The Colorado Preschool Program (CPP) was launched in 1988 to fund preschool services for at-risk 3- and 4-year-olds in order to curb dropout rates, help children achieve their full potential, reduce dependence on public assistance, and decrease susceptibility to criminal activities. The risk factors that determine eligibility are eligibility for free or reduced-price meals or foster care, family history of abuse or neglect, homelessness, low parental education levels, parental substance abuse, or having a teen parent, as well as locally determined risk factors. Three-year-olds must have at least three risk factors to enroll in CPP, while 4-year-olds must have at least one.

In 1995, a small number of CPP slots were authorized to be used to fund children to participate in full-day kindergarten. The program was renamed the Colorado Preschool and Kindergarten Program (CPKP) between 2005 and 2008 and was permitted to use 15 percent of these slots for this purpose. During the 2008 legislative session, the program was once again named the Colorado Preschool Program and the kindergarten slots were eliminated. The last significant expansion occurred in 2008.

Funding for CPP is determined through the Colorado school finance formula. A child served with one CPP slot receives half the amount of funding that students in grades 1 through 12 receive. The funds are distributed directly to local school districts, though school districts may subcontract with Head Start, private child care centers, or other non-faith-based community partners or public agencies. The Charter School Institute is also a participant in the Colorado Preschool Program and a direct recipient of funds. Funding is awarded competitively with priority given to districts currently not participating in CPP. Additional funding sources, such as Head Start, may also be used to extend the program day, supplement services, or provide wrap-around care. State budget cuts made in the 2011-2012 school year included a reduction in the funding available for K-12 students. Due to CPP’s ties with Colorado’s funding for K-12, CPP funding was reduced by approximately $2 million following a 3.6 percent reduction in 2010-2011.

All children funded by CPP receive ongoing, observational assessment through Results Matter, the state’s system for collecting and reporting child and family outcomes for children ages birth to 5. Results Matter allows stakeholders to compare the progress of children funded by CPP with other assessed populations. Approximately 45,000 children were included in Results Matter in the 2011-2012 school year, 19,480 of whom participated in CPP. CPP was evaluated for program impact/child outcomes in the 2011-2012 school year using data from Results Matter and analyses of other longitudinal data collected by the Colorado Department of Education.

The Colorado Building Blocks for Early Development and Learning, initially developed in 2007, were revised in 2011 to align with the Colorado P-12 Academic Standards. Building Blocks was replaced by the Colorado Early Learning & Development Guidelines in January 2013. The Early Learning & Development Guidelines will address all developmental and academic domains, be inclusive of all children ages birth to 8 years, and align with the Colorado P-12 Academic Standards which have also incorporated the Common Core State Standards.

The Colorado Early Childhood Leadership Commission (ECLC), formed in 2010, continues to work to ensure and advance a comprehensive service delivery system for children from birth to age 8. This is done using data to improve decision-making, alignment, and coordination among federally funded and state-funded services and programs.

Colorado was one of five states funded in the second round of federal Race to the Top-Early Learning Challenge in 2012.
COLORADO PRESCHOOL PROGRAM

ACCESS
Total state program enrollment .......................................................... 19,4801
School districts that offer state program ........................................... 96%
Income requirement ................................................................. 185% FPL2
Hours of operation ................................................................. 2.5 hours/day, 4 days/week3
Operating schedule ................................................................. Academic/School year
Special education enrollment .................................................. 7,482
Federal Head Start enrollment, ages 3 & 4 .................................. 9,417
State-funded Head Start enrollment ............................................... 0

QUALITY STANDARDS CHECKLIST

POLICY
Early learning standards ......................................................... Comprehensive
Teacher degree ................................................................. CDA4, BA5
Teacher specialized training ................................................ Specializing in pre-K
Assistant teacher degree ....................................................... CDA or equivalent
Teacher in-service ............................................................. At least 15 hours/year
Maximum class size .............................................................. 20 or lower
3-year-olds ............................................................................. 16
4-year-olds ............................................................................. 16
Staff-child ratio ........................................................................ 1:10 or better
3-year-olds ............................................................................. 1:8
4-year-olds ............................................................................. 1:8
Screening/referral .............................................................. Health, developmental; Vision, hearing, health; and at least 1 support service
and support services ..................................................................
Meals ................................................................. Depend on length of program day8
Monitoring ................................................................. Site visits and other monitoring

BENCHMARK
Comprehensive
CDA
Specializing in pre-K
CDA or equivalent
At least 15 hours/year
20 or lower
16
16
1:10 or better
1:8
1:8

DOES REQUIREMENT MEET BENCHMARK?

☑
☐
☐
☑
☑

RESOURCES

Total state pre-K spending ..................................................... $37,255,4218
Local match required? ................................................................. Yes9
State spending per child enrolled ........................................... $1,912
All reported spending per child enrolled* ..................................... $3,445

SPENDING PER CHILD ENROLLED

PRE-K* ................................................................. $3,445
HDST** ................................................................. $7,175
K-12*** ................................................................. $11,591

$ THOUSANDS

State Contributions
Federal Contributions
Local Contributions
TANF Spending

NOTE: All reported spending per child enrolled includes Federal Head Start and pre-K spending. This figure does not include contributions from localsources, which are required by the school finance formula.

† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

1 Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.
2 In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225 percent FPL.
3 Programs must operate the equivalent of 2.5 hours per day, 4 days per week. Programs may extend hours and days beyond the minimum requirement of 10 hours per week. The program is funded for 5 days per week, with the fifth day funded for home visits, teacher planning time, completion of child assessments, or staff training.
4 Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in ECE or Child Development.
5 Although there is no educational requirement, assistant teachers must meet Colorado Department of Human Services licensing requirements.
6 Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, parent conferences and/or home visits, information about and referral for immunizations and dental care. Additional health screening services are determined locally.
7 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.
8 This figure does not include contributions from localsources, which are required by the school finance formula.

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