opportunities for full-day kindergarten funding were expanded across the state, the Colorado Preschool Program was allowed to return to its original mission of only serving preschool children.

**2008 CPP Expansion:
A Unique Opportunity to Increase Capacity and Improve Quality**

The Colorado Preschool Program’s expansion by 6,254 slots in the 2008-09 school year was the largest in the program’s history.



“The impact of the 2008 CPP expansion in Brighton School District 27J has been phenomenal. As CPP Coordinator for the district, I got the pleasure of informing 180 families they could receive preschool services, instead of telling them they would be placed on the waiting list!”

Tami Brungard

**Colorado Preschool Program Coordinator
Brighton 27J School District**

Through the expansion legislation, the legislature provided flexibility to allow programs to adjust their start date (House Bill 08-1388). Participating school districts received funding for a nine-month program but were able to use up to half of the funds to prepare for the program beginning in January. Ten school districts took advantage of this opportunity. District advisory councils developed innovative ideas to plan and prepare for a preschool expansion, such as professional development, accreditation support, curriculum and assessment training, facility improvement to meet licensing requirements, and equipment and materials.

Jefferson County School District created an innovative mentoring program. With the help of a quality-improvement coach, several community providers improved their learning environments, and accessed trainings and orientations to curriculum planning and assessment.

In communities with long waiting lists for early childhood programs and a lack of preschool spaces, the CPP expansion created new collaborative partnerships across the state. In Eagle County School District, the four-and-a-half month funding flexibility provided an opportunity for a community partnership with the Eagle County Government and the Bright Start for Eagle County Kids initiative. The school district is renovating a building to create an early learning center that will house two new preschool classrooms.

In Brighton School District, a Learning & Resource Campus was created to offer the community a unique “one-stop shopping” experience for a variety of educational and healthcare services. Using the hospital’s vacated emergency department, Brighton was able to expand its CPP program by creating four additional early childhood classrooms.

Garfield Rifle Re-2 partnered with the Colorado Mountain College Early Childhood Center as a means of expanding access to preschool for the community’s children. By placing CPP slots at the center, more children were able to benefit from high quality early learning experiences. The school district sees great potential to grow this model so that more college students will have access to high-quality preschool for their children.



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Who Are the Children Served in CPP?

Failure to start school ready to learn has negative consequences for children and society. Students who start out behind are more likely to stay behind and eventually drop out of school, get into trouble with the law, or have emotional difficulties. The eligibility factors for CPP that affect overall learning readiness have been defined by the legislature.

Below are the percentages of children who qualified under each risk factor in 2007-08:

- 77.4 percent of the children were eligible to receive free or reduced-cost lunch.
- 8.1 percent of the children were in families who were homeless.
- 8.0 percent of the children had drug or alcohol abuse in their family.
- 4.5 percent of the children had an abusive adult residing in their home.
- 11.4 percent of the children had a teenage parent who was unmarried at the time of their birth.
- 28.1 percent of the children had a parent or guardian who had not successfully completed a high school education or its equivalent.
- 13.3 percent of children were experiencing frequent relocation to new residences.
- 10.8 percent of the children were receiving assistance from human services as neglected or dependent children.
- 25.9 percent of the children were identified as needing social skills.
- 36.9 percent of the children were in need of language development.

District advisory councils are also able to define additional eligibility factors that may more closely reflect individual community circumstances or changes. The following are a few examples.

The deployment and return of military parents can significantly impact on children's sense of security and learning. Some school districts, particularly in El Paso County, have chosen to define this experience as a potential risk factor for children due to attachment issues that can develop when children are separated from parents for long periods. Incarceration is another circumstance that warrants particular attention. Children living in households where a parent is incarcerated experience significantly more material hardship and family and residential instability.

The current economic climate for Colorado families is being considered as well. Through CPP, local communities are equipped with the tools and knowledge to coordinate the enrollment process for preschool and support families through challenging times.

"I view these slots as a 'scholarship' for children to attend an early education experience that they desperately need, but their families may not be able to afford...I believe the benefits of quality early education will last throughout these children's lives. If they are able to begin school successfully, it will increase their chances of continuing school successfully."

Robin Nelson,

Staff member, S.A. Wilson Preschool, Widefield School District 3





The Results Matter program is a comprehensive early childhood accountability program designed to improve student achievement in Colorado's early care and education programs.

The program uses child, family, program and system outcomes data to impact early childhood practices and

policy. CPP participates in Results Matter to ensure tax dollars are spent wisely on the highest quality early childhood education for its preschoolers. The partnership with Results Matter allows CPP for the first time to assess how children across the state are performing when they enter and exit preschool.

This evidence supports results-driven program and policy decisions, and provides the means to demonstrate the effectiveness of services available to Colorado's children and families. Additionally, unlike traditional student assessments, Results Matter assesses the whole child in areas like social and emotional development and physical development in addition to mathematical thinking, reading, and writing. This multifaceted assessment technique is critical to understanding the progress of young children.

Pages six through eight of this report highlight Results Matter data from the 2007-08 school year.

Central Outcomes of Results Matter	Benefits Reported by Participants
<ul style="list-style-type: none"> • The use of ongoing assessment becomes standard practice in participant programs • Decisions regarding instruction and intervention as well as program policy are impacted by data • Accountability reporting requirements are met through embedded everyday practices • Widely used assessment systems are improved and refined over time • Colorado's Results Matter initiative has influenced national policy and the work of other states 	<ul style="list-style-type: none"> • Increased depth of understanding of child development • Increased awareness of the link between instruction and child outcomes • Improved communication with families • Increased sense of professionalism • Increased sense of working toward common goals • Increased use of technology

"One of the most impressive features of the Montrose Early Childhood Center has been the tracking of its students through the remainder of their education, documenting, without question, the value of early childhood programs in contributing to their success."

Louis H. Winkler, MD,
Montrose County RE-1J School District Board Member

At a Glance: Results Matter System Components

Early Child Assessment

Programs choose from a menu of approved assessment systems (Work Sampling, High/Scope Child Observation Record, & Creative Curriculum Developmental Continuum) that are available to them at reduced costs and include customized professional development.

Longitudinal Analysis

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

Family Outcomes

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

Service and Program Quality Measures

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

Professional Development

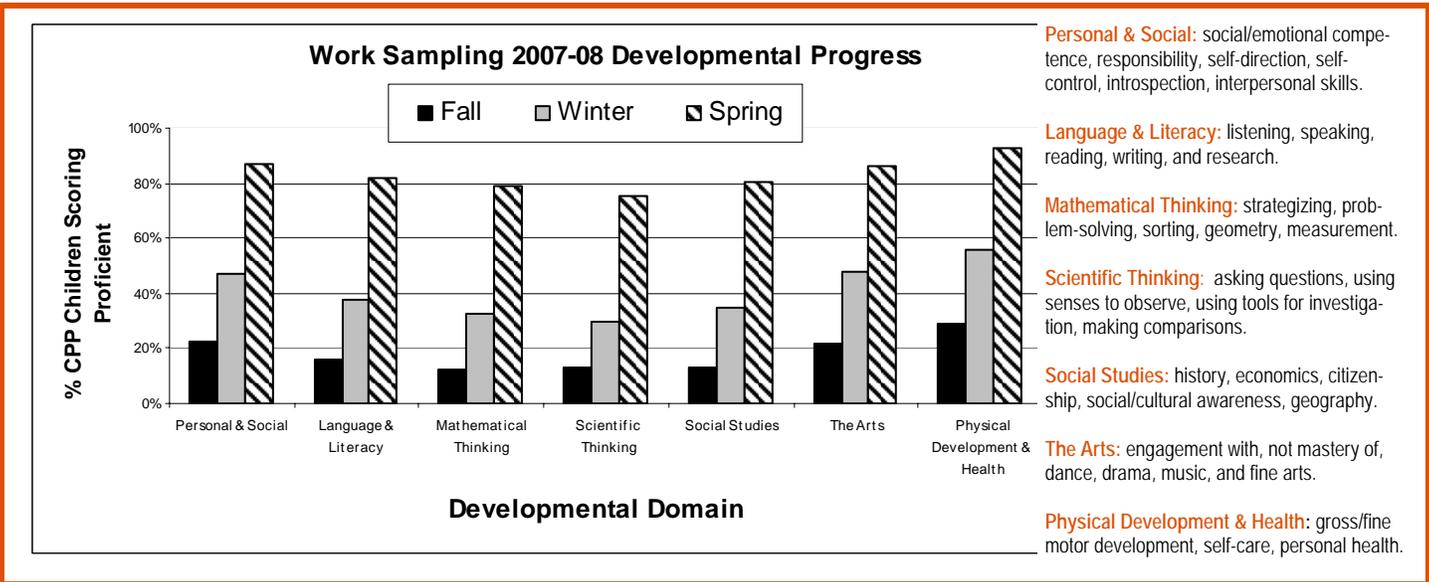
A system of direct training and training-for-trainers provides participants with information and skills in observation, documentation, assessment, use of data for instructional and intervention planning, and the use of data for local program improvement.

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Preschool: Building the Foundation for Future Learning

At the heart of Results Matter is an assessment system which measures children’s growth during the preschool years. Observing preschool age children in their everyday routines and activities provides a rich body of evidence for teachers, families, administrators, and decision-makers. Through this natural approach, adults gain a more realistic understanding of what young children know and can do in their everyday lives.

Identified below are the proficiency rates of four- and five-year-old CPP children in the Work Sampling Assessment System and the Creative Curriculum Developmental Assessment. On both of these assessment systems, “proficiency” refers to a child’s ability to demonstrate the domain indicators reliably and consistently. (Please note: High/Scope Child Observation Record data are not reported because they were not available from the on-line system at the time of publication.)



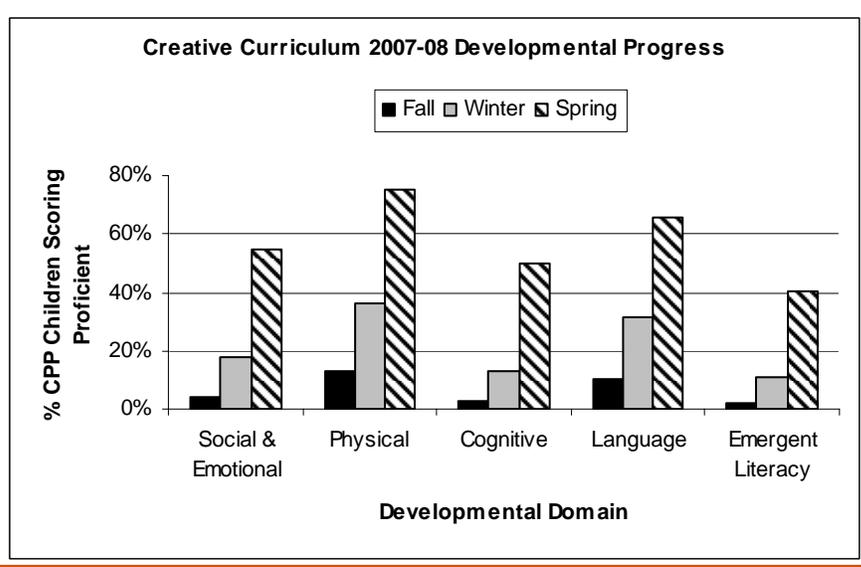
Social/Emotional: Sense of self, ability to assume responsibility for self and others, prosocial skills.

Physical Development: Balance, gross motor skills (running, jumping, climbing, pedaling, throwing, catching) and fine motor skills (muscle control in hands, eyehand coordination, use of tool for writing and drawing).

Cognitive Development: Problem solving skills, logical thinking (classification, measuring, seriation, awareness of time concepts, numeracy), representation and symbolic thinking (pretend roles, understanding representations).

Language Development: Self expression using words and sentences, hears and discriminates the sounds of language, answers and asks questions, actively participates in conversations.

Emergent Literacy: Values reading, demonstrates knowledge of alphabet and print, uses emergent reading skills to make meaning from print, understands writing’s purpose, writes letters and words.



“This is the second year that we have used the Creative Curriculum Developmental Continuum in our program. We know that we are still in the learning curve, but the data we are collecting is very moving. The assessment system is supporting the use of a developmentally appropriate curriculum in our program.”

Deb Sharpe,
 CPP Coordinator , Springfield RE-4 School District

Addressing the Gap Between At-Risk Children and Their More Advantaged Peers

Colorado Preschool Program students make tremendous growth during the preschool years, as reported in the graphs on page six, but more importantly, they also achieve at a greater rate of growth than their more advantaged peers. In the fall of 2007, there was a substantial gap in each developmental domain between children funded by CPP and children paying tuition to attend preschool.

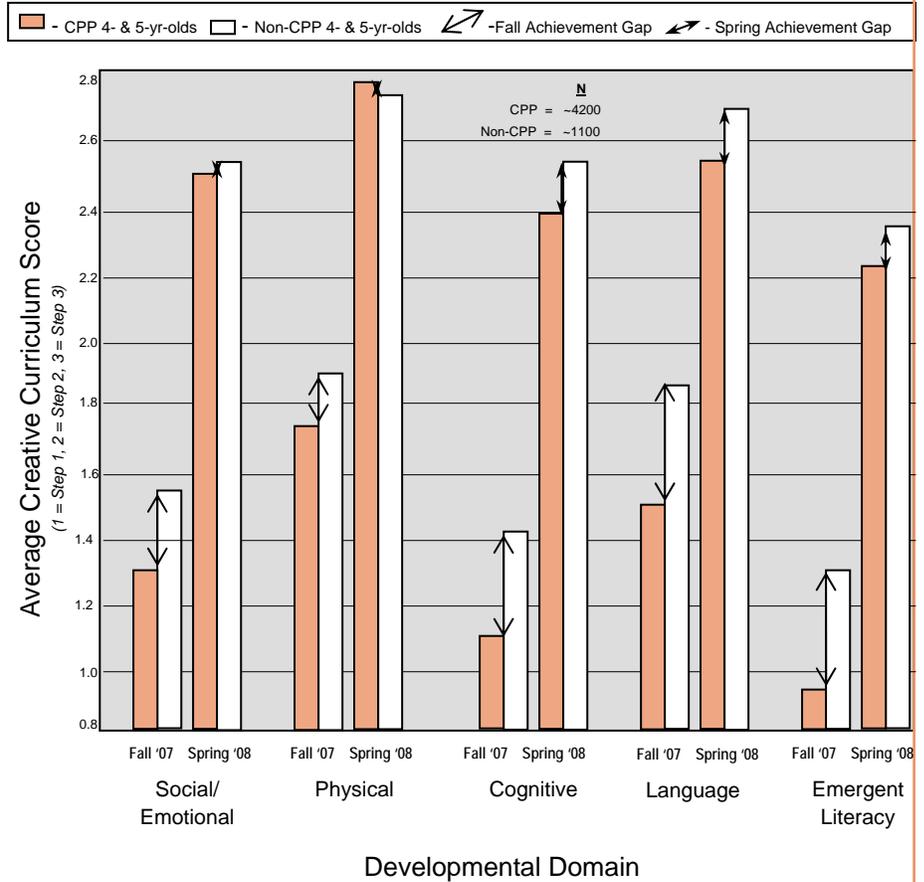
By the spring of 2008, the gap was narrowed between at-risk students and their more advantaged peers in all developmental domains.

A comparison of the relative rate of growth between CPP children and their more advantaged peers demonstrates that CPP children had:

- 1.82 times faster growth in social and emotional development.
- 1.44 times faster growth in physical development.
- 1.57 times faster growth in cognitive development.
- 1.93 times faster growth in language development.
- 1.79 times faster growth in emergent literacy development.



The Effect of CPP in One Year on Closing the Achievement Gap



The early years are ones of rapid growth and development. It is estimated that children who do not receive positive learning experiences in the first five years of life are likely to start kindergarten approximately two or more years behind their age-mates who are in typical environments.¹

The achievement gap presents itself very early on and, without intervention, widens over time. However, given the Results Matter data in this report we see children funded by CPP can benefit from this critical developmental period and narrow the gap before entering kindergarten.

The Impact of CPP on Children's Developmental Competence

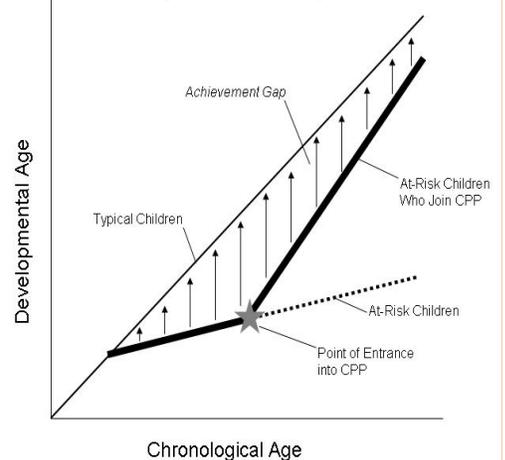


Chart adapted from Ramey, 2003.

Successfully Engaging Families

“We see that the parents whose children participate in the preschool program express a feeling of belonging to something bigger and recognize that they too have something to offer. They show pride in their children’s accomplishments and are better at rewarding success and carrying over what they have learned into their own homes.”

Susan Blaine

Child Welfare Administrator
Delta County



An important component of the Colorado Preschool Program is family support and involvement. Throughout the preschool year, families are encouraged to invest in their children’s development—read to their child regularly, communicate with their child’s teacher, ensure their child attends preschool on a regular basis, participate in parent activities, and stimulate learning at home.

Results Matter uses a national survey developed by the Early Childhood Outcomes Center to gather information about families’ experiences in Colorado’s early childhood programs. This past year, more than 1,300 families participated in the survey. Below is a sample of some of the questions and answers from the survey.

Families work with professionals to help their children learn and practice new skills at home or in their communities. How often does your family help your child learn and practice these new skills?

⇒ **85.4 percent** of families indicated that they usually or routinely help their child learn and practice these skills.

To what extent has your child’s preschool program helped your family know how to help your child learn?

⇒ **84.7 percent** of families indicated that their child’s preschool program has done an excellent or good job of helping them know how to help their child learn.

To what extent has your child’s preschool program encouraged your family to be actively involved in your child’s education level?

⇒ **86.8 percent** of families indicated that their child’s preschool program has done an excellent or good job of encouraging them to be actively involved in their child’s education.

To what extent has your child’s preschool program included your family as a full partner in making decisions about your child’s education?

⇒ **85.1 percent** indicated that their child’s preschool program has done an excellent or good job of including them as full partners in making decisions about their child’s education.

“The commitment that the program requires from parents works to form the foundation for a healthy and communicative relationship with their child’s school. This has an enormous impact on the way school is valued. The CPP children that we serve demonstrate a love for school. When children love school, and parents value the experience for their child, the potential for future school success is limitless.”

Elli Clauson,
Director/Teacher, Basalt Elementary School Preschool

School Readiness... More than ABC's

Preschool is more than letters or numbers. The ability to regulate social, emotional, and cognitive behaviors is a critical school readiness skill. Current research shows that self-regulation has a stronger association with academic achievement than IQ or entry-level reading or math skills ("hard skills").

Today's business leaders are placing a premium on "soft skills" as they seek to build their 21st century workforce. The following skills are often cited as needed to succeed in the workplace: professionalism, work ethic, communication, team work, collaboration, critical thinking and problem solving skills.²

In Colorado, many school districts are intentionally selecting curricula that place an importance on social-emotional development and critical "soft skills." In fact, the development of social and emotional skills is addressed in all three of the Results Matter assessments used during the preschool years.

Teachers in Summit County School District reported an increase in social competence among their students over the course of the school year using the "Incredible Years" curriculum. As a result children's scores increased from pretest to posttest in the following way:

- Prosocial/communication skills: 21.2 percent
- Emotional regulation skills: 23.3 percent
- Academic skills: 21.8 percent

This increase in mean scores was statistically significant and showed an effect size much larger than is typically found in social science research.³

The Early Childhood Network, which includes Fremont County Re-1 and Re-2 School Districts, uses the Devereux Early Childhood Assessment (DECA) to evaluate children's resiliency (Total Protective Factor score). The assessment focuses on initiative, self-control, and attachment. Fremont County found that:

- 44 percent of CPP children made a significant increase in social and emotional skills as measured on the DECA assessment.
- As a group, 31 percent of children moved to a score of "strength" on spring DECA assessments compared to only 9 percent on the fall DECA assessment.
- By the spring of 2008, 98 percent of children in CPP had scores of "typical or strength" in social and emotional development.

Jefferson County School District is using a curricular approach called "Tools of the Mind." It focuses on improving a child's "executive function," e.g. the ability to resist distractions, improve working memory, and appreciate another person's point of view. In a national study it was reported that the "Tools of the Mind" approach improved children's executive function abilities by 20 percent.⁴

"CPP provides an opportunity for children to work through challenges and prepare to be successful kindergartners. These children learn to be more focused, attentive, follow group instruction, complete a task, be self-sufficient and understand a class routine and expectations. These children know how to use words for social problem solving and have a better awareness of the needs of other children. We bolster self-esteem through our many successes throughout the year."

Lorna Floyd,
Teacher, Bright Horizons, West Fort Collins



At Preschool, I learn to*:

- **Be away from home in a safe and nurturing environment**
- **Work with teachers and friends**
- **Work independently**
- **Share and cooperate**
- **Follow simple rules and routines**
- **Complete a task or activity**
- **Ask questions and seek answers**
- **Become independent, yet unafraid to ask for help**
- **Make choices**

* Adapted from the Jefferson County School District Preschool Handbook

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Ensuring School Readiness: Strong Evidence from CBLA Assessments

“Many local families with young children struggle just to put food on the table and make ends meet at the end of every month. Ultimately, many of our families are left relying on an untrained friend or relative to care for their children as pre-school is just not in their budget. In most all cases, these children are in the care of someone who can meet their basic needs, but without the ability to develop their kindergarten pre-readiness skills.”

Samantha Barron

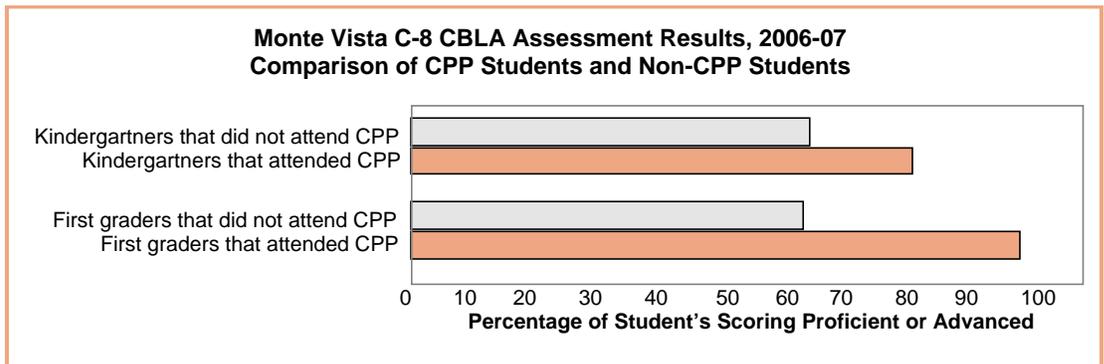
Early Childhood
Connections
Coordinator
Starpoint
Chaffee County



School districts are reporting that former Colorado Preschool Program students, who are identified as having risk factors that might limit their success, are entering school well prepared and experiencing success through the primary grades.

One way this is demonstrated is through assessments conducted as part of the Colorado Basic Literacy Act (CBLA). There are three assessments currently used in CBLA reporting: Dynamic Indicators of Basic Early Literacy (DIBELS), Developmental Reading Assessment-2 (DRA-2) and Phonological Awareness Literacy Screening (PALS). Each school district in the state must use one of these assessments as part of the measurement of literacy gains in grades K-3.

In 2006-2007, the **Monte Vista C-8** district reported the following results for their CBLA assessment (combined results of a body of evidence including Clay’s Observation Survey, running records on leveled books, DIBELS, and BEAR):



One of the most frequently used literacy assessments in Colorado is the DIBELS assessment. Students who score in the “benchmark” category on the DIBELS are at low risk of failing to read at grade level.

When comparing CPP and non-CPP students on the DIBELS Oral Reading Fluency assessment in third grade, Lake County School District found that 57percent of students who had been enrolled in CPP for preschool or kindergarten were at or above benchmark. Only 48 percent of their non-CPP counterparts were at this level.

In the mid-year assessment period for DIBELS in 2007, Burlington School District reported a district percentage of 72 percent of students at or above benchmark. The percentage of former CPP students at or above benchmark was 83 percent.

Lamar Re-2 also reported similar results for students in grades one through three.

Lamar Re-2 DIBELS 2007-08

Percent of Students with Instructional Recommendation of "Benchmark" at Mid-Year

	<i>Former CPP Students</i>	<i>All Current Students</i>
Grade 1	75	61
Grade 2	79	69
Grade 3	63	60

Preschool is the First Step in Successful Education Reform

School districts and CDE are able to report the short term outcomes for children participating in the Colorado Preschool Program. They can more easily track longer term outcomes as well. CSAP data in particular is an area where Colorado can see the positive impact of an investment in CPP.

In 2008, 89 percent of the districts participating in Colorado Preschool Program could report how previous CPP students had performed on the third grade reading CSAP. They reported that of those students remaining in their district, 67.7 percent scored proficient or above. Statewide in the same year, other at-risk populations scored much lower. Only 54 percent of Title 1 (Federal program supporting low income districts and schools) students, and 53 percent of students eligible for free and reduced lunches, scored proficient and above on the third grade reading CSAP.



For 60 percent of the reporting districts these children scored higher than the district wide averages. Individually, school districts are reporting equally strong results as seen in the examples below.

Boulder Valley School District:

- Students that participated in CPP in 2002-03 outperformed other District students by six percentage points and Title 1 students by nine percentage points on the Spanish reading test, "Lectura."
- Students that participated in CPP in 2002-03 outperformed Free and Reduced Lunch eligible students by 19 percentage points and Title 1 students by nine percentage points on CSAP Reading Grade three.
- Students that participated in CPP outperformed students eligible for free and reduced lunch by 16 percentage points on CSAP Writing Grade three.

Widefield School District was able to track former CPP students on the third grade CSAP tests. These results were comparable to the district averages on the writing test and significantly better than Title 1 on all three tests. The percent of CPP students scoring proficient or advanced on the math test was higher than the district average.

Adams 12 Five Star Schools:

Reading: 77 percent of CPP graduates scored proficient or advanced compared to 67 percent for Adams 12 third graders who were not in a CPP program in preschool.

Math: 80 percent of CPP graduates scored proficient or advanced compared to 68 percent for Adams 12 third graders who were not in a CPP program in preschool.

The long-term benefits of CPP are even more evident when CPP graduates are compared to students in Title I Schools who did not participate in CPP (only 38 percent proficient or advanced on third grade reading CSAP and only 39 percent proficient or advanced on third grade math CSAP) and students who qualified for Free & Reduced Lunches (only 47 percent proficient or advanced on third grade reading CSAP and only 51 percent proficient or advanced on 3rd grade math CSAP) who did not participate in CPP.

"On the CSAP, we find that the percentage of CPP students scoring proficient to be near or above the district and state averages. For children identified as being at risk for school failure, our data show us that with a quality early childhood program, children can close the gap and even surpass it."

Julie Knowles,
Director of Assessment and Special Programs, Garfield, Re-2 School District

Colorado Preschool Program

CPP Advantages Sustained Through Adolescence

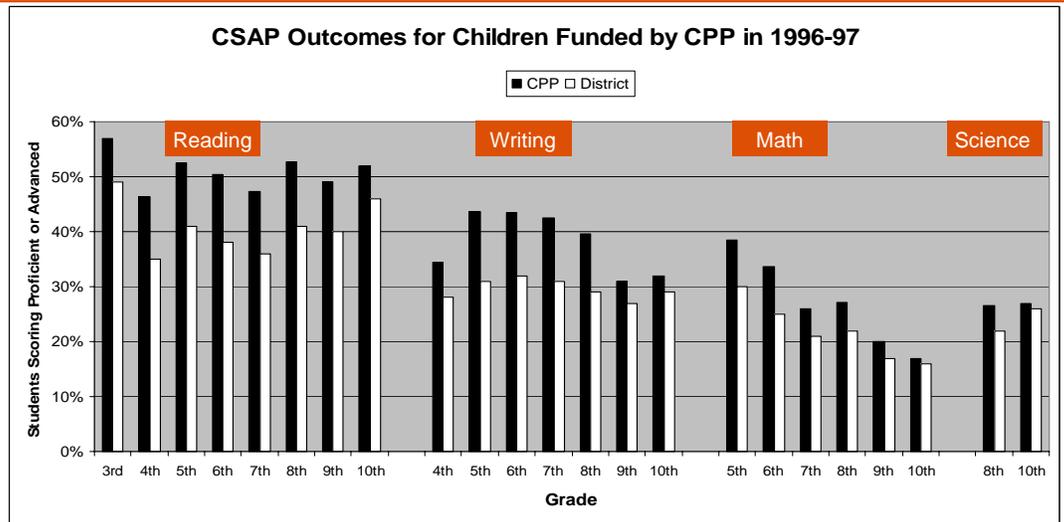
Several landmark studies clearly demonstrate the long-term benefits of high-quality preschool. Findings from the Perry Preschool study, a major 40-year undertaking, showed that participation in high-quality preschool programs has significant long-term benefits in a variety of outcomes, including 44 percent higher graduation rate, 50 percent fewer teen pregnancies, 33 percent lower arrest rate for violent crimes 42 percent higher median income, and 26 percent less dependency on government assistance.⁵

The North Carolina Abecedarian Project, another long-term study, demonstrated that poor children in preschool programs, compared to those who did not experience preschool, achieved better academic performance through high school, enhanced cognitive and language development, and greater likelihood to attend a four-year college.⁶

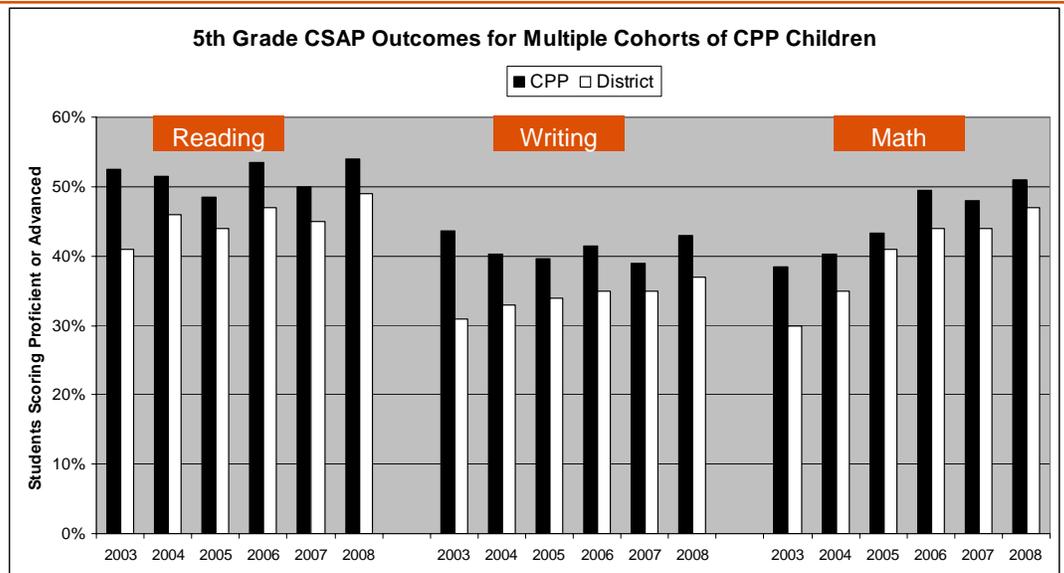
Moreover, a recent meta-analysis of research on early childhood education showed that in the long-term, young children in high-quality programs had higher social-emotional, cognitive, and language skills, higher achievement test scores, higher rates of educational attainment and lower rates of grade repetition and special education.⁷

Enough data now exist in many Colorado districts to demonstrate how CPP children continue to make better-than-expected progress in the long-term, which mirrors the national research on the benefits of early childhood education. The graphs below shows academic outcomes through 10th grade in multiple subjects for CPP children in Denver Public Schools (DPS).

DPS has participated in CPP since its inception and this district is able to report CSAP outcomes data for cohorts of CPP children dating back to 1996. In each grade and for each subject area, this CPP class outperformed the overall district by an average of eight percentage points through 10th grade.



DPS also has data for multiple cohorts of CPP children. Here are sample data from fifth grade CSAP scores in reading, writing, and math. Across all subject areas, the six different classes of CPP children outscored the overall district by an average of six percentage points. The stellar 1996 CPP class presented in the graph above was not an anomaly.



Acknowledgements:

The Colorado Preschool Program would like to thank each of the CPP teachers, coordinators and district council members for their efforts in collecting and reporting data on the effectiveness of CPP.

We also want to extend a special thank you to the children, teachers, and families whose pictures are featured throughout.

Notes:

1 Ramey, C. (2003) "Preparing America's Children for Success in School." Paper prepared for invited Address, White House Early Childhood Summit on Ready to Read, Ready to Learn Denver, Colorado.

2 Casner-Lotto, J. & L. Barrington. (2006). "Are they ready to work?" Retrieved from http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf.

3 Invest in Kids. (2008) "The Incredible Years Program Outcomes 2007-2008." Personal document forwarded by Jennifer Adler, Executive Director of Invest in Kids.

4 Barnett, Steven W. (2008) "Educational effects of the Tools of the Mind curriculum; a randomized trial." *Early Childhood Research Quarterly*, 23(3), 299-313.

5 Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). "Lifetime effects: The High/Scope Perry Preschool study through age 40." Ypsilanti, MI: High/Scope Press.

6 Campbell, F. A., Ramey, C. T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002). "Early childhood education: Young adult outcomes from the Abecedarian project." *Applied Developmental Science*, 6(1).

7 Barnett, Steven W. (2008). "Preschool education and its lasting effects: Research and policy implications." Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved from <http://epicpolicy.org/publication/preschooleducation>.

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