

he Colorado Preschool and Kindergarten Program (CPKP) was launched in 1998 in an effort to reduce school attrition in the state. The program mostly serves 4-year-olds who are eligible if they have one identified risk factor, but 3-year-olds with three risk factors may also participate. Risk factors for eligibility include homelessness, drug or alcohol abuse by a family member, low parental education, and eligibility for free or reduced-price lunch. Funding is provided to public school districts through the state school finance funding formula. Districts may offer services directly or subcontract with Head Start or community-based child care providers. CPKP funding is primarily used to provide half-day, comprehensive prekindergarten to at-risk children. In 2006 the Colorado General Assembly passed legislation permitting the use of 5 percent of the total CPKP slots to provide full-day preschool and 15 percent of CPKP slots to offer full-day kindergarten. The prekindergarten programs may use additional funding sources, such as federal Head Start dollars, to supplement CPKP services or extend the program day. The state also encourages local programs to combine CPKP and early childhood special education funding when possible, so that program settings may be inclusive of children of all abilities.

The Colorado Department of Education has begun implementation of the "Results Matter" project to collect outcomes data for children from birth to age 5 in early childhood programs. The development of this project was funded by the U.S. Department of Education. Results Matter aims to build a comprehensive system for collecting and reporting outcomes data for 30,000 children in a range of programs, including CPKP, early childhood special education, Head Start, private child care, and other programs. The state will be able to use the data to promote program accountability and quality, and programs will be able to individualize services to children's needs.

The CPKP initiative has expanded significantly in recent years, with more than 2,000 slots restored and 1,310 new slots added in 2005-2006, and an additional 2,000 added in 2006-2007. The state anticipates legislative authorization for further increases in access in 2007-2008 and 2008-2009.



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## ACCESS

t12,358
91%
.2.5 hours/day, 4 days/week <sup>2</sup>
Academic year
6,281
8,102
lment0

## STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION 3-YEAR-OLDS 4-YEAR-OLDS 74% 90% 2% 4% 5%

Special Ed Other/None

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK		EQUIREMENT ENCHMARK?
Early learning standards	Not comprehensive	Comprehensive		
Teacher degree	CDA <sup>3</sup>	ВА		
Teacher specialized training	Meets CDA requirements	Specializing in pre-K		
Assistant teacher degree	None	CDA or equivalent		
Teacher in-service	10 clock hours	At least 15 hours/year		TOTAL
Maximum class size		20 or lower		BENCHMARKS MET
3-year-olds				
4-year-olds			_	
Staff-child ratio		1:10 or better		
3-year-olds 4-year-olds				
Screening/referralHe		Vision boaring boalth; and		
and support services				
MealsDepend o				
MonitoringSite vis				

4%

Pre-K 🛛 🗖 Head Start

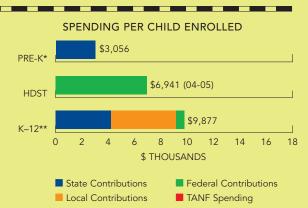
## RESOURCES

Total state pre-K spending	\$37,770,856 °
Local match required?	No
State spending per child enrolled	\$3,056
State spending per 3-year-old	\$68 °
State spending per 4-year-old	\$413 °



\*\*K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.



<sup>1</sup> Sixty-five percent of enrolled children qualified under income guidelines. Children may also qualify based on other risk factors.

<sup>2</sup> Five days per week are funded, with the fifth day used for child assessment, teacher planning, family involvement activities, and teacher in-service.

<sup>3</sup> If a teacher with a CDA is unavailable, an AA in ECE or child development is required.

<sup>4</sup> Support services include one annual parent conference or home visit, education services or job training for parents, parenting support or training, parent

involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

<sup>5</sup> Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.

<sup>6</sup> These figures include a contribution of \$14,167,306 from local sources, as required by the School Finance Formula.