

## Program Comparison of CPP and Head Start

Colorado Preschool Program	Head Start
<i>Child Eligibility Factors:</i>	
<ul style="list-style-type: none"> <li>• Children must be 3, 4 or 5 years old.</li> <li>• Children funded in CPP must be 3, 4, or 5 by October 1.</li> <li>• If a child is served as a 4 or 5 year old, the child must be eligible for kindergarten the next year and may only participate in CPP for one year.</li> <li>• 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.</li> <li>• Significant family risk factors that affect overall learning readiness must be present in a child's life. Significant family risk factors is defined by the legislature to mean any of the following: <ul style="list-style-type: none"> <li>◊ The child is eligible to receive free or reduced-cost lunch pursuant to the provisions of the Federal "National School Lunch Act."</li> <li>◊ Homelessness of the child's family</li> <li>◊ An abusive adult residing in the home of the child</li> <li>◊ Drug or alcohol abuse in the child's family</li> <li>◊ Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child.</li> <li>◊ The child's parent or guardian has not successfully completed a high school education or its equivalent</li> <li>◊ Frequent relocation by the child's family to new residences</li> <li>◊ Poor social skills of the child</li> </ul> </li> <li>• Children are also eligible if they are in need of language development, including but not limited to the ability to speak English.</li> <li>• Children are automatically eligible if they are receiving services from the State Department of Social Services as neglected or dependent children.</li> </ul>	<ul style="list-style-type: none"> <li>• To be eligible for Head Start services, a child must be at least three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located, except in cases where the Head Start program's approved grant provides specific authority to serve younger children. Early Head Starts provides service from prenatal to age three.</li> <li>• In addition to age, income eligibility of Head Start children is based on the federal poverty level.</li> <li>• Foster children, children receiving TANF and homeless children are automatically eligible for Head Start services.</li> <li>• Up to ten percent of the children who are enrolled may be children from families that exceed the low-income guidelines but who meet the criteria that the program has established for selecting such children and who would benefit from Head Start services. Programs may serve an additional 35% of children from families with incomes up to 130% of poverty. 645(a)(1)(B)</li> <li>• Not less than 10% of total children enrolled will be children with disabilities.</li> <li>• A Head Start program operated by an Indian Tribe may enroll more than ten percent of its children from families whose incomes exceed the low-income guidelines when certain specified conditions are met.</li> <li>• Programs must annually set criteria, based on the community needs assessment, that are approved by the Policy Council and/or the Tribal Council for selecting over-income children who would benefit from such a program.</li> <li>• In order to reach those most in need of Head Start services, each Head Start grantee and delegate agency must develop and implement a recruitment process that is designed to actively inform all families with Head Start eligible children within the recruitment area of the availability of services and encourage them to apply for admission to the program.</li> </ul>
<i>Length of services:</i>	
For the preschool component of CPP the law requires 360 teacher pupil contact hours per year, which averages 10 hours per week. (22-32-109	Minimum-- 3 ½ hours/day to maximum 6 hours per day; 4 days/week; 128 days/year Full day—more than 6 hours/day; 4-5

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<p>C.R.S.) Classes are held for 2 ½ hours per day for four days per week, or the equivalent during the school year.</p> <p>A fifth day is funded to provide time for home visits, parent meetings, assessment of children, teacher planning and staff training.</p>	<p>days/week; 160 days/year 160 days per year is for 5 days per week regardless of half or full day.</p>
<p align="center"><b><i>Teacher Qualifications:</i></b></p>	
<p><u>Statutory Requirements:</u> (C.R.S. 22-28-108 (3))</p> <p>All preschool teachers and administrators that serve CPP children must meet the CDHS Licensing Requirements.</p> <p><i>"In establishing criteria for district preschool programs relating to qualifications for preschool teachers, the department shall not require preschool teachers to be licensed pursuant to article 60.5 of this title but shall allow the district or a head start agency or child care agency to employ a non-licensed preschool teacher so long as said teacher meets other qualifications established by the department."</i></p> <p><u>CPP Rules and Regulation Requirements</u> (2228-R 6.06-.07 C.C.R.)</p> <p><i>Teachers must be able to show that they have received education credits in the field of early childhood. This can do be done through a portfolio that demonstrates knowledge in:</i></p> <ul style="list-style-type: none"> <li>• <i>Early childhood development;</i></li> <li>• <i>Applying developmentally appropriate practice in the classroom as defined by the National Association for the Education of Young Children);</i></li> <li>• <i>Knowledge of multicultural education;</i></li> <li>• <i>Understanding parent partnerships.</i></li> </ul> <p><i>The rules further indicate that if the teacher cannot demonstrate skills in the above areas, they must be supervised by someone who can, and they must be making progress in the areas of need as part of their staff development.</i></p> <p><u>Colorado's Quality Standards for Early Care and Education Programs Staff Requirements.</u> (Section D)</p> <p><i>Staff who are in charge of a group of children should have at least a Child Care Professional Credential</i></p>	<p>By 9/30/2011, 100% of all teachers must have at least an AA degree in ECE or related field; By 9/30/2013, 50% of teachers shall have a baccalaureate in ECE or related field. Additionally, 50% of education coordinators shall have a minimum of a baccalaureate in ECE or related field and 100 of teacher assistants shall have a minimum of a CDA. 648A(a)(2)</p> <p>Colorado Early Childhood Professional Credential Level II meets Head Start requirements for CDA.</p> <p>Each Head Start teacher shall attend not less than 15 clock hours of high quality, sustained, intensive professional development per year. 642A(a)(5)</p>

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<p><i>(CCP), Child Development Associate Credential (CDA) or an associate degree in Early Childhood Education/Child Development. In cases where staff members do not meet the specified qualifications, a training plan and timeline, both individualized and program-wide, has been developed and is being implemented for those staff members.</i></p> <p><i>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.</i></p>	
<p><b><i>Ability to contract/partner with private providers:</i></b></p>	
<p>The state recognizes there is significant value in using existing and established infrastructure through a head start agency or child care agency in the provision of a district preschool and kindergarten program and it encourages this collaboration throughout the CPP Act. CPP district advisory councils are charged with the responsibility of releasing an RFP every two years to determine if there are community programs available who are willing to partner with CPKP and can provide quality services.</p>	<p>Grantee and delegate agencies must collaborate and coordinate with public and private entities, to the maximum extent practicable, to improve the availability and quality of services to Head Start children and families, including transition to kindergarten activities. Grantees must enter into a memorandum of understanding with local education agencies (school districts) that administer state preschool programs. (CPP) 642(e)(5)</p> <p>Programs must ensure Head Start Performance Standards are being met otherwise no restrictions on partnering with private providers</p>
<p><b><i>Per child reimbursement to programs:</i></b></p>	
<p>In the 2008-09 school year, the average reimbursement per child for the Colorado Preschool Program is \$3,405.60. Actual funding is calculated based on the school district's per pupil revenue, which varies across the state.</p> <p>Most preschool children are funded at .5 FTE. However, statute does provide the flexibility for 5% of the preschool slots to be used to fund a child to participate in a full-day program using two "slots."</p>	<p>Reimbursement varies by program—Colorado average \$6,318</p>

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<b><i>Rigor of program standards:</i></b>	
<p><u>Colorado Quality Standards for Early Childhood Care and Education Services:</u></p> <p>The Colorado Department of Education was required by law to “establish basic program standards for district preschool programs using nationally accepted standards for preschool programs.” 22-28-108 (1) (a) C.R.S. Programs must demonstrate the capacity to deliver quality, developmentally appropriate services as measured by these standards.</p> <p>The Quality Standards are based on the NAEYC’s Accreditation Standards 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 quality program. They address elements affecting basic classroom environment like curriculum, staffing patterns and interaction among staff and children, as well as elements that address children’s broader needs like health and safety, nutrition and family/staff partnership. These Quality Standards are meant to be commonly applied across all programs receiving funding from the Colorado Department of Education.</p>	<p>The Head Start Performance Standards are the mandatory regulations that grantees and delegate agencies must implement in order to operate a Head Start and/or Early Head Start program.</p> <p>The 1,700 plus Standards include: program design and management (planning, budget, HR, communication, program self assessment, governance), child health and development (health/dental/vision/hearing/developmental screenings and services; nutrition; special needs; curriculum and instruction), and family and community partnerships (resource and referrals for families, parent education, and family support services)</p> <p>Additional standards apply to disabilities services, eligibility, recruitment and selection processes, staffing requirements, transportation and facilities purchase and renovation.</p>
<b><i>Program Monitoring and Review</i></b>	
<p>CPP district advisory councils are charged with the responsibility of monitoring the implementation of the Quality Standards in each program that serves CPP children and must visit each classroom serving CPP children at least twice per year. Some district councils will use a Qualistar Rating, ECERS rating or NAEYC Accreditation as a measure of quality.</p> <p>CDE staff members are also charged with the responsibility of visiting a reasonable number of programs each year.</p> <p>Each year the district council submits to the department of education a Reapplication and Annual Report, which includes a Comprehensive Plan addressing the following five areas:</p> <ul style="list-style-type: none"> <li>• Quality of Program</li> <li>• Staff Development</li> <li>• Family Involvement</li> <li>• Family Support Services</li> <li>• Program Evaluation</li> </ul>	<p>Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program’s governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start and includes:</p> <ul style="list-style-type: none"> <li>• Community assessment</li> <li>• Annual program self assessment</li> <li>• Formulation of long-range goals and short-term objectives</li> <li>• Written program plans</li> </ul> <p>A summary report of the findings shall be made available to the public. 644.(a)(2)</p> <p>Programs undergo a federal review every three years.</p>

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<p>Districts receiving funding from the Colorado Preschool Program must follow statutory requirements in how funds can be expended which is annually audited and reported to the department.</p>	
<p align="center"><b><i>Rigor of child-based outcomes/learning standards:</i></b></p>	
<p>Early learning guidelines have been established with alignment to K-12 content standards. These guidelines are the <u>Colorado Building Blocks</u> which include eight domains:</p> <ul style="list-style-type: none"> <li>• Approaches to Learning</li> <li>• Social and Emotional Development</li> <li>• Language Development and Communication</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Science</li> <li>• Creativity</li> <li>• Physical Health and Development</li> </ul> <p>Within each domain, there are Learning Goals and Definitions which include categories of knowledge and skills.</p> <p>Each domain also highlights Expectations which are examples of typical four-year-old behavior that demonstrate competence in relation to each Learning Goal.</p>	<p>Grantees shall utilize a scientifically based and developmentally appropriate curriculum. 641A(a)(1)(b)</p> <p>The Head Start Outcomes Framework is intended to guide Head Start programs in their curriculum planning and ongoing assessment of the progress and accomplishments of children. Outcomes performance measures required in 8 domains.</p> <ul style="list-style-type: none"> <li>• Language development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Science</li> <li>• Creative Arts</li> <li>• Social and Emotional Development</li> <li>• Approaches to Learning</li> <li>• Physical Health and Development</li> </ul> <p>Further, there are 27 Domain Elements, and numerous examples of specific Indicators of children's skills, abilities, knowledge, and behaviors.</p>
<p align="center"><b><i>Outcomes and Performance Measures</i></b></p>	
<p>All programs receiving funding from the Colorado Preschool Program are required to participate in Results Matter, Colorado's system for measuring child and family outcomes. Components of Results Matter include:</p> <p><b>Early Child Assessment Programs</b> choose from a menu of approved assessment systems. These assessment systems include Work Sampling, the High/Scope Child Observation Record and the Creative Curriculum Developmental Continuum. The assessments are available to programs at reduced costs and include customized professional development.</p> <p><b>Longitudinal Analysis</b> Child assessment results are analyzed over time to study the long term benefits of participating in early care and education opportunities. Elements include following the number of children who have been retained, require an Individual Literacy Plan, exit special education or graduate.</p> <p><b>Family Outcomes</b> Specially designed family surveys inform policy makers and program administrators about how well the system assists families in effectively</p>	<p>Every Head Start program implements an appropriate child assessment system that aligns with their curriculum and gathers data on children's progress in each of the 8 Domains of learning and development. At a minimum, because they are legislatively mandated, programs analyze data on 4 specific Domain Elements and 9 Indicators in various language, literacy, and numeracy skills, as indicated with a star in the chart.</p> <p>Local program child assessment occurs at least three times a year.</p> <p>The Head Start Child Outcomes Framework also is helpful to programs in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement.</p> <p>Results of children's progress must be reported out to Policy group and governing board.</p>

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<p>supporting their child's early development.</p> <p><b>Service and Program Quality Measures</b> Child outcomes data are linked with existing program quality information such as Qualistar Ratings, NAEYC accreditation, and environmental rating scale results.</p> <p><b>Professional Development</b> 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.</p>	<p>Grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them.</p>
<b><i>Program Governance</i></b>	
<p>The local school board has the final responsibility for all aspects of the Colorado Preschool Program. A district advisory council supports the school board in the administration of the program. District advisory council members are appointed by the Superintendent for two year terms. The council must meet a minimum of six times per year and there is required representation/membership for the council (2 parents, 2 business members, representatives from the health department, Social Services, job services and training, publicly funded ECE agencies and privately funded child care centers or preschools.</p>	<p>Grantee and delegate agencies must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program.</p> <p>Additionally, agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.</p> <p>The governing body (the group with legal and fiscal responsibility for administering the Early Head Start or Head Start program) and the Policy Council or Policy Committee must not have identical memberships and functions.</p>