

Colorado Preschool Program First Steps and Next Steps

District Advisory Council Duties			
Annual Desk Audit	Site Visit	<i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i>	<i>Next Steps:</i>
	x	Superintendent appoints members of district council. (C.R.S. 22-28-105(1)(a))	<ul style="list-style-type: none"> ○ It is the responsibility of the local District Advisory Council to establish a clear policy for the determination of child eligibility.(CPP Handbook, Page 24) ○ District advisory councils should use the information gathered through their child screening process, as well as any other sources available, to determine which risk factors are present in their community and are having the greatest effect on young children and their families. (CPP Handbook, Page 25) ○ Parents are members of the advisory council. (Quality Standards C-4c) ○ A list of advisory council members is posted in the facility and sent home to each family. (Quality Standards C-4c) ○ Parents are involved at all levels on the council, including significant decision-making procedures. (Quality Standards C-4c) ○ Parent representatives participate in the annual review of budget, program plans, and personnel policies. (Quality Standards C-4c) ○ Training is provided for all advisory council members. (Quality Standards C-4c) ○ Advisory council members are appointed for staggered terms of service. (Quality Standards C-4c) ○ Council members are trained to be active participants in the self-evaluation process.(Quality Standards C-4c) ○ When the program is governed by a board of directors, the program has written policies defining roles and responsibilities of
	x	The district council meets six times per year (C.R.S. 22-28-105(2)(h))	
x		The district council meets membership requirements as listed in statute (C.R.S. 22-28-105(b))	
x		Members serve for two year terms (C.R.S. 22-28-105(1)(c))	
	x	The district council reviews and approves RFP applications (C.R.S. 22-28-105(2)(a.5))	
x		The district council develops and recommends family support services (C.R.S. 22-28-105(e-f))	
x		The district council reviews eligibility criteria and define any additional criteria that are appropriate. (C.R.S. 22-28-105(2)(a);22-28-105(2)(f))	

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			<p>board members and staff. (Quality Standards E-7)</p> <ul style="list-style-type: none"> ○ Board members and other administrators are informed about the elements and methods involved in implementing a high quality, developmentally appropriate programs (Quality Standards E-7)
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Criteria for Preschool Programs: Part 1 – Licensing, Class Size, Class Composition and Hours of Service			
Desk Audit	Site Visit	<i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i>	<i>Next Steps:</i>
x		<p>Site is licensed by Colorado Department of Human Services (C.R.S. 22-28-108(1)(a))</p> <ul style="list-style-type: none"> • A "large child care center" provides care for sixteen (16) or more children between two and one-half (2-1/2) and sixteen (16) years of age. • A "small child care center" provides care for five (5) through fifteen (15) children between two (2) and sixteen (16) years of age. E. "Preschool" is a part-day child care program for five (5) or more children between the ages of two and one-half (2-1/2) and seven (7) years of age. 	<ul style="list-style-type: none"> ○ Site is accredited by NAEYC. (22-28- R 6.03 C.C.R) ○ Site has received a star rating from Qualistar. ○ Site has received an ECERS an evaluation from an outside evaluator. ○ The program has written policies and procedures for operating, including information about hours, fees, illness, holidays and refunds. (Quality Standards E-2) ○ Staff is provided with space and time away from the supervision of children during the day. (When staff works directly with children for more than four hours, they are provided breaks of at least 15 minutes in each four-hour period.) (Quality Standards E-11) ○ Staff and program reflect the cultural and ethnic population of the children in the program. (Quality Standards E-16b) ○ For children ages 2 1/2 - 4, the staff/child ratio is 1:6 (Quality Standards F-1)
	x	Class size does not exceed 16 children with an adult-to-child ratio of 1:8. (C.R.S. 22-28-108(1)(b)(II); C.C.R.6.04(1))	
x		Preschool classes held equivalent of four half days per week. (C.R.S. 22-28-108(1)(b)(III))	

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x		Time must be made available for 90 hours per year for home visits, teacher training as needed, workshops with other preschool teachers, and planning sessions with kindergarten teachers and other school staff. (C.R.S. 22-28-108 (1)(b)(III); C.C.R. 2254-R-1 2.06))	<ul style="list-style-type: none"> ○ For children ages 4-6, there is a maximum of 15 children in a classroom with a ratio of one teacher and one other adult per class. (Quality Standards F-1) ○ For programs serving multi-age groups of children ages 3-5, there is a maximum of three children with disabilities in the classroom. However, there may be fewer children with special needs depending upon the severity of the children's needs, the qualifications and experience of the staff, and the support services available. (Quality Standards F-1) ○ Both group size and staff/child ratio are determined on the basis of the number and ages of children enrolled. (Quality Standards F-2) ○ Each staff member has chief responsibility for and develops a deeper attachment to an identified group of children. (Quality Standards F-3a) ○ Every effort is made to have at least one adult available in the program to communicate in the family's native language when one child speaks a language different than the rest of the children. (Quality Standards F-5)
x		Program is provided 360 hours per year for teacher-pupil contact; equivalent of 10 hours a week (C.C.R. 2254-R-2.06 (1))	
	x	Establish basic program standards for district preschool programs using nationally accepted standards for preschool programs. (C.R.S. 22-28-108(1) (a))	

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Criteria for Preschool Programs: Part 2 – Individual Teaching and Learning Plan			
Desk Audit	Site Visit	<p><i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i></p>	<p><i>Next Steps:</i></p>
	x	<p>Individual teaching plan is developed for each child (22-28-108 (1) (b) (IV) C.R.S. and C.C.R.6.04)</p> <p>The plan shall include identification of the child’s needs in the following areas:</p> <ul style="list-style-type: none"> (a) language (b) cognition (c) gross motor (d) fine motor (e) social skills/self-esteem 	<ul style="list-style-type: none"> ○ Programs begin developing the ILP based on information gathered in the developmental screening, as well as the first conversations with families regarding the needs of their children (CPP Handbook, Page 31) ○ The learning plan: <ul style="list-style-type: none"> ○ Is developed by a collaborative team, which includes teaching staff, family members, specialists, and/or others requested by the family or program ○ Respects the family as the child's first and most influential teacher and respects both linguistic and cultural differences ○ Incorporates the child's unique interests and needs ○ Addresses priorities applicable to the child's total day across a variety of settings (home, neighborhood school, community preschool, child care setting, transitions) ○ Incorporates information from a variety of sources, including the Results Matter assessment systems, developmental screenings, and first conversations with families ○ Includes strategies to support the child and the family as they transition into the program and also onto the next program and/or kindergarten ○ Is part of a child's file and is used to write progress reports and discussed at conferences (CPP Handbook, Page30)

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	<ul style="list-style-type: none">○ Parents are authentically engaged in developing and implementing the plan by informing programs of their child's needs and interests; the engagement respects cultural differences (CPP Handbook, Page30)○ New information is added to learning plans throughout the year as families participate in home visits and conferences and as staff implement ongoing Results Matter assessments (CPP Handbook, Page30)○ Staff listens to parents and utilizes information about positive strategies that work at home. (Quality Standards C-1b)○ The learning plan serves as a tool to help strengthen the family's ability to support their child and reinforce the learning that occurs outside the home. (CPP Handbook, Page30)○ Programs set a pattern of parental involvement and support which can be followed as their children enter the primary grades and continue learning. (CPP Handbook, Page30)○ Results Matter assessment information informs the ILP, but does not serve as the only component of the ILP. (CPP Handbook, Page31)○ The ILP considers strategies for supporting children and their families in the transition process both into the program and also on to the next program or grade level. (CPP Handbook, Page31)
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Eligibility of Children for Participation in CPP			
Desk Audit	Site Visit	<i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i>	<i>Next Steps:</i>
	x	CPP children participating in program meet eligibility factors. (C.R.S. 22-28-106)	<ul style="list-style-type: none"> o There is a well planned process to ensure that the program serves children with the highest needs, which is supported by the district advisory council. (CPP Handbook, Page 24) o Enrollment is coordinated with Child Find. (CPP Handbook, Pages 8 & 25) o There is an organized process for enrollment (CPP Handbook, Page 8) o . (CPP Handbook, Pages 8, 19, & 25) o Files are maintained for each child and all screening records are kept. (CPP Handbook, Page 8) o Multiple methods should be used to determine a child's eligibility, and qualified personnel should conduct all assessments. These comprehensive assessments should include a combination of approaches. These can include: <ul style="list-style-type: none"> ▪ parent interviews ▪ observations of children in natural settings ▪ collection of demographic data ▪ standardized developmental screenings (CPP Handbook, Page 25) o 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. (CPP
	x	Parents agree to assume all parental responsibilities as established by the school district. (C.R.S. 22-28-106(1)(III); C.C.R. 5.05)	
x		Child must turn three, four, or five by October 1 st of the school year. (Pupil Count Submission) (C.R.S. 22-28-106(1)(a)(I); C.C.R. 5.01)	
x		Four and five-year-olds must be eligible for kindergarten the following year and are not eligible for participation more than one year (C.C.R. 5.01)	
	x	Three-year-olds are identified with three or more eligibility factors. (C.R.S. 22-28-106(1)(a)(II); C.C.R. 5.01)	
x		The district advisory council will define any eligibility criteria specific to the population of the community (C.R.S. 22-28-105 (2) (i) C.R.S.)	
	x	The local education agency is responsible for assuring that the children counted for funding in the Colorado Preschool Program are eligible for participation. (C.C.R. 2228-R 5.02)	
	x	There is a written and signed agreement for parent participation, involvement and support (2228-R 5.05)	

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	<p>Handbook, Pages 29)</p> <ul style="list-style-type: none">○ There is the option for a full day program, with community partners, through existing resources. (CPP Handbook, Page 5)○ District councils have written justification and research supporting any additional eligibility factors identified by the program advisory council. (CPP Handbook, Page 31)○ There is a process to inform families of available programs. (Quality Standard C-1a)○ CPP family applications and paperwork provided in multiple languages. (Quality Standard C-1a)
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Criteria for Preschool Programs: Part 3 – Qualifications of Staff			
Desk Audit	Site Visit	<i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i>	<i>Next Steps:</i>
X	X	<p>Any teacher must be able to show that they have received education credits in the field of early childhood (C.C.R. 6.06). This can be done through a portfolio that demonstrates knowledge in:</p> <ul style="list-style-type: none"> (1) Early childhood development; (2) Applying developmentally appropriate practice in the classroom (National Association for the Education of Young Children); (3) Knowledge of multicultural education; (4) Understanding parents partnerships. 	<ul style="list-style-type: none"> • All teachers have a minimum of an associate's degree or equivalent. (6.A.05 Teachers: A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria by the National Association for the Education of Young Children [NAEYC]) • At least 75% of teachers have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education, or early childhood special education. This training encompasses: <ul style="list-style-type: none"> ○ Child development and learning of children birth through kindergarten; Family and community relationships; ○ Observing, documenting, and assessing young children; ○ Teaching and learning; and ○ Professional practices and development. (6.A.05 NAEYC) • Assistant teachers-teacher aides have a high school diploma or GED. <ul style="list-style-type: none"> ○ 50% of assistant teacher-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent.
X		All teaching staff meets CDHS staff requirements. (C.C. R. 6.02)	

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	<ul style="list-style-type: none"> ○ 100% of assistant teacher-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent. ○ If there is only one assistant teacher-teacher aide, then either of the requirements can be met. (6.A.06 NAEYC) ● All teaching staff have specialized college-level course work, professional development training, or both that prepares them to work with children and families of diverse races, cultures, and languages. (6.A.07 NAEYC) ● All teaching staff have specialized course work or professional development training in the program's curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team. (6.A.08 NAEYC) ● All teaching staff who supervise or mentor other staff members have specialized college-level course work or professional development training and preparation in adult supervision, mentoring, and leadership development. (6.A.09 NAEYC) ● All teachers and assistant teachers-teacher aides have specialized professional development training in knowledge and skills relevant to the specific age(s) or to the special circumstances and specific needs of the children they teach. (6.A.10 NAEYC) ● All teachers and assistant teachers-teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. (6.A.12 NAEYC) ● Program Administrators must have at least: a baccalaureate degree with at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, or management and at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that addresses child development and learning from birth through
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	<p>kindergarten OR Documents meeting an appropriate combination of relevant education or work experiences OR Documents that a plan is in place to meet these qualifications within five years. (Table 1. Candidacy Requirements, NAEYC)</p> <ul style="list-style-type: none"> • 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. The training is appropriate to the age group with which the staff member is working. (Quality Standards D-1c) • New staff is adequately oriented about the goals and philosophy of the program, emergency health and safety procedures, the reporting of child abuse, special needs of children assigned to the staff member's care, procedures for handling discipline in the program and planned daily activities of the program. (Quality Standards D-3) • The program assists its staff in keeping up-to-date about current information and in continuing the professional development of its members. (Quality Standards D-4) • The program provides quality training opportunities for staff to improve skills and to move towards the next level of competence in working with children and families. (Quality Standards D-4a) • Staff and program resources reflect the cultural and ethnic population of the children in the program. (Quality Standards E 16b) • Every effort is made to have at least one adult available in the program to communicate in the family's native language when one child speaks a language different than the rest of the children. (Quality Standards F-5) • Staff training is based on the results of evaluation. (Quality StandardsK-1h)
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Reporting Requirements			
Desk Audit	Site Visit	<i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i>	Next Steps
x		Reports to Legislative Committees. By January 15 of each year the department shall report to the education committees of the senate and house of representatives on the effectiveness of the preschool program. It is authorized to request from any participating school district such information and data as may be necessary to make such reports. (C.R.S. 22-28-112)	<ul style="list-style-type: none"> • Districts have a CDE identified, approved assessment tool. (Results Matter Implementation Guidelines) • Districts have an active subscription to the online system. (Results Matter Implementation Guidelines) • Children funded through CPP are assessed in all areas of development 3 times a year. (Results Matter Implementation Guidelines) • Assessment results are entered into the online system by checkpoint deadlines. (Results Matter Implementation Guidelines) • Observation anecdotes are entered into the system by the checkpoint deadlines. (Results Matter Implementation Guidelines) • Teachers, interventionists, and paraprofessionals must be trained in the chosen assessment system by an approved Results Matter trainer who in turn must use identified training curriculum with fidelity. (Results Matter Implementation Guidelines) • Staff implementing the assessment must attend training on observation and documentation skills if they have not had college level coursework on child assessment. (Results Matter Implementation Guidelines) • Numerous types of data reports are available to teachers and program administrators through the online systems for use in day-to-day instructional planning and program improvement activities. Online assessment systems features (reports, observations, etc.)
x		Each district must measure and report child progress. Such methods may include portfolio assessment. Districts are discouraged from using standardized tests as a means of measuring progress. CDE may request a report on child progress from districts as part of the final report. (2228-R 7.01 CCR)	
x		CDE may require a report on parent involvement and year end satisfaction with the program. (2228-R 7.02 CCR)	

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			<p>should guide teacher instruction, planning, etc. and help teachers connect with students individually. (Results Matter Implementation Guidelines)</p> <ul style="list-style-type: none"> • Local program administrators support their staff in becoming reliable users of their chosen assessment system and assure Results Matter that they are monitoring for fidelity to the assessment instrument. (Results Matter Implementation Guidelines) • A fifth day without children is funded for assessment and planning (CPP Handbook, Page 19) • Staff is provided with paid planning and program meeting time. (Quality Standards E-10d) • Staff and families plan learning activities for children based on assessment of individual needs and interests: <ul style="list-style-type: none"> A variety of assessment data is gathered, e.g. classroom observation, child’s progress, parental input, staff’s summary of child’s developmental level. (Quality Standards B-2) • The teaching team develops and adheres to a curriculum process in which curriculum is integrated, multiple experiences are available, blocks of time are designated for hands-on exploration, and children question and apply what they learn. <ul style="list-style-type: none"> ○ The team provides ongoing observation, recording, and evaluation of each child’s growth and development for the purpose of planning activities to suit individual needs. ○ The team continually and systematically reviews assessments, modifying and planning for individual instruction. (Quality Standards G-4) • The teaching team utilizes observation and assessment practices which reflect developmental principles, and which are integrated and used to benefit each child. <ul style="list-style-type: none"> ○ The team plans for future activities by observing and
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			<p>evaluating how children interact with present materials and activities.</p> <ul style="list-style-type: none"> ○ The team uses observation of open0ended questions as part of their assessments. ○ The team uses photographs and videotapes to record children’s actual construction and performance. ○ The team shares learner goals and indicators with children to help them monitor their own progress and formulate goals with teachers and parents. ○ The team regularly updates curriculum as a result of assessment review. (Quality Standards G-7) <ul style="list-style-type: none"> ● Individual descriptions of children’s development are written and compiled as a basis for planning appropriate learning activities as a means of facilitation optimal development of each child, and as records for use in communications with parents. (Quality Standard K-3) ● Staff shares an understanding of the purposes, values, and uses of assessment in their program and can explain these to others. (4.B.06 NAEYC) ● Teaching teams meet at least weekly to interpret and use assessment results to align curriculum and teaching practices and needs of children. (4.D.02 NAEYC) ● Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. (4.E.01 NAEYC)
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Programs Provided by Head Start or Child Care Agencies			
Desk Audit	Site Visit	<i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i>	<i>Next Steps:</i>
X		The district advisory council shall study and assess the need for establishing a district preschool program in the school district and, upon completion of such assessment, if there is an identified need, submit a request for proposals to any privately funded early childhood education agency. (C.R.S. 22-28-105 (2)(a.3))	<ul style="list-style-type: none"> ○ Programs are encouraged to form agreements with families based upon the needs and abilities of the family. (CPP Rules 5.05) ○ Community partners are committed to using the Colorado Quality Standards document as a program guide for on-going quality improvement. (CPP Handbook, Page22) ○ The school district values using existing and established Head Start and community early childhood programs, where available, when deciding where to serve CPP children (CPP Handbook, Page 22) ○ District advisory councils make every effort to identify sites that are able to provide full-day, full-year services to meet the needs of working parents (CPP Handbook, Page23) ○ Decisions to contract are based on a program’s ability to provide quality services (CPP Handbook, Page22) ○ The district advisory council utilizes the experience and expertise of existing early childhood programs in the community in designing a process for choosing and working with contracted providers (CPP Handbook, Page22) ○ Efforts are made to make current providers aware of CPP and the possibility of their participation (CPP Handbook, Page22) ○ The distract advisory council ensures that money provided for
X		The request for proposals shall state the criteria and guidelines established by the department for determining the eligibility of children to participate in a district preschool program, for district preschool programs, and for parental involvement in a district preschool program. (C.R.S. 22-28-105 (2)(a.3))	
X		At least once every two years, the district advisory council shall assess whether alternative community providers are available and shall ensure the highest quality service delivery at the lowest cost. (C.R.S. 22-28-105 (2)(a.3))	
	x	The district advisory council shall review and evaluate proposals received pursuant to paragraph (a.3) of this subsection and annually submit a list to the board of education of the head start agencies or public and private child care agencies that are licensed by the department of	

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		human services and are in good standing who proposals meet or exceed the criteria and guidelines specified in said paragraph (a.3) and are designated as eligible for participation in the district preschool program, including the number of district preschool children each agency will be eligible to serve under the program;	the Colorado Preschool Program is used for services connect to CPP (CPP Handbook, Page22)
X		All providers, including public schools, are licensed by the Colorado Department of Human Services (C.R.S. 22-28-108 (1)(a); C.C.R. 6.02)	<ul style="list-style-type: none"> ○ The district provides funding to providers for the following direct program services: (CPP Handbook, Page22) <ul style="list-style-type: none"> ○ 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 ○ RFPs are issued as early as possible for a process that is accessible to existing programs. Applicants have at least 45 days from the date the RFP was released in order to prepare and submit a proposal (CPP Handbook, Page23) ○ The RFP and decision processes are fair and competitive (CPP Handbook, Page23) ○ District advisory councils make their decisions and notify contractors before the end of the previous school year. (CPP Handbook, Page23) ○ The number of students allocated to each site matches the number requested by the site whenever possible. (CPP Handbook, Page23) ○ Parents are provided with information regarding the number and location of contracted sites, so that their choice can be honored whenever possible. (CPP Handbook, Page 23) ○ Parents are encouraged to visit sites before making a decision.
	x	Before the board of education of any school district whose pupil enrollment was less than or equal to seven hundred and 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 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 enrollment, may c (Monitor: coordinate with Capital Construction) (C.R.S. 22-28-109 (1))	
	x	No Board of Education shall contract out the district preschool program unless the board is assured that the local Head Start agency or child care agency will provide a high quality program meeting the requirements of section 22-28-108 (1). (C.R.S. 22-28-109 (2)).	
	x	The board of education and the Head Start agency or child care agencies shall develop a plan for the transition of children from the preschool portion of the program to kindergarten. (C.R.S. 22-28-109 (3))	
	x	District advisory councils shall make at least two on-site visits per year to all head start agencies and public and	

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		private child care facilities with which the school district has contracted to monitor overall program compliance and make recommendations for any needed improvements. (C.R.S. 22-28-106 (2)(h))	(CPP Handbook, Page 23)
x		Providers must have in writing a plan that addresses parent involvement. (CPP Rules - 5.05)	<ul style="list-style-type: none"> ○ The district uses a variety of means to reach out to community programs (engaging CDHS, keeping RFP posted on website or at district offices, child care resource & referral, postcards, informational meetings, etc). (Report of the State Auditor - CPP - 2000, Page 35) ○ Funding is distributed to community partners in a timely and equitable way (Report of State Auditor - CPP - April 2000 Page ○ Community partners are supported in giving teachers 90 hours per year of planning time. (CPP Handbook, Page 19) ○ Staff is provided with paid planning and program meeting time. (Quality Standard E-10d) ○ The district is able to offer support to a community site in accessing an ECERS, QUALISTAR rating, or NAEYC accreditation (C.R.S. 22-28-108(1)(a))

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Parental Involvement and Parental Support			
Desk Audit	Site Visit	<i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i>	<i>Next Steps:</i>
x		<p>Along with the application, the school district shall submit a proposal for the implementation of its district preschool program, which shall include, but need not be limited to, the following information requested by the department:</p> <ul style="list-style-type: none"> ○ The plan for coordinating the district preschool and kindergarten program with family support services for children participating in the program and their families (C.R.S. 22-28-107 (III) (f-3)) ○ The plan for involving the parent or parents of each child enrolled in the preschool and kindergarten program in participation in the program(C.R.S. 22-28-107 (III) (f-4)) ○ The plan for coordinating the district preschool and kindergarten program with a parenting program. (C.R.S. 22-28-107 (III) (f-7)) ○ The plan for involving parents and the community in the district preschool and kindergarten program (C.R.S. 22-28-107 (III) (g)) 	<ul style="list-style-type: none"> ○ In coordinating a district preschool and kindergarten program with family support services and in establishing a parenting program as required by section 22-28-107 as a part of the proposal for the district preschool and kindergarten program, the school district is encouraged to apply for federal child care and development block grant funds and to seek support, advice, and technical and financial assistance from members of the community, from businesses, and from community and state agencies. (C.R.S. 22-28-111.5) ○ The program has developed a system to document and maintain an ongoing communication process such as home visits, telephone call, and written communication. (Quality Standards C-5) ○ The program has a written plan that defines parent participation in the program. (Quality Standards C-1, C-4) ○ Information about the program is given to new and prospective families. (Quality Standards C-1a) ○ A family-centered process is used for orienting children and parents to the program (e.g., pre-enrollment visit, parent orientation meeting, and gradual introduction of children to the center). Including a primary contact for each family. (Quality Standards C-2) ○ Written information is provided, in the family's native language, for parents about such topics as health, individualized learning
	x	<p>In order to participate in the Colorado Preschool Program, 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 the agreement is made. The agreement may be formal or</p>	

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	informal. (C.R.S. 22-28-110)	<p>plans, Individualized Family Service Plans, parent and child right, resources and transitions. (Quality Standards C-1a.)</p> <ul style="list-style-type: none"> ○ Activities in the home and early childhood program compliment and reinforce each other. Including a process for home to school communication, sharing of developmentally appropriate techniques, and listening to parents and utilizing information about positive strategies that work at home. (Quality Standards C-1b, C-3) ○ Parents are welcome at all times (e.g., to observe, eat lunch with a child, or volunteer in the classroom).(Quality Standards C-4a) ○ Parents and other family members are encouraged to be involved partners in the program in various ways. Each family defines how it will participate (e.g., parent interest questionnaire). (Quality Standard C-4b) ○ Staff recognizes and is sensitive to the diversity of changing family structures. (Quality Standards C-4b) ○ The program has a formal child-centered policy regarding transitions for children entering and leaving the program, including the following: timeline of placement and enrollment, release time for staff to participate in transition planning and activities, respect for a family's individual reaction to change, interagency coordination, and release of records.) (Quality Standards E-15a) ○ To ensure a smooth transition process for the child and family, the planning: Begins at least 6 to 9 months prior to placement of the child in a new setting (Quality Standards E-15b) ○ The program has a developed a system to document and maintain an ongoing communication process such as home visits, telephone calls, written communication. (Quality Standards C-5) ○ Program staff maintains a current list of child and family
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	<p>support services available in the community basing the list on the pattern of needs they observe among families and based on what families request. (NAEYC 8.A.01)</p> <ul style="list-style-type: none"> ○ Program staff develops partnerships and professional relationships with agencies, consultants and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve. (NAEYC 8.A.02) ○ Program staff is familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services. They use this knowledge to suggest and guide families to these services as appropriate. (NAEYC 8.A.03) ○ Program staff encourages continuity of serve for children by communicating with other agencies and programs to achieve mutually desired outcomes for children and to guide collaborative work. (NAEYC 8.A.04) ○ Program staff advocate for the program and its families by creating awareness of the program's needs among community councils, service agencies, and local governmental entities. (NAEYC 8.A.06) ○ Program leadership is knowledgeable about how policy changes at local, state, tribal, or national levels affect services and resources available for children and their families. (NAEYC 8.C.06)
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Criteria for Preschool Programs: Part 4 – Program Funding and Allowable Expenditures			
Desk Audit	Site Visit	<i>First Steps: Requirements Defined in Statute and/or Rules and Regulations</i>	<i>Next Steps:</i>
x		<p>Funding provided pursuant to this article shall only be used to pay a district's costs of providing preschool services directly to children enrolled in the district's preschool program.</p> <p>Allowable expenses for the program can include:</p> <ul style="list-style-type: none"> • 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 (C.R.S. 22-28-108 (5.5)) 	<ul style="list-style-type: none"> ○ Districts must be able to document that CPP expenditures are a direct cost of the Colorado Preschool Program. For instance, if transportation expenses are paid for with CPP funds, districts must be able to document that bus routes were added or extended to serve CPP children. Districts may not simply charge a percentage of district's transportation expenses back to CPP, because those expenses may have been incurred by the district without operating a CPP program. (CPP Handbook, Page 17) ○ Grant code 3141 is used to identify the revenues and expenditures in the Chart of Accounts for the preschool program funded through the Colorado Preschool Program (Financial Policies and Procedures Handbook) ○ Overhead costs are identified as the 2300, 2500, 2800, and 2900 series object codes in the Chart of Accounts. (CPP Handbook, Page 17) ○ 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. (CDE Cost Blending
x		Expenditures of CPP funds shall only include costs that a district would not have incurred without the services	

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		provided in conjunction with the preschool program. (C.R.S. 22-28-108 (5.5))	Allocation Plan)
x		Any moneys remaining in the district's preschool program budget at the end of any budget year shall remain in the program budget for use in the preschool program in subsequent budget years. (C.R.S. 22-28-108 (5.5))	<ul style="list-style-type: none"> ○ Fiscal records reflect evidence of long-range budgeting and sound financial planning. (Quality Standards E-8) ○ Operating budgets are prepared annually and shared with staff. (Quality Standards E-8) ○ An annual process is in place to review the budget and an opportunity for public comment is provided. (Quality Standards E-8) ○ Administrators understand that CPP monies can be used to support other parts of CPP besides classroom. (CPP Handbook, Page 16)