



## Early Childhood Education Funding in Colorado

Early childhood funding in Colorado flows from different sources. While children may be served in the same programs and classrooms, there are critical differences between the funding sources. These differences are outlined in the table below:

	Colorado Preschool Program	Early Childhood Special Education	Head Start	Title 1	District Funds	Colorado Child Care Assistance Program (CCCAP)	Private Tuition
Eligibility	<p>Children enrolled in the program must have factors present in their lives that put them at risk for school failure. These factors are defined in statute.</p> <p><u>The number of children that can be funded in a district is limited to the school district's CPP allocation.</u></p>	<p>All preschool students who have been determined to have an educational disability and have an Individualized Education Program (IEP) are entitled to receive services. If those services meet the guidelines outlined in the School Finance Rules and Regulations they are eligible to be counted for the .5 PPR school finance funding to support access to the general education program.</p>	<p>Income eligibility of Head Start children is based on the federal poverty level. Program capacity is limited.</p> <ul style="list-style-type: none"> <li>•The family's income is <b>equal to or below the poverty line</b>, or,</li> <li>•The <b>family is eligible</b> for or, in the absence of child care, would be potentially eligible for public assistance; including <b>TANF</b> child-only payments, or,</li> <li>•The child is <b>homeless</b>, as defined by McKinney Vento Act, or,</li> <li>•The child is in <b>foster care</b>.</li> </ul>	<p>Title I, Part A can be utilized to support preschool programs and transition services.</p> <ul style="list-style-type: none"> <li>• In a school wide program, there is no requirement to identify particular children as eligible. All children in the attendance area of that school are eligible for preschool services. However, at least 40% of enrolled students must come from low income families.</li> <li>• In a preschool operating a Targeted Assistance program, eligibility for preschool-age children, like school-age children, must be failing or most at risk of failing to meet the State's challenging student academic achievement standards.</li> </ul>	<p>Enrollment in district preschool program</p>	<p>CCCAP is a program designed to provide child care subsidies to low income families for child care during employment, job search or school/college. Assistance in finding quality child care is also available.</p>	<p>Enrollment in district preschool program</p>
Minimum Age	<p>Students may be served as three-year-olds for up to two years prior to kindergarten entry when they have <b>three</b> risk factors present in their lives and reach age three on or before October 1.</p> <p>If students are served as four- or five-year-olds in the year before they attend kindergarten, they may qualify with only <b>one</b> risk factor and must reach the age of four on or before October 1.</p>	<p>To be eligible for .5 PPR, students must reach the age of three during the semester of the official count date.</p>	<p>Early Head Start -a child must be younger than three years old.</p> <p>Head Start -a child must be at least three years old or, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located</p>	<p>Minimum age is described as the age below the grade by which the LEA provides a free, public elementary education (Children the year before kindergarten)</p>	<p>Depends on district age cut offs.</p>	<p>Infant through school age</p>	<p>Depends on district age cut offs.</p>



Early Childhood Education Funding in Colorado

	Children who are age eligible to attend kindergarten are not eligible for CPP.						
<b>Funding</b>	<p><b>State:</b></p> <ul style="list-style-type: none"> <li>➤ .5 per pupil revenue as counted in the Student October Count.</li> </ul>	<p><b>State:</b></p> <ul style="list-style-type: none"> <li>➤ .5 per pupil revenue as counted in the Student October Count.</li> <li>➤ State Categorical Funds for Special Education Programs Under the Exceptional Children’s Educational Act (ECEA)</li> </ul> <p><b>Federal:</b></p> <ul style="list-style-type: none"> <li>➤ IDEA Part B allocation</li> <li>➤ IDEA, Section 619 preschool allocation (Children on an IEP who are not in a preschool grade level do not generate these funds.)</li> </ul>	<p>State: N/A</p> <p>Federal: Reimbursement varies by program and length of services provided – programs in Colorado averages \$7,195 per child. Funding flows from federal to local programs.</p>	<p>State: N/A</p> <p><b>Federal:</b> Title IA</p> <ol style="list-style-type: none"> <li>1. A participating school may use its Title I, Part A funds to operate a preschool program or provide transition services.</li> <li>2. An LEA may reserve an amount from its total allocation to operate a Title I, Part A preschool program or provide transition services for eligible children in the district as a whole or for a portion of the district</li> </ol>	District-level decision	Sliding scales for tuition, usually used in child care settings (for day care.)	District-level decision
<b>Count Date</b>	School district may use either October 1 or November 1 as the count date.	<p>School district may use either October 1 or November 1 as the count date.</p> <p>Special education students are also counted on December 1. Data from both counts determine the distribution of special education funding.</p>	School district may use either October 1 or November 1 as the count date. Not mandated.	School district may use either October 1 or November 1 as the count date.	School district may use either October 1 or November 1 as the count date. Not mandated.	School district may use either October 1 or November 1 as the count date. Not mandated.	School district may use either October 1 or November 1 as the count date. Not mandated.
<b>FTE</b>	Most children are counted as half-day pupils (.5 FTE) by assigning Code	Children eligible for the PPR funding may only be counted as	Children may be counted, but not funded, through the October	Children may be counted, but not funded, through the October Count	Children may be counted, but not funded, through	Children may be counted, but not funded, through the	Children may be counted, but not funded, through the



Early Childhood Education Funding in Colorado

	<p>83</p> <p>Districts may apply to the department for the flexibility to fund a child for a full day of preschool services using two CPP “slots.” Only 5% of the slots may be used for full-day preschool programs. Children are coded with code 81</p> <p>In a full day program, a child eligible for an IEP and CPP may use one half-day funding slot from each program to create a full day (consistent with memo) These students are coded as 64.</p>	<p>half-day pupils (.5FTE) with code 84</p> <p>In a full day program, a child eligible for both an IEP and CPP may use one half-day funding slot from each program to create a full day (consistent with memo) These students are coded as 64.</p>	<p>Count by assigning Code 86 (only if not receiving other CPP or ECSE funding)</p>	<p>by assigning Code 86</p>	<p>the October Count by assigning Code 89 (if eligible for CPP) or Code 86</p>	<p>October Count by assigning Code 86 (only if not receiving other CPP or ECSE funding)</p>	<p>October Count by assigning Code 87</p>
<p><b>Hours of Teacher Pupil Contact</b></p>	<p>From the date of enrollment and the first day of attendance, each child must have a schedule that provides at least 90 hours of teacher –pupil instruction and teacher-pupil contact in the semester of the count date.</p>	<p>From the date of enrollment/ the first day of attendance each child must have a schedule that provides at least 90 hours of teacher –pupil instruction and teacher-pupil contact in the semester of the count date, as specified on the Individual Education Plan.</p> <p>Parent implemented intervention activity hours may <u>not</u> be counted toward the minimum of 90 program contact hours per semester.</p> <p>The staffing date is not considered a day of attendance.</p>					
	<p>The program must be available at least 360 hours in the course of the school year. This is an average of 2.5 hours per day for four days per week during the school year.</p>	<p>The hours of educational service provided to a preschooler with a disability should be consistent for any preschool aged child funded through the Public School Finance Act.</p> <p>Exception to that standard for a</p>	<p>By August 1, 2019, a program must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for at least 50 percent of its Head Start center-based funded enrollment.</p>		<p>No mandate</p>		<p>No mandate</p>



Early Childhood Education Funding in Colorado

		child with disabilities should be justified by the Individual Education Plan.	<p>By August 1, 2021, a program must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for all of its Head Start center-based funded enrollment.</p> <p>Before August 1, 2019 and until August 1, 2021, a program must provide, at a minimum, 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates four days per week. Classes must operate for a minimum of 3.5 hours per day.</p>				
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**Layered Funding Scenarios**

Scenario 1: A child begins the school year funded through CPP. She is determined eligible for an IEP in December, after the October Count. What happens?

The child would continue to be served with general education services in accordance with their IEP even though the district would not be additionally funded for the child since they were identified after the October Count. The district then attempts to fill the CPP slot with another eligible CPP child, either in that classroom if enrollment is less than 16, or another classroom.

Scenario 2: If a child is funded by CPP, can they also be funded through the Denver Preschool Program (DPP)?

Yes, but DPP funds may not supplant CPP funds and vice versa. Children cannot receive both DPP and CPP full-day funds for the same amount of time. However, a child could receive the CPP funding for a half day and DPP funding for a half day to create a full day placement. Programs will have to provide documentation that funds are not “double-dipping”.

Scenario 3: If a child is funded by Head Start can they also be included in the October count?

A child is eligible for and enrolled in Head Start services and attends a Head Start program from 8:00 a.m. to 12:30 p.m. The child is also eligible for state funded preschool either through the Colorado Preschool Program or as a student with a disability. The school district may access state funding for the child to attend an extended day in the Head Start program from 12:30 p.m. to 3:30 p.m. Programs must have a Purchase Agreement demonstrating that Head Start and General Education State funds are not supporting the same programming and/or services.

Scenario 4: Can a child with an IEP who is enrolled in Head Start generate state funding for general education services? As stated above, only when the two funding streams cover different programming/services for the child. If all of the child’s general education services are funded by Head Start, the child can be included on the December 1 special education count to fund the specialized instruction and related services. In this case, the child is not included in the district’s October 1 count for general education funds because Head Start has already funded the child’s general education program.