

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150018

Grants.gov Tracking#: GRANT11761155

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/14/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Commonwealth of Kentucky

* b. Employer/Taxpayer Identification Number (EIN/TIN):

61-0600439

* c. Organizational DUNS:

0070029590000

d. Address:

* Street1:

700 Capitol Avenue

Street2:

* City:

Frankfort

County/Parish:

* State:

KY: Kentucky

Province:

* Country:

USA: UNITED STATES

* Zip/Postal Code:

40601-3410

e. Organizational Unit:

Department Name:

Office of Early Childhood

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mrs.

* First Name:

Heather

Middle Name:

* Last Name:

Dufour

Suffix:

Title:

Director of Grant Services

Organizational Affiliation:

Berea College

* Telephone Number:

859-985-3551

Fax Number:

859-985-4915

* Email:

heather_dufour@berea.edu

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants. CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas Affected by Project.pdf [Delete Attachment](#) [View Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

Ready Kids Initiative

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="15,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Areas Affected by Project:

- Campbell County
- Harlan County
- Jefferson County
- Kenton County
- Knox County
- Perry County

Congressional Districts:

- KY-003
- KY-004
- KY-005

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Terry Tolan</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Commonwealth of Kentucky</p>	<p>DATE SUBMITTED</p> <p>10/14/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="Office of Early Childhood"/>	7. * Federal Program Name/Description: <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150018

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC, 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number, 1894-0005.

Optional - You may attach 1 file to this page.

GEPA.pdf

Delete Attachment

View Attachment

EQUITABLE ACCESS AND PARTICIPATION:

Section 427 of the General Education Provisions Act .

Section 427 of the Department of Education's General Education Provisions Act (GEPA) identifies six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Kentucky's Preschool Development Grant is designed for equal and quality participation for all program participants regardless of participant race, color, national origin, gender, age or disability. In developing this Preschool Development grant proposal, the state of Kentucky has identified no barriers to program access for participants or employees. Thus, the program will serve all students and families in the targeted area, regardless of gender, race, national origin, color, disability or age.

Kentucky has a solid record of encouraging applications from persons who are members of underrepresented groups. Special attention will be given to encourage community members who belong to groups that have traditionally been under-represented based on gender, race, national origin, color, disability or age to participate in program events and services.

One potential barrier to equitable participation is disability in the form of limited mobility or physical challenges. In regard to participants, all program services and activities will be held in places accessible to people with physical challenges. In regard to potential employees, the staff offices at the Governor's Office and our partner offices are fully accessible with an elevator and accessible restroom facilities. Program materials and publications will state that arrangements will be made to accommodate potential participants with limited mobility or physical challenges.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Commonwealth of Kentucky

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

Project Title: Ready Kids Initiative

Applicant Organization: Commonwealth of Kentucky

High-Need Communities: Jefferson County (7 high needs zip codes), Northern Kentucky (8 high needs districts), Southeastern Kentucky Promise Zone (5 high needs districts)

Subgrantees: Jefferson County Public Schools, United Way of Greater Cincinnati's Success by 6®, KCEOC and LKLP

Overview of the proposed project: Our commitment through the Ready Kids Initiative is clear: we will increase the quality of and access to High-Quality Preschool Programs in High-Need Communities.

Proposed project outcomes, goals and objectives: The RKI will increase the number of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of 2,027 new slots and the improvement of 1,686 existing preschool slots. All new preschool slots created by our Subgrantees will have all the characteristics specified in the definition of High-Quality Preschool Programs. The State and Subgrantees have identified areas of improvement needed in existing preschool slots and will work together to improve the quality of existing slots so that they meet the High-Quality definition.

Ready Kids Initiative (RKI) Goals and Objectives	
Goal #1: Increase access to High-Quality Preschool Programs Program for at-risk 4-year-olds in High-Need Communities	
Objective 1.1: Increase the availability of new High-Quality Preschool Program slots	<ul style="list-style-type: none"> ✓ # of NEW full day slots ✓ # of NEW full day slots with IECE teacher ✓ # of NEW slots that align with definition of quality ✓ # of NEW slots that conform to class size ratio ✓ # of NEW slots that have educators who access evidence-based professional development ✓ # of NEW slots that provide comprehensive services
Objective 1.2: Improve the quality of existing slots in High-Need Communities	<ul style="list-style-type: none"> ✓ # of IMPROVED full day slots ✓ # of IMPROVED full day slots with IECE teacher ✓ # of IMPROVED slots that align with definition of quality ✓ # of IMPROVED slots that conform to class-size ratio

Ready Kids Initiative (RKI) Goals and Objectives	
	<ul style="list-style-type: none"> ✓ # of IMPROVED slots that have ✓ educators who access evidence-based professional development ✓ # of IMPROVED slots that provide comprehensive services
Goal #2 Improve early childhood workforce competency in High-Need Communities	
Objective 2.1: Increase the number of IECE degrees for lead teachers.	<ul style="list-style-type: none"> ✓ # of teachers who obtain IECE degrees. ✓ #of continuing education hours that lead teachers access
Objective 2.2: Increase the number of CDA certification for teacher's aides	<ul style="list-style-type: none"> ✓ # of aides who earn CDA certification ✓ # of continuing education for certified teacher's aides
Goal #3 Increase the Kindergarten readiness of at-risk children in High-Need Communities	
Objective 3.1 Increase the number of children who screen as ready in Social Emotional and Self Help	✓ increase % of children who screen as ready for Social Emotional and Self Help
Objective 3.2 Increase the number of children who screen as ready in Cognitive and General Knowledge	✓ increase % of children who screen as ready for Cognitive and General Knowledge
Objective 3.3 Increase the number of children who screen as ready in Language and Communication Skills	✓ increase % of children who screen as ready for Language and Communication Skills
Objective 3.4 Increase the number of children who screen as ready in Health and Well-Being	✓ increase % of children who screen as ready for Health and Well-Being
Goal #4 High-Quality Preschool Programs to be delivered in collaborative community models in High-Need Communities.	
Objective 4.1: Design collaborative models for High-Quality Preschool Programs.	<ul style="list-style-type: none"> ✓ # schools districts that adopt collaborative models. ✓ # of children in mixed delivery programs ✓ # of families that can access community-based models for care.
Objective 4.2: Remove barriers to collaborative models	<ul style="list-style-type: none"> ✓ # schools districts that adopt collaborative models ✓ # of children in mixed delivery programs ✓ # of families that can access community-based models for care.
Objective 4.3: Provide technical assistance for early childhood programs for collaborative models	<ul style="list-style-type: none"> ✓ # schools districts that adopt collaborative models. ✓ # of children in mixed delivery programs

Ready Kids Initiative (RKI) Goals and Objectives	
	✓ # of families that can access community based models for care

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.



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A. Executive Summary

(1) State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans build on the State's progress to date as demonstrated in selection criterion (B)

The stereotypes of Kentucky are many: fast horses, bourbon, coal mines, and poverty. Certainly, the first thought that comes to mind for many is not high-quality learning. However, Kentucky has been a leader in reforming education, beginning with the Kentucky Education Reform Act of 1990 (KERA), which enacted learning standards; accountability for student learning; local school councils charging teachers, parents and principals with important instructional decisions; Family Resource and Youth Services Centers, schools taking responsibility for addressing social and emotional issues that interfere with student learning; and preschool for children in poverty. In 2000, Kentucky took another bold step by passing the KIDS Now legislation. This legislation dedicated 25% of Tobacco Settlement dollars to improve early intervention and home visitation programs, and created one of the nation's first tiered quality-rating systems for community based child-care. In 2009, the legislature restructured the accountability model with Unbridled Learning, focusing the system on college and career readiness. Since then, Kentucky has become first in the nation to adopt and implement the Common Core State Standards in Language Arts and Mathematics (2011), known as the Kentucky Core Academic Standards (KCAS), and the Next Generation Science Standards (2013-14). In the 2013 legislative session, Kentucky raised the drop out age from 16 to 18. These progressive measures have earned Kentucky national accolades. A paradigm shift has also been occurring within Kentucky's policies and programs for young children.

Kentucky has realized the importance of developing a shared set of expectations for young children. Drawn from current research, the Kentucky Early Childhood Standards provide the foundation for competencies critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002; Prichard, 2003). The vision for Kentucky's young children and their families is that "all young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities" (Governor's Early Childhood Task Force, 1999).

Kentucky's Early Childhood Standards were developed to cover all Five Essential Domains of School Readiness: Language and Literacy Development, Cognition and General



Knowledge (including mathematics and early science development), Approaches Toward Learning, Physical Well-Being and Motor Development (including adaptive skills), and Social-Emotional Development. From the beginning effort in 2003 and through our most recent revisions in 2013, Kentucky has recognized that the development of the Standards must take this “whole child” approach.

Kentucky has and continues to invest in early childhood programs, recognizing the value of supporting our young children and their families. Despite five-year budget cuts of nearly \$(b)(4) in the Commonwealth, including cuts for some agencies of up to 38%, **Governor Steve Beshear has worked with the Kentucky legislature to protect and increase funding for early learning.** In 2014, Governor Beshear proposed and the Kentucky legislature passed a budget with the largest increase in funding for early childhood programs since 2006, including \$(b)(4) to expand preschool to four-year-olds from (b)(4) % of the Federal Poverty Level and \$(b)(4) for 2015-16 to raise eligibility for the Child Care Assistance Programs (CCAP). While CCAP is a Federally funded program, the increase in eligibility for families from 100% to 150% percent of poverty will be underwritten from Kentucky’s General Fund.

Via executive order, Governor Steve Beshear created the Governor’s Office of Early Childhood (GOEC) to spearhead the coordination of early care and education programs and services within Kentucky. GOEC is the lead agency in the implementation of Kentucky Race to the Top Early Learning Challenge and will be the lead entity for the Ready Kids Initiative (RKI) Preschool Development Expansion program.

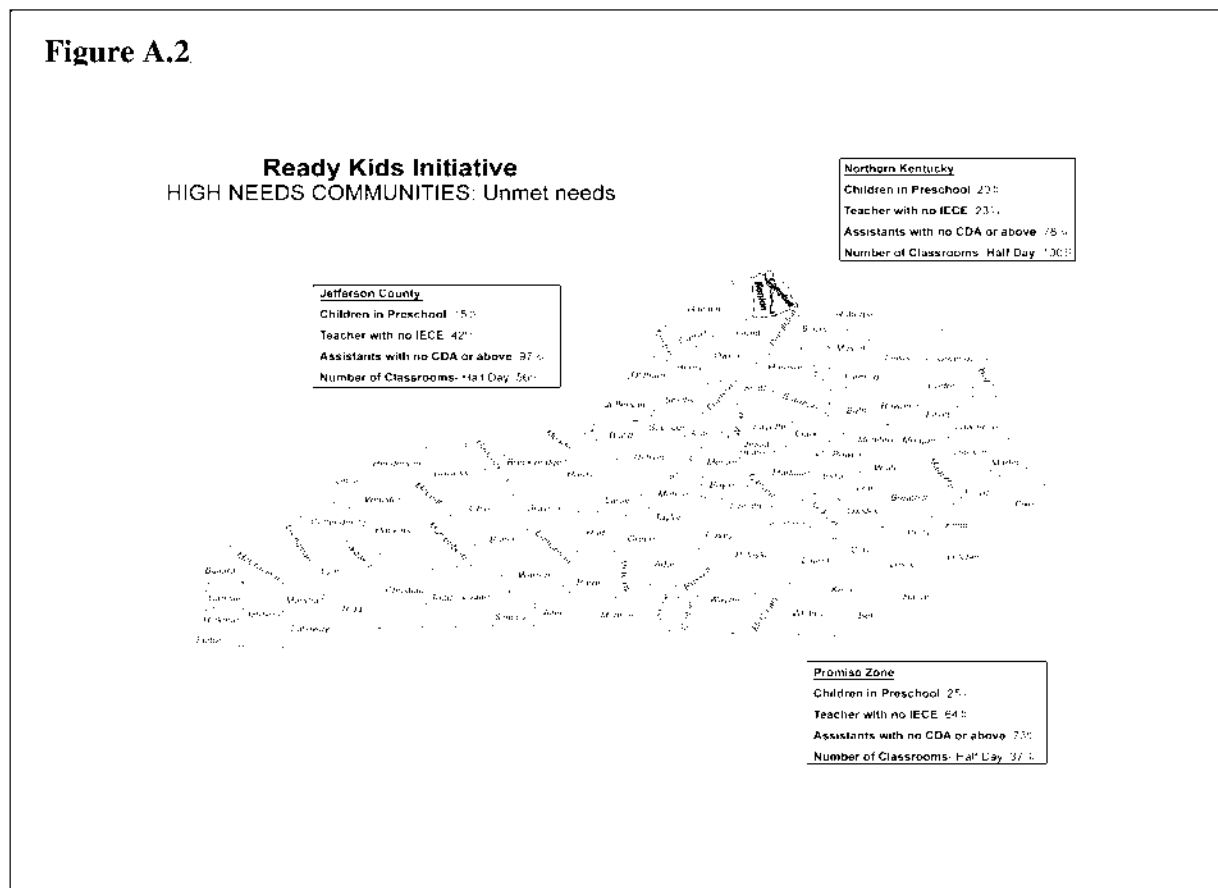
The Ready Kids Initiative (RKI) outlined in this application will serve as another building block on the foundation laid by KERA in 1990. Our goal with this project is to increase the number of High-Quality Preschool Programs, expand access to more at-risk 4-year-olds, and increase the educational attainment of lead teachers and aides for years to come.

(2) State includes an ambitious and achievable plan that clearly articulates how they will Provide Voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities

Our commitment through the Ready Kids Initiative is clear: we will increase the quality of and access to High-Quality Preschool Programs in High-Need Communities. The GOEC collaborated with a widely representative group of partners to select the High-Need Communities and the Subgrantees based on geographic diversity, local infrastructure, capacity for

collaboration and significant unmet need. Our High-Need Communities and Subgrantees are outlined in Figure A.1. Unmet needs of the communities are illustrated on the map, Figure A.2.

Figure A.1	
High Needs Community	Subgrantee/s
Jefferson County (Louisville)	Jefferson County Public Schools (JCPS) (7 high-needs zip codes)
Northern Kentucky	United Way of Greater Cincinnati's Success by 6® (8 high-needs school districts)
Southeastern Kentucky Promise Zone	KCEOC and LKLP Community Action Agencies (5 high-needs districts)



(3) State will Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots

The RKI will increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and improvement of existing, State Preschool Program slots as illustrated in in Figure A.3.



Figure A.3 -- Table A

Expansion Grants										
PART I. Absolute Priority 1		Instructions: For each year, please fill out the expected Federal Preschool Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
Allocation of Federal Preschool Development Grant Funds										
1A: State-Level Infrastructure	\$750,000	5%	\$750,000	5%	\$750,000	5%	\$750,000	5%	\$3,000,000	5%
1B: High-Quality Preschool Programs	\$14,250,000	95%	\$14,250,000	95%	\$14,250,000	95%	\$14,250,000	95%	\$57,000,000	95%
..... 1C: New Preschool Slots	\$7,379,743	49%	\$7,631,957	51%	\$7,558,222	50%	\$7,683,974	51%	\$30,253,896	50%
..... 1D: Improved Preschool Slots	\$6,870,257	46%	\$6,618,043	44%	\$6,691,778	45%	\$6,566,026	44%	\$26,746,104	45%
Total Federal Funds	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$60,000,000	100%
PART II. Competitive Priority 1		Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State funding in Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
Allocation of Matching Funds	(b)(4)									
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs	(b)(4)									



2C: New Preschool Slots		(b)(4)					
2D: Improved Preschool Slots							
Total Year 1-4 Matching Funds							
Type of State Match	<i>Increased State Funding in Fiscal Year 2014</i>	\$ from Year 1	\$ from Year 2	\$ from Year 3	\$ from Year 4	Overall Matching Funds	Match %
2E: State Matching Funds (if applicable)	(b)(4)						
2F: Total Funds for State-Level Infrastructure	(b)(4)						
2G: Total Funds for High-Quality Preschool Programs							
2H: Total Funds for New Preschool Slots							
2I: Total Funds for Improved Preschool Slots							
2J: Total Program Resources							
PART III. Selection Criterion (D)(4)		Instructions: For each year, please fill out 3A,3B,3C and 3F,3G. The other cells will self-populate with information; those should not be modified.					



	Year 1	Year 2	Year 3	Year 4	Cumulative
3A: Total Eligible Children	9,365	9,365	9,365	9,365	
3B: Eligible Children Served in New Preschool Slots	1,583	1,735	1,839	2,027	
3C: PPE/Slot	4,662	4,399	4,110	3,791	
3D: Estimated Cost (Rounded)	(b)(4)				
3E: % Eligible Children Served in New Preschool Slots	17%	19%	20%	22%	
3F: Eligible Children Served in Improved Preschool Slots	1,706	1,706	1,706	1,706	
3G: PPE/Slot	4,027	3,879	3,922	3,849	
3H: Estimated Cost (Rounded)	(b)(4)				
3I: % Eligible Children Served in Improved Preschool Slots	18%	18%	18%	18%	
3J: Total % Eligible Children Served With New and Improved Slots	35.12%	36.74%	37.85%	39.86%	
3K: Total Children Served	3289	3441	3545	3733	



(4) State includes plan for expanding access to High-Quality Preschool Programs that have all the characteristics specified in the definition of High-Quality Preschool Programs

All new preschool slots created by our Subgrantees will have each of the characteristics specified in the definition of High-Quality Preschool Programs as follows:

- a. High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials of a CDA or higher;
- b. High-quality professional learning for all staff;
- c. A child-to-instructional staff ratio of no more than 10 to 1;
- d. A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications and one assistant as outlined in paragraph (a) of this definition;
- e. A Full-Day program;
- f. Inclusion of children with disabilities to ensure access to and full participation in all learning and growth opportunities;
- g. Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to Kindergarten entry;
- h. Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- i. Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- j. Program evaluation to ensure continuous improvement;
- k. On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development;
- l. Evidence-based health and safety standards.

The State and Subgrantees have identified areas of improvement needed in existing preschool



slots and will work together to improve the quality of existing slots so that they meet the High-Quality definition.

(5) State includes an ambitious and achievable plan that sets expectations for the school readiness of children upon Kindergarten entry

The Ready Kids Initiative will demonstrate continuous and sustained improvements in child outcomes as assessed by the universal Kindergarten readiness screen given to all children beginning in 2014. The Brigance® Kindergarten Screen is aligned with Kentucky Early Childhood Standards and the Kindergarten Readiness definition. Figure A.4 specifies the measurable outcomes to be achieved by RKI. A key goal is school readiness (Goal #3), as highlighted below.

Figure A.4 – Ready Kids Initiative (RKI) Goals and Objectives	
Goal #1 Increase access to High-Quality Preschool Programs Program for at-risk 4-year-olds in High-Need Communities	
Objective 1.1: Increase the availability of new High-Quality Preschool Programs Program slots	<ul style="list-style-type: none"> ✓ # of NEW full day slots ✓ # of NEW full day slots with IECE teacher ✓ # of NEW slots that align with definition of quality. ✓ # of NEW slots that conform to class size ratio ✓ # of NEW slots that have educators who access evidence-based professional development ✓ # of NEW slots that provide comprehensive services
Objective 1.2: Improve the quality of existing slots in High-Need Communities	<ul style="list-style-type: none"> ✓ # of IMPROVED full day slots. ✓ # of IMPROVED full day slots with IECE teacher ✓ # of IMPROVED slots that align with definition of quality. ✓ # of IMPROVED slots that conform to class-size ratio ✓ # of IMPROVED slots that have educators who access evidence-based professional development ✓ # of IMPROVED slots that provide comprehensive services
Goal #2 Improve early childhood workforce competency in High-Need Communities	
Objective 2.1: Increase the number of IECE degrees for lead teachers	<ul style="list-style-type: none"> ✓ # of teachers who obtain IECE degrees. ✓ #of continuing education hours that lead teachers access
Objective 2.2: Increase the number of CDA certifications for teacher’s aides	<ul style="list-style-type: none"> ✓ # of aides who earn CDA certification ✓ # of continuing education for certified teacher’s aides
Goal #3 Increase the Kindergarten readiness of at-risk children in High-Need Communities	
Objective 3.1 Increase the number of children who screen as ready in	<ul style="list-style-type: none"> ✓ increase % of children who screen as ready for Social Emotional and Self Help.



Figure A.4 – Ready Kids Initiative (RKI) Goals and Objectives	
Social Emotional and Self Help at Kindergarten entry.	
Objective 3.2 Increase the number of children who screen as ready in Cognitive and General Knowledge at Kindergarten entry.	✓ increase % of children who screen as ready for Cognitive and General Knowledge
Objective 3.3 Increase the number of children who screen as ready in Language and Communication Skills at Kindergarten entry.	✓ increase % of children who screen as ready for Language and Communication Skills
Objective 3.4 Increase the number of children who screen as ready in Health and Well-Being at Kindergarten entry	✓ increase % of children who screen as ready for Health and Well-Being
Goal #4 High-Quality Preschool Programs to be delivered in collaborative community models in High-Need Communities	
Objective 4.1: Design collaborative models for High-Quality Preschool Programs.	<ul style="list-style-type: none"> ✓ # school districts that adopt collaborative models ✓ # of children in mixed delivery programs. ✓ # of families that can access community-based models for care
Objective 4.2: Remove barriers to collaborative models	<ul style="list-style-type: none"> ✓ # school districts that adopt collaborative models ✓ # of children in mixed delivery programs. ✓ # of families that can access community-based models for care
Objective 4.3: Provide technical assistance for early childhood programs for collaborative models	<ul style="list-style-type: none"> ✓ # school districts that adopt collaborative models ✓ # of children in mixed delivery programs. ✓ # of families that can access community based models for care

(6) State includes a plan that is supported by a broad group of stakeholders, including Early Learning Intermediary Organizations, State and local early learning councils.

Via executive order, Governor Steve Beshear created the Early Childhood Advisory Council (ECAC) to assist the GOEC in the coordination of early care and education programs and services within Kentucky. The ECAC unites stakeholders behind common strategies, standards and goals for Kentucky’s early childhood system and advocates for improved quality of early childhood services and improved school readiness. The work of ECAC builds on the mission statement established by the KIDS NOW initiative: “The future strength of the Commonwealth of Kentucky depends upon the education and healthy development of our youngest citizens.” The 26 members of ECAC are broadly representative of the early childhood profession and geographically diverse and meets the requirements described in section 624B(b)



of the Head Start Act (42U.S.C.9837(b)) and in paragraph (1) of the Program Requirements. The Early Childhood Advisory Council has seven workgroups, each chaired by an ECAC member and made up of members and non-members. **The ECAC is supportive of RKI and will assist RKI in program implementation** (Appendix, 97).

Recognizing that Preschool services are provided locally, it is important to have support for RKI at the local level. The Community Early Childhood Councils (CECCs), created in 2000 by the KIDS NOW legislation, are comprised of volunteers and professionals who are the voice of the GOEC at the local level and **we have the support of each CECC within our High-Need Communities**. Community Early Childhood Councils provide high-quality professional development opportunities to the early childhood education community. They host and organize family engagement activities, such as Kindergarten transition events, to help families better understand the importance of early childhood development. And finally, they serve as local leaders and advocates for early childhood development in their communities (Appendix, 23, 29, 57, 160).

(7a) State includes a plan that allocate funds for activities to build or enhance State Preschool Program infrastructure using no more than five percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children.

The Ready Kids Initiative (RKI), Kentucky's high quality plan to expand High-Quality Preschool Programs for Eligible Children, includes a plan for preschool infrastructure and quality improvement at the state level. After conducting a needs assessment, the lead State agency in RKI, the Governor's Office of Early Childhood (GOEC), determined the infrastructure needed to leverage existing systems, such as personnel, to support the expansion of High-Quality Preschool Program services to more high-need four-year-old children. As required, no more than 5% of the funds received over the grant period will be used for state-level infrastructure and quality improvements...

The GOEC works hand-in-hand with the Kentucky Department of Education (KDE) and Cabinet for Health and Family Services (CHFS) to align all of the State systems to ensure that more children reach Kindergarten ready to engage in and benefit from early learning experiences. A significant portion of State funds will be used to support RKI personnel who will work collaboratively to build the capacity of Preschool Programs within state- and community-

