

Using CPP Funding to Increase Preschool Contact Hours for Children who Qualify for Special Education

In March 2016, the Colorado Department of Education released a policy memo (<http://www.cde.state.co.us/cpp/cppspedguidance>) which re-interprets C.R.S. 22-28-106(a) (1) (IV) to allow children on an Individualized Education Program (IEP), who also qualify for the Colorado Preschool Program (CPP), to access a full per pupil revenue (PPR) of state funding for preschool programming. This document is intended to answer frequently asked questions on this topic.

1. How are district preschool programs funded?

Children who qualify for CPP or special education receive .5 of the state Per Pupil Revenue (PPR) for the district. Funding is based on the October 1 or November 1 early childhood count. The state funding sources support general education in a preschool classroom.

Other sources of support for the preschool program could include grants, Head Start, Title 1, local mill levies, donations, Colorado Child Care Assistance Program (CCCAP), and family paid tuition. State Categorical Funds for Special Education Program, federal IDEA Part B, and IDEA Section 619 are funds distributed to Boards of Cooperative Education Services (BOCES) or Local Education Agencies (LEA) to support preschool special education services.

2. Can you use CPP and IEP funding to support a child in two half day programs or at a half day program in one location and a half day in another?

No, only providing a child with a full day experience at one location is allowable. See question #3 for definition of a full day experience.

3. Do we need to get approval from CDE to combine PPR funding to increase preschool contact hours for a child who qualifies for special education?

No specific approval is necessary; however, the district must follow CDE protocols for reporting student total numbers by count code prior to the fall count date.

The program also needs to meet all of the same requirements that are required to combine two CPP slots to provide a child with full day preschool. For example, a full day schedule must be submitted for approval to combine two CPP slots. It is expected that programs who are serving children full day, who qualify for both special education and CPP, are following the same full day schedule that was submitted for approval for CPP. Additionally the program must have a "child care center" CDHS license in order for children to be served a full day. A "preschool" CDHS license only allows children to be present in the program for part day services.



4. Can a child, who qualifies for special education, be funded with two PPR funding slots at a community site for one portion of the day and at the school district program where they receive special education services for the other portion of the day?

No, the child can only be counted as a student at one preschool site regardless of combined PPR. Just as a child cannot be funded by CPP in two different locations, a child may not be funded with combined PPR in two different locations. In order to use combined PPR to provide full day preschool, the child must attend a single classroom with a full day schedule.

5. If a child has paraprofessional support as a part of the IEP, should that support be provided during both halves of the preschool day? Which program should pay for the paraprofessional support?

An IEP must be based on the individualized needs of the child, as determined by the IEP team, which includes the child's family, and must be defensible. Any support that a child with a disability needs during the time he/she is in the general education early childhood program must be based upon the child's individual needs and provided in accordance with all federal and state laws (including IDEA, Section 504, CPP legislation). It is up to the LEA to determine how these supports are funded.

Since the paraprofessional support is a part of the child's early childhood special education support, the costs cannot be paid for using CPP funds.

6. If the child qualifies for special education and also qualifies for CPP, but he or she does not qualify for the risk factor of "low-income" for CPP, can the child still receive a CPP slot?

Only the most at-risk students should be served using two CPP slots to provide full day preschool. The district advisory council is responsible for establishing a plan for identifying children with the highest needs for CPP. If the child is three years old, he or she must have three or more risk factors. If he or she is four years old, one risk factor is needed. These risk factors do not necessarily need to be free and reduced meal qualification, as there are other legislated factors which may be documented. An important guiding question to consider is whether or not you would have planned to use two CPP slots to provide this child with a full day of CPP, had they not qualified for special education services.

7. If a child is eligible for ECARE may funds be used to support full day kindergarten for a child on an IEP?

Yes, if he or she is age eligible for kindergarten according to the individual district age cut off. No, if he or she is age eligible for first grade, and attending kindergarten.



8. What number of general education hours should be recorded on the IEP for students receiving combined PPR based on eligibility for CPP and special education services?

The number of general education hours recorded on the IEP should be the actual hours the child is receiving.

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. Exception to that standard for a child with disabilities should be justified by the child's Individual Education Plan (IEP). Children who qualify for CPP and receive a half-day preschool experience must be offered 360 hours of teacher-pupil contact per year. Therefore a child receiving any kind of CPP funding for a full day preschool position should have 720 hours of teacher-pupil contact throughout the year.

9. Who may I contact with additional questions?

If you have any further questions about allowing children on an Individualized Education Program (IEP) who also qualify for the Colorado Preschool Program (CPP) to access a full per pupil revenue (PPR) of state funding for preschool programming, please contact Dr. Cathrine Aasen Floyd at (303) 866 - 6602 or Floyd_C@cde.state.co.us.

Glossary:

Combined PPR means when two .5 PPRs are combined to create a 1.0 PPR and increase preschool contact hours for children who qualify for special education and CPP. A minimum of 720 hours must be provided.

Where can I learn more?

- Cathrine Floyd, Program Director, 303-866-6602, Floyd_C@cde.state.co.us
- CPP homepage: www.cde.state.co.us/cpp
- Preschool Special Education home page: www.cde.state.co.us/childfindpreschoolsped
- To view all CDE fact sheets and FAQs visit: www.cde.state.co.us/Communications/factsheetsandfaqs

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