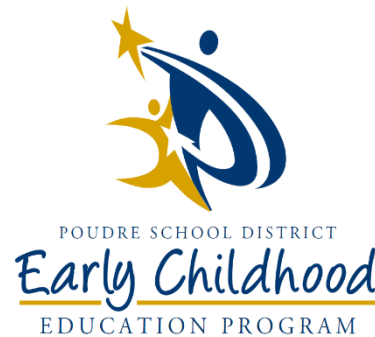


Integrated Services Early Childhood Program Evaluation 2020-2021



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Poudre School District

Vision

Poudre School District exists to support and inspire every child to think, to learn, to care, and to graduate prepared to be successful in a changing world.

Mission

Educate... Every Child, Every Day

Integrated Services

Vision

Partnering to achieve academic goals and realize meaningful outcomes.

Purpose

To develop an educational partnership between home, school, and the community that seeks to ensure a quality education for students with disabilities to become productive, contributing members of society.

Goals

Serving students based on needs in a collaborative environment.

Providing students opportunities to pursue meaningful post school outcomes.

Using research-based instructional strategies to support student achievement.

Early Childhood

Vision

We empower our community's eligible children and families to build a foundation for learning, as measured by their readiness for kindergarten and beyond.

Goals

Children will show appropriate readiness at each developmental milestone leading to school readiness from prenatal through successful kindergarten matriculation.

The PSD ECE program will educate families about the importance of attendance to develop habits that prioritize school access.

The PSD ECE program will collaborate with community stakeholders and district partners to ensure program quality and school readiness for all children by promoting successful transitions in each program phase through kindergarten.

The Early Childhood Program Evaluation for Students with Disabilities

The purpose of this document is to report on the program evaluation, 2020-2021, for the Early Childhood Program that serves students with disabilities in Poudre School District's preschool classrooms. One of the obligations under the IDEA (Individuals with Disabilities Education Act) is to evaluate special education programs and activities for students with disabilities.

The previous program evaluation (2010-2011) was focused on identifying ways to be fiscally efficient, while keeping sound instructional practices and providing recommendations to have an inclusive preschool through grade 5 system. It was conducted by Laura Casas, Director of Exceptional Student Services in Weld County School District 6. The evaluation reported out on the components of teacher-student ratios, student categorical blend, individual student needs, support services, curriculum, building level involvement, screening and assessment data, and budget/categorical funding sources. At the conclusion of the current program evaluation, updates are provided in response to the recommendations made in 2011.

This current program evaluation (2020-2021) is being conducted to ensure that quality special education policies and practices are in place, to identify the degree to which children with disabilities are making progress, and to consider areas for improvement. The evaluation will focus on students with disabilities in the Early Childhood Program, will evaluate areas of strength and needs, and will utilize data to support the development and implementation of district improvement plans.

Section One:
Early Childhood Program in
Poudre School District

Early Childhood Program in Poudre School District

The Poudre School District Early Childhood Education program serves expectant mothers and children from birth to kindergarten using multiple funding sources to provide critical educational services across the District and Larimer County. Services include educational, vision and hearing screenings, home visits, socialization opportunities, parenting classes, and more. Age groups served and funding include Expecting families and their pre-natal children, Early Head Start families ages 0-3, Colorado Preschool Program families ages 3-5, Integrated Services families ages 3-5, Head Start families ages 3-5, and Tuition-based families ages 3-5. The program typically serves more than 1,000 children and their families.

Preschool classrooms offer high-quality programs that help young children, ages 3-5, prepare for kindergarten. Preschool is offered in twenty-two Poudre School District elementary schools and five community sites across the district's 1,800 square miles. Classrooms offer children highly qualified licensed teachers, who partner with families to offer the best services specific to each child. Children are provided the opportunity to grow developmentally through play-based classrooms that target social/emotional skills, literacy and language, and individualized academic plans.

For families that reside within Poudre School District's boundaries, students are eligible for no-cost preschool options through Head Start, Colorado Preschool Program, and Special Education. Families may also pay tuition to attend one of the preschool classrooms.

Preschool Options

Head Start

- Family income is within 100% of federal poverty guidelines – or -
- Family categorically qualifies with at least one of the following situations:
 - Family is homeless, doubled due to financial hardship, or living in substandard housing.
 - Family provides foster/kinship care.
 - Family receives public assistance (SSI or TANF).

Colorado Preschool Program

Child must be age 3 or 4 by October 1st and qualify based on factors below:

- Speech/language concerns or child is an English language learner
- Frequent moves in the past 12 months (2 or more)
- Social/emotional concerns by guardians or others
- Alcohol or drug abuse by a family member
- Family income is within 185% of federal poverty level or falls below the Larimer County Self-Sufficiency Standard
- Either parent was less than 18 years old and unmarried at the time of child's birth
- Living situation qualifies as homeless
- Child is in foster care or receiving services from DHS
- Reported abuse by an adult in the home
- Either parent has not completed high school or GED

Preschool Special Education

- Federal and State mandated program for 3, 4 and 5-year-olds who are eligible for special education under IDEA (Individuals with Disabilities Education Act) and ECEA (Exceptional Children's Education Act).
- Early Childhood special education providers assess children through a comprehensive evaluation in the areas of communication, adaptive, motor, cognitive and/or social emotional skills to determine if there is a significant delay in development.
- If a child is found eligible, an Individualized Education Program (IEP) is developed with the family and implemented in one of the early childhood classrooms.

Tuition-Based

- Any age-eligible child may apply for a tuition-based placement
- Each year there are a limited number of slots available

Organizational Chart



Poudre School District Early Childhood Communications Chart (revised 7/20/20)

Program Director Program Results, Inspections results, Lead for Audits, Federal Monitoring Reviews, PD, Personnel Decisions, Parent Governance, Safety and Compliance, CPP					
HR Tech II Finance Substitutes Licensing/ Inspection Personnel files/PDIS Work study Field Trip Requests Construction Purchasing and Contracts HR	ERSEA Coordinator Quality Data Assurance Technician ChildPlus Attendance Reporting Data Systems Integration ERSEA Coordinator ERSEA Techs CPP Tech Enrollment and placement Eligibility Transportation	FCE Coordinator Family & Community Engagement Family Mentors Parent Educator Family Mentor Coach	Disabilities Specialist Disabilities Specialist IEP placements IEP Changes	Nurse Health Services Nursing EHS Nurse	
Assistant Director of Early Learning TS Gold, CLASS reporting, PD, Coaching, Evaluation, CPP, Mental Health, Child Abuse Reporting			Operations Manager Foundation, Comprehensive Grant Funding and compliance, Finance, PD, Policy Council, Website/Social Media, Construction		
Instructional Coaches <ul style="list-style-type: none"> Licensed Classroom Support Coaching Classroom Environments and Culture 	Staff in Licensed Classrooms <ul style="list-style-type: none"> ECSE Teachers Gen Education Teachers ECSE Paraprofessionals Gen Education Paraprofessionals <p>*** Site and facilities requests are handled through individual schools following their processes. (plan time, 30-minute lunch, facilities requests, etc.)</p>	Mental Health Specialist <ul style="list-style-type: none"> MTSS Family Support Community Resources Behavior Support 	Health Records Techs Dental Hygienist	Office Staff <ul style="list-style-type: none"> Student Files Early Childhood Program Questions for Parents Transportation Enrollment Data Change information McKinney Field Trip Bus requests Reserving Rooms in Fullana Building Calendar Materials Distribution and Checkout 	Custodial <ul style="list-style-type: none"> Fullana Facilities only Site Management

Classroom Structures

Students with disabilities can access a continuum of preschool environments- general education classroom, integrated classroom and center-based classroom. Seven classrooms are led by an Early Childhood Education (ECE) Certified teacher with itinerant services provided by appropriately certified staff. Twenty-six classrooms are led by an Early Childhood Special Education (ECSE) Certified teacher and two classrooms are specialized, center-based programs with an autism focus led by ECSE certified teachers.

Classrooms can be full day (6 hours) or half day (3.5 or 2.75 hours) to meet a variety of needs and funder requirements. Each classroom is assigned special education providers, including but not limited to, a school psychologist, a speech-language pathologist, an occupational therapist, and a physical therapist to provide special education and related services based on students' IEPs. With these on-site supports, each classroom is ready to ensure the full participation of each child and family. The classroom staff work collaboratively with families and outside providers to ensure that children can generalize skills across settings including the home, school, and the community.

Enrollment Data (Appendix A)

The Early Childhood program serves over 1,000 students each year. For the 2017- 2018 school year, the EC program served 275 students with disabilities accounting for over 25% of students enrolled. The following school year (2018-2019), enrollment data shows that approximately 30% of students (317) attending the preschool program were students with disabilities. For the 2019-2020 school year, students with disabilities benefitted from a new funding source, known as ECARE, allowing close to 30 students to attend full day preschool classes. In addition, 321 students with disabilities were enrolled in half day preschool classes. Between the two settings, students with disabilities accounted for over 32% of the enrollment in PSD's Early Childhood Program.

Early Childhood Classroom Curriculum

Creative Curriculum is a research-based comprehensive preschool curriculum for preschool classrooms where children ages 3 through kindergarten transition learn. Creative Curriculum is aligned to Colorado State standards, Head Start standards and the Teaching Strategies (TS) GOLD assessment tool used to measure student progress in all developmental domains. Children have opportunities to develop skills in literacy, language, math, social-emotional, physical, and cognitive skills. Creative Curriculum was selected through a rigorous process using a rubric to evaluate the structure of the curriculum to support differentiation for

typically developing children, children with delays or accelerated development, and children whose first language is not English. Children are provided with learning through exploration and discovery in their areas of interest through large group and small group instruction, read alouds and hands-on experiences.

MTSS process in Early Childhood

Multi-Tiered Systems of Support (MTSS) framework supports all learners and families through data-based problem solving, layered continuum of supports, and evidence-based practices. The foundation of MTSS is collaboration between the student, family, and staff- this is especially important for students in the Early Childhood Program. The framework includes: a student is identified with a specific need; the early childhood coach and school team, including family, collaborate on appropriate interventions; interventions are implemented; the data is collected in the classroom and then evaluated for effectiveness.

If a concern persists, the school MTSS team and Early Childhood Early Learning Support Coordinator identify additional team members to do further problem solving. Resources are utilized from the school and may include a district MTSS facilitator. Interventions are implemented and data is collected for effectiveness. If the need continues and the student's development is not growing to close gaps, a referral for special education evaluation may occur.

Evaluations by Early Childhood Assessment Teams

Under the IDEA, states and districts have an obligation to identify, locate and evaluate students with disabilities, or those children suspected of having disabilities through child find activities birth to 21. Poudre School District has two teams of professionals serving as the Early Childhood Assessment Teams (ECAT). Each team consists of an Early Childhood Special Education Teacher, a Speech-Language Pathologist, and an Occupational Therapist.

Depending on the child's specific needs, additional team members may be present during the evaluation including a Multi-Cultural Collaboration and Assessment Team representative, a Physical Therapist, a School Psychologist, a Teacher of the Hearing Impaired, a Teacher of the Visually Impaired and an Autism Diagnostic representative.

The ECAT members conduct transdisciplinary play-based assessments for children to ensure that a comprehensive evaluation is completed that is appropriate for each child's development in the areas of cognitive, social-emotional, communication, motor and adaptive/self-help. The assessment teams conduct three types of evaluations:

- Part C infant/toddler (ages 0- 2.5 years old),
- Part C to B transition (ages 2.5- 3 years old), and
- Part B (ages 3- 5 years old).

Historical Data for Evaluations

2019-2020	223 Part B evaluations with 79% qualifying for preschool services
2018-2019	240 Part B evaluations with 79% qualifying for preschool services
2017-2018	192 Part B evaluations with 76% qualifying for preschool services

Section Two:

Data Analysis

Teaching Strategies Gold Data

The Early Childhood (EC) program in Poudre School District utilizes the assessment tool, Teaching Strategies (TS) Gold, to regularly collect data on student developmental levels in the areas of social-emotional, language, cognitive, literacy, math and physical skills. This quality data is collected through ongoing opportunities with three identified checkpoints throughout the school year. As part of the EC program goals, priority objectives were identified within TS-Gold.

- | | |
|---|-------------------------------------|
| 1a: Manages feelings | 1b: Follows limits and expectations |
| 3b: Solves social problems | |
| 8a: comprehends language | 8b: Follows directions |
| 9a: Uses expanded expressive vocabulary | 9b: Speaks clearly |

Over the last 4 academic years (2017-2020) of data collection for the priority objectives in TS-Gold, students are growing in key areas of development for kindergarten success. In comparing the growth of students with disabilities to students without disabilities, the data indicates that students with disabilities are meeting or exceeding the growth of their peers in six of the seven priority objectives. However, students with disabilities have not met widely held expectations at the same rate as students without disabilities.

Priority Objective	Average change in the % of students with an IEP who move into “Widely Held Expectations” category	Average change in the % of general education students who move into the “Widely Held Expectation” category
1a: Manages feelings	23%	19%
1b: Follows limits and expectations	18%	17%
3b: Solves social problems	27%	30%
8a: Comprehends language	21%	20%
8b: Follows directions	18%	18%
9a: Uses expanding expressive vocabulary	16%	13%

9b: Speaks clearly	23%	14%
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Early Childhood State Performance- IDEA (Appendix B)

The Individuals with Disabilities Education Act (IDEA) requires states to evaluate the implementation of the requirements and purposes of IDEA. In Colorado, the state performance plan contains 17 indicators that measure child and family outcomes, as well as compliance under the IDEA.

Specific to Early Childhood, the state has identified 4 indicators that are part of the state performance plan- Early Childhood Settings, Preschool Outcomes, Timely Initial Evaluation, and Part C to B Transition. Indicator 6 (Early Childhood Settings) and Indicator 7 (Preschool Outcomes) are results-driven measures based on achievement. Indicator 11 (Timely Initial Evaluation) and Indicator 12 (Part C to B Transition) are compliance-driven measures to the extent of meeting requirements in IDEA.

5 Year Results:

- Indicator 6: Preschool Settings
 - o *Met expectations* for children (ages 3-5) attending a regular early childhood program and receiving most of the special education and related services in the regular early childhood program. Although PSD's EC program has met expectations, it is important to note that the percentage of children attending a regular early childhood program has shown a downward trend over the last 5 years, from 96.5% (2015-2016) to 90.7% (2019-2020). State target ranges from 85.5% to 86.3% over the last 5 years.
 - o *Met expectations* for children (ages 3-5) attending a separate special education class, separate school, or residential facility. The percentage of children attending a separate education class has increased over the last 5 years, from 1.6% (2015-2016) to 3.6% (2019-2020). State target ranges from 6.1% to 6.3% over the last 5 years.

- Indicator 7: Preschool Outcomes

- 7A-1: The indicator reports out on the percentage of children who increased their rate of growth in “positive social-emotional skills” by the time they exited the program. PSD met expectations in the 2015-2016 school year matching the state target at 82.1%. Beginning in the 2016-2017 school year, data indicates the PSD has not met expectations with the percentage range of 75% to 79.8%, with state targets ranging from 81.1% to 82.6%.
- 7A- 2: The indicator reports out on the percentage of children who were functioning within age expectations in “positive social-emotional skills” by the time they exited the program. In reviewing the data, PSD has not met expectations across all five years with the percentage range of 56.2% to 66.4%, with the state targets ranging from 67.8% to 69.5%.
- 7B-1: The indicator reflects the percentage of children who increased their rate of growth in “acquisition and use of knowledge and skills” by the time they exited the program. Similar to 7A-1, PSD met expectations in the 2015-2016 school year with a percentage of 85.4%, as compared to the state target of 82.1%. Beginning in the 2016-2017 school year, children in the PSD preschool program did not meet expectation with a decline to 73.1%. This continued into the following year, with only 67% of our children meeting growth expectations as compared to the state target of 82.1%. However, in the subsequent school years (2018-2019 and 2019-2020), there is a steady incline of meeting expectations with percentage rates of 75.5% and 78%.
- 7B-2: The indicator reflects the percentage of children who were functioning within age expectations in “acquisition and use of knowledge and skills” by the time they exited the program. Beginning in the 2015-2016 school year, the percentage trend declined from 66.4% to 61.5% indicating that PSD did not meet expectations. In the 2018-2019 school year, PSD did meet expectations with 71.5% of children functioning within age expectations, 2.2% above the target goal of 69.3%. However, the following year, this percentage decreased to 67.9%, with

a difference of –1.5% from the state target of 69.4% resulting in the outcome of not meeting expectations.

- 7C-1: The indicator captures the percentage of children who increased their rate of growth in “use of appropriate behaviors to meet their needs” by the time they exited the program. Following the trends of Indicator 7A-1 and 7B-1, PSD exceeded the state target of 82.1% by demonstrating that 83.3% of children increased their rate of growth for the 2015-2016 school year. The following year (2016-2017), the percentage decreased to 78.9% and then took a significant decline in 2017-2018 with a percentage of 60.6% (21.5% below state target). For the last two years (2018-2019 and 2019-2020), PSD has continued to not meet expectations despite an increase to 76.8% and 77.3%, respectively.
 - 7C-2: The indicator captures the percentage of children who were functioning within age expectations in “use of appropriate behaviors to meet their needs” by the time they exited the program. Over the last 5 years, the percentage rate has shown significant variability, ranging from 53.2% to 83.4%. The two most impactful years were in 2017-2018 and 2019-2020 with 53.8% and 53.2% of children not functioning within age expectations. Of note, during the 2016-2017 school year, PSD met expectations with 83.4% (9.6% above state target).
- Indicator 11: Child Find
- *Met expectations* for conducting evaluations with 60 days of receiving parental consent for initial evaluation with 100% of the number of children for whom parental consent to evaluate was received, over the last 5 consecutive years.
- Indicator 12: Early Childhood Transition
- *Met expectations* for implementing a timely transition rate of 100% of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Section Three:

Stakeholder Input

Surveys of Program Effectiveness

Family Survey Summary (Appendix C)

Methodology

A general survey was developed by the evaluation committee to be emailed to parents of students with disabilities within the Early Childhood Program. The survey collected information regarding family and student demographics, ratings of effectiveness, and parent perceptions of strengths and challenges of the Early Childhood program for students with disabilities.

Demographic Information

The Family Survey was completed by 26 families, including one grand family. The 26 families were split between participating for 1-3 years (54%) in the program and participating for less than 1 year (46%). Most families had only 1 child attend the program. The majority of the reporting families' children (75%) are enrolled in a half day class while the remaining are enrolled in a full day class. Of the 26 families, 100% went through the special education evaluation process. 88% of the families were evaluated by the Early Childhood Assessment Team. Two families were evaluated at the school their child attends and 1 family indicated they are unsure who completed the evaluation. Most families identified their child's ethnicity/race was white, 12% reported being multi-racial and 12% reported other. Of the responses collected, 25% of the families reported their child's ethnicity to be Latino or Hispanic.

Welcoming into the program

- With the evaluation process for special education, 19 out of 26 families indicated that it met their expectation most of the time/always. The other 7 reported some of the time.
- For the Early Childhood program application process, 22 families reported that it met expectations most of the time/always, with the remaining 4 families indicating it met expectations some of the time.
- Of the 26 families, 24 shared that the enrollment process into the Early Childhood program most of the time/always met their expectations, and the remaining 2 reported it met expectations most of the time.

Safety and Physical Comfort

- In responding to the statement “I am confident in my child’s safety when I leave them in the care of their classroom staff,” 22 of the 26 families reported most of the time/always. Two of the families responded with seldom/never, while two families reported not applicable.
- 21 of the 26 families reported the classroom environment is accessible to their child’s individual needs most of the time/always, while 3 families reported some of the time and 2 reported not applicable.

Educational Programming

- 21 families indicated they see evidence that the curriculum is engaging their child as a learner most of the time/always. 4 families indicated engagement some of the time and 1 reported seldom/never.
- 21 families indicated their child’s individual needs are met through daily instruction most of the time/always with 5 families indicating some of the time individual needs are met through daily instruction.
- For 24 of 26 families, they believe the classroom staff have the necessary skills and knowledge to work with their child’s disability most of the time/always.

Communication

- 18 of the 26 families reported classroom staff and IEP team members maintain ongoing communication regarding growth and development of their child most of the time/always, with 5 families reporting some of the time and 3 reporting seldom/never.
- As far as classroom staff and IEP teams are seeking ongoing feedback from parents, 15 families reported most of the time/always around growth and development of their child.
- 24 families reported classroom staff and IEP teams were responsive to their questions and concerns most of the time/always, while 2 reported seldom/never.

Individual Education Program (IEP)

- Most families reported they understand what is in their child’s IEP most of the time/always, with 2 indicating some of the time and 1 reporting not applicable.
- 23 families reported they are a respected contributor to the development of the IEP most of the time/always and 3 families reporting some of the time.

- 19 families reported being informed of progress towards IEP goals most of the time/always. 4 families reported some of the time and 3 reported seldom/never.
- Of the 26 families, 16 indicated classroom staff and IEP teams share strategies that support the child at school and home most of the time/always, while 7 families reported some of the time and 3 reported seldom/never.

Families provided input regarding the strengths and challenges of the Early Childhood program. Themes of the identified strengths and benefits of the program are the developmental growth of children, social interactions with peers, receiving special education services in the classroom, classroom structures and routines, and responsive and helpful staff. Two primary challenges and barriers were noted by families: not receiving feedback on progress and/or strategies at home from school-based providers and limited transportation options.

Staff Survey Summary (Appendix D)

Methodology

A survey was developed by the evaluation committee to be emailed to staff that work with students with disabilities within the Early Childhood Program. The survey collected information regarding demographics, ratings of effectiveness, and staff perceptions of strengths and challenges of the Early Childhood program for students with disabilities.

Demographic Information

The staff survey was completed by 93 staff members: an instructional coach, an assessment team member, a family mentor, an enrollment team member, a health team member, 25 teachers, 13 paraprofessionals, 34 specialized service providers, 3 support staff, and 14 administrators.

There was a range in experience in the Early Childhood field, with 4.3% of respondents having less than 1 year of experience, 25.8% having 1-5 years of experience, 19.4% having 6-10 years of experience, 23.7% having 11-15 years of experience, 11.8% having 16-20 years of experience, and 15.1% having more than 20 years of experience. When asked about the number

of years in the field of education at any level, 1.1% reported having less than 1 year of experience, 11.8% reported having 1-5 years of experience, 16.1% reported having 6-10 years of experience, 25.8% reported having 11-15 years of experience, 17.2% reported having 15-20 years of experience, and 28% reported having more than 20 years of experience.

Most respondents reported their primary setting for providing services at the integrated classroom with 53.8%. Twenty-eight percent reported a school building as their setting, 6.5% reported a general education classroom, and 6.5% also reported Fullana administration building as their work setting. Additionally, 1 person each reported the following settings: a center-based classroom, in-home/virtual, in-home as a family mentor, a combination of in classrooms and Fullana, and the summer assessment team.

Curriculum and Instruction

- 21 staff members stated that the Creative Curriculum supports their ability to plan for differentiation of instruction most of the time/always. 38 staff members reported some of the time, 9 reported seldom/never, and 25 people reported that this question is not applicable to their role.
- Classroom instruction and alignment to students' individual needs was reported as most of time/always by 58 staff members. 24 felt that there is alignment some of the time, 4 staff members reported that this occurs seldom/never, and 7 staff members responded that this question was not applicable to their role.
- When rating the effectiveness of classroom instruction incorporating strategies and best practices that are developmentally appropriate, 64 respondents indicated most of the time/always and 20 indicated some of the time.

Assessment and Progress Monitoring

- 27 staff responded that TS GOLD data is aligned with progress monitoring for IEP goals and objectives. 42 staff reported some of the time, 12 indicated seldom/never, and 12 stated that this was not applicable for their role.
- Of the 93 respondents, 72 indicated that progress monitoring data is utilized weekly to inform instructional planning for some of the time and most of the time/always. Six staff members stated that this occurs seldom/never, with 15 reporting that this is not applicable to their role.

Behavior Support

- In identifying the effectiveness of behavior support, 30 staff members reported that staff are appropriately prepared and have the resources to support behaviors in the classroom. Almost ½ of the respondents (46) stated that this occurs some of the time, and 14

indicated that this occurs seldom/never. Only 3 stated that this is not applicable to their role.

- 34 staff members recorded that effective behavior intervention support is available for classroom staff most of the time/always. For 31 responses, support is available some of the time. Approximately 25 % (23 respondents) indicated that intervention support from the building, EC program or Integrated Services is seldom/never available within a reasonable time frame.

Collaboration

- According to 71 staff members, the educational team collaborates with parents most of the time/always. Of the remaining respondents, 18 indicated some of the time, 3 indicated seldom/never, and 1 indicated it is not applicable to their role.
- Regarding the educational team collaborating with each other, 67 reported that this occurs most of the time/always, 23 reported that this occurs some of the time, and 1 reported that it seldom/never occurs.
- 37 staff members rated most of the time/always for the statement “When thinking about collaboration with coaching staff and administrators, the educational team maintains ongoing collaboration regarding individual students’ needs.” 40 reported that this occurs some of the time, 13 stated seldom/never occurs, and 3 indicated that this was not applicable to their role.

Individualized Education Program

- Of the 93 respondents, 46 indicated that initial IEPs capture student needs for when the student enters the classroom. 34 participants rated that this occurs some of the time, with 7 sharing it seldom/never occurs and 6 indicated that this was not applicable to their role.
- Many staff responded that there is alignment between the standards, TS Gold objectives and the IEP goals either most of the time (47) and some of the time (31).
- Survey results demonstrate that 62 respondents believe that staff are fully knowledgeable of a student’s IEP, as it pertains to his/her role within the EC program. Additionally, 24 rated this statement as occurring some of the time and 6 as seldom/never occurs.

Professional Development

- A high percentage of staff (51.6%) designated that professional development is available, relevant, and valuable to their professional growth just some of the time. About 23% shared that professional development occurs most of the time, and 22% saying seldom/never occurs.
- Staff would like to receive professional development in the following areas: behavior and social emotional development (67.7%), assessment and progress monitoring (50.5%), IEP development and implementation (41.9%), academic instruction (20.4%), and communication and collaboration (20.4%).

Section Four:
Current Strengths and
Recommendations

Strengths:

- 1) Inclusive model with integrated and general education classrooms
- 2) Continuum of classroom options for students with disabilities
- 3) Highly qualified staff in classrooms supporting students with disabilities
 - Licensed Early Childhood Special Educators and Classified Paraprofessionals
 - Early Childhood Disabilities Specialist
 - Coaching support, including English Language Development and Integrated Services
 - Specialized Service Providers on site (Psychologists, Speech-Language Therapists, Occupational Therapists)
- 4) Embedded into our elementary schools, with focus on enrolling students to neighborhood schools
- 5) Research-based, developmentally appropriate, comprehensive curriculum that is designed to support assessment tools and to support individualized needs of students
- 6) Multi-Tiered Systems of Support established and implemented in preschool classrooms
- 7) High level of collaboration within building teams and with parents
- 8) Consistent program expansion to match the community need for preschool placements for students with disabilities
- 9) Child Find process and evaluation process, supported between Early Childhood and Integrated Services departments and community (Community Center Board, private/community preschools, pediatricians)
- 10) Students with Disabilities in Early Childhood are meeting or exceeding developmental growth at a higher rate than their peers on the following primary objectives:
 - Managing feelings
 - Following limits and expectations
 - Comprehending language
 - Following directions
 - Using expanded expressive language
 - Speaking clearly
- 11) Consistently meeting expectations of the following indicators for the state performance plan:
 - Indicator 6 (Preschool Settings)
 - Indicator 11 (Child Find)
 - Indicator 12 (Early Childhood Transition)
- 12) Parents report positive experiences with the enrollment process for the Early Childhood program
- 13) Parents indicate that staff and IEP team are responsive to questions or concerns
- 14) Parents believe that classroom staff have the necessary skills and knowledge to work with their child's disability

Recommendations

- 1) Intentional focus on TS Gold data collection, as connected to Indicator 7 for improving student outcomes
- 2) Emphasis on formative practices for data collection with TS Gold, including connection to IEP goals/objectives
- 3) Improve growth of students in the area of solving social problems
- 4) Gather additional input from families to improve the special education evaluation process
- 5) Implementation of effective communication processes (including progress on IEP goals) between classroom staff, parents, and IEP providers
- 6) Provide professional development opportunities that meet the needs of classroom staff, especially in the areas of behavior, social emotional development, assessment, and progress monitoring
- 7) Seek understanding from staff regarding the need for improved collaboration with coaching staff and administrators
- 8) Continue focus on recruiting, hiring and retaining highly qualified staff

Section Five:
Updates from 2011 Program
Evaluation

Overall Considerations from the 2010 Early Childhood Efficiency Review- Updates

1) Restructure the number of students per session to 16

- All integrated and general education sessions are capped at 16 students with a maximum of 8 students with an IEP.

2) Strategically schedule Occupational Therapy, Physical Therapy and Speech Language services on different days

- OTs, PTs, and SLPs are staffed through the Integrated Services Department. Their individual schedules are created based on their current caseloads. While our SSPs (Specialized Service Professionals) will attempt to schedule different days/times within the classroom, this is not always possible.

3) Implement inclusive practices for preschools at elementary schools

A) principal evaluations with input from Integrated Services and/or EC

- EC teacher evaluations are conducted by building administrators. Input can be gathered from other departments as needed.

B) EC classrooms stationery

- EC classrooms have been licensed and are rarely moved. Many of our classrooms have been modified to meet EC needs including the installation of bathrooms and plumbed changing stations.

C) EC budgets within buildings for supplies

- EC teacher budgets are maintained by the EC program. Teachers are given access to building supplies such as copy machines, office supplies, printing, etc.

D) Access to library

- EC classrooms have a library of books in their classrooms, and many make frequent visits to the school library for additional story time and book check out.

E) Access to lunchroom

- The EC program maintains family style dining as a best practice for EC Preschool classrooms to encourage language and social skills development.

F) Blend PE and Music time with kindergarten

- At this time, EC classrooms have Music once per week led by a certified music therapist and intentional physical movement is embedded throughout the schedule.

G) Book buddies with older students

- Many EC teachers partner with their building staff to create opportunities for book buddies or other mentor-like relationship building activities for their students. These types of activities are not required as part of the EC program

H) Attendance at elementary sites

- The EC program has opted to set up a central attendance line that allows the EC staff to track and monitor student attendance.

I) Building office staff is a preschool through grade 5 process

- EC teachers can utilize their building office managers, health technicians, and other supports as needed.

J) Preschool related concerns follow same process as K-5

- Preschool aligns with K-5, when possible, with exceptions for regulations that require different processes.

4) Restructure EC Coordinator and CF Coordinator under Integrated Services

- Currently the EC Coordinator and the CF Coordinator are two separate positions. The funding for the 1.0 EC Disabilities Specialist is shared by both departments. The Child Find Specialist is funded by the IS department. Both positions support both the IS program and the EC program. They collaborate to provide seamless support to families entering the EC program.

5) Integrated Service Zone Coaches assume preschool through grade 5, and consolidate coaches between IS and EC

- The EC program has opted to maintain instructional coaching positions which include two ECSE certified coaches. The EC Disabilities Specialist can provide coaching specifically around interventions for students with disabilities. EC Coaches support teachers around general curriculum implementation, the MTSS process, formative assessment, and data analysis, and around support for DLLs. IS coaching support is also available as needed to support teachers around specific student needs.

6) Psychologists assume responsibility of preschool behavior concerns, as well as IS zone coaches and coordinators

- School psychologists' caseloads include EC students within their assigned buildings. As a part of their role, school psychologists check in with EC teachers at least monthly on the needs of students in their classrooms. School psychologists participate in Functional Behavior Assessments and the development of Behavior Intervention Plans. BCBA support from the IS program is also available to EC teachers.
- Early childhood teachers are supported by an IS Assistant Director according to their zone.

7) One assessment team that includes staff addressing multi-cultural needs

- One of the two assessment teams currently supports all multicultural assessments with the support of a bilingual staff.

8) Transportation cost under Head Start and others access if bus in that location and space available

- Currently students can qualify for transportation services through federally funded programs such as Head Start, Early Childhood Special Education, and McKinney-Vento. While transportation is not a part of CPP (Colorado Preschool Program) funding, PSD's transportation department has been able to provide bussing to some students based on space availability on bus routes to their neighborhood schools.

9) Child Find 50% and blend with another position and upper levels Child Find responsibilities assigned within buildings

- Child Find Specialist is allocated at 70% FTE and is blended with the Integrated Services Parent Liaison position at 100% FTE.

10) Early Childhood Cost Allocation Plan if blended classrooms include Head Start

- EC does implement a cost allocation plan to braid all funding sources providing full-day and half-day classrooms that blend children funded by Head Start, Colorado Preschool Program, Tuition-based and Special Education.

11) Review screening and assessment practices due to high percentages identified as having a disability

- EC conducts the screening tool of ASQ-3 and ASQ-SE for all students.
- Child Find conducts individualized screenings based on area of concern.
- Current percentage of eligibility is approximately 75% to 80% for C/B and B evaluations.

12) Initiate a Larimer County Interagency Agreement for screenings and assessments

- Poudre School District's Integrated Services maintains a Memorandum of Understanding with Foothills Gateway, Community Center Board of Larimer County.

13) Integrated Services, Early Childhood and Principals collaborating on a calendar of required meetings and training for preschool staff

- Currently Integrated Services and Early Childhood collaborate for professional development calendars that do not conflict, and Human Resources provides calendars well in advance with workdays and collaboration days established through negotiations to all departments.

14) Consider planning day for preschool staff on Mondays

- Planning day for preschool staff continues to be on Fridays.

15) Initial home visit prior to preschools starting and second one in the spring

- Home visits before the first day of school are recommended as the best practice for EC staff, but not always possible.

16) Assistant Superintendent designated as Executive Director for Head Start and supervises Director of Early Childhood

- Assistant Superintendent of Elementary Schools is the current Executive Director and supervises the Director of Early Childhood.

Section Six:

Appendices

Appendix A: Enrollment Data Charts

2017-2018 School Year

2017-18 EC Enrollment	Number of Students Served
Head Start	303
CPP	408
CPP/ CPP	16
ECSE	275
TB	61
Total	1063

2018-2019 School Year

2018-19 PreK Enrollment	Number of Students Served
Head Start	308
CPP	325
CPP/ CPP	34
ECSE	317
TB	63
Total	1047

2019-2020 School Year

2019-20 PreK Enrollment	Number of Students Served
Head Start	306
CPP	270
CPP/ CPP	7
CPP/ ECARE	94
CPP/ ECSE	28
ECSE	321
TB	58
Total	1084

Appendix B: State Performance Indicators for Early Childhood in Poudre School District

Indicator 6

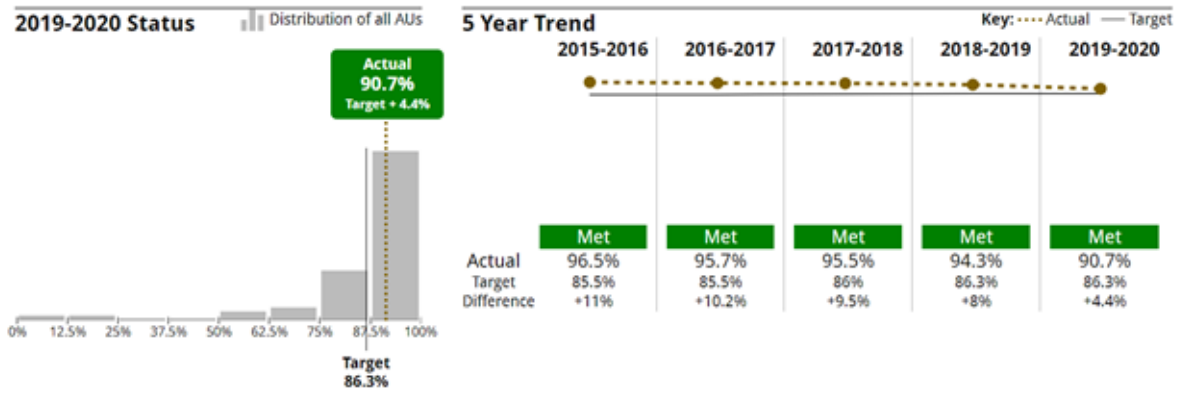
Indicator 6 represents the percentage of children attending the regular early childhood program and separate class, school, or facility.

Preschool Settings - 6A - Regular Early Childhood Program

Print Help

Results For 2019-2020 Larimer R-1, Poudre

Percent of children attending a regular early childhood program and receiving the majority of services in the regular early childhood program

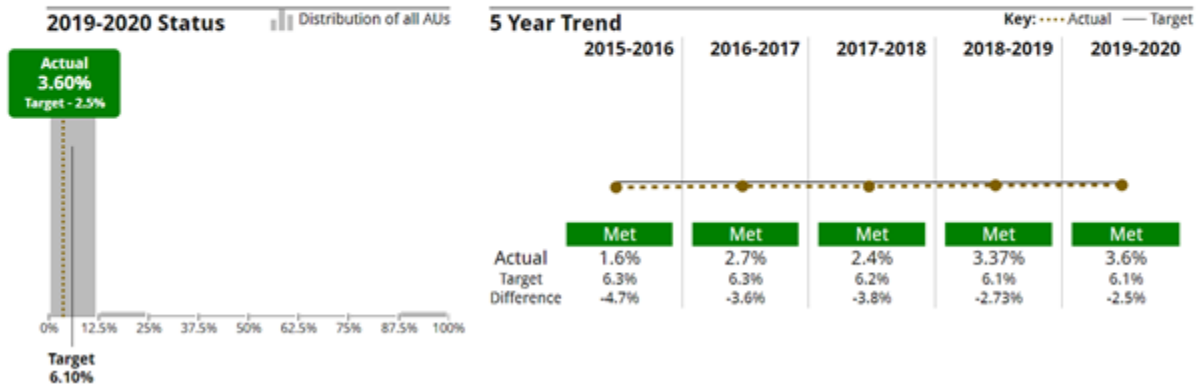


Preschool Settings - 6B - Other Placements

Print Help

Results For 2019-2020 Larimer R-1, Poudre

Percent of children attending separate special education class, separate school or residential facility



Indicator 7

Indicator 7 represents the percent of children who increased their rate of growth and who were functioning within age expectations in the areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

Preschool Outcomes - 7A-1 - Positive social-emotional skills 1

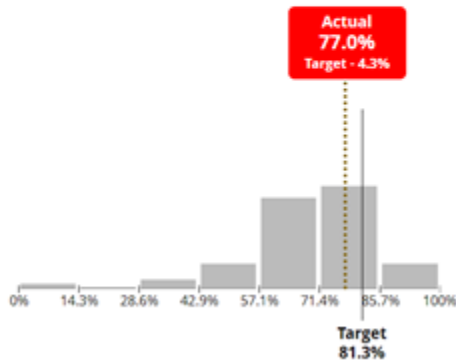
Print Help

Results For **2019-2020** Larimer R-1, Poudre

Percent of children who increased their rate of growth in "positive social-emotional skills"

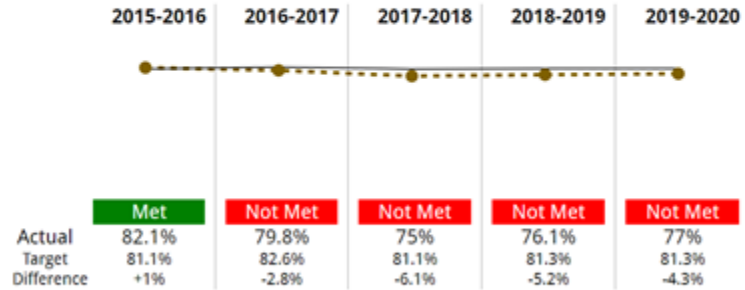
2019-2020 Status

Distribution of all AUs



5 Year Trend

Key: --- Actual — Target



Preschool Outcomes - 7A-2 - Positive social-emotional skills 2

Print Help

Results For **2019-2020** Larimer R-1, Poudre

Percent of children who were functioning within age expectations in "positive social-emotional skills"

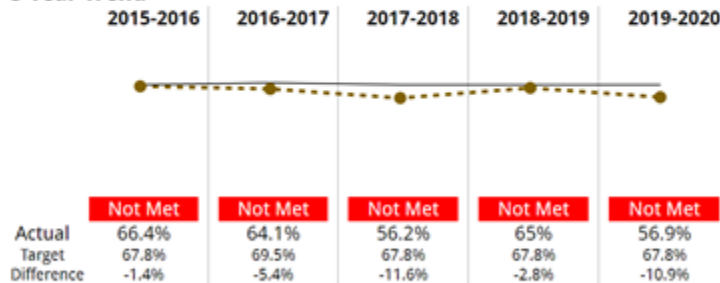
2019-2020 Status

Distribution of all AUs



5 Year Trend

Key: --- Actual — Target



Preschool Outcomes - 7B-1 - Acquisition and use of knowledge and skills 1

Print Help

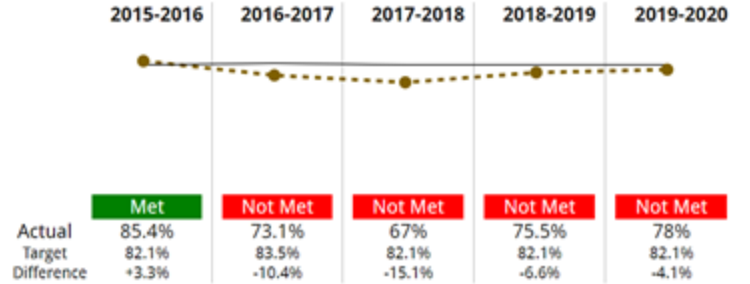
Results For

Percent of children who increased their rate of growth in "acquisition and use of knowledge and skills"

2019-2020 Status Distribution of all AUs



5 Year Trend



Preschool Outcomes - 7B-2 - Acquisition and use of knowledge and skills 2

Print Help

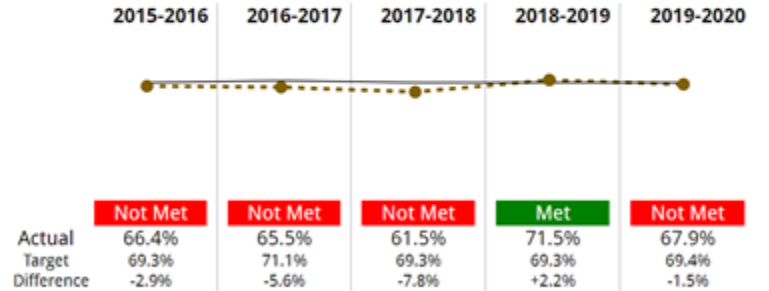
Results For

Percent of children who were functioning within age expectations in "acquisition and use of knowledge and skills"

2019-2020 Status Distribution of all AUs



5 Year Trend

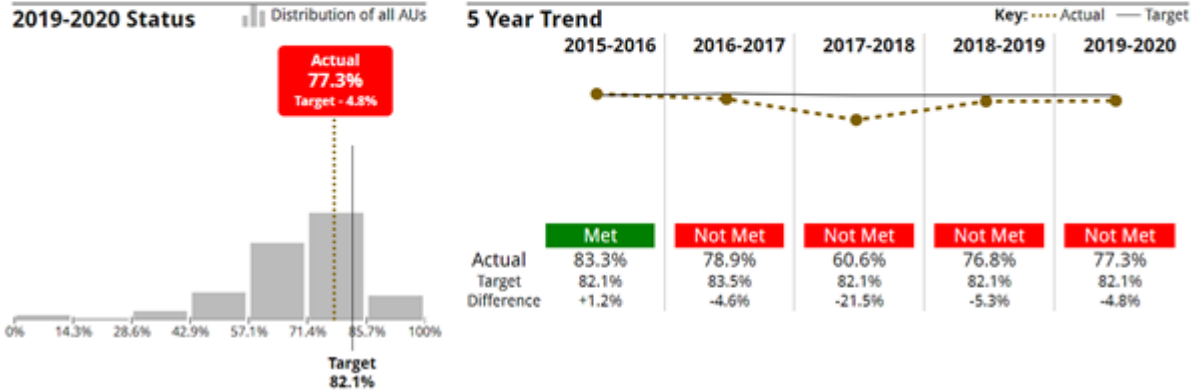


Preschool Outcomes - 7C-1 - Use of appropriate behaviors to meet their needs 1

Print Help

Results For 2019-2020 Larimer R-1, Poudre

Percent of children who increased their rate of growth in "use of appropriate behaviors to meet their needs"

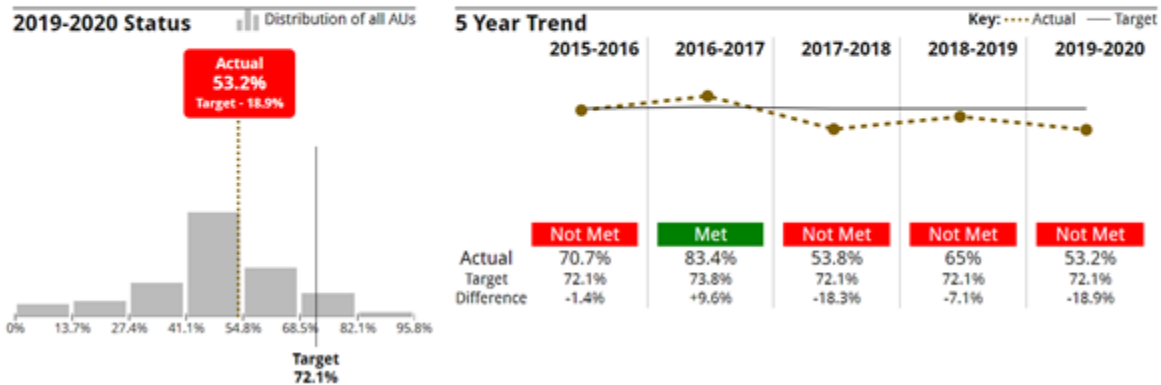


Preschool Outcomes - 7C-2 - Use of appropriate behaviors to meet their needs 2

Print Help

Results For 2019-2020 Larimer R-1, Poudre

Percent of children who were functioning within age expectations in "use of appropriate behaviors to meet their needs"



Indicator 11

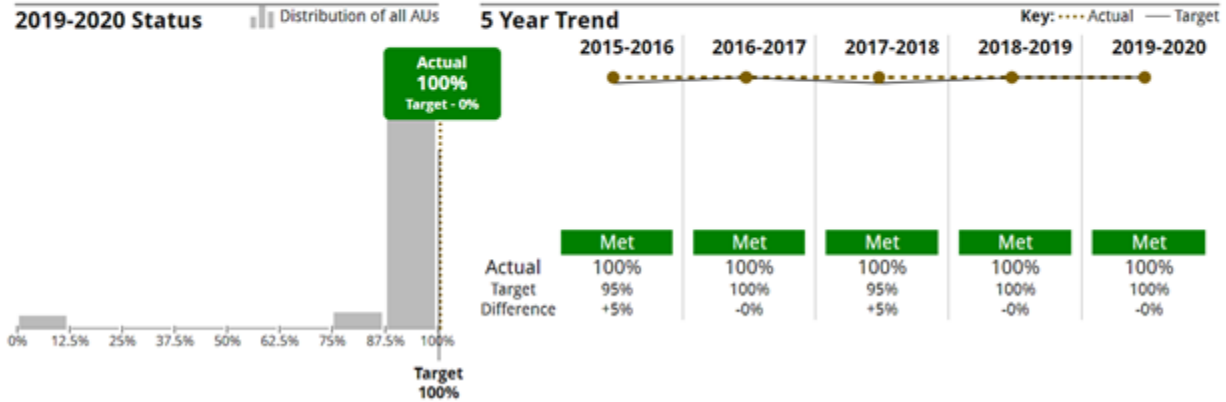
Indicator 11 represents the timely Child Find evaluation rate of children who were evaluated within 60 days of receiving parent consent for initial evaluation.

Child Find - 11 - Child Find

Print Help

Results For 2019-2020 Larimer R-1, Poudre

Child Find timely evaluation rate



Indicator 12

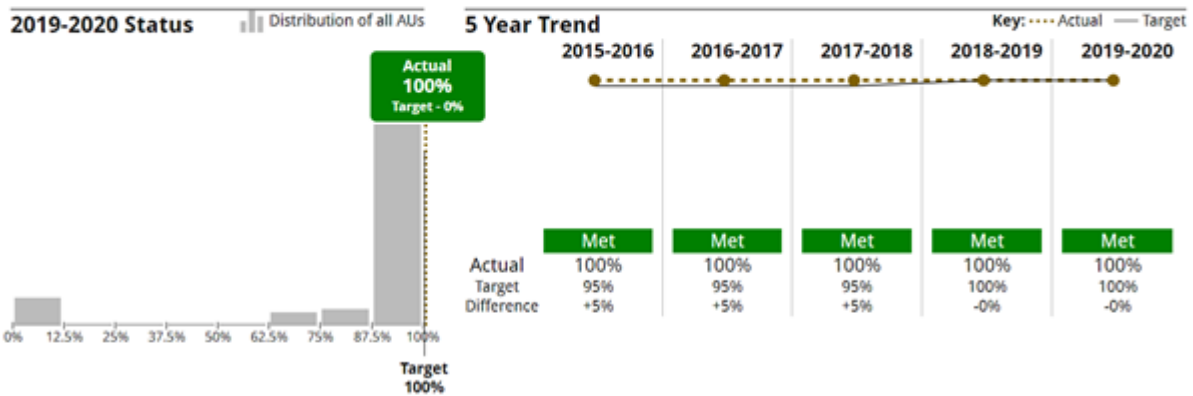
Indicator 12 represents the timely transition rate of children referred by Part C (Early Intervention) prior to age 3, found eligible for Part B (preschool services), and have an IEP developed and implemented by their third birthday.

Early Childhood Transition - 12 - Early Childhood Transition

Print Help

Results For 2019-2020 Larimer R-1, Poudre

The timely transition rate

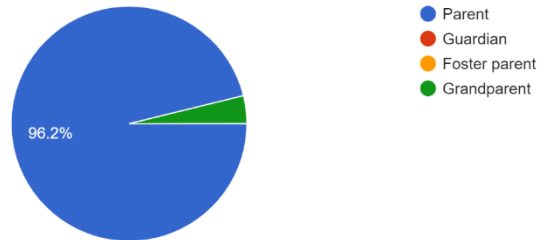


Appendix C: Parent Survey

Demographic Information

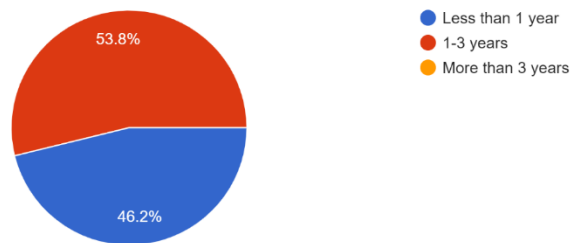
What is your role with regards to the Early Childhood program?

26 responses



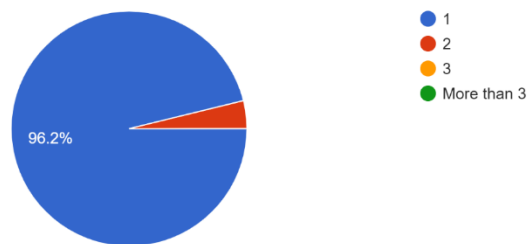
How long has your family participated in the Early Childhood program?

26 responses

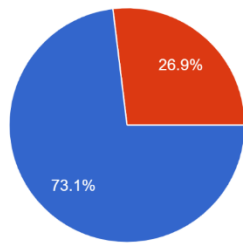


How many children have you had participate in the Early Childhood program?

26 responses

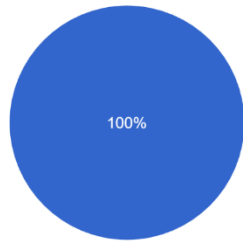


My child is enrolled in:
26 responses



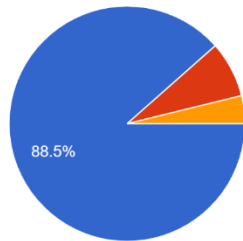
- Half day classroom
- Full day classroom

My child went through the process of special education evaluation:
26 responses



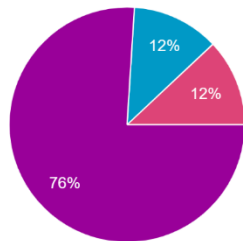
- Prior to enrolling in the classroom
- After enrolling in the classroom
- I am unsure of when my child's evaluation took place

My child's special education evaluation was conducted by:
26 responses



- The Early Childhood Assessment Team (located at Barton or Fullana)
- My child's school based team
- I am unsure of which team conducted my child's evaluation

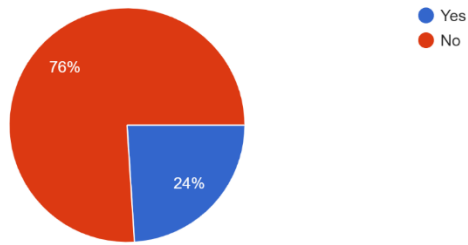
What do you consider you child's ethnicity/race to be?
25 responses



- Asian
- Black/African American
- Native Hawaiian/Pacific Islander
- American Indian/Alaskan Native
- White
- Multi-racial
- Other

Do you consider your child's ethnicity to be Latino or Hispanic?

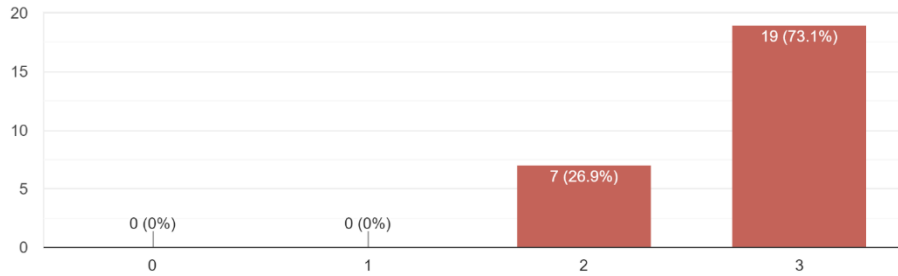
25 responses



Welcoming into the program

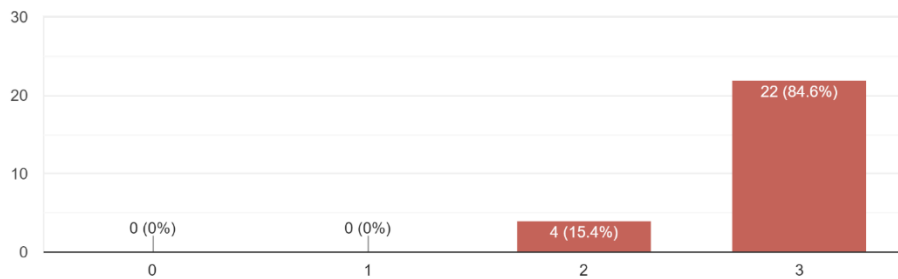
The overall transition into Early Childhood and special education through the evaluation process met my expectations.

26 responses



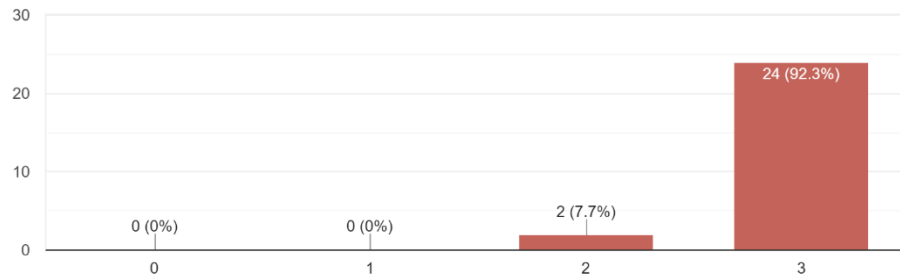
The application process into the Early Childhood program met my expectations.

26 responses



The enrollment process into the Early Childhood program met my expectations.

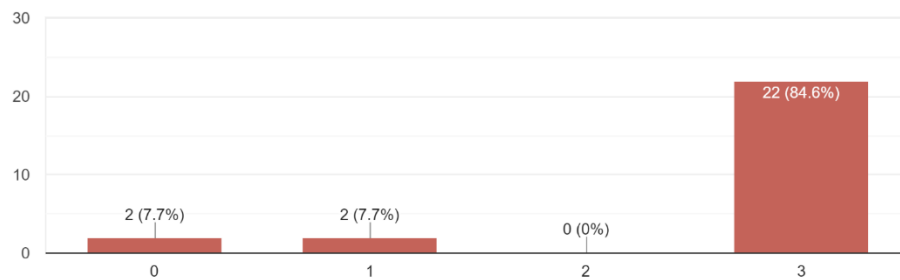
26 responses



Safety and physical comfort

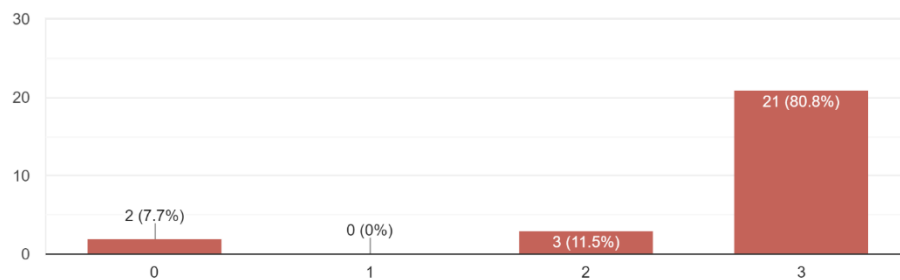
I am confident in my child's safety when I leave them in the care of their classroom staff.

26 responses



My child's classroom environment is accessible to his/her individual needs.

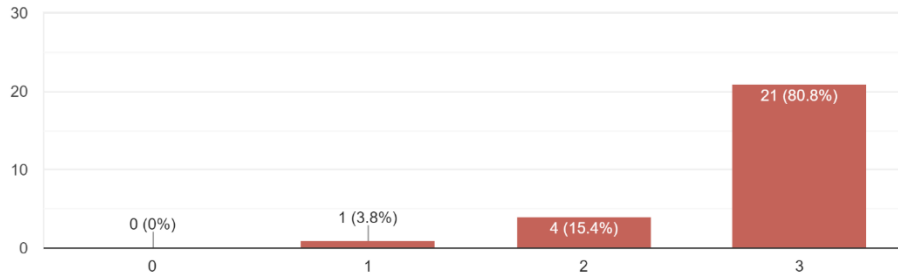
26 responses



Educational programming

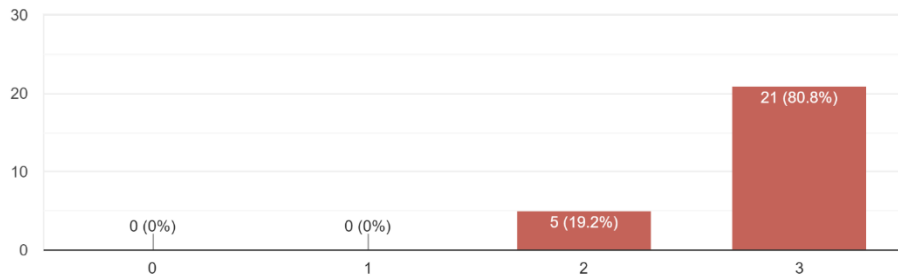
I see evidence that the curriculum is engaging my child as a learner.

26 responses



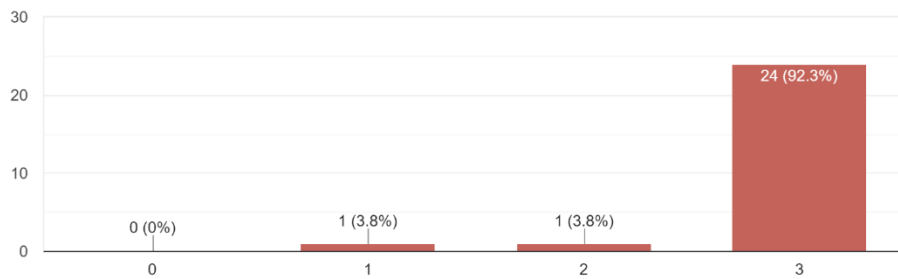
My child's individual needs are met through his/her daily instruction.

26 responses



I believe that my child's classroom staff has the necessary skills and knowledge to work with my child's disability.

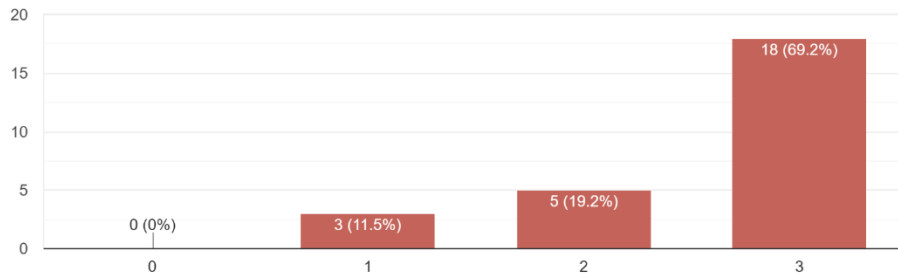
26 responses



Communication

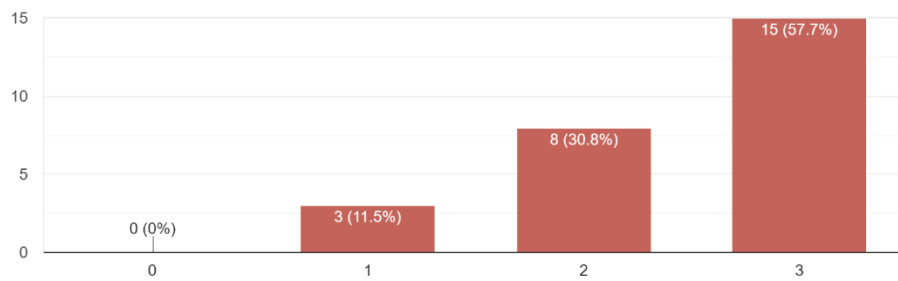
My child's classroom staff and IEP team (teacher, service providers, paraprofessionals) maintains ongoing communication with me regarding my child's growth and development.

26 responses



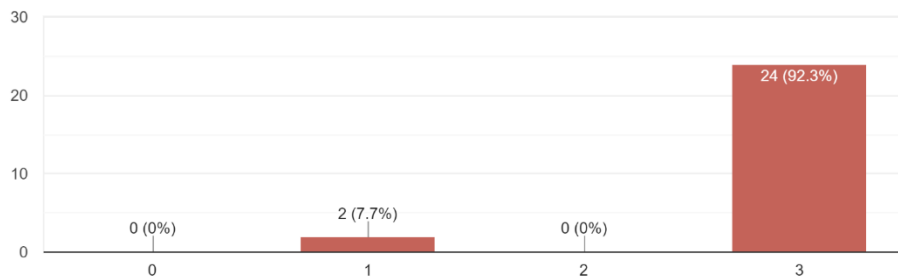
My child's classroom staff and IEP team seeks ongoing feedback from me regarding my child's growth and development.

26 responses



If I have questions or concerns, my child's classroom staff and IEP team are responsive to those.

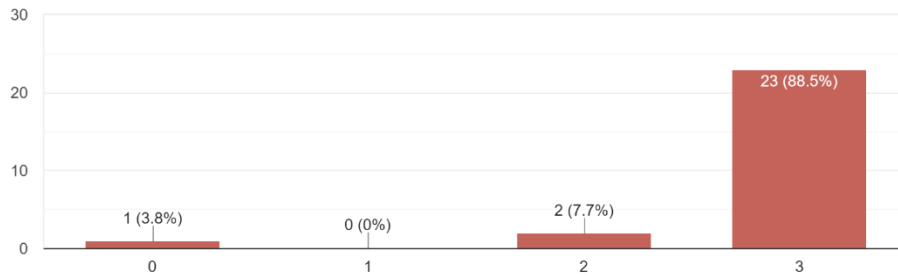
26 responses



Individualized Education Program (IEP)

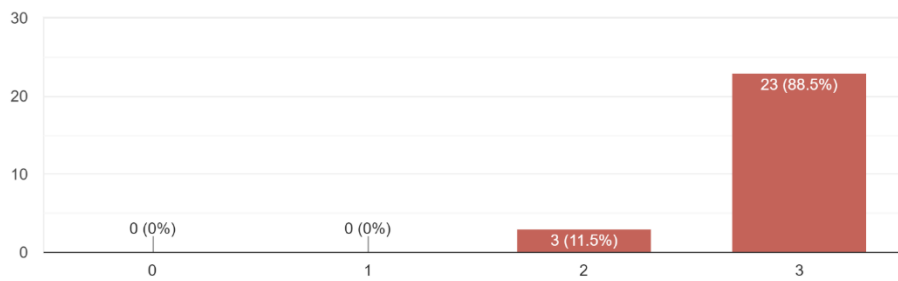
I understand what is in my child's Individualized Education Program (IEP), for example, goals, accommodations, and services.

26 responses



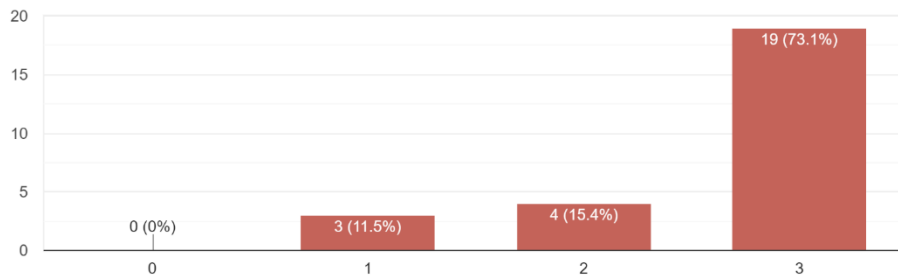
I feel that I am a respected contributor to the development of my child's Individualized Education Program (IEP).

26 responses



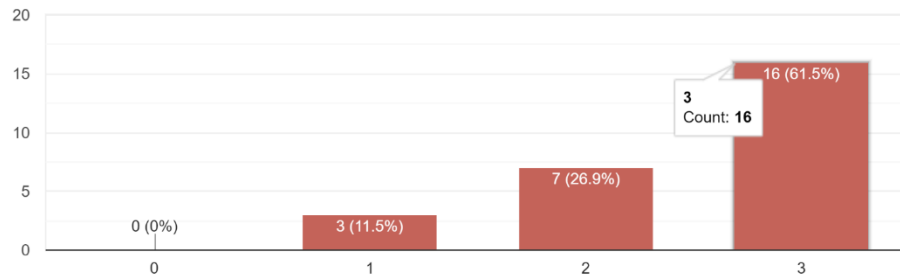
I am informed of my child's progress towards his/her goals on the Individualized Education Program (IEP).

26 responses



My child's classroom team and I share strategies that support my child at school and at home.

26 responses

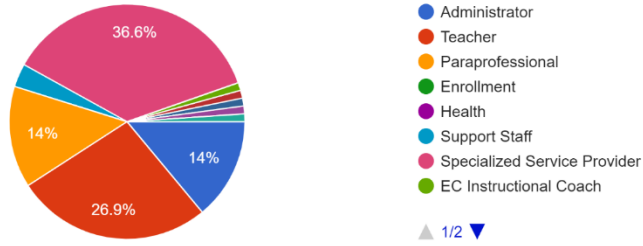


Appendix D: Staff Survey:

Demographic Information

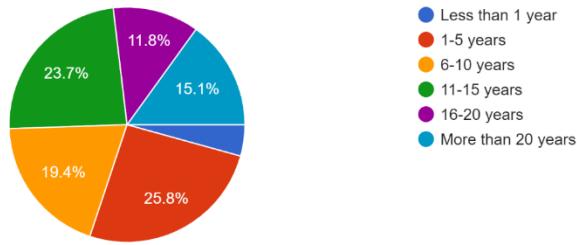
What is your role in the Early Childhood Program?

93 responses



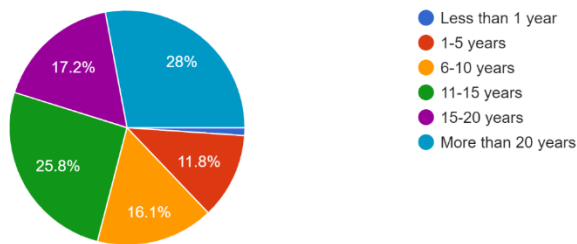
How many years have you worked in the Early Childhood field?

93 responses



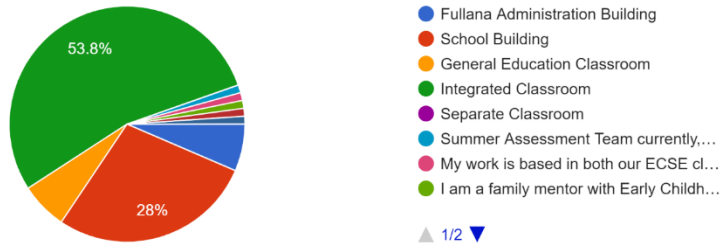
How many years have you worked in the field of education?

93 responses



In what setting do you primarily provide services and supports for students with disabilities in Early Childhood?

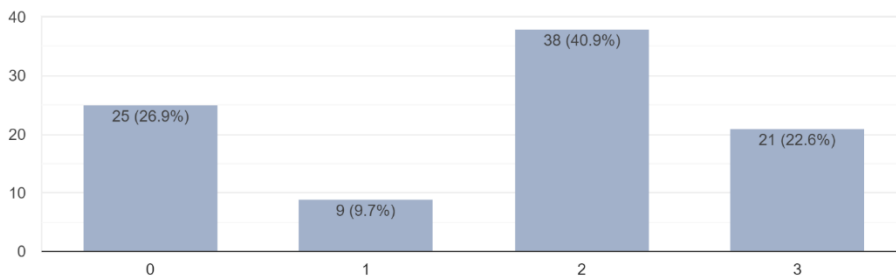
93 responses



Curriculum and Instruction

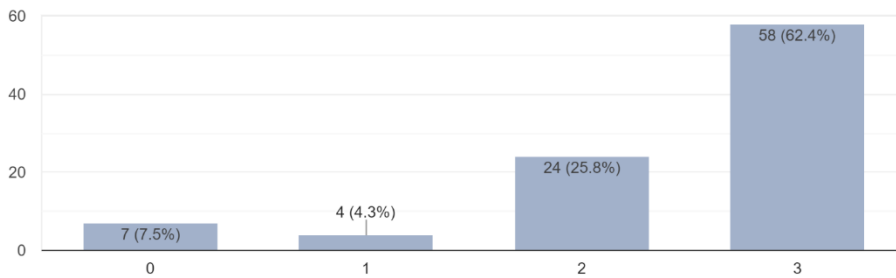
The "Creative Curriculum" supports your ability to plan for differentiation of instruction for students with disabilities.

93 responses



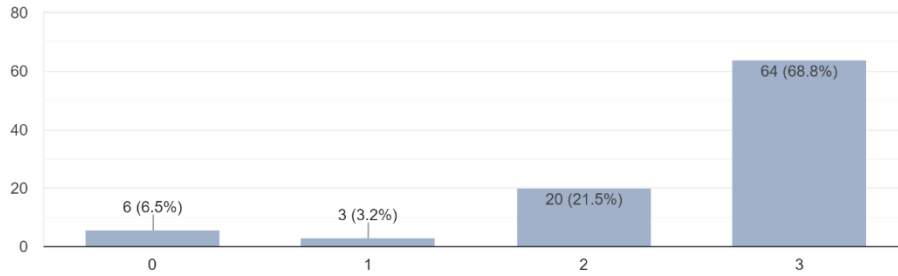
Classroom instruction is aligned with individual student needs regarding accommodations, modifications, and services.

93 responses



Classroom instruction incorporates strategies and best practices that are developmentally appropriate.

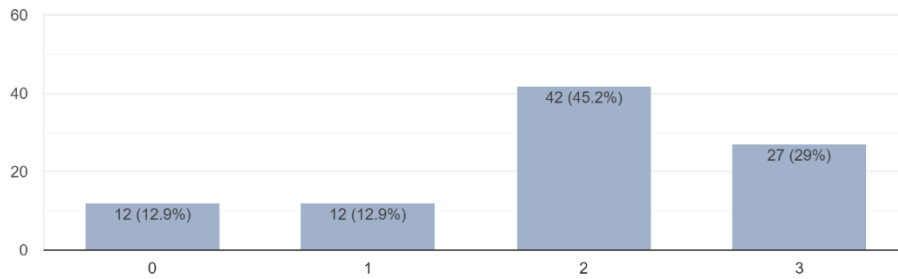
93 responses



Assessment and Progress Monitoring

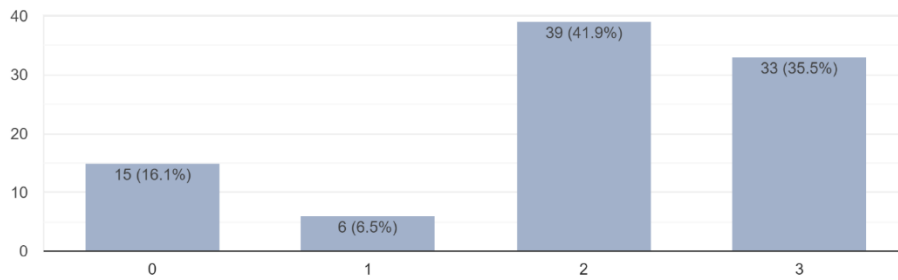
TS GOLD data is aligned with progress monitoring for IEP goals and objectives.

93 responses



Progress monitoring data is utilized weekly to inform instructional planning.

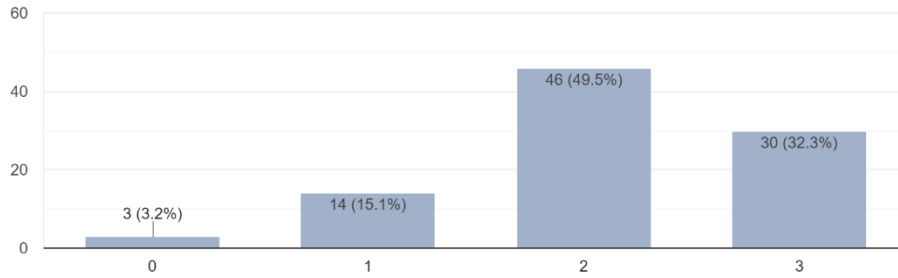
93 responses



Behavior Support

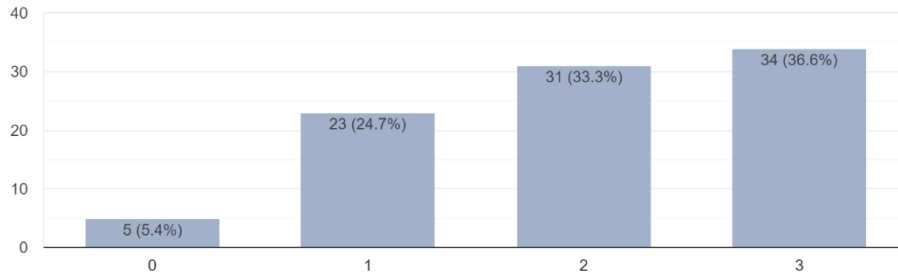
Staff are appropriately prepared and have the resources to support behaviors in the classroom.

93 responses



Effective behavior intervention support (eg. from the building, Early Childhood, Integrated Services) is available for classroom staff within a reasonable time frame.

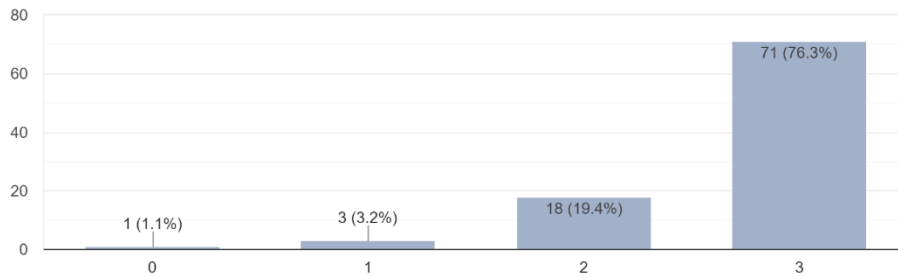
93 responses



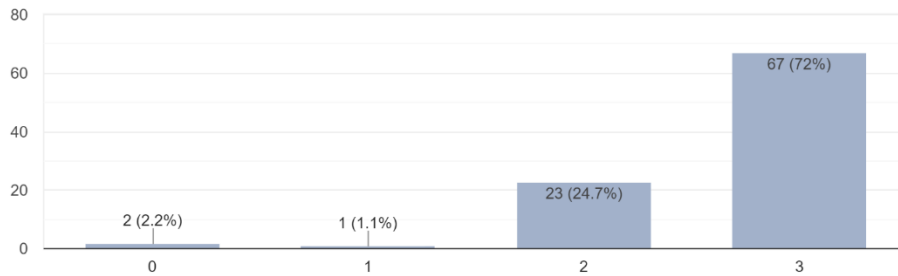
Collaboration

When thinking about collaboration with parents, the educational team (EC teacher, paraprofessional, related service providers, etc.) ...collaboration regarding individual students' needs.

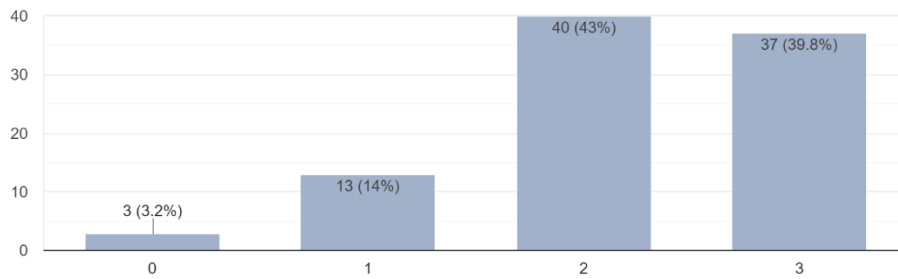
93 responses



When thinking about collaboration within the team, the educational team (EC teacher, paraprofessional, related service providers, etc.) ...collaboration regarding individual students' needs.
93 responses

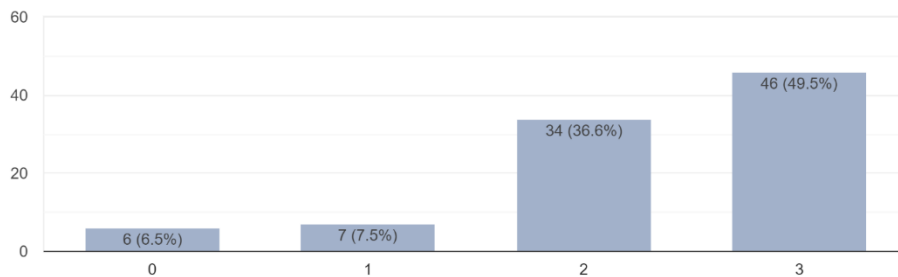


When thinking about collaboration with coaching staff and administrators, the educational team (EC teacher, paraprofessional, related service prov...ollaboration regarding individual students' needs.
93 responses



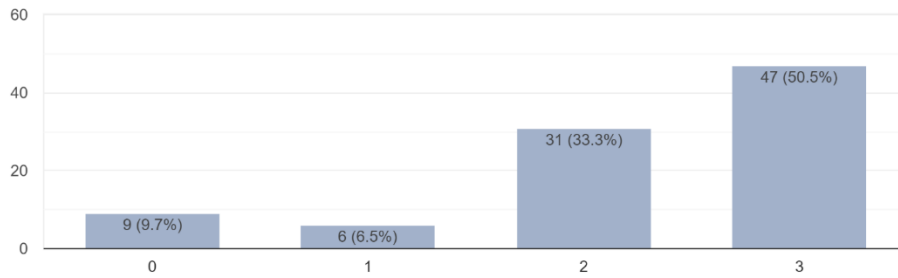
Individualized Education Program

Initial IEPs capture individualized student needs for when the student enters the classroom, as related to present levels, goals, accommodations, and services.
93 responses



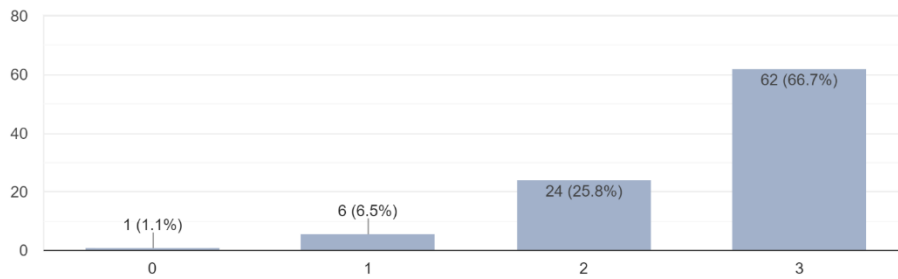
Alignment between the standards, TS Gold objectives, and the IEP goals is evident in a student's IEP.

93 responses



All relevant staff are fully knowledgeable of a student's IEP, as it pertains to his/her role within the Early Childhood program.

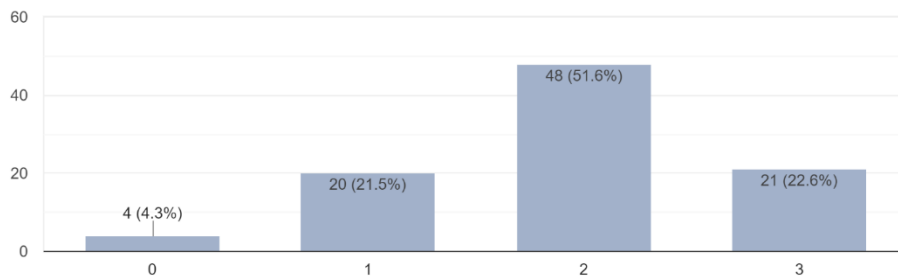
93 responses



Professional Development

Professional development is available, relevant, and valuable to my professional growth in supporting students with disabilities in the Early Childhood program.

93 responses



Professional development is needed in the following areas:

93 responses

