



COLORADO PRESCHOOL AND KINDERGARTEN PROGRAM

IDEAS WORTH CONSIDERING FROM THE 2007 EXPANSION APPLICATIONS

On the following pages are a selection of noteworthy procedures, ideas and data taken from the 2007 CPKP Expansion Applications. This is by no means an exhaustive list, but instead it is a sampling of best practices reviewers felt were significant. It is intended to provide “food for thought” for coordinators, district advisory council members and school district administrators as they work toward implementing exemplary Colorado Preschool and Kindergarten Programs.

Contact information for the coordinators quoted in this document is included.

Need

Determination of Eligibility:

“We find that the parents with children with high risk factors tend to be more likely to misunderstand questions, be shy about answering questions truthfully, or just leave many items blank. We are solving this problem by rewriting some confusing items and adding personal interviews to our Preschool Round Up/Application process.”

Rhonda Dillon/Katie Walton
Garfield – Garfield County SD #16
kw Walton@garcoschools.org
(970)285-5701

“The Salida CPKP Council will also oversee the development and implementation of the full-day kindergarten program. Kindergarten staff are already members of the district advisory council and the new full-day kindergarten staff will be invited to join as well. To determine eligibility for the full-day kindergarten program, we will use the same criteria as we use for the preschool program. All applicants will be screened for vision, hearing, speech and developmental concerns by the Salida Childfind team and Results Matter assessment information from the students’ preschool programs will also be considered.”

Jim Allen
Chaffee- Salida School District
jallen@salida.k12.co.us
(719) 530-5434

Collaboration

“In 2006 Denver Public Schools and the CPKP Advisory council offered an RFP for preschool slots to interested community child care sites. Five applications were received and 42 additional CPKP slots were awarded to newly participating sites; and additional 68 slots were awarded to continuing sites. Of the newly authorized slots received by DPS, 65% were awarded to community agencies. The number of contracted CPKP community classrooms has increased from 27 in 2003 to 46 for the current (06-07) school year.”

John Crawford
Denver – Denver Public Schools
(720) 423-8215
john_crawford@dpsk12.org

“With the flexibility to increase class size to 16 children, district sites are exploring the potential to offer the 16th slot to children living in transitional settings. Because preschool children residing in transitional housing arrive throughout the year, often missing prime registration and enrollment dates, many families are unable to access preschool programs. Allowing families in transition to enroll preschool children into the 16th slot may be best use of the slot.”

“One of the many barriers to accessing early childhood programs is transportation. Next year, in collaboration with the Families in Transition Coordinator, transportation services to preschool sites will be offered on a limited basis.”

“There have been a number of recruitment activities over the past 6 months. Repeated advertisement of CPKP ran in both local newspapers; the Greeley Tribune and la tribuna; an appearance by the CPKP Coordinator on a local Spanish radio station highlighted available preschool programs; the local celebration of Week of the Young Child offered a variety of opportunities to publicize early childhood programs; applications were distributed at two local events offered to families with young children; community vendor sites now have applications to distribute to families and at one community site, AIMS Community College, a screening was offered on site.”

Donna Arnold
Weld County – Greeley 6
DarnoldI@greeleyschools.org
(970) 348-6231

The district preschool program shares space with Head Start in an early childhood building located near the elementary school. Head Start has invited the district preschool staff to participate in their early childhood trainings. This year the Head Start Education coordinator provided to the district preschool staff, along with the Head Start staff, more than 21 hours of training on the implementation of the Creative Curriculum approach. The Coordinator will continue to collaborate with district staff next year, insuring a quality implementation of the curriculum.

Brenda Garrison
Yuma – Yuma School District
garrisonb@yumaschools.org
970-848-5831

District Council:

“The North Conejos CPKP District Council is working closely with the Early Childhood Council of the San Luis Valley. CPKP coordinators and teachers from around the San Luis Valley attend monthly council steering committee meetings, to discuss quality improvement projects, program needs and availability of services to parents. We discuss training and professional development requirements, licensing updates, policy changes and systemic change for early childhood programs and the larger P-16 system. The Early Childhood Council Steering Committee meets the needs of the smaller CPKP District Councils by providing the opportunity to sit at the table with representatives from neighboring CPKP programs, Head Start, Public Health, the Department of Social Services, college instructors, and BOCES staff.”

Sherry Valdez
Conejos County – North Conejos RE-1J
svaldez@valleykidscare.org
(719) 274-5599

“Our CPKP District Advisory Committee is collaborating with the Avery-Parsons (elementary school) Accountability Committee. Both groups have a goal of improving parent involvement. We have rewritten the parent agreement and are now evaluating its effectiveness. We would like to revise/improve all forms and activities in order to make a seamless preschool to kindergarten transition for children and parents.”

Stefani Franklin
Buena Vista School District R-31
stefanif@buena-vista.k12.co.us
(719) 395-7022

Family Support:

“Families participating in the program will be interviewed and asked to complete an Individualized Developmental Plan (IDP). The information gathered will be utilized to develop strategies which address the families needs (nutrition, education, developmental issues, social development and recreation) and to develop the most effective approach to encourage growth. Informational sheets will be distributed to parents in the needed areas.”

Brigette Gustafson
Weld – Keenesburg
brigittegustafson@re3j.com
(303) 536-2000

“The Early Childhood Council also felt that parents in our communities are not aware of the resources available to their families. Therefore the council hosted the ‘Children’s Festival’. Both the school district, kindergarten teachers in the district, the district preschool and BOCES participate in the Early Childhood Council sponsored ‘Children’s Festival’, as a means of advertising screening dates and providing information to families about CPKP.... The focus of the festival was on health, safety and school readiness. Each participant in the festival advertised their services but also included parent information and an interactive booth for children.

Participants included:

- local police departments
- fire departments
- a local dance studio
- BOCES
- School district kindergarten teachers
- Local preschools
- The local recreation district
- Home Depot
- Weld County Health Department who administered 53 vaccines
- * MOPs groups
- * Banner Health
- * Air Life
- * Medical Center of the Rockies
- * McKee Medical Center
- * Curves
- * Workout Express
- * Dicks Sporting Goods

The Early Childhood Council handed out approximately 700 free books to children of all ages at the festival. Texas Road House provided 1,160 meals. We estimate that 1,000 people attended the festival over the three hours.”

Marva Willcox
Weld – RE-5J(Johnstown-Milliken)
mwillcox@weldre5j.k12.co
970-587-6203

Implementation

Program Administration:

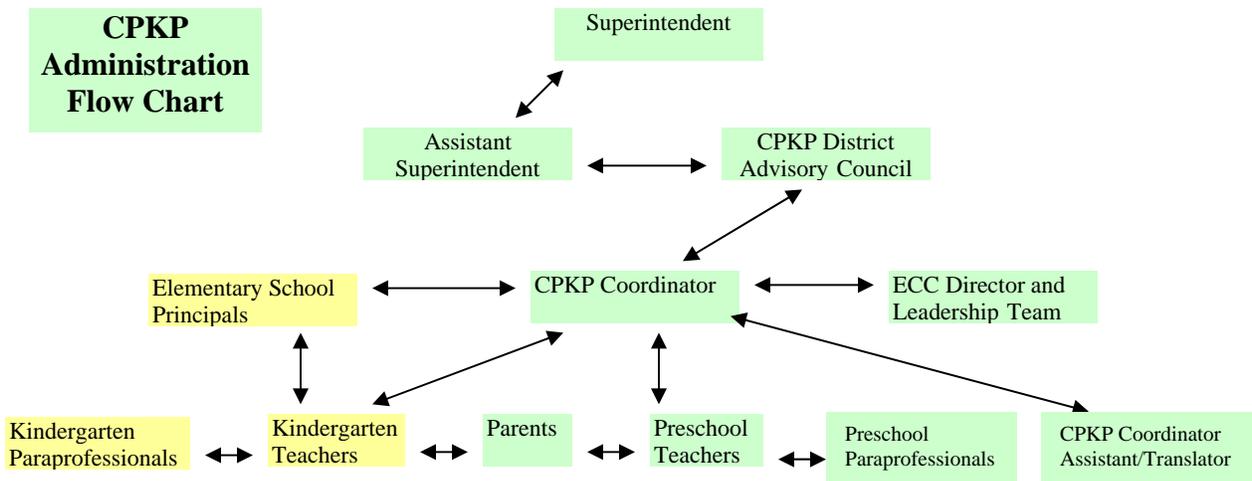
“Using the Creativecurriculum.net has increased the technical assistance that the CPKP Administrator can provide since she is able to look at the observations and checklists of each child and discuss those at any time with a teacher. “

Libby Culver
La Plata – Durango School District 9-R
lculver@durango.k12.co.us
(970) 247-5411

A full-time district employee was hired this fall to serve as the Director of Early Childhood Learning with responsibility for the CPKP program serving both 105 CPKP preschool students and 15 CPKP full-day kindergarten students. This position assures the students’ appropriate placement in the program, meaningful parent involvement, effective collaboration with Head Start – including the coordination of training, implementation of home visits, ongoing teacher evaluations and completion of reporting requirements.

Shela Blankinship
Weld- Ft. Lupton
sblankinship@ftlupton.k12.co.us
303-857-7337

“The CPKP District Advisory Council, CPKP Coordinator, Northside elementary staff, and the ECC Leadership Team will work collaboratively in the administration of the CPKP full-day kindergarten program at Northside Elementary School. The program will be under the supervision of the Superintendent and the Assistant Superintendent of the Montrose county School district RE-1J.”



* New additions to flowchart with addition of full-day kindergarten slots.

Sandra Wallace
Montrose – Montrose School District
swallace@mcsd.k12.co.us
(970) 249-5858

Staff Qualifications and Training:

“Lake County School District is a Professional Learning Community. As a result, every Friday our school district has a late start, where teachers come to school at the regularly scheduled time, but the students come an hour later. During this hour of time, each grade level meets. We have seen a huge improvement in the last two years in our ability to meet kindergarteners’ needs because our CPKP and regular kindergarten teachers have met weekly to talk about child progress, concerns and planning based on data and observation of students. By increasing communication between these teachers, we make sure that all staff are providing services that work to support each other in meeting the kids’ needs. Just brainstorming about what works and does not for certain students can make all the difference in the world in terms of how that child performs and feels about school.”

Emily Adams
Lake School District
eadams@lakecountyschools.net
(719) 486-6920

“The district council uses the Quality Improvement Plans from the Qualistar Rating to identify and prioritize needed improvements. All sites continue to work to increase teacher education and staff retention. All sites continue to integrate ECE CARES strategies and the Results Matter assessments, as well as DECA to individualize learning plans and identify child outcomes. This year teacher training focused on increasing math and science learning and promoting social and emotional development. Each year the CARES Trainers provide either CARES level I or II courses. The CARES peer mentors provide monthly visits to classrooms and CARES staff complete 3 on-site visits each year to observe the peer mentors working with teachers; offer coaching to mentors and teachers, and provide a 3 hour evening training session. This year CARES staff taught one evening session on involving parents in literacy experiences and two courses on promoting positive behavior in the classroom.”

Pamela Walker
Canon City Schools
Fremont RE-2 – Florence
walkerp@canon.k12.co.us
(719) 276—5700

“All Durango School district 9-R teaching staff members are receiving 1 ½ hours every Friday afternoon to participate in Professional Learning Communities. The kindergarten and preschool teachers will be working together to collaboratively share ideas and strategies to better meet the needs of our students...Kindergarten teachers in Durango have been trained each year in the Quality Standards, and have had overviews of the Creative Curriculum.”

Libby Culver
La Plata – Durango School District 9-R
lculver@durango.k12.co.us
(970) 247-5411 X1108

“Initial training with Creative Curriculum staff was provided in June and August of 2005 and the training has continued to date within the district. This curriculum is child focused and encourages children to be active learners. They experience a wide variety of developmentally appropriate activities that are focused on individual learner needs. ..The District has also initiated training opportunities for Elementary Principals who have preschool programs in their buildings.”

Janet Gutman
Boulder – St. Vrain
Gutman_janet@stvrain.k12.co.us
(303) 772-7700

Process for Monitoring Quality:

“The Site Visitation sub-committee of the BVSD EC Council visits programs where CPKP children attend. An instrument drawn from the CDE Quality Standards is used during the site observations. The team, along with the CPKP Coordinator develops a site visit report summarizing indicators of quality and making recommendations for improvement. Site specific and program-wide staff development plans are developed based on the needs indicated in the reports.”

“The CPKP Coordinator also monitors quality by using Photo Documentation methods during site visits. This process has been very effective in helping teachers become more reflective in their teaching practices. Many site directors are also using Documentation in their classrooms as a way to monitor and plan training with their staff. Some CPKP preschools have gone a step further and have begun peer coaching; using Documentation with each others’ classrooms and preschool sites. This has not only been a great monitoring tool, but has also helped teachers share and learn from each other.”

“The CPKP Coordinator meets and reviews classroom observations with Principals at District Preschool Programs. District preschool classrooms are observed and preschool teachers are evaluated by the school principals.”

Karen Weaver
Boulder Valley
Karen.weaver@bvsd.org
(303) 447-5075

“Our District Council monitors quality in the early childhood programs through on-site visits. The members visit the preschools in teams of two. Before they visit the preschools, observers are given a mini training on Quality Standards. They also watch the video, “Chelsea has a Great Day”. The visitors are also given written instructions on classroom protocol. After their visit, they submit the written observation form to the CPKP Coordinator. She reviews it with the preschool director. The CPKP Coordinator works with the director in improvement areas.”

Terry Hotz
Delta County
thotz@deltaschools.com
(970) 874-9517

“The Durango CPKP District Council has chosen to designate a CPKP Facilitator who visits all sites throughout the school year to evaluate them on the Colorado Quality Standards for Early Childhood Care and Education Services. Trainings on these Quality Standards are provided every fall for new as well as returning staff members so they are familiar with the expectations and requirements. The CPKP Facilitator visits at least three times before leaving a written evaluation of the center’s strengths and needs in relation to the Quality Standards. These observations are also used in guiding the content of the monthly training sessions. Reports are made to the district council of any programs that are having difficulty meeting the CPKP requirements, and individualized support from other Council Members may be required. In addition, the Council enjoys regular presentations from program site teachers/directors at their meetings so the Council can be better acquainted with the successes, unique strengths and qualities of the sites. These processes will include the kindergarten classes if approved for full-day funding.”

Libby Culver
La Plata – Durango School District 9-R
lculver@durango.k12.co.us
(970) 247-5411 X1108

Implementing the Quality Standards:

“We found four years ago that kindergarten teachers often lacked the knowledge, training or time to plan and to implement learning center activities. In order to support kindergarten teacher and students in assessing content standards through hands-on learning we pulled together a group of early childhood curriculum experts and wrote our own book ‘Content Standard Learning Centers’. This book outlines activities for all learning centers (dramatic play, writing, art, blocks, science, manipulatives, easel, woodworking and music). The learning centers are tied to a specific piece of rich children’s literature for the course of the month. Teachers are free to add activities.”

“All full-day kindergartens must have a minimum of two hours of centers per day. During center time the teacher is free to work with students individually or in small groups. The Teaching Assistant carries out the lesson plans for the centers.”

*“In addition, our newly adopted curriculum, *Opening the World to Learning*, has a strong parent component. Each month families are given a menu of options for activities to do with their child at home or in the community. They return it monthly and we are aggregating data to see what is most important or most often chosen as preferred activities.”*

Kathy Howell
El Paso – Colorado Springs D-11
howelkl@d11.org
(719) 328-2871

“When calculating the number of preschool slots requested, we have taken into account that we reserve approximately 2-3 classroom spaces for students with special needs. Therefore the number of CPKP slots requested per classroom will not exceed 14 per session, as we limit the total number of students per classroom to 16.”

Daryl Gagliano
Pueblo City
dgagliano@pueblo60.k12.co.us
(719) 549-7182

“With the change in legislation regulating CPKP FDK class size, Polston proposes to provide CPKP in classrooms limited to 18 students with a half time teaching assistant. If additional slots are granted to Alamosa Schools, we would use that opportunity to reduce the number of CPKP funded children in each classroom to 10 or fewer children and to integrate tuition-paid children and other low-income children into the classroom.”

Patti Newman
Alamosa
Pnewman50@amigo.net
(719) 589-0581

“This system of having two full-day kindergarten classes with a blending of funds and groups of children has been extremely positive in that many cases, the tuition-paying students are more academically and socially proficient than our CPKP students. As a result they often serve as models for some of the students in CPKP who may never have been to school before or who have not had much exposure to some of the more common procedures necessary to see success in school.”

Emily Adams
Lake County School District
eadams@lakecountyschools.net
(719) 486-6920

“The CPKP full-day kindergarten curriculum will be integrated into our newly formed curriculum map. The staff will work closely in trainings with other district kindergarten staff as well as with our district-level curriculum mapping team to determine best practice and essential learning for our full-day kindergarten. All students will be taught according to the Colorado State Standards for kindergarten and will be given additional social-emotional support through their small ratios to ensure that they are prepared for kindergarten.”

Mat Aubuchon
Adams County District 50 – Westminster
maubuchon@adams50.org
(303) 428-1560

Family Involvement and Support:

“Family Involvement is coordinated through the early childhood office by the Family Involvement Coordinator. Each D11 preschool and kindergarten as well as community classroom receives \$200 per year for family literacy activities. These funds are provided through Title 1. The activities must tie to age appropriate literacy standards and include parents as their child’s first and best teacher.”

Kathy Howell
El Paso – Colorado Springs D-11
howelkl@d11.org
(719) 328-2871

“Additional supports provided with the Englewood Schools programs include services of a Family Service Provider at the ECE program and Counselors at the elementary schools. These individuals meet with the child’s parent/guardian to initiate the process of developing a Family Partnership Agreement that includes:

- *Identification of family strengths*
- *Identification of partnership opportunities with their child’s school*
- *Identification of needs and support for a plan to meet those needs*
- *Making families aware of community services that will be of assistance to them.*
- *Helping families gain access to needed services*
- *Helping families to assess progress in getting needs met*
- *Primary goal is to assist parents to gain confidence and resourcefulness in providing for their family”*

Gail Neubert
Arapahoe – Englewood
Gail_Neubert@englewood.k12.co.us
(303) 806-2086

Effectiveness

“Three of the teacher workdays are scheduled near CNET checkpoint dates and built into the ECE calendar to allow staff to finalize Creative Curriculum data.”

Donna Arnold
Weld County – Greeley 6
Darnold1@greeleyschools.org
(970) 348-6231

“Our district uses Infinite Campus as its main method of controlling any and all data concerning children... With the addition of a component in Infinite Campus for preschool and FDK, we can now track risk factors and screening information as children come into the school district. This data will enable us to consider children’s progress from their first screening through high school.”

Sue Okerson
Adams County School District 14 – Commerce City
sokerson@acsd14.k12.co.us
(720) 322-8119

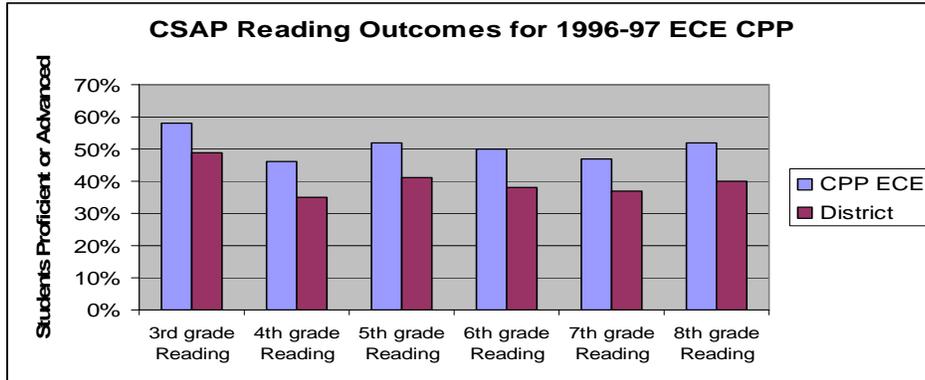
Preschool:

“27 students in the 2001-02 CPKP cohorts took the 2006 CSAP Lectura. Of these 27 members, 93% scored Proficient or Advanced. The CPP cohort was comprised of 33% of all students taking the Lectura in the district.”

“Also a great percentage of CPP BVSD 2001-02 preschool cohort taking the 3rd grade CSAP scored at the proficiency level compared to the state and to other free/reduced lunch and Title 1 students in the district. 53% of the 2002-03 All-Day Kindergarten cohort scored Advanced or Proficient on the 2006 CSAP reading assessment, whereas only 29% non-All Day K students receiving ELL services represented in this scoring category.”

Karen Weaver
Boulder Valley
Karen.weaver@bvsd.org
(303) 447-5075

“Perhaps a better way of demonstrating the success of the Denver CPKP program would be to view a single cohort of children across their school years following preschool.



The above chart clearly shows that the identified at-risk cohort of preschool-age children who received CPKP services in the 1996-97 school year had a higher percentage of students in the Proficient and Advanced categories than their 3rd grade peers. Further, this advantage has been maintained by these students through the 8th grade.”

John Crawford
 Denver – Denver Public Schools
 (720) 423-8215
john_crawford@dpsk12.org

Kindergarten:

Alamosa School District implemented CPKP FDK for the first time in the 2006-07 school year. District assessment data collected on CPKP kindergarten classrooms for the first year are as follows:

District writing assessment:

CPKP classroom earned a score of 3 (Proficient)
 Kindergarten classroom average was 2.58
 (The CPKP classroom score was the highest of all 10 classrooms.)

BEAR – Basic Early Assessment of Reading

	Initial	Final
CPKP classroom	66%	88%
Kindergarten average at benchmark	65%	81%

DIBELS – Dynamic Indicators of Basic Early Literacy

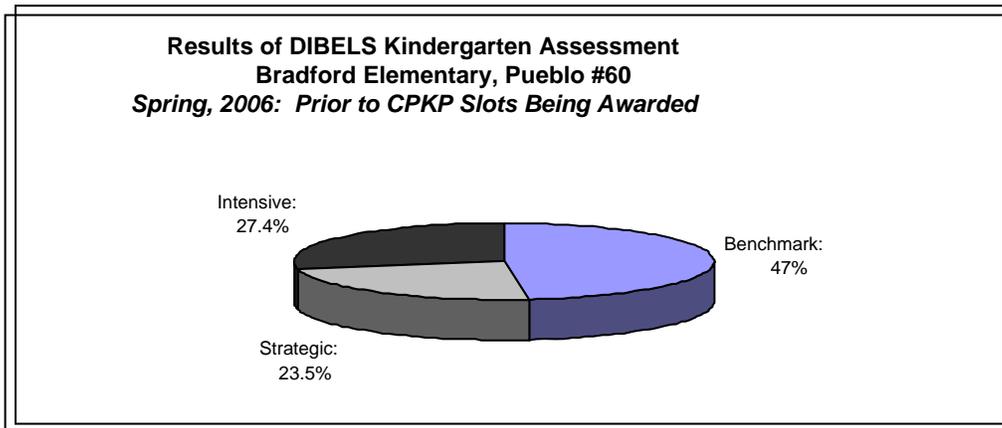
	Initial	Final
CPKP students at Benchmark	20%	100%
Kindergarten average at benchmark	46%	78%
Kindergarten children attending two half-day programs, with different staff and classrooms each half-day.	24%	61%

Patti Newman
 Alamosa
Pnewman50@amigo.net
 (719) 589-0581

In 2005-06, Bradford Elementary in Pueblo #60 offered two full-day kindergarten programs. In these full-day kindergarten classrooms:

- *student ratio in each classroom was 26:1 or higher*
- *an instructional assistant was shared by classrooms*
- *instruction was mostly direct, whole group, with a literacy block of one hour devoted to Guided Reading Groups and Literacy Centers. However, only one rotation was teacher directed and two rotations had to be independent due to the lack of additional instructional support in the classroom.*

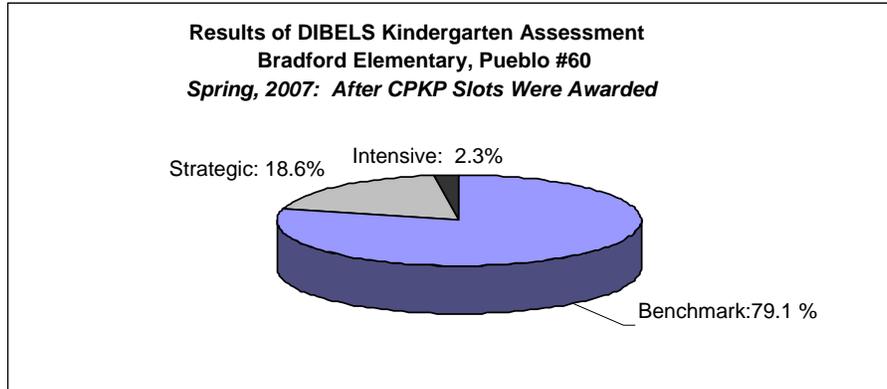
Year end assessment results for these full-day kindergarten children are identified in the chart below:



In 2006-07 after CPKP slots were awarded:

- *teacher to student ratio decreased by almost half in the kindergarten classrooms*
- *an instructional assistant was added to each CPKP classroom*
- *small, focused learning groups were offered instead of whole group, direct instruction.*
- *literacy blocks were still devoted to guided Reading Groups and Literacy Centers but now included one rotation that was teacher directed, another rotation that was lead by an instructional assistant that reinforced the five components of reading and only one rotation was independent.*
- *intensive LindaMood-Bell groups that were taught for four (4) days a week for forty minutes a day were added*
- *developmentally appropriate curriculum components were added like Center Based Play time which helped students develop vocabulary skills, increase cooperation with peers, practice handling conflict, and process stimuli using higher level thinking skills and multiple intelligences.*
- *kindergarten staff met monthly to share ideas and participate in training opportunities.*

Year end assessment results for the CPKP full-day kindergarten children are identified in the chart on the next page.. The number of children reaching benchmark increased from 47% to 79.1% after CPKP FDK was implemented!



“In all of our combined years of teaching kindergarten at Bradford Elementary... we have never had students experience such gains in literacy skills. Our students truly soared! It is quite evident that the kindergarten program at Bradford has experienced far more success than in any prior year and we believe that these gains and milestones are a direct result of the successful implementation of the Colorado Preschool and Kindergarten Program.”

Bradford Kindergarten Teachers
Pueblo #60
Daryl Gagliano
Pueblo City
dgagliano@pueblo60.k12.co.us
(719) 549-7182

“The CPKP program has proven to be very beneficial for our students. Beginning of the school year DIBELS data showed that 27% of our students were intensive, 40% of our students were strategic, and 33% of our students were benchmark. The end of the year DIBELS data shows that 20% of our students are intensive, 13% of our students are strategic and 67% of our students are benchmark.”

Luann Nitsch
Kit Carson – Burlington
lnitsch@burlington.k12.org
(719) 346-8166