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

Gramts.gov Tracking#: GRANT11761155

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

Closing Date: Oct 15, 2014

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
Attachment - 1 (1236-Areas Affected by Project)	e6
Attachment - 2 (1237-Congressional Districts)	e7
2. Assurances Non-Construction Programs (SF 424B)	e8
3. Disclosure Of Lobbying Activities (SF-LLL)	e10
4. ED GEPA427 Form	e11
Attachment - 1 (1235-GEPA)	e12
5. Grants.gov Lobbying Form	e13
6. ED Abstract Narrative Form	e14
Attachment - 1 (1234-Abstract)	e15
7. Project Narrative Form	e18
Attachment - 1 (1244-Ready Kids Initiative Kentucky)	e19
8. Other Narrative Form	e119
Attachment - 1 (1239-Accountability Form)	e120
Attachment - 2 (1240-Assurances and Certifications Form)	e121
Attachment - 3 (1241-Indirect Cost Information Form)	e122
Attachment - 4 (1242-Appendix)	e123
Attachment - 5 (1243-Spreadsheets)	e749
9. Budget Narrative Form	e750
Attachment - 1 (1238-Budget Narrative)	e751
10. Form ED_524_Budget_1_2-V1.2.pdf	e765
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e767

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:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
10/14/2014	

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):	* c. Organizational DUNS:
61-0600439	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:	Division Name:
Office of Early Childhood	

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:

84.419

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 84.419B

13. Competition Identification Number:

84 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: KY-006 *b. Program/Project: KY-005

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

Congressional Districts.pdf | Delete Attachment | View Attachment

17. Proposed Project:

*a. Start Date: 01/01/2015 *b. End Date: 12/31/2018

18. Estimated Funding ($):

*a. Federal	15,000,000.00
*b. Applicant	0.00
*c. State	(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 10/15/2014.

☐ 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:	Terry
Middle Name:	
* Last Name:	Tolan
Suffix:	
*Title:	Executive Director
*Telephone Number:	5027820198
Fax Number:	5025642410
*Email:	terry.tolan@ky.gov
* Signature of Authorized Representative:	Terry Tolan
* Date Signed:	10/14/2014

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.

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

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

Tracking Number:GRANT11761155 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-14T21:37:15-04:00

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

*Name: Commonwealth of Kentucky

*Street 1: 500 Capitol Avenue Street 2:

*City: Frankfort State: KY: Kentucky Zip: 40601

Congressional District, if known: KY-006

6. * Federal Department/Agency:

Office of Early Childhood

7. * Federal Program Name/Description:

Preschool Development Grants

CFDA Number, *if applicable:* 84.419

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: *First Name: NA Middle Name:

*Last Name: NA Suffix:

*Street 1: NA Street 2:

*City: NA State: Zip:

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

Prefix: *First Name: NA Middle Name:

*Last Name: NA Suffix:

*Street 1: NA Street 2:

*City: NA 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:** Terry Tolan

***Name:** Prefix: * First Name: Terry Middle Name:

* Last Name: Tolan Suffix:

Title: Executive Director **Telephone No.:** [illegible] **Date:** 10/14/2014

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11761155 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-14T21:37:15-04:00

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: Terry Middle Name:
*. Last Name: Tolan	Suffix:
* Title: Executive Director	
*. SIGNATURE: Terry To an	* DATE: 10/14/2014

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.pdf | Delete Attachment | View 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	✓ # 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	✓ # 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	
	✓ # 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	✓ # 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	✓ # 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	✓ # 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	✓ # 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	✓ # 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

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Ready Kids Initiative Kentucky.pdf

Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Tracking Number:GRANT11761155 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-14T21:37:15-04:00

Table of Contents

A. Executive Summary **1**
1. The State's progress to date **1**
2. Provide High-Quality Preschool Programs in two or more High-Need Communities **2**
3. Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs **3**
Evidence: Table—Number of Students to be Served Each Year **4**
4. Characteristics of High-Quality Preschool Programs. Evidence: Document—Structural elements in definition of High-Quality Preschool Program **7**
5. Set of Expectations for school readiness. **8**
Evidence: Set of expectations for school readiness **8**
6. Supported by a broad group of stakeholders. Evidence: Stakeholders Letters of Support, including Early Learning Intermediary Organizations and State and Local early learning councils **9**
7. Allocate funds between—
(a) Activities to build or enhance infrastructure using no more than 5% of funds; and **10**
(b) Subgrants using at least 95% of funds. **11**
Evidence: Table Number of Students to be Served Each Year **12**

B. Commitment to State Preschool Programs **14**
1. Early Learning and Development Standards. **14**
2. State's financial investment. **17**
3. Enacted and pending legislation, policies, and/or practices **18**
4. Quality of existing State Preschool Programs **23**
5. Coordination of preschool programs and services **27**
6. Role in promoting coordination of preschool programs with other sectors **28**

C. Ensuring Quality in Preschool Programs **29**
1. Use no more than 5% of funds for infrastructure and quality improvements **29**
2. Implement a system for monitoring **34**
Evidence 2a: Evidence of monitoring protocol to drive continuous program improvement **34**
Evidence 2b: Statewide Longitudinal Data System that tracks student progress from Pre-K through Third Grade **36**
Evidence 2c: Evidence of State targets with measurable outcomes, including school readiness achievement by program **37**
3. Measure the outcomes of participating children **39**

D. Expanding High-Quality Preschool Programs in Each High-Need Community **42**
Evidence: Letter of support/preliminary binding agreement (preliminary MOU) from each Subgrantee attesting to participation .....
1. How the State has selected each Subgrantee and each High-Need Community **42**
2. How each High-Need Community is currently underserved **45**
3. How the State will conduct outreach to potential Subgrantees **47**

4. How the State will subgrant at least 95% of its Federal grant award to its Subgrantee or Subgrantees to implement and sustain, voluntary, High-Quality Preschool Programs in two or more High-Need Communities, and **47**
a) Set ambitious and achievable targets; and **49**
b) Incorporate in their plan— **49**
(i) Expansion of the number of new High-Quality State Preschool Program slots; and **49**
(ii) Improvement of existing State Preschool program slots **49**
Evidence: Table D4 and Table A **Appendix-564, 4**
5. How the State, in coordination with the Subgrantees, plans to sustain High-Quality Preschool Programs after the grant period **51**

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships **53**
1. Roles and responsibilities of the State and Subgrantee in implementing the project plan **53**
2. How High-Quality Preschool Programs will be implemented. **58**
3. How the Subgrantee will minimize local administrative costs. **66**
4. How the State and Subgrantee will monitor Early Learning Providers. **66**
5. How the State and the Subgrantee will coordinate plans. **67**
6. How the State and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children **71**
7. How the Subgrantees will integrate High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings **72**
8. How the Subgrantees will deliver High-Quality Preschool Programs to Eligible Children who may be in need of additional supports **72**
9. How the State will ensure outreach to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families **73**
10. How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers **74**
a) How the State will ensure that each Subgrantee Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten **74**
State will ensure that each Subgrantee coordinates and collaborates with LEAs or other Early Learning Providers **75**

F. Alignment within a Birth Through Third Grade Continuum **78**
1. Birth through age-five programs **78**
a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and **78**
b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five **80**

2. Kindergarten through third grade....82
a) Ensuring that Eligible Children are well-prepared for kindergarten....82
b) Sustaining the educational and developmental gains of Eligible Children....84

G. Budget and Sustainability....86
1. Use the funds from this grant and any matching contributions to serve the number of Eligible Children described in its ambitious and achievable plan each year....86
2. Coordinate the uses of existing funds from Federal sources that support early learning and development....87
3. Sustain the High-Quality Preschool Programs provided by this grant after the grant period ends....88

Competitive Priority 1: Contributing Matching Funds....88
Competitive Priority 2: Supporting a Continuum of Early Learning and Development....91
Competitive Priority 3: Creating New High-Quality State Preschool Program Slots....92
Works Cited....94

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.

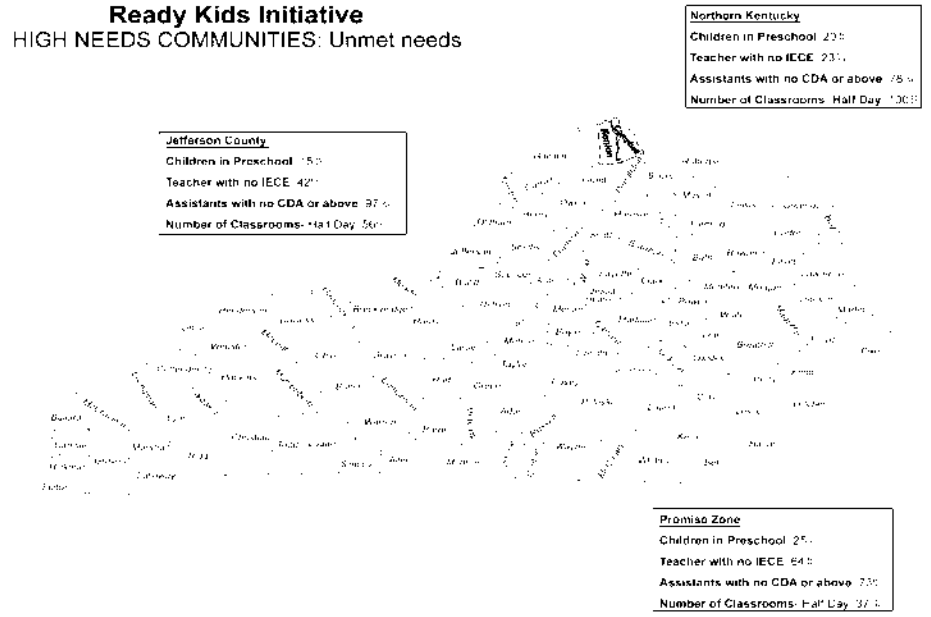
(2) State includes an ambitious and achievable plan that clearly articulates how they will Provide Voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities

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)

Figure A.2



(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 $	%
Allocation of Federal Preschool Development Grant Funds	$	% Funds	$	% Funds	$	% Funds	$	% 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 $	%
Allocation of Matching Funds	(b)(4)					
2A: State-Level Infrastructure						
2B: High-Quality Preschool Programs						

2C: New Preschool Slots	(b)(4)
2D: Improved Preschool Slots	
Total Year 1-4 Matching Funds	

Type of State Match	*Increased* State Funding in Fiscal Year 2014	$ 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	✓ # 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	✓ # 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	✓ # 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	✓ # 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	✓ 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	✓ # 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	✓ # 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	✓ # 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-

level agencies. By housing the RKI staff in the GOEC, the State has a unique opportunity to align multiple systems across cabinets and statewide interest groups to make certain that all efforts conform to achieve the goals of expanding High-Quality Preschool Programs to more Eligible Children.

Key to the RKI is a focus on improving quality. Kentucky, through Race to the Top – Early Learning Challenge (RTT-ELC) funds, is in the process of implementing an enhanced inclusive quality rating system for licensed programs, Head Start, and Public Preschool to evaluate program quality and encourage continuous improvement. Kentucky also fully recognizes the need to provide direct local support to the RKI High-Need Communities. The RKI plan includes three RKI Quality Coaches who will provide direct technical assistance to participating communities. The RKI Professional Learning Coordinator will act as the primary liaison with the State's professional learning systems to promote building a strong early childhood workforce in the targeted High-Need Communities. Additionally, an RKI Grant Manager, a Program Analyst and an Administrative Assistant will ensure that the program is effectively and efficiently administered.

In addition to the personnel needed to scale up services and build capacity in the region, Kentucky will use funds to craft an internal framework that will ensure the success of RKI. The State will use a portion of the 5% of funds to expand the functionality of an existing longitudinal program, Kentucky's Longitudinal Data System (KLDS), to collect and aggregate data related to the State's comprehensive early learning system. Kentucky has created early learning assessment systems and programs to address the needs of Preschool Programs. The State will use a portion of funds to upgrade the capacity of current systems that will enable cross cabinet information sharing for improved monitoring and collaboration between State offices and partners.

(7bi) State includes a plan that Provides Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in High-Need Communities, including the Provision of High-Quality Preschool Programs to Eligible Children no later than the end of year one of the grant period

Each Subgrantee has set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period as illustrated in Figure A.5. Each Subgrantee will begin providing High-Quality Preschool Programs to Eligible Children during Year One.

Figure A.5 – Eligible Students to be Served									
		# Additional Students Served Over Baseline				% Additional Students Served Over Baseline			
	Baseline: Current Students Served	Year One	Year Two	Year Three	Year Four	Year One	Year Two	Year Three	Year Four
Jefferson County	4758	1549	1701	1805	1993	33%	36%	38%	42%
Northern KY	1718	1040	1040	1040	1040	61%	61%	61%	61%
Promise Zone	2889	700	700	700	700	24%	24%	24%	24%
Total	9365	3289	3441	3545	3733	35%	37%	38%	40%

(7bii) State includes an ambitious and achievable plan to Subgrant at least 95 percent of its Federal grant funds to its Subgrantees over the grant period

The State intends to subgrant 95% of its Federal grant award to our four designated Subgrantees. The Subgrantees have submitted a plan for implementing and sustaining voluntary, High-Quality Preschool Program in the three High-Need Communities. Within the first quarter of implementation, each Subgrantee, in collaboration with the State, will execute a detailed Memorandum of Understanding and Scope of Work.

(7biii) State includes an ambitious and achievable plan to support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.

Each Subgrantee has a strong history of implementing culturally and linguistically responsive outreach with their High-Need Communities. During the selection process, Subgrantee outreach and communications efforts related to enrollment and service of hard-to-reach families were reviewed. Current best practice for school districts and Head Start programs affirms that children in special populations (homelessness, foster care, English language learners, etc.) are given high-priority. Each Subgrantee has goals connected to reaching all children that

include: meeting families where they are, getting to know them and where they come from, and building on strengths. Specific examples are as follows:

- JCPS has the assistance of the English Language Learners Division of the school system.
- JCPS offers opportunities for professional development on being culturally responsive.
- Within JCPS, phone service offers services in many languages.
- KCEOC and LKLP hire interpreters when necessary.
- LKLP Head Start has implemented a Dual Language Learner Plan and works to be both culturally and linguistically responsive. They also offer several opportunities for professional development on being culturally responsive.
- Strategies implemented by Success By 6® include United Way Born Learning Academy®, Me and My School, a regional child-find effort, and a new early childhood "Champion" project.

As RKI is implemented, GOEC will monitor Subgrantees to ensure that programs, outreach and communication continue to be culturally and linguistically responsive.

GOEC will work with Subgrantees and their partners and provide support and best practices in engaging isolated or hard-to-reach families in culturally appropriate ways. The Strengthening Families Framework will be implemented within the three High-Need Communities. Strengthening Families is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building six protective factors:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children
- Nurturing and attachment

The RKI Quality Coaches will assist Subgrantees and early learning providers in imbedding the Framework.

B. Commitment to State Preschool Programs

(1) State Early Learning and Development Standards

Kentucky, like many other states, has realized the importance of developing a shared set of expectations for young children. Drawn from current research, Kentucky's Early Learning and Development Standards – called the **Kentucky Early Childhood Standards (Appendix, 168)** – provide the foundation for competencies critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002: Prichard, 2000). 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).

To be clear, the Kentucky Early Childhood Standards (KYECS) are already in place and utilized throughout the Commonwealth. They are included in the Preschool regulations 704 KAR 5:070 Section 6 (Appendix, 349). The KYECS were developed by an interdisciplinary team of early childhood experts and are presented in two sections: standards for children from birth to three and standards for three- and four-year-olds. The Standards document consist of standards, benchmarks, developmental continuum, and example behaviors, as described here:

- **Standard**: A general statement that represents the information, skills, or both that a child should know or be able to do.
- **Benchmark**: A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level; much more specific than a standard. Benchmarks are not listed in any specific order, either in importance or in development.
- **Developmental Continuum**: A predictable, but not rigid, sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children. The continuum is based on current research.
- **Example Behaviors**: Observable "samples" of what children might do as they demonstrate accomplishments at each level of the developmental continuum, but not a definitive list of how a child might demonstrate a specific accomplishment nor is it an exhaustive inventory.

The KYECS also have been reviewed by a panel of Kentucky early childhood experts and by a representative from the National Association for the Education of Young Children (NAEYC) to ensure they are developmentally, culturally and linguistically appropriate across all

age groups. Indeed, our 2003 work team developed guiding principles for their work to ensure the standards would reflect developmental, cultural and linguistic appropriateness for all children including children with high needs, children with disabilities, children with developmental delays, and English language learners (ELL). In particular, the following two principles apply to these special populations:

- **The individual developmental needs of children must be addressed.** The design of the KYECS recognizes that children develop at different rates and may not reach developmental milestones in the same amount of time. This applies to children with disabilities or children with developmental delays as well as children who are developing more typically. To provide this latitude, the KYECS continuum does not include specific age ranges. Rather, the design allows for flexibility in planning for children with a variety of individual learning needs. The alignment and purposeful overlap of the standards for Birth to 3 and the standards for 3- and 4-year-olds also allows for flexible curriculum planning both across and within each age group.
- **Understanding the ecological nature of early childhood and addressing the cultural needs of children and families is integral to quality in early childhood programs.** The KYECS were designed to recognize that the various contexts of a child's world – family, care and educational settings, community, and society – all have an impact on a child's development (Bronfenbrenner, 1993; NAEYC, 1997). In addition, despite the relatively predictable sequences of growth in children during the early childhood years (Piaget, 1952; Erikson, 1963; NAEYC, 1997), a child's culture impacts and shapes his/her individual development. This certainly includes children who are from culturally diverse backgrounds as well as ELLs.

The KYECS were developed to cover all the 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 KYECS must take this "whole child" approach. Two guiding principles speak directly to this point:

- **Social-emotional experiences and relationships are the foundation for child development**. The KYECS were designed to recognize emphasized early social and emotional competence as the foundation for all later development (Chazan-Cohen, Jerald, & Stark, 2001, p. 4) and as a predictor of later success (Kontos & Wilcox-Herzog, 1997; NAEYC & NAECS/SDE, 2002, p. 8; Peisner-Feinberg, et.al., 2001). Further, a secure care-giving environment, supportive and nurturing interactions, and positive relationships between a young child and caregiver help the central nervous system develop appropriately (Brazelton & Greenspan, 2001, p. 1) and play a crucial role in promoting healthy social-emotional growth (Chazan-Cohen, Jerald, & Stark, 2001, p. 7; Cohen & Kaufmann, 2000; Greenspan, 1992).
- **The interaction and influence among developmental domains must be considered in addressing program and child needs and outcomes**. The KYECS were designed to recognize that young children's development is strongly interconnected, as outcomes in one area rely on development in other areas (Kendall, 2003). Development in one domain (motor, social-emotional, cognitive, communication) can limit or facilitate development in another.

These guiding principles demonstrate the importance Kentucky applied to ensure all of the Essential Domains of School Readiness were included in the KYECS. In fact, at one point the Standards were revised by a team of multiple stakeholders to include a specific section on Approaches Toward Learning. This revision was a reflection of research indicating that Approaches Toward Learning is one of the most important domains of school readiness (Kagan, Moore & Bredekamp, 1995). The group identified examples of approaches to learning across the developmental domains, including: Initiative and Curiosity, Persistence and Attentiveness, and Cooperation. In response to the introduction of the Common Core, Kentucky further revised KYECS to align the KYECS to the Kentucky Core Academic Standards (KCAS) and were later revised to specifically call out the Approaches Toward Learning example behaviors for Early Childhood Educators as discussed in subsequent sections.

The KYECS align with Kentucky's School Readiness Definition, the Head Start Child Development and Early Learning Framework and the Kentucky Core Academic Standards (refer to the graphic in Section F). Not only are the KYECS aligned with School Readiness, they are also aligned with the Commonwealth's focus on College and Career Readiness.

(2) The State's financial investment and the estimated number and percentage of children, including the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years

Despite five-year budget cuts of nearly $(b)(4) in the Commonwealth, including cuts for some agencies of up to (b)(4)%, Governor Steve Beshear has worked with the Kentucky legislature to **protect and increase funding for early learning.** Early learning is a priority statewide and through the combined efforts of the Governor, Kentucky Legislators, and Preschool advocates, the State of Kentucky raised eligibility for both Pre-K and Child Care Assistance Programs (CCAP) in 2014.

As demonstrated in **Figure B.1,** Kentucky funding for State Preschool Programs has remained steady over the past five years. Kentucky's continuing commitment to the needs of our youngest citizens is clear. While some states have developed stricter eligibility criteria to limit services to only the most vulnerable, we continue to invest and expand services (i.e., leveraging resources, changing eligibility requirements, securing Federal grants) to include more young children and parents.

Figure B. 1 -- Table B

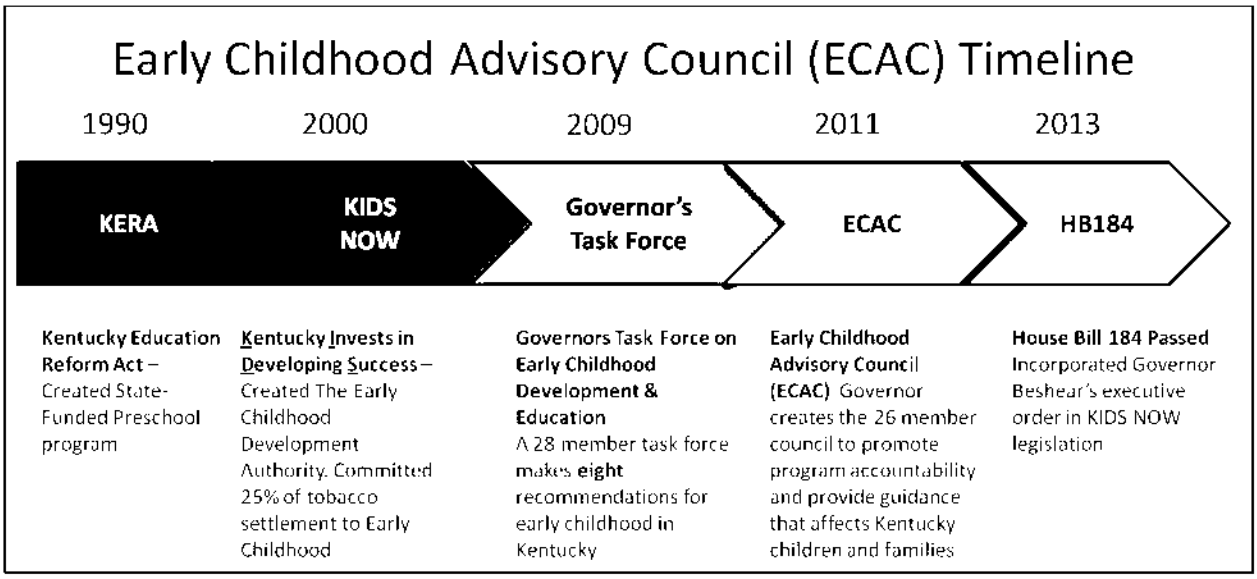
State Fiscal Year	1:State Funding	2: Local Funding	3: Philanthropic /Private Funding (if applicable)	4: Number of Four-Year Old Children	5: Number of Four-Year Olds at or below 200% FPL	6: Four-Year Olds Served in the State Preschool Program		7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
						#	%	#	%
2014	(b)(4)								
2013									
2012									
2011									

*Note: Data not collected in 2011 for 4yo children served that did not match eligibility criteria

(3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children

Kentucky has a long and dedicated history of helping its youngest citizens. From 1990 with the Kentucky Education Reform Act which established funding for Kentucky's preschool program. To 2000 KIDS Now legislation that enacted a number of programs focused on child health, the Commonwealth's leadership has, time and time again, provided funded supports to High Needs children. In 2009, the legislature restructured the accountability model with Unbridled Learning, focusing the system on college and career readiness. Since then, Kentucky became 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). These progressive measures have earned Kentucky national accolades. As Figure B.2 demonstrates, a paradigm shift has also been occurring within Kentu **Figure B.2 and programs for young children**.



Kentucky's reform movements exist because of strong leadership, including, in recent years, Governor Steve Beshear and the Kentucky legislature. Early childhood wins follow.

- In 1990, KERA included a state-funded preschool program, initially serving four-year-old children of families at or below 130% of the Federal poverty rate, and three- and four-year-old children with special needs.
- Shortly after the passage of KERA, the legislature enhanced KRS 157.3175, requiring school districts to work with existing preschool programs to avoid duplication of programs and services, avoid supplanting Federal funds, and sign a Full Utilization agreement with Head Start to serve as many four-year-old children as possible. The goal of the Full Utilization agreements is to avoid duplication of services and promote coordination between early childhood programs (Appendix, 353).
- In 1999, Governor Paul Patton created the first Governor's Early Childhood Task Force, recognizing that quality early childhood experiences are related to the future economic development of Kentucky. The task force was charged with creating a long-term strategy to enhance children's opportunities to succeed. The Governor specifically requested a 20-year plan, recognizing that supporting quality early childhood experiences and families would require a significant financial investment over an extended period of time (Appendix 356).

- In 2000, House Bill 706 or KIDS NOW (Kentucky Invests in Developing Success Now), passed unanimously by the Kentucky General Assembly (Appendix, 400). It encompassed the 20-year comprehensive report of the Governor's Early Childhood Task Force, which we call our 20 Year Plan, and organized the KIDS NOW program initiatives into four categories: Assuring Maternal & Child Health; Supporting Families; Enhancing Early Care and Education; and Establishing the Support Structure, all based on the whole-child approach. KIDS NOW established ongoing funding for its programs and policy changes through a dedicated 25% of Kentucky's Phase I Tobacco Settlement monies. KIDS NOW created the Early Childhood Development Authority (ECDA), the Community Early Childhood Councils (CECCs), the first TQRIS system and a scholarship program for early care and education professionals. It expanded newborn metabolic screening, supported statewide implementation of home visiting, and more, signifying the most comprehensive early childhood legislation passed by any state at that time...
- In 2003, the KYECS for Birth through age 4 were adopted, providing the foundation for competencies critical to ensuring later academic success (MA Dept of Ed, 2001; MO Dept. of Ed., 2002; Prichard, 2000). Developed by an interdisciplinary team of early childhood experts, the Standards are fully in place and utilized throughout the Commonwealth. The KYECS have been revised twice (2009 and 2012) to include up-to-date information for families and professionals to understand what children are able to know and do through four years of age and to align with the new Kentucky Core Academic Standards. They provided the foundation for subsequent documents in the Building a Strong Foundation for School Success Series that is comprised of parent-friendly documents (Parent Guides) and professional guidance documents (Continuous Assessment Guide and the Quality Self-Study) (Appendix, 168).
- In 2009, Governor Beshear established the Governor's Task Force on Early Childhood Development and Education (ECDE). He directed the 28-member task force of stakeholders, including public and private child care providers, school system personnel, college professors, business leaders and state agencies that administer programs for young children, to promote greater collaboration among providers of services to young children relying on accepted early learning standards and assessment, to bring a renewed emphasis to quality at all levels, and to determine a common understanding and definition of "school readiness."

Additionally, the Task Force was asked to review the current service delivery system to ensure a more effective use of the public's resources and a successful transition to Kindergarten. The task force made eight recommendations that would serve as an early childhood framework for Kentucky's state agencies and community partners. The eight recommendations provided a unified vision for early childhood education and development in the Commonwealth and a plan of action to establish and strengthen collaboration and coordination across the system.

- In 2011, based on the eight recommendations from the Task Force, Governor Beshear signed an Executive Order replacing the ECDA with the Early Childhood Advisory Council (ECAC) and establishing the Governor's Office of Early Childhood. Together, these entities lead the coordination of early childhood programs, recommend how the Tobacco Settlement Dollars are invested, and continue to promote the Governor's agenda of ensuring every child enters Kindergarten ready to learn (Appendix, 441).
- 2011 also saw the creation of the Kindergarten Readiness Definition. The definition, based on the Five Essential Domains, is indicative of our whole child approach to Kindergarten readiness. Once a statewide definition had been established, the groundwork was laid to implement a statewide Kindergarten readiness screen, create a county specific early childhood profile, and develop family friendly messaging about early childhood development.
- In 2012, the Kentucky Board of Education approved a recommendation from the ECAC Assessment Workgroup chaired by the Associate Commissioner of Education, that the Brigance® Kindergarten Screen (BKS) be used in every school district no later than 2013 to screen all children entering Kindergarten. The BKS was to be administered in the same time frame and using the same methodology in all districts. It was administered statewide for the second time this fall.
- In 2013, House Bill 184 was passed, again strengthening our commitment to early childhood education through legislation establishing the Governor's Office of Early Childhood (GOEC) and the Early Childhood Advisory Council (Appendix, 447). It also increased local collaboration by requiring Community Early Childhood Councils (CECC) members to be inclusive of community-based child care, Head Start, and school districts in all communities.

- In 2013, Kentucky was awarded $44.3 million through the Race to The Top—Early Learning Challenge (Appendix, 448). The intent of the initiative, called Kentucky All-STARS, is to revise the tiered quality rating system established with KIDS NOW, increase parent knowledge of protective factors including child development and create a more responsive professional development system to support the TQRIS priorities. The hallmark of this work will be the inclusion of all early childhood programs, both public and private, in TQRIS.
- In 2014, Governor Beshear announced a new health initiative called kyhealthnow, an ambitious plan to increase health outcomes for the Commonwealth by 2019 (Appendix, 451). Recognizing that good healthy habits begin early, two of these objectives, obesity and oral health, are directly linked to early learning programs across the state. To reach the goal of decreasing obesity rates by 10%, the initiative will challenge school districts to increase physical activity programs, partner with early care providers to increase opportunities for obesity prevention, and to increase the measurement of BMI for students. Also, the program calls for a 25% decrease in the number of children with untreated dental decay. To do this, we will increase the number of pediatric dental visits by 25% and create public-private partnerships to increase the proportion of students receiving twice-yearly varnish application.

Kentucky's history of innovative early childhood education and development initiatives—from KERA in 1990 to the KIDS NOW initiative and legislation in 2000, to the Beshear administration's efforts to enhance K-CHIP outreach and eliminate premiums, to early childhood oral health —continues to show Kentucky's 24 years of commitment to supporting families and ensuring that children come to school ready and eager to learn. This promise to our youngest citizens has also produced several notable results since its inception. University of Kentucky researchers launched a longitudinal study in 1991 which followed the progress of 3,528 students who attended the state-funded preschool program. In 1999, their summative evaluation concluded that the program "has a positive effect on children's development during preschool, their readiness for Kindergarten, and their social and academic progress through the fifth grade." Specifically, researchers noted that children coming from a KERA preschool program made significant progress across all areas (e.g., social/emotional, motor skills, cognitive), were rated by teachers as being as ready for Kindergarten as their more affluent peers, and continued to do as well in both social and academic skills as their peers through the fifth grade. In addition, Kentucky's fourth-grade students have made impressive gains on National Assessment of

Educational Progress measures in reading, mathematics and science.

Most recently, in 2014, Governor Beshear and the Kentucky legislature passed a budget with the largest increase in funding for early childhood programs since 2006, including $(b)(4) (b)(4) to expand preschool to four-year-olds from 150 to 160% of the Federal Poverty Level and $(b)(4) for 2015-2016 to replace lost Child Care Assistance Programs funds and increase eligibility for families from 100% to 150% of poverty.

Kentucky has and continues to invest in early childhood programs, recognizing the value of supporting our young children and their families. The Ready Kids Initiative 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.

(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS

Kentucky Preschool Programs exhibit the elements of quality as defined in the Preschool Development – Expansion Request for Proposal (Appendix, 4). Figure B.3 illustrates Kentucky's alignment with the definition and highlights the areas of quality on which the Ready Kids Initiative will focus.

Figure B.3

Element of Quality	Quality in Kentucky	Improvement of Quality in High Need Communities via Ready Kids Initiative
(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	All KY early childhood teachers are required to have an IECE certification. However, when this regulation was passed, many teachers were grandfathered into the old regulation meaning they did not have to have their IECE credential.	RKI will work with teachers who do not have their IECE, evaluate their current coursework, and help them create a plan to achieve the credential that includes removing barriers and leveraging scholarships and state professional development assets.

Figure B.3		
Element of Quality	**Quality in Kentucky**	**Improvement of Quality in High Need Communities via Ready Kids Initiative**
teaching assistants with appropriate credentials;		
(b) High-quality professional development for all staff;	Annually, KY Pre-K teachers are required to have 24 hours of PD and aides are required to have 18 hours of PD. Professional development hours are approved by KDE and district to ensure quality.	We will evaluate PD opportunities within the High-Need Communities and determine alignment with CDA and IECE program standards and with community needs. Public and private training will be leveraged to deliver high-quality professional development around the topics identified as priorities within each community.
(c) A child-to-instructional staff ratio of no more than 10 to 1;	Required by Kentucky Regulations 704 KAR3:410 Section 6 (4)	
(d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition and one instructional assistant;	Required by Kentucky Regulations – 704 KAR 3:410 Section 6 (4)	
(e) A Full-Day program;	In Kentucky, 41% of preschool classrooms are full day. Within our High-Need Communities - NKY 0% full day, Jefferson - 44% full day; PZ - 63% full day.	RKI partners are committed to increasing the number of full day (6 hour) classrooms within their community.
(f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;	Required by Kentucky Regulations – 704 KAR 1:300	
(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 Culturally and Linguistically Sensitive, Curriculum utilized must align with the Standards, Continuous Assessment Guide requires selection of screening and assessment tools aligned with the Standards.	

Figure B.3		
Element of Quality	**Quality in Kentucky**	**Improvement of Quality in High Need Communities via Ready Kids Initiative**
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;	707 KAR 1:300 Response To Intervention; Continuous Assessment Guide	
(i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;	Currently if a teacher is a certified teacher in the public preschool, that teacher is required to have the same single salary schedule as the public school teachers.	RKI will work to bring classified staff to certified staff which will create higher staff salaries.
(j) Program evaluation to ensure continuous improvement;	P2R (Preschool Program Review), Classrooms of Excellence	Inclusion in TQRIS through RTT-ELC pilot
(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;	FRYSC, school-based centers to help at-risk students by minimizing or eliminating non-cognitive barriers; coordinate childcare; after-school child daycare; families-in-training; family literacy services; and health services and referrals.	
(l) Evidence-based health and safety standards.	ECERS-R compliance; 704 KAR 3:440 Section 8	

The Kentucky Department of Education (KDE) strives to support Kentucky's State-Funded Preschool Program in providing the highest quality learning environments and experiences for Kentucky's young children. The Preschool Program Review (P2R) fulfills KDE's regulatory obligation, "A local school district preschool program shall be subject to evaluation by the Department of Education to determine the effectiveness of the statewide preschool program" [704 KAR 3:410 Section 9 Program Evaluation (3)] and provides districts with information and feedback that will support the continuous improvement of Kentucky's Preschool Program services (Appendix, 456).

Every five years, KDE, through the P2R, monitors preschool programs for a number of quality measures to ensure that the program is adhering to State preschool regulations. The P2R process is comprised of four essential components:

1. completion of the Web-based Preschool Program Review Document;
2. classroom evaluations utilizing the Early Childhood Environmental Rating Scale–Revised (ECERS-R) in all classrooms (conducted by a district inter-rater reliable "observer") in addition to independent ECERS-R evaluations conducted by Regional Training Centers (RTCs) in a minimum of 30% of classrooms, including at least one classroom at all sites within the district, including Head Start and contracted child care sites where State-funded children are housed;
3. documentation verification by a KDE team, led by a KDE consultant, via desk review and/or on-site visit;
4. report prepared by KDE and provided to school district; Action Plan developed if needed, which may involve technical assistance through the Regional Training Centers (RTCs) or KDE.

As part of the commitment to quality, KDE has identified the nationally utilized Early Childhood Environmental Rating Scale – Revised (ECERS-R) as one measure of quality for the Kentucky State-Funded Preschool Program. Kentucky's goal for its State-Funded Preschool Program is that every classroom scores an average of a 5 on the ECERS-R.

While, the ECERS-R goals represent our statewide goal for higher quality, our Preschool Program Review (P2R) ensures regulatory compliance and monitoring. Since our statewide goal is that every classroom scores and average of a 5 on ECERS-R, the scale is incorporated in our P2R process. The P2R, and by extension the ECERS-R scores, drive recommendations for technical assistance, professional development and support continuous quality improvement from classroom to district to state levels.

To reduce administrative cost and burden, P2R monitoring has also been directly linked to Kentucky's All STARS quality rating system. The system is aligned with the new TQRIS that Kentucky is developing in accordance with the Race to the Top—Early Childhood Challenge Grant, and District preschool programs will receive a rating or Stars, based on their current P2R report. The Kentucky Department of Education, through its five Regional Training Centers (RTC), will provide coaching, consultation, training and technical assistance based on P2R

results to transition to the new TQRIS. The RTCs are an important facet of early childhood learning and work to emphasize the importance of early childhood as the foundation for the future success throughout the school years. These supports will ensure State-Funded Preschool Programs will show continuous improvement in teaching and learning environments that will lead to high quality experiences for all students.

(5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children

Via executive order, Governor Steve Beshear created the Early Childhood Advisory Council (ECAC) and the Governor's Office of Early Childhood (GOEC). Together, these entities spearhead 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. "By establishing the Early Childhood Advisory Council, Kentucky now has an opportunity to move closer to a seamless delivery system of early childhood services," said Governor Beshear. The work of ECAC builds on the mission statement established by the KIDS NOW initiative which states that: **The future strength of the Commonwealth of Kentucky depends upon the education and healthy development of our youngest citizens.** Therefore, the ECAC's work builds upon existing resources, fosters public-private partnerships, insures collaborative planning and implementation, and mobilizes communities to: support and strengthen families, assure that all children grow and develop to their full potential, provide high quality, accessible, affordable early care and education options, and promote public awareness of the importance of the early years in the well-being of all Kentucky's citizens (KIDS NOW 20 Year Comprehensive Early Childhood Plan, 1999).

The 26 members of ECAC are broadly representative of the early childhood profession and geographically diverse, and meet the requirements described in section 624B9b) of the Head Start Act (42U.S.C.9837(b) and in paragraph (1) of the Program Requirements (Appendix, 429). The Early Childhood Advisory Council has seven workgroups, each chaired by an ECAC member and made up of members and non-members (Appendix, 519).

The GOEC began operation in 2011, utilizing executive staff to facilitate systemic changes across early childhood systems. GOEC is the lead agency in the implementation of Kentucky Race to the Top—Early Learning Challenge and will be the lead entity with this Preschool Development—Expansion program.

In Kentucky there is a strong history of collaboration to ensure resources are utilized efficiently and to best serve our children. Kentucky is one of the only states that has passed legislation that require resources to be leveraged to reach as many at-risk four-year-old children

as possible. KRS 157.3175 requires school districts receiving State preschool funds leverage Federal funds in order to support, not supplant, efforts to provide high quality services to at-risk families and children. Known as "full utilization," the Statute requires that School Districts enter into collaborative agreements with Head Start to ensure that resources are maximized in providing high quality services to all Eligible Children.

(6) The State's role in promoting coordination of preschool programs and services at the State and local levels

The Early Childhood Advisory Council provides a unified vision and a coherent system of state-level management for the provision of early childhood development and education services for families and children age birth to school entry. The ECAC advocates for the needs of children and families, promotes accountability of programs in early childhood, and provides research and guidance on issues that affect Kentucky's children and families. The KIDS Now legislation of 2000 dedicated 25% of the Tobacco Phase I Settlement dollars to early childhood care and education, including maternal and child health, metabolic screening and oral health initiatives. The ECAC recommends the use of the dollars to support the whole child approach. Year after year, ECAC devotes about half of these funds to ensuring healthy kids, investing in such as maternal health and child health including oral health programs, and about half goes to improving to quality in child care, CECC funding and scholarships...

Our approach for early learning and development is multi-faceted, taking into account considerations and outcomes for individual children. We build on existing agencies and service providers – each directly involved in planning and implementation, and each bringing their own expertise, networks and relationships with families, children and communities to bear for our high-need children. For example, since 1990, elementary schools in our High-Need Communities have had Family Resource Centers to meet the social service needs of students and their families. These Centers are key partners in our work. They make referrals, and help with securing and maintaining eligibility for services such as child care, health insurance, and family support.

Key organizational elements, supports, and needed commitments to successfully implement our ambitious but achievable plan are in place. Recognizing that Preschool services are provided locally, not at the state level, it is important to have a structure in place to integrate and improve early learning and development programs in each community. The Community Early Childhood Councils (CECCs) 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. CECCs are funded through Tobacco Settlement dollars and serve three main functions. They 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, 532).

The CECCs are effective agents for change in local systems that benefit families and children. They bring together diverse members in their local communities and mobilize them to work together to achieve community-level improvements in Kindergarten readiness. Each CECC has an appropriately broad-based membership that reflects the Commonwealth's "whole child" approach to early learning and development. Council membership consists of public and private partners with commitments to increasing school readiness rates, particularly for high need children. To ensure collaboration across sectors, CECCs are also required to have members from local community based childcare, the local Head Start, as well as from the school district (Appendix, 532, 556).

C. Ensuring Quality in Preschool Programs

(1) The State will use no more than five-percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the state level through activities

The Ready Kid Initiative (RKI), Kentucky's high-quality plan to expand preschool to more Eligible Children, includes a comprehensive plan for preschool program infrastructure and quality improvements 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 for state-level infrastructure and quality improvements. Our work plan is illustrated in Figure C.1.

Figure C.1

Section C – Ensuring Quality Preschool Programs	Year 1 Qtr 1	Year 1 Qtr 2	Year 1 Qtr 3	Year 1 Qtr 4	Year 2 Qtr 1	Year 2 Qtr 2	Year 2 Qtr 3	Year 2 Qtr 4	Year 3 Qtr 1	Year 3 Qtr 2	Year 3 Qtr 3	Year 3 Qtr 4	Year 4 Qtr 1	Year 4 Qtr 2	Year 4 Qtr 3	Year 4 Qtr4	Responsibility
Anticipated Award Date																	
Participating Districts included in KY All-STARS Pilot	X	X															Governor's Office of Early Childhood Kentucky Department of Education
Classroom environment improvements made in new and enhanced classes			X														Subgrantees Jefferson County Public Schools Success by 6® KCEOC LKLP
RKI State Staff hired (Grant Manager, Program Analyst, Administrative Assistant, Professional Learning Coordinator)		X															Governor's Office of Early Childhood
RKI Quality Coaches hired		X															Governor's Office of Early Childhood
New and improved Classrooms participate in the STARS Pilot	X	X															Governor's Office of Early Childhood Kentucky Department of Education Cabinet for Health and Family Services
Incoming Kindergartener's Screened using BKS			X				X				X				X		Kentucky Department of Education
Release of school's yearly BKS results and release of Early Childhood Profile		X				X				X				X			Governor's Office of Early Childhood Kentucky Department of Education Cabinet for Health and Family Services Kentucky Center for Education and Work Force Statistics

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-level agencies. By housing the RKI staff in the GOEC, the State has a unique opportunity to align multiple systems across cabinets and statewide interest groups to make certain that the all efforts conform to achieve the goals of expanding High-Quality Preschool Programs to more Eligible Children.

The RKI personnel infrastructure is outlined in Figure C.2 and each position is connected to the Preschool Development Expansion Grant criteria. An organizational chart is included (Appendix, 557).

Figure C.2 – RKI Infrastructure – Personnel

Position Title	Primary Responsibilities	Criteria Alignment
RKI Grant Manager	• Act as RKI primary point-of-contact with Subgrantees • Act as RKI primary liaison to KDE and CHFS (and other State agencies) for RKI • Provide management for all RKI projects • Provide personnel management for State RKI positions • Identify opportunities to align existing State Early Childhood initiatives to RKI goals • Report all RKI progress toward goals to provide High-Quality Preschool Programs to more Eligible Children	C(1)(i) Building Preschool Programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home; C(1)(j) Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors; and C(1)(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.
RKI Program Analyst	• Provide support for all Federal reporting requirements for RKI	C(1)(k) Other activities that would support the delivery of High-Quality

Figure C.2 – RKI Infrastructure – Personnel		
Position Title	**Primary Responsibilities**	**Criteria Alignment**
	• Provide research support to all RKI projects. • Provide data gathering and analysis to RKI projects	Preschool Programs to Eligible Children.
Administrative Assistant	• Assist Grant Manager and other staff in all aspects of implementation of grant	C(1)(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.
RKI Quality Coaches (3)	• Identify challenges and development of strategies to meet needs • Provide technical assistance on building collaborative models. • Develop plans to apply best practices of sustainable high-quality services • Assist participating districts to implement the Strengthening Families framework	C(1)(i). Building Preschool Programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home; C(1)(j). Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors; and C(1)(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.
RKI Professional Learning Coordinator	• Work with institutions of higher education and sub-recipients to promote higher educational attainment of teaching staff participating in the project • Work with CDA providers to help classified staff attain the credential.	C(1)(e)Establishing or upgrading preschool teacher education and licensure requirements C(1)(f). Improving teacher and administrator early education training programs and professional development C(1)(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.

Key to the RKI is a focus on improving quality. Kentucky fully recognizes the need to provide direct local support to the RKI High-Need Communities. The RKI plan includes three RKI Quality Coaches who will provide direct technical assistance to participating communities. The coaches' primary task will be to assess the strengths of each High-Need Community, each individual Subgrantee, and the participating agencies, and to identify opportunities to promote collaborative and sustainable local models, as well as to identify potential barriers that may exist and to align with TQRIS standards, including the Strengthening Families Framework. Kentucky's long history of designing highly collaborative models for preschool delivery will be leveraged by the coaches to fully support the implementation of delivery of High-Quality Preschool Programs that are sustainable far beyond the RKI funding period.

The RKI Professional Learning Coordinator will act as the primary liaison with the State's professional learning systems to promote building a strong early childhood workforce in the targeted High-Needs Communities. Kentucky has been recognized as a leader in providing high-quality professional learning opportunities for early childhood educators. RKI will provide direct support to improve the quality of the early childhood workforce within the identified High-Need Communities.

In addition to the personnel needed to scale up services and build capacity in the region, Kentucky will use funds to craft an infrastructure that will ensure the success of RKI. The program will provide more Eligible Children access to High-Quality Preschool Programs by ensuring teachers and early childhood educators meet Early Learning and Development Standards and funds will be used to provide training to early childhood educators attaining higher credentials and degrees like Interdisciplinary Early Childhood Education (IECE) and Child Development Associate (CDA).

Additionally, the State will use a portion of the (b) % of funds to expand the functionality of existing longitudinal systems to collect and aggregate data related to the State's comprehensive early learning system. Kentucky has created early learning assessment systems and programs to address the needs of Preschool Programs. The State will use a portion of funds to upgrade the capacity of existing systems that will enable cross cabinet information sharing for improved monitoring and collaboration between State offices and partners.

(2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a Tiered Quality Rating and Improvement System (TQRIS) and other existing monitoring systems), including the extent to which the State --

(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts

Since the beginning of the State-Funded Pre-K program in 1990, Kentucky has been dedicated to the notion that services provided will be of the highest quality possible. First, districts that operate a State-Funded Pre-K program must be in full compliance with State regulations. The regulations, discussed in detail in section D(10), do not focus on a single aspect of early childhood development. Rather, the regulations encompass the "whole child" approach and require districts to comply with all five of the essential domains as detailed in Kentucky's School Readiness definition. State-Funded Pre-K regulations also require that programs use researched-based, developmentally-appropriate tools that are usable by all children, including children with special needs. The regulations further require activities that engage parents in their children's education.

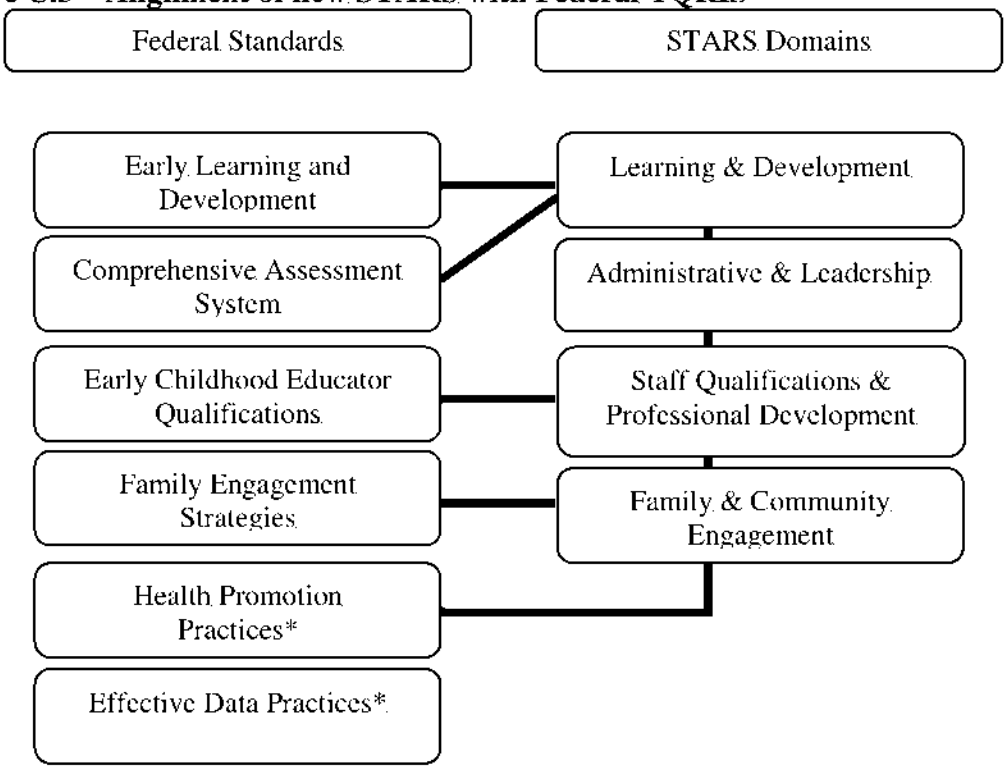
In order to monitor programs for compliance with the State-Funded Pre-K regulations, Kentucky has implemented the Preschool Program Review, or P2R. The P2R, operated by KDE and the Regional Training Centers (RTCs), monitors school districts for compliance to the regulations. As outlined in Section B(3), the P2R has several components, including the use of desk reviews for compliance and the ECERS-R for quality. Once the report has been compiled by KDE, the information is provided to districts to give them feedback on the levels of quality in the environment and districts may then utilize this data for continuous improvement of their programs.

In addition to the P2R, Kentucky is currently revising the TQRIS known as STARS for KIDS Now. Started in 2000, STARS is a voluntary system of continuous improvement designed to include support for licensed community-based childcare centers. Because school-based programs are not required to be licensed, State-Funded Pre-K programs are not required to participate in STARS. However, as detailed in Kentucky's Race to the Top Early Learning

Challenge (RTT-ELC) plan, the current STAR system will be expanded, starting in 2015, to include all early learning and development programs. This includes all school-based programs. Therefore, school districts that participate in RKI will be provided feedback from the P2R and the expanded TQRIS.

The expansion of the rating system is designed to be comprehensive and includes standards of quality that are identified by the latest research and best practices (Figure C.3). The system will gather evidence on each of the standards to provide programs with information on their current levels of quality. STARS will also provide direct one-on-one support to school districts on how they may improve their levels of quality.

Figure C.3 – Alignment of new STARS with Federal TQRIS



*Note: Some Federal priority domains are contained throughout several KY All STARS domains. For example, how programs effectively share data could be evidenced in a number of different domains, such as how information about screening results are shared with families, or how information on their children's development is shared to inform families how they could best support their child's growth.

Kentucky's RTT-ELC plan calls for a pilot of the newly expanded system to begin January 1, 2015. **Every RKI school district and early learning program will be included in**

the STARS pilot. By including the RKI classrooms, Kentucky is providing these programs the maximum level of support that leverages multiple systems so that they may have feedback on their program's current level of quality. This will allow the RKI programs time to develop a plan in conjunction with the RKI Quality Coaches and KDE to improve their quality even before the end of Year One of the grant.

Finally, a critical component of the expanded STARS rating system is that programs shall adopt meaningful strategies to engage parents and families. STARS will incorporate use of the Strengthening Families framework so that programs (including RKI school districts) will design engagement practices that help build family protective factors and measure parent satisfaction.

(b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade

As a leader in statewide longitudinal data system development, Kentucky understands the importance of measuring progress and targeting support through the use of appropriate data collection and analysis. Being able to close achievement gaps and prepare all children for success in school and in life starts with knowing baseline information, such as where children are in their learning, what needs they might have and what services and interventions will best meet those needs.

The State has one of the broadest and most inclusive longitudinal data systems in the country. Being able to make use of data to inform services to children across multiple agencies or programs is a critical priority for Kentucky. The Kentucky Center for Education and Workforce Statistics (KCEWS), which houses Kentucky's Longitudinal Data System (KLDS), has successfully linked early childhood, K-12, post-secondary, workforce, and employment data together. School districts enter child assessment data into the Kentucky Early Childhood Data System (KEDS), which shares data with the KLDS, and along with extensive monitoring, Kentucky requires that State-Funded Pre-K programs also enter their data into KLDS.

As detailed in Kentucky's RTT-ELC plan, the KLDS will be expanded to include a number of new data sources. Data from the State's early intervention and home visiting programs will be added starting in 2015, and subsequent efforts will include data from the Division of Child Care and Head Start programs. This data will be aggregated and organized to provide State and local leaders the information they need in order to inform ongoing program improvement.

A key data measure that is currently collected and shared with KLDS is the Brigance® Kindergarten Screen (BKS)... Kentucky adopted BKS to measure Kindergarten readiness across the state. Beginning in the 2013-2014 school year, all schools in Kentucky are mandated to use the BKS to screen children at Kindergarten entry. **The BKS is being fully implemented in our three High-Need Communities.** The BKS results from our RKI communities are listed on the Community Profile (Appendix, 558). The BKS is a thoroughly evaluated national screening tool which identifies a child's readiness based on the five cognitive and social/emotional domains. This ensures educators will provide individual children with developmentally appropriate educational instruction to improve their school success...

In addition to Kindergarten readiness data, the State collects information on the prior 12 months of early care for Kindergartners. This information identifies local childcare programs, Head Starts, State-funded preschools and home care facilities within our three High-Need Communities. These data analysis tools and systems enable the State to effectively track student progress over time to make sure each RKI Subgrantee is providing High-Quality Preschool Programs.

(c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

RKI Subgrantees will be expected to demonstrate continuous and sustained improvements in child outcomes. A key outcome is school readiness, and Figure C.4 specifies the measurable outcomes to be achieved by this program (Appendix, 6).

Figure C.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	✓ # 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	✓ # 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

Figure C.4 – Ready Kids Initiative (RKI) Goals and Objectives	
	✓ # 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	✓ # 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	✓ # 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 at Kindergarten entry	✓ 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 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	✓ # 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	✓ # 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	✓ # school districts that adopt collaborative models ✓ # of children in mixed delivery programs ✓ # of families that can access community based models for care

(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into Kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conforms with the recommendations of the National Research Council report on early childhood assessments

As part of the State's 2011 application to round one of the Race to the Top—Early Learning Challenge grant, Kentucky outlined a bold yet achievable plan to implement a common Kindergarten entry screener. Although Kentucky was not awarded funds in round one of RTT-ELC, the State deemed it vital to have a Kindergarten entry screener in place and identified funding to implement a common screener using State support.

In 2011, Kentucky adopted and widely distributed a common Definition of School Readiness (Appendix, 445). As Figure C.5 shows, the school readiness screen adopts a whole-child approach and includes all of the five domains of Child Development.

Kentucky's definition of school readiness, based on the Five Essential Domains, has in turn led to a cohesive message to all that Kentucky's main focus is the "whole child" approach. Many State initiatives have been built on this definition, including the adoption of the first Kindergarten Readiness Screen. In 2011, Kentucky published a Request for Proposals and solicited applications to vendors to respond to the State's need to select and implement a common Kindergarten entry tool that conforms to the recommendations of the National Research Council report on early childhood assessments. After a comprehensive review of the submitted application, Kentucky selected Curriculum Associate's Brigance® Common Kindergarten Entry Screen (Appendix, 446). During the first phase of implementation, **Curriculum Associates ensured that the tool aligned with Five Essential Domains of Kentucky's School Readiness Definition and conformed to the National Research Council's report on early childhood assessments.** Figure C.5 details this alignment.

Figure C.5: State's Kindergarten Entry Screen

State's Kindergarten Entry Screen	Essential Domains of School Readiness				
	Language and literacy	**Cognition and general knowledge (including early mathematics and early scientific development)**	**Approaches toward learning**	**Physical well-being and motor development**	**Social and emotional development**
Domain covered? *(Y/N)*	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? *(Y/N)*	Y	Y	Y	Y	Y
Instrument(s) used? *(Specify)*	Brigance® Early Childhood Screens III	Brigance® Early Childhood Screens III	Brigance®Early Childhood Screens III	Brigance® Early Childhood Screens III	Brigance® Early Childhood Screens III
Evidence of validity and reliability? *(Y/N)*	Y	Y	Y	Y	Y
Evidence of validity for English learners? *(Y/N)*	Y	Y	Y	Y	Y
Evidence of validity for children with disabilities? *(Y/N)*	Y	Y	Y	Y	Y
How broadly administered? *(If not administered statewide, include date for reaching statewide administration)*	Statewide	Statewide	Statewide	Statewide	Statewide
Results included in Statewide Longitudinal Data System? *(Y/N)*	Y	Y	Y	Y	Y

Kentucky passed regulation (704 KAR 5:070) that required all children to be screened upon Kindergarten entry, thus, all RKI children are now screened upon Kindergarten entry using BKS, a collection of quick and highly accurate data-gathering tools to use specifically with children entering Kindergarten. This has been nationally standardized, producing results that are highly reliable, valid and accurate. In determining an appropriate Kindergarten Entry Screen for use state-wide, Kentucky ensured that its selection would:

- Be administered to children approximately 15 days prior to the beginning of school or within the first 30 days of the start of Kindergarten;
- Cover all essential domains of school readiness; and,
- Be valid and reliable for its intended purposes and targeted population(s) (including English learners and children with disabilities), as well as aligned with Early Learning and Development Standards.

The Brigance® Kindergarten Screener provides RKI districts with a means of measuring a student's readiness for school across the five developmental competencies/domains during the first few months of their admission into Kindergarten. The screener provides community leaders and policy makers with specific indicators to direct resources and supports for early learning as well as public education. As noted in Figure C.5, the BKS covers each of the domains, including language and literacy; cognition and general knowledge; approaches toward learning; physical well-being and motor development; and social and emotional development.

D. Expanding High-Quality Preschool Programs in Each High-Need Community

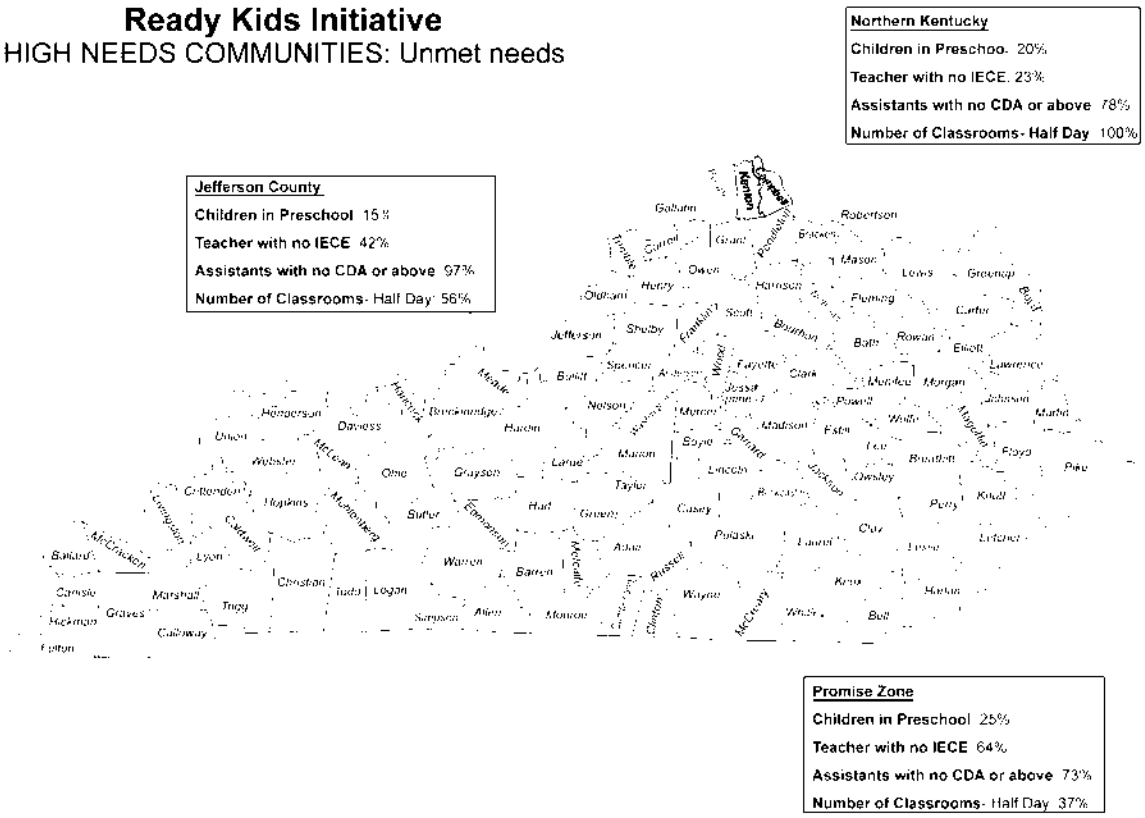
The extent to which the State articulates an ambitious and achievable plan for expanding High-Quality Preschool Programs in two or more High-Need Communities, including a description of how—

(1) The State has selected each Subgrantee and each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in a rural or tribal area, and whether it is located in a Federally designated Promise Zone.

Kentucky is a state of small towns, rural counties, small cities, suburbs and at least one major metropolitan area. But what each of these areas has in common is poverty – deep, often generational poverty that creates barriers for families and their young children. Kentucky is ranked 48th out of 50 states in median household income and is 47th out of 50 states in the percentage of people over 25 who have completed high school. In addition, a greater proportion of children live in poverty in Kentucky–26%–than in all but six other states. More the half (53%) of our children under 5 years of age live at or below 200% of the Federal Poverty Level.

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. As outlined in Section D(3), the GOEC collaborated with a widely representative group of partners to select the High Needs Communities and the Subgrantees. **Jefferson County (Louisville), Northern Kentucky and the Southeastern Kentucky Promise Zone were selected as our High-Need Communities based on geographic diversity, local infrastructure and capacity for collaboration and significant unmet need.** In selecting these three High-Need Communities, we considered community to be a place where residents share common goals, interests and approaches to services. The local organizations in each high-need area then defined their specific community. For example, collaboration across school districts and counties is accepted and expected in Northern Kentucky. Thus, we are utilizing the collaborative's geographic definition of community. Similarly, eight extremely rural counties have been identified locally and Federally as the first rural Promise Zone. These eight counties routinely collaborate and connect with Federal, state and local agencies as one community. Thus, we are accepting their definition of community. In Jefferson County, the focus is on county-wide services and solutions. Thus, we are accepting the county as the community definition.

Figure D.1


Ready Kids Initiative
HIGH NEEDS COMMUNITIES: Unmet needs
Northern Kentucky
Children in Preschoo. 20%
Teacher with no IECE. 23%
Assistants with no CDA or above 78%
Number of Classrooms- Half Day 100%
Jefferson County
Children in Preschool 15%
Teacher with no IECE 42%
Assistants with no CDA or above 97%
Number of Classrooms- Half Day 56%
Promise Zone
Children in Preschool 25%
Teacher with no IECE 64%
Assistants with no CDA or above 73%
Number of Classrooms- Half Day 37%

Jefferson County (Louisville): Jefferson County is the largest urban school district in Kentucky, and in fact is the 28th largest school district in the nation. Within Jefferson County there are areas of high poverty and low school-readiness as demonstrated on the Brigance® Kindergarten readiness screener (BKS). Jefferson County, being the largest urban areas in the state, faces many of the poverty indicators of big cities. With more than 50% of its children living under 200% of the Federal poverty level and more non-English speaking households then the state average (8.4% and 5.6% respectively), Jefferson County provides ample opportunity to increase access to High Quality Preschool Programs for populations that are in the most need. We have identified Jefferson County Public Schools (JCPS) as the RKI Subgrantee. In the last two years, JCPS leaders have created an early childhood task force, working with community partners in efforts to engage families and improve school readiness with new materials and outreach efforts in targeted communities. Based on the recommendations of this group, we will focus the efforts of this plan into a small number of zip codes that represent the highest need and the lowest Kindergarten readiness areas in the city.

Recognizing the need for more informative and direct community conversations about Kindergarten readiness, this task force compiled a comprehensive list of objectives to better work with local early care providers in creating high quality environments, increase the number of children being served, and increase family and providers' knowledge and understanding of their role in Kindergarten readiness. Using collective impact approaches to reach these goals, this task force has already begun to build the collaborative models to ensure RKI's success in the community.

Northern Kentucky: In Northern Kentucky, child poverty averages 53%, and school readiness rates average a very low 19%. The districts already work together on various fronts and share many students due to high transiency rates. We have identified Success By 6® as the RKI Subgrantee. The Success By 6® coalition, including eight River City school districts and many community partners, has a bold goal that 85% of children will be ready for Kindergarten by 2020. They propose bringing to bear existing infrastructures, best practice and strong partnerships with a laser-focused approach to providing access to quality preschool for children and families. Their long-standing history of using a collective impact approach to the work through United Way's Success By 6® initiative and leadership and its strong partners positions them well for RKI.

Southeastern Kentucky Promise Zone: In the nation's only rural Promise Zone of eight Appalachian Kentucky counties, there is a concentration of households living in poverty. The Poverty Rate is 30.41% and, according to the 2010 U.S. Census, of the 199,682 residents in the Promise Zone, 63,385, or 1 of every 3 persons, are living in poverty. Even more disturbing is that 84% of children in the Promise Zone live below 200% of the poverty level. According to the U.S. Census Bureau, four of the 20 poorest counties in the United States are within the Promise Zone and all eight Promise Zone counties are in the 100 poorest counties in the nation. KCEOC and LKLP, two community action agencies with a long and successful history of providing programming within the Promise Zone, are serving as the RKI Subgrantees. RKI will expand on current Promise Zone efforts to create a cradle-to-career educational pipeline within the Promise Zone that supports the educational success of every child within the Zone. Kindergarten readiness is a key data indicator for the Promise Zone work, and KCEOC and LKLP are key partners within the Promise Zone early childhood work through their efforts to identify and enroll more Eligible Children and provide resources to improve and create more quality child care programs.

(2) Each High-Need Community is currently underserved, including the number and percentage of four-year-olds in State Preschool Programs and other publically funded preschool programs

Each High-Need Community is currently underserved, as illustrated in Figure D.2 by the number and percentage of three- and four-year-olds in State Preschool Programs and other publically-funded preschool programs:

Figure D.2 - # and % of Children Programs

High-Need Community	Number of all 3-&4-year-olds in State Preschool	% of all 3-&4-year-olds in State Preschool	Number of all 3-&4-year-olds in other publically funded programs	% of all 3-&4-year-olds in other publically funded programs	Total 3-&4-olds in Preschool and other publically funded programs	% of all 3-&4-olds in Preschool and other publically funded programs
Jefferson	2,909	15%	1,849	10%	4,758	25%
Northern KY	1,386	20%	332	12%	1,718	28%
SE Promise Zone	1,287	25%	1,602	31%	2,889	56%

Community Profiles (Appendix, 558) illustrate the specific unmet need within each High-Need Community. Data indicators on the Profiles include quality indicators – teachers without IECE, assistants without CDA, and number of half-day classrooms – as well as total child care capacity within the community. Unmet need is summarized on the map, Figure D.1.

Each of the High-Need Communities faces different barriers to increasing quality and access to Eligible Children. For example, in Jefferson County, home to Louisville, Kentucky's largest city, only 25% of the nearly 20,000 3- and 4-year-olds are currently receiving services through either the State Preschool Program or Head Start. The JCPS RKI plan will aggressively seek out Eligible Children in an effort expand access to high-quality preschool.

According to the 2012 NIEER Report, Kentucky has achieved all applicable benchmarks, including comprehensive early learning standards, class size, in-service training, and monitoring, with the exception of one. Kentucky's teacher aides are required to have a High School Diploma. Teacher aides achieving their Child Development Associate (CDA) certification or better is a priority according to the report's Quality Standards Checklist. In fact, a majority of Kentucky's teacher aides have not achieved this benchmark. In all three of our High-Need Communities, fewer than 25% of teacher aides have this credential. In Jefferson County, 97% have not attained this credential. The RKI will place firm focus on working with teacher aides to receive their CDAs by working closely with individuals to analyze coursework, provide scholarships and stipends, and recommend best courses of action to further their education.

In 2004, Kentucky began requiring that all newly hired Preschool teachers hold an Interdisciplinary Early Childhood Education (IECE) certificate or better. While this was a major step for ensuring High-Quality Preschool Programs, the law allowed current preschool teachers without the certificate to continue teaching. In our partner districts in the Promise Zone alone, a majority—64%—of preschool teachers still have not attained their IECE degree. The RKI initiative will work individually with these teachers to create a responsive professional learning system and liaisons with IECE programs to prepare these teachers to receive their degrees.

Districts across the Commonwealth recognized long ago that full-day preschool programs better prepare children for Kindergarten. However, many preschool programs have not developed capacity to provide full-day programming. In our partner districts in Northern Kentucky, none of the 85 preschool classrooms are full-day programs. Through RKI, these districts will have the funding to bring their classroom to full-day, while simultaneously creating

and promoting sustainable mixed delivery models that will ensure High-Quality Preschool Programs are delivered to Eligible Children beyond the term of the grant. Staff of RKI will work directly with each community to determine what its specific needs are and help Subgrantees in creating ambitious yet achievable plans to address the needs specific to their community.

(3) The State conducted outreach to potential Subgrantees and the process used in selecting each Subgrantee

Governor Steve Beshear understood that the Preschool Development—Expansion Grant opportunity was a logical next step in assuring that more and more of our children are "Ready to Learn, Ready to Grow, and Ready to Succeed." He saw the connection between Kentucky's high child poverty rates, resulting achievement gaps and economic development before he took office and understood the benefits of addressing these challenges early with quality child care and education. He charged the Governor's Office for Early Childhood (GOEC), the lead agency in the Commonwealth's Race to the Top—Early Learning Challenge program, to take the lead on the Preschool Expansion Grant. He provided the GOEC team with criteria for selecting the High-Need Communities, including poverty levels, Kindergarten readiness, a diversity of communities, and the infrastructure to implement the program efficiently and effectively.

GOEC staff consulted with Education Commissioner Terry Holliday, Promise Zone leadership, a core planning team from the Cabinet for Health and Family Services, Division of Child Care, the Kentucky Head Start Association and others. Multiple communities were considered and three diverse High-Need Communities were identified. These communities each have high poverty levels, low Kindergarten readiness, the willingness and ability to move forward, and a collective impact infrastructure to support efficient and effective implementation.

(4) The State will subgrant at least 95 percent of its Federal award to its Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs

The State will subgrant at least 95% of its Federal grant award to our four designated Subgrantees. The Subgrantees have submitted a plan for implementing and sustaining voluntary, High-Quality Preschool Program in our three High-Need Communities. Within the first quarter of implementation, each Subgrantee, in collaboration with the State, will execute a detailed Memorandum of Understanding and Scope of Work. Our work plan, Figure D.3, is as follows:

Figure D.3

Section D – Expanding High Quality Programs	Year 1				Year 2				Year 3				Year 4				Responsibility
	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr4	
Anticipated Award Date																	
Detailed Memoranda's of Agreements signed	X																GOEC All Subgrantees
Statewide RKI Partners meeting		X		X		X		X		X		X		X		X	GOEC All Subgrantees
Identify and recruit Head Start and community-based child care		X				X				X				X			GOEC All Subgrantees
Classroom environment improvements made in new and enhanced classes			X														All Subgrantees
Children in New High Quality Preschool Program slots being served			X				X				X				X		All Subgrantees
Children in Improved High Quality Preschool Program Slots being served			X				X				X				X		All Subgrantees
Creation of Sustainability Plan											X						GOEC All Subgrantees
Implementation of Sustainability Plan														X	X		All Subgrantees

(a) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period

Each Subgrantee has set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served each year of the grant as illustrated in Figure D.4.

Figure D.4 #/% of Eligible Students to be Served									
		# Additional Students Served Over Baseline				% Additional Students Served Over Baseline			
	Baseline: Current Students Served	Year One	Year Two	Year Three	Year Four	Year One	Year Two	Year Three	Year Four
Jefferson County	4758	1549	1701	1805	1993	33%	36%	38%	42%
Northern KY	1718	1040	1040	1040	1040	61%	61%	61%	61%
Promise Zone	2889	700	700	700	700	24%	24%	24%	24%
Total	9365	3289	3441	3545	3733	35%	37%	38%	40%

b) Incorporate in their plan:

(i) Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Program; and

(ii) Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; or providing Comprehensive Services.

Figure D.4 illustrates the ambitious expansion of the new slots in State Preschool programs that meet the definition of High-Quality and the ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program. Figure D.5 illustrates the ambitious and attainable targets established by each Subgrantee.

Figure D.5 – Subgrantee Targets for Expansion and Improved Quality										
	Year One		Year Two		Year Three		Year Four		Grant Period	
	New	Improved	New	Improved	New	Improved	New	Improved	New	Improved
Jefferson County Public Schools	556	993	708	993	812	993	1000	993	1000	993
Success by 6 Northern KY	600	440	600	440	600	440	600	440	600	440
KCEOC Promise Zone	280	160	280	160	280	160	280	160	280	160
LKLP Promise Zone	147	113	147	113	147	113	147	113	147	93
	1583	1706	1735	1706	1839	1706	2027	1706	2027	1686

(5) The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute.

The State, in coordination with each Subgrantee, intends to sustain the High-Quality Preschool Programs after the grant period. Our strategies for sustainability are as follows:

State Investment in High-Quality Preschool: Kentucky is increasing investment in High-Quality Preschool Programs in the partner communities in the amount of $(b)(4) This commitment to High-Quality Preschool will continue after the grant period.

Subgrantee and Community Commitment: Subgrantees and participating LEAs are committed to sustaining the High-Quality Preschool Programs after the grant period as evidenced in letters of support (Appendix, 8-167).

Impact of Quality Improvement: Significant resources are allocated to improving educator quality. The impact of providing teachers with IECE and assistants with CDA will sustain long after the grant period ends.

Replication of Innovative Models: The implementation of high-quality Early Childhood Programming within the State of Kentucky can and often does vary in its structure in response to the local community needs, available resources, and ability of program leadership to build strong partnerships with key stakeholders within the service area. The examples that follow are strategies that are currently being implemented within the Commonwealth to provide high-quality services to Kentucky's children and families for less cost. RKI will introduce these cost-saving models to High-Need Communities and encourage their replication.

- **LEA/Head Start Co-location:** In this model, early childhood providers jointly determine the location of classrooms in response to assessments of the community needs, availability of existing services (or lack thereof), and available data sets including but not limited to: percentage of children birth-to-age-five in poverty, teenage pregnancy rates, high school/GED rates, and percentage of children eligible and currently enrolled in preschool programming. Through co-location, LEA and Head Start programs provide services at the same facility, accessing shared resources through shared costs. These shared resources include classroom space, playground equipment, technology infrastructure, health services personnel, training and professional development, transportation services, and food services. Though programs may implement services independently of one another, through

the model of co-location, they are able to share costs of services with savings being redirected toward quality improvements, such as additional classroom personnel, mentors/coaching, classroom materials/supplies, etc.

- **Blended Classrooms/Programs:** In the Blended Classroom/Program model, the benefits of co-location are carried forward and expanded upon as the ability to provide high-quality services to children and families increases. The characteristics of this model include:
    - Adherence to most stringent regulations at local, state, and Federal levels (best practice models followed)
    - Increased Purchasing power (ability to negotiate and access lower costs through increased volume and approved state bid lists, rates of educational cooperatives, etc.)
    - Reduce/Eliminate duplication in:
        - administration
        - technology
        - transportation
        - family services
        - professional development
        - health and mental health services
    - Increased emphasis placed on Compliance monitoring, classroom quality through use of ECERS-R and CLASS, and systems building.

The State, our Subgrantees and our partners are committed to sustaining the expanded and new preschool slots after the grant award using the above strategies.

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

(1) The roles and responsibilities of the State and Subgrantee in implementing the project plan.

We have pulled together a strong group of four partners uniquely qualified to substantially increase the number of High-Quality Preschool slots and to greatly improve the quality of existing Preschool Programs in our designated High-Need Communities. Working closely with these partners, the Subgrantees, we will add an additional 2,027 preschool slots in selected High-Need Communities. Our goals are ambitious. An additional 2,027 slots is a 36% increase over the current State-funded preschool enrollment in our target communities (5,582 four-year-old children). An improvement of quality in 1,706 existing preschool slots is a quality improvement to 31% of existing slots. The Ready Kids Initiative (RKI) will help more of Kentucky's youngest children arrive at Kindergarten ready to grow, ready to learn and ready to succeed at school and life.

We have developed a thorough implementation plan with dedicated roles and responsibilities for the State and the Subgrantees as follows:

State Roles and Responsibilities: The Governor's Office of Early Childhood (GOEC) will serve as the lead agency. This preschool expansion project is the logical next step in Kentucky's broader plan to improve school readiness for all children, and GOEC is the home to this wide-ranging, systemic work with children. The RKI efforts intersect with GOEC initiatives, including the Race to the Top—Early Learning Challenge grant; enhancing quality through ALL STARS, an improved quality rating system; providing guidance and support for local Community Early Childhood Councils; providing support for Strengthening Families, Kentucky's new effort to build family resilience; ensuring state coordination of Head Start; and ensuring communication with and support for parents and families.

Specific State RKI responsibilities assumed by GOEC include:

Administration Functions:

- Serving as the RKI fiscal agent and lead agency;
- Distribute 95% of the grant funds to Subgrantees; and
- Prepare Federal reports.

Monitoring and Compliance Functions:

- Development of detailed MOUs with all Subgrantees that meet the requirements of the grant;
- Provide direction, assurance and technical assistance to assure that MOUs with Subgrantees meet the requirements of the grant;
- Monitor progress through data collection, data analysis and ongoing communication with Subgrantees and early learning providers; and
- Provide feedback, guidance and support for continuous improvement.

Technical Assistance and Professional Development Functions:

- Provide ongoing communication with Subgrantees;
- Provide ongoing training and technical assistance through;
  - Convenings, two each year, for Subgrantees and early learning providers to share from their expertise and experience.
  - one-on-one technical assistance
  - consultation
- Improving access to high-quality professional learning opportunities.
- Assessment of Subgrantee and early learning provider needs in providing training and technical assistance necessary to meet the requirements of the grant, and
- Attend national meetings/convenings.

Sustainability and Replication Functions:

- Analyze RKI and prepare reports about the experiences, results (cost savings and improved student readiness) and challenges of using the new model;
- Assist Subgrantees in analyzing cost savings of the program and in the development of sustainability plans; and
- Disseminate results from RKI statewide to encourage other communities to adopt the model.

Subgrantee Roles and Responsibilities: Each Subgrantee has provided a detailed letter of support (Appendix, 79, 81, 117, 161) and a detailed Memorandum Of Understanding will be developed with each Subgrantee within 90 days of notice of funding. As outlined in the letters of support, Subgrantees will be responsible for the following:

- Increasing the number of high-quality preschool slots within their High-Need Community and using at least 50% of RKI funds received to increase the number of slots.

- Improving the quality of existing preschool classrooms by offering full day programs and/or improving teacher/aide qualifications.
- Delivering preschool and comprehensive services in accessible settings to better accommodate the needs of low-income working parents.
- Working with community early childhood partners (child care, Head Start) to offer services.
- Participating in the 2015 pilot of Kentucky ALL STARS.
- Hosting at least one United Way Born Learning Academy.
- Sustaining the expansion of high-quality preschool slots and the improved quality of preschool slots once grant has ended.

More specifically, within the first quarter of RKI, each Subgrantee will create and implement a detailed Scope of Work that will provide at-risk four-year-old children access to High-Quality Preschool Programs. The Scope of Work shall include specifics steps on how the Subgrantee will:

- Increase the number of children who have access to high-quality preschool services by the end of the project period.
- Improve quality of existing services for children by the end of the project period.
- Sustain the high-quality services to children beyond the period of the project.
- Collaborate with local education agencies and early learning providers to provide seamless transitions for at-risk four-year-old children.
- Identify a single point-of-contact who will act as a liaison to the State, local stakeholders and early care and learning providers.
- Minimize local administrative cost to partner agencies and programs.
- Monitor all local partner agencies and programs that participate in the project for compliance with the State Plan.
- Report to the State on implementation of the plan.
- Coordinate with the State to develop the Subgrantee plan and ensure that timelines and deliverables align with State goals.
- Explain how the Subgrantee plan will support, not supplant, the delivery of high-quality preschool services with existing high-quality preschool services.
- Ensure children with additional supports are provided high-quality preschool services.

- Recruit hard-to-reach populations of Eligible Children, help isolated families build protective factors and provide families with opportunities to engage in their children's learning.
- Develop outreach that is culturally and linguistically sensitive and engages children with special needs.

In addition, Subgrantees will participate fully in RKI including:

- Participation in relevant meetings or events that are organized or sponsored by the State or other applicable party regarding RKI.
- Submission of pertinent non-proprietary products, lessons learned and best practices developed through the project.
- Participation in project evaluation and provision of access to researchers and other relevant parties consistent with all laws and regulations.
- Timely responses to requests for information.
- Negotiation in good faith toward achieving the overall goals of the grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications.
- Collaboration with the State and other parties to coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.
- Ensuring that funds are not supplanting other programs and that the delivery of services is coordinated with existing programs including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

Our work plan, Figure E.1, follows:

Figure E.1

Section E – Creating Strong Partnerships	Year 1				Year 2				Year 3				Year 4				Responsibility
	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr4	
Anticipated Award Date																	
Roles and responsibilities of Subgrantees and GOEC established by MOU	X																Governor's Office of Early Childhood All Subgrantees
Creation of Subgrantee monitoring plan		X															Governor's Office of Early Childhood RKI Staff
Aggressive recruitment plans for Eligible Children in new slots		X				X				X				X			All Subgrantees
Quality Coaches create a plan to share data, help families build protective factors, and align cross-sector and comprehensive service efforts			X														Governor's Office of Early Childhood RKI Staff
Develop plan for delivering accessible educational attainment opportunities for lead teachers and teachers aides		X															Governor's Office of Early Childhood All Subgrantees
Identify and recruit teachers and aides available for educational attainment plan			X														All Subgrantees
Implement educational attainment plan				X	→	→	→	→	→	→	→	→	→	→	→	→	All Subgrantees

2) How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs.

To ensure full and successful implementation of RKI, the GOEC, in partnership with the Subgrantees, has identified the following key deliverables to ensure execution of the ambitious, yet achievable RKI plan.

Planning and Strengths Assessment (First Quarter)

- A comprehensive Scope of Work for implementation will be developed and a detailed Memorandum of Understanding will be executed with each Subgrantee.
- Subgrantees and early learning providers will be convened to share plans and strategies.
- Identify community-based child care and school sites that will participate in the STARS pilot.

Develop capacity in professional staff (Second Quarter)

- Identify preschool teachers grandfathered into the program and develop plans for earning IECE certification
- Identify preschool teaching assistants needing to improve to CDAs or associate degrees and provide information and referrals for scholarships and programs accessible for them.
- Identify eligible four-year-old children.

Recruit Eligible Children (Second Quarter)

- Meet with partners to lay out plans for ChildFind activities.
- Work with community partners on an ongoing basis to identify young children who will be eligible for the preschool program when they reach age four (HANDS home visiting, United Way Born Learning Academies, Family Resource Centers, local churches, SNAP offices, health departments, libraries, local physicians, Ages and Stages Questionnaire developmental screening with children ages birth through age three).

Develop child care and classroom capacity (Second Quarter)

- Purchase equipment and supplies needed to boost quality and improve STARS ratings for school and child care preschool classrooms.

Expand Support from Community Partners (Ongoing)

- Share with community stakeholders and recruit support—financial and in-kind—to support this project.
- Work with local media to tell story, an avenue for recruiting additional child care partners, inform the public about the value of quality programs and tout the cost-saving measures of using these public/private partnerships.

Our Subgrantees are pivotal to the success of our State plan to implement High-Quality Preschool Programs. The GOEC and representatives from the Office of the Governor, Kentucky Department of Education, Cabinet for Health and Family Services, Education and Workforce Development Cabinet, Regional Training Centers, Head Start Grantees, Kentucky Head Start Association, Promise Zone Advisory Council, Prichard Committee for Academic Excellence and the Early Childhood Advisory Council reviewed the organizational capacity and existing infrastructure of each Subgrantee. Prior to selection of Subgrantees, meetings were held with each potential Subgrantee, and a data review was conducted, including a review of reports on the Subgrantee's organizational history and present programs.

The GOEC is confident that each Subgrantee has the capacity and infrastructure to successfully increase the number of Eligible Children, improve quality in existing Preschool Programs and fully execute the components laid out in this plan. The following summarizes the organizational capacity and infrastructure of each Subgrantee:

Jefferson County Public Schools: Jefferson County Public Schools (JCPS) created an Early Childhood Task Force in 2013, bringing a wide range of community partners together to focus on improving school readiness. The interest and engagement of these partners demonstrates the concern and interest of the community in addressing school readiness and the ability of JCPS to convene community leaders in support of education needs. Partners included the Governor's Office of Early Childhood, the Kentucky Science Center, The Gheens Foundation, Metro United Way, Metro Bank, the University of Louisville, WHAS News, National Center for Family Literacy, Special Education, Kentucky Utilities, Jefferson County Teachers Association, school board members, the Prichard Committee, the Mayor's Office, Community Coordinated Child Care, Norton Hospitals, the Jefferson County Public Library, PTA, and local churches.

The Taskforce identified key community strategies most critical to preparing preschool children for Kindergarten. Informing families, schools and childcare programs about what is necessary for children to be Kindergarten Ready became a strong focus with a two-pronged

approach. First, a one-page school readiness visual, outlining school readiness goals for children, was created and distributed widely with help from Taskforce partners. It has been translated into Spanish. The second approach is face-to-face outreach to and activities with families. A huge Kindergarten readiness event is held each January, and beginning in the spring of 2014, 'Concerted Cultivation' events were organized and held in conjunction with churches in the 40210, 40219, and 40203 zip codes. These zip codes were chosen based on the 2013 Kindergarten Brigance® Screener results, which show areas in the community with a high percentage of children who need greater interventions at Kindergarten entry. Parents and guardians, children and childcare teachers were invited to learn through experiential stations about literature, mathematics, nutrition, school readiness and community partners. Families learned about and took home games and information. Another event is planned in conjunction with the Louisville Free Public Library this fall.

JCPS, Metro United Way, Louisville Metro Government, Community Coordinated Child Care (4-C) and other organizations have been meeting since spring 2014 with education officials, experts and stakeholders to develop goals, objectives, data indicators and coordinated strategies that will lead to a dramatically increased Kindergarten Readiness percentage for the county by the year 2020. Members of the convening are leading more in-depth, community-specific work focused on improving access, quality and family engagement; the majority of the convening members further this work in one of four subcommittees: Best practices for Families & Communities, Best practices for Centers, Communication, and Metrics & Data.

JCPS and their key partners are well-positioned to support this preschool expansion project. Metro United Way (MUW) is a key partner. MUW has been a leader in providing resources for early childhood programs in the region for several decades. MUW has a long history of working with community stakeholders, donors, volunteers, and non-profit organizations in support of providing quality education. They have refined their priorities to reflect what their work and research have shown: to effectively change community conditions, communities must start with children and education. MUW is working in partnership with JCPS and Louisville Metro Government to improve the county's education pipeline. Their coordinated strategies start in the early childhood portion of the pipeline with the intention of securing conditions where: All children enter Kindergarten ready to learn; All youth will complete high school on time prepared for college, work and life; Parents and caregivers have the knowledge, skills, and abilities to

maintain family stability and help their children succeed; and a network of services is sustained to address basic needs.

Community Coordinated Child Care (4C) is another key partner. 4C has served as the resource and referral agency in Jefferson County for more than 40 years and has played a critical role in maintaining and advancing quality early childhood services.

A current initiative of the JCPS, MUW and 4C partnership is Excellence Academies, established in 2011 through a generous gift from the Lift a Life Foundation, which guides and rewards preschool teachers in childcare settings who are working hard to grow high-quality curriculum in classrooms throughout the region. As teachers make changes to their classrooms and consistently demonstrate new skills in their teaching methods, they progress through the Academy, beginning with a "Novice" level title with the potential to grow to be a "Master" level teacher. Childcare centers engaged in the Excellence Academies will be partners in the Preschool Development—Expansion Grant in Jefferson County.

Mayor Greg Fischer said, "The importance of high quality early childhood education is undeniable. Locally, the partnership and collaboration between Louisville Metro Government, Jefferson County Public Schools, and Metro United Way has a strong track record of ensuring that our children receive the services they need." According to Joe Tolan, President & CEO of Metro United Way, "I've never witnessed greater, more widespread recognition of the critical importance of Early Education in our community, be it from business, local government or JCPS. That's why we focus our energies on Kindergarten readiness and early education, because success in these will lead to significant, lasting change."

The JCPS, 4C and Metro United Way partnership provides an infrastructure with strong partners that will ensure successful coordination and implementation of RKI in Jefferson County.

United Way of Greater Cincinnati's Success by 6: Our work with Northern Kentucky will be coordinated by Subgrantee United Way of Greater Cincinnati's Success By 6®, a national model developed by United Way Worldwide (then United Way of America). Success By 6® is systems-oriented with a near decade-long history of assembling various sectors, sensitive and savvy to relationships... The organization has demonstrated credibility to stick with the work that has yielded results and has accelerated commitments to evidence-based decision-making and continuous improvement. Underpinning all of this work are dedicated stakeholders from diverse

funding streams working in Northern Kentucky to ensure that all children have high-quality experiences prior to Kindergarten entry..

As the early childhood backbone organization in the region, Success By 6® influences the power of collective will and accelerated action around strategies that are based on evidence.. Success By 6® is building upon continuous quality improvement principles, expanding data and research capacity, creating new funding opportunities, scaling innovative strategies and testing new and promising practices..

Success By 6® builds upon the effective work being done in the community by early childhood partners.. Partners include early childhood education and home visitation providers, child development experts, school districts, higher education representatives, data system experts and other organizations that focus on child development and/or Kindergarten readiness.. Success By 6® educates, engages, and coordinates across sectors nonprofits, governments, business and the public—through public policy and advocacy efforts. By bringing key early childhood stakeholders together, children and families benefit from the sharing of knowledge, the leveraging of resources and the collective commitment to improvement. ...

Data analysis has been a primary focus so that impact can be gauged among projects and programs over time.. In keeping with the philosophy that "what gets measured gets done," Success By 6® has implemented a data system to capture progress that is being made.. Data is used to inform the work and improve upon practices and process.

Success By 6® has engaged a key partner, Children Inc. (CI), in RKI. CI has a successful 25-year-history of collaboration with schools systems in providing high-quality preschool in public preschools.. CI currently operates high-quality preschools in five northern Kentucky elementary schools, providing both the other half of the day for public preschools and the wrap-around services to accommodate working parents.. The Northern Kentucky region coordinated by Success By 6® is ready and capable, with their strong partners, to expand quality preschool in their communities.

KCEOC Community Action Partnership: KCEOC Community Action Partnership (KCEOC), one of our two Promise Zone Subgrantees, is located in Barbourville, Kentucky.. KCEOC began as Knox County Economic Opportunity Council, Inc., one of the original 23 Community Action Programs approved by the Office of Economic Opportunity (OEO) in December 1964.. KCEOC

has been providing Head Start services to at-risk children within the Southeastern Kentucky Promise Zone since 1965. KCEOC:

- Was a waiver two grantee for the Early Head Start Program and was funded in 1997.
- Provides services to 797 Head Start Children in Clay, Harlan, Knox, and Laurel counties.
- Currently provides services to 291 Early Head Start Children in Clay, Harlan, Jackson, Knox, Laurel, and Rockcastle counties.
- Has a Child Development Program with more than 100 formal, written partnership agreements with service providers with many, many more informal agreements.
- Is the fiscal agent for two local Early Childhood Councils.
- Has representation in many interagency groups and advisory councils.

KCEOC Child Development has an extensive history of effective collaboration through Community Partnerships and Contractual Agreements with the Southeastern Kentucky Promise Zone community, specifically with the Harlan and Knox County School systems.

- KCEOC Child Development has contracted with the Harlan County Board of Education to administer the Public Preschool Program since 1994. Preschool classrooms are located in seven elementary school facilities and consist of IECE certified teachers hired and monitored by KCEOC to ensure duties are carried out satisfactorily.
- KCEOC Child Development cooperates with local school systems to ensure effective state reporting of child assessment by entering the data in KEDS (the states web-based tracking program).
- KCEOC Child Development staff works collaboratively with LEAs to conduct mass screening to identify children with special needs.
- KCEOC Child Development provides annual Pre-Service to ensure training requirements are met.
- KCEOC monitors and tracks required records, child assessment data and other case management documents to pass along to school systems to promote smooth transitions.

According to J.M. Hall, Knox County Judge Executive, "KCEOC has a long history of striving toward improving our community. Their willingness to be a Subgrantee for this grant is a perfect example of KCEOC's involvement in and dedication to our community. KCEOC is a great choice as a Subgrantee for this grant." KCEOC's extensive experience, strong partnerships and history of working within the Promise Zone will ensure the success of RKI.

LKLP Community Action Council: The LKLP Community Action Council (LKLP), located in Hazard, Kentucky, is a comprehensive child development program and the Head Start Grantee for Knott, Leslie, Letcher, and Perry counties. LKLP is the second Subgrantee serving the Southeastern Kentucky Promise Zone.

Director Renee Sexton says of LKLP, "We seek to enrich the lives of families and strengthen self-sufficiency by giving roots and wings to our children: roots so they have the sense of self, and wings so they can follow their dreams." LKLP delivers services in an integrated and inclusive manner, building on each child's strengths to foster progress along the developmental spectrum in social, emotional, cognitive and physical growth. Each family's assets form the foundation from which to launch future achievements through family goals and partnership agreements. Teamwork is the hallmark of staffing in the LKLP. Head Start service delivery and teamwork is the model LKLP will use as a Subgrantee for RKI.

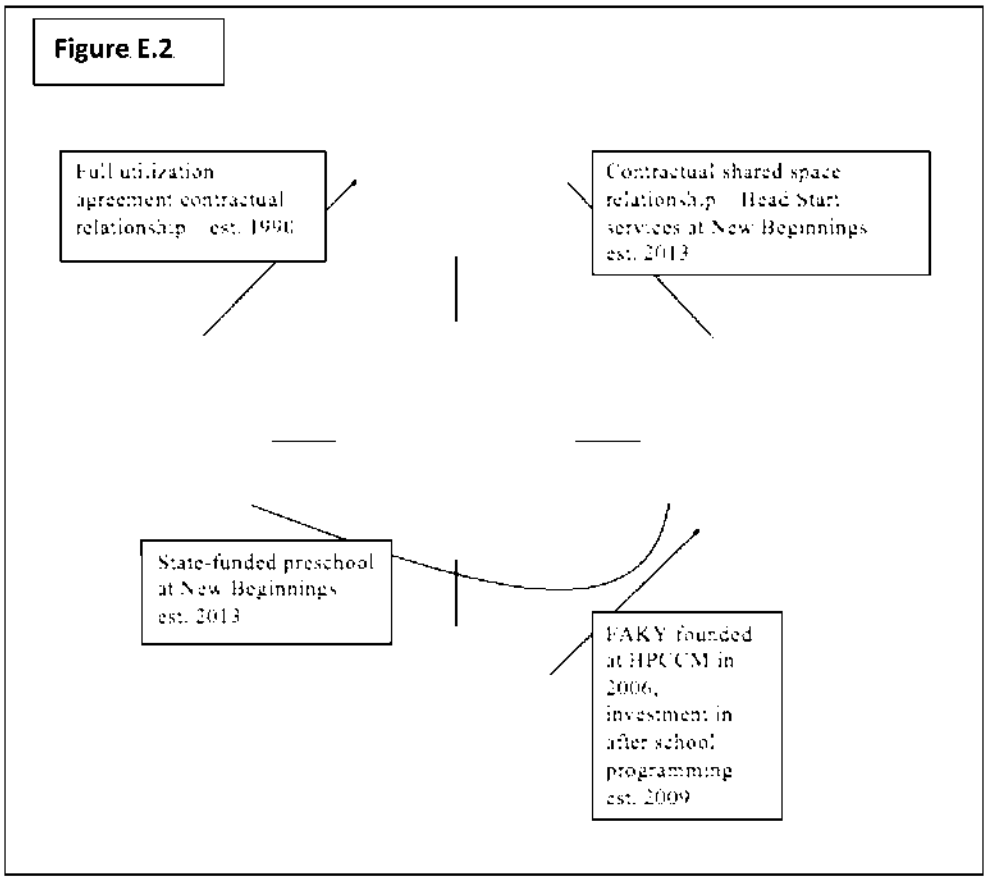
LKLP offers Early Head Start and Head Start classrooms and services to qualifying families from birth until entry into Kindergarten, working in partnership with Perry County Schools and Hazard-Perry County Community Ministries to maximize the number of students served. They utilize the Federal Head Start Performance Standards, have earned positive reviews for service delivery in all Federal monitoring, and use the CLASS tool and comprehensive developmental screenings. LKLP provides services for children with special needs, insuring that they are school ready. Perry County school staff has worked with LKLP in conducting necessary developmental, speech/language and health screenings and providing the necessary follow-up therapy, as well as offering parents education on necessary screenings and follow-up. LKLP participates in Kentucky's voluntary quality rating system, STARS for KIDS NOW, earning 3 STARS (4 being the highest rating).

Perry County Schools, an LKLP partner, currently offers State-funded preschool classes and services in four elementary schools in Perry County, services that include ChildFind, comprehensive screening, therapist services, and home visiting. They work in partnership with LKLP to maximize Federal Head Start and State preschool funds to serve Eligible Children. They are in the process of providing an Interdisciplinary Early Childhood Education-certified teacher at New Beginnings Learning Center so that services can be offered through a quality early learning provider.

LKLP uses data as they work to ensure children in their care enter school ready to engage in and benefit from early learning experiences that best promote their individual success. LKLP has taken a strong leadership role in this community by coordinating the Eastern Streams Community Early Childhood Council. Another LKLP partner is the Foundation for Appalachian Kentucky, a strong investor in early childhood education, bringing stakeholders together to address the needs of children birth to age 5.

LKLP partner, Hazard-Perry County Community Ministries – New Beginnings Learning Center, offers quality early care and education in a private childcare setting in Hazard. They serve infants from six weeks of age through elementary students in an out-of-school setting from all four counties in the service area. In 2013, they began working with both the Perry County Board of Education and LKLP Community Action Council's Head Start to implement a blended, collaborative pre-K model for three- and four-year-olds. They have participated in Kentucky's STARS rating system since its inception in 2000 and have earned and maintained a 3 STAR rating for all programs. Currently, they share three classrooms with LKLP Head Start within their center. They also operate a 21st Century Community Learning Center, a Department of Education competitive grant program, for K-3 students. The working relationships in Perry County are shown in Figure E.2. The LKLP history of strong partners working to serve more children is evidence that they can carry out the goals of the RKI.

Figure E.2



3) How the State will ensure that each Subgrantee minimizes local administrative costs

Several school districts in the State have chosen to "blend" services for children with their local Head Starts and early learning providers. The blending of services enables Preschool program providers to leverage available State Pre-K funds and resources and reduce overall administrative costs. There are numerous high-need areas of the State and preference for the RKI was given to Subgrantees who are willing and able to build collaborative models that lessen the long-term administrative burden. As a result, all the Subgrantees partnering with the State for RKI waived indirect administrative costs. No indirect costs will be charged to the grant by Subgrantees and all anticipated expenditures are directly related to expanding the number of high-quality Preschool slots or improving the quality of existing Preschool slots.

Furthermore, to ensure that more children are positively impacted by High-Quality Preschools, Kentucky will not charge administrative costs to the grant. The GOEC structured the usage of the (b)(4)% of the budget retained by the State to enable Subgrantees to minimize their direct administrative costs through the employment of RKI Quality Coaches and an RKI Professional Learning Coordinator. These personnel offset the need for Subgrantees to use their resources to design, refine and promote collaborative models for delivery.

Overhead costs are a necessary part of most organizational structures. However, Kentucky and the Subgrantees are minimizing and eliminating these costs by streamlining operations and providing supports through existing systems. Once the Preschool slots created and improved through RKI are at scale, the ongoing expenses associated with maintaining the increased slots and improved quality will decrease. By minimizing administrative costs throughout the project, the State has designed a model that is more sustainable from ongoing State and local partnerships.

(4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs

GOEC will provide Subgrantees with multiple systems of support to ensure that Subgrantees have the capacity to continually monitor, provide feedback and offer professional development to early learning providers. This continual on-going support will ensure that the early learning providers that participate in RKI are delivering High-Quality Preschool Programs. During the first quarter of implementation, each Subgrantee, in collaboration with GOEC, will prepare a detailed Scope of Work. Included within this Scope of Work will be the Subgrantee's plan for

monitoring, providing continual feedback and providing technical assistance to early learning providers. These processes will ensure that early learning providers are delivering programs that are of high-quality.

A key element in monitoring and ensuring quality will be the RKI Quality Coaches (described in section C of this application). The RKI Quality Coaches will work closely with State agencies to collect data on possible areas of improvement for each participating Early Learning Provider. They will then work directly with the Subgrantees and their participating Early Learning Providers to develop a plan for continuous quality improvement. RKI Quality Coaches will assist Subgrantees with monitoring progress toward goals and suggest strategies to overcome obstacles and identify resources that may be needed to achieve ever higher levels of quality. Subgrantees will then be responsible for implementing any element of the plan with the early learning provider to ensure that all preschool services are of high-quality.

On a regular basis, the State and the Subgrantees will collaboratively review data from the P2R monitoring process, the newly-designed STARS Tiered Quality Rating and Improvement System (TQRIS) and the Brigance® Kindergarten Entry Screen (BKS). The P2R and STARS systems, as detailed in Section C of this application, provide information on the current level of quality within early learning programs. The P2R and STARS TQRIS systems offer critical support to early learning providers to reach higher levels of quality. The BKS data details the readiness levels of children as they enter Kindergarten. This data will be valuable as GOEC and Subgrantees work to ensure the quality of early learning providers.

5) How the State and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.

Within the first quarter of implementation, GOEC will work closely with each Subgrantee to develop a detailed RKI Scope of Work. The Scope of Work will include coordination plans for assessment, data sharing, instruction tools, family engagement, cross sector and comprehensive services, professional development and workforce and leadership development.

Initial meetings between GOEC and Subgrantees have identified the following areas as points of coordination:

Assessment: Common assessments and screens have been identified and will be utilized, including the BKS. The Continuous Assessment Guide (CAG) developed in 2004 will be utilized by the State and Subgrantees as a guide. CAG compliments and aligns with early childhood standards; was created to assist all early childhood educators in understanding the appropriate uses of assessment for screening, diagnostic, and formative assessments; and informs early learning programs on appropriate use and need for continuous assessment. CAG outlines appropriate assessment for children with special needs and summarizes best practices for sharing screening and assessment data with parents and families.

Data: The State and Subgrantees will follow accepted procedures and utilize the Kentucky Longitudinal Data System (KLDS). RTT-ELC is expanding KLDS to include early intervention, home visiting, Head Start, and Family Resource Youth Service Center data. MOUs are in place with KDE and CHFS to share the KLDS data. In addition, Head Start 5-Year Monitoring Reports will be shared with Subgrantees. The ECE-TRIS professional development registry that tracks early childhood educator professional development hours and training available through Kentucky's credentialed trainers will be utilized, also.

Instructional Tools: Research-based curriculum is required by preschool regulations and considered in the STARS TQRIS. State and Subgrantees agree that all curriculums must be aligned with the Kentucky Early Childhood Standards (KECS). All curriculums must be approved for use with all children, including children with special needs, and must be culturally and linguistically sensitive. RKI early learning providers' lesson plans and daily planning must reference KECS.

Family Engagement: The State and the Subgrantees will work to expand implementation of the Strengthening Families Framework to build protective factors within families. RKI Quality Coaches will provide direct support to participating early learning programs to implement the Strengthening Families framework. The State and Subgrantees will support United Way Born Learning Academies within each High Need Community. The Academies work with families in a six-part parent training series with the goal of "every moment with a child is a teachable moment." Subgrantees will also be made aware of professional development for teachers in working with parents, available from the Prichard Committee for Academic Excellence, based on their 17 years of work with the Governor's Commonwealth Institute for Parent Leadership.

Cross-sector and Comprehensive Service Efforts: The state and the Subgrantees will engage local partners in the development of the RKI Scope of Work to ensure a coordinated plan for cross-

sector and comprehensive service efforts. A key partner will be the local Family Resource Youth Service Center (FRYSC). FRYSCs are school-based centers to help academically at-risk students succeed in school by helping to minimize or eliminate non-cognitive barriers to learning. FRYSCs are strengthened by community partnerships and their ability to provide vital programs, services and referrals to students and their families. These partnerships are critical in efforts on behalf of students to promote: early learning and successful transition to school, academic achievement and well-being, and graduation and transition into adult life. FRYSCs serve children in preschool and coordinate preschool childcare, after-school child daycare, families-in-training, family literacy services, and health services and referrals. In RKI, when blending preschool with Head Start, Comprehensive Service Health Services required by Head Start Performance Standards are offered to all children no matter the funding stream.

Professional Development: RKI Subgrantees have the benefit of accessing Kentucky's high-quality mature system of professional development for early childhood educators that has been in place for decades. According to a 2012 Early Care and Education Evaluation conducted by the University of Kentucky, "Teacher education level has consistently been associated with positive child outcomes in Kentucky's evaluation of early care and education. Administrators should support teachers to gain higher education levels and create work environments that encourage teachers to remain in the field of early care and education. Evaluation results suggest that teachers with more experience engage in teaching behaviors linked to positive child outcomes" (Grisham-Brown, 2012).

The system includes the KIDS NOW Scholarships for college and non-college credit-bearing coursework, as well as professional development for early childhood educators, regardless of the individual's place on the knowledge and qualifications continuum. The KIDS NOW scholarship program provides financial assistance for college and non-college professional development. Articulation agreements are in place to enable early care educators to transfer credits to and between Institutions of Higher Education (IHE).

Kentucky has also developed the Workforce Knowledge and Competency framework for early childhood educators. The Framework, widely used since its creation in 2002, presents a set of expectations describing what Early Childhood Educators should know and be able to do...

Kentucky also has a long-established workforce of high quality credentialed trainers that provide professional learning. Trainers obtain a credential that signifies the successful completion of competencies and standards for the trainer of early childhood practitioners from basic level one to a level five credential.

The professional development system in Kentucky is also being strengthened and aligned with the Race to the Top—Early Learning Challenge work. As part of the RTT-ELC work, the professional development system will be modified to become responsive to high-priority topics aligned with the STARS rating system's standards of quality.

Subgrantees will also access the Early Learning Leadership Networks. Developed in 2011 by the Kentucky Department of Education, ELLNs provide a variety of Early Childhood Educators and teacher leaders high-quality professional development based on the Kentucky Early Learning Standards. ELLNs are provided free of charge across the Commonwealth to build capacity around Kentucky's Early Childhood Standards and support school readiness. ELLNs are facilitated by Kentucky's Regional Training Centers (RTCs); all RTC trainers are certified in the material. Finally, Subgratees will be directly supported by the RKI Professional Learning Coordinator. As detailed in Section C, the Coordinator will work with Subgranees to identify areas of need in professional learning and act as a liaison with institutions of higher learning to facilitate higher educational attainment in their early childhood workforce.

Workforce and Leadership Development: One of the most important factors for the sustainability of quality in early childhood programs is the combination of a high-quality workforce that continually seeks to improve skills and competencies. The importance of high-quality educators must also be a primary focus of program leaders and administrators. Individual educators' improvement is amplified when their leadership understands the importance of highly-trained and motivated workers.

With this in mind, the RKI will actively encourage leadership to help develop a highly-competent workforce at the program level. Leaders will have access to the Early Learning Leadership Networks (ELLNs), which are designed to build the capacity of Early Childhood leaders. Leaders receive high-quality professional development on the importance of developing teacher leaders, utilizing the Early Childhood Standards to individualize education plans to meet the needs of all children.

RKI efforts are also fully aligned with the State's Race to the Top Early Learning Challenge work. This work, focused on redesigning the STARS rating system, will provide individual support to program directors and leaders through the technical assistance given to each program to promote continual improvement in providing High-Quality Preschool services.

Leaders will also have access to the network of Community Early Childhood Councils (CECCs) that provide professional development opportunities for directors, administrators and early childhood educators alike. Kentucky has long had a credential specifically for directors of early learning programs. The credential, required for the highest levels of quality in the STARS rating system, provides leaders and administrators with a program of structured professional learning that promotes their continual growth as leaders in early childhood.

Finally, as detailed above, each director will also have access to the RKI Professional Learning Coordinator and RKI Quality Coaches who will give one-on-one support to directors and leaders to access the wide array of learning opportunities offered by Kentucky's mature system of professional development.

(6) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, State Preschool Programs and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act

The State and each Subgrantee have a long-standing history of a collective impact approach to the work. RKI will be approached through a collective impact lens. Within each High-Need Community, full utilization agreements are in place for all of our school districts and Head Start. Each Subgrantee has established processes and procedures to protect against supplanting services.

Each community has a local collaborative that includes childcare programs, State Preschool Programs and Head Start Programs. The local collaborative will influence and offer opportunities to share existing services and to provide intentional planning for future services for preschool-aged children in the collaborative partners' programs that are supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act and the Child Care and Development Block Grant Act.

(7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line

Each Subgrantee will develop, in collaboration with the State, a Scope of Work that integrates programs within economically diverse, inclusive settings. Each Scope of Work will include a recruitment plan to ensure that the programs enroll Eligible Children including those that serve families with incomes above 200% of the Federal poverty line. Kentucky preschool standards support the inclusion of children above 200%. Subgrantees will offer seats to children above 200% if seats exists, once those above the 160% income eligibility guidelines have been served.

Existing strategies are in place in the designated High-Need Communities to support ChildFind efforts. All partners will be involved so that activities are coordinated with all programs and Eligible Children can be referred to the program that can best meet the child's needs.

(8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State

In Kentucky, local school districts are required by regulation to provide comprehensive services to children with identified disabilities or developmental delays utilizing IDEA funding. School districts are required to work with Head Start and community-based childcare providers and families to design and implement individual education plans (IEPs) for children with special needs. Provisions of the IEP will be carried out under the supervision of an IECE teacher.

Each Subgrantee has established processes for serving all Eligible Children. Jefferson County Public Schools has departments that coordinate all services mentioned above. The children with IEPs will be served by IECE teachers as well as Resource Teachers. Northern Kentucky provides these services to all children in preschool programs through districts and community services including a McKinney Vento Act and our Exceptional Support Service Teams, which support special education and ELL students and families. KCEOC and LKLP have a long history of working with the public schools to ensure coordination of services occurs. For example,

KCEOC currently employs a Disability Manager who will devote a percentage of time to ensure the additional children receive appropriate services.

(9) How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education

Each Subgrantee has a strong history of implementing culturally and linguistically responsive outreach with their High-Need Communities. During the selection process, Subgrantee outreach and communications efforts related to enrollment and service of hard-to-reach families were reviewed. Current best practice for school districts states that children in special populations (homelessness, foster care, English language learners, etc.) are given high-priority programs and Head Start programs and our Subgrantees follow this best practice. Each Subgrantee has goals connected to reaching all children that include: meeting families where they are, getting to know them and where they come from, and building on strengths. Specific examples are as follows:

- JCPS has the assistance of the English Language Learners Division of the school system.
- JCPS offers several opportunities for professional development on being culturally responsive.
- Within JCPS, phone service has been implemented that offers services in many languages.
- KCEOC and LKLP hire interpreters when necessary.
- Strategies implemented Success by 6® include United Way Born Learning® Academy, Me and My School, a regional child-find effort, and a new early childhood "Champion" project, using trusted community leaders., interacting directly with parents in child find activities.

As RKI is implemented, GOEC will monitor Subgrantees to ensure that programs, outreach and communication continue to be culturally and linguistically responsive.

GOEC will work with Subgrantees and their partners and provide support and best practices in engaging isolated or hard-to-reach families. The Strengthening Families Framework will be implemented within the three High-Need Communities (Appendix 565). Strengthening Families is a research-informed approach to increase family strengths, enhance child development

and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building six protective factors:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children
- Nurturing and attachment

The RKI Quality Coaches will assist Subgrantees and early learning providers in implementing the Framework.

(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee --

(a) State will ensure that each Subgrantee Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten

State-funded preschools are required to have a Kindergarten transition plan for each child. GOEC will verify each Subgrantee's compliance with this requirement during monitoring visits. Subgrantees will establish a process for verifying this with each of their RKI early learning providers.

The components of the RKI Kindergarten transition plan shall be as follows:

- A schedule for transition (typically starts about six months prior to the end of the school year)
- Joint convening of preschool and Kindergarten personnel to ensure children experience the Kindergarten environment
- Provisions for children with disabilities or special needs (therapist are present for children receiving services due to a disability)
- Sharing of screening and assessment data with representatives from Kindergarten
- Input and data sharing with parents
- Discussion on each child developmental progress
- Discussion on most appropriate placement of children

- Discussion of the implementation of the Individual Education Plan (IEP) for children with a diagnosed disability.
- Inclusion of the Family Resource and Youth Service Center (FRYSC) if necessary
- Ensure that health requirements are met prior to entry (hearing and vision screening, etc.)
- Common Kindergarten Entry Screener – Kentucky school districts are required by State regulation 704 KAR 5:070 to screen all incoming children to determine readiness 15 days before or 30 days after the start of the school year.

In addition, Subgrantees will be encouraged to work with their Community Early Childhood Councils (CECCs), of which local school districts are members, to create Kindergarten readiness activities where RKI children and families are invited to learn more about early childhood development, easy ways parents can help their children prepare for Kindergarten, and screening activities including administering the Ages and Stages Questioner.

Subgrantees will be made aware of the Prichard Committee's "Pre-K To On Your Way" workshops for preschool and Kindergarten teachers and parents on successful transitions.

(b) State will ensure that each Subgrantee coordinates and collaborates with LEAs or other Early Learning Providers

GOEC will monitor Subgrantees to ensure that Subgrantees are coordinating and collaborating with LEAs and early learning providers in areas specified in Figure E.3. The following provides detail on the applicable requirements, processes, and best practices that will be reviewed during the Subgrantee monitoring. Using a continual improvement model, GOEC will work closely with each Subgrantee to address areas where collaboration and coordination with LEAs and Early Learning Providers can be improved. Subgrantee best practices will be noted and shared with other Subgrantees. Figure E.1 gives a summary of best practices and requirements for collaboration:

Figure E.3 – Collaboration with LEAs and Early Learning Providers	
Area of Coordination and Collaboration	**Requirements, Processes, Best Practices to support Coordination and Collaboration**
(i) Providing opportunities for early educators to participate in professional development on early learning and Kindergarten standards, assessments,	Per 704 KAR 3:410, lead preschool teachers and assistants must participate in a minimum of 18 hours per year of training. The RKI Professional Learning Coordinator will act as the primary liaison with the Subgrantees to ensure that Subgrantees are providing high-quality professional development for early educators.

Figure E.3 – Collaboration with LEAs and Early Learning Providers	
Area of Coordination and Collaboration	**Requirements, Processes, Best Practices to support Coordination and Collaboration**
curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education	The RKI Professional Learning Coordinator will connect educators to these funds to support more educators obtaining Early Childhood bachelor's degrees and CDAs in the targeted High-Needs Communities.
(ii) Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports	According to 704 KAR 3:410, Kentucky State-funded Preschool programs are required to conduct two home visits per year and two parent engagement activities per year. Further, the regulation also states "To meet the comprehensive needs of children, the program shall collaborate with medical, health, mental health and social service agencies. Information about community services, resources and facilities shall be made available to parents. Program staff shall assist parents in coordinating interagency services for children and families." Preschools that are "blended" with Head Start also provide children with the extended comprehensive services required by Head Start. For example, a child in a blended preschool classroom would be provided additional health and nutrition services by being assigned a Family Service Worker. These individuals work directly with children and families to address their needs in a comprehensive way. They may provide additional dental services, mental health services, job placement services, etc. The vast majority of Kentucky Preschool Programs have access to the Family Resource and Youth Services Centers (FRYSC). FRYSCs provide comprehensives services to families and children Pre-K – 5.
(iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program	707 KAR 1:320 stipulates that 3- or 4-year-old children who have been identified with a disability are eligible to receive services from the State Pre-K System. Districts are required to hire and maintain a Disabilities coordinator. All children are required to be screened using a valid and reliable tool. For children with disabilities, Preschool personnel are required collect data from screening to create and implement the Individual Education Plan (IEP) that is shared with families and educators. Preschools are ultimately responsible to ensure the terms of the IEP are carried

Figure E.3 – Collaboration with LEAs and Early Learning Providers	
Area of Coordination and Collaboration	**Requirements, Processes, Best Practices to support Coordination and Collaboration**
	out. In Kentucky, services to children with disabilities can be given in Preschools, Head Start facilities, and community based child care.
(iv) Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State	Provisions are made for services to children of special populations like Dual Language Learners and of migrant populations. The Kentucky Early Childhood Standards are culturally and linguistically sensitive, as are all the tools that Pre-Ks are required to use (curriculum, screening, child assessment, etc.). All Head Starts and Pre-K programs give high priority to place children of other special populations such as children experiencing homelessness, are in foster care, etc.
(v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children	State-funded Pre-Ks in Kentucky are required to create environments that are age appropriate and address the needs of all children, including children with special needs. Head Start Performance Standards require that all children have access to age appropriate environments and accommodate for children with special needs. State-Funded Preschools are required to become "ECERS Compliant" that is that they meet a minimum on an approved environmental rating tool (ex. ECERS-R). Districts must identify a person who will maintain reliability on the tool and provide periodic scores so that educators and administrators can make adjustments.
(vi) Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law	LEAs are required to input data into Infinite Campus (KDE Student record systems) and into KEDS (child assessment results). LEAs are encouraged to input professional development data into CIITS. Data sharing occurs with families during the parent-teacher conferences and the home visit regarding child progress and

Figure E.3 – Collaboration with LEAs and Early Learning Providers	
Area of Coordination and Collaboration	**Requirements, Processes, Best Practices to support Coordination and Collaboration**
	developmental needs as identified by screening and assessment results. Results of the BKS are input into the Online Management System (OMS) which then updates Infinite Campus with results. The Kentucky Center for Economic Workforce Statistics (KCEWS) receives periodic updates from Infinite Campus and other systems to become part the Kentucky Longitudinal Data System (KLDS).
(vii) Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs	LEAs are required members of the local Community Early Childhood Councils (CECCs) that are the local volunteer organizations that convene to identify areas of need in Early Childhood and devise a plan to address the need. These groups are widely representative of all early childhood stakeholders, providers and other community organizations. CECCs host community literacy fairs, school readiness days, etc. that involve a large number of community resources. Individual districts will work closely with libraries, arts organizations and museums to enhance preschool programs.

F. Alignment within a Birth through Third Grade Continuum

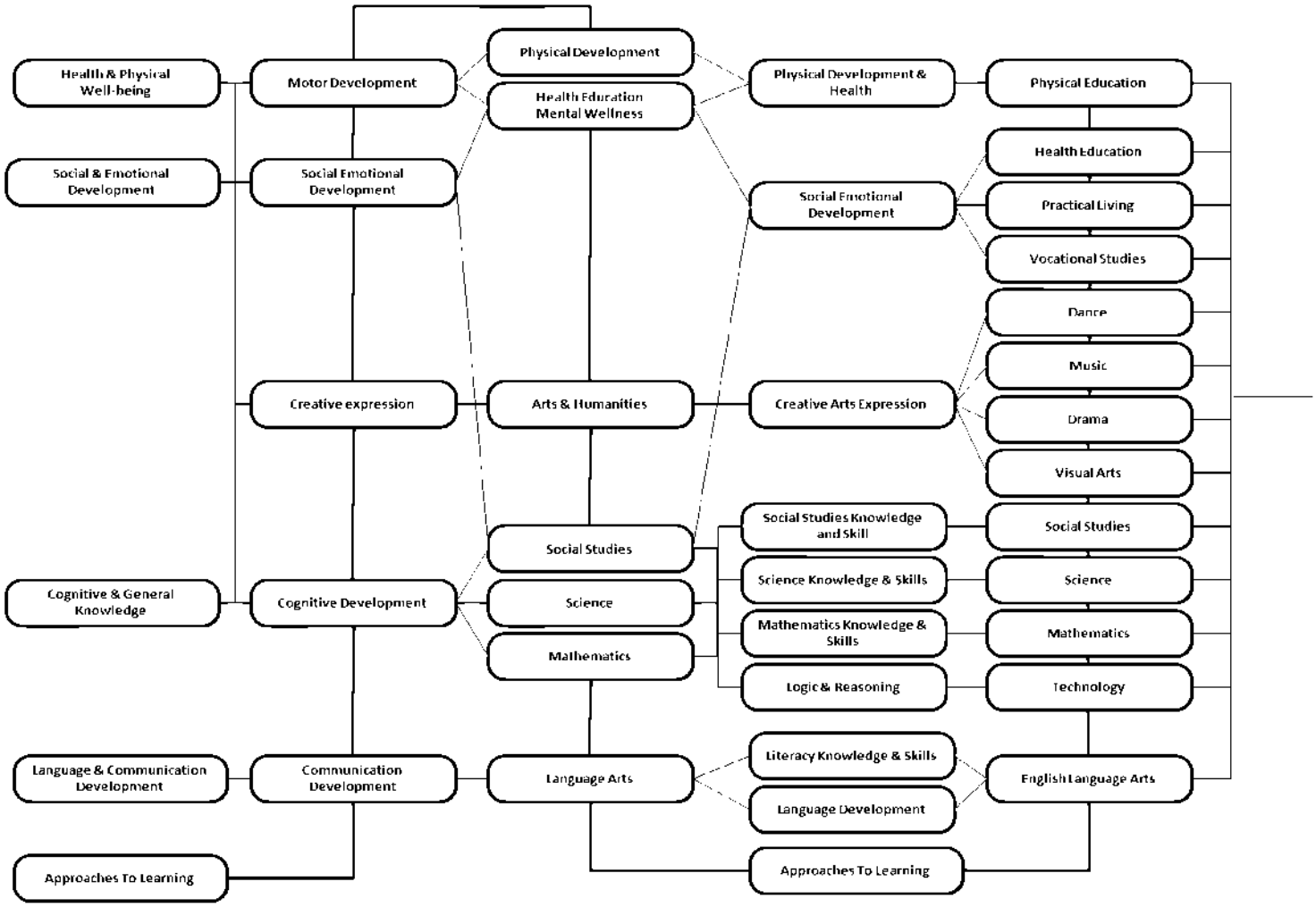
The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

(1) For birth through age-five programs, these activities include—

(a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and

The Kentucky Early Learning Standards have been aligned with the Kentucky Core Academic Standards (KCAS) to ensure a strong continuum of learning from birth to third grade (Appendix, 567, 592). This alignment is illustrated in Figure F.1.

Figure F.1


Health & Physical Well-being
Motor Development
Physical Development
Health Education Mental Wellness
Physical Development & Health
Physical Education
Social & Emotional Development
Social Emotional Development
Social Emotional Development
Health Education
Practical Living
Vocational Studies
Dance
Music
Drama
Visual Arts
Creative expression
Arts & Humanities
Creative Arts Expression
Social Studies
Science
Mathematics
Social Studies Knowledge and Skill
Science Knowledge & Skills
Mathematics Knowledge & Skills
Logic & Reasoning
Social Studies
Science
Mathematics
Technology
Cognitive & General Knowledge
Cognitive Development
Language & Communication Development
Communication Development
Language Arts
Literacy Knowledge & Skills
Language Development
English Language Arts
Approaches To Learning
Approaches To Learning

The State and our Subgrantees have pulled together a strong collaboration of partners to ensure that children and families are aware of programs and supports within the local communities. These partners include organizations representing the arts, libraries, and other groups who can provide enrichment for preschool classrooms. Figure F.2. illustrates the comprehensive service supports that are aligning to support the children and families within our High-Need Communities.

(b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; and

The State and our Subgrantees will ensure that the provision of High-Quality Preschool Programs will not lead to the diminution of other services or increased cost to families. Each district has signed a Full Utilization agreement with Head Start to serve as many four-year-old children as possible. The goal of the Full Utilization agreements is to avoid duplication of services and promote coordination between early childhood programs. Each Subgrantee has developed a strong collective impact framework within the High-Need Community. All providers, programs and services, birth to age five, are represented within this framework. This strong communication will ensure that there will be no diminution of services, nor extra costs to families.

Figure F.2

Comprehensive Service Supports

Pre-Natal	Birth to 2yo	Preschool	Kindergarten	K-3rd Grade
• Pre-Natal Care • WIC • HANDS Home Visiting	• Newborn hearing screens • Expanded metabolic screening • Screening for critical congenital heart disease • Welchild Preventive Care • Childhood Lead Poisoning Prevention • Immunizations • STARS TQRIS • Early Childhood Stds. • First Steps – IDEA Part C • Help Me Grow • Early Head Start • Moving Beyond Depression • Early Childhood Mental Health	• STARS TQRIS • Early Childhood Stds. • Head Start • State Funded Preschool • Cihild Care Assistance Program • Family Resource Centers • United Way Born Learning Academies • Child Care Health Consultation • IDEA part B	• Oral Health Screening • BMI Screen • Brigance Screen • Vision Screen • Longitudinal Data System	• Family Resource and Youth Service Centers • Transition efforts • Primary school program w/ • Developmentally appropriate practices • Family engagement • Required screenings and immunizations before school entry

The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

(2) For kindergarten through third grade, these activities may include

(a) Ensuring that Eligible Children are well-prepared for kindergarten

Kentucky's Early Childhood Standards (KYECS) are designed as a framework to assist in understanding what children should know and be able to do from birth through four years of age. The KYECS provide a common set of expectations for young children and represent the skills and knowledge that provide the foundation for school readiness and are critical for ensuring later academic success. Kentucky's Core Academic Standards (KYCAS) provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. These standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

In the spring of 2011, the Kentucky Early Childhood Standards were aligned to Kentucky's Core Academic Standards (KCAS) for English/Language Arts and Mathematics[1], a move necessitated in part by the new Common Core standards adopted in those areas. In addition, the revision helped us further ensure young children would have a smooth transition as they move into Kindergarten and beyond. The revision workgroup was convened by the Kentucky Department of Education and included preschool and Kindergarten teachers, representatives of child care and Head Start, administrators and state agency staff members. The purpose of the group was to align the Standards with the expectations the KCAS adopts for students in Kindergarten. The newly aligned Standards represent a document that supports Early Childhood Educators as they plan curriculum and instruction for all children in Early Learning and Development environments.

Figure F.3 is an example taken from the Kentucky Early Childhood Standards (2013) for 3- and 4-Year-Olds; it demonstrates how the alignment references are made for Early Childhood Educators. The Standards document includes a column on the right for teacher note-taking.

1 Kentucky was the first state to fully adopt the new Common Core Standards in Language Arts and Mathematics.

Figure F.3

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. **Benchmark 3.6:** Tells and retells a story.	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Retells a story including many details and draws connections between story events. **Example:** After hearing the story of "Pepe the Bull" Phillip tells the story to the stuffed animals in the quiet area. (Approaches to Learning: Persistence and Attentiveness)* * *Reference to **Approaches Toward Learning** Domain*	

Alignment references

Kentucky Core Academic Standards:
→ (Strand) Reading (Cluster) Key Ideas and Details (Literature and Informational), (Cluster) Integration of Knowledge and Ideas (Literature and Informational)

Head Start Child Development and Early Learning Framework:
→ Literacy Knowledge & Skills – Book Appreciation

To further support educators in understanding how the Standards align with the KCAS, the Kentucky Department of Education produced two alignment documents that detail how the Standards for Mathematics and English/Language Arts align with the standards in the KCAS. Figures F.4 and F.5 are samples of the **alignment crosswalk** from each of these documents. The full documents can be found in the Appendix.

Figure F.4 – KECS-KCAS Math

Kentucky Early Childhood Standard (KYECS) MATHEMATICS (3S AND 4S)	Kentucky Core Academic Standard (KCAS) Math for Kindergarten	
Standard 1: Demonstrates general skills and uses concepts of mathematics.		
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	**Domain** Counting and Cardinality	
Developmental Continuum Items		
• imitates rote counting using the names of the numbers.	**(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	**NOTES**

Figure F.5 – KECS-KCAS English Language Arts

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. **Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.** **Developmental Continuum** • Initiates communication to have needs met. • Responds meaningfully in conversations and discussions with peers and adults. • Asks many why, when, and where questions. • Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs • Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes	**(Strand) Language** **(Cluster) Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). • Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **(Strand) Speaking and Listening** **(Cluster) Comprehension and Collaboration** 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

(b) Sustaining the educational and developmental gains of Eligible Children

Several strategies will be used to sustain the educational and development gains of Eligible Children as they transition from Kindergarten through third grade.

Promoting collaboration between preschool and kindergarten teachers: Kentucky's Early Learning Leadership Networks (ELLNs) are designed to build the capacity of district leadership teams to implement early childhood standards and school readiness. Each school district identifies a 3-4 member ELLN team consisting of preschool and Kindergarten teachers. Team members make connections between what they are learning and the needs within their district, then use the knowledge, resources and tools from the network meetings to develop a plan specific to their district's needs. The content of ELLN is based on four pillars: the standards, assessment, high quality teaching practices and teacher leadership. The RKI Professional

Learning Coordinator will ensure that Subgrantees and their early learning providers are connected with their district's ELLNs.

Expanding access to Full-Day Kindergarten: A key focus of the RKI is expanding access to Full-Day Kindergarten. Each Subgrantee has identified this as an area for quality improvement and will be increasing the number of children served by Full-Day Kindergarten. A majority (81%) of Kindergarten classrooms in Kentucky are Full-Day. However, improved access is still needed, and the Subgrantees recognize the need for Full-Day instruction and are working to expand programs.

Comprehensive Early Learning Assessment Systems and Data Systems: The use of the Brigance® Kindergarten Screen (BKS) and the Kentucky Longitudinal Data System (KLDS) provide a comprehensive and consistent data exchange between Kindergarten through third grade. RKI will ensure that Subgrantees and their partners LEAs are utilizing data to direct individual student interventions Kindergarten through third grade. Professional development will be provided when needed.

Family engagement strategies: The Strengthening Families Framework (SFF) is an evidence-based prevention program for families. SFF consists of six protective factors that help families mitigate the negative reproductions of toxic stress. The Framework works with families and family service workers to recognize the effects of toxic stress and work with families on resilience during these times. The State and the Subgrantees will implement Strengthening Families within each High-Need Community. Consistent family engagement strategies from Kindergarten through third grade will support families as their children transition.

G. Budget and Sustainability

The extent to which the budget narrative and budget tables demonstrate that the State will

(1) Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected per child costs for new and improved State Preschool Program slots that are reasonable and sufficient, and that the projected per child costs for new and improved State Preschool Program slots are reasonable and sufficient to ensure High-Quality Preschool Programs

Kentucky is requesting $15 million in funding annually from the Preschool Development Grants – Expansion Grants program to support the Ready Kids Initiative (RKI). Of these funds, 95% will be subgranted to agencies within three High-Need Communities to support new and improved High-Quality State Preschool Program slots (**Absolute Priority 1**). The remaining 5% of funds will be utilized for State Preschool Program infrastructure and state-level quality improvements that will at minimum: 1) ensure educators and programs meet high-quality standards; 2) enhance longitudinal data collection and information sharing; and 3) increase teacher education and licensure requirements. A detailed budget narrative outlining the activities of the state and annual Subgrantee costs is attached (Appendix, 609).

The Commonwealth's high-quality plan is ambitious and achievable. The Governor's Office of Early Childhood (GOEC) will be the fiscal agent responsible for administering the grant funds. The Kentucky Cabinet for Health and Human Services, Kentucky Department of Education, the Kentucky Education and Workforce Cabinet, the Childcare Council of Kentucky, the Kentucky Head Start Association, the Prichard Committee for Academic Excellence, the Association of School Councils, Administrators and many others support the application and will be active participants. These partners will a have significant role in implementing the activities of Kentucky's Preschool Development Grants – Expansion Grants program.

Kentucky's RKI program will coordinate services within three high-need Early Learning consortiums comprised of LEAs, Head Start programs, and licensed child care providers. During the 4-year program period, RKI will use 50% of its Federal grant award to create new high-quality State preschool program slots throughout the high-need consortium areas for 2,027 children (**Competitive Preference Priority 3).** The State will use the remaining funds to improve 1,706 existing State Preschool program slots to bring them to the level of a High-Quality Preschool Programming.

The budget is appropriate to implement the planned services and activities, and costs are necessary and reasonable in relation to the number served, the high quality of services described, and the results and benefits to be derived from the State's Preschool Program model. A 4-year total project budget that details all project expenses, categorizing expenses as Federal or match, and delineated by Federal category, is attached (Appendix, 609). All costs are linked back to the project goals and have been carefully calculated, using Federal cost principles and administrative regulations and the State's mature procedures, guidelines, restrictions, and limitations on items of cost.

(2) Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs; and RTT A2

The State's plan for the Preschool Development Grants Expansion Grants program fosters a collaborative spirit across State and private agencies and organizations to achieve the overall goal of ensuring more Kentucky children from low- and moderate-income families enter Kindergarten ready to succeed in school and in life. This collaboration includes cross-sector funding leveraged for use in various aspects of the plan. A summary of partners providing matching dollars is shown below in Figure G.1.

Figure G.1 Summary of Match Partners

	YR 1	YR 2	YR 3	YR 4	TOTAL
Kentucky Association for the Education of Young Children (KAECE)	(b)(4)				
SAVE the Children					
Metro United Way					
Community Ministries					
Success by S6®					
LKLP					
Jefferson					
Cabinet for Health and Family Services					
Toyota					
KDE-State					

TOTAL	(b)(4)

The matching dollars are comprised of State, local, and philanthropic funds. The State's total matching commitments of $(b)(4) exceed (b)(4)% of the Federal budget share of costs (**Competitive Preference Priority 1**). All partners providing match have completed match commitment letters or cost-share identification forms. These documents are attached (Appendix, 26, 70, 77, 87, 94, 117, 122, 136, 159, 161).

(3) Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities.

The State of Kentucky and Governor Steve Beshear have made early childhood education a top priority. Despite five-year budget cuts of nearly $(b)(4) in the Commonwealth, the Governor and the Kentucky General Assembly have both ensured early childhood education funding is protected. As such, it will continue to be an area for funding and policy support.

Additionally, the State and all partners will explore funding opportunities geared toward High-Quality Preschool Programs to ensure the new and expanded slots created under this program continue after the period of availability for Federal funds ends. The State and each Subgrantee and partner involved in the Preschool Development Grants – Expansion Grants program are committed to devising plans to sustain the High-Quality Preschool Programs slots and expansion activities discussed in this proposal.

The Governor's Office of Early Childhood has conducted extensive asset mapping and has developed multiple sustainability strategies that will be applied during program implementation. The strategies include improved teacher education and credentialing; bolstering State infrastructure for Preschool programs; and engaging schools, Early Childcare Providers, and communities in Preschool Program continuation planning measures.

Competitive Priority 1: Contributing Matching Funds

Matching funds for the RKI will come from multiple funding sources such as the State, school districts, Subgrantees, private organizations and publicly-funded community

organizations. At the time of grant application, several partners committed to providing resources for sustaining the project and matching program activities.

Upon funding, the State will use the following methodology for collecting, monitoring and tracking match funding:

- Project personnel will regularly meet with philanthropic organizations, school partners and community partner organizations to discuss programming activities and the commitment to the project through cost-sharing. Organizations will be required to track and document match annually. Match documentation will be submitted with regular reports.
- Match documentation is reviewed and, if acceptable, is included in an ongoing tracking summary for match. Project expenses, including non-Federal matching funds, are regularly reconciled to determine if match meets the project requirements.

PART II. Competitive Priority 1

	Year 1		Year 2		Year 3		Year 4		Cumulative $	%
Allocation of Matching Funds	$	% Funds	$	% Funds	$	% Funds	$	% Funds		
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs										
2C: New Preschool Slots										
2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										

Type of State Match	*Increased* State Funding in Fiscal Year 2014	$ from Year 1	$ from Year 2	$ from Year 3	$ from Year 4	Overall Matching Funds	Match %
2E: State Matching Funds (if applicable)	(b)(4)						

Competitive Priority 2: Supporting a Continuum of Early Learning and Development

The State, working collaboratively with our four Subgrantees, has developed an ambitious and achievable plan that addresses the creation of a more seamless progression of support and interventions from birth through third grade for Eligible Children and their families within each of our designated High-Need Communities. For 25 years, Kentucky has been dedicating state resources to creating a comprehensive set of services to ensure that children's needs are met in all five developmental domains. As has been detailed in this application, the Commonwealth has worked to create seamless progressions of services that interweave and overlap to create a system of care that responds to the needs of children and families. RKI has developed a plan to ensure that children and their families are provided a seamless progression through the available system of care. Our partners are instrumental to this plan.

One of the hallmarks of this system of care, especially for early care and education, is our partner Family Resource and Youth Services Centers (FRYSC). Established in the KERA legislation in 1990, FRYSC's are granted funds to help students reach academic success no matter their family situation or academic readiness. FRYSCs work within the community and through the school districts to provide programs, services, and referrals to families in need. More specifically, they help families find preschool child care, including infant and toddler care, after school care, work with families to understand child development, and refer children to health services as needed.

Another vital partner critical in early care and development in Kentucky is the Health Access Nurturing Development Services (HANDS) program. This program is a home visiting program in which parents learn ways to make their homes safer for children, how to understand their child's development, activities to help their child's brain grow, and information on how to best care for their child. A voluntary program, HANDS's goal is to promote healthy self-sufficient families. With strength-based focus, HANDS home visitors work with families to promote healthy pregnancies and development, child growth and development and self-sufficient families. RKI staff and Subgrantees will ensure that Eligible children and their families are referred to HANDS.

Both of these agencies work within the community, through Community Early Childhood Councils (CECC), to educate the community about the importance of early childhood development and increase access to services to hard-to-reach families. CECCs are a broad-based

group of volunteers, funded through Tobacco Settlement dollars, that bring together family service agencies to increase collaboration and continue seamless transitions for children and families. CECCs have committed their support in ensuring the success of RKI and will act as primary liaison to other state agencies and initiatives, such as Kentucky All-STARS, the Kentucky Department of Education and the Cabinet for Health and Family Services, to coordinate services to the identified High Needs Communities. The RKI Professional Learning Coordinator will work with higher education, lead teachers and aides, and administrators to organize seamless transitions for teachers in education attainment, including understanding state systems of care. Finally, and perhaps most importantly, the RKI Quality Coaches will sit on all CECCs within the High Need Communities to familiarize themselves with participating agencies. They will also work with partners to identify children who have received services and track their outcomes through Kindergarten entry.

Competitive Priority 3: Creating New High-Quality State Preschool Program Slots

The State will use 50% of the total funds over the course of the project to create new State Preschool Program slots. Each ummarizes Subgrantee's budget plan and anticipated costs are summarized (Appendix, 609) and synthesized below in the Competitive Priority 3 Table.

Competitive Priority 3										
	Year 1		**Year 2**		**Year 3**		**Year 4**		Cumulative $	%
Allocation of Federal Preschool Development Grant Funds	$	% Funds	$	% Funds	$	% Funds	$	% 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%

Works Cited

Brazelton, T.B., & Greenspan, S.I. (2001, August). *The irreducible needs of children: What every child must have to grow, learn, and flourish*. Cambridge, MA: Perseus Publishing.

Brofenbrenner, U. (1993). The ecology of cognitive development: Research models and fugitive findings. In R.H. Wozniak & K.W. Fischer (Eds.), *Development in context*, p. 3-44. Hillsdale, NJ: Erlbaum.

Cecil, J.C. (2006). Healthy Kentucky Smiles: A lifetime of Oral Health. *Statewide Strategic Plan*. Kentucky Department for Public Health. Frankfort, KY.

Chazan-Cohen, R., Jerald, J., & Stark, D.R. (2001). A commitment to supporting the mental health of our youngest children. *Zero to Three, 22(1)*, 4-12.

Christeson, W., Taggart, A. D., and Messner-Zidell, S. (2010). *Too Fat to Fight*. Mission: Readiness. Washington D.C.

Cohen, E., & Kaufmann, R. (2000, April). Mental health perspective. In *Early Mental Health Consultation* (p. 1-2). Washington, DC: National Technical Assistance Center for Children's Mental Health.

Curriculum Associates (2013, May). Curriculum Associates releases new Brigance® Early Childhood Screens III to help educators meet needs of young learners. Retrieved October, 2013, from http://www.curriculumassociates.com/aboutus/Press-Release-Brigance®-Early-Childhood-Screens-III.aspx.

Curriculum Associates (n.d.). Brigance® Early Childhood Screens: Standardization & Validation Research Highlights. Retrieved October, 2013, from www.casamples.com/downloads/Brig-EC-research.pdf.

Curriculum Associates. (n.d.). The research behind the new Brigance® Screens III. Retrieved October, 2013, from www.curriculumassociates.com/lp/Brigance®-early-childhood-screens-iii-infographic.aspx#.Ulr01hAvvm5.

Erikson, E. (1963). *Childhood and society*. New York, NY: Norton.

Governor's Early Childhood Task Force. (1999, November). Kentucky invests in success: 20 year comprehensive early childhood plan. Frankfort, KY: Author.

Greenspan, S.I. (1992). *Infancy and early childhood: The practice of clinical assessment and intervention with emotional and developmental challenges.* Madison, CT: International Universities Press, Inc.

Kagan, S.L., Moore, E., & Bredekamp, S. (1995). Reconsidering children's early development and learning: Toward common views and vocabulary. Washington, D.C.: National Education Goals Panel.

Kendall, J.S. (2003). Setting standards in early childhood education. *The First Years of School, 60(7),* 64-68.

Kontos, S., & Wilcox-Herzog, A. (1997, January). Research in review: Teachers' interactions with children: Why are they so important? *Young Children, 52(2),* 4-12.

Massachusetts Department of Education. (2001, June). *Guidelines for preschool curriculum experiences.* Malden, MA: Author.

Missouri Department of Elementary and Secondary Education, Early Childhood Section. (2002, February). *Missouri Pre-K Literacy Standards and Early Literacy Teacher's Guide.* Jefferson City, MO: Author.

National Association for the Education of Young Children (NAEYC) & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2002, November). Early learning standards: Creating the conditions for success. A Joint Position Paper.

National Association for the Education of Young Children (NAEYC) Position Statement: Developmentally appropriate practice in early childhood programs serving children birth through age 8 (1996). In *Developmentally appropriate practice in early childhood programs (1997, revised edition).* Eds., S. Bredekamp & C. Copple, 3-30. Washington, DC: NAEYC.

National School Readiness Indicators Initiative: A 17 State Partnership (2005, February). Prepared by Rhode Island KIDS COUNT.

Peisner-Feinberg, E.S., Burchinal, M.R., Clifford, R.M., Culkin, M.L., Howes, C., Kagan, S.L., & Yazejian, N. (2001, September/October). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child Development, 72(5),* 1534-1553.

Piaget, J. (1952). *The origins of intelligence in children.* New York, NY: International Universities Press.

Prichard Committee. (2003). *Resolution: Partners for Kentucky's future.* Frankfort, KY. Author.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Accountability Form.pdf

Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

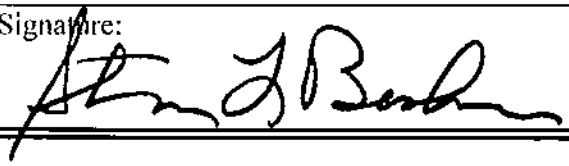
To upload, as .pdf, to Grants.gov under Part 5: Other Attachments Form

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no 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 the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Steven L. Beshear	
Signature: 	Date: 10/13/14

To upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): **Governor Steven L. Beshear**	Applicant's Mailing Address: **700 Capital Avenue, Suite 100** **Frankfort, KY 40601**
Employer Identification Number: **61-0600439**	Organizational DUNS: **007002959**
Lead Agency: **Office of Early Childhood** Contact Name: **Terry S. Tolan, Exec. Director** *(Single point of contact for communication)*	Lead Agency Contact Phone: **502-782-0200** Lead Agency Contact Email Address: **terry.tolan@ky.gov**

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): **Steven L. Beshear**

Telephone: **502-564-2611**

Signature of Governor or Authorized Representative of the Governor:

Date: 10/13/14

Lead Agency Authorized Representative (Printed Name): **Terry S. Tolan**

Agency Name:

Signature of Lead Agency Authorized Representative:

(b)(6)

Date: 10/13/14

To upload, as .pdf, to Grants.gov under Part 5: Other Attachments Form

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☐
NO ☒

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: ___/___/_____ To: ___/___/_____

Approving Federal agency: ___ED ___HHS ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

APPENDIX TABLE OF CONTENTS

#	Attachment Title	Relevant Selection Criterion
1	Table A	A(3), A(7), D(4)
4	Structural Elements in Definition of High-Quality Preschool Program	A(4), B(4)
6	Figure A.4 Ready Kids Initiative (RKI) Goals and Objectives	A(5)
8	Letters of Support	A(6), D, G
168	Kentucky Early Childhood Standards	B(1), B(3), C(3)
349	704 KAR 5:070	B(1), B(3)
350	Senate Bill 1	B(3)
353	KRS 157.3175	B(3), B(5)
356	Final report of the Governor's Task Force on Early Childhood Development and Education	B(3)
400	20 Year Comprehensive Childcare Plan (KIDS NOW)	B(3), B(5)
429	Early Childhood Advisory Council Members	B(3), B(5)
441	Tobacco Investments	B(3)
445	Definition of School Readiness	B(3), C(3)
446	BRIGANCE Kindergarten Screen	B(3)
447	House Bill 184	B(3)
448	Race to the Top-Early Learning Challenge	B(3)
451	KYHealthNow	B(3)
456	Preschool Program Review (P2R)	B(4), C(2)(a)
519	Early Childhood Advisory Council Bi-Annual Report	B(3)
532	Community Early Childhood Councils	B(6)
556	CECC Membership	B(6)
557	Kentucky Governor's Office of Early Childhood Organization Chart	C(1)
558	Jefferson County Profile	C(2)(b), D(1), D(2)
559	Northern Kentucky Profile	C(2)(b), D(1), D(2)
560	SE KY Promise Zone Profile	C(2)(b), D(1), D(2)
561	Figure C.3 Alignment of new STARS with Federal Quality Standards	C(2)(a)
562	Figure C.5 State's Kindergarten Entry Screen	C(3)
563	Figure D.1 High Need Communities: Unmet Needs	D(1)
564	Table D(4)	D(4)
565	Strengthening Families	E(9)

567	Kentucky Early Childhood Standards 3s and 4s (KYECS) aligned to Kentucky Core Academic Kindergarten Standards (KYCAS)-English/Language Arts	F(2)(a)
592	Kentucky Early Childhood Standards 3s and 4s (KYECS) aligned to Kentucky Core Academic Kindergarten Standards (KYCAS)-Mathematics	F(2)(a)
609	Budget Narrative	G(1), CP3
623	Competitive Priority 1 Table	CP1
624	Table B	G

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 $	%
Allocation of Federal Preschool Development Grant Funds	$	% Funds	$	% Funds	$	% Funds	$	% 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 $	%
Allocation of Matching Funds	(b)(4)					
2A: State-Level Infrastructure						
2B: High-Quality Preschool Programs						
2C: New Preschool Slots						
2D: Improved Preschool Slots						
Total Year 1-4 Matching Funds						

Type of State Match	*Increased* State Funding in Fiscal Year 2014	$ 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	

Structural Elements in Definition of High-Quality Preschool Program

Figure B.3		
Element of Quality	**Quality in Kentucky**	**Improvement of Quality in High Need Communities via Ready Kids Initiative**
(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;	All KY early childhood teachers are required to have an IECE certification. However, when this regulation was passed, many teachers were grandfathered into the old regulation meaning they did not have to have their IECE credential.	RKI will work with teachers who do not have their IECE, evaluate their current coursework, and help them create a plan to achieve the credential that includes removing barriers and leveraging scholarships and state professional development assets.
(b) High-quality professional development for all staff;	Annually, KY Pre-K teachers are required to have 24 hours of PD and aides are required to have 18 hours of PD. Professional development hours are approved by KDE and district to ensure quality.	We will evaluate PD opportunities within the High-Need Communities and determine alignment with CDA and IECE program standards and with community needs. Public and private training will be leveraged to deliver high-quality professional development around the topics identified as priorities within each community.
(c) A child-to-instructional staff ratio of no more than 10 to 1;	Required by Kentucky Regulations –704 KAR3:410 Section 6 (4)	
(d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition and one instructional assistant;	Required by Kentucky Regulations – 704 KAR 3:410 Section 6 (4)	
(e) A Full-Day program;	In Kentucky, 41% of preschool classrooms are full day. Within our High-Need Communities - NKY – 0% full day,	RKI partners are committed to increasing the number of full day (6 hour) classrooms within their community.

Figure B.3		
Element of Quality	**Quality in Kentucky**	**Improvement of Quality in High Need Communities via Ready Kids Initiative**
	Jefferson - 44% full day; PZ - 63% full day.	
(f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;	Required by Kentucky Regulations – 704 KAR 1:300.	
(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;	Standards, Continuous Assessment Guide must have curriculum	
(h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;	707 KAR 1:300 Response To Intervention; Continuous Assessment Guide	
(i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;	Currently if a teacher is a certified teacher in the public preschool, that teacher is required to have the same single salary schedule as the public school teachers.	RKI will work to bring classified staff to certified staff which will create higher staff salaries.
(j) Program evaluation to ensure continuous improvement;	P2R (Preschool Program Review), Classrooms of Excellence	Inclusion in TQRIS through RTT-ELC pilot
(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;	FRYSC, school-based centers to help at-risk students by minimizing or eliminating on-cognitive barriers; coordinate childcare; after-school child daycare; families-in-training; family literacy services; and health services and referrals.	
(l) Evidence-based health and safety standards.	ECERS-R compliance; 704 KAR 3:440 Section 8.	

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	✓ # 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	✓ # 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	✓ # 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	✓ # 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 at kindergarten entry	✓ 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	✓ increase % of children who screen as ready for Cognitive and General Knowledge

Figure A.4 – Ready Kids Initiative (RKI) Goals and Objectives	
Cognitive and General Knowledge at kindergarten entry	
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	✓ # 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	✓ # 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	✓ # school districts that adopt collaborative models ✓ # of children in mixed delivery programs ✓ # of families that can access community based models for care

Letters of Support

13. 4C for Children

14. 55,000 Degrees

15. Anderson County Early Childhood Regional Training Center

16. Ashland Early Childhood Regional Training Center

17. Barbourville Independent Schools

19. Bellevue Independent Schools

20. Berea College

21. Berea Early Childhood Regional Training Center

22. Berea Regional Training Center (Child Care Council of Kentucky)

23. Boone County-Community Early Childhood Council (BC-CECC)

24. Boone County Judge Executive, Gary Moore

25. Brighton Center, Inc.

26. Cabinet for Health and Family Services (**Match**)

29. Campbell, Grant and Kenton Counties Community Early Childhood Council (4C for Children)

30. Campbellsville University, President

31. Campbellsville University, Vice President

32. Child Care Council of Kentucky

33. Children, Inc.

34. City of Barbourville

35. City of Covington

36. City of Hazard

37. City of Ludlow

38. City of Newport

39. City of Silver Grove

40. Community Coordinated Child Care (4-C)

41. Congress Member, Hal Rogers

42. Congress Member, John Yarmuth

43. Congress Member, Thomas Massie

44. Covington Independent Public Schools

46. Dayton Independent Schools

47. Division of Maternal and Child Health, Kentucky Department for Public Health

48. Early Childhood Advisory Council Member, Cynthia Heine

49. Early Childhood Advisory Council Member, Jane Chandler

50. Early Childhood Advisory Council Member, Kevin Nix

51. Early Childhood Advisory Council Member, LaQuandra Nesbitt

53. Early Childhood Advisory Council Member, Nicki Rowe

54. Eastern Kentucky Child Care Coalition

55. Eastern Kentucky Concentrated Employment Program, Inc. (EKCEP)

57. Eastern Streams Community Early Childhood Council

58. Education and Workforce Development Cabinet

59. EKU Dean, Verna Lowe

60. Erlanger Elsmere Independent School District

61. Gateway Community and Technical College Early Childhood Education Department

62. Greater Louisville Inc.

64. Harlan County Chamber of Commerce

65. Harlan County Public School District

67. Harlan Independent Schools

69. Hazard Community and Technical College

70. Hazard Perry County Community Ministries (**Match**)

73. House Speaker Pro Tem, Kentucky House of Representatives, Larry Clark

74. James Graham Brown Foundation

75. Jefferson Community and Technical College

77. Jefferson County Board of Education (**Match**)

79. Jefferson County Public Schools-**Subgrantee**

81. KCEOC-**Subgrantee**

83. Kenton County Fiscal Court

85. Kentuckiana Works

86. Kentucky Arts Council (KAC)

87. Kentucky Association for the Education of Young Children (KAECE) (**Match**)

88. Kentucky Association of School Administrators (KASA)

89. Kentucky Association of School Councils (KASC)

90. Kentucky Association of School Superintendents

91. Kentucky Chamber of Commerce

92. Kentucky Department for Libraries and Archives

93. Kentucky Department for Public Health's Obesity Prevention Program

94. Kentucky Department of Education (**Match**)

96. Kentucky Division for Early Childhood (KYDEC)

97. Kentucky's Early Childhood Advisory Council

99. Kentucky Education Association (KEA)

100. Kentucky Educational Development Corporation (KEDC)

101. Kentucky Educational Television (KET)

103. Kentucky Family and Consumer Sciences Education

104. Kentucky Highlands Investment Corporation

105. Kentucky House of Representatives' Education Committee Chairman, Derrick Graham

106. Kentucky Oral Health Coalition (KOHC)

107. Kentucky Partnership for Early Childhood Services

108. Kentucky PTA

109. Kentucky Science Center

110. Kentucky Valley Educational Cooperative (KVEC)

111. Kentucky's Voice for Early Childhood

112. Kentucky Youth Advocates (KYA)

114. Knox County Chamber of Commerce

115. Knox County Schools

117. L.K.L.P. CAC/Head Start Program, Inc.-**Subgrantee (Match)**

121. Ludlow Independent Schools

122. Metro United Way **(Match)**

124. National Center for Families Learning (NCFL)

125. Newport Independent Schools

127. Northern Kentucky Area Development District (NKADD)

128. Northern Kentucky Community Action Commission's Head Start Program

129. Northern Kentucky Education Council (NKYEC)

131. Northern Kentucky University Early Childhood Education Program

132. Ohio Valley Educational Cooperative (OVEC)

133. Perry County Preschool Program

135. Perry County School District

136. Save the Children **(Match)**

139. Silver Grove Independent School District

140. Somerset Community College

141. Southeast/South-Central Educational Cooperative

142. Southgate Independent School District

144. Speaker of the House, Gregory Stumbo

146. State Representative for 30th House District, Tom Burch

147. State Representative for 34th Legislative District, Mary Lou Marzian

148. State Representative for 42nd House District, Reginald Meeks

149. State Representative for 44th House District, Joni Jenkins

150. State Representative for 65th Legislative District, Arnold Simpson

151. State Representative for 69th Legislative District, Adam Koenig

152. State Representative for 78th Legislative District, Thomas McKee

154. State Representative for 87th Legislative District, Rick Nelson

155. State Representative for 94th Legislative District, Leslie Combs

156. State Senator for 14th Legislative District, Jimmy Higdon

157. State Senator for 29th District, Johnny Turner

158. StrivePartnership

159. Toyota (**Match**)

160. Tri-County Community Early Childhood Council

161. United Way of Greater Cincinnati Success By 6 ®-**Subgrantee** (**Match**)

165. University of Kentucky Interdisciplinary Early Childhood Education (IECE) Program, Dr. Mary John O'Hair and Dr. Jennifer Grisham-Brown

166. University of Kentucky Interdisciplinary Early Childhood Education (IECE) Program, Dr. Jennifer Grisham-Brown

167. University of Louisville

4C ...for Children

the region's leading resource in early education and care

October 6, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Central Office and Southwest Ohio Regional Office
1924 Dana Ave.
Cincinnati, OH 45207
513-221-0033
800-256-1296

Miami Valley Regional Office
1000 N. Keowee St.
Dayton, OH 45404
937-220-9660
800-256-1296

Northern Kentucky Regional Office
525 W. Fifth St. #215
Covington, KY 41011
859-781-3511
800-256-1296

www.4cforchildren.org
facebook.com/4cforchildren
twitter: @4cforchildren.org

Dear Ms. Tolan,

I am writing to pledge the support of 4C for Children for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Julie Witten
Director, Kentucky Services

Board of Directors

Chairman Greg E. Fischer
Mayor of Louisville

Susan Barry
President and CEO, The Community Foundation of Louisville

Tony Bohn
System Vice President and Chief Human Resource Officer, Norton Healthcare

David Calzi
Managing Partner, Ernst & Young

Dr. Kevin W. Cosby
President, Simmons College of Kentucky

David A. Jones, Jr.
Chair and Managing Director, Chrysalis Ventures

Dr. Donna M. Hargens
Superintendent, Jefferson County Public Schools

Audwin Helton
President, Spatial Data Integrations Inc.

Alice Houston
President and CEO, Houston-Johnson Inc.

William M. Lear, Jr.
Chair of the Board of Directors, Stoll Keenon Ogden, PLLC

Tori Murden McClure
President, Spalding University

Dr. Joseph J. McGowan
President, Bellarmine University

Dr. Anthony Newberry
President, Jefferson Community and Technical College

Kent Oyler
Preseident and CEO, Greater Louisville Inc.

Dr. James Ramsey
President, University of Louisville

Benjamin K. Richmond
President and CEO, Louisville Urban League

Mason B. Rummel
President, James Graham Brown Foundation

Leisa Schulz
Superintendent of Schools, Archdiocese of Louisville

Dr. Rita Hudson Shourds
Chancellor, Ivy Tech Community College, Southern Indiana

Victor A. Staffieri
Chairman, CEO and President, LG&E and KU Energy LLC

Glenn Sullivan
President, The Sullivan University System

Joseph P. Tolan
President and CEO, Metro United Way

Dr. Ray Wallace
Chancellor, Indiana University Southeast

Executive Director
Mary Gwen Wheeler

55,000 Degrees

Greater Learning. Greater Earning. Greater Louisville.

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of 55,000 Degrees for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

55K, a public-private partnership committed to increasing education attainment in the Louisville region, recognizes that completing a college degree covers a "cradle-to-career" pathway – and begins with quality early childhood education and kindergarten readiness. Specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that 55,000 Degrees is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Executive Director

Region Main Street, Suite 1110 Louisville, KY 40202

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Anderson County Early Childhood Regional Training Center for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Pamela Fox
Director, Anderson County Regional Training Center

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Ashland Early Childhood Regional Training Center for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Lisa Henson, Director Ashland RTC

LH/ct

BARBOURVILLE INDEPENDENT SCHOOLS

140 SCHOOL STREET • P. O. BOX 520
BARBOURVILLE, KENTUCKY 40906

PHONE (606) 546-3120
FAX (606)546-3452

LARRY E. WARREN
SUPERINTENDENT

BOARD OF EDUCATION: SHIRLEY F. TREADWAY, CHAIRMAN; EDWIN SMITH, VICE-CHAIRMAN; CASSANDRA LUNDY, BONITA WILLIAMS, EARL HAMMONS

Letter of School District Support
Kentucky Preschool Allstars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

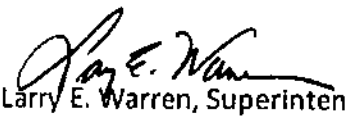
Barbourville Independent Schools supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that *Barbourville Independent Schools* fully supports the Preschool Development Grants-Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and *Kentucky Communities Equal Opportunity Council* for the region;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Subgrantee plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;

- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan the necessary data on children, including attendance for preschool programs, and providing the information to the *Kentucky Communities Equal Opportunity Council* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,



Larry E. Warren, Superintendent
Barbourville Independent Schools

Bellevue Independent Schools
219 Center Street, Bellevue, KY 41073
859.261.2108 • 859.261.1708 (fax)
www.bellevue.kyschools.us

Letter of School District Support

Kentucky Preschool All-stars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

Bellevue Independent Schools supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that Bellevue Independent Schools fully supports the Preschool Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and United Way of Greater Cincinnati's *Success By 6®*;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Success By 6®'s plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan, the necessary data on children, including attendance for preschool programs, and providing the information to *Success By 6®* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

Robb Smith
Superintendent
Bellevue Independent Schools

BEREA COLLEGE
GOD HAS MADE OF ONE BLOOD ALL PEOPLES OF THE EARTH

Office of the President
Lyle D. Roelofs
CPO 2182, Berea, KY 40404
Phone: 859.985.3520
lyle_roelofs@berea.edu

October 1, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Berea College for Kentucky's Preschool Development Grants-Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children.

As the lead education partner in the Southeastern Kentucky Promise Zone initiative, we are especially pleased that the rural Promise Zone is recognized as a high need community within the grant. We are committed to supporting the Governor's Office of Early Childhood Education and the program staff as they work to increase the number of Promise Zone four year olds in high quality programs. We realize this is a critical step in increasing kindergarten readiness for all children which is a goal of the Promise Zone.

It is with this commitment to Kentucky's early childhood vision in mind that Berea College is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Lyle D. Roelofs
President

Berea Early Childhood Regional Training Center

Carol R. Brooks, RTC Director Nancy O. Ping, EC Specialist
Andrea Sargent, Administrative Asst.

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

October 1, 2014

Dear Ms. Tolan,

I am writing to pledge the support of the Berea Early Childhood Regional Training Center for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children. This is especially important in the Promise Zone counties with which the Berea Early Childhood Regional Training Center works most closely if we are to overcome the many cultural, economic and geographic barriers limiting access to high quality preschool services.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Carol R. Brooks, Director
Berea Early Childhood Regional Training Center

116 Jane Street • P O Box 159 • Berea, Kentucky 40403
carol.brooksd@berea.kyschools.us
Phone: (859) 986-1929 • FAX: (859) 986-9532

1390 Olivia Lane
Lexington, KY 40511

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Berea Regional Training Center for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Bradley Stevenson
Executive Director

BCPL
Boone County Public Library

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge Boone County-Community Early Childhood Council's (BC-CECC) support for Kentucky's Preschool Development Grants–Expansion Grant application. The Commonwealth's commitment to supporting kindergarten readiness for all children is strong. Moreover, Kentucky's strategies for meeting these goals are viable.

We support Kentucky's early childhood reform agenda to (a) serve more high need 4 year olds in quality programs, (b) facilitate state and local collaboration, (c) adhere to a whole-child approach to education, (d) support teacher quality, and (e) implement high quality assessments and data systems to support continuous improvement.

We are proud to support this initiative and look forward to future partnerships.

Sincerely,

(b)(6)

Lisa M. Sensale Yazdian, Ph.D.
Co-Chair, Boone County-Community Early Childhood Council

GARY W. MOORE
County Judge/Executive
(859) 334-2242

JEFFREY S. EARLYWINE
CountyAdministrator
(859) 334-2242

LISA H. BUERKLEY
Asst. County Administrator
(859) 334-3653

OFFICES OF THE COUNTY JUDGE/EXECUTIVE

www.BooneCountyKy.org

P.O. Box 920
Burlington, KY 41005
FAX (859) 334-3109

October 1, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge my support for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

-Serving more high need 4 year olds in high quality programs
-A unified broad-based commitment to state and local collaboration
-Early learning standards that reflect a whole-child approach put into practice statewide through a comprehensive assessment system and family engagement strategies
-An aligned professional development system to support teacher quality
-Universal kindergarten readiness assessment
-Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Gary W. Moore
Judge/Executive

BRIGHTON CENTER
A COMMUNITY OF SUPPORT

PO Box 325 • Newport, KY 41072-0325 • 859.491.8303 • Fax 859.491.8702 • www.brightoncenter.com

October 6, 2014

Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

Brighton Center, Inc. is a private not-for-profit community based organization with the mission to create opportunities for individuals and families to reach self-sufficiency through family support services, education, employment, and leadership. We strive to achieve this mission by creating an environment that rewards excellence and innovation, encourages mutual respect, and maximizes resources. We are a United Way agency partner.

We have demonstrated our long-term commitment to quality early childhood education programs, including home visitation and center-based care. Located in Newport, KY, Bright Days Child Development Center serves families with children from 6 weeks to school age and is 3-STAR rated and nationally accredited. We have also been active participants in the Northern Kentucky Education Council, Success By Six, the Early Childhood Education Councils, and United Way Bold Goals because we understand that only by working together will be able to ensure that all children come to kindergarten ready to learn.

Brighton Center, Inc. supports Kentucky's efforts to build, expand, and enhance high-quality preschool programs for children in Northern Kentucky. We fully support the Preschool Expansion Grant program and upon funding, are committed to the following:

- Signing a memorandum of agreement,
- Continue participation in the STARS quality rating system,
- Provide 20 slots for 4 year olds at Bright Days Child Development Center,
- Assist in recruiting children for these slots,
- Participate in collecting data, reporting and evaluation of the program,
- Assist in ensuring preschool teachers receive appropriate certifications, degrees, and training as outlined in the grant application.

Our commitment is only reinforced through our support of Kentucky's Preschool Development Grant-Expansion Grant program. Thank you for the opportunity to serve more children in Northern Kentucky.

Sincerely,

(b)(6)

Tammy Weidinger
President & CEO

CABINET FOR HEALTH AND FAMILY SERVICES
OFFICE OF THE SECRETARY

Steven L. Beshear
Governor

275 East Main Street, 5W-A
Frankfort, KY 40621
502-564-7042
502-564-7091
www.chfs.ky.gov

Audrey Tayse Haynes
Secretary

October 9, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Cabinet for Health and Family Services to Kentucky's Preschool Development Grants– Expansion Grant application. The Cabinet will commit in-kind state Child Care Assistance Program funds to this project as described in the attached document. I believe the initiatives laid out in Kentucky's proposal will set the Commonwealth on a course to realize our *vision of kindergarten readiness for all children.*

Kentucky has demonstrated with *Kentucky All-Stars* and our *Race to the Top-Early Learning Challenge* initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care providers and Head Start programs to offer preschool as an additional strategy and increase kindergarten readiness for all children..

The Cabinet for Health and Family Services is committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with necessary information to support continuous improvement of school readiness.

Please accept this letter as my enthusiastic and unwavering support of Kentucky's early childhood vision including Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Audrey Tayse Haynes

PARTNER COST SHARE SUMMARY

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organizations: Cabinet for Health and Family Services, Department for Community Based Services

Point of Contact: Name: Beth Jurek

Title: Executive Director

Department Office of Policy and Budget, Cabinet for Health and Family Services

Address: 275 East Main Street

City: Frankfort State: Kentucky Zip: 40601

Telephone: 502-564-7042 e-mail: Beth.Jurek@ky.gov Fax: 502-564-7091

2. Type of Organization: _____

Are you an Local Education Agency (LEA)?
____Yes _x__ No
Are you an Institution of Higher Education (IHE)?
____Yes _x__ No

3. Non-Federal Fund contribution provided by Partner

	YR 1	YR 2	YR 3	YR 4	TOTAL
1. Salaries and Wages					
2. Employee Benefits					
3. Travel					
4. Materials and Supplies					
5. Consultants and Contracts					
6. Other	(b)(4)				
A. Total Direct Costs *(Sum of lines 1-6)*					
B. Total Indirect Costs: *(Cannot be greater than 8% of Total Direct Costs)*					
C. Equipment					
D. Scholarships/Tuition Assistance					
E. TOTAL (Lines A + B+ C+D)					

Please summarize the partner's specific support and commitment to the project in this space.

Salaries:

Benefits:

Travel:

Supplies:

Contractual:

Other:

The Cabinet for Health and Family Services, Department for Community Based Services will provide in-kind match as described below.

The Cabinet will commit as in-kind match, the state funds it pays to support the Child Care Assistance Program (CCAP) payments for those 4 year old CCAP participants in licensed child care centers that participate in the grant in the target counties. The $564,500 figure presumes 10% of CCAP 4 year olds in licensed child care centers in the target counties are participants in the grant and is contingent upon that level of participation. The Governor's Office of Early Childhood is confident that through this collaborative grant, and the ensuing efforts with community partners, it will be successful in achieving partnerships between preschools and child care centers at this participation level and perhaps more. The Cabinet for Health and Family Services is wholly supportive of any and all efforts that promote increased collaboration between preschools, Head Start programs and licensed child care providers as such efforts can both improve quality and be more responsive to needs of high risk, low income families.

SIGNATURE OF AUTHORIZING OFFICIAL: (b)(6)

NAME OF AUTHORIZING OFFICIAL Beth Jurek

TITLE OF AUTHORIZING OFFICIAL: Executive Director, Office of Policy and Budget, Cabinet for Health and Family Services

the region's leading resource
in early education and care

...for Children

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Central Office and
Southwest Ohio
Regional Office
1924 Dana Ave.
Cincinnati, OH 45207
513-221-0033
800-256-1296

Miami Valley
Regional Office
1000 N. Keowee St.
Dayton, OH 45404
937-220-9660
800-256-1296

Northern Kentucky
Regional Office

www.4cforchildren.org
facebook.com/4cforchildren
twitter: @4cforchildren.org

Dear Ms. Tolan,

I am writing to pledge the support of Campbell, Grant and Kenton Counties Community Early Childhood Council for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Campbellsville UNIVERSITY
1 University Drive • UPO-781 • Campbellsville, Kentucky 42718 • tel 270.789.5001 • fax 270.789.5020
Office of the President

October 1, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Campbellsville University for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Campbellsville University is a teacher preparation institution with a rich history of support for and investment in early childhood programs and professional development of teachers. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that Campbellsville University is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Michael V. Carter
President

Campbellsville UNIVERSITY

1 University Drive • UPO-848 • Campbellsville, KY 42718-2190 • 800.264.6014 • tel 270.789.5231 • fax 270.789.5550
Office of Academic Affairs

September 30, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Campbellsville University for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Frank Cheatham
Senior Vice President for Academic Affairs

Cc: Dr. Michael Carter, President
Dr. Donna Hedgepath, Dean School of Education

Child Care Council of Kentucky
1390 Olivia Lane
Lexington, KY 40511

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Child Care Council of Kentucky for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Bradley Stevenson
Executive Director

phone 800-809-7076 or 859-254-9176 fax 859-225-5435 www.childcarecouncilofky.com
Serving as a resource for families, children and early care professionals to create a better today and tomorrow.

Children, Inc.
333 Madison Ave. Covington, KY 41011
(859) 431-2075 • FAX (859) 431-5217
www.childreninc.org

Children achieve success through innovative educational excellence, compassionate family support and collective community leadership.

Early Care and Education Centers
Montessori Early Learning Academy ★★★
Treasure House Child Development Center ★★★★
Kenton Child Development Center ★★★★
Gardens at Greenup Child Development Center ★★★
Imagine Tomorrow Child Development Center ★★★★
Newport Teen Center ★★★
VISIONS *Ohio Step Up to Quality 3 Stars*

Early Learning Centers
Newport Preschool Center ★★★★
River Ridge Elementary ★★★★
Walton-Verona Elementary ★★★★
Erpenbeck Elementary ★★★
North Pointe Elementary ★★★
Pleasant Ridge Montessori (New)

School Age Services

Family Child Care

Young Families Program

Mayerson Service Learning Initiative

Professional Development Division
Child Development Associate (CDA) Credential
Greater Cincinnati Center for Montessori Education
Devereux Early Childhood Regional Training Center

Growing Sound www.growing-sound.com

STARS KIDS

step up to quality

naeyc

NAC

United Way

Agency Partner

October 10, 2014

Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of and commit in kind matching from Children, Inc.for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal will set the Commonwealth on a course to realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children. As a child care provider, we are especially interested in working in collaboration with the schools and Head Start to offer quality preschool. Children, Inc. currently partners with school districts in the region to provide in-school preschool and before and after school high quality childcare. All of our programs are three or four STAR-rated.

We have been committed to the key elements of Kentucky's early childhood reform agenda for many years and will continue to support them:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

With this commitment to Kentucky's early childhood vision in mind, I am pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Rick Hulefeld
Executive Director

City of Barbourville

196 DANIEL BOONE DRIVE
P.O. BOX 1300 • BARBOURVILLE, KENTUCKY 40906
Phone (606) 546-6197

TDD Number:
1-800-247-2510

FAX:
606-546-4543

October 3, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the City of Barbourville for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Kindest regards,

Darren K West, Mayor
City of Barbourville

CITY OF COVINGTON

Office of Mayor & Commissioners

Administration
Community Services
Development
Finance
Fire
Human Resources
Legal
Police
Public Improvements
Section 8 Housing Choice Voucher

October 2, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the City of Covington, Kentucky for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Sherry Carran

Sherry Carran
Mayor
City of Covington, Kentucky

20 West Pike Street Covington, KY 41011
phone (859) 292-2133 fax (859) 292-2337 TTY (800) 545-1833 ext. 931
An Affirmative Action/Equal Opportunity Employer
covingtonky.gov

OFFICE OF THE MAYOR
NAN GORMAN

October 02, 2014

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

I am writing to pledge the support of the City of Hazard, Hazard, Kentucky, for Kentucky's Preschool Development Grants– Expansion Grant application We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely, Nan H. Gorman

Nan H. Gorman, Mayor
City of Hazard

October 3. 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the City of Ludlow for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Ken Wynn

Mayor Ken Wynn
City of Ludlow

City of Newport

Thomas J. Fromme, City Manager
998 Monmouth Street, Newport, KY 41071
859-292-3666 www.newportky.gov

October 2, 2014

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the City of Newport for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. With Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, Kentucky has demonstrated a commitment to serving more high-need children in high-quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high-quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high-need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that the City of Newport is pleased to express our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely

(b)(6)

Thomas J. Fromme
City Manager, Newport, KY

Established 1911

City of Silver Grove

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of City of Silver Grove for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Neal Bedel, Mayor

Community Coordinated Child Care (4-C)

Metro United Way

1215 South Third Street ■ Louisville, Kentucky 40203 ■ (502) 636-1358 ■ FAX (502) 636-1488

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Community Coordinated Child Care for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children. As a Child Care Resource and Referral organization, we are especially interested in working in collaboration with child care programs, schools and Head Start to provide seamless quality programming for the children in our community.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs through diverse delivery systems
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- Universal kindergarten readiness assessment

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Susan A. Vessels
Executive Director

Harold Rogers
5th District, Kentucky

COMMITTEE ON APPROPRIATIONS

CHAIRMAN

PLEASE RESPOND TO:

WASHINGTON OFFICE:
2406 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-1705
(202) 225-4601

DISTRICT OFFICES:
551 CLIFTY STREET
SOMERSET, KY 42503
(606) 679-8346

601 MAIN STREET
HAZARD, KY 41701
(606) 439-0794

110 RESOURCE COURT
SUITE A
PRESTONSBURG, KY 41653
(606) 886-0844

Congress of the United States
House of Representatives
Washington, DC 20515-1705

October 8, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to express my support of Berea College's application for Kentucky's Preschool Development Expansion Grant to be utilized in Kentucky's eight designated Promise Zone counties in my congressional district. Kentucky has demonstrated with Kentucky All-Stars and the Race to the Top-Early Learning Challenge initiative, a commitment to serving more children with high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds who have access to kindergarten readiness programs.

Kentucky's early childhood reform agenda will lead to an increase in access, more state and local collaboration, family engagement strategies, more professional development for teachers, universal kindergarten readiness assessment, and improved data systems to support continuous improvement in our schools.

It is a pleasure to support Kentucky's vision for expanded preschool services in rural southern and eastern Kentucky. If you need additional information from my office, please contact Shannon Rickett at 202-225-4601.

Sincerely,

HAROLD "HAL" ROGERS
Member of Congress

HR:ds

JOHN A. YARMUTH
MEMBER OF CONGRESS
3RD DISTRICT, KENTUCKY

COMMITTEE ON THE BUDGET

COMMITTEE ON
ENERGY AND COMMERCE

Congress of the United States
House of Representatives
Washington, DC 20515–1703

403 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5401
FAX (202) 225-5776

ROMANO MAZZOLI FEDERAL BUILDING
600 MARTIN LUTHER KING, JR. PLACE, SUITE 216
LOUISVILLE, KY 40202
(502) 582-5129
FAX (502) 582-5097

SOUTHWEST GOVERNMENT CENTER
7219 DIXIE HIGHWAY
LOUISVILLE, KY 40258
(502) 933-5863
FAX (502) 935-6054

October 10, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to express my support for Kentucky's Preschool Development Grants- Expansion Grant application. I am confident that the initiatives set forth in Kentucky's proposal will put the Commonwealth on a path toward reaching its goal of kindergarten readiness for all children. Through Kentucky All-Stars, our Race to the Top- Early Learning Challenge initiative, Kentucky has demonstrated a commitment to providing high quality programs to a greater number of high need children. This grant opportunity will help further this work by increasing the number of four year olds in high quality programs through working collaboratively with child care and Head Start programs as an additional strategy in increasing kindergarten readiness for all children. To ensure a bright future for our children, it is necessary to ensure that they have access to quality education.

Furthermore, I am committed to supporting the fundamental elements of Kentucky's early childhood reform agenda:

- Serving more high need four year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

With this commitment to Kentucky's early childhood vision and the importance of quality education for our children in mind, I am pleased to pledge my support of Kentucky's Preschool Development Grants- Expansion Grant.

Sincerely,

John Yarmuth
Member of Congress

THOMAS MASSIE
4th District, Kentucky

TRANSPORTATION AND INFRASTRUCTURE COMMITTEE

OVERSIGHT AND GOVERNMENT REFORM COMMITTEE

SCIENCE, SPACE, AND TECHNOLOGY COMMITTEE

Chairman
Subcommittee on Technology

Congress of the United States
House of Representatives
Washington, DC 20515–1704

314 Cannon House Office Building
(202) 225-3465

541 Buttermilk Pike, Suite 208
Crescent Springs, KY 41017
(859) 426-0080

1700 Greenup Avenue
Ashland, KY 41101
(606) 324-9898

108 West Jefferson Street
LaGrange, KY 40031
(502) 265-9119

October 1, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

I am sending this letter sharing my support for the Governor's Office of Early Childhood for funding through the Kentucky's Preschool Development Grants– Expansion Grant.

It is my understanding that approval of this grant will will expand the work of Kentucky All-Stars, Race to the Top-Early Learning Challenge initiative. The grant will increase the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

Please give the Governor's Office of Early Childhood's application your most serious consideration. Thank you for your attention to this matter.

Sincerely,

Thomas Massie

Thomas Massie
Member of Congress

TM/kt

Covington Independent Public Schools

25 East Seventh Street • Covington, Kentucky 41011
(859) 392-1000 • FAX (859) 292-5916

Alvin L. Garrison
SUPERINTENDENT

September 29, 2014
Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;
Covington Independent Public Schools supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that Covington Independent Public Schools fully supports the Preschool Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and United Way of Greater Cincinnati's *Success By 6®* ;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Success By 6®'s plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan, the necessary data on children, including attendance for preschool programs, and providing the information to *Success By 6®* and the Governor's Office of Early Childhood.

Covington Independent Public Schools

25 East Seventh Street • Covington, Kentucky 41011
(859) 392-1000 • FAX (859) 292-5916

Alvin L. Garrison
SUPERINTENDENT

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

Alvin L. Garrison,
Covington Independent Public Schools Superintendent

Letter of School District Support

Kentucky Preschool All-stars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

Dayton Independent Schools supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that Dayton Independent Schools fully supports the Preschool Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and United Way of Greater Cincinnati's *Success By 6®* ;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Success By 6®'s plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan, the necessary data on children, including attendance for preschool programs, and providing the information to *Success By 6®* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

(b)(6)

Jay Brewer

CABINET FOR HEALTH AND FAMILY SERVICES
DEPARTMENT FOR PUBLIC HEALTH
Division of Maternal and Child Health

275 East Main Street, HS2GWA
Frankfort, KY 40621
502-564-4830
502-564-8389
www.chfs.ky.gov

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

We were excited to hear of the Kentucky application for the Preschool Development Grants–Expansion Grant. We in the Division of Maternal and Child Health, Kentucky Department for Public Health have worked side by side with the groups involved in this application for many decades in efforts to improve the health and well-being of Kentucky's children. More specifically, we have all committed to supporting the key elements of Kentucky's early childhood reform agenda. In Kentucky we have been fortunate to have a sustained and broad-based commitment to young children, which includes a "whole-child" approach to our early learning standards, aligning professional development across programs, and an emphasis on data and quality.

We have had many in-depth discussions about how to improve school readiness for our children, and we believe that the initiatives laid out in Kentucky's application are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

As we continue to work towards our common vision for Kentucky's children, we are pleased to commit our support to helping to implement the proposal in Kentucky's application of the Preschool Development Grants – Expansion Grant.

Sincerely,
(b)(6)

Ruth Ann Shepherd, M.D., FAAP
Director, Maternal and Child Health Division
Kentucky Department for Public Health

Cynthia J. Heine
(b)(6)

October 12, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan:

This letter is in support of Kentucky's Preschool Development/Expansion Grant. As the former associate executive director of the Prichard Committee for Academic Excellence and a current member of the Governor's Early Childhood Advisory Council, I want to lend my enthusiastic support for this application.

The Prichard Committee has advocated for quality preschool since its first report on elementary/secondary education in 1985. Noting early research and results from the Perry Preschool Project, we recommended quality preschool for every child whose parents wanted it. We advocated in support of including preschool in the Kentucky Education Reform Act in 1990 and for the comprehensive early childhood legislation, KIDS NOW in 2000. Our former executive director, Robert Sexton served on Governor Paul Patton's early childhood task force, whose report led to KIDS NOW.

We created a Strong Start Kentucky: Quality Preschool for Every Child campaign in 2007 with support from the Pew Charitable Trusts. The nearly 60-member group of early care and education advocates came to consensus agreements around increasing preschool eligibility. Among them was the commitment to promote collaboration among schools, child care and Head Start in providing quality preschool services. This same focus in the Preschool Development grant aligns directly with the Prichard Committee goal.

The Committee currently has a grant from the James Graham Brown Foundation to create a 'new model' of preschool delivery in Jefferson County--collaboration among providers. The Committee has offered matching funds to support hiring a preschool teacher to work in a diverse setting, support technical assistance and prepare and distribute a report on their experience.

It is with this in mind, that I offer my full support for Kentucky's application. This is the next important step for Kentucky in providing quality preschool for more children.

Sincerely
(b)(6)
Cynthia J. Heine

CORBIN INDEPENDENT SCHOOLS

108 Roy Kidd Avenue - Corbin, KY 40701 - 606.528.1303 - FAX 606.523.1747

www.corbinschools.org

Ed McNeel
Superintendent
ed.mcneel@corbin.kyschools.us

Board of Education Members

Kim Croley
Chairperson

Lisa Cleary
Vice-Chairperson

Todd Childers
Member

Angela Morris
Member

Stephen Mulberry
Member

October 1, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge my support as an Early Childhood Advisory Council Member for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

* Serving more high need 4 year olds in high quality programs

* A unified broad-based commitment to state and local collaboration

* Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies

* An aligned professional development system to support teacher quality

* Universal kindergarten readiness assessment

* Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Jane Chandler
Preschool Coordinator

Early Childhood Office

Jefferson County Public Schools
Shaping the Future

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Governor's Early Childhood Advisory Council for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,
(b)(6)
Kevin Nix
Head Start Representative on ECAC

DEPARTMENT OF PUBLIC HEALTH & WELLNESS

LOUISVILLE, KENTUCKY

GREG FISCHER
MAYOR

LAQUANDRA S. NESBITT, MD, MPH, DIRECTOR

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

October 3, 2014

Dear Ms. Tolan,

As a resident of Louisville, KY and a member of the Kentucky Early Childhood Advisory Council and Director of the Louisville Metro Department of Public Health and Wellness, I am pleased to support Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

The Louisville Metro Department of Public Health and Wellness (LMPHW) is committed to creating a culture of health and wellness in the Metro Louisville community. The mission of LMPHW is to promote health and wellness; prevent disease, illness, and injury; and protect the health and safety of metro Louisville residents and visitors. The vision of LMPHW is to create a healthy metro Louisville by decreasing disease and death, eliminating disparities in health and healthcare, and giving everyone the chance to live a healthy life. We work to improve the health of the citizens of Louisville by providing individuals, groups, and communities with the tools to make informed decisions about their well-being.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration

- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies

- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

LaQuandra S. Nesbitt, MD, MPH

Director

Nicki Patton Rowe

(b)(6)

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing as a member of Kentucky's Early Childhood Advisory Council (ECAC) to pledge my support for Kentucky's Preschool Development Grants– Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children. I personally work with Kentucky preschool teachers on a daily basis and see firsthand the benefit that Kentucky's preschool program provides high need children.

More specifically, I am committed to supporting the key elements of Kentucky's early childhood reform agenda:

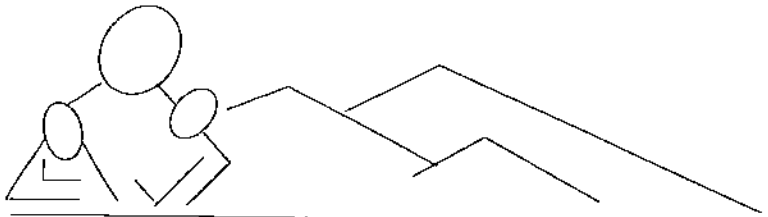
- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to commit my support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Nicki Patton Rowe



EASTERN KENTUCKY CHILD CARE COALITION

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support and matching funds of Eastern Kentucky Child Care Coalition for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four- year-olds in high quality programs as an additional strategy for increasing kindergarten readiness for all children.

We are committed to providing matching [in kind] funds for this grant as follows:
$ (b)(4) per year for each of the four years (2015 – 2018) to cover the cost of two semesters/year for training by a credentialed trainer, training data input, and materials. As a state-approved training agency for the eastern region, we are qualified to deliver the course content to enable participants to earn a Child Development Associates credential.

We believe this support will help promote the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

June Widman
Executive Director

EASTERN KENTUCKY
EKCEP
CONCENTRATED EMPLOYMENT PROGRAM, INC

412 Roy Campbell Drive
Suite 100
Hazard, KY 41701

606-436-5751 PHONE
606-436-5755 FAX

www.facebook.com/ekcep
www.ekcep.org

October 2, 2014

RE: Letter of support for Kentucky's Preschool Development Grants – Expansion Grant

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Eastern Kentucky Concentrated Employment Program, Inc. (EKCEP) for Kentucky's Preschool Development Grants– Expansion Grant application.

EKCEP helps workers and businesses in Eastern Kentucky meet the challenges and seize the opportunities of today's economy. EKCEP operates the JobSight network of workforce centers, which provide access to more than a dozen state and federal programs that offer employment and training assistance for jobseekers and employers – all under one roof.

As a workforce development agency, we know well the challenges present for members of the workforce as they attempt to find and subsequently retain employment. We also understand the role education and training play in developing a workforce able to meet the needs of today's economy.

Studies have shown that quality early childhood education not only prepares children to enter school, but provides certain long-term benefits for students once they reach adulthood and enter the workforce, including an increase in lifelong earning potential and the greater likelihood of job retention.

We believe that the initiatives laid out in Kentucky's grant proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of quality early childhood education for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with these facts in mind that EKCEP is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Jeff Whitehead
Executive Director

Eastern Streams Community Early Childhood Council
398 Roy Campbell Drive
Hazard, Ky. 41701

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Eastern Streams Community Early Childhood Council for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,
(b)(6)
Nancy Combs
Eastern Streams CECC Chair

EDUCATION and WORKFORCE DEVELOPMENT CABINET
OFFICE OF THE SECRETARY

Steven L. Beshear
Governor

Capital Plaza Tower, 3rd Floor
500 Mero Street
Frankfort, Kentucky 40601
Phone (502) 564-0372
www.educationcabinet.ky.gov

Thomas O. Zawacki
Secretary

October 9, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Education and Workforce Development Cabinet for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that we are pleased to commit our support of Kentucky's Preschool Development Grants -- Expansion Grant.

Sincerely,

(b)(6)

Thomas O. Zawacki
Secretary

EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Verna J. Lowe, Ed.D
Office of the Dean
College of Education

420 Bert Combs Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Phone: (859) 622-1175 Fax: (859) 622-5061
verna.lowe@eku.edu

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Governors' Office of Early Childhood for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- Early childhood educator career pathways and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment beginning in 2013
- Data system with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Verna J. Lowe, Ed.D, Dean
College of Education
Eastern Kentucky University

Kentucky UNBRIDLED SPIRIT

Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution

ERLANGER/ELSMERE SCHOOLS

500 Graves Avenue
Erlanger, Kentucky 41018-1699
Phone (859) 727-2009 Fax (859) 727-5653

www.erlanger.kyschools.us

BOARD MEMBERS:
David Bird
Robin Cooper
Rick T. Ernst
Tom Luken
Jeffrey Miller

Dr. Kathlyn Burkhardt
Superintendent

David R. Palmore
Assistant Superintendent

Laura Hellmann
Director of Special Education
(859) 342-2427

Linda Holmes
Finance Director

Bryan Sweasy
Chief Information Officer

Shawn Neace
Director of Pupil Personnel

Chad Molley
Instructional Coordinator

Mary Burch
Health Services Coordinator
(859) 342-2427

Monica Dias
Attorney

Letter of School District Support
Kentucky Preschool All-stars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

Erlanger Elsmere Independent School District supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that *Erlanger Elsmere Independent School District* fully supports the Preschool Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and United Way of Greater Cincinnati's *Success By 6®*;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Success By 6®'s plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan, the necessary data on children, including attendance for preschool programs, and providing the information to *Success By 6®* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants -- Expansion Grants program.

Sincerely,

Kathlyn Burkhardt

Kathlyn Burkhardt, Ed.D.
Superintendent

Gateway
Community & Technical College
HIGHER EDUCATION BEGINS HERE

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Gateway Community and Technical College Early Childhood Education Department for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Sarah Smith

Instructor of Early Childhood Education at Gateway Community & Technical College

October 3, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

I am writing to pledge the support of Greater Louisville Inc. for Kentucky's Preschool Development Grants – Expansion Grant application. We believe the initiatives in Kentucky's proposal are the right initiatives to set the Commonwealth on a course to realize its vision of kindergarten readiness for all children. Kentucky has demonstrated, with Kentucky All-Stars and the Race to the Top-Early Learning Challenge initiative, a commitment to serving more high-need children in high-quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda through:

- Increased high-quality programs for high-need four-year-olds
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

As a business community we support and engage in Louisville's "Cradle to Career" Pipeline System to address the challenges across the education continuum. In GLI's strategic plan – *Advantage Louisville* – the education pipeline is a critical piece that supports and ensures the economic prosperity for all citizens in Greater Louisville and the Commonwealth of Kentucky. This effort must start with high quality programming for our preschool children.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant application.

Sincerely,

(b)(6)

Kent Oyler
President and CEO

October 3, 2014

Dear Ms.Tolan:

I am writing in support of the application of the Kentucky's Preschool Development Grants-Expansion Grant Program.

The Harlan County Chamber of Commerce supports business development and economic growth in Harlan County and offers innovative ideas that assist business leaders in developing and strengthening their skills and the skills of their associates and employees. Further, we are committed to academic development and support kindergarten readiness for all children. Kentucky's Preschool Development Grants-Expansion Grant would be beneficial to Harlan County in various and sundry ways and would assist the Harlan County Chamber is accomplishing our long term mission. Earlier socialization and academic instruction are instrumental in the training of productive citizens. The initiatives proposed through the Expansion Program will expand the opportunities for high-need 4 year olds and will advance educational opportunities by assuring early childhood development strategies are invoked at the earliest possible age.

This grant initiative will increase the quality of early childhood education for many Harlan County children. As a struggling coal producing community, our children need every advantage afforded in early childhood intervention to succeed and compete in today's business environment. Collaboration with other programs and agencies throughout the state will also broaden every participant's educational foundation. The awarding of this grant will be a triumph for all Harlan County youth.

It is with pleasure and without hesitation that the Harlan County Chamber of Commerce offers our full support for Kentucky's Preschool Development Grant application.

Sincerely,

Aimee Blanton, President
Harlan County Chamber of Commerce

T. Michael Howard, Superintendent

251 Ball Park Road
Harlan, Kentucky 40831-1753
Phone (606) 573-4330
Fax (606) 573-5767

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

RE: Kentucky Preschool Allstars Expansion Project

Dear Terry:

The Harlan County Public School District supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that Harlan County fully supports the Preschool Development Grants-Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and KCEOC-Head Start for the region;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and KCEOC-Head Start plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan the necessary data on children, including attendance for preschool programs, and providing the information to KCEOC-Head Start and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

T. Michael Howard
Superintendent, Harlan County Schools

HARLAN INDEPENDENT SCHOOLS

TEL. (606) 573-8700
FAX (606) 573-8711

420. E. CENTRAL ST.
HARLAN, KY 40831

Letter of School District Support
Kentucky Preschool Allstars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

Harlan Independent supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that *Harlan Independent* fully supports the Preschool Development Grants-Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and *KCEOC* for the region;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Subgrantee plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and

HARLAN INDEPENDENT SCHOOLS

TEL. (606) 573-8700
FAX (606) 573-8711

420. E. CENTRAL ST.
HARLAN, KY 40831

- Adhere to data standards as defined by the State Plan the necessary data on children, including attendance for preschool programs, and providing the information to the *KCEOC* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

Charles Morton
Superintendent
Harlan Independent School District

Office of the President
Dr. Stephen Greiner
One Community College Drive
Hazard, KY 41701
Telephone: (606) 487-3100
Fax: (606) 487-0631
www.hazard.kctcs.edu

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Hazard Community and Technical College for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Dr. Stephen Greiner
President

Hazard
Community & Technical College
HIGHER EDUCATION BEGINS HERE

HAZARD PERRY COUNTY COMMUNITY MINISTRIES, INC.
151 Miss Edna Lane • Hazard, Kentucky 41701 • Phone: (606) 436-2662 • Fax: (606) 439-1160 • www.hpccm.org
TTY Relay #711

October 2, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

I am writing to pledge the support and matching funds of Hazard Perry County Community Ministries, Inc., for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, our commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four- year-olds in high quality programs as an additional strategy for increasing kindergarten readiness for all children.

We are committed to providing $ (b)(4) in matching funds for this grant as detailed in the attached document.

We believe this support will help promote the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Adrienne S. Bush
Executive Director

/asb

PARTNER COST SHARE SUMMARY

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organizations: Hazard Perry County Community Ministries, Inc.

Point of Contact: Name Adrienne Bush

Title: Executive Director Department New Beginnings Learning Center

Address: 151 Miss Edna Lane

City: Hazard State: KY Zip: 41701

Telephone: 606-439-1122 e-mail: abush@hpccm.org Fax: 606-439-1160

2. Type of Organization: NONPROFIT

Are you an Local Education Agency (LEA)?
____Yes X No
Are you an Institution of Higher Education (IHE)?
____Yes X No

3. Non-Federal Fund contribution provided by Partner

	YR 1	YR 2	YR 3	YR 4	TOTAL
1. Salaries and Wages	(b)(4)				
2. Employee Benefits					
3. Travel					
4. Materials and Supplies					
5. Consultants and Contracts					
6. Other					
A. Total Direct Costs *(Sum of lines 1-6)*					
B. Total Indirect Costs: *(Cannot be greater than 8% of Total Direct Costs)*					
C. Equipment					
D. Scholarships/Tuition Assistance					
E. TOTAL (Lines A + B + C+D)					

Please summarize the partner's specific support and commitment to the project in this space.

Salaries:
2.0 FTE classroom aides with CDAs @ (b)(4) hr @ 2080 hours annually = (b)(4) annually

Benefits:
Fringe is calculated at (b)(4) % of salary cost: (b)(4) %; FICA: (b)(4) %; SUTA: (b)(4) %; Health Insurance: $(b)(4) % = $(b)(4) annually

Travel: N/A

Supplies:
Educational supplies @ (b)(4) student @ (b)(4) students = $(b)(4) annually

Contractual: N/A

Other:
Cost of classrooms: Monthly cost @ $(b)(4) per classroom @ 2 classrooms = $(b)(4) monthly = $(b)(4) annually
Projected CCDBG funding @ 10 qualifying students @ $(b) day @ 20 billable days monthly = $ annually
Scholarship funds utilized for classroom aides in pursuing credential renewal and/or higher education = $(b)(4) annually

SIGNATURE OF AUTHORIZING OFFICIAL: (b)(6)
NAME OF AUTHORIZING OFFICIAL: Adrienne Bush
TITLE OF AUTHORIZING OFFICIAL: Executive Director

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

LARRY CLARK
STATE REPRESENTATIVE
46th LEGISLATIVE DISTRICT
5913 WHISPERING HILLS BLVD.
LOUISVILLE, KENTUCKY 40219
HOME: (502) 968-3546

STATE CAPITOL

700 CAPITOL AVENUE
ROOM 305
FRANKFORT, KENTUCKY 40601
(502) 564-7520
larry.clark@lrc.ky.gov

HOUSE SPEAKER PRO TEMPORE

October 2, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to express my support for Kentucky's Preschool Development Grants-- Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, I remain committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to commit my support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Larry Clark
Speaker Pro Tem
Kentucky House of Representatives

October 14, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing on behalf of the James Graham Brown Foundation to endorse the efforts of the Governor's Office of Early Education toward a proposal for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are supportive of the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs;
- a unified broad-based commitment to state and local collaboration;
- early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies;
- an aligned professional development system to support teacher quality;
- universal kindergarten readiness assessment; and
- data systems with all necessary information to support continuous improvement of school readiness.

It is with this support of Kentucky's early childhood vision in mind that our organization is pleased to endorse Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Mason B. Rummel
President

Office of the President

Bullitt County
505 Buffalo Run Road
Shepherdsville, KY 40165
Telephone: (502) 213-4151

Carrollton Campus
324 Main Street
Carrollton, KY 41008
Telephone: (502) 732-4846

Downtown Campus
109 E. Broadway
Louisville, KY 40202
Telephone: (502) 213-5333

Jefferson Technical Campus
727 W. Chestnut Street
Louisville, KY 40203
Telephone: (502) 213-5733

Shelby County Campus
1561 Frankfort Road
Shelbyville, KY 40065
Telephone: (502) 633-3582

October 10, 2014

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street

Frankfort, KY 40601

Dear Ms. Tolan:

I am writing to pledge the support of Jefferson Community & Technical College for Kentucky's Preschool Development Grants- Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All- Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children. More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality

Jefferson
Community & Technical College

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

•Universal kindergarten readiness assessment

•Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants Expansion Grant.

Sincerely,

(b)(6)

Anthony L. Newberry, Ph.D.
President
Jefferson Community and Technical College

PARTNER COST SHARE SUMMARY

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organizations: Jefferson County Board of Education
Point of Contact: Name: Dr. Donna Hargens

Title: Superintendent Department Jefferson County Public Schools
Address: 3332 Newburg Road P.O. Box 34020

City: Louisville State: KY Zip: 40232-4020

Telephone: (502) 485-3251 e-mail: Donna.Hargens@jefferson.kyschools.us Fax: (502) 485-3011

2. Type of Organization: School Board - Grantee

Are you an Local Education Agency (LEA)?
__X__Yes ___ No
Are you an Institution of Higher Education (IHE)?
____Yes ___ No

3. Non-Federal Fund contribution provided by Partner					
	YR 1	**YR 2**	**YR 3**	**YR 4**	**TOTAL**
1. Salaries and Wages					
2. Employee Benefits					
3. Travel					
4. Materials and Supplies					
5. Consultants and Contracts					
6. Other	(b)(4)				
. **Total Direct Costs** *(Sum of lines 1-6)*					
. **Total Indirect Costs:** *(Cannot be greater than 8% of Total Direct Costs)*					
. **Equipment**					
. **Scholarships/Tuition Assistance**					
. **TOTAL** (Lines A + B+ C+D)					

Please summarize the partner's specific support and commitment to the project in this space.

Salaries:

Benefits:

Travel:

Supplies:

Contractual:

Other:

Grant funds from Prichard that will support comprehensive services. Funding available for Preschool daycare providers and 4-Cs.

SIGNATURE OF AUTHORIZING OFFICIAL: Donna T Hargens

NAME OF AUTHORIZING OFFICIAL: Dr. Donna Hargens

TITLE OF AUTHORIZING OFFICIAL: Superintendent, Jefferson County Public Schools

Administrative Offices
VanHoose Education Center
P.O. Box 34020
Louisville, Kentucky 40232-4020
(502) 485-3011

Jefferson County Public Schools
Shaping the Future

Letter of Support
Kentucky Preschool Allstars Expansion Project

October 1, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

Jefferson County Public Schools serves high-need students in **Jefferson County** and supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to confirm the intent of Jefferson County Public Schools to enter into an agreement with the State within 90 days of the date the State is awarded funds for their Preschool Development Grants - Expansion Grant application, CFDA Number 84.419B.

Jefferson County Public Schools is familiar with the grant application and has reviewed the application materials available at http://www2.ed.gov/programs/preschooldevelopmentgrants/resources.html.

Jefferson County Public Schools is supportive of the project and committed to working on all applicable portions of the State plan. Further, Jefferson County Public Schools has submitted a budget plan to the State and, if funded, agrees to the following responsibilities:

- Create and implement a plan that will provide at-risk 4-year-old children access to high-quality preschool services as defined in the State Plan
- The Jefferson County Public Schools' plan shall include details to:
    - Increase the number of children that have access to high-quality preschool services by the end of the project period by 1000, if those children exist and meet the requirements of State-Funded Pre-School
    - Improve quality of existing services for approximately 3,000 children by the end of the project period
    - Sustain the high-quality services to children enrolled in State-Funded Pre-School beyond the period of the project
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4-year-old children
    - Identify a single point of contact that will act as a liaison to the State, local stakeholders and early care and learning providers
    - Minimize local administrative cost to partner agencies and programs
    - Monitor all local partner agencies and programs that participate in the project for compliance with the State Plan

  - Report (to the State) on implementation of the plan
  - Coordinate with the State to develop the Jefferson County Public Schools' plan and ensure that timelines and deliverables align with State goals
  - Explain how Jefferson County Public Schools' plan will support, not supplant the delivery of high-quality preschool services with existing high-quality preschool services
  - Ensure children with additional supports are provided high-quality preschool services
  - Recruit hard-to-reach populations of eligible children, help isolated families build protective factors and provide families with opportunities to engage in their children's learning in conjunction with Metro United Way.
  - Develop outreach that is culturally and linguistically sensitive and to children with special needs
- Participate in relevant meetings or other events that are organized or sponsored by the State or other applicable party regarding the State Plan
- Submit pertinent non-proprietary products, lessons learned and best practices developed through the project
- Participate in project evaluation and give access to researchers and other relevant parties consistent with all laws and regulations
- Researchers would need to gain approval through the Jefferson County Public Schools' Research Department.
- Respond timely to requests for information to all partners
- Negotiate in good faith toward achieving the overall goals of the grant, including when the State Plan requires modifications that affect the Jefferson County Public Schools or when the Jefferson County Public Schools' Scope of Work requires modifications
- Collaborate with the State and other parties to coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development
- Ensure funds are not supplanting other programs and that the delivery of services is coordinated with existing programs including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act

I confirm that Jefferson County Public Schools has all the requisite power and authority to execute an agreement with the terms outlined herein and has the intention of executing said agreement within 90 days of notification of the funding award.

Sincerely,

Donna M. Hargens, Ed.D.
Superintendent

KCEOC Community Action Partnership
PO Box 490, Barbourville, KY 40906

Letter of Support

Kentucky Preschool Allstars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

KCEOC serves high-need students in the **federally designated Southeastern Kentucky Promise Zone** and supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to confirm the intent of *KCEOC* to enter into an agreement with the state within 90 days of the date the state is awarded funds for their Preschool Expansion grant application CFDA Number 84.419B.

KCEOC is familiar with the grant application and has reviewed the application materials available at http://www2.ed.gov/programs/preschooldevelopmentgrants/resources.html. *KCEOC* is supportive of the project and is committed to working on all applicable portions of the State plan. Further, *KCEOC* has submitted a budget plan to the state and if funded, agrees to the following responsibilities:

- Implement the Scope of Work as identified in the budget and grant application;
- Make arrangements for High-Quality Preschool programs to be provided by Early Leaning Providers and monitor such entities;
- Actively participate in all relevant meetings or other events that are organized or sponsored by the State or other applicable parties;
- Submit pertinent non-proprietary products and lessons learned developed through the project to designated websites;
- Participate in evaluations and give access to researchers and other relevant parties consistent with all laws and regulations;
- Respond timely to all requests for information from partners;
- Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;

- Minimize local administrative costs; and
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.
- Appoint a key contact person to work with the state and all stakeholders;
- Maintain frequent communication to facilitate cooperation consistent with the State Plan and governance structure;
- Work with the state to determine appropriate timelines for project updates and status reports throughout the grant period;
- Negotiate in good faith toward achieving the overall goals of the grant, including when the State Plan requires modifications that affect KCEOC, or when KCEOC's Scope of Work requires modifications;
- Devise plans to sustain High-Quality Preschool Programs after the grant period;
- Collaborate with the state and other parties to coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development;
- Ensure funds are not supplanting other programs and that the delivery of services is coordinated with existing programs including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act; and
- Comply with all of the terms of the Preschool Expansion Grants and all applicable Federal and State laws and regulations such as the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.
- Increase the number of new high quality preschool slots as defined in the application materials by 280 by the end of the project period.
- Improve the quality of 280 preschool slots by extending from half to full day and increasing teacher and preschool aide qualifications.
- Sustain the quality improvements and the expansion slots outlined in the proposed budget that are provided through this program.

I confirm the *KCEOC* has all the requisite power and authority to execute an agreement with the terms outlined herein and has the intention of executing said agreement within 90 days of notification of the funding award.

Sincerely,

(b)(6)

Paul Dole
KCEOC, President/CEO
606-546-3152

STEVE ARLINGHAUS
County Judge/Executive
859.392.1415

OFFICE OF THE COUNTY JUDGE/EXECUTIVE

303 Court Street, Suite 205
Covington, KY 41012-0792

MARK KREIMBORG
Deputy Judge/Executive
859.392.1415

JOE SHRIVER
County Administrator
859.392.1415

October 1, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Kenton County Fiscal Court for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Steve Arlinghaus

Steve Arlinghaus
County Judge/Executive
Kenton County Fiscal Court

KENTUCKIANAWORKS
GREATER LOUISVILLE'S WORKFORCE INVESTMENT BOARD
410 West Chestnut Street · Suite 200 · Louisville KY 40202 · Phone (502) 574 2500 · Fax (502) 571 4288 · www.kentuckianaworks.org

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

I am writing to pledge the support of KentuckianaWorks for Kentucky's Preschool Development Grants – Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Michael B. Gritton
Executive Director

KENTUCKIANAWORKS

Kentucky Career Center

TOURISM, ARTS AND HERITAGE CABINET
KENTUCKY ARTS COUNCIL

Steven L. Beshear
Governor

Lori Meadows
Executive Director

21st Floor, Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601-1987
1-888-833-2787
502-564-3757
FAX 502-564-2839
www.artscouncil.ky.gov

Bob Stewart
Secretary

Lindy Casebier
Deputy Secretary

October 8, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

The Kentucky Arts Council (KAC) is pleased to write this letter of support for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal will set the Commonwealth on a course that will help realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

In addition to the strong work already in place, as the state arts agency we are pleased by the inclusion of the arts in early education. We are particularly pleased that arts learning is now considered to be a part of the Essential Domains of School Readiness.

We also understand that the application now allows for local preschool programs to coordinate with local arts organizations. In Kentucky, we have a cadre of experienced, qualified arts organizations and individual artists who provide arts education and experiences. The KAC offers an adjudicated Teaching Artists Directory for residency programs and funding for schools to attend arts experiences throughout the state. Throughout the state, our Kentucky Arts Partnership organizations offer rich arts education experiences through music, theater, visual arts and performances. We are committed to ensuring that excellent arts education resources are available for early childhood providers to utilize.

The Kentucky Arts Council strongly supports Kentucky's early childhood vision and is pleased to pledge our assistance with Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Lori Meadows
Executive Director

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support and matching funds of KAECE (Kentucky Association for the Education of Young Children) for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four- year-olds in high quality programs as an additional strategy for increasing kindergarten readiness for all children.

We are committed to providing matching [in kind] funds for this grant as follows.

2015	$(b)(4)	for in kind	= 2(6hr trainings per year with 3 sessions @ $	(b)(4)	per hour)
2016	$	for in kind	= 2(6hr trainings per year with 3 sessions @ $		per hour)
2017	$	for in kind	= 2(6hr trainings per year with 3 sessions @ $		per hour)
2018	$	for in kind	= 2(6hr trainings per year with 3 sessions @ $		per hour)

We believe this support will help promote the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Maria C. Rutherford, M.Ed.
President-Elect (January, 2015)
Kentucky Association for the Education of Young Children
Email: maria.rutherford@kctcs.edu
Phone: 859 246 6616

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Association of School Administrators for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children.

Kentucky has demonstrated with Kentucky All-Stars, and our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

V. Wayne Young
Executive Director
KY Association of School Administrators

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of *Kentucky Association of School Councils (KASC)* for Kentucky's Preschool Development Grants-- Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Ronda Harmon
Executive Director of KASC

KENTUCKY ASSOCIATION OF SCHOOL SUPERINTENDENTS

260 Democrat Drive
Frankfort, KY 40601
(502) 783-2720 Fax: (502) 783-2721
Website: www.kysupts.org

EXECUTIVE COMMITTEE
President
Mr. Anthony Strong
Pendleton County
President-Elect
Dr. Henry Webb
Floyd County
Vice President
Dr. Rachel Yarbrough
Webster County
Immediate Past President
Dr. James Flynn
Simpson County
Executive Director
Mr. Wilson Sears

BOARD OF DIRECTORS
Mr. Casey Allen
Ballard County
Mr. Travis Hamby
Trigg County
Mr. Tres Settle
McLean County
Mr. Bo Matthews
Barren County
Mr. Sam Sanders
LaRue County
Mr. Tim Abrams
Henry County
Dr. Randy Poe
Boone County
Dr. Donna Hargens
Jefferson County
Mr. Marvin Moore
Rowan County
Mr. Steve Gilmore
Ashland Independent
Mr. Coy Samons
Paintsville Independent
Ms. Kim King
Knott County
Mr. Ed McNeel
Corbin Independent
Mr. Steve Butcher
Pulaski County
Mr. Anthony Orr
Nelson County
Mr. Bert Hensley
Estill County
Dr. Tom Shelton
Fayette County
Mr. Alvin Garrison
Member-at-Large

October 7, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Association of School Superintendents for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Wilson Sears
Executive Director

Kentucky Chamber
Uniting Business. Advancing Kentucky.

Dave Adkisson
President & CEO

October 9, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Chamber of Commerce for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely
(b)(6)

Dave Adkisson

direct 502-848-8744 mobile 502-229-9304 fax 502-848-8781 davida@kychamber.com
464 Chenault Road Frankfort, KY 40601 www.kychamber.com

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
Kentucky Department for Libraries & Archives

Steven L. Beshear
Governor

PO Box 537
300 Coffee Tree Road
Frankfort, KY 40602-0537
(502) 564-8300
Fax: (502) 564-5773
http://kdla.ky.gov

Thomas O. Zawacki
Secretary

Wayne Onkst
State Librarian

September 30, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Department for Libraries and Archives for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,
(b)(6)
Wayne Onkst
State Librarian & Commissioner

CABINET FOR HEALTH AND FAMILY SERVICES
OFFICE OF THE SECRETARY

Steven L. Beshear
Governor

275 East Main Street, 5W-A
Frankfort, KY 40621
502-564-7042
502-564-7091
www.chfs.ky.gov

Audrey Tayse Haynes
Secretary

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

October 3, 2014

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Department for Public Health's Obesity Prevention Program for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Elaine Russell MS, RD
Obesity Prevention Coordinator

PARTNER COST SHARE SUMMARY

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organizations: Kentucky Department of Education

Point of Contact: Name: Charles Harman

Title: Budget Director Department Education

Address: 500 Mero Street Suite 1601

City: Frankfort State: Kentucky Zip: 40601

Telephone: 502-564-1979 e-mail: Charles.harman@education.ky.gov Fax:

2. Type of Organization: State Education Agency

Are you an Local Education Agency (LEA)?
____Yes _X__ No
Are you an Institution of Higher Education (IHE)?
____Yes _X__ No

3. Non-Federal Fund contribution provided by Partner

	YR1	YR2	YR3	YR4	TOTAL
1. Salaries and Wages					
2. Employee Benefits					
3. Travel					
4. Materials and Supplies					
5. Consultants and Contracts					
6. Other	(b)(4)				
A. Total Direct Costs *(Sum of lines 1-6)*					
B. Total Indirect Costs: *(Cannot be greater than 8% of Total Direct Costs)*					
C. Equipment					
D. Scholarships/Tuition Assistance					
E. TOTAL (Lines A + B+ C+D)					

Please summarize the partner's specific support and commitment to the project in this space.

Salaries:

Benefits:

Travel:

Supplies:

Contractual:

Other:
The Kentucky Department of Education (KDE) has reserved $(b)(4) for use as in-kind match for Kentucky's Ready Kids Initiative. This commitment is for $(b)(4) per year for four years beginning in Fiscal Year 2016 and going through Fiscal Year 2019. The source of the KDE funds are state pre-school funding. KDE pre-school funds are distributed to Kentucky's 173 local school districts by a funding formula approved in 702 KAR 3:250.

SIGNATURE OF AUTHORIZING OFFICIAL: (b)(6)

NAME OF AUTHORIZING OFFICIAL: Charles L. Harman III

TITLE OF AUTHORIZING OFFICIAL: Director of Budget and Financial Management

EARLY CHILDHOOD, ELEMENTARY AND SPECIAL EDUCATION
MOREHEAD STATE UNIVERSITY
301 GINGER HALL
MOREHEAD, KY 40351

TELEPHONE: 606-783-2598
FAX: 606-783-5044

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am delighted to write a letter in support of Kentucky Division for Early Childhood (KYDEC) for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has already demonstrated a commitment to serving more high need children in high quality programs through projects such as Kentucky All-Stars, and the Race to the Top-Early Learning Challenge initiative. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that KYDEC is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant. I look forward to hearing from you with news of proposal acceptance.

Sincerely,

(b)(6)

Julie H. Rutland, Ph.D.
KYDEC, President Elect

Children, Inc.
333 Madison Ave. Covington, KY 41011
(859) 431-2075 • FAX (859) 431-5217
www.childreninc.org

Children achieve success through innovative educational excellence, compassionate family support and collective community leadership.

Early Care and Education Centers
Montessori Early Learning Academy ★★★
Treasure House Child Development Center ★★★★
Kenton Child Development Center ★★★★
Gardens at Greenup Child Development Center ★★★★
Imagine Tomorrow Child Development Center ★★★★
Newport Teen Center ★★★
VISIONS *Ohio Step Up to Quality 3 Stars* ★★★

Early Learning Centers
Newport Preschool Center ★★★★
River Ridge Elementary ★★★★
Walton-Verona Elementary ★★★★
Erpenbeck Elementary ★★★
North Pointe Elementary ★★★
Pleasant Ridge Montessori (New)
Erlanger Elsmere Schools (New)

School Age Services

Family Child Care

Young Families Program

Mayerson Service Learning Initiative

Professional Development Division
Child Development Associate (CDA) Credential
Greater Cincinnati Center for Montessori Education
Devereux Early Childhood Regional Training Center

Growing Sound www.growing-sound.com

STARS KIDS
step up to quality
naeyc
NAC
United Way
Agency Partner

October 10, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan:

Kentucky's Early Childhood Advisory Council is extraordinarily enthusiastic about the opportunity to support Kentucky's Preschool Expansion Grant application. The initiatives in this application are transformative. The Early Childhood Advisory Council is thrilled with the possibility that many of our most needy young learners would have an opportunity for a full day preschool experience led by highly qualified teachers. We believe that children and families would have access to comprehensive supports. We are thrilled with the opportunity to forge more powerful collaborations between schools, Head Starts, and community early learning programs. We are excited about the opportunities that the three very distinct areas of Kentucky will have to learn from each other and share their best ideas. We believe that Kentucky's application is both ambitious and achievable.

As you know, The Early Childhood Advisory Committee has played a vital role in Kentucky's Race to the Top-Early Learning Challenge initiative. We have developed the criteria for Kentucky's new five star quality rating system. We are finalizing our statewide unified professional development system with an early emphasis on alignment, family support, utilization of assessments and measurement of effective teacher-child interaction. We are enhancing our family partnerships with the integration of Strengthening Families across all early childhood settings. We have integrated our early childhood data with Kentucky's kindergarten through post secondary data to measure the impact of our many early interventions.

The Early Childhood Advisory Council now commits to support your comprehensive application for the Preschool Expansion Grant in the following ways:

- Ensure that all the preschool settings that use the federal preschool expansion funds are among the first to adopt Kentucky's new, higher quality rating system
- Guarantee that all the professional staff funded by this Grant have access to high quality training on curriculum alignment, the utilization of formal and informal assessments, and effective teacher-student interactions

- Provide all of the early childhood staff with our most innovative Strengthening Families practices
- Track the children who participate which will allow us the ability to measure the impact of this powerful preschool expansion

We believe that this application builds on the successful work to date on Kentucky's Race to the Top. We have made great progress. We will continue to overachieve if we are chosen for this innovative Preschool Expansion Grant. For those of us who have worked so hard for so many years to raise the quality of early childhood in Kentucky, Kentucky's application that responds so strongly to the comprehensive vision laid out in the federal request for proposals is a dream come true.

Sincerely & Gratefully,

(b)(6)

Rick Hulefeld
Chair
Early Childhood Advisory Council

KEA
KENTUCKY EDUCATION ASSOCIATION

September 30, 2014

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Education Association for Kentucky's Preschool Development Grants- Expansion Grant application. As you know, KEA is an affiliate of the National Education Association and has approximately 42,000 active and retired Kentucky educators as its members. No one knows the importance of high quality early childhood for all children more than the public school teachers and support professionals who make up KEA.

We believe that the plans laid out in Kentucky's proposal contain the right initiatives to set the Commonwealth on a course that will help us realize our collective vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars (our Race to the Top-Early Learning Challenge) a commitment to serving more high need children with quality programs. This opportunity will expand that work by increasing the number of four year olds in such programs.

Specifically, KEA supports the key elements of Kentucky's early childhood reform agenda:

- Serving more high need four year olds in high quality programs;
- A unified broad-based commitment to state and local collaboration;
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement;
- An aligned professional development system to enhance teacher quality;
- Universal kindergarten readiness assessment; and
- Data systems with all necessary information to support continuous improvement of school readiness.

With this commitment to Kentucky's early childhood vision in mind, our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Mary Ann Blankenship, Executive Director
Kentucky Education Association

401 Capital Avenue
Frankfort, KY 40601
1 502/875-2889 or 1 800/231-4532
Fax:1 502/227-9002
Internet: www.kea.org

CHAIRMAN
Marvin Moore
CHAIRMAN - ELECT
Kenny Bell
PAST CHAIRMAN
Steve Butcher
CHIEF EXECUTIVE OFFICER
Nancy Hutchinson

KEDC MEMBERS
Anchorage Independent
Ashland Independent
Augusta Independent
Barbourville Independent
Bath County
Bell County
Bourbon County
Boyd County
Breathitt County
Campbellsville Ind.
Carter County
Casey County
Clark County
Clay County
Corbin Independent
Danville Independent
E Bernstadt Ind.
Elliott County
Estill County
Fairview Independent
Fayette County
Fleming County
Floyd County
Garrard County
Greenup County
Harrison County
Jackson County
Jackson Independent
Jenkins Independent
Johnson County
Knott County
Knox County
Laurel County
Lawrence County
Lee County
Leslie County
Letcher County
Lewis County
Madison County
Magoffin County
Martin County
Mason County
McCreary County
Mercer County
Middlesboro Independent
Montgomery County
Morgan County
Nelson County
Owsley County
Paintsville Independent
Perry County
Pike County
Pikeville Independent
Pineville Independent
Powell County
Pulaski County
Raceland Independent
Robertson County
Rowan County
Russell Independent
Science Hill Independent
Wayne County
Whitley County
Williamsburg Independent
Wolfe County
Ashland Community &
Technical College
Eastern KY University
Morehead State Univ.
Pikeville College
University of KY

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Educational Development Corporation (KEDC) for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Nancy Hutchinson
KEDC Chief Executive Officer

The Kentucky Network
600 Cooper Drive
Lexington, KY 40502-2296
(859) 258-7000
www.ket.org

October 2, 2014

Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

Kentucky Educational Television (KET) is pleased to write in support of the Governor's Office of Early Education's Development Grants– Expansion Grant application. We strongly support the office's vision of kindergarten readiness for all children and believe that the initiatives laid out in Kentucky's proposal will enable the Commonwealth to achieve this vision. The Kentucky All-Stars/Race to the Top-Early Learning Challenge initiative demonstrates Kentucky's commitment to serving high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in these programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

As Kentucky's statewide public television affiliate, KET has partnered with PBS since its inception some 40 years ago to bring the very best in children's program to Kentucky. But KET's commitment to early childhood education is deeper than this and falls right in line with Kentucky's early childhood reform agenda. We are honored to be a collaborating partner with the Governor's Office of Early Childhood and other state and local organizations to ensure a unified and broad-based support for this agenda.

KET develops, produces, and delivers high quality training for childcare professionals and imaginative and age/ability-appropriate instructional resources that early childhood teachers and parents can use with young children. Currently KET has several foundation and CPB grants that are enabling us to provide a broad range of training, resources, and support to child care and Head Start programs, primarily in Louisville/ Jefferson County and Northern Kentucky but also extending into most parts of the state.

KET's early learning initiatives are designed to support key elements of Kentucky's early childhood reform agenda, including:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

KET stands ready to collaborate with the Governor's Office on integrating our efforts with this new opportunity. It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Nancy Carpenter
Senior Director of Education

Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Commissioner of Education

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION
Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Kentucky Family and Consumer Sciences Education, specifically our Early Childhood Education pathway for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Kayla Godbey
Kentucky Department of Education
Family and Consumer Sciences Education Program Consultant

KENTUCKY HIGHLANDS INVESTMENT CORPORATION

p.o. box 1738
london, kentucky
40743-1738
tel. 606.864.5175
fax. 606.864.5194
email.khicnet@khic.org

October 2, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Kentucky Highlands Investment Corporation for Kentucky's Preschool Development Grant– Expansion Grant application within the Promise Zone. The initiatives laid out in Kentucky's proposal will set the Commonwealth on a course to realize its vision of kindergarten readiness for all children. The Kentucky All-Stars, our state's Race to the Top- Early Learning Challenge initiative, has committed to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in kindergarten readiness programs. Increased access to early childhood education will strengthen the work within the Promise Zone.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda, which also align with the Promise Zone strategic plan:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

Kentucky's Preschool Development Grant– Expansion Grant will assist the Kentucky Highlands Investment Corporation in achieving our outcomes for students, schools, and the community within the Promise Zone. We are supportive of this application and are committed to ensuring effective implementation of the Preschool Development Grant within the Promise Zone.

Sincerely,

(b)(6)

Jerry Rickett
President/CEO
Kentucky Highlands Investments Corporation
as Lead Entity for the
Kentucky Highlands Promise Zone

Cc: Tom Fern, Kentucky's USDA Rural Development Director

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

157 Bellemeade Drive
Frankfort, Kentucky 40601
Home: (502) 223-1769

STATE CAPITOL ANNEX
702 Capitol Avenue, Room 329 F
Frankfort, Kentucky 40601
502-564-8100 Ext. 639
Email: derrick.graham@lrc.ky.gov

DERRICK W. GRAHAM
57TH LEGISLATIVE DISTRICT
FRANKLIN COUNTY

October 1, 2014

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan:

As the Chairman of the Kentucky House of Representatives' Education Committee, I am writing to pledge my support for Kentucky's Preschool Development Grants– Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to commit my support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Derrick W. Graham
State Representative
57th Legislative District

DWG:cf

October 9, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Kentucky Oral Health Coalition for Kentucky's Preschool Development Grants– Expansion Grant application. We have worked with the office for a several years and respect their commitment to improving health outcomes for the young people of Kentucky. They have demonstrated a collaborative spirit that is refreshing and we look forward to working on the behalf of young children for years to come.

We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

We are proud to work with the office on the agenda stated in the grant.

Sincerely,

(b)(6)

Lacey McNary
Kentucky Oral Health Coalition

UK

UNIVERSITY OF KENTUCKY

HUMAN DEVELOPMENT INSTITUTE

Monday, October 13, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

This letter comes as support of the Kentucky Partnership for Early Childhood Services for Kentucky's Preschool Development Grants– Expansion Grant application. With approval from our funder, the Division of Child Care, the Kentucky Partnership office will provide child care data to support the efforts laid out in Kentucky's proposal. We understand the grant as written will expand the work of the Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

The Kentucky Partnership office is committed to supporting key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs,
- A unified broad-based commitment to state and local collaboration,
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies,
- An aligned professional development system to support teacher quality, and
- Data systems with all necessary information to support continuous improvement of school readiness.

If there is anything else we can do to support your efforts, please let us know. Best of luck with your proposal.

Sincerely,

(b)(6)

Beth Rous, Director
Kentucky Partnership for Early Childhood Services
Human Development Institute
University of Kentucky

KENTUCKY PTA
everychild. onevoice.
Eddie Squires, President
148 Consumer Lane, Frankfort, KY 40602-0654
502-226-6607 fax 502-226-6610

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Kentucky PTA for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Eddie Squires

KENTUCKY SCIENCE CENTER
LOUISVILLE, KENTUCKY

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Kentucky Science Center for Kentucky's Preschool Development Grants-- Expansion Grant application. As an organization fully aligned with the importance of early childhood education we believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant. Kentucky Science Center stands as a ready partner in this essential effort to get all Kentucky children off on the right start for learning and life!

Sincerely,

(b)(6)

Joanna E. Haas
Executive Director
Kentucky Science Center

727 West Main Street / Louisville, KY 40202 / 502-561-6100 / FAX 502-561-6145 / KYScienceCenter.org

Kentucky Valley Educational Cooperative

Kentucky Career Center 412 Roy Campbell Drive Hazard, Kentucky 41701
Phone: 606-434-0216 Fax: 606-439-1322
www.kentuckyvalley.org

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Kentucky Valley Educational Cooperative for Kentucky's Preschool Development Grants – Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

Kentucky Valley Educational Cooperative and the 19 public school districts in eastern Kentucky (six of which lie in the Kentucky Promise Zone) that make up the Cooperative are committed to improving education in the Commonwealth and that commitment has been recognized on a national scale. KVEC is the only multi-district rural recipient of both the Race to the Top – District Award and an Investing in Innovation Award. Both of those awards have elements that focus on early childhood education. This month, KVEC also received word that we are a recipient of the current round of Project Prevent awards, and will launch the Ripple Effects initiative in the region in 2015.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Dr. Jeff Hawkins
Executive Director

KVEC Member Districts

Breathitt County Floyd County Harlan County Hazard Independent Jackson Independent
Jenkins Independent Knott County Lee County Leslie County Letcher County Magoffin County Middlesboro Independent
Owsley County Paintsville Independent Perry County Pike County Pikeville Independent Wolfe County

KENTUCKY'S VOICE FOR EARLY CHILDHOOD
333 MADISON AVENUE
COVINGTON, KY 41011

October 9, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge my support for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to commit my support for Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Mike Hammons
Director

KENTUCKY YOUTH ADVOCATES

11001 Bluegrass Parkway
Suite 100
Jeffersontown, KY 40299

P 502.895.8107
F 502.895.8225

kyyouth.org

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Kentucky Youth Advocates (KYA) for Kentucky's Preschool Development Grants– Expansion Grant application. As the independent voice for Kentucky's kids, we applaud the Beshear Administration's focus on early childhood and the successful implementation of this proposal will further move that agenda ahead. The priorities laid out in Kentucky's proposal are aligned with the voices we hear from on the ground early childhood leaders; are consistent with thoughtful national research; and, fit the unique challenges of Kentucky's demographics around young children and families. This grant opportunity will expand the good work which your office has begun by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

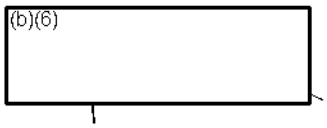
More specifically, we support the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

Early childhood is a priority to KYA and to our broader Blueprint for Kentucky's Children's initiative, which

-- as you know -- is a consensual policy agenda shared by dozens of nonprofits across the Commonwealth. Therefore, we gladly offer a hearty endorsement of the Governor's Preschool Development Grants – Expansion Grant and look forward to being a partner in its successful implementation.

Sincerely,



Terry I. Brooks, Ed.D.
Executive Director

Knox County Chamber of Commerce
P. O. Box 746
Barbourville, KY 40906
Phone 606.546.4600

October 1, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Knox County Chamber of Commerce for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Corey Chesnut, President
Knox County Chamber of Commerce

Letter of School District Support

Kentucky Preschool Allstars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

Knox County Schools supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that *Knox County Schools* fully supports the Preschool Development Grants-Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and KCEOC Community Action Partnership for the region;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Subgrantee plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan the necessary data on children, including attendance for preschool programs, and providing the information to the KCEOC Community Action Partnership and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

Kelly Sprinkles

Kelly Sprinkles
Superintendent

Leslie, Knott, Letcher, Perry
Community Action Council, Inc.
398 Roy Campbell Drive
Hazard, KY 41701
Phone: (606) 436-8853 Fax: (606) 487-1872 Email: exe.office@lklp.net URL: http://www.lklp.org
Denny Ray Noble, *Board Chair*; Steve Addington, *Vice-Chair*; Larry Triplett, *Secretary*; Joy Jones, *Treasurer*
Ricky L. Baker—Executive Director

Kentucky Preschool Allstars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

L.K.L.P. CAC/Head Start Program, Inc. serves high-need students in the **federally designated Southeastern Kentucky Promise Zone** and supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to confirm the intent of *L.K.L.P. CAC/Head Start Program, Inc.* to enter into an agreement with the state within 90 days of the date the state is awarded funds for their Preschool Development Grants-Expansion Grant application CFDA Number 84.4198.

L.K.L.P. CAC/Head Start Program, Inc. is familiar with the grant application and has reviewed the application materials available at http:/Lwww2.ed.gov/programs/preschooldevelopmentgrants/resources.html. *L.K.L.P. CAC/Head Start Program, Inc.* is supportive of the project and is committed *to* working on all applicable portions of the State plan. Further, *L.K.L.P. CAC/Head Start Program, Inc.* has submitted a budget plan to the State and, if funded, agrees to the following responsibilities:

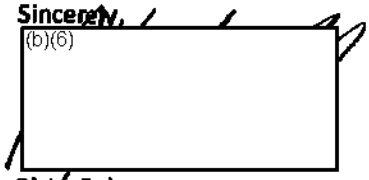
- Create and implement a plan that will provide at-risk 4 year old children access to high quality preschool services as defined in the State Plan
- The subgrantee plan shall include details to:
  - Increase by 147 number of children access *to* high quality preschool services by the end of the project period
  - Improve quality of existing services for 113 number of children by the end of the project period
  - Sustain the high quality services to children beyond the period of the project
  - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children
  - Identify a single point of contact that will act as a liaison to the State, local stakeholders and early care and learning providers
  - Minimize local administrative cost to partner agencies and programs
  - Monitor all local partner agencies and programs that participate in the project for compliance with the State Plan
  - Report (to the State) on implementation of the plan

- Coordinate with the State to develop the subgrantee plan and ensure that timelines and deliverables align with State goals
- How the subgrantee plan will support, not supplant the delivery of high quality preschool services with existing high quality preschool services
- Ensure children with additional supports are provided high quality preschool services
- Recruit hard to reach populations of eligible children, help isolated families build protective factors and provide families with opportunities to engage in their children's learning
- Develop outreach that is culturally and linguistically sensitive and to children with special needs

- Participate in relevant meetings or other events that are organized or sponsored by the State or other applicable party regarding the State Plan
- Submit pertinent non-proprietary products, lessons learned and best practices developed through the project
- Participate in project evaluation and give access to researchers and other relevant parties consistent with all laws and regulations
- Respond timely to request for information to all partners
- Negotiate in good faith toward achieving the overall goals of the grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- Collaborate with the State and other parties to coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development;
- Ensure funds are not supplanting other programs and that the delivery of services is coordinated with existing programs including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act; and

I confirm the *L.K.L.P. CAC/Head Start Program, Inc.* has all the requisite power and authority to execute an agreement with the terms outlined herein and has the intention of executing said agreement within 90 days of notification of the funding award.

Sincerely,



Ricky Baker
Executive Director
606-435-7960

PARTNER COST SHARE SUMMARY

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organizations: LKLP CAC, Inc.

Point of Contact: Name_____

Title: _____ Department _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: ___ e-mail: _____ Fax: _____

2. Type of Organization: _____

you an Local Education Agency (LEA)?
____Yes ___ No
Are you an Institution of Higher Education (IHE)?
____Yes ___ No

3. Non-Federal Fund contribution provided by Partner

	YR 1	YR 2	YR 3	YR 4	TOTAL
1. Salaries and Wages	(b)(4)				
2. Employee Benefits					
3. Travel					
4. Materials and Supplies					
5. Consultants					
6. Other					
A. Total Direct Costs *(Sum of lines 1-6)*					
B. Total Indirect Costs: *(Cannot be greater than 8% of Total Direct Costs)*					
C. Equipment					
D. Training Stipends					
E. TOTAL (Lines A + B+ C+D)					

Please summarize the partner's specific support and commitment to the project in this space.

Salaries: Classrooms aides and persons provided comprehensive services to new or improved classrooms not paid by grant funds.

Benefits:
Based on a percentage of wages.

Travel:
Travel for training not paid by grant funds.

Supplies:
Donated supplies and materials for use in classrooms.

Contractual:

Other:

Scholarships, space and transportation

Equipment:
Access to computers

Stipends:
Stipends for training not paid from grant funds.

SIGNATURE OF AUTHORIZING OFFICIAL: (b)(6)
NAME OF AUTHORIZING OFFICIAL Ricky L. Baker
TITLE OF AUTHORIZING OFFICIAL: Executive Director

Ludlow Independent Schools

Home of the Panthers

Michael J. Borchers, Superintendent
525 Elm Street Ludlow, Kentucky 41016
Phone: 859.261.8210 • Fax: 859.291.6811
www.ludlow.kyschools.us

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

Ludlow Independent Schools supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that the Ludlow Independent School District fully supports the Preschool Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and United Way of Greater Cincinnati's *Success By 6®*;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Success By 6®'s plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan, the necessary data on children, including attendance for preschool programs, and providing the information to *Success By 6®* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

Michael Borchers
Superintendent

Metro United Way

Metro United Way
LIVE UNITED®

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Metro United Way
334 East Broadway
PO Box 4488
Louisville KY 40204-0488
ph: 502 583-2821
fx: 502 583-0330

Oldham County
PO Box 431
LaGrange KY 40031
ph: 502 222-7172
fx: 502 633-1406

Shelby County
179 Alpine Drive
Shelbyville KY 40065
ph: 502 633-4484
fx: 502 633-1406

Clark, Floyd and
Harrison Counties
405 E. Court Avenue
Suite 3, PO Box 476
Jeffersonville IN
47131-0476
ph: 812 282-7587
fx: 812 206-7415

Dear Ms. Tolan,

I am writing to pledge the support and matching funds of Metro United Way for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four- year-olds in high quality programs as an additional strategy for increasing kindergarten readiness for all children.

We are committed to providing matching in kind funds for this grant as detailed in the attached document.

We believe this support will help promote the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Joseph P. Tolan
President

/ab

PARTNER COST SHARE SUMMARY

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organizations: Metro United Way

Point of Contact: Name Kofi Darku

Title: Director Early Care & Education Department Early Care & Education

Address: 334 E Broadway

City: Louisville State: KY Zip: 40202

Telephone: 502-292-6137 e-mail: kofi.darku@metrounitedway.org Fax: 502-292-6437

2. **Type of Organization:** non-profit / 501c3

Are you an Local Education Agency (LEA)?
____Yes _X_ No
Are you an Institution of Higher Education (IHE)?
____Yes _X_ No

3. Non-Federal Fund contribution provided by Partner

	YR 1	YR 2	YR 3	YR 4	TOTAL
1. Salaries and Wages	(b)(4)				
2. Employee Benefits					
3. Travel					
4. Materials and Supplies					
5. Consultants and Contracts					
6. Other					
A. **Total Direct Costs** *(Sum of lines 1-6)*					
B. **Total Indirect Costs:** *(Cannot be greater than 8% of Total Direct Costs)*					
C. **Equipment**					
D. **Scholarships/Tuition Assistance**					
E. **TOTAL** (Lines A + B+ C+D)					

Please summarize the partner's specific support and commitment to the project in this space.

Salaries: Mentor salaries for all EA centers.

Supplies: Two new playgrounds in year one. Classroom materials and supplies to improve environment.

Contractual: On-going evaluation with research partner PIRE – reports and recommendations based on ECERS, CLASS, and other surveys.

Other: Includes MUW recurring allocations and private funds for CDA costs and implantation of Teaching Strategies GOLD.

SIGNATURE OF AUTHORIZING OFFICIAL: (b)(6)
NAME OF AUTHORIZING OFFICIAL Joseph M. Tolan
TITLE OF AUTHORIZING OFFICIAL: CEO

National Center for Families Learning

325 West Main Street, Suite 300
Louisville, Kentucky 40202
p: 502-584-1133 f: 502-584-0172
www.familieslearning.org

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the National Center for Families Learning for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high-need children in high-quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high-quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high-need 4-year-olds in high-quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Sharon Darling
President & Founder
National Center for Families Learning
325 W. Main Street, Suite 300
Louisville, KY 40202

NEWPORT INDEPENDENT SCHOOLS

A Great Tradition. A Great Future.

Letter of School District Support

Kentucky Preschool All-stars Expansion Project

September 29, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

Newport Independent Schools supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that Newport Independent Schools fully supports the Preschool Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and United Way of Greater Cincinnati's *Success By 6®* ;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Success By 6®'s plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan, the necessary data on children, including attendance for preschool programs, and providing the information to *Success By 6®* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

Kelly E. Middleton

Kelly E. Middleton
Superintendent

KM:kk

NORTHERN KENTUCKY AREA DEVELOPMENT DISTRICT
22 SPIRAL DRIVE / FLORENCE, KENTUCKY 41042
TEL (859) 283-1885 / FAX (859) 283-8178 / TDD (859) 282-2707
Website: www.nkadd.org

Lisa S. Cooper, Executive Director

October 2, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Northern Kentucky Area Development District (NKADD) for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. The NKADD and the Northern Kentucky Workforce Investment Board (NKWIB) understand that kindergarten readiness is foundational for further educational accomplishment, college readiness and career success. We are supportive of Kentucky's demonstration with Kentucky All-Stars, their Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Barbara B. Stewart,
Associate Director, NKADD Workforce Development Division
Director, Northern Kentucky Workforce Investment Board

NORTHERN KENTUCKY COMMUNITY ACTION COMMISSION

COVINGTON OFFICE
717 Madison Avenue
Covington KY, 41011

PHONE
859 581-6607
800 783-6607

FAX
859 655-2949

WEB SITE
www.nkcac.org

October 6, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Northern Kentucky Community Action Commission's Head Start Program for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars--our Race to the Top-Early Learning Challenge initiative--a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Laurie Wolsing
NKCAC Head Start Program Director

BOARD OF DIRECTORS

David Armstrong, J.D.
Thomas More College

Tammy Barth-Oakes
Citi

Dr. Kathlyn Burkhardt
Erlanger-Elsmere School District

Dan Cahill
HORAN

Helen Carroll
Carroll Project Planning, LLC

Brent Cooper
C-Forward

Mark Exterkamp
The Bank of Kentucky

Karen Finan
Gilman Partners

Mer Grayson
Central Bank

Dan Groneck
US Bank

Kim Halbauer
Fifth Third Bank

Curtis Hall
NKY Cooperative for Educational Services

Mike Hammons
Children, Inc.

Marianne Schmidt Hurlt
PNC Bank

Gary Moore
Boone Co. Fiscal Court

Polly Lusk Page
Northern Kentucky Education Council

Dr. Randy Poe
Boone Co. School District

Dr. Cindy Reed
Northern Kentucky University

John Simkonis
Huntington Bank

Sr. Margaret Stallmeyer
Gateway Community & Technical College

Barbara Stewart
Northern Kentucky Area Development District

Anthony Strong
Pendleton County School District

Tammy Weidinger
Brighton Center

Rhonda Whitaker
Duke Energy Kentucky

Kara Williams
Vision 2015

NORTHERN KENTUCKY
EducationCouncil

October 3, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Northern Kentucky Education Council (NKYEC) for Kentucky's Preschool Development Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will ensure our vision of kindergarten readiness for all children, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

More specifically, the Council is committed to supporting the key elements of Kentucky's early childhood reform agenda because it is a unified community based approach that will serve to ensure all of our children across the state will enter Kindergarten ready to succeed. Recognizing that we must take a collective approach to expanding the supports needed for our youngest learners to be successful, the Council supports the following areas of strategic focus:

- Serving more high need 4 year olds in high quality programs
- Integrated, unified tiered quality rating and improvement system that includes school based Head Start, Public Preschool and the vast majority of programs and providers serving high-risk children, and incorporates a range of supports to improve quality
- Engagement and education for parents of young children who are a child's first teacher Early learning standards that reflect a whole-child approach; both cognitive and social -emotional, implemented and assessed through a comprehensive assessment system,
- Early childhood educator career pathways, and an aligned professional development system to support improvement,
- Universal kindergarten readiness assessment, and
- Data system with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that the Northern Kentucky Education Council is pleased to commit our support of Kentucky's Preschool Development Expansion Grants application. The Northern Kentucky Education Council (NKYEC) is the backbone organization for alignment of education initiatives in Northern Kentucky (NKY). The Council works with business, community and education leaders to build broader partnerships, promote alignment and increase communication and collaboration across the entire continuum from birth through career. The Council formed six Action Teams to develop and implement strategies which are effective, measurable and meet the needs of our children, youth, young adults their families. NKY has been designated as a Ready by 21 Community by the Forum for Youth Investment. Through a collective impact model the Council is a collaborative that has members from education, business and community. The Council has a sustainable base of

Champions that are advocating for and understand the critical importance of the regional and state goal that all of our children are prepared for Kindergarten.

Only 53% of children in NKY are Ready for Kindergarten (KY Department of Education; Brigance NKY Data 2012-13).The range in readiness across the NKY 18 public school districts is 25% to 83%; yet the range across the proposed 8 districts for Preschool Expansion is 25% to 62%. It is evident that not all children have the opportunity or the access to quality early learning. The research is clear that 90% of a child's brain development takes place by age 5. In order to ensure that every child in NKY is Ready to Learn and Ready for Kindergarten we must establish additional seats and access to high quality early childhood education for all children.

It should also be noted the high correlation between Kindergarten Readiness, reading on grade level by 3rd grade. 51% of NKY 3rd grade students are reading at grade level (KY Department of Education; Unbridled Learning Assessment and Accountability 2012-23), but the range across the proposed 8 districts for Preschool Expansion is 15% to 42%. Research indicates that if a child is not reading proficiently by the third grade, chances of future academic success are significantly diminished and are four times more likely to drop out of high school than those who are. The problem is particularly pronounced for low-income students, who are 13 to 17 times less likely to graduate high school if they cannot read successfully by the end of 3rd grade. Nationally, 80% of low-income 3rd graders miss this milestone every year.

By developing and implementing comprehensive strategies to improve school readiness and bring quality programs to scale across the region and the Commonwealth we will create a successful pathway for every child. This happens beginning with the assurance that each child is Ready to Learn and Ready for Kindergarten. By aligning key strategies and leveraging resources for our earliest learners we will change critical outcomes for our children. Of these strategies one of the most important for our youngest learners is to increase the opportunity and access for our children in NKY to attend a quality rated early childhood center.

By supporting and implementing the recommendations of Kentucky's Early Childhood Advisory Council's application for the Preschool Development Expansion Grant we are investing in the future of the Commonwealth and ensuring a higher quality of life for each of us.

Sincerely,

(b)(6)

Polly Lusk Page
Executive Director
Northern Kentucky Education Council

NKU NORTHERN KENTUCKY UNIVERSITY

College of Education and Human Services
Nunn Drive
Highland Heights, Kentucky 41099

www.nku.edu
http://coehs.nku.edu/

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

October 1, 2014

Dear Ms. Tolan,

I am writing to pledge the support of Northern Kentucky University Early Childhood Education Program for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda in the following ways:

- Help prepare future certified teachers for serving more high need 4-year-olds in high quality programs and who can integrate early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies, including universal kindergarten readiness assessment.
- Participate as a higher education partner to facilitate a unified broad-based commitment to state and local collaboration
- Assist with school districts, state of Kentucky, and other community partners with the aligned professional development system to support teacher quality

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Jaesook L. Gilbert, Associate Professor
Early Childhood Education Program

OVEC
OHIO VALLEY EDUCATIONAL COOPERATIVE

P.O. Box 1249
100 Alpine Drive
Shelbyville, KY 40066
502-647-3533
FAX 502-647-3581
http://www.ovec.org

Leon Mooneyhan, Ph. D.
Chief Executive Officer

James Neihof, Chairman
Board of Directors

Anchorage • Bullitt • Carroll • Eminence • Franklin • Gallatin • Grant • Henry • Oldham • Owen • Shelby • Spencer • Trimble

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Ohio Valley Educational Cooperative (OVEC) for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Leon Mooneyhan, Ph.D.
Chief Executive Officer

Commonwealth of Kentucky

702 CAPITAL AVENUE
CAPITOL ANNEX 242
FRANKFORT, KENTUCKY 40601
502-564-2450
MESSAGE LINE 800-372-7181

30TH SENATE DISTRICT

brandon.smith@lrc.ky.gov

BRANDON SMITH
SENATE MAJORITY WHIP

October 10, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

I am writing to pledge the support of Perry County Preschool program for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Brandon D. Smith
Kentucky State Senator
Senate Majority Whip

Board Members
John C Combs , Board Chairman
Robin Gabbard
Debbie Hignite McIntosh
Jerry W. Stacy
James Moscrip

Telephone: 606-439-5813
Fax: 606-439-2512

Perry County SCHOOL DISTRICT
We expect success

315 Park Avenue
Hazard, Kentucky 41701

www.perry.kyschools.us

Superintendent
Jonathan Jett

Assistant Superintendent
Johnny Wooton

Chief Academic Officer
Cindy Gabbard

Director of Special Education
Harvey Colwell

Director of Technology
Michael Smith

DPP
Jeff Brashear

Federal Programs
Bridget Maggard

Finance Officer
Jody Maggard

Food Service
Linda Campbell

Instructional Supervisor/CCR
Kristie Collett

Instructional Supervisor
Scott Johnson

Preschool/Family Resource
Susie Sizemore

Pyschometrist
Jay Richie

Student Health
Nancy Crawford

Athletic Director
Eddie Browning

Mission: Perry County students raising the standard for lifelong learning

Vision: The vision of Perry County Schools is to ensure student success, as measured by college and career readiness, through the building and sustaining of appropriate systems for continuous academic achievement and lifelong endeavors

Letter of School District Support
Kentucky Preschool Allstars Expansion Project

September 29, 2014
Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;

Perry County School District supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that Perry County School District fully supports the Preschool Development Grants-Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and LKLP Headstart for the region;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Subgrantee plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan the necessary data on children, including attendance for preschool programs, and providing the information to the LKLP Headstart and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

Jonathan Jett
Superintendent
Perry County Schools

The Perry County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, sex, genetic information, political affliction or disability in employment, educational programs, or activities

Save the Children

October 2, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support and matching funds of Save the Children for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four- year-olds in high quality programs as an additional strategy for increasing kindergarten readiness for all children.

SAVE will provide matching dollars for the Preschool Development Grants – Expansion Grants program by providing services that support the continuum of early learning and development in Jefferson County zip codes 40212 and 40215. SAVE programs help create smooth transitions from birth to 3rd grade for children and families to ensure continuous and consistent high-quality early learning opportunities. Our matching contribution is summarized below:

YR 1 - (b)(4)
YR2 -
YR 3 -
YR 4 -

We believe this support will help promote the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment

- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Kathy Spangler
Vice President, U.S. Programs
Save the Children

In-Kind Match Attachment

Item of Cost/Explanation of Expense	Amount	
Salaries and Wages: Year 1 Year 2 Year 3 Year 4	(b)(4)	
Fringe Benefits: Year 1 Year 2 Year 3 Year 4		
Travel: Year 1 Year 2 Year 3 Year 4		
Materials and Supplies: Year 1 Year 2 Year 3 Year 4		
Contractual Expenses: Year 1 Year 2 Year 3 Year 4		
Other:		
Total Funds Committed		

SILVER GROVE INDEPENDENT SCHOOL DISTRICT

Mr. Ken Ellis, Superintendent

Mr. Wesley Murray, Principal

108 West Third Street
P.O. Box 400
Silver Grove, KY 41085
Phone: (859) 441-3894
Fax: (859) 441-4299
Website: www.silvergrove.kyschools.us

Mrs. Julie Kaelll, FRYSC Director

Mr. Ted Kleymeyer, Director of Special Education

Mr. Mike Fersing, Director of Curriculum

September 29, 2014
Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry:

Silver Grove Independent supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that *Silver Grove Independent* fully supports the Preschool Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and United Way of Greater Cincinnati's *Success By 6®*;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Success By 6®'s plan, including but not limited to:
  - Increasing and improving access to high quality preschools services, as defined by the State,
  - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
  - Participate in all reporting, monitoring, and evaluation of programs,
  - Share lessons learned and best practices with partners
  - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and
- Adhere to data standards as defined by the State Plan, the necessary data on children, including attendance for preschool programs, and providing the information to *Success By 6®* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

Ken Ellis
Superintendent
Silver Grove Independent Schools

somerset.kctcs.edu
Toll free: (877) 629-9722

October 1, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

As Dean of Applied Technology under whose umbrella Somerset Community College's Early Childhood program falls, I am writing to pledge the support of Somerset Community College for Kentucky's Preschool Development Grants– Expansion Grant application. Donna Eastham, Early Childhood coordinator at SCC, assures me that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. The SCC Early Childhood program works hand in hand with the University of Kentucky's STARS Quality Enhancement Initiative whose personnel are located both at the Somerset and London campuses. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that Somerset Community College is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Roger L. Angevine
SCC Laurel Campus Director and
Dean of Applied Technology

Somerset Campus
808 Monticello Street
Somerset, KY 42501
Telephone: (606) 679-8501

Laurel Campus
100 University Drive
London, KY 40741
Telephone: (606) 877-1421

Casey Center
3609 N US 127
Liberty, KY 42539
Telephone: (606) 787-4727

Clinton Center
1273 KY Highway 90 W
Albany, KY 42602
Telephone: (606) 387-3236

McCreary Center
250 College Street
Whitley City, KY 42653
Telephone: (606) 376-5747

Russell Center
848 W Steve Wariner Drive
Russell Springs, KY 42642
Telephone: (270) 858-6501

KCTCS is an equal opportunity employer and education institution.

Somerset Community College
HIGHER EDUCATION BEGINS HERE

Southeast/South-Central
EDUCATIONAL COOPERATIVE
www.sesccoop.org

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of Southeast/South-Central Educational Cooperative for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

Early Childhood Education is of great importance to our region's schools, our families, and our future. It is with this commitment to Kentucky's early childhood vision in mind that SESC is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,
(b)(6)
David R. Johnson
Executive Director, SESC

SOUTHGATE INDEPENDENT SCHOOL DISTRICT
6 WILLIAM BLATT AND EVERGREEN
SOUTHGATE, KENTUCKY 41071-3151
859-441-0743 Fax 859-441-6735

Letter of School District Support
Kentucky Preschool All-stars Expansion Project

September 29, 2014
Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry;
The Southgate Ind. School District supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to provide confirmation that Southgate Ind. School District fully supports the Preschool Expansion Grants program and upon funding, the district is committed to the following:

- Signing a detailed memorandum of agreement with the State and United Way of Greater Cincinnati's *Success By 6®* ;
- Participating in the programs for All-STARS quality rating systems;
- Applying for a United Way Born Learning Academy in 2015, as applicable;
- Seeking resources to sustain the increases in number of children served in preschool programs through this grant and in ensuring quality programs implemented during the grant continue after funding ends;
- Aligning plans for early learning programs with the State and Success By 6®'s plan, including but not limited to:
    - Increasing and improving access to high quality preschools services, as defined by the State,
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children, including blending resources and identifying and recruiting eligible children,
    - Participate in all reporting, monitoring, and evaluation of programs,
    - Share lessons learned and best practices with partners
    - Planning and assisting in efforts to ensure preschool teachers receive appropriate certifications and degrees as outlined in the grant application;
- Ensuring local alignment from preschool to third grade, and

SOUTHGATE INDEPENDENT SCHOOL DISTRICT
6 WILLIAM BLATT AND EVERGREEN
SOUTHGATE, KENTUCKY 41071-3151
859-441-0743 Fax 859-441-6735

- Adhere to data standards as defined by the State Plan, the necessary data on children, including attendance for preschool programs, and providing the information to *Success By 6®* and the Governor's Office of Early Childhood.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grants program.

Sincerely,

James R. Palm
Superintendent

Commonwealth of Kentucky
HOUSE OF REPRESENTATIVES

GREGORY D. STUMBO
95th Legislative District
PO Box 1473
108 Kassidy Drive
Prestonsburg, Kentucky 41653

STATE CAPITOL
Room 309
Frankfort, Kentucky 40601
(502) 564-3366

SPEAKER OF THE HOUSE

October 3, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge my support for Kentucky's Preschool Development Grants– Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children.

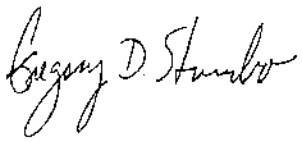
More specifically, I am committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality

- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to commit my support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

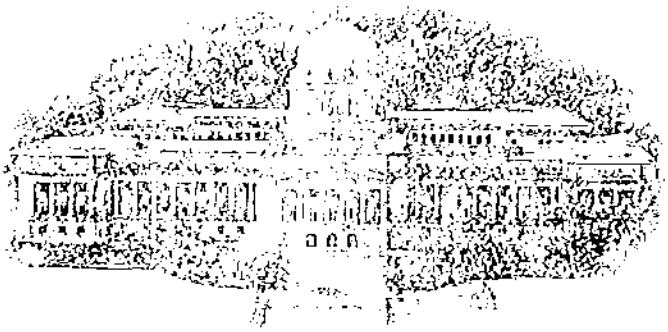


Gregory D. Stumbo
Speaker of the House

gds/tsr

Kentucky General Assembly
House of Representatives

Tom Burch
House District 30
4012 Lambert Avenue
Louisville, Kentucky 40218
Home: (502) 454-4002



Office: (502) 564-8100, Ext. 601
Fax: (502) 564-6543
E-mail: tom.burch@lrc.ky.gov
Message line: (800) 372-7181

October 3, 2014

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan:

As legislator for the 30th district in Jefferson County, and a member of the Governor's Early Childhood Advisory Council, I am pleased to offer my support for Kentucky's Preschool Development Grants—Expansion Grant a23pplication. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high-quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high-quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, I am committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high-quality programs
- A unified, broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind, that I am pleased to commit my support of Kentucky's Preschool Development Grants—Expansion Grant.

Sincerely,

Tom Burch

Tom Burch
State Representative

TB

COMMITTEES:
Chair, Health and Welfare
Licensing and Occupations
Veterans, Military Affairs, and Public Safety

COMMONWEALTH OF KENTUCKY

KENTUCKY GENERAL ASSEMBLY

Representative Mary Lou Marzian
34th Legislative District

Home Address:
2007 Tyler Lane
Louisville Kentucky 40205
502-451-5032
marylou.marzian@lrc.ky.gov

Office Address:
702 Capitol Avenue
Room 357-E, Capitol Annex
Frankfort, Kentucky 40601
502-564-8100, Ext. 643

October 2, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan,

I am writing in support of Kentucky's Preschool Development Grants– Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, I am committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to support Kentucky's Preschool Development Grants – Expansion Grant application.

Sincerely,

Mary Lou Marzian
State Representative

MLM:ps

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

P.O. BOX 757
LOUISVILLE, KENTUCKY 40201
(502) 772-1095

CAPITOL ANNEX ROOM 329
FRANKFORT, KENTUCKY 40601
OFFICE: (502) 564-8100, Ext. 653
FAX: (502) 564-5640

REGINALD K. MEEKS
STATE REPRESENTATIVE

October 3, 2014

Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge my support for Kentucky's Preschool Development Grants – Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to commit my support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Reginald K. Meeks
State Representative
42th House District

RKM/mda

JONI JENKINS
STATE REPRESENTATIVE
COMMONWEALTH OF KENTUCKY

44th LEGISLATIVE DISTRICT

COMMITTEES:
APPROPRIATIONS AND REVENUE, VICE-CHAIR
HEALTH AND WELFARE
LABOR AND INDUSTRY
LICENSING AND OCCUPATIONS

October 1, 2014

Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge my support for Kentucky's Preschool Development Grants – Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to commit my support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Joni Jenkins
State Representative
44th House District

2010 O'BRIEN COURT SHIVELY, KY 40216 (502) 447-4324
jonijenkins@aol.com

JJ/mda

COMMONWEALTH OF KENTUCKY

KENTUCKY GENERAL ASSEMBLY

Representative Arnold R. Simpson
65th Legislative District

Home Address:
112 West Eleventh Street
Covington, Kentucky 41011
(859) 581-6521

Office Address:
Room 357 D-Capitol Annex
Frankfort Kentucky 40601
(502) 564-8100 Ext. 695
arnold.simpson@lrc.ky.gov

October 3, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan,

I am writing in support of Kentucky's Preschool Development Grants– Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, I am committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to support Kentucky's Preschool Development Grants – Expansion Grant application.

Sincerely,

Arnold R. Simpson
State Representative

ARS:pds

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

STATE REPRESENTATIVE
69TH LEGISLATIVE DISTRICT
CAPITOL ANNEX
Suite 432D
Frankfort, Kentucky 40601

Phone: (502) 564-8100, Ext. 689
Fax: (502) 564-1820
Message Line (800) 372-7181
E-mail: adam.koenig@lrc.ky.gov

ADAM KOENIG

October 2, 2014

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan:

RE: Kentucky's Preschool Development Grants– Expansion Grant Application for Kenton and Campbell Counties

I am writing to pledge the support of my office as state representative for Kenton and Campbell Counties for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, they are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I support Kenton and Campbell counties application for Kentucky's Preschool Development Grants – Expansion Grant. Thank you for your consideration. If you have any questions please do not hesitate to contact me.

Sincerely,

Adam Koenig
State Representative
PR/Award # S419B150018

AK:mb

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

STATE REPRESENTATIVE
78TH LEGISLATIVE DISTRICT
1053 Cook Road
Cynthiana, KY 41031
(859) 234-5879

Thomas M. McKee
Chairman
Agriculture and Small Business Committee

CAPITOL ANNEX
Room 332B
Frankfort, KY 40601
(502) 564-8100, Ext. 667
Message Line: (800) 372-7181

October 2, 2014

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan:

I am writing to express my wholehearted support of Kentucky's Preschool Development Grants-Expansion Grant application. I believe that the initiatives in Kentucky's proposal will better prepare our kindergarten children for learning and also provide an excellent foundation for their academic future. Kentucky is committed to serving more high-need children in high quality programs through Kentucky All-Stars, its Race to the Top-Early Learning Challenge initiative. This grant will make it possible to further that effort.

More specifically, this grant will further Kentucky's commitment to supporting the key elements of its early childhood reform agenda:

- Serving more high need 4-year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

I am pleased to support Kentucky's Preschool Development Grants – Expansion Grant and the opportunity to make the commonwealth's early childhood vision a reality. Thank you for your consideration.

Sincerely,

Thomas M. McKee
State Representative

TM:kc

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

117 Gumwood RD
Middlesboro, KY 40965
rick.nelson@lrc.ky.gov

CAPITOL ANNEX ROOM 358
FRANKFORT, KENTUCKY 40601
OFFICE: (502) 564-8100, Ext. 612
FAX: (502) 564-3635

RICK NELSON
STATE REPRESENTATIVE

October 3, 2014

Ms.Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan:

I am writing to pledge my support of Kentucky's Preschool Development Grant--Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, I am committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified, broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind, that I am pleased to commit our support of Kentucky's Preschool Development Grants--Expansion Grant.

Sincerely,

Rick Nelson

Rick G. Nelson
State Representative
87th Legislative District

RGN/kkw

LESLIE A. COMBS

State Representative

94th Legislative District

State Capitol Annex
702 Capitol Ave., 3rd Floor
Frankfort, KY 40601

245 E. Cedar Drive
Pikeville, KY 41501

October 2, 2014

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, Kentucky 40601

Dear Ms. Tolan:

I am writing in support of Kentucky's Preschool Development Grants – Expansion Grant application. I believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

It is with this commitment to Kentucky's early childhood vision in mind that I support Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Leslie A. Combs

Leslie A. Combs
State Representative

LAC/rd

Office: (502) 564-8100 | 1-800-372-7181 | Cell: (606) 444-6672 | E-mail: Leslie.Combs@lrc.ky.gov

Commonwealth of Kentucky

STATE SENATE

344 N SPALDING AVE
LEBANON, KENTUCKY 40033
HOME: 270-692-6945
MESSAGE LINE: 800-372-7181
E-mail: senatorhigdon@gmail.com

CAPITOL ANNEX RM. 204
702 CAPITOL AVENUE
FRANKFORT, KY 40601
(502) 564-8100, Ext. 623
E-mail: jimmy.higdon@lrc.ky.gov

Jimmy Higdon
14th Legislative District

October 3, 2014

Ms.Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street, Suite 3
Frankfort, Kentucky 40601

Dear Ms. Tolan,

I am writing to pledge my support for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high-need children in high-quality programs. This grant opportunity will expand that work by increasing the number of 4-year-olds in high-quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, I am committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high-need 4-year-olds in high-quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system, and family engagement strategies
- An aligned professional-development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I lend my support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Jimmy Higdon
State Senator

KENTUCKY STATE SENATE

The Capitol
Frankfort, KY 40601
502-564-6136
johnnyray.turner@lrc.ky.gov

29th District
849 Crestwood Drive
Prestonsburg, KY 41653

Johnny Ray Turner
Democratic Caucus Chair

Ms. Terry Tolan, Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge my support as the State Senator for District 29 for Kentucky's Preschool Development Grants--Expansion Grant application. I believe that the initiatives proposed in Kentucky's plan will help Kentucky achieve its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year olds in high quality programs as an additional strategy for increasing kindergarten readiness for all children.

More specifically, Kentucky is committed to supporting the key elements of its early childhood reform agenda:

- Serving more high need 4 year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that I am pleased to support Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

Johnny Ray Turner
Senate Democratic Caucus Chair

StrivePartnership

www.strivepartnership.org

One West Fourth Street • Suite 200 • Cincinnati, OH 45202-3634 • ph: (513) 929 - 1145 • fax: (513) 929 - 1122

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of StrivePartnership for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Greg Landsman
Executive Director
StrivePartnership

TOYOTA

Toyota Motor Manufacturing, Kentucky, Inc.
1001 Cherry Blossom Way
Georgetown, KY 40324
502-868-2000

October 8, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support and matching funds for the dollars Toyota's Kentucky operations invest in United Way Bornlearning Academies for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four- year-olds in high quality programs as an additional strategy for increasing kindergarten readiness for all children.

Toyota Motor Manufacturing, Kentucky, our Georgetown, Kentucky plant, and Toyota Motor Engineering and Manufacturing, North America, our manufacturing headquarters in Erlanger, Kentucky, currently fund United Way Bornlearning Academies in the following Kentucky districts: Perry County, Bellevue Ind., Dayton Ind., Covington Ind., Elsmere/Erlanger Ind., Ludlow Ind., Newport Ind., and Silver Grove Ind. Based on the capacity of each district to sustain their academy into the future, we make the commitment to fund United Way Bornlearning Academies in the following districts in the next two years, (2015-2016 school year and 2016-2017 school year): Harlan Ind., Hazard Ind., Knox County, Barbourville Ind., Southgate Ind., and Jefferson County. This commitment totals $(b)(4) per school or $(b)(4).

We believe this support will help promote the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Rick Hesterberg
Manager
Toyota Motor Manufacturing, Kentucky

Grace on the Hill
OPEN ARMS. AMAZING GRACE.

1632 Cumberland Falls Hwy.
Corbin, Kentucky 40701
(606) 528-6840
www.graceonthehill.org

REV. WEYMAN McGUIRE
Senior Pastor

MR. GUS CLOUSE
Minister of Youth
& Activities

MRS. REBECCA
LANKFORD
Little Lambs Director
Children's Ministry

October 9, 2014

Tri-County Community Early Childhood Council
Rebecca Cassidy-Lankford
1632 Cumberland Falls Hwy
Corbin, KY 40701

I am writing on behalf of the Tri-County Community Early Childhood Council to express our support of the Top-Early Learning Challenge grant. It is great to see the Department of Education and the Cabinet for Health and Family Services partnering together to support states in increasing the quality of early childhood education. This grant will help so many families and their children. Thank you for your hard work and dedication to our children.

Sincerely,

Rebecca Lankford

October 8, 2014

United Way
of Greater Cincinnati

2400 Reading Road
Cincinnati, Ohio 45202-1478
Phone 513-762-7100

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Terry:

United Way of Greater Cincinnati Success By 6® serves high-need students in the **Northern Kentucky** region and supports Kentucky's efforts to build or enhance high-quality preschool programs for children and expand high-quality preschool programs in targeted communities. The purpose of this letter is to confirm the intent of *United Way of Greater Cincinnati Success By 6®* to enter into an agreement with the state within 90 days of the date the state is awarded funds for their Preschool Development Grants - Expansion Grant application CFDA Number 84.419B.

United Way of Greater Cincinnati Success By 6® is familiar with the grant application and has reviewed the application materials available at http://www2.ed.gov/programs/preschooldevelopmentgrants/resources.html. *United Way of Greater Cincinnati Success By 6®* is supportive of the project and is committed to working on all applicable portions of the State plan. Further, *United Way of Greater Cincinnati Success By 6®* has submitted a budget plan to the State and, if funded, agrees to the following responsibilities:

- Create and implement a plan that will provide at-risk 4 year old children access to high quality preschool services as defined in the State Plan
- The Subgrantee plan shall include details to:
    - Increase by 415 number of children access to high quality preschool services by the end of the project period
    - Improve quality of existing services for 441 number of children by the end of the project period
    - Sustain the high quality services to children beyond the period of the project
    - Collaborate with local education agencies and early learning providers to provide seamless transitions for at risk 4 year old children
    - Identify a single point of contact that will act as a liaison to the State, local stakeholders and early care and learning providers
    - Minimize local administrative cost to partner agencies and programs
    - Monitor all local partner agencies and programs that participate in the project for compliance with the State Plan
    - Report (to the State) on implementation of the plan
    - Coordinate with the State to develop the subgrantee plan and ensure that timelines and deliverables align with State goals
    - How the subgrantee plan will support, not supplant the delivery of high quality preschool services with existing high quality preschool services
    - Ensure children with additional supports are provided high quality preschool services

  - Recruit hard to reach populations of eligible children, help isolated families build protective factors and provide families with opportunities to engage in their children's learning
  - Develop outreach that is culturally and linguistically sensitive and to children with special needs
- Participate in relevant meetings or other events that are organized or sponsored by the State or other applicable party regarding the State Plan
- Submit pertinent non-proprietary products, lessons learned and best practices developed through the project
- Participate in project evaluation and give access to researchers and other relevant parties consistent with all laws and regulations
- Respond timely to request for information to all partners
- Negotiate in good faith toward achieving the overall goals of the grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- Collaborate with the State and other parties to coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development;
- Ensure funds are not supplanting other programs and that the delivery of services is coordinated with existing programs including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act; and

I confirm the *United Way of Greater Cincinnati Success By 6®* has all the requisite power and authority to execute an agreement with the terms outlined herein and has the intention of executing said agreement within 90 days of notification of the funding award.

Cordially,

(b)(6)

Robert C. Reifsnyder
President

PARTNER COST SHARE SUMMARY

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organizations: ___Success by 6_____

Point of Contact: Name_____Leshia Lyman_____

Title: ___Senior Director_____Department_____NKY Office_____

Address: ___2146 Chamber Center Dr._____

City: _Fort Mitchell_____ State:___KY_____ Zip: _41017_____

Telephone: 859-647-5524___ e-mail: Leshia.lyman@uwgc.org_____Fax: 859-525-1775_____

2. Type of Organization: _____**non-profit**_____

Are you an Local Education Agency (LEA)?
____Yes _X__ No
Are you an Institution of Higher Education (IHE)?
____Yes _X__ No

3. Non-Federal Fund contribution provided by Partner

	YR 1	YR 2	YR 3	YR 4	TOTAL
1. Salaries and Wages	(b)(4)				
2. Employee Benefits					
3. Travel					
4. Materials and Supplies					
5. Consultants					
6. Other					
A. Total Direct Costs *(Sum of lines 1-6)*					
B. Total Indirect Costs: *(Cannot be greater than 8% of Total Direct Costs)*					
C. Equipment					
D. Training Stipends					
E. TOTAL (Lines A + B+ C+D)					

Please summarize the partner's specific support and commitment to the project in this space.

Salaries: Classrooms aides and persons provided comprehensive services to new or improved classrooms not paid by grant funds..

Benefits:
Based on a percentage of wages.

Travel:
Travel for training not paid by grant funds.

Supplies:
Donated supplies and materials for use in classrooms.

Contractual:

Consultant in Covington area

Other:

Extended time, subs, and cash match for program costs from United Way.

Equipment:
Access to computers

Stipends:

SIGNATURE OF AUTHORIZING OFFICIAL: (b)(6)
NAME OF AUTHORIZING OFFICIAL __Leshia Lyman_____
TITLE OF AUTHORIZING OFFICIAL:___Senior Director_

UK
UNIVERSITY OF
KENTUCKY

October 3, 2014

College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0001
859 257-2813
fax 859 323-1046
www.education.uky.edu

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan:

I am writing to pledge the support of the University of Kentucky (UK) Interdisciplinary Early Childhood Education (IECE) Program for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. With Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, Kentucky has demonstrated a commitment to serving more high-need children in high-quality programs. By working collaboratively with childcare and Head Start programs, this grant opportunity will expand that work by increasing the number of four-year-olds in high-quality programs. This will offer preschool as an additional strategy in increasing kindergarten readiness for all children. Given that the UK Early Childhood Laboratory School has led the state in providing a blended service delivery model that includes childcare, Head Start, and publicly-funded preschool, our hope would be that you would rely on the expertise of our program, and others like it, to assist you in Kentucky's preschool expansion. As a "4 STARS" rated center that is accredited by the National Association for the Education of Young Children, we believe that our program could offer a number of resources that would be beneficial to the expansion.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high-need four-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that the College of Education is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely

(b)(6)

Dr. Mary John O'Hair
Dean and Professor

(b)(6)

Dr. Jennifer Grisham-Brown
Professor and Chair UK IECE Program
Faculty Director, UK Early Childhood Laboratory

seablue.

UNIVERSITY OF KENTUCKY

College of Education
Early Childhood, Special Education, and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001
859 257-4713
fax 859 257-1325
www.uky.edu

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the University of Kentucky (UK) Interdisciplinary Early Childhood Education (IECE) Program for Kentucky's Preschool Development Grants–Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four-year-olds in high quality programs by working collaboratively with child care and Head Start programs to offer preschool as an additional strategy in increasing kindergarten readiness for all children. Given that the UK Early Childhood Laboratory School has led the state in providing a blended service delivery model that includes childcare, Head Start, and publicly funded preschool, our hope would be that you would rely on the expertise of our program, and others like it, to assist you in Kentucky's preschool expansion. As a 4 STARS rated center, that is accredited by the National Association for the Education of Young Children, we believe that our program could offer a number of resources that would be beneficial to the expansion.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4-year-olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

Dr. Jennifer Grisham-Brown
Professor and Chair UK IECE Program
Faculty Director, UK Early Childhood Laboratory

UNIVERSITY OF LOUISVILLE.

The **Courage** to Question Convention.
The **Passion** to Break New Ground.
The **Insight** to Champion Community.
The **Imagination** to Pursue the Undiscovered.
The **Will** to Achieve Greatness.
The **Promise** of a Limitless Future.
The **People** to Bring It to Life.
It's Happening Here.

October 2, 2014

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of University of Louisville for Kentucky's Preschool Development Grants– Expansion Grant application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children. Kentucky has demonstrated with Kentucky All-Stars, our Race to the Top-Early Learning Challenge initiative, a commitment to serving more high need children in high quality programs. This grant opportunity will expand that work by increasing the number of four year olds in high quality programs as an additional strategy in increasing kindergarten readiness for all children.

More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Serving more high need 4 year olds in high quality programs
- A unified broad-based commitment to state and local collaboration
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- An aligned professional development system to support teacher quality
- Universal kindergarten readiness assessment
- Data systems with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Preschool Development Grants – Expansion Grant.

Sincerely,

(b)(6)

James R. Ramsey, Ph.D.
President

INTRODUCTION

Building a Strong Foundation for School Success

Kentucky's Early Childhood Standards

Introduction

First developed in 2003, by a state wide work group of representative stake holders in the arena of Early Childhood, these standards are designed as a framework to assist parents, early care, intervention, and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age. This "content for learning" (Kendall, 2003) will enable early care and education professionals and others to become more knowledgeable in providing the experiences to help children reach their full potential. Kentucky, like many other states, has realized the importance of developing a shared set of expectations for young children, drawn from current research, to provide the foundation for competencies critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002: Prichard, 2000). 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 envisions learning as a continuum, beginning at birth and continuing throughout life. This is reflected in the strong alliances among early childhood educators, public school administrators, institutions of higher education, parent associations and the business community (Prichard Committee, 2003).

PR/Award # S419B150018
Page e293

Kentucky's Vision For School Readiness

In 2010 The Governor's Task Force on Early Childhood Development and Education established Kentucky's definition for school readiness that meets the interests and needs of all children, families and community.

Ready to Grow…Ready to Learn…Ready to Succeed

In Kentucky, school readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

In developing the above recommendation, the Task Force recognized the five developmental areas for school readiness are:

- Approaches to learning
- Health and physical well-being
- Language and communication development
- Social and emotional development; and
- Cognitive and general knowledge

In addition to the definition of school readiness, the Task Force developed a series of indicators related to the above developmental areas. These readiness indicators provide an overview of the expectations of primary schools for incoming students and provide guidance to families and communities on how to prepare children for school.

Health and Physical Well-Being

My child:

Eats a balanced diet
Gets plenty of rest
Receives regular medical and dental care
Has had all necessary immunizations
Can run, jump, climb, and does other activities that help develop large muscles and provide exercise
Uses pencils, crayons, scissors, and paints and does other activities that help develop small muscles

Emotional and Social Preparation

My child:

Follows simple rules and routines
Is able to express his or her own needs and wants
Is curious and motivated to learn
Is learning to explore and try new things
Has opportunities to be with other children and is learning to play/share with others
Is able to be away from parents/family without being upset
Is able to work well alone
Has the ability to focus and listen

Language, Math and General Knowledge

My child:

Uses 5-6 word sentences
Sings simple songs
Recognizes and says simple rhymes
Is learning to write his or her name and address
Is learning to count and plays counting games
Is learning to identify and name shapes and colors
Has opportunities to listen to and make music and to dance
Knows the difference between print and pictures
Listens to stories read to them
Has opportunities to notice similarities and differences
Is encouraged to ask questions
Has his television viewing monitored by an adult
Understands simple concepts of time (night and day, today, yesterday, tomorrow)
Is learning to sort and classify objects

NOTE:

*School readiness skills and behaviors are not to be used to determine school eligibility; all children who meet the legal age requirement are entitled to a public school education.

**School readiness skills and behaviors are aligned to Kentucky Early Childhood Standards and are designed to be used with the KIDS NOW Early Childhood Parent Guide and were adapted.

Dimensions of School Readiness

Any child's preparation to take full advantage of learning opportunities in school depends on four major factors or dimensions: Child Readiness, Approaches to Learning, School Readiness, and Family and Community Supports (National School Readiness Indicators Initiative, Feb. 2005).

Child Readiness refers to the whole child, including the context in which the child's development occurs, the child's health and developmental abilities and recognition that a wide range of variability must be accepted as 'the norm' from child to child as well as from one developmental domain to another for any individual child.

Approaches to Learning recognizes that all children have different interests and attitudes toward learning experiences. Some children are more confident in exploring and exhibit more curiosity or natural engagement in play activities. Any individual child must have learning opportunities that match his or her interests and allow him or her to feel comfortable and safe in order to explore, try, ask for assistance and eventually master any new skill or concept.

The Readiness of Schools considers how prepared schools are for any child of appropriate age regardless of individual skills, behaviors or abilities. Are the expectations of teachers and schools appropriate? In successful schools, teachers engage children in meaningful learning activities and use hands-on materials. School leaders support developmentally appropriate practices, plan for effective student transition in to preschool and from preschool in to primary and ensure effective collaboration among all stakeholders.

Family and Community Supports include how well the school systems share information with community-based programs for children birth to five, how involved families are in their child's early development and educational opportunities as well as the overall economic stability of the community and safety of individual neighborhoods and homes.

Readiness of Children

- Social Emotional Development
- Physical Development
- Language/Communication
- Cognition
- Approaches to Learning

Approaches To Learning

- Initiative & Curiosity
- Persistence & Attentiveness
- Cooperation

Readiness Of Schools

- Knowledgeable/Nurturing Staff
- Environment meets child's unique needs
- Strong Partnership with families
- Strong Partnerships with communities

Family/ Community Support

- Safe neighborhoods/homes
- Access to health, nutrition services
- Access to affordable, quality early care & parent ed. programs
- Link between 0-5 programs & school systems

Approaches to Learning Introduction

For young children, Approaches to Learning has been identified as one of the most "powerful predictors of later success in school" (Child Mental Health Foundations and Agencies Network – FAN, 2000). Approaches to Learning includes children's motivation, habits, inclinations, dispositions and general behaviors displayed as they involve themselves in learning or orient themselves to new situations. Research indicates that for children, their Approaches to Learning are interrelated with all aspects of development and learning that occur across all other domains (Head Start Information and Publication Center, 2008). However, children's Approaches to Learning has been identified as "perhaps the most important dimension" of the school readiness domains (Kagan, Moore & Bredekamp; 1995, p.22). It is important to note that the development of a child's Approaches to Learning is dependent on a number of factors. Marylou Hyson, utilizing Urie Bronfenbrenner's ecological perspective model (Bronfenbrenner, 2000), depicted the influences of the child, the child's family and home life, the child's school or other out-of-home environments such as child care and cultural patterns and values on the development of a child's Approaches to Learning (Hyson, 2008).

Multiple components make up Approaches to Learning. These include intrinsic motivation to learn, interest and joy in learning, engagement, persistence, planning, ability to focus and control attention, flexible problem-solving, inventiveness and tolerance for frustration (Kagan et al., 1995; National Center for Education Statistics, 2002). How a child approaches any learning opportunity can vary from situation to situation (e.g., home vs. school) or from domain to domain (e.g., confidence in motor skills vs. timid socially) and impacts all learning experiences. For this reason, the Kentucky Early Childhood Standards include consideration of Approaches to Learning across the developmental domains in the standards for children from birth –three and across all content areas in the standards for three and four-year-old children. Throughout the examples included in the Kentucky Early Childhood Standards, the categories of Initiative and Curiosity, Persistence and Attentiveness, and Cooperation, which are categories within the Approaches to Learning Domain outlined in the Head Start Child Development and Early Learning Framework, have been noted.

PR/Award # S419B150018
Page e298

Some examples of Approaches to Learning designation within the developmental continuum are included below:
Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.

- Jillian looks intently at top of "jack-in-the-box" as the handle is turned by big brother. (Approaches to Learning: Initiative and Curiosity)

Uses gestures or movements to solicit attention and/or to indicate wants and needs.

- Dakota tugs on his mother's skirt when he wants to be picked up. (Approaches to Learning: Persistence and Attentiveness)

Plays in groups or pairs based on similar interest

- Philip takes turns using cups, bowls and spoons in the sand. (Approaches to Learning: Cooperation)

While not an exhaustive list, the notations are designed to demonstrate ways in which Approaches to Learning may be demonstrated by young children in their daily routines and activities as developmentally appropriate.

REVISED DOCUMENT

The previous revision (2009) of the KY Early Childhood Standards represents a first revision of the document. Replicating much of the original process and representative workgroup for the 2003 printing, the original document was reviewed in light of relevant recent research as well as input from early care and education professionals. Revisions were made to both content and format through this process. Acknowledgements of both the original and revision teams are located in the Appendix.

This printing (2013) includes updates made to the KY Early Childhood Standards. These updates were made to ensure alignment with the Early Childhood Advisory Council (ECAC) vision. In addition, these updates included alignment with the Head Start Child Development and Early Learning Framework.

Guiding Principles

The development of *Kentucky's Early Childhood Standards* was based on the following guiding principles.

- **Social-emotional experiences and relationships are the foundation for child development.**
  Early childhood literature has emphasized early social and emotional competence as the foundation for all later development (Chazan-Cohen, Jerald, & Stark, 2001, p. 4) and as a predictor of later success (Kontos & Wilcox-Herzog, 1997; NAEYC & NAECS/SDE, 2002, p. 8; Peisner-Feinberg, et.al., 2001). A secure care-giving environment, supportive and nurturing interactions, and positive relationships between a young child and caregivers help the central nervous system develop appropriately (Brazelton & Greenspan, 2001, p. 1) and play a crucial role in promoting healthy social-emotional growth (Chazan-Cohen, Jerald, & Stark, 2001, p. 7; Cohen & Kaufmann, 2000; Greenspan, 1992). Assuring the emotional health of infants/toddlers and their families addresses the first step for school readiness and assists families in being supportive teachers for their young children (Chazan-Cohen, Jerald, & Stark, 2001).

- **Early care, intervention, and education programs must use research-based, recommended practices.**
  Experiences that match the child's knowledge and skill level, yet are somewhat challenging, help a child develop positive attitudes and at the same time promote the acquisition of new learning. Recommended practices in early care, intervention, and education are based on (1) knowledge about child development and learning, which permits general predictions within an age range about what experiences and activities will be interesting and achievable, yet challenging, for a child; (2) knowledge about the strengths, needs, and interests of a particular child, in order to adapt for individual variation; and (3) knowledge about the social and cultural contexts in which a child lives, to ensure that experiences are meaningful, relevant, and respectful (NAEYC, 1997, p. 9). Since young children learn by doing, they need many and varied opportunities to explore and experiment, but also need active, skilled, adult involvement to guide and expand on their play. Children are capable and competent, and through play experiences that are planned to be appropriate for their age and skill level, they constantly refine their knowledge and skill development.[1]

- **The interaction and influence among developmental domains must be considered in addressing program and child needs and outcomes.**
  Young children's development is strongly interconnected, with outcomes in one area relying on development in other areas (Kendall, 2003). Development in one domain (motor, social-emotional, cognitive, communication) can limit or facilitate development in others. For example, when babies crawl and walk, they expand their ability to explore, which positively affects cognition. Skills or lack of skills in social interaction can support or impede language development and vice versa. Early care, intervention, and education professionals who are well trained will facilitate these interrelationships by organizing learning experiences and helping children make connections across domains (NAEYC, 1997).

PR/Award # S419B150018
Page e300

[1] For more complete information on recommended practices for early care, intervention and education programs, see the NAEYC Position Statement in the appendix (Section V).

- **The individual developmental needs of children must be addressed.**
  Each child is a unique person with an individual personality, learning style, and experiential background. Although children develop through a generally predictable sequence of milestones, they may not proceed through them in the same way and in the same amount of time. Development also proceeds at varying rates within the different areas of a particular child's functioning. Some children will exhibit skills far above their age group in some areas of development, while other children may take longer to achieve certain indicators. Variability among all children, not just those with disabilities, is normal. Uniqueness is to be valued. Therefore, it is important for early care, intervention, and education professionals to individualize experiences, activities, the environment, and materials to meet each child's developmental needs (NAEYC, 1996), including those with developmental delays or specific disabilities. Adults should view a child's current strengths and skills as the starting point for planning new experiences rather than as a limitation (NAEYC & NAECS/SDE, 2002; State of Texas, 2002); this applies to children with special needs as well as those who are developing more typically (Division for Early Childhood, 2007).

  In order to address individual needs, Kentucky's Early Childhood Standards do not include specific age ranges in the developmental continuum items. This design allows for flexibility in planning for children with a variety of individual needs (e.g., developmental, language, behavioral). The alignment and purposeful overlap of the Birth – 3 and the 3 and 4 year old standards allows for flexible curriculum planning both across and within each age group.

- **Understanding the ecological nature of early childhood and addressing the cultural needs of children and families is integral to quality early childhood programs.**
  The various contexts of a child's world—the family, care and educational settings, community, and society—all have an impact on a child's development (Bronfenbrenner, 1993; NAEYC, 1997). Despite the relatively predictable sequences of growth in children during the early childhood years that research indicates (Piaget, 1952; Erikson, 1963; NAEYC, 1997), a child's culture impacts and shapes individual development. Early care, intervention, and education professionals must recognize the influence of socio-cultural context on learning and encourage the variety of ways in which children demonstrate their developmental achievements (NAEYC, 1997).

  Addressing the cultural needs of individual children includes addressing the needs for those for which English is not their primary language (i.e., English Language Learners). The *Kentucky Early Childhood Standards* are purposefully written without delineating English as the primary language. Instead the focus is on the skills needed for effective communication. This allows for flexibility to accommodate the needs of children from families whose primary language is not English, as well as the needs of children who use other modes of communication (e.g., American Sign Language, communication devices). Supports for increasing a child's use of the English language may be included in the daily activities, but are not the primary focus of the Kentucky Early Childhood Standards. For additional information on young English Language Learners, please see the Supplement to the NAEYC and NAECS/SDE joint position statement on early childhood curriculum, assessment, and program evaluation (NAEYC, 2005).

- **The quality of early care and education programs impacts short- and long-term outcomes for children.**
  High quality early care, intervention, and education programs are the foundation for an expectation of high level outcomes for young children. Research has shown that children participating in quality early care, intervention, and education programs demonstrate better math and language skills, possess increased attention and social skills, and have fewer behavioral problems in elementary school than other children (Barnett, 1995; Campbell & Ramey,

1994; Children's Defense Fund, 2002; National Institute of Child Health and Human Development, 2001, as cited in ECS, 2001, p. 7; Peisner-Feinberg, et.al., 2001; Quality Counts, 2002; SREB, 2001). Results are even more significant for at-risk children (Campbell & Ramey, 1994; Children's Defense Fund, 2002; Leseman, 2002; Peisner-Feinberg, et.al., 2001). Children also are less likely to be held back a grade or be placed in special education programs in school (Children's Defense Fund, 2002; Barnett, 1995) if they have participated in high quality early care, intervention, and education programs.

Other studies, such as the North Carolina Abecedarian Project, the High/Scope Perry Preschool Project, and the Chicago Child-Parent Centers (as cited in ECS, 2001, pp. 6-7, and SREB, 2001, pp. 2, 4) show the long-term effects of enriched, high-quality early care, intervention, and education programs. Follow-up reports (when children reached their twenties) showed the following benefits for program participants as compared to control groups:

- higher graduation rate from high school;
- higher rate of attendance at a four-year college;
- older when the first child was born;
- higher monthly earnings;
- significantly fewer incidences of exhibiting abuse and neglect; and
- fewer incidences of chronic delinquency, fewer arrests, and fewer reports of having been on public assistance (Barnett, 1995, p. 40; ECS, 2001; Reynolds & Robertson, 2003; Yoshikawa, 1995).

In light of this research, it is important to note that *Kentucky's Early Childhood Standards* is to be used in concert with environmental standards as a way to improve the overall quality of early care and education programs within the state and ultimately result in positive outcomes for all young children.

Purpose and Use of Document

Kentucky's Early Childhood Standards was designed to reflect the range of developmental abilities typical of young children from birth through age four and to represent the expectations for the skills and levels of knowledge that children are able to achieve. The document is not a comprehensive list of every skill or piece of knowledge a particular child may exhibit. Rather, the critical knowledge and skills learned in the early years are included. The content for learning established here is intended to support parents and early care, intervention, and education professionals in planning experiences to promote either a particular child's or a group of children's progress towards achieving the next level of development and to promote collaboration and consistency across all early childhood settings.

The document is **not** intended to serve as a curriculum guide or as an assessment tool of children's performance.

Assessment of children requires not only the use of tools, such as checklists and questionnaires, but also observations, talking with parents and caregivers, and reviewing previous records. Assessment involves gathering information from a variety of sources in order to plan a program for an individual child or for a group of children. Along with the *Kentucky Early Childhood Standards*, the *Building a Strong Foundation for School Success* series includes the *Kentucky Early Childhood Continuous Assessment Guide* as a resource for more information regarding assessment.

An early childhood curriculum generally is based on a philosophy of how children learn; thus, it contains both content, i.e., what the children should learn, and method, i.e., how to teach the content (e.g., Montessori or High/Scope).

This document is not designed to accomplish either of those ends. It is not a detailed listing all skills and knowledge that children exhibit in their developmental progress; neither does it propose a method for teaching children particular knowledge or skills. The selection of procedures and tools for assessment and of methods for planning and providing activities and experiences is left to the discretion of parents and early care, intervention, and education professionals, since there is a multitude of ways in which these can be accomplished.

Kentucky's Early Childhood Standards does address the standards for children's development--that is, the essential knowledge and competencies children are to achieve as they develop through the first four years. It may be used as a framework in the following ways:

- to assure that assessment procedures cover all standards and benchmarks;
- to assist in planning experiences that will promote children's progress towards achieving benchmarks; and
- to assure that the activities, materials, and experiences provided for children address all items of the developmental continuum.

PR/Award # S419B150018
Page e303

Organization of Document

Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards is organized into several sections. Following this Introduction, Section II provides a table which shows the linkages between the Standards for children birth to three years of age, the Standards for children ages three through four years of age and the *Kentucky Core Academic Standards* for public school kindergarten. This table will assist the reader in seeing how the skills and knowledge demonstrated at an early age provide the foundation for more complex skills at a later age. For example, the reader can see how eye contact and reciprocal smiling prepare an infant for more advanced social interactions as a preschooler or how grasping toys leads to holding a pencil and writing letters in kindergarten.

Section III covers developmental domains for children birth to three years of age and includes the following areas:

- Cognitive
- Communication
- Creative Expression
- Motor
- Social Emotional

Section IV addresses areas of development for children three and four years of age and includes:

- Arts and Humanities
- English/Language Arts (Early Literacy)
- Health Education (Health/Mental Wellness)
- Mathematics
- Physical Education (Gross and Fine Motor Skills)
- Science
- Social Studies

Each developmental area in Section III and Section IV is then organized into standards, benchmarks, a developmental continuum and example behaviors. The working definitions used during the development of these sections, as given below, were taken from the work of Bodrova, Leong, Paynter, and Semenov (2000) at the Mid-Continent Regional Educational Laboratory (McREL) and from Purvis and Rous (2003).

Standard: A general statement that represents the information, skills, or both that a child should know or be able to do.

Benchmark: A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level; much more specific than a standard. Benchmarks are not listed in any specific order, either in importance or in development.

Developmental Continuum: A predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research.

Example Behaviors: Observable "samples" of what children might do as they demonstrate accomplishments at each level of the developmental continuum, but not a definitive list of how a child might demonstrate a specific accomplishment or an exhaustive inventory.

The developmental continuum and example behaviors are meant as a general guide to help early care, intervention, and education professionals and parents identify skills most likely to occur next in the continuum and to provide real examples that are useful to adults.

The *Kentucky Core Academic Standards Grades Primary - 12* refers to the minimum content required of students at primary, intermediate and high school levels in the public school. In *Kentucky's Early Childhood Standards* only the entry level experiences, i.e., the first of six developmental levels in each content area, are referenced. A complete copy of the *Kentucky Core Academic Standards* may be obtained from the Kentucky Department of Education (http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards---new.aspx).

References

American Federation of Teachers (AFT). (2002, December). *At the starting line: Early childhood education programs in the 50 states.* Washington, D.C.

Barnett. W.S. (1995). Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children, 5(3),* 25-50.

Bodrova, E., Leong, D.J., Paynter, D.E., & Semenov, D. (2000). A framework for early literacy instruction: Aligning standards to developmental accomplishments and student behaviors, pre-K through kindergarten. Aurora, CO: Mid-Continent Regional Educational Laboratory.

Brazelton, T.B., & Greenspan, S.I. (2000). The need for ongoing nurturing relationships. In *The irreducible needs of children: What every child must have to grow, learn, and flourish.* Cambridge, MA: Perseus Publishing.

Brofenbrenner, U. (1993). The ecology of cognitive development: Research models and fugitive findings. In R.H. Wozniak & K.W. Fischer (Eds.), *Development in context*, (pp. 3-44). Hillsdale, NJ: Erlbaum.

Burchinal, M.N., Roberts, J.E., Nabors, L.A., & Bryant, D.M. (1996). Quality of center child care and infant cognitive and language development. *Child Development, 67(2),* 606-620.

Campbell, F.A., & Ramey, C.T. (1994). Effects of early intervention on intellectual and academic achievement: A follow-up study of children from low-income families. *Child Development, 65,* 684-698.

Chazan-Cohen, R., Jerald, J., & Stark, D.R. (2001). A commitment to supporting the mental health of our youngest children. *Zero to Three, 22(1),* 4-12.

Children's Defense Fund. (2002). *Quality child care is key to school readiness.*

Clarke-Stewart, A. (1998). The NICHD study of early child care. *Psychiatric Times, 15 (3).* Retrieved August 16, 2013, from http://www.psychiatrictimes.com/articles/nichd-study-early-child-care .

Cohen, E., & Kaufmann, R. (2000, April). Mental health perspective. In *Early Mental Health Consultation* (pp. 1-2). Washington, DC: National Technical Assistance Center for Children's Mental Health.

Division for Early Childhood (DEC). (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation.* Missoula, MT: Author.

Education Commission of the States (ECS). (2001). *Starting early, starting now: A policymaker's guide to early care & education and school success.* Denver, CO: K. Kaurez.

Erikson, E. (1963). *Childhood and society.* New York, NY: Norton.

Governor's Early Childhood Task Force. (1999, November). *Kentucky invests in success: 20 year comprehensive early childhood plan.* Frankfort, KY: Author.

Greenspan, S.I. (1992). *Infancy and early childhood: The practice of clinical assessment and intervention with emotional and developmental challenges.* Madison, CT: International Universities Press, Inc.

Early Childhood Learning and Knowledge Center: The Head Start Child Development and Early Learning Framework. (2011). Retrieved August 16, 2013 from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf.

Howes, C., Phillips, D.A., & Whitebrook, M. (1992). Thresholds of quality: Implications for the social development of children in center-based child care. *Child Development, 63(2),* 449-460.

Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom.* New York, NY: Teachers College Press.

Kagan, S.L., & Neuman, M.J. (1996, January/February). The relationship between staff education and training and quality in child care programs. *Child Care Information Exchange, 107,* 65-70.

Kendall, J.S. (2003, April). Setting standards in early childhood education. *The First Years of School, 60(7),* 64-68.

Kentucky Department of Education. (2010). *Kentucky Core Academic Standards for Kentucky Schools Grades Primary –12.* Frankfort, KY. Retrieved August 16, 2013 from http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards---new.aspx.

Kentucky's Office of Early Childhood Development. *State Level Early Childhood Outcomes and Indicators.* Frankfort, KY: Author.

Kontos, S., & Wilcox-Herzog, A. (1997, January). Research in review: Teachers' interactions with children: Why are they so important? *Young Children, 52(2),* 4-12.

Learning to care. (1998, February). *Education Week, 17(22),* 1-4.

Leseman, P.P.M. (2002). Early childhood education and care for children from low-income or minority backgrounds. Paris, France: Organization for Economic Cooperation and Development.

PR/Award # S419B150018
Page e307

Lund, I.A., Rous, B.S., Moffett, C.L., Wood, K., & Purvis, H. (2003). *A national survey on the state of the states: Preschool standards and accountability* (Tech. Rep. No.1). Lexington, KY: University of Kentucky, Interdisciplinary Human Development Institute.

Massachusetts Department of Education. (2001, June). *Guidelines for preschool curriculum experiences.* Malden, MA: Author.

Missouri Department of Elementary and Secondary Education, Early Childhood Section. (2002, February). *Missouri Pre-K Literacy Standards* and *Early Literacy Teacher's Guide.* Jefferson City, MO: Author.

National Association for the Education of Young Children (NAEYC) & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2002, November). Early learning standards: Creating the conditions for success. A Joint Position Paper.

National Association for the Education of Young Children (NAEYC) Position Statement: Developmentally appropriate practice in early childhood programs serving children birth through age 8 (1996). In *Developmentally appropriate practice in early childhood programs (1997, revised edition).* Eds., S. Bredekamp & C. Copple, 3-30. Washington, DC: NAEYC.

National Association for the Education of Young Children (NAEYC). (2005). *Screening and assessment of young English-language learners Supplement to the NAEYC and NAECS/SDE joint position statement on early childhood curriculum, assessment, and program evaluation.*

National School Readiness Indicators Initiative: A 17 State Partnership (2005, February). Prepared by Rhode Island KIDS COUNT.

North Carolina Partnership for Children. (1998, December). Smart Start progress report to the North Carolina General Assembly. Raleigh, NC.

Piaget, J. (1952). *The origins of intelligence in children.* New York, NY: International Universities Press.

Picard, C.J. (2002, June). *Louisiana standards for programs serving four-year-old children.* Baton Rouge, LA: Louisiana Department of Education.

Peisner-Feinberg, E.S., Burchinal, M.R., Clifford, R.M., Culkin, M.L., Howes, C., Kagan, S.L., & Yazejian, N. (2001, September/October). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child Development, 72(5),* 1534-1553.

Prichard Committee. (2003, January). *Resolution: Partners for Kentucky's future.* Frankfort, KY: Author.

Purvis, H., & Rous, B. (2003). Key characteristics of early childhood standards. Lexington, KY: University of Kentucky, Interdisciplinary Human Development Institute.

PR/Award # S419B150018
Page e308

Quality Counts 2013: In early-childhood education and care: Quality counts (Executive summary). *Education Week on the Web.* Retrieved August 16, 2013, from http://www.edweek.org/sreports/qc02/templates/article.cfm?slug=17exec.h21

Reynolds, A.J., & Robertson, D.L. (2003, January/February). School –based early intervention and later child maltreatment in the Chicago longitudinal study. *Child Development, 74(1),* 3-26.

Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

Southern Regional Education Board (SREB). (2001). *Improving children's readiness for school: Preschool programs make a difference but quality counts!* Atlanta, GA: D.R. Denton.

State of Texas. Pre-kindergarten curriculum guidelines. Retrieved August 27, 2013, from http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718

Whitebrook, M., Howes, C. & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America: The national child care staffing study.* Oakland, CA: Child Care Employee Project.

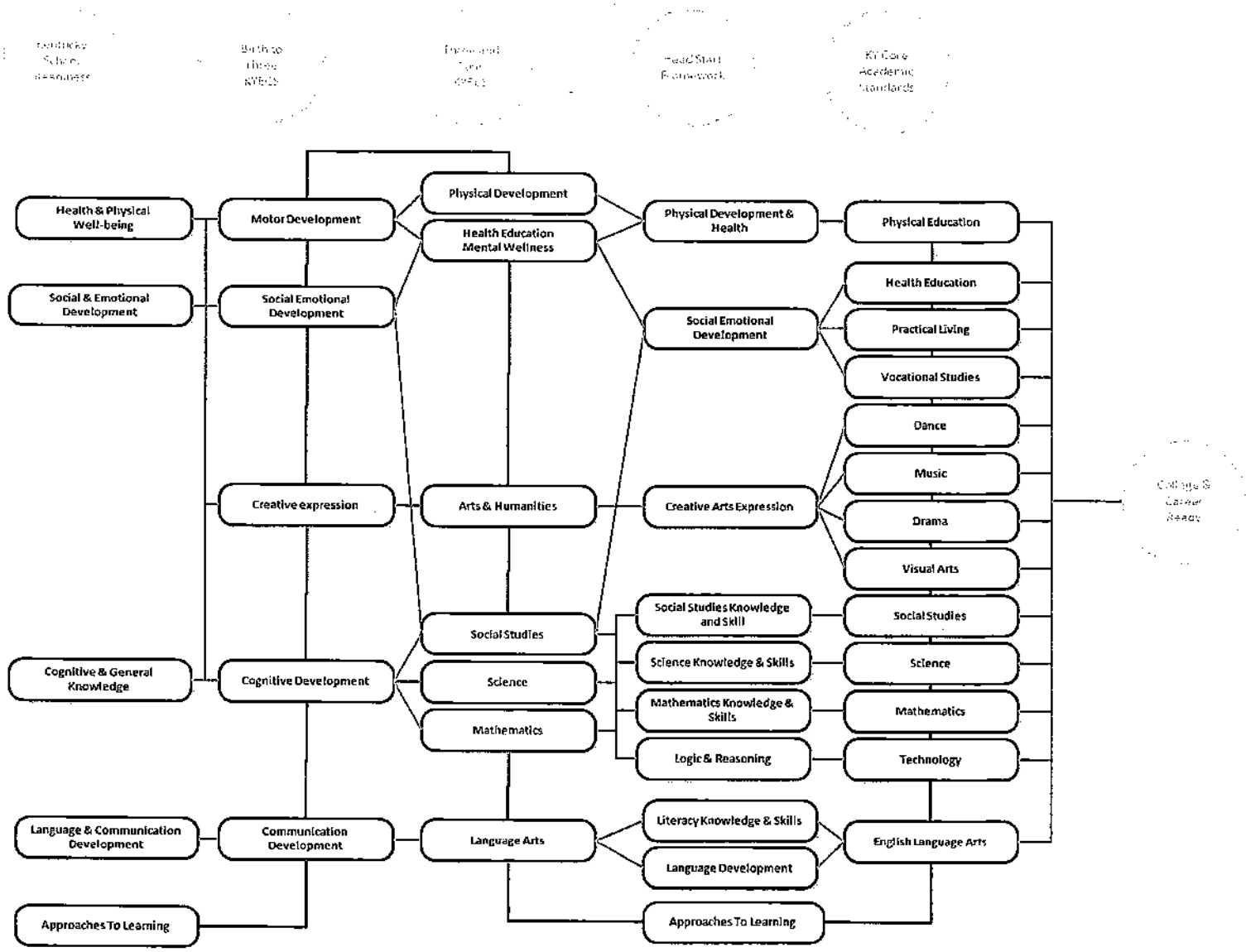
Yoshikawa, H. (1995). Long-term effects of early childhood programs on social outcomes and delinquency. *The Future of Children, 5(3),* 51-75.

OVERVIEW OF STANDARDS

Section II
Overview

This section provides an overview of the standards and benchmarks for ages birth to three and for three through four years of age, demonstrating the linkages of these benchmarks to the Entry Level Experiences for kindergarten children in the *Kentucky Core Academic Standards for Kentucky Schools Grades Primary - 12.* (Please note: Entry Level Experiences are the first of six developmental levels in each content area defined in the *Kentucky Core Academic Standards*. The *Kentucky Core Academic Standards* specifies the minimum content required of students at each grade level.)

Linkages Across Standards



COMMUNICATION (BIRTH TO 3)

Standard 1: Demonstrates communication skills in order to express self.

Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.

Benchmark 1.2: Uses vocalizations and/or words (verbal, signed, symbolic) for a variety of purposes.

Standard 2: Demonstrates listening and observing skills and responds to the communication of others.

Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.

Benchmark: 2.2: Responds to the verbal and nonverbal communication of others.

Standard 3: Demonstrates interest and engages in early literacy activities.

Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.

Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.

LANGUAGE ARTS (3S AND 4S)

Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.1: Uses nonverbal communication for a variety of purposes.

Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.

Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

Standard 2: Demonstrates general skills and strategies of the listening and observing process.

Benchmark 2.1: Engages in active listening in a variety of situations.

Benchmark 2.2: Observes to gain information and understanding.

Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.

Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

Benchmark 3.3: Demonstrates knowledge of the alphabet.

Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.

Benchmark 3.5: Draws meaning from pictures, print and text.

Benchmark 3.6: Tells and retells a story.

Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.1: Understands that the purpose of writing is communication.

Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas.

Benchmark 4.3: Explores the physical aspects of writing.

COGNITIVE (BIRTH TO 3)

Standard 1: Explores the environment to gain information.

Benchmark 1.1: Demonstrates curiosity in the environment.
Benchmark 1.2: Responds to the environment.
Benchmark 1.3: Recalls information about the environment.
Benchmark 1.4: Recognizes characteristics of people and objects.

MATHEMATICS (3S AND 4S)

Standard 1: Demonstrates general skills and uses concepts of mathematics.

Benchmark 1.1: Demonstrates an understanding of numbers and counting.
Benchmark 1.2: Recognizes and describes shapes and spatial relationships.
Benchmark 1.3: Uses the attributes of objects for comparison and patterning.
Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe

SCIENCE (3S AND 4S)

Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Benchmark 1.1: Explores features of the environment through manipulation.
Benchmark 1.2: Investigates simple scientific concepts.
Benchmark 1.3: Uses a variety of tools to explore the environment.
Benchmark 1.4: Collects, describes and/or records information through a variety of means.
Benchmark 1.5: Makes and verifies predictions based on past experiences.

SOCIAL EMOTIONAL (BIRTH TO 3)

Standard 1: Demonstrates trust and engages in social relationships.
Benchmark 1.1: Shows attachments and emotional connection towards others.
Benchmark 1.2: Demonstrates desire to create relationships and understandings of these relationships with others.
Standard 2: Demonstrates sense of self.
Benchmark 2.1: Expresses and/or recognizes a variety of emotions.
Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations.

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.
Benchmark 1.1: Demonstrates independent behavior.
Benchmark 1.2: Shows social cooperation.
Benchmark 1.3: Applies social problem solving skills.

SOCIAL STUDIES (3S AND 4S)

Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Benchmark 1.1: Differentiates between events that happen in the past, present and future.
Benchmark 1.2: Uses environmental clues and tools to understand surroundings.
Benchmark 1.3: Shows an awareness of fundamental economic concepts.
Benchmark 1.4: Recognizes and/or follows rules within the home, school and community.
Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.
Benchmark 1.6: Knows that diversity exists in the world.

MOTOR (BIRTH TO 3)

Standard 1: Demonstrates motor skills in daily activities and adaptive/ self-care routines.
Benchmark 1.1: Moves with purpose and coordination.
Benchmark 1.2: Demonstrates balance and coordination.
Benchmark 1.3: Exhibits eye-hand coordination.
Benchmark 1.4: Controls small muscles in hands.
Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.
Benchmark 1.1: Demonstrates independent behavior.
Benchmark 1.2: Show social cooperation.
Benchmark 1.3: Applies social problem solving skills.
Benchmark 1.4: Show a sense of purpose (future – hopefulness).

PHYSICAL DEVELOPMENT (3S AND 4S)

Standard 1: Demonstrates basic gross and fine motor development.
Benchmark 1.1: Performs a variety of locomotor skills with control and balance.
Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.
Benchmark 1.3: Combines a sequence of several motor skills with control and balance.
Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.

Birth to Three

Section III
Birth to Three Years of Age

Section III of *Kentucky's Early Childhood Standards* addresses standards and benchmarks for children birth to three years of age. Developmental areas include the following domains:

- creative expression
- cognition
- communication
- motor development
- social-emotional development

The developmental continuum for each domain is not aligned with particular ages of infants and toddlers, by design. The intent is that, through observation, the parent or early care, intervention, and education professional will be aware of the individual child's current skill level in each area and will plan experiences that both challenge the child and at the same time promote the ability to succeed at the next developmental level. It is through these appropriate experiences that infants and toddlers begin to get ready for school readiness begins for infants and toddlers.

The *Standards* document is not intended to be used as either an assessment tool or as a curriculum guide. It does not include detailed information about the skills and knowledge that infants and toddlers are to acquire, as most assessment tools do; neither does it recommend particular methods and activities for promoting a child's development, as most curriculums do. Rather, it presents the expectations of what children know and are able to do by the end of this age range, along with examples of how a child may exhibit mastery of each skill along the way. It is up to parents and early care. intervention, and education professionals to determine what experiences a child is to have and how those experiences will be presented in order to promote development towards the next level.

Although each domain is presented separately, in reality, the development of skills in one area is related to and influences development in other areas. Parents and early care, intervention, and education professionals must be aware of this and plan experiences that address growth and development in all domains and help integrate skill-building. Parents and professionals also must be aware that although development is sequential for all children, children are individuals and will progress at their own rate. This applies to all children, including children with disabilities.

PR/Award # S419B150018
Page e318

Organization of Section III

Each developmental area of this section is organized into standards, benchmarks, a developmental continuum, and example behaviors. The column marked "Comments, Notes, Strategies" is for the use of early care, intervention, and education professionals as they plan experiences to promote children's progress towards the next developmental level. Professionals are to keep confidentiality in mind and not use this column to make notes about individual children. The linkage of each benchmark in this section to a related benchmark in the next section for three- and four-year olds is noted at the bottom of each page.

PR/Award # S419B150018
Page e319

Cognitive Standard 1: Explores the environment to gain information. **Benchmark 1.1: Demonstrates curiosity in the environment.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses senses to explore the environment. Examples: • Gabrielle looks at her hands as she lies on the floor. • Damion plays with feet, touching them and bringing them up to his mouth. (Approaches to Learning: Initiative and Curiosity) • Lucy turns her head toward Dad upon hearing his familiar voice. • After her teacher hands her a rattle, Dani puts it in her mouth to chew. • Nell laughs as she splashes water with a toy boat.	
Uses play to explore objects in the environment. Examples: • Willa continues to hit and kick at her toy to keep it in motion. • Martin drops the block when he is handed a doll. • Kirsten goes to the play table and picks up a red crayon to scribble on the large paper. (Approaches to Learning: Initiative and Curiosity) • Lucas enjoys repeating acts, for example: banging a spoon on table. (Approaches to Learning: Persistence and Attentiveness) • Kelsie looks at two block towers and says one is "taller".	
Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment. Examples: • John shakes a rattle, stops, and then shakes it again. • Jillian looks intently at top of "jack-in-the-box" as the handle is turned by big brother. (Approaches to Learning: Initiative and Curiosity) • Alberto drops his plate from his high chair and looks down to the floor where it lands. • Quanda says the room is "gonna be dark" before an adult flips the light switch. • Sam looks at his teacher before he pushes another child.	

Explores spatial relationships, shapes, and numbers. Examples: • Bailey puts a small ball in a bucket and takes it out when asked to do so. • Caitlyn fits some shapes into a foam board. • Lincoln walks around the room saying "1,2,3". • Josh completes a three piece puzzle. • Carlton points at number "2" and says "two" when reading a picture book with Dad.	

Three and Four Year Old Benchmarks: Mathematics 1.1: Demonstrates an understanding of numbers and counting; Mathematics 1.2: Recognizes and describes shapes and spatial relationships; Science 1.1: Explores features of environment through manipulation; Science 1.5: Makes and verifies predictions based on past experience; **Head Start Child Development and Early Learning Framework**: Approaches to Learning.

Cognitive Standard 1: Explores the environment to gain information. **Benchmark 1.2: Responds to the environment.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Observes and/or imitates behavior. Examples: • Lila opens her mouth when seeing Mom open her mouth to make sounds. (Approaches to Learning: Initiative and Curiosity) • Kelso imitates waving bye-bye and playing peek-a-boo. (Approaches to Learning: Persistence and Attentiveness) • Joe smiles in response to being smiled at by his teacher. • Barnabus picks up the telephone and places it next to his ear and starts to "talk". • Molly visually follows Adam's actions as he plays around the room.	
Shows interest in listening to and repeating sounds. Examples: • Beatrix turns toward familiar voices. • Lucille laughs when she hears Dad make puppy dog sounds. • Justin says "ba-ba-ba" in response to the teacher's babbling. • Jane names some everyday objects, for example: ball, baby, car. • Akoi likes to listen to music and bounces to the beat. (Approaches to Learning: Persistence and Attentiveness)	
Works toward an objective. Examples: • Jeb toddles toward a favorite toy, then starts to crawl to get there faster. • Olive signs the word "cup" to her teacher when thirsty. • Belinda hands a music box to adult to have them wind it up again. (Approaches to Learning: Cooperation) • Jeff uses a stool to reach the cracker on the counter. • Jalen continues to use his fists and fingers to reach for bites of cracker on his high chair.	

Three and Four Year Old Benchmarks: English/Language Arts 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes; English/Language Arts 2.2: Observes to gain information and understanding; Health Education1.3: Applies social problem solving skills; **Head Start Child Development and Early Learning Framework:** Approaches to Learning, Cognition and General Knowledge.

Cognitive Standard 1: Explores the environment to gain information.
Benchmark 1.3: Recalls information about the environment.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Recognizes and shows preference for familiar people and things. Examples: • Bella turns towards her mother and smiles when her mother enters the room and talks to her. (Approaches to Learning: Persistence and Attentiveness) • Carson smiles and jabbers with his teacher, but turns head away when a stranger speaks to him. • Ben smiles and laughs upon seeing or hearing the family pet. • Liz chooses "bear-bear" as a favorite toy with which to rest.	
Locates an object that has been hidden from view. Examples: • Kindra can find a toy that is hidden under a blanket if part of it is showing. • Susie reaches for the bottle after watching sister hide it under her blanket. • Kimberly retrieves a ball that has rolled behind the couch. • Zaylen searches under two boxes to find his block.	
Creates mental images of objects and people not in immediate environment. Examples: • Cindy asks for her favorite toy when it has been left at home. • Lucas asks for "Mama" while at child care. • Darius looks for a toy truck in the same place it was found yesterday.	
Exhibits a sense of personal routines. Examples: • Bertie jabbers to herself before falling asleep. • Tabitha climbs into her booster seat while Mommy and Daddy finish cooking. • Marcus takes a book to his teacher to read before nap time. (Approaches to Learning: Persistence and Attentiveness) • In anticipation of outside play, Jada runs to her cubby to get her jacket. • Jacob starts to pull down his jeans as he walks toward the bathroom.	

Three and Four Year Old Benchmarks: Mathematics 1.2: Recognizes and describes shapes and spatial relationships; Health Education 1.1: Exhibits independent behavior; **Head Start Child Development and Early Learning Framework**: Approaches to Learning, Cognition and General Knowledge.

Cognitive Standard 1: Explores the environment to gain information.
Benchmark 1.4: Recognizes characteristics of people and objects.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Identifies and investigates the physical qualities of living and nonliving things. Examples: • Katie uses her fingers to touch each of the different objects in the texture book her Grandma is sharing with her. • Sylvie says "cup" even when her sippy cup is turned upside down. • Jules says "big dog" when he sees the neighbor walking the dog. • Justin and Shayla sort the foam blocks, wood blocks, and bristle blocks into different boxes in the block area. (Approaches to Learning: Cooperation)	
Categorizes objects based on physical or functional similarity. Examples: • Kevin calls both dogs and cats "puppies". • Larry points to cars, trucks, and airplanes in a favorite picture book. • Kimmy places all of the blue blocks together. • Vickie sorts the dramatic play toys into groups: dress-up clothes, hats, and plastic foods.	
Recognizes functional uses of items in the environment. Examples: • Simon pretends to drink from cup. • In the dramatic play area, Olive puts a spoon in the bowl and pretends to eat by putting the spoon in her mouth. (Approaches to Learning: Persistence and Attentiveness) • Sharon picks up the brush to make the doll's hair "pretty". • Quint picks up the napkin to wipe his face. • Frank points the remote control at the TV and pushes the buttons.	
Uses objects in realistic play - imitates the environment. Examples: • Rachel pushes a toy car and makes a motor noise. • Ron pretends to read to the dolls in the play area. • Olivia feeds her doll and covers it with blanket for nap. • Josh "hammers" golf tees into styrofoam balls. (Approaches to Learning: Persistence and Attentiveness) • Gavin pretends a block is a car.	

Three and Four Year Old Benchmarks: Mathematics 1.3: Uses the attributes of objects for comparison and patterning; English/Language Arts 2.2: Observes to gain information and understanding.

PR/Award # S419B150018
Page e324

Communication Standard 1: Demonstrates communication skills in order to express self.
Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Initiates communication by smiling and eye contact. Examples: • When Patty sees her mother come into her bedroom, she smiles and moves her arms and legs excitedly. (Approaches to Learning: Initiative and Curiosity) • Royce looks at his grandpa from the playpen and smiles. • Haleigh looks across the room at her teacher and smiles.	
Uses gestures and movements to express self. Examples: • Peyton throws himself backwards when his mother tries to put him into the tub for a bath. • Kayla puts her arms out to be picked up. • Jack smiles and waves to his dad from the window.	
Uses movement or gestures to demonstrate understanding of vocalizations. Examples: • Dennis turns and looks at Daddy when his mommy says, "Where's Daddy?" • When her teacher asks, "Are you finished with your juice?" Crystal signs "more." • Gayle points to her nose when asked, "Where's your nose?"	
Uses gestures or movements to solicit attention and/or to indicate wants and needs. Examples: • Dakota tugs on his mother's skirt when he wants to be picked up. (Approaches to Learning: Persistence and Attentiveness) • Melee signs "All done" when she finishes her breakfast. • Nena pulls her brother to window to watch the bulldozer outside.	
Uses eye contact, gestures, and/or movement to request item or assistance. Examples: • Lela looks at her mamaw and then at the bottle of juice. • Alisha pounds on the high chair when she wants more Cheerios. (Approaches to Learning: Persistence and Attentiveness) • Luke points to the toy car that he wants.	

Communication Standard 1: Demonstrates communication skills in order to express self. **Benchmark 1.1: Engages in nonverbal communication for a variety of purposes. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses movements and/or gestures to protest. Examples: • Sonya pushes her dad's hand away when he offers her a new food. • Andy shakes his head "no" when he's asked to finish eating his beans. • Natalie puts her hands in front of her face when her mom tries to clean her with a washcloth.	
Uses gestures for greetings and conversational rituals. Examples: • Morris waves as his dad leaves for work. • Angelica runs to the door and smiles when Ms. Janie arrives. • Marti indicates that she wants her friend Maria to come with her by grabbing her hand. (Approaches to Learning: Persistence and Attentiveness)	
Uses movement or behavior to initiate interaction with a person, animal, or object. Examples: • Zoe puts the blanket on her head, pulls it off, and smiles at her dad. • Gabriel offers a doll to her friend. (Approaches to Learning: Persistence and Attentiveness) • Tomas looks for his dog and throws the ball to it.	

Three and Four Year Old Benchmarks: English/Language Arts 1.1: Uses non-verbal communication for a variety of purposes; **Head Start Child Development and Early Learning Framework:** Language and Literacy, Approaches to Learning, Cognition and General Knowledge.

Communication Standard 1: Demonstrates communication skills in order to express self. **Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Varies pitch, length, and volume of vocalizations. Examples: • Jay vocalizes intermittently to get his caregiver's attention. (Approaches to Learning: Initiative and Curiosity) • Emma jabbers softly and then more loudly as mommy talks with her during diaper change time. • Camille varies the pitch of her cooing as her mother sings to her.	
Makes new sounds, both vowels and consonants. Examples: • Kai coos "aah" and "eeh" • Elizabeth says "babababa" in play. (Approaches to Learning: Initiative and Curiosity) • Nancy says "dada" when she sees her daddy.	
Squeals and laughs. Examples: • Joey squeals in delight as his grandpa lifts him up high above his head. • As her daddy tickles her, Camryn laughs. (Approaches to Learning: Persistence and Attentiveness)	
Engages in vocal play and/or vocal turn-taking. Examples: • Susie babbles "dadada and bababa" to herself. • Nate vocalizes "mama" after his mother does. They continue to repeat the game for several turns. (Approaches to Learning: Persistence and Attentiveness)	
Uses specific vocalizations that have meaning to primary caregivers. Examples: • Margarita calls "ma" when her mother walks out of the room. • Noah says "ba" ball and "coo" for cookie. • Lee calls both grandmothers in his family, "Meemaw."	
Uses sounds and words with inflected patterns in conversational manner. Examples: • Pepito jabbers and changes pitch as he talks to his stuffed bear. • Kami uses a combination of jabbering and several recognizable words as she talks to her doll in a soft pleasant way.	

Communication Standard 1: Demonstrates communication skills in order to express self.
Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Imitates sounds and words. Examples: • Troy makes a chugging sound while pushing his small train. • Leila copies the sound of a fire engine as she runs around the playground. • Louisa repeats sounds that her caregiver says, such as: baba, dada, mama. • When daddy labels a cow in the picture book he is reading, William repeats "cow." (Approaches to Learning: Persistence and Attentiveness)	
Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs. Examples: • Malcolm's teacher starts the rhyme, "One, two buckle my shoe." Malcolm repeats, "One, two, buckle shoe." (Approaches to Learning: Persistence and Attentiveness) • Emmya joins in as her sister sings "Old MacDonald had a farm," by singing "eeeeeoh, eeeeeoh, eeeeeeoh." (Approaches to Learning: Cooperation) • Chad likes to repeat "swallowed a fly" from his favorite story. • Tamara sings "B-I-N-G-O" along with her preschool class friends.	
Uses single words. Examples: • Olivia says "Open," as she hands a box to her papaw. (Approaches to Learning: Persistence and Attentiveness) • Max signs the word, "sleep" as he looks at a picture of the three bears in their beds.	
Names several objects or persons upon request. Examples: • Kendall names a spoon, cup, and ball when asked, "What's this?" (Approaches to Learning: Initiative and Curiosity) • Brantley names his family members that are in the room.	
Identifies items or people in pictures/photographs. Examples: • When shown a picture and asked, "What's this?" Xavier names a dog, cat, shoe. • Sophie names "Nana" and "Papa" while looking at a photo album. • Dareen says, "That's me" when she looks at her photograph. (Approaches to Learning: Initiative and Curiosity)	

Communication Standard 1: Demonstrates communication skills in order to express self.
Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Increases the number of single words used in vocabulary. Examples: • Madison can name several family members, household items, animals and toys. • Benjamin asks for toys and food items by name. (Approaches to Learning: Persistence and Attentiveness)	
Uses name to refer to self. Examples: • When Dad asks, "Who's that in the mirror?" Elijah names "I-jah". • When asked her name, Susan replies, "Susan Ann Browning."	
Uses phrases or short sentences. Examples: • Sammy asks "What's that?" • Kendall says, "Give me cookie." • Abby tells her friend, "I go to McDonalds." (Approaches to Learning: Persistence and Attentiveness) • When his dad comes home, Brant tells him, "I played on the swing. Mom pushed me."	
Uses pronouns to refer to self or others. Examples: • When daddy asks, "Is that my shoe?" and points to the child's shoe, Celeste says, "Mine." • Christopher says, "I go get it." • "That's her book," Micah tells his friend. (Approaches to Learning: Persistence and Attentiveness)	
Talks about familiar people, story characters and events. Examples: • In the housekeeping center, Alex tells his child caregiver that his sister, Wanda, likes to play house, too. • Adam says to his friend, "I like the Big Bad Wolf the best." (Approaches to Learning: Persistence and Attentiveness) • During group time, Lynley shares that she went to the park to play.	
Uses 2-3 syllable words meaningfully. Examples: • Roger tells his grandma, "We moved to a 'partment' (apartment)." • While looking at the orange juice box, Kathleen says, "It's delicious."	

PR/Award # S419B150018
Page e329

Communication Standard 1: Demonstrates communication skills in order to express self. **Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Carries on a conversation. Examples: • Louie signs "hello" to his friend Manny. He then tells him that his dog is sick and his MaMa will take him to the doctor. Manny signs, "Poor dog" and the two boys run off to play. • Renee says to her teacher, "I went to granny's house." The teacher responds by asking Renee if she had a good time. Renee says, "Granny and me made lots of cookies." "I bet they tasted good," says Ms. Carrie. "The cookies tasted really good and they were chocolate chip." (Approaches to Learning: Persistence and Attentiveness)	
Uses plurals. Examples: • Jonnie tells his friend, "I have lots of trucks." • Brennan says, "two boys" as he looks at pictures in a story book. (Approaches to Learning: Persistence and Attentiveness)	
Asks questions. Examples: • While Daddy packs pajamas and his favorite blanket in a bag, Toby asks, "go?" (Approaches to Learning: Persistence and Attentiveness) • As the boys and girls get ready to leave child care, Izzy asks, "Where's mommy?"	

Three and Four Year Old Benchmarks: English/Language Arts 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes; English/Language Arts1.3: Communicates with increasing clarity and use of conventional grammar; English/Language Arts 3.6: Tells and retells a story; **Head Start Child Development and Early Learning Framework:** Language and Literacy, Approaches to Learning, Cognition and General Knowledge.

Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.
Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Responds to sights and/or sounds. Examples: • Christie turns her head in the direction of her mother's voice. • Charles attentively watches the birds at the feeder outside the window. • Jimmy looks around for what is making the loud banging noise. (Approaches to Learning: Initiative and Curiosity) • Maria signs the word "fire" as the fire engine goes by the window.	
Looks at speaker. Examples: • Raymond looks back at his father when he holds him and talks to him. • Jay pays close attention to the movement of his nanny's lips as she sings to him. • Natalie intently watches her father's face as he uses an exaggerated voice while playing with her. (Approaches to Learning: Initiative and Curiosity)	
Prefers human voice. Examples: • Matilda hushes and listens as her papaw speaks softly to her. • Scottie turns away from the TV and listens to his dad's voice as he enters the room.	
Establishes joint attention. Examples: • Clarissa looks at the mobile as her sister points to it. • Juan looks at the big book as his mother reads from the page. (Approaches to Learning: Persistence and Attentiveness) • Gracie runs to the ball when her teacher signs, "See the ball?" • Tyree turns his head and smiles when his sitter calls to him from across the room.	
Understands and responds to familiar words and/or alternative communication methods. Examples: • When asked, "Do you want to go bye-bye?" Tian kicks his legs with excitement. • When asked, "Where is your blanket?" Mimi reaches for it. • During playtime, Goshen points to the picture of blocks on his communication board. • Cody goes to the art center to help clean when the teacher says, "Time to clean up." (Approaches to Learning: Cooperation)	

PR/Award # S419B150018
Page e331

Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.
Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Attends to and enjoys short stories, rhymes, fingerplays, and songs. Examples: • Sujin raises her arms when her momma says "So big". • Emily listens to her uncle read a short rhyming story at bedtime. • Tashika laughs as her father plays "Itsy, Bitsy Spider" with her. • Alex hurries to join the group as they start singing. (Approaches to Learning: Persistence and Attentiveness)	

Three and Four Year Old Benchmarks: English/Language Arts 2.1: Engages in active listening in a variety of situations; English/Language Arts 2.2: Observes to gain information and understanding; **Head Start Child Development and Early Learning Framework:** Language and Literacy, Approaches to Learning, Cognition and General Knowledge.

Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.
Communication 2.2: Responds to the verbal and nonverbal communication of others.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Responds to communication of others and to sounds in the environment. Examples: • Jed kicks and turns his head when his daddy comes near his crib and talks to him. • During a home visit, Taymonie coos and gurgles during play activities. • Cari startles when a large pan is dropped in the kitchen. • Adam runs to the playroom window at the sound of a nearby helicopter. (Approaches to Learning: Persistence and Attentiveness)	
Responds to others' expressions or emotion. Examples: • Josie returns her mommy's smile. • Benjamin repeats his silly dance when the other children laugh. (Approaches to Learning: Persistence and Attentiveness) • When Emmy begins to cry Josie gently pats her arm.	
Recognizes and responds appropriately to non-verbal signs and gestures. Examples: • When Lee sees his bottle he vocalizes softly and kicks with excitement. • Nan waves "bye-bye" after her sister waves to her. • When his mother signs "come" Mickey crawls over to her. • When her teacher holds out her arms, Kiyon extends her arms to be picked up.	
Participates in turn-taking. Examples: • Carly imitates the smacking sound that his grandpa makes and then waits for him to repeat it again. • During play time Ryan is pushing the blue car on the track, Kiley waits until Ryan is done and then pushes the blue car. (Approaches to Learning: Persistence and Attentiveness)	
Responds appropriately to requests or directions. Examples: • Dajun hands her empty cup to Aunt Sarah when asked to do so. • At the teacher's direction, Jarrett takes the ball to the circle rug. • Mallory follows through with completing her caregiver's two-step directions to take the book to the circle area and sits down. • Chance throws away his napkin, brushes his teeth and uses the restroom as detailed on his schedule board.	

PR/Award # S419B150018
Page e333

Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.
Communication 2.2: Responds to the verbal and nonverbal communication of others. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Identifies objects on request. Examples: • When requested, Katie gets the green truck from the shelf of cars and trucks. • Deidre points to her eyes, nose, and mouth when asked to do so. • Joanie's developmental interventionist signs the words: cow, house, tree and car. Joanie points to each picture appropriately on the picture board. • Kevin points to the correct photo when asked to identify his granny, grandpa and brother, Tyler.	
Responds appropriately to several action words. Examples: • Jonathon pushes the wagon when Daddy says, "Push it hard." • Trisha puts the doll in the crib when Mommy says, "The baby wants to nap." • During outside play time, the teacher signs "run" and Bailey runs as hard and fast as she can.	
Demonstrates understanding of several prepositions. Examples: • Gary puts the toy car *under* the table when his brother tells him to hide it there. • When asked by his developmental interventionist, Marcos puts the block *in, on and under* the box. (Approaches to Learning: Cooperation)	
Demonstrates understanding of several pronouns. Examples: • Rebecca points to "*her*" spoon on request. • Tracy shouts, "*my* doll" when she sees Sharon touch it. • Nathan says, "*They* are all going home," when the other children gather in groups at the end of the day.	

Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.
Communication 2.2: Responds to the verbal and nonverbal communication of others. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Responds to questions. Examples: • When asked what he wants, Jose says, "cookie." • Olivia signs, "no" when asked if she wants a nap. • When Daddy asks, "How did you hurt your knee?" Marissa shows her knee and says, "I fall down." (Approaches to Learning: Persistence and Attentiveness)	
Demonstrates understanding of many vocabulary words. Examples: • Carrie knows the names of family members. • Matthew responds to common words and phrases, such as; more milk, drink, juice, eat, go bye-bye. • Sivonne can name common objects in the environment: chair, table, flower, tree, dog, cat, toys. (Approaches to Learning: Initiative and Curiosity)	
Demonstrates understanding of some complex sentences. Examples: • Jenny smiles and responds excitedly when her mother says, "When we get to the store, we'll buy some orange juice." • As Wade finishes his lunch his dad says, "After you are finished eating, we can go to the park." (Approaches to Learning: Persistence and Attentiveness) • Ryan starts putting the blocks on the shelf after Ms. Sheila reminds the class, "It's time for everyone to pick up in the play areas so we can go outside."	
Gains information from stories, rhymes, and songs being read/sung aloud. Examples: • Kim and her Mommy go outside to look for butterflies after listening to a story about them. Kim excitedly points out a blue and black butterfly to her Mommy. (Approaches to Learning: Initiative and Curiosity) • Ethan identifies his head, shoulders, knees and toes after his caregiver has led the song with the class. • Imani tells her aunt "monkeys swing in trees" after singing a song about five little monkeys.	

Three and Four Year Old Benchmarks: English/Language Arts 1.1: Uses non-verbal communication for a variety of purposes; English/Language Arts 1.2 Uses language (verbal, signed, symbolic) for a variety of purpose; **Head Start Child Development and Early Learning Framework:** Language and Literacy, Approaches to Learning, Cognition and General Knowledge.

PR/Award # S419B150018
Page e335

Communication Standard 3: Demonstrates interest and engages in early literacy activities.
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Looks at pictures and photos briefly. Examples: • Beth looks at the picture on the wall when Mommy brings her near and talks about the horses. • Dan looks briefly at a picture in the book as his Grandpa turns the pages. • Katie looks at the photo album while her caregiver holds her. (Approaches to Learning: Persistence and Attentiveness)	
Attends to and/or makes contact with age-appropriate book, when presented. Examples: • Kirsten waves her arms and reaches for the cloth book that her sister holds out for her. • The interventionist encourages Sierra to feel the different textures in the *Pat the Bunny* book. • Seth sits comfortably on his Dad's lap and look at the pictures as his father turns the pages in the board book. (Approaches to Learning: Persistence and Attentiveness)	
Manipulates age-appropriate book. Examples: • Darla scrunches up the cloth book in her fists and brings it to her mouth. (Approaches to Learning: Initiative and Curiosity) • Hosea opens and closes the board book repeatedly. • Bo helps his teacher turn the pages as she reads to him and guides his hands to feel the Braille print.	
Shows interest as age-appropriate book is read aloud. Examples: • Shawn gestures and babbles as her mother repeats the rhymes from the Mother Goose book. (Approaches to Learning: Persistence and Attentiveness) • Madison sits close to Aunt Jenny as she reads and shows her the pictures in a book. • Juan hands his teacher the *Down by the Bay* book to read again.	
Turns pages awkwardly by him/herself. Examples: • Josephine turns the pages of the book 2 or 3 at a time while she is looking at it. (Approaches to Learning: Initiative and Curiosity) • Leonard turns the pages of *Brown Bear, Brown Bear* while holding the book upside down.	

PR/Award # S419B150018
Page e336

Communication Standard 3: Demonstrates interest and engages in early literacy activities.
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Shows increasing skills in book handling and print directionality. Examples: • Rudy rotates the book when looking at a picture of a clown standing on his head. • Charlene tilts her head to see the pictures in an inverted book. • Isabel picks up the board and turns it right side up before showing the pictures to her baby doll. • Samuel looks at the pictures in a favorite book, starting at the beginning and turning the pages one at a time.	
Selects book for adult to read. Examples: • Domingo chooses between the two books that his caregiver offers before naptime. (Approaches to Learning: Persistence and Attentiveness) • Jackson goes to the book shelf and picks out a book for his Uncle Bobby to read to him. • Kaylee selects a book about construction for her teacher to read.	
Anticipates/recalls text of a known story. Examples: • Janine supplies the missing word when her daddy pauses in the story. • Lucas repeats with the teacher *Hats for Sale* as the children listen to the story. • Frankie laughs when the home visitor reads the text of a familiar book incorrectly.	
Requests a favorite book to be read again. Examples: • As Mommy signs the last line of the story and closes the book, Mark turns the book to the front cover and opens it again. • When asked what book she wants to hear, Chloe says, "Mouse story again".	
Shows increased attention span for listening to stories. Examples: • Martha listens to several board books that are read at one sitting. • Zachary listened to *Goodnight Moon* two times at bedtime. (Approaches to Learning: Persistence and Attentiveness)	

Communication Standard 3: Demonstrates interest and engages in early literacy activities.
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Grasps thick crayon/marker/other writing tool and scribbles. Examples: • Hannah holds the crayons in her fist and "jabs" at the paper making dots of color. • Ian scribbles circles and lines with a marker. (Approaches to Learning: Initiative and Curiosity) • Quinn uses chalk at the easel.	
Recalls specific people, actions, and/or activities in a story book. Examples: • William claps his hands like the character Cuddles did as Mommy reads the book. • Sophie remembers what a character does in a familiar story and tells Mommy, "Spot put the baby in the bath tub". • Alison asks "Where is the bear?" as she opens the flap in the book.	
Notices that there are both print and pictures on a page. Examples: • Ray glances between the picture and the print as his Nana points to the print while reading aloud. • Ginny points to the pictures and the print while looking at the books by herself.	
Makes lines and shapes with a variety of writing tools to represent objects. Examples: • Cornett makes a circular shape with a red crayon and then signs the word "apple." • Miriam makes lines and squiggles with a pencil as she tells a story. • Keenan makes several oval shapes with the paintbrush and exclaims, "There's Mama!"	

Three and Four Year Old Benchmarks: English/Language Arts 3.1: Listens to and/or responds to reading materials with interest and enjoyment; English/Language Arts 3.2; Shows interest and understanding of the basic concepts and conventions of print; English/Language Arts 3.5: Draws meaning from pictures, print and text; English/Language Arts 4.2: Produces marks, pictures and symbols that represent print and ideas; **Head Start Child Development and Early Learning Framework:** Language and Literacy, Approaches to Learning, Physical Development and Health (fine motor), Cognition and General Knowledge.

Communication Standard 3: Demonstrates interest and engages in early literacy activities.
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Shows preference to human voice. Examples: • Emily quiets when she hears her mom's voice. (Approaches to Learning: Initiative and Curiosity) • Javier turns his head to the sound of his papa's singing.	
Attends and respond to hearing a story, rhyme or song. Examples: • When her mother sings a familiar song, Jordan stops her play to listen. • Francesca claps when her caregiver recites a favorite nursery rhyme. • Jacob joins in with hand motions when his play group hears the *Itsy, Bitsy, Spider* book. (Approaches to Learning: Persistence and Attentiveness)	
Participates in word games or fingerplays. Examples: • During the "Open, Shut Them" fingerplay, Adrian wiggles his fingers, touches his chin and claps his hands. (Approaches to Learning: Persistence and Attentiveness) • Addie signs the words to the good morning greeting rhyme during large group time.	
Sings or joins in on a specific story, rhyme or song. Examples: • Bryce dances in circles with the other toddlers as they sing, "Ring Around the Rosie." (Approaches to Learning: Persistence and Attentiveness) • Sun Wiy joins in repeating words in the story as her small group hears, *In the Small, Small Pond.* • Daniel follows along in his Braille book while his grandpa reads Daniel's favorite Mother Goose rhymes.	
Repeats phrases from predictable, repetitive stories. Examples: • Callie listens to *One Fish, Two Fish, Red Fish, Blue Fish* and says "one fish" when she hears the phrase in the story. • As her caregiver reads *Goodnight Moon*, Suni signs, "good night" each time it occurs in the story. • Henry repeats, "*Brown bear, brown bear, what do you see?*" (Approaches to Learning: Persistence and Attentiveness)	

Communication Standard 3: Demonstrates interest and engages in early literacy activities. **Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Asks to hear a specific story, rhyme or song. Examples: • Before rest time, Maya says, "I want to hear *Mi Familia*" and goes to the library center and takes the book to her caregiver. • Hannah signs "more" after playing "Head, Shoulders, Knees and Toes" with her classmates. • Sandy asks her sister to repeat "Mary had a Little Lamb". (Approaches to Learning: Persistence and Attentiveness)	
Create partial songs and rhymes. Examples: • Brady makes up words to a sing-song tune while playing. • Betsy suggests a new action when the teacher asks, "What else could we do if we're happy?" (Logic and Reasoning: Reasoning and Problem-Solving)	

Three and Four Year Old Benchmarks: English/Language Arts 3.1: Listens to and/or responds to reading materials with interest and enjoyment; English/Language Arts 3.4: Demonstrates emergent phonemic/phonological awareness; English/Language Arts 3.6: Tells and retells a story; **Head Start Child Development and Early Learning Framework:** Language and Literacy, Approaches to Learning, Cognition and General Knowledge.

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.
Benchmark 1.1: Enjoys and engages in visual arts.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Attends to bright and/or contrasting colors. Examples: • Zaylen looks intently at the red and white toy that her mother holds in front of her. • John watches his black and white mobile. (Approaches to Learning: Initiative and Curiosity) • Benjy likes to stare at the large yellow sun his caregiver hung from the ceiling.	
Attends to the facial expressions of adults. Examples: • Jada looks intently at her father as he talks to her. • Quinn smiles in response to teacher's smile. (Approaches to Learning: Initiative and Curiosity)	
Gazes at pictures, photographs, and mirror images. Examples: • Celia enjoys looking at the animals in her picture book. • Casey touches the image of himself in the mirror. (Approaches to Learning: Initiative and Curiosity) • Jack likes to look at his family's picture on the classroom wall.	
Shows preferences for favorite colors. Examples: • Katie always picks the red lollipop when given a choice of colors. • Andre chooses and colors with the purple crayon on a regular basis. • In the dramatic play center, Julie wears the red dress-up shoes every day. (Approaches to Learning: Persistence and Attentiveness)	
Uses a variety of materials in exploring and creating visual art. Examples: • Kara finger-paints with water on colored paper. • After watching Ethan, Manny squeezes the clay and makes a ball. (Approaches to Learning: Initiative and Curiosity) • Cindi cuts random shapes from colored papers and glues them onto a paper plate to make a collage.	

PR/Award # S419B150018
Page e341

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression. **Benchmark 1.1: Enjoys and engages in visual arts. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Observes and describes visual art. Examples: • Derek looks at a detailed photograph of Native Americans taken at a local PowWow and says, "They have feathers on their heads." • Carlos explains that the painting done by the fourth graders has many big trees and flowers in it. • Milly draws a big circle on her paper and tells her dad, "I made a red ball." (Approaches to Learning: Persistence and Attentiveness)	

Three and Four Year Old Benchmarks: Arts and Humanities 1.1: Develops skills in and appreciation of visual arts; **Head Start Child Development and Early Learning Framework:** Approaches to Learning, Cognition and General Knowledge.

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.
Benchmark 1.2 Enjoys and engages in movement and dance.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Responds to touch and motion. Examples: • Angela stops crying when her grandma holds her upright against her shoulder and gently sways with her. • Ben coos as his dad bounces him gently on his lap. • Tatianna wants to be near her teacher today and is happy as long as she is in her lap. (Approaches to Learning: Persistence and Attentiveness)	
Explores the movement of self and/or objects. Examples: • Melinda brings her hands together in front of her and stares intently as she opens and closes her fingers. • Carlos uses his feet to bat at the mobile hanging over his crib. (Approaches to Learning: Initiative and Curiosity) • Jace reaches for a ball and smiles as his mother gently bounces it.	
Shows enjoyment for rhythmic patterns. Examples: • Rosa smiles as the children clap their hands to music. • Sam bounces up and down in time to the song on the radio. (Approaches to Learning: Initiative and Curiosity) • Holly claps her hands on her lap during music time.	
Enjoys moving to music. Examples: • John dances in his mother's arms when the music starts playing. • Brayden continues to "dance" even after his teacher turns off the *Peter and the Wolf* music. (Approaches to Learning: Persistence and Attentiveness) • Alicia begins swaying to the song and her sister takes her hands to dance.	
Exhibits an increased variety of movements to express self. Examples: • Takisha stomps her feet when the music plays loudly and tiptoes when it plays soft. • Tommy picks up a scarf and shakes it in the air as the children move to the music. (Approaches to Learning: Initiative and Curiosity) • Cami pretends to be a leaf blowing in the wind as "Falling Leaves" plays on the tape player.	

Three and Four Year Old Benchmarks: Arts and Humanities 1.2: Develops skills in and appreciation of dance; **Head Start Child Development and Early Learning Framework:** Approaches to Learning, Social and Emotional Development.

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.
Benchmark 1.3: Enjoys and engages in music.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Responds to sounds, tones, and voices. Examples: • Sydney quiets when her older sister turns on the country music station on the radio. (Approaches to Learning: Initiative and Curiosity) • Jarrard moves his arms and legs excitedly when he hears his grandpa's voice on the other side of the room. • Ricki turns his head toward the doorbell when it rings.	
Responds to music. Examples: • Max stomps his feet when he hears music from the CD player. (Approaches to Learning: Persistence and Attentiveness) • Sophie "sings" with her new American mama when she hears a favorite song from China, "Count Ducks." • Jackson and Sam stop playing with the blocks when they hear their teacher start to sing, "It's clean-up time."	
Enjoys rhythms and song. Examples: • Edie and Jacob bang loudly on the drums when their caregiver starts "Miss Mary Mack" on the Ella Jenkins CD. (Approaches to Learning: Persistence and Attentiveness) • Mary makes up a dance with the music while holding her mom's hand. • Alvaro and Luisa join in clapping to "Cinco elefantitos" during circle time.	
Prefers repetition of familiar songs and rhythmic patterns. Examples: • Alexis sings some of the words to "Over in the Meadow" with the other children. • Gracie and Luke jump up and down and ask to play, "I'm a Little Teapot" again. • Katie asks her mom to play the "Wiggles" CD every time they get in the car. (Approaches to Learning: Persistence and Attentiveness)	
Expresses joy through music. Examples: • Gracie smiles as she uses her voice to make musical sounds. • LaShonda laughs as she dances to the music played at her aunt's birthday party. • Kylie, Mykala and Elian shake maracas and bells excitedly as Saveem joins in on the xylophone. (Approaches to Learning: Initiative and Curiosity)	

Three and Four Year Old Benchmarks: Arts and Humanities 1.3: Develops skills in and appreciation of music; **Head Start Child Development and Early Learning Framework:** Approaches to Learning.

PR/Award # S419B150018
Page e344

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression. **Benchmark 1.4: Enjoys and engages in pretend play and drama.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Imitates sounds, facial expressions and gestures of another person. Examples: • After her father says "dada" to her, Carly repeats "dadadada". • Paige sticks out her tongue after seeing her older brother stick his out. (Approaches to Learning: Persistence and Attentiveness) • Patrick waves his arms after seeing his caregiver wave good-bye.	
Imitates the actions of other persons. Examples: • Jasmine gives her stuffed bear a hug after her granny hugs it and hands it to her. (Approaches to Learning: Persistence and Attentiveness) • Susie puts a comb to her head while she watches her mother fix her own hair. • Arnie puts on an apron and pretends to cook while watching his daddy fix breakfast.	
Imitates sounds or actions of an animal or object. Examples: • Caroline says, "Rrr, Rrr" while pushing the cement truck. • Alicia gets down on her hands and knees to crawl like a cat as she follows her kitten around the room. (Approaches to Learning: Persistence and Attentiveness)	
Utilizes voice and body as a means of artistic expression. Examples: • Craig uses a gruff voice when he pretends to be the "big bad wolf." (Approaches to Learning: Persistence and Attentiveness) • TaShaun forms his body into a ball when he is the "seed" and gets taller as the "plant" grows.	
Uses one object to represent another. Examples: • Billy uses a block to pretend to feed a doll baby a bottle. • Tyra lines up three blocks and pushes them around the floor as she says "toot, toot" for the train horn. • Anna picks up a stick and waves it around as a magic wand when she is playing magician.	

PR/Award # S419B150018
Page e345

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.
Benchmark 1.4: Enjoys and engages in pretend play and drama. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Engages in pretend play. Examples: • Clarissa picks up her mother's purse and says that she is "going to the grocery." • Jason tells his playmates that he is the teacher as he holds up a book to "read" to his friends. (Approaches to Learning: Persistence and Attentiveness) • Aidan signs "quiet" as he rocks the cradle with his sister's dolls.	

Three and Four Year Old Benchmarks: Arts and Humanities 1.4: Develops skills in and appreciation of drama; **Head Start Child Development and Early Learning Framework:** Approaches to Learning, Social and Emotional Development.

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines. **Benchmark 1.1: Moves with purpose and coordination.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Reaches for object. Examples: • Jaylen reaches for the stars hanging from the mobile over his crib. (Approaches to Learning: Initiative and Curiosity) • Sarah reaches for her bottle as her daddy holds her in his lap for feeding. • Talya reaches for the book her grandmother is showing her.	
Brings object to mouth. Examples: • Tommy brings his rattle to his mouth. (Approaches to Learning: Initiative and Curiosity) • Sam grabs the paper and tries to mouth it.	
Transfer objects from one hand to another. Examples: • Pete moves his pacifier from one hand to the other. • DaNesha moves the rattle to her left hand so she can pick up the toy car with her right hand. • Kathryn begins to eat with the spoon in her left hand, then transfers it to her right to finish her pudding.	
Rolls over. Examples: • When placed on her stomach, Amber rolls over to her back. • Lucy is on her back on the floor. Her sister puts a toy behind her and Lucy rolls to her stomach to reach for the toy. • Pedro rolls over and over to get to the toy butterfly his teacher is holding.	
Crawls Examples: • Kelly uses a crawling motion, alternating arms and legs, to get to her Mom. • Logan crawls on hands and knees to obtain a toy rabbit. • Frank uses hands and legs to crawl up steps.	
Uses furniture to raise or lower self to floor. Examples: • DaJun reaches for edge of coffee table to pull herself up to stand. • Lawrence holds onto the couch while lowering to sitting from standing.	

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self-care routines.
Benchmark 1.1: Moves with purpose and coordination. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Walks. Examples: • Maya holds on to her daddy's hands and walks across the room. • Carson walks from one piece of furniture to the next. (Approaches to Learning: Initiative and Curiosity) • Lois walks to her teacher to be held. She begins to "run" as she gets closer.	
Climbs low objects. Examples: • Carter climbs into the rocking chair and turns around to rock. • Haley crawls up three steps. She sits on a step, then turns and backs down on hands and knees. • Miquel climbs into the toy car and uses his feet to push it a few feet. (Approaches to Learning: Persistence and Attentiveness)	
Pushes and pulls toys while walking. Examples: • Tony pushes the toy lawnmower on the sidewalk. • Carla pulls a small wagon. • Willem pulls the string on the toy airplane as he walks quickly to make it "fly". (Approaches to Learning: Persistence and Attentiveness)	
Kicks ball forward. Examples: • As Manuel walks by a ball on the playground, he stops to kick it. (Approaches to Learning: Initiative and Curiosity) • Spencer kicks the ball towards the other children.	
Walks up and down stairs placing both feet on each step. Examples: • Jessie walks up the steps, holding on to the rail tightly and placing each foot on the step before moving onto the next step. • Molly holds her interventionist's hand as she walks down the stairs, placing her feet together on each step. (Approaches to Learning: Persistence and Attentiveness)	

Three and Four Year Old Benchmarks: Physical Education 1.1: Performs a variety of locomotor skills with control and balance; **Head Start Child Development and Early Learning Framework:** Physical Development and Health, Approaches to Learning.

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self-care routines.
Benchmark 1.2: Demonstrates balance and coordination.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Sits independently with balance. Examples: • Jose maintains a sitting position after being placed on the floor. • Laura sits on floor while pushing a toy car in between her legs. • Cameron sits on the tricycle and pedals it a few feet.	
Stands without support. Examples: • Kiley lets go of the table and remains upright. When he wobbles, he moves his feet to a wide stance to prevent falling. • Pedro remains standing after Dad releases support of hand or finger. (Approaches to Learning: Persistence and Attentiveness) • Lincoln can raise one foot to kick a large ball without falling.	
Moves from sitting to standing using hands. Examples: • Nakyra rolls onto her side and uses hands for balance as she puts her legs into standing position. • Carl pushes on the floor with his hands to help himself get up.	
Squats without falling. Examples: • Lucy squats to look at other children inside a tunnel. (Approaches to Learning: Initiative and Curiosity) • While listening to a song about jumping frogs, Marcy squats down and jumps up without falling.	
Runs. Examples: • Lynley walks across the room and begins to run when she sees her brother. (Approaches to Learning: Initiative and Curiosity) • Stephen runs smoothly across the playground.	
Throws object while standing. Examples: • Sukie throws a large playground ball to the floor in front of her. • Pam throws a bean bag into the basket on the floor. • Stephanie climbs three steps and turns around to throw her dolly to her Mother.	

Three and Four Year Old Benchmarks: Physical Education 1.1: Performs a variety of locomotor skills with control and balance; **Head Start Child Development and Early Learning Framework**: Physical Development and Health, Approaches to Learning.

PR/Award # S419B150018
Page e349

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self-care routines.
Benchmark 1.3: Exhibits eye-hand coordination.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Reaches for objects. Examples: • When Mom extends a ball in front of Eric, he reaches up toward it. (Approaches to Learning: Initiative and Curiosity) • Synrah reaches for a nearby rattle. • Colin reaches for a spoon and uses it to eat from his fruit cup.	
Makes random marks on paper. Examples: • Ben pounds the marker onto the paper his teacher taped to the table. (Approaches to Learning: Initiative and Curiosity) • Laura moved the large crayon randomly across the paper.	
Stacks and places objects. Examples: • Aubrey puts one soft block on top of another. • Andrea works hard to put shapes into the sorting toy. • Paulo drops small blocks into a milk carton. (Approaches to Learning: Persistence and Attentiveness • Sarah likes to place all the red and blue pegs in the pegboard.	
Makes controlled scribbles. Examples: • Henry covers his paper with lines and zig-zags. • Olivia draws circles over and over on her paper with a marker at the art table. (Approaches to Learning: Persistence and Attentiveness) • Shane's teacher gave him hand over hand assistance in using markers at the art center. Shane pushed the marker up and down the paper.	
Attempts to catch and throw. Examples: • Curtis laughs as he tries to catch a lightly rolled or tossed ball. • Margaret extends both arms as she attempts to catch a large bounced ball. (Approaches to Learning: Persistence and Attentiveness) • Luke throws a ball but does not attempt to aim. • Wanda throws a ball overhand with an attempt to aim and with limited distance.	

Three and Four Year Old Benchmarks: Physical Education 1.5: Performs fine motor tasks using eye-hand coordination; **Head Start Child Development and Early Learning Framework:** Physical Development and Health, Approaches to Learning.

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self-care routines.
Benchmark 1.4: Controls small muscles in hands.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Grasps and releases objects. Examples: • Quint grasps a finger or rattle when placed into his palm. • Louey repeatedly grabs and drops a toy from the high chair. (Approaches to Learning: Initiative and Curiosity) • Holly picks up a spoon and uses it to eat the green beans, and then releases it when finished. • When the teacher offers Kyle a drink, he intentionally drops a toy to reach for it.	
Passes objects from one hand to the other and changes position of objects within their hands. Examples: • Millicent holds a rattle in one hand and passes it to her other hand. (Approaches to Learning: Initiative and Curiosity) • Darryl picks up finger food with one hand and passes it to the other before putting into his mouth. • Whitney turns a puzzle piece using both hands to fit it in place.	
Moves from using whole hand grasp to grasping with thumb and index finger with increasing control. Examples: • Akoi picks up Cheerios using his whole fist. • Matthew holds marker with thumb and fingers, rather than his fist. He makes vertical, horizontal and circular strokes while drawing. (Approaches to Learning: Initiative and Curiosity) • Lincoln can unbutton large buttons and pull down zippers. • Grace can turn the board book pages with her thumb and finger. • Quincey takes pegs in and out of the round-holed peg board.	

Three and Four Year Old Benchmarks: Physical Education 1.5: Performs fine motor tasks using eye-hand coordination; **Head Start Child Development and Early Learning Framework:** Physical Development and Health, Approaches to Learning.

PR/Award # S419B150018
Page e351

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self-care routines.
Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Verbally or physically asks for food or drink. Examples: • Megan knows it is time to feed Jessica because she recognizes her cry. • When the teacher brings the cracker box into the room, Billy reaches up with his hands. (Approaches to Learning: Persistence and Attentiveness) • When Ryan is thirsty, he reaches toward the counter and says "dink" (drink).	
Assists in feeding routines. Examples: • Maggie places her hands on the bottle as her daddy feeds her. • Lori uses her fingers to push food onto the spoon, then raises it to her mouth. • When asked to help, Carson puts a napkin at each place on the table.	
Follows familiar sleep routines. Examples: • Kathy is crying, but calms down as her Mommy rocks her. She soon falls asleep. • Buster rubs his eyes and holds onto his blanket as he goes to sleep. • Nina signs that she wants her teacher to pat her back at nap time. • Kevin finds a favorite snuggle toy and wanders to Daddy's lap for a bedtime story. (Approaches to Learning: Persistence and Attentiveness) • When cots/mats are put out, Elisa looks for her favorite toy or blanket and moves to sleep area.	
Seeks assistance with diapering/toileting. Examples: • Marvin gains adult attention by fussing when his diaper is dirty or wet. (Approaches to Learning: Persistence and Attentiveness) • Giselle cooperates during diapering by lifting and lowering her legs. • Connor pulls down his pants (may need assistance) and sits on the potty. He needs assistance when wiping.	
Participates in dressing routines. Examples: • Midge raises her bottom to help get the diaper out from under her body. • Justin holds arm out for Mom to put on shirt. (Approaches to Learning: Cooperation) • Trisha puts on her socks. • Graham chooses which shirt he wants to wear today.	

PR/Award # S419B150018
Page e352

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self-care routines. **Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Participates in routines to maintain hygiene. Examples: • After changing her diaper, the teacher takes Wilma to the sink. Wilma holds her hands toward the water for washing. • Joa Lin chews on the bristles of the toothbrush then lets her mommy brush her teeth. (Approaches to Learning: Persistence and Attentiveness) • Mark climbs up the low steps and gets soap from the dispenser to wash his hands.	

Three and Four Year Old Benchmarks: Health Education 1.1: Demonstrates independent behavior; **Head Start Child Development and Early Learning Framework:** Physical Development and Health, Approaches to Learning, Social and Emotional Development, Cognition and General Knowledge.

Social Emotional Standard 1: Demonstrates trust and engages in social relationships.
Benchmark 1.1: Shows attachments and emotional connection towards others.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Responds to being held. Examples: • Elisa is crying in her crib. When her caregiver picks her up, she calms down. • While being held, Mona relaxes her body and cuddles in her grandmother's arms. • Abe holds up arms to an adult when he wants to be picked up. (Approaches to Learning: Persistence and Attentiveness)	
Uses eye contact to establish, maintain, and discontinue interactions. Examples: • A caregiver is holding and talking to Denise. Denise keeps eye contact and is content to look at her caregiver's face. (Approaches to Learning: Persistence and Attentiveness) • Mother talks to Luis while changing his diaper. After a minute or so, he turns his head to look away.	
Recognizes familiar faces. Examples: • Wade will respond by smiling when his dad is looking at him and talking. (Approaches to Learning: Persistence and Attentiveness) • Kara smiles when her parent enters the room. • While her caregiver is holding Wanda, a visitor (stranger) comes into the room. The visitor leans to talk to Wanda who turns her head away.	
Exhibits separation anxiety. Examples: • Kai cries and reaches for mom as she leaves him to go to work. • Carson clings to his nanny when an unfamiliar adult holds out their arms to pick him up. • Katie may cry when Dad drops her off at child care, but she is easily calmed when a familiar caregiver speaks to her. (Approaches to Learning: Persistence and Attentiveness)	

Social Emotional Standard 1: Demonstrates trust and engages in social relationships. **Benchmark 1.1: Shows attachments and emotional connection towards others. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Use familiar adults as a base for exploration and for "emotional refueling". Examples: • Ebony is playing on the floor with pots and pans. She crawls over to be by Mom when another adult enters the room. • As Evan is playing, he keeps looking back to make sure the interventionist is still sitting behind him. • Kristen will be friendly with a strange adult, but she wants a familiar adult close by. • Edith will seek out her primary caregiver when hurt. (Approaches to Learning: Persistence and Attentiveness) • When Bart becomes tired, he climbs up into the caregiver's lap and sucks his thumb.	
Shows concern for others and recognizes other's needs. Examples: • Ansel starts crying when he hears Amy's distress cry. • Kaiser stops building blocks to watch another child crying. • Michelle pats another child who has fallen down and is crying. (Approaches to Learning: Persistence and Attentiveness) • Hamilton covers a baby doll with a blanket and rocks it in his arms.	

Three and Four Year Old Benchmarks: Health Education 1.2: Shows social cooperation; **Head Start Child Development and Early Learning Framework:** Social and Emotional Development, Approaches to Learning, Cognition and General Knowledge.

Social Emotional Standard 1: Demonstrates trust and engages in social relationships. **Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Observes other people. Examples: • Kaitlyn sits on her teacher's lap and watches the group of toddlers at play. • Tony watches from the floor while Mom folds his clothes. (Approaches to Learning: Initiative and Curiosity) • Tabitha looks up from her block building to watch another child pushing a truck. • Hadley watches older children playing baseball and picks up her own ball to throw.	
Engages in independent, parallel play. Contact with peers centers around toys and other objects. Examples: • Ellie sits playing with a doll while other children are nearby playing with blocks. • Carlos will watch others playing with blocks and then join in building a tower beside them. (Approaches to Learning: Persistence and Attentiveness) • Ellema joins another child in the sand box. • Kitt may hand over a toy to another child when asked by her teacher.	
Shows enjoyment in interactions with others. Examples: • Mom talks to Sandy and she coos back when Mom stops. • William and Brandon play with spinning tops. Brandon looks at William spinning a top then spins his again. (Approaches to Learning: Persistence and Attentiveness) • Pansy will offer a toy for an adult to take. • Jeremiah runs toward a group of older children and laughs as they throw ball.	
Initiates social contact. Examples: • Lily smiles at her grandma as she comes into the room. • Ellery waves his arms and hands and jabbers to Daddy when he sees him coming. (Approaches to Learning: Initiative and Curiosity) • Micah smiles at his caregiver when he sees her at the grocery.	

Social Emotional Standard 1: Demonstrates trust and engages in social relationships. **Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Develops friendship with peers. Examples: • Son Yi prefers to play with his brother when visiting the therapist's office. • Sevon and Carly choose each other to sit by each day during story time. (Approaches to Learning: Persistence and Attentiveness) • Devin and Adam spend center time together almost every day.	
Responds to praise or rewards from adults. Examples: • Mary keeps dancing after her mom applauds. (Approaches to Learning: Persistence and Attentiveness) • DaShon laughs while Daddy smiles and claps at her antics. • Karen picks up her toys and brings them one at a time to her teacher who thanks her for cleaning up.	
Develops sense of self as a separate person from others. Examples: • Dale recognizes and jabbers to himself when looking in the mirror. • Wade refers to himself by name. • Nancy points to her own nose and then the nose on a baby doll. • Dotty can point to and name her own body parts.	
Identifies other people and their roles. Examples: • Dennis finds a toy belonging to Edie and takes it to her. • Raul calls his friends by name. • Joan can label and identify police officers, fire fighters, doctors, nurses, etc. • Charlotte says to Philipe, "I'm the mommy. You be the daddy." (Approaches to Learning: Persistence and Attentiveness)	

Social Emotional Standard 1: Demonstrates trust and engages in social relationships. **Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Focuses attention on others, notices likeness and differences. Examples: • Stephanie says, "Look at that boy"; "Look at that girl." • Kianna focuses attention on her caregiver when she tells a story. • Karnita says, "That boy has brown hair." • Sam asks about the boy wearing glasses.	

Three and Four Year Old Benchmarks: Health Education 1.2: Shows social cooperation; Social Studies 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community; Social Studies 1.6: Knows that diversity exists in the world; **Head Start Child Development and Early Learning Framework:** Social and Emotional Development, Approaches to Learning.

Social Emotional Standard 2: Demonstrates sense of self. **Benchmark 2.1: Expresses and/or recognizes a variety of emotions.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions. Examples: • When Selena sees her daddy enter the room, she squeals and waves her arms to get his attention. (Approaches to Learning: Initiative and Curisoity) • Terry cries when his diaper needs to be changed. • Emiya frowns in response to loud noise in the room and begins to cry. • Macey chatters jargon at her teacher as she reaches for her hand to walk to the playground. (Approaches to Learning: Persistence and Attentiveness)	
Responds to emotional cues and social situations. Examples: • Benson fusses more when he hears other babies crying. • Kendall smiles and laughs when his older sister is laughing and talking to him. • Yale looks to mom to see her reaction when he hears a loud noise. • Ida pats her baby sister when she is crying. (Approaches to Learning: Persistence and Attentiveness)	
Expresses emotions towards familiar persons, pets, or possessions. Examples: • Martin will kiss dolls and stuffed animals. • Ichabod will reach up to hug mom when she leaves him at child care. (Approaches to Learning: Persistence and Attentiveness) • Cain laughs when his grandfather puts his shoe on his head. • Blaire hugs her dog and laughs as he licks her face.	
Associates emotions with words and facial expressions. Examples: • Hamilton hugs and pats his mommy when she looks upset. (Approaches to Learning: Persistence and Attentiveness) • Idania looks at the toy monkey's smiling face and says it is "happy." • Casey says "She's sad" when she sees another child crying. • Sonny says, "I'm mad. He took my boat."	

Three and Four Year Old Benchmarks: English/ Language Arts 2.1: Engages in active listening in a variety of situations; Health Education 1.2: Shows social cooperation; **Head Start Child Development and Early Learning Framework:** Social and Emotional Development, Approaches to Learning.

PR/Award # S419B150018
Page e359

Social Emotional Standard 2: Demonstrates sense of self. **Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Seeks out ways to calm self. Examples: • Lana is crying but calms down when touched, held, or picked up. • Jason's legs and arms are stiff when he is crying but become more relaxed when held. • Holding his favorite blanket can calm Jacques when he is anxious. • Savannah wants a teacher to hold her when she is not feeling well. (Approaches to Learning: Persistence and Attentiveness)	
Develops self-regulation. Examples: • As Carver gets hungry, he begins to cry. He continues whimpering, but quickly quiets as his Mommy feeds him and holds him close. • Lynn plays quietly at the table while her grandma is fixing her food. • Tommy is busy playing, but helps pick up toys when his caregiver says "naptime." • Leesa listens to her teacher's directions to wash hands and then go to the snack table.	
Expresses sense of self (autonomy). Examples: • Luke says, "No. I can do it." • Instead of hitting Jimmy, Lisa says, "mine" when he tries to take a toy away. • Kim wants to walk up the steps by herself and lets go of Mommy's hand. (Approaches to Learning: Persistence and Attentiveness)	
Recognizes own accomplishments. Examples: • Lamar draws with a crayon and shows it to his teacher. • Bryce puts on his own shoes after afternoon nap and says, "I do it" when his Mom comes to help. • Nan will complete puzzles and then take them to show her caregiver. (Approaches to Learning: Persistence and Attentiveness) • DaShon pours the milk from the small pitcher into her cup and proudly smiles at her Granny.	

Social Emotional Standard 2: Demonstrates sense of self. **Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Understands authority and simple rules, including the consequences for not following rules. Examples: • Cara stops momentarily when her mother says "No." • Lane will put up toys when asked by his teacher. • Laura reaches up to hold her aunt's hand when crossing the street. • TaShawn helps to clean up the sand he threw out of the sand table. (Logic and Reasoning: Reasoning and Problem-Solving)	

Three and Four Year Old Benchmarks: Health Education: 1.3: Applies social problem solving skills; Health Education 1.1: Exhibits independent behavior; Social Studies 1.4: Recognizes and/or follows rules within the home, school and community; **Head Start Child Development and Early Learning Framework:** Logic and Reasoning, Social and Emotional Development, Approaches to Learning.

Three and Four

Section IV
Three and Four Year Olds

Research has verified the long-term effects of a high quality preschool experience for young children (Peisner-Feinberg, et.al., 2001). The purpose of Section IV of *Kentucky's Early Childhood Standards* is to provide support and guidance to parents and early care, intervention, and education professionals as they plan high quality learning experiences for three- and four-year-old children. It is also designed as a framework for administrators, staff, parents, and community members in understanding the skills and knowledge expected of four-year-old children as they transition into Kentucky's primary programs.

The content areas included in this section for three- and four-year-olds are:

- arts and humanities
- English/language arts (early literacy)
- health education (health/mental wellness)
- mathematics
- science
- physical education (gross and fine motor skills)
- social studies

While standards and benchmarks in the previous section are organized into developmental domains, this section is divided into areas more closely aligned with the content areas included in the *Kentucky Core Academic Standards for Kentucky Schools Grades Primary – 12* (which outlines the minimum content required for each grade level in Kentucky's schools). This alignment reflects the increased development of children at 3 and 4 years of age, as well as the more direct linkage of skills to the content in the *Kentucky Core Academic Standards*. It should be noted that self-care skills were included in the Motor domain for birth to three year olds, but in this section are listed under Health Education; this reflects the growing independence of three- and four-year-olds, as they master the skills needed to care for their personal selves. For an overview of the standards and benchmarks from birth through entry level kindergarten, see the table in Section II of this document.

PR/Award # S419B150018
Page e363

Organization of Section IV

Using the same format as in the previous section, this section is organized into standards, benchmarks, a developmental continuum, and example behaviors. The column marked "Comments, Notes, Strategies" is for the use of early care, intervention, and education professionals as they plan experiences to promote children's progress towards the next developmental level. Professionals are to keep confidentiality in mind and not use this column to make notes about individual children. The linkage of each benchmark to the Entry Level Experience(s) in the *Kentucky Core Academic Standards* and to the Head Start Child Development and Early Learning Framework is given at the bottom of each page.

PR/Award # S419B150018
Page e364

Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.
Benchmark 1.1: Develops skills in and appreciation of visual arts.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.). Examples: • Kenny chooses to paint at the easel three days in a row. He chooses red paint each day and tells the teacher, "Red is my favorite". (Approaches to Learning: Persistence and Attentiveness) • Sally rolls out pieces of clay and uses the cookie cutters to cut into different shapes. (Approaches to Learning: Initiative and Curiosity) • Shavon uses scissors to cut ribbon and glues these on her collage. • Ben uses a computer program to create a picture then glues on a tree-twigs picture frame after printing the picture.	
Uses a variety of art forms, elements and materials for representing people, places, and things in the environment. Examples: • Monica examines the picture on the wall and asks her Mom for some cotton to make clouds like in the picture. • At the easel, Jarrad paints a picture of his dog. • Max sticks leaves he has gathered to a tree trunk shaped from play-dough. • Trina builds her house with Popsicle sticks and glue. • Kyle draws a picture of his brother, including facial features, hair, arms/hands, legs/toes, and a belly button.	
Observes and responds to artwork produced by other individuals and/or cultures. Examples: • Maya watches a classmate making a snake out of clay and then makes one herself. (Approaches to Learning: Persistence and Attentiveness) • Brian looks intently at the picture of the farm. He says, "The horses are running and the sheep are eating the grass." • Michelle comments that some trees in the photo are green and some are orange. • After the teacher reads the story about Native American mask making, Mark paints a Native American mask using watercolors.	

Kentucky Core Academic Standards: Big Ideas: Structure in the Arts – Visual Arts; Humanity in the Arts –Visual Arts; Purpose for Creating the Arts –Visual Arts; Processes in the Arts –Visual Arts; Research, Inquiry/Problem-Solving and Innovation –Innovation.
Head Start Child Development and Early Learning Framework: Creative Arts Expression – Art; Approaches to Learning- Initiative and Curiosity.
NCTM Standards for School Mathematics: Representation.

Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences. **Benchmark 1.2: Develops skills in and appreciation of dance.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Explores various ways of moving with or without music. Examples: • Nicki uses a scarf to pretend to be a wave as the ocean's roar plays on the tape. (Approaches to Learning: Persistence and Attentiveness) • Geno sways gently to classical music, but shakes wildly to the country music. • Eddie moves like an elephant, swinging his arms like a trunk and stomping heavily around the circle while listening to jungle music. • Lydia copies her teacher's movements as she waves her arms in the air and marches.	
Performs simple patterns of dance while exploring with the element of beat. Examples: • Sasha gallops to the beat of the song and then twirls as the beat changes. • Juan claps in time to the song the children are singing. • Emilio performs "Head, Shoulders, Knees, and Toes" with his classmates. • Darius marches to the beat of a Sousa march. (Approaches to Learning: Persistence and Attentiveness)	
Describes movement after participating in or watching others perform games or songs. Examples: • Judy says, "I'm a butterfly" as she flaps her arms to the music. • Erin says, "Gina looked like a tree, she waved her arms like branches." Eddie excitedly says, "I really stomped my feet hard." (Approaches to Learning: Persistence and Attentiveness)	
Responds to dance performance produced by other individuals and/or cultures. Examples: • Steven watches hula dancing and imitates the movement. • While watching a performance of *The Nutcracker*, Kya says, "That ballerina stood on her toes a long time." • After watching Beauty and the Beast at home, the girls dance in dramatic play.	

Kentucky Core Academic Standards: Big Ideas: Structure in the Arts –Dance; Humanity in the Arts — Dance; Purpose for Creating the Arts –Dance; Processes in the Arts –Dance: Psychomotor Skills — Primary Skills and Concepts – Innovation. **Head Start Child Development and Early Learning Framework:** Creative Arts Expression – Creative Movement & Dance; Approaches to Learning- Initiative and Curiosity.

PR/Award # S419B150018
Page e366

Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.
Benchmark 1.3: Develops skills in and appreciation of music.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Explores various forms of musical expression through his/her senses. Examples: • Jose tries to strum his father's guitar. (Approaches to Learning: Initiative and Curiosity) • Devon puts on the earphones and turns on the tape player during free choice time. • Marcus moves his body to the beat of the music. • Sydney uses maracas, bells, xylophones and drums to make music. (Approaches to Learning: Initiative and Curiosity)	
Uses fingerplays and/or songs to experiment with beat and time. Examples: • Tessa waves her fingers as the teacher sings, "Where is Thumbkin?" • Sarah sings "Ring Around the Rosy" while she makes a circle with classmates. • Jenny likes to repeat and repeat "Five Little Pumpkins Sitting on a Fence." (Approaches to Learning: Persistence and Attentiveness) • Mitch uses sticks to repeat the rhythm that his sister beats.	
Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.). Examples: • Milo smiles as his caregiver starts the Raffi record. • During choice time, Bertie listens to concert music with headphones and dances to the music. • After seeing a performance of Cinderella, Mykala likes to pretend to be a princess. • Carlos, Samuel, and Dakta paste beads and feathers on their paper plate shakers following a visit by Native American dancers.	

Kentucky Core Academic Standards: Big Ideas: Structure in the Arts – Primary Skills and Concepts – Music; Humanity in the Arts – Primary Skills and Concepts – Music; Purpose for Creating in the Arts – Primary Skills and Concepts – Music; Processes in the Arts – Primary Skills and Concepts – Music; Motion and Forces (Physical Science)- Primary Skills and Concepts – Sound.
Head Start Child Development and Early Learning Framework: Creative Arts Expression – Music.

Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences. **Benchmark 1.4: Develops skills in and appreciation of drama.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses a variety of actions or sounds to explore drama. Examples: • Leia puts on a fire hat, takes the steering wheel, sits on a block, and makes siren noises. (Approaches to Learning: Initiative and Curiosity) • Emari and Tyler ride tricycles and pull up to the pretend gas pump and fill up their cars. • Eva pretends to be a cat in dramatic play. She crawls on the floor and says "meow." • Carlito rolls his wheelchair to the back of the chair train and calls out, "All aboard."	
Performs simple elements of drama (e.g. audience, actors, stage, etc.). Examples: • Sophie adjusts the pitch of her voice for each of the "Three Little Pigs." • Teddy uses the flannel board pieces to tell the story of "The Very Hungry Caterpillar." • Emmy signs the words of Goldilocks during a puppet play. • In the housekeeping area, Megan directs other children to be the Mom, the Dad, the cat and the dog. (Approaches to Learning: Persistence and Attentiveness)	
Attends and responds to drama performed by other individuals and/or cultures. Examples: • Kyle listens intently as his father reads the story of "Billy Goats Gruff," using voice inflections for each of the characters. (Approaches to Learning: Persistence and Attentiveness) • The younger children in Emily's center watch as the older children act out their own play about "Pepito the Little Horse." • Earl and Jalen clap spontaneously after a Native American dance group performs.	

Kentucky Core Academic Standards: Big Ideas: Structure in the Arts –Drama/Theater; Humanity in the Arts –Drama/Theater; Purpose for Creating in the Arts - Drama/Theater; Processes in the Arts –Drama/Theater . **Head Start Child Development and Early Learning Framework:** Creative Arts Expression – Drama; Music; Approaches to Learning- Initiative and Curiosity.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. **Benchmark 1.1: Uses non-verbal communication for a variety of purposes.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Identifies or chooses object or person by pointing, physically touching or moving toward another. Examples: • When asked what she wants to play with, Betty points to the truck. (Approaches to Learning: Initiative and Curiosity) • While playing "Farmer in the Dell" Simone chooses Elly to be the "farmer's wife" by taking her hand. • When asked what he wants for snack, Darius chooses graham crackers from his choice board.	
Uses gestures and/or movements to initiate interactions or to get needs met. Examples: • Kyle touches another child on the arm, takes his hand, and then walks over to the dramatic play center. (Approaches to Learning: Initiative and Curiosity) • Victor consistently waves his hands to indicate he wants more food. • Kelsey uses sign language to indicate who she wants to sit by at circle time.	
Uses symbols or pictures as representation for oral language. Examples: • Yumi drew a picture with several stick figures. When she showed it to her friend, she said that this is all the people in her family. (Approaches to Learning: Persistence and Attentiveness) • Samantha gets her PECS (Picture Exchange Communication System) board and shows the picture of outdoors to the teacher. • Noah drew a picture of a stop sign and taped it on the door of his room.	

Kentucky Core Academic Standards – (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas .
Head Start Child Development and Early Learning Framework: Language Development – Expressive Language; Creative Arts Expression - Drama; Approaches to Learning- Initiative and Curiosity.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. **Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Initiates communication to have needs met. Examples: • Craig signs, "I want a drink of water" when he comes in from the playground. • Millie asks, "When is lunch?" • Chance asks William for the puzzle piece he cannot reach.	
Responds meaningfully in conversations and discussions with peers and adults. Examples: • When asked "How old are you?" Mike replies, "I am four and I have a loose tooth." • When asked, "What do you want to do today?" Josiah tells his Dad that he wants to build a castle in the sandbox. (Approaches to Learning: Persistence and Attentiveness) • When her therapists signs, "Do you want to play with the dolls?" Kate shakes her head no and points to the paintbrush on her communication board.	
Asks many why, when, and where questions. Examples: • On Saturday morning, Marion asks Mom, "When is school?" • As the teacher is reading, Keshon interrupts the story to ask, "Why do Jack and Jill fall down?" • When her mother picks her up at the child care center, Laura asks, "Where is Daddy?"	
Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs. Examples: • Marty says, "I want my mommy" when his Grandma asks why he is crying. • When Daddy puts broccoli on his plate, Peter signs, "I don't like that" and pushes his plate away. (Approaches to Learning: Persistence and Attentiveness) • Singe says, "I was mad when Elly took my blocks. I told her to give them back." • Caroli points to the picture of the smiling baby and says, "She looks happy."	

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. **Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes. Examples: • Miss Pam reminds everyone about the rules when the class goes to the library, and Alex whispers, "I'm going to talk real quiet." • Corey raises his voice higher as he pretends to be the Mother Bear. • Cecilia slows down her speech when her teacher tells her that she cannot understand Spanish when she talks so quickly. • Garcia emphatically signs "No" when his Mom tells him it is time to go home.	

Kentucky Core Academic Standards – (Strand) Language (Cluster) Vocabulary Acquisition and Use; (Strand) Speaking and Listening (Cluster) Comprehension and Collaboration. **Head Start Child Development and Early Learning Framework:** Language Development – Expressive Language, Receptive Language. **NCTM Standards for School Mathematics;** Problem Solving.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.
Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Speaks clearly enough to be understood by most listeners. Examples: • When the waitress asks Jada what she wants to eat, she says, "Burger and potatoes." Mom confirms that this is hamburger and French fries. • Jonathon says, "Ice cream" as he and his dad pass by the freezer section in the grocery store. Another shopper smiles and says that she likes ice cream too.	
Uses simple sentences to express self, but may not always use correct grammar. Examples: • Tomas says, "Me want to play." (Approaches to Learning: Initiative and Curiosity) • Luis told his Mom that he had "runned" outside today. • Olivia signs "cookie" after listening to the story, *If You Give a Mouse a Cookie*.	
Uses more complex sentences, but grammar is still sometimes incorrect. Examples: • Kendra says, "I want to play with the blocks with Sicily." (Approaches to Learning: Persistence and Attentiveness) • Marcus signs, "I played in the sandbox with Billy." • Devon says, "I gave the mouses a cookie today."	
Uses complex sentences with correct grammar. Examples: • George says, "I want to play with my friends in housekeeping. We can make a cake." (Approaches to Learning: Persistence and Attentiveness) • Kristin says, "I ran to the sandbox with Billy and we filled all the buckets." • Jake says "When I am four, I will go to Disneyland."	
Develops increasingly abstract use of language. Examples: • Nakyra imitates the language she hears by others in the dramatic play center. • After reading Clifford, Cooper says, "My dog is the most giantest of all." • Max likes to tell jokes and giggles doing so, even though he doesn't understand the word play within the jokes. (Approaches to Learning: Persistence and Attentiveness)	

Kentucky Core Academic Standards: (Strand) Language (Cluster) Conventions of Standard English; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas. **Head Start Child Development and Early Learning Framework:** Language Development – Expressive Language.

English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.
Benchmark 2.1: Engages in active listening in a variety of situations.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Attends to adult or peer who is speaking/signing. Examples: • Mykyla listens to her grandma talking about cookies, smiles, and says, "I want cookies!" • At story time, Max watches as his teacher signs "Mama, Do You Love Me?" • Liam looks at his caregiver when he talks about the day's activities. (Approaches to Learning: Initiative and Curiosity) • William focuses on the classmate who is telling a story during share time.	
Follows simple directions. Examples: • When his Mama requests "Get your coat and wait at the door," Carlos does so. • When the teacher states, "Throw away your cup and your napkin and come to the rug," Olivia complies. (Approaches to Learning: Persistence and Attentiveness) • When Mr. James asks Mary and Albert to get out the box of markers, put it on the table, and come over for circle time, they both follow his directions.	
Gains information through listening experiences. Examples: • Sarah tells her sister, "There are Three Bears in *Goldilocks.*" • Kelly tells her mommy, "Tomorrow a nurse is coming." • DaShon tells his granny, "Tomorrow some fire fighters are coming to our class. They will wear hats and coats and boots." • Emile signs, "First we put the seed in the cup, then we water it and put it in the sun. Then the flower will grow." (Approaches to Learning: Persistence and Attentiveness)	
Uses listening to interpret and apply meaning. Examples: • After the nurse visits her class, Becky tells a doll, "Wash your hands before you eat. Germs make you sick." • Crystal explains in sign to Jason why firefighters wear boots when fighting fires. • After the firefighter's visit to the classroom, Eddie says, "I need to wear a fire hat to keep safe from the fire."	

Kentucky Core Academic Standards – (Strand) Speaking and Listening (Cluster) Comprehension and Collaboration, and (Cluster) Presentation of Knowledge and Ideas. **Head Start Child Development and Early Learning Framework:** Language Development.- Receptive Language; Expressive Language
NCTM Standards for School Mathematics: Problem Solving.

PR/Award # S419B150018
Page e373

English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes. **Benchmark 2.2: Observes to gain information and understanding.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses many senses to explore and interpret the environment. Examples: • David, who is hearing impaired, watches the other children clap at the end of a play and then claps too. • Ahmand, who is visually impaired, feels the rag doll and says it is soft. (Approaches to Learning: Initiative and Curiosity) • When Simone hears her little sister cry, she tells Mommy that she wants her bottle.	
Makes comparisons through every day experiences and play. Examples: • Angel looks at the milk as the teacher pours and says, "I got more than Milly." • Luana says, "My chain is not big. I will get more paper." • Eric points to himself and signs "blue eyes" and points to his sister and signs "brown eyes".	
Makes predictions concerning everyday experiences and play. Examples: • Marta stops playing and begins to pick up the blocks when her teacher blinks the lights. • Kiyonna says, "Push on your play dough. Then it is flat." • Myana signs "popcorn" and "snack time" when she smells it being popped in the kitchen.	
Draws conclusions from everyday experiences and play. Examples: • Miss Agnes asks what happens when you push on the play dough and Kati answers, "It gets flat." • Mitch sees the rain outside the window and says, "No outdoor play today." • Karen says, "next is nap" as she sits down to eat lunch.	

Kentucky Core Academic Standards : ENGLISH LANGUAGE ARTS (Strand) Reading (Cluster) Integration of Knowledge and Ideas; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas; MATH (Domain) Geometry (Cluster) Analyze, compare, create, and compose shapes; (Domain) Measurement & Data (Cluster) Describe and compare measurable attributes. **Head Start Child Development and Early Learning Framework:** Language Development – Receptive Language, Expressive Language; **NCTM Standards for School Mathematics:** Problem Solving; Representation.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Participates actively in story time. Examples: • While listening to "The Very Hungry Caterpillar" Jason asks, "Do caterpillars have teeth?" • Christy signs, "...caps, caps for sale, fifty cents a cap..." as the teacher reads the story. • Michael acts out "Goldilocks and the Three Bears" with others in the class. • Drew draws pictures of three little pigs and a big bad wolf after hearing the story. (Approaches to Learning: Persistence and Attentiveness)	
Chooses reading activities. Examples: • During free time, Ingrid chooses to join a small group that is listening to a story. • Mark wants to play "library" with his sister and asks Mom if he can line his books up on the couch. • Jacques chooses a Braille copy of the book "Ferdinand" to explore while he rests. (Approaches to Learning: Persistence and Attentiveness)	
Responds to reading activities with interest and enjoyment. Examples: • Adam claps and smiles when his teacher chooses his favorite book to read. • Cassidy shows her grandmother her favorite page in her storybook and they both laugh at the rabbit jumping high in the air. (Approaches to Learning: Persistence and Attentiveness) • When Daddy took Carrie to the library she asked to bring home several books to read.	

Kentucky Core Academic Standards – (Strand) Reading (Cluster) Key Ideas and Details (Literature and Informational), (Cluster) Craft and Structure (Literature and Informational), (Cluster) Range and Level of Text Complexity (Literature and Informational). **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Book Appreciation.

PR/Award # S419B150018
Page e375

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Handles books correctly, showing increasing skills in print directionality. Examples: • Erin looks at pages of a known storybook, turning the pages one at a time and going from front to back. • Ashlyn "reads" a book, following the print from left to right, and top to bottom. • Damon picks a book that is upside down and turns it over correctly to look at the pictures and "reads" the story. (Approaches to Learning: Initiative and Curiosity)	
Understands that print has meaning. Examples: • Billy's teacher has labeled all materials and equipment in the classroom. While standing in front of the gerbil cage, Billy point to label and says, "That means gerbil." (Approaches to Learning: Initiative and Curiosity) • Barb points to the words (not the pictures) as she "reads" the story using some incorrect words. • Yolanda points to another child's name card and says, "Alex." • Nicky recognizes and "reads" environmental print (McDonalds, Kroger, K-Mart, etc.). • Marco takes the Braille book to his teacher and asks what a word means.	

Kentucky Core Academic Standards – (Strand) Foundational Skills (Cluster) Print Concepts, (Cluster) Fluency; (Strand) Reading (Cluster) Craft and Structure (Literature and Informational), (Cluster) Integration of Knowledge and Ideas (Informational).
Head Start Child Development and Early Learning Framework: Literacy Knowledge & Skills – Print Concepts & Conventions.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.3: Demonstrates knowledge of the alphabet.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Recognizes some letters of the alphabet. Examples: • Erin recognizes some letters in her name. As she is walking down the hall, she points to EXIT sign and says, "That's like my name!" • Rudy recognizes some letters in environmental print ("d" in door, "s" in stop). (Approaches to Learning: Initiative and Curiosity) • When looking at the magnetic letters, Alex picks up the "A" and says, "That's in my name."	
Recognizes some letters and words in print. Examples: • As his Mommy is looking at the book with him, Calvin points to the letter "C" and signs "C". • Lesha is able to read "The End," "Goldilocks" and other frequently seen words. • Jon picks out his name on the computer icon screen and says "That's my name." (Approaches to Learning: Initiative and Curiosity)	
Identifies some known letters of the alphabet in familiar and unfamiliar words. Examples: • When looking at a book, Becky points to the "B" says, "That "B" is in my name." • When holding a "J" magnet letter, Suzy says, "That letter is in John's name." • Allie feels the Braille letters on her name card and says, That's me...A-l-l-i-e." (Approaches to Learning: Initiative and Curiosity)	

Kentucky Core Academic Standards: (Strand) Foundational Skills (Cluster) Print Concepts, (Cluster) Phonics and Word Recognition, (Cluster) Fluency.
Head Start Child Development and Early Learning Framework: Literacy Knowledge & Skills – Alphabet Knowledge.

PR/Award # S419B150018
Page e377

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Recognizes rhyming words. Examples: • While reading Dr. Seuss' *Hop on Pop*, Miss Janet asks, "What rhymes with "pop?" and Aaron responds, "top." (Approaches to Learning: Persistence and Attentiveness) • Jerry plays a game with his name: "Jerry, berry, Mary." • Casey repeats "hill, Jill, hill, Jill", after the teacher reads "Jack and Jill went up the hill."	
Recognizes sounds that match. Examples: • Megan says, "Baby and bat start the same." • During morning circle, David says, "David and Danielle start with d." • Dawn says "dog and hog sound the same".	
Produces a rhyming word. Examples: • T.C. provides a rhyming word at the end of poem line he has not yet heard. "I have a cat whose name is Matt, he has a ball he likes to bat. The other day he wore a _ _ _ (hat)." • While singing a song with rhyming words, such as "The Ants Go Marching One by One," a child makes up other rhyming words: "The ants had fun. The ants got none."	
Discriminates separate syllables in words. Examples: • During circle, Imani claps syllables in classmates' names. • The teacher has demonstrated throughout the year, dividing words by syllable, such as "De-cem-ber," Sam can correctly count the number of syllables in the names of other months.	

PR/Award # S419B150018
Page e378

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Makes some letter-sound connections. Examples: • Gavin sees the letter "D" on a block, points to the "D" and says, "This is for Daddy." • Maisie says, "Michael, 'M' starts your name, too." • Tatianna says, "My name starts with a T sound".	
Identifies some beginning sounds. Examples: • Ashlyn says, "Butterfly starts with /b/. • When the teacher shows the letter "s" Samantha says, "My name starts with /s/. • Caitlyn says, "My name is like cat, both words start with a c."	

Kentucky Core Academic Standards: (Strand) Foundational Skills (Cluster) Phonological Awareness, (Cluster) Phonics and Word Recognition, (Cluster) Fluency. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Phonological Awareness.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. **Benchmark 3.5: Draws meaning from pictures, print, and text.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Names features of a picture. Examples: • Alana looks at a poster and says, "That's a dog. He's brown." (Approaches to Learning: Initiative and Curiosity) • Bryan says, "I drew a picture of my house. It has two windows and a door."	
Uses illustrations to tell major events of a story. Examples: • Nina points to characters in a book stories as she tells (recalls) what they did in the story. • Juan likes to put the picture story cards in the right order so that it tells a story. • After the teacher reads the first part of *A People House*, Johann finishes the story by "reading" the pictures. (Approaches to Learning: Persistence and Attentiveness) • Micah looks at the picture on the following page and guesses what will happen next in the story.	
Understands that text has a specific meaning. Examples: • Raymond looks at the label above the door and says, "That word is door." • Beth plays with alphabet blocks or magnetic letters to make 'words'. • Luke runs his finger under lines of print, imitating 'reading'. • When looking at "Brown Bear, Brown Bear," Carter points to the text with his finger and says, "Purple cat, purple cat, what do you see?" (Approaches to Learning: Persistence and Attentiveness) • While Dad reads *The Polar Express*, Amy asks, "Where is the train going?"	

Kentucky Core Academic Standards: (Strand) Reading (Cluster) Key Ideas and Details (Literature and Informational); (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills -- Print Concepts & Conventions.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.6: Tells and retells a story.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Imitates act of reading in play. Examples: • Chris pretends to read a book to a doll in the housekeeping area. (Approaches to Learning: Initiative and Curiosity) • Yolanda pretends to read the "Daily Message" that was written by the teacher earlier in the day. • Reese "reads" the classroom rules to his friend Claire.	
Acts out main events of a familiar story. Examples: • Tom is wearing overalls and says, "I'm Corduroy." • Andy puts pegs in a pegboard to build a birthday cake for Frances. • LaChelle says, "I'm Goldilocks, you're the mama bear, you're the papa bear, and you're the baby." • Mira and Joey act out "Five Little Monkeys" using puppets. (Approaches to Learning: Persistence and Attentiveness)	
Uses pictures and illustrations to tell and retell a story. Examples: • Sevin uses flannel board characters to tell the story of "The Three Questions." (Approaches to Learning: Persistence and Attentiveness) • Logan draws pictures of the big bad wolf blowing down the straw house. • Clarence tells a story to his friend Amanda using pictures from a trip to the zoo.	
Uses prior experience to help make sense of stories. Examples: • When the teacher read "Arthur's Tooth" Meisha said, "I lost my tooth." • After hearing *The Snowy Day*, Leandra said, "My brother and me made snow angels." • Jim tells about his train trip after reading *Freight Train*. (Logic and Reasoning: Reasoning and Problem-Solving)	

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. **Benchmark 3.6: Tells and retells a story. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Retells a story including many details and draws connections between story events. Examples: • After hearing the story of "Pepe the Bull" Phillip tells the story to the stuffed animals in the quiet area. (Approaches to Learning: Persistence and Attentiveness) • The caregiver told the story of the three little pigs during large circle time, then asked Molly, "Why did the house fall down?" Molly goes to the block area, builds a house, knocks it down and she plays, "The Three Little Pigs." • The class re-enacted the story of *Stone Soup* in dramatic play. On the playground, Ben found the perfect rock.	

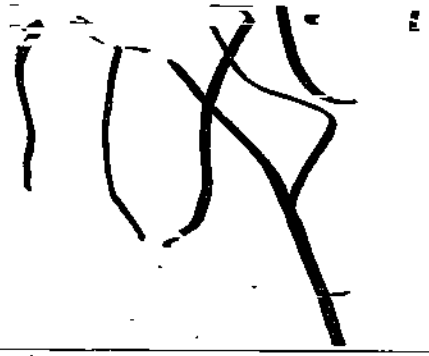
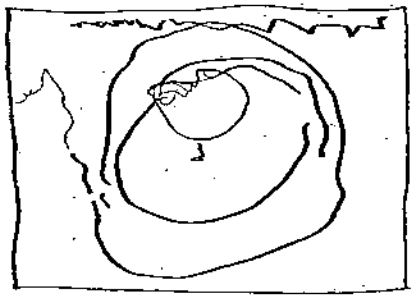
Kentucky Core Academic Standards: (Strand) Reading (Cluster) Key Ideas and Details (Literature and Informational), (Cluster) Integration of Knowledge and Ideas (Literature and Informational). **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Book Appreciation.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.
Benchmark 4.1: Understands that the purpose of writing is communication.

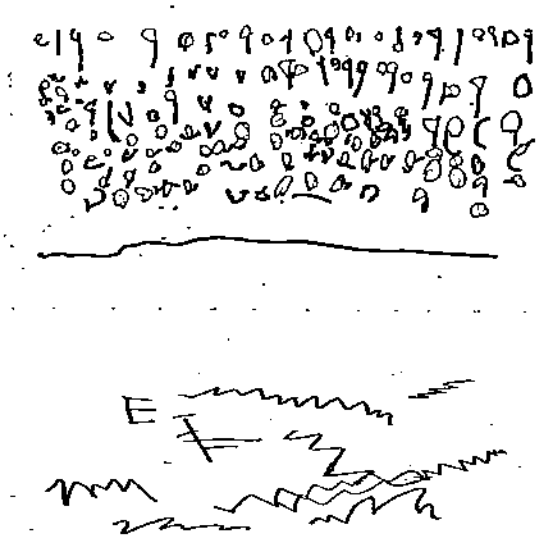
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Understands that an oral message can be represented by written language. Examples: • In the housekeeping center, Sam "writes" down Billy's lunch order (using scribbles and symbols). • Luisa "rereads" the book she has written (using different words than previously used). • Tyler writes a sign naming his block structure. (Approaches to Learning: Initiative and Curiosity)	
Understands there is a way to write that conveys meaning. Examples: • Tonya asks her teacher, "Will you write, 'This is my house?'" • His teacher offers to write a message on a drawing. Kiley says, "Write, 'I love my dog.'" (Approaches to Learning: Persistence and Attentiveness) • Joshua asks his teacher to write a note to his mom. When she asks what is should say, Joshua says, "Tell her I have been good at school today."	
Understands that once an oral message is written it reads the same way every time. Examples: • Zaylen recognizes the message written by his teacher on one of his drawings and "reads" it to Justin. • During Calendar Time the teacher writes "Tuesday" on the chart, later in the day Millie says, "That says, 'Tuesday.'" • Tommy reads the sign above the door to his friend Emma. "That says 'exit.'" (Approaches to Learning: Persistence and Attentiveness)	

Kentucky Core Academic Standards: (Strand) Writing (Cluster) Production and Distribution of Writing; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas; (Strand) Foundational Skills (Cluster) Fluency. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Early Writing.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.
Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Labels pictures or produces simple texts using scribble writing. Examples: • Lynley scribbles and says, "This is me." (Approaches to Learning: Persistence and Attentiveness) • Tracy likes to write her name at the top of the different kinds of paper she uses. 	
Labels pictures or produces simple texts using letter-like forms. Examples: • Andre's writing includes lines and circles. • Sybil draws a circle and says it is a dog. (Approaches to Learning: Persistence and Attentiveness) 	

PR/Award # S419B150018

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. **Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses scribble writing or letter-like forms to represent words or ideas. Examples: • Burton produces small and large shapes that represent writing letters and words. • Elena "reads" or "spells" aloud while writing letter-like marks. (Approaches to Learning: Initiative and Curiosity) 	
Writes recognizable letters. Examples: • Yo Lee writes strings of random letters such as: z, E, t, o. • Liz writes some letters from her name. • Valerie labels her block building with a sign that says, "zoo."	

Writes familiar words. Examples: • Amy writes her name from her name card on the table (letters may or may not be in correct sequence or position). • Karem writes name or words that are meaningful to him: I love you, Mom, Dad, dog, etc. (Approaches to Learning: Persistence and Attentiveness)	

Kentucky Core Academic Standards: (Strand) Writing (Cluster) Text Types and Purposes; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas; (Strand) Foundational Skills (Cluster) Fluency. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Early Writing.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. **Benchmark 4.3: Explores the physical aspect of writing.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses tools for writing and drawing. Examples: • Kim uses a stick to draw a picture in the sand. (Approaches to Learning: Initiative and Curiosity) • Tyler uses markers to draw. • Dora uses a pencil to make marks on paper.	
Experiments with grasp when using a variety of writing tools. Examples: • Carlito picks up a pencil with a fist grasp. • Hans uses a pencil with a finger-grasp. • Crystal grasps a paintbrush at the easel. (Approaches to Learning: Initiative and Curiosity)	
Adjusts body position when writing. Examples: • After painting a picture at the table, Caleb moves to a comfortable position to write his name. • Jose moves from trying to write while lying on the floor to a table. • Andrea places the pencil in her right hand to write her name.	
Adjusts paper position when writing. Examples: • Alexander moves the paper to a comfortable position. • Miquel holds paper with non-writing hand. • Jennifer asks for a book to put her paper on while writing a letter to her mom in the reading center.	
Shows some evidence of directionality (top to bottom, left to right). Examples: • Jimmy copies the letters of his name. • Randall writes the first two letters of his name left to right, then writes the third letter in the bottom left-hand corner of the page.	

• Dareen progresses to writing left to right with letters in correct order. (Approaches to Learning: Persistence and Attentiveness) • Julie places stickers from left to right on her paper.	

Kentucky Core Academic Standards: (Strand) Writing (Cluster) Production and Distribution of Writing; (Strand) Foundational Skills (Cluster) Print Concepts; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas.

Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments. **Benchmark 1.1: Demonstrates independent behavior.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Follows routines independently. Examples: • Meija throws away her cup and napkin after snack. • Tad wheels his wheelchair to the art center during self-selection time to use the easel. (Approaches to Learning: Initiative and Curiosity) • Without a reminder, Scott turns off the tape recorder after listening to a story.	
Takes care of personal health/safety needs with adult support as needed. Examples: • Melvin goes to the water fountain when thirsty. • Nina goes to the bathroom without prompting. • Carlos covers his mouth when he coughs and then washes his hands after the teacher reminds him. • In the dramatic play center, DaShon explains to Sarah, "We don't go with strangers." (Approaches to Learning: Persistence and Attentiveness)	
Identifies healthy food choices. Examples: • Myra dishes peas onto her own plate and tells her Mom, "This helps you grow." • Kianna cuts pictures of healthy foods out of a magazine. • After lunch, the teacher uses the food pyramid to identify what categories of food the class had for lunch. Aiden can tell her that green beans are in the vegetable group.	
Describes self, using several basic characteristics (e.g., first and last name, gender, age, family, talents, skills, etc.). Examples: • In the housekeeping area, Shirley tells Abe, "I can be the Mommy. I'm a girl." • Regina says, "I'm four years old, and I can run really fast! And I'm a good drawer, too!" (Approaches to Learning: Persistence and Attentiveness) • "My name is Dajun Cho. I live with my mommy."	

Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments. **Benchmark 1.1: Demonstrates independent behavior. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses materials in a self-directed manner. Examples: • Tamika chooses one book to read from among several choices. • Mustafa uses paper, tape, and glue to create a dinosaur book during choice time. (Approaches to Learning: Persistence and Attentiveness) • Abby puts the caps back on the markers after she is finished drawing.	

Kentucky Core Academic Standards: Big Ideas: Personal Wellness (Health Education) – Primary Skills and Concepts – Personal and Physical Health; Personal Wellness (Health Education) – Primary Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention; Nutrition (Health Education); Safety (Health Education); Lifetime Physical Wellness (Physical Education). **Head Start Child Development and Early Learning Framework:** Approaches to Learning – Initiative & Curiosity, Persistence & Attentiveness/Physical Development & Health– Physical Health Status; Health Knowledge & Practice.

Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments.
Benchmark 1.2: Shows social cooperation.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Plays alongside rather than with other children. Examples: • Kevin plays with blocks in the block area while Steven plays with trucks in the same area. (Approaches to Learning: Persistence and Attentiveness) • In the housekeeping area, Matt irons clothes and Kira cooks dinner and feeds the baby. Each child completes this play individually without communication with each other.	
Plays in groups or pairs based on similar interest. Examples: • As Troy watches a game of soccer, he hesitantly runs up and kicks the ball. • Margaret offers a car to Luis when he sits down beside her. • Mitchell asks Paul to play Candy Land. (Approaches to Learning: Persistence and Attentiveness) • Jimmy, Melanie, and Tanisha like to run and play chase together regularly during outside time.	
Makes and maintains a friendship with at least one other child. Examples: • Myra sits by Sue when she comes in the classroom and gives her a hug. • Kimmi refers to Luke as "my friend." • Miriam and Tasha regularly choose each other as partners. • Kyle and Barry are inseparable at the park. (Approaches to Learning: Persistence and Attentiveness)	
Participates in everyday classroom activities, may need adult direction. Examples: • Kristin listens to peers during group sharing. (Approaches to Learning: Initiative and Curiosity) • The teacher asks Luis if he wants to go outside or continue playing at the water table. Luis quietly puts down toys and goes outside. • When the teacher tells Josh that he is the leader today. He says, "It is my turn?" • At circle time, Brittany says, "Jinna is not here." Mark asks if she is sick. Crystal sings with the teacher during clean-up.	

PR/Award # S419B150018
Page e391

Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments.
Benchmark 1.2: Shows social cooperation. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Works in small group situations with teacher support. Examples: • Marty marches around the room with the other children as the music plays. • Crystal plays "Duck, Duck, Goose" during group time. (Approaches to Learning: Persistence and Attentiveness) • Maurice, Tran, and Bryan create and play music for their teacher, Ms. Anne. • Jenny and DaShon build a castle while Ms. Debbie helps find more blocks.	
Manages transitions. Examples: • Callie says good-bye to her Dad at the door then runs over to join some children playing with blocks. • Eric begins to pick up toys when his caregiver starts to sing the clean-up song. • Matt uses the routine of a wave at the window to his Mom when she leaves for work. • Mario moves from free playtime to small group time with ease and confidence. (Approaches to Learning: Initiative and Curiosity)	
Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence. Examples: • Celia says that Mommy will be mad if she goes in the street. When asked why, she states, "She does not want me to." • The preschool program recognizes perfect monthly attendance by handing out a certificate and a prize, but when given the award, Mark cannot state why he is receiving it.	
Accepts the consequences of one's own actions. Examples: • Johnny knocks sand off the table and cleans it up. (Logic and Reasoning: Reasoning and Problem Solving) • When scattered puzzle pieces are found on the floor, Trina says, "I did it." • Michael smiles when his Daddy praises his painting.	

PR/Award # S419B150018
Page e392

Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments. **Benchmark 1.2: Shows social cooperation. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Can identify feelings, likes and dislikes, but may not be able to explain why. Examples: • Cierra says, "I love ice cream." • Janie tells her Mommy that she feels sad at child care. When asked what is wrong, Janie says, "I don't know." • Lulu says she likes to play with the trucks, but not the blocks.	
Communicates emotions to peers in an appropriate manner. Examples: • Katrina says, "No!" when Mike tries to take a toy away. • Amy pats Mikey when he is crying. • Jacques tells Tran, "I don't like it when you push me!" (Approaches to Learning: Persistence and Attentiveness) • Jalen hugs Matthew when it's time to go home.	

Kentucky Core Academic Standards: Big Ideas: Personal Wellness (Health Education) – Primary Skills and Concepts – Social, Mental and Emotional Health; Safety and Ethical /Social Issues – Primary Skills and Concepts – Social Issues; Government and Civics; Lifetime Physical Wellness (Physical Education); Employability Skills; Consumer Decisions. **Head Start Child Development and Early Learning Framework:** Social & Emotional Development– Self Concept & Efficacy, Self-Regulation, Social Relationships.

Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments. **Benchmark 1.3: Applies social problem solving skills.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses simple strategies to appropriately solve problems by self and within a group. Examples: • Germaine gets the teacher when her juice is knocked over. • Marta asks the teacher for help when Sheri paints on her picture. • Larry wants the car Tre' is playing with, he asks him to trade cars. • When Lee cannot get her scissors to cut paper, she goes to the cubby and gets another pair.	
Uses multiple strategies to solve problems. Examples: • Craig tries to tie his shoe by himself. After no success, he asks his friend Molly to help. He then asks Ms. Stephanie. • Adam's block tower keeps falling over. He tries taking some of the blocks off. When it falls again, he props it against the shelf. • Maya tries to get other children to join her in the housekeeping area. She asks Sarah if she wants to play. When she gets no response she says, "You can be the Mommy."	
Provides simple but acceptable reasons for ideas in solving problems. Examples: • Sylvia says, "We need more crayons. There's not enough." • At lunchtime, Emily says, "I didn't get a straw because the box is empty. We need another box."	
Asks for help from other sources when solving social and/or cognitive problems. Examples: • Kara is having a difficult time putting on pants. She asks Mommy to help. • Brady tries to put together the puzzle and after a couple of minutes, asks Grandma for help. • Myla asks for help when Haley takes the fire truck from her. The girls agree to share the fire truck after a discussion with Mr. Scott about cooperation.	

Kentucky Core Academic Standards: Big Ideas: Cultures and Societies. **Head Start Child Development and Early Learning Framework:** Approaches to Learning – Cooperation. **NCTM Standards for School Mathematics:** Problem Solving.

Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments.
Benchmark 1.4: Shows a sense of purpose (future-hopefulness)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Accepts setbacks without giving up. Examples: • Willy works several minutes on a puzzle. When he cannot get the last piece to fit, he asks the teacher to help him. Then he puts it in himself. • Dominique persists in building a bridge after it has fallen down several times. (Approaches to Learning: Persistence and Attentiveness) • Kelly tries to walk a little further each time she walks on the balance beam.	
Attends to task. Examples: • Mary gets the snap beads from the shelf. She works until she makes a necklace. • Sharla works on a difficult puzzle. • Juan starts and completes several levels of play on the computer counting activity. (Approaches to Learning: Persistence and Attentiveness)	
Sets short term goals. Examples: • After the cooking project, Larry suggests feeding the carrot scraps to the class rabbit. • Cory makes a plan to work in the dramatic play area. • During lunch Phillipe says, "I will see grandma after school. I want to make cookies at her house."	
Projects self into the future. Examples: • After making a paper necklace, Felicia says, "I can wear this at Grandma's." • Rashik draws a picture of a doctor and says, "I'm going to help people in a hospital when I grow up." • "I can play basketball when I get big," says Amanda.	

Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments. **Benchmark 1.4: Shows a sense of purpose (future-hopefulness) (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Demonstrates self-confidence through interactions. Examples: • Dudley shares a favorite book from home. • Tanisha tells her Daddy, "I built it all by myself." • After a few weeks at school, Quentin readily joins in the songs at circle time with smiles and enthusiasm. (Approaches to Learning: Persistence and Attentiveness)	

Kentucky Core Academic Standards: Big Ideas: Employability Skills. **Head Start Child Development and Early Learning Framework:** Social & Emotional Development–Self Concept & Efficacy, Self-Regulation, Social Relationships; Approaches to Learning – Cooperation.

Math Standard 1: Demonstrates general skills and uses concepts of mathematics.
Benchmark 1.1: Demonstrates an understanding of numbers and counting.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Imitates rote counting using the names of the numbers. Examples: • During a game Benjamin copies an adult who says, "One, two, three!" • As her teacher places crackers on her plate, Emily says, "One, four, six." (Approaches to Learning: Persistence and Attentiveness)	
Counts in sequence to 5 and beyond. Examples: • Yandi counts correctly, "One, two, three, four, five..." • Andre counts as he climbs the stairs, "One, two, three, four, five, six, seven, eight..." (Approaches to Learning: Persistence and Attentiveness) • Olivia signs the number of blocks she stacked during small group time.	
Arranges sets of objects in one-to-one correspondence. Examples: • Cami sets table so that each person gets one napkin and one plate. • Evan puts one paper in each child's cubby. • Adam gives each friend one cookie.	
Understands that a single object is always "one" regardless of size, shape, and/or other attributes. Examples: • Reagan says, "There is one big rock and one little rock." • Steven always identifies a single puzzle piece as "one." • When her therapists asks, "Show me one block." Kendra picks up, points, nods, or touches a single block.	
Counts concrete objects to 5 and beyond. Examples: • Mykala counts 5 blocks in the block center. • Elian says the next number (7) when Caleb counts beads, "One, two, three, four, five, six..." (Approaches to Learning: Persistence and Attentiveness) • Stanesha counted the puzzle pieces. There were 9.	

Math Standard 1: Demonstrates general skills and uses concepts of mathematics.
Benchmark 1.1: Demonstrates an understanding of numbers and counting. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Uses math language to express quantity in everyday experiences. Examples: • Myra tells her friend, "Look, there are two cookies left." • Adrian recognizes that there are four blocks on the rug without counting them. • While playing outside, Saveem and Crystal count the number of jumps it takes to move from one area to another.	
Compares concrete quantities to determine which has more. Examples: • In the block center Liam looks over at art center and says, "There are more kids over there." • During snack, Tamika says, "She has more cereal." • Jay said, "I used more blocks than you. My building is taller."	
Recognizes that a set of objects remains the same amount if physically rearranged. Examples: • April counts three blocks in a vertical line and three blocks in a horizontal line and recognizes that each row contains three blocks. • There are five raisins close together in one line and five raisins spread apart in another. Kelly tells his Dad that here is the same number of raisins in each line.	
Realizes that the last number counted is the total amount of objects. Examples: • Samatha says, "One, two three; three children on the swings." • At snack time Mykala says, "There are five straws." • Emily counted her fingers and said, "I have 5 fingers on each hand."	
Recognizes some numerals and associates number concepts with print materials in a meaningful way. Examples: • Nicki sees a five on the calendar and says, "That's a 5." • Cory counts the number of dogs on the page of a picture book.	
Names and writes some numerals: Examples: • Lu writes a four while working in the writing center. • Royce says, "That 4 was on my birthday cake."	

Kentucky Core Academic Standards: (Domain) Counting and Cardinality (Cluster) Know number names and the count sequence, (Cluster) Compare numbers, (Cluster) Count to tell the number of objects; (Domain) Measurement & Data (Cluster) Describe and compare measurable attributes, (Cluster) Classify objects and count the number of objects in each category. **Head Start Child Development and Early Learning Framework:** Mathematics Knowledge & Skills – Number Concepts & Quantities. **NCTM Standards for School Mathematics:** Number and Operations; Communication; Connections; Representation

Math Standard 1: Demonstrates general skills and uses concepts of mathematics. **Benchmark 1.2: Recognizes and describes shapes and spatial relationships.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Recognizes some basic shapes. • The teacher says, "Show me a circle," and Kenniah points to a circle on the table. • Ms. Jamie says, "Put the square block in the right hole, and Sammy puts the square block in the correct hole. • Alisha looks at a picture with many overlapping shapes and finds the individual shapes of circles, triangles and squares.	
Creates and duplicates shapes. • Shelby builds a "city" using the construction blocks. (Approaches to Learning: Persistence and Attentiveness) • Ellie looks at a rectangle and puts two square blocks together to make a rectangle.	
Completes simple puzzles. • Cary chooses the puzzles with knobs that have one shape for each knob. • Elise can complete the 5 piece puzzle with circle, square, oval, rectangle, and triangle shapes. • Taylor and Maria take turns putting together 10 and 12 piece interlocking puzzles.	
Identifies shapes. • Shayla says, "The door is a rectangle." • Amanda points at the library window and says, "That's a square." • Julie draws a heart on her paper and says, "I like hearts". (Approaches to Learning: Persistence and Attentiveness)	
Recognizes parts of a whole. • Juan says, "This is part of an apple." • Curt says, "This piece belongs to the cat puzzle. • Shawna told her teacher she needed the top to the paint container.	

Math Standard 1: Demonstrates general skills and uses concepts of mathematics. **Benchmark 1.2: Recognizes and describes shapes and spatial relationships. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Recognizes the position of objects. • Louis finds the markers when told they are on the shelf next to the pink paper. • The teacher says, "Show me the one on the bottom," and Damon points to the correct object. (Approaches to Learning: Persistence and Attentiveness) • When asked, Kayla goes and gets the book that's on the table.	
Uses words that indicate directionality, order and position of objects. • Hector puts his hands on his head in response to a movement song. • Caleb says, "The ball is under the table." • Tran says, "I put the green car first and the blue car last."	

Kentucky Core Academic Standards: (Domain) Geometry (Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres), (Cluster) Analyze, compare, create and compose shapes; (Domain) Measurement and Data (Cluster) Describe and compare measurable attributes, (Cluster) Classify objects and count the number of objects in each category. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Early Writing; Mathematics Knowledge & Skills - Geometry & Spatial Sense; Logic and Reasoning - Reasoning and Problem Solving. **NCTM Standards for School Mathematics:** Geometry; Communication; Representation

Math Standard 1: Demonstrates general skills and uses concepts of mathematics. **Benchmark 1.3: Uses the attributes of objects for comparison and patterning.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Matches objects. • Edie matches a red bead to a picture of a red bead. • RaShonda fits the circle and the triangle into the form board. • Natalie put the shapes in the shape sorter.	
Sorts objects by one or more attributes. • Tamara places all the green objects in a bucket. • Skylar places all the red stars in a box and all the blue ovals in another box. • Myra places pennies in one cup and nickels in another cup.	
Describes objects by one or more attributes. • "That is a square," states Mitchell. • Marco says, "That's a big blue triangle." (Approaches to Learning: Persistence and Attentiveness) • When Ryan sees mixed coins he points and says, "These are pennies."	
Recognizes, duplicates, and extends simple patterns. • When walking down the hallway, Desiree says, "It's red, blue, red, blue, red, blue on the floor." (Approaches to Learning: Persistence and Attentiveness) • Ashley makes a bracelet using beads as seen in a picture. • When creating a zoo in the block center, Chance and Joshua made a pattern of blocks around the outside.	
Creates original patterns. • Using blocks Gregory makes a path of square, square, rectangle. • When cutting and putting together a paper chain, Lindy creates a color pattern and says to her caregiver "This is red, blue, yellow, red, blue, yellow, red, blue, yellow."	

Kentucky Core Academic Standards: (Domain) Geometry (Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres); (Domain) Measurement and Data (Cluster) Describe and compare measurable attributes, (Cluster) Classify objects and count the number of objects in each category. **Head Start Child Development and Early Learning Framework:** Mathematics Knowledge & Skills – Geometry & Spatial Sense, Patterns; Logic and Reasoning- Reasoning and Problem Solving. **NCTM Standards for School Mathematics:** Algebra; Reasoning & Proof; Communication; Representation

Math Standard 1: Demonstrates general skills and uses concepts of mathematics. **Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Compares and orders by size. • Kyle says, "Chris is taller than me." • Kaisar lines up three crayons on the table, from shortest to longest. • Juan says, "This ball is bigger than yours." • Ashanti is able to stack nesting rings by size.	
Uses tools to explore measuring. • Amy pretends to measure the length of her block road with a tape measure. • Philip uses cups, bowls and spoons in the sand table to measure (i.e., how many cups can be poured into the bowl). • Jarred places objects on each side of the balance scale, manipulating objects to alter the balance.	
Explores, compares, and describes length, weight or volume using nonstandard units. • Andre pours water from a small cup to a large cup. • Tamika uses teddy bears to measure the side of a table and says, "This is 9 teddy bears long." • John places objects in each side of the balance scale and says, "This truck weighs five blocks."	
Explores, compares, and describes length, weight, or volume using standard units. • Using a ruler, Nora says that the paper is six inches long. • Christi steps on the bathroom scale and asks her Mommy, "How many pounds am I?" • Louey helps his Mom fill up the measuring cup with water to the six ounce mark when they are making cupcakes.	

Math Standard 1: Demonstrates general skills and uses concepts of mathematics. **Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Shows awareness of simple time concepts. • LaShonda says, "In the morning we get up." • Cory says, "At night it gets dark." (Approaches to Learning: Initiative and Curiosity) • Kimmy says that she is in school for a long time until Mommy gets off from work.	
Categorizes and sequences time intervals and uses language associated with time in everyday situations. • Angelica says, "After lunch we go outside." • Lucia says, "I see 'Dora the Explorer' on Saturday."	

Kentucky Core Academic Standards: (Domain) Measurement and Data (Cluster) Describe and compare measurable attributes; (Domain) Counting and Cardinality (Cluster) Know number names and the count sequence, (Cluster) Count to tell the number of objects; (Domain) Geometry (Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). **Head Start Child Development and Early Learning Framework:** Mathematics Knowledge& Skills- Geometry & Spatial Sense; Measurement & Comparison, Patterns; Logic and Reasoning- Reasoning and Problem Solving. **NCTM Standards for School Mathematics:** Measurement; Communication; Representation

Physical Education Standard 1: Demonstrates basic gross and fine motor development.
Benchmark 1.1: Performs a variety of locomotor skills with control and balance.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Demonstrates body spatial awareness in relationship to stationary objects. • Dimitri moves around classroom furniture without bumping into anything or falling. • Bob crawls through the tunnel and runs to the swings while avoiding bumping into the slide. (Approaches to Learning: Initiative and Curiosity) • Mary catches the bean bag that is tossed by her Mommy and then throws it through the hula hoop.	
Walks with skill. • Corey walks without watching his feet and can walk backwards. • Martha walks heel-to-toe following the crack in the sidewalk.	
Runs with skill. • Luis runs at an even pace. • Cari has mastered running skills and even challenges her Daddy to a race. (Approaches to Learning: Persistence and Attentiveness)	
Climbs, jumps, and/or hops with increased coordination, balance, and control. • Alice climbs to the top of the playground climber using the ladder stairs and placing one foot on each step as she climbs. • Adrian tiptoes on the balance beam and jumps off about halfway along the beam. • Using both feet, Jerry hops like a frog across the circle time rug. • Brian hops several times on his right foot and then several times on his left foot.	
Experiments with galloping and skipping. • Mr. Thomas demonstrates galloping around the playground; Mila and Jason imitate his movements. (Approaches to Learning: Initiative and Curiosity) • LaChelle skips two times but reverts to galloping across the gym floor. • Akoia gallops with smooth movement and relative ease.	
Uses quick stops or changes in direction to avoid contact with moving objects or other people. • Martin runs around a friend going the other direction on the playground. • Sam stops abruptly in line to keep from bumping into Sarah. • Brittany starts, stops, and turns when running to avoid crashing into things. • Kay moves quickly to the left and then to the right while trying to kick the soccer ball. • Jimmy turns corners and avoids obstacles while riding a tricycle.	

Kentucky Core Academic Standards: Big Idea: Psychomotor Skills (Physical Education)
Head Start Child Development and Early Learning Framework: Physical Development & Health– Physical Health Status/ Gross Motor Skills

Physical Education Standard 1: Demonstrates basic gross and fine motor development. **Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Executes movements that require a stable base. • Jose sits in a chair and raises his foot to put on a sock without falling over. • Penelope balances on one foot. • Camilla catches the large ball her Daddy gently throws to her. • Jacob stands still and aims as he throws the dart ball at the Velcro target. (Approaches to Learning: Persistence and Attentiveness)	
Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control. • Marrisa turns to chat with friend over her shoulder while pushing a toy truck back and forth. • Zachary and Todd imitate Ms. Elaine doing twisting and pulling exercises during small group time. • Dean pushes the tricycle Hannah is riding all the way around the circle track. (Approaches to Learning: Persistence and Attentiveness)	

Kentucky Core Academic Standards: Big Idea: Psychomotor Skills (Physical Education)
Head Start Child Development and Early Learning Framework: Physical Development & Health– Gross Motor Skills / Fine Motor Skills; Physical Health Status;

Physical Education Standard 1: Demonstrates basic gross and fine motor development. **Benchmark 1.3: Combines a sequence of several motor skills with control and balance.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Walks up and down stairs with alternating steps. • Donte walks up/down the stairs with alternating feet on the way to the library. • Shirley comes down the stairs using alternating feet. • Adam alternates feet while walking down stairs without holding onto the handrail.	
Explores a variety of movements. • Carlee rides a tricycle while pulling Alex in the wagon behind her. • Barbara jumps over the jump rope as Lisa and Larry hold it at knee height. • Winston runs to catch the tee ball as the batter pops it up in the air. (Approaches to Learning: Persistence and Attentiveness) • Josh gallops around the room as he waves the scarf to create patterns (shapes) in the air. • Makala runs up to kick the playground ball as it is rolled to her.	

Kentucky Core Academic Standards: Big Idea: Psychomotor Skills (Physical Education)
Head Start Child Development and Early Learning Framework: Physical Development & Health– Gross Motor Skills

Physical Education Standard 1: Demonstrates basic gross and fine motor development. **Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Explores and manipulates objects in a variety of ways. • Billy stacks 10 blocks to make a wooden tower. (Approaches to Learning: Persistence and Attentiveness) • Mykala fills cups using spoons and shovels at the sand table. • Taylor builds structures using bristle blocks. • Andy puts his sneakers on both feet correctly.	
Uses tools appropriately. • Margaret hits nails and pegs with a wooden hammer. • Keshon uses a spoon and a fork at lunchtime. • April uses scissors to snip paper and cut out magazine pictures; edges are jagged and not always accurate. (Approaches to Learning: Initiative and Curiosity) • Yolanda draws and colors using crayons, markers, and pencils. • After lunch, Sukie puts toothpaste on her toothbrush and brushes her teeth.	
Exhibits increasing strength and control. • Claire rolls small bits of clay into balls and "snakes," then smashes them flat. • Cecilia uses a rolling pin, cookie cutters and a hammer to make a clay rabbit. • Rudy is able to snap the snaps on a dressing board. • Craig uses a paper punch and stapler to make a book. (Approaches to Learning: Initiative and Curiosity) • Luis pours juice into cups with minimum spilling.	
Performs tasks using more refined and dexterous motions. • Nora puts small wooden beads on a string to make a necklace. • Jill controls the movement of a marker to create some shapes and letters. • Bo buttons and zips his clothes and attempts tying his shoes. (Approaches to Learning: Persistence and Attentiveness) • Nina cuts on or close to a line. • Sarah paints a picture of her family.	

Kentucky Core Academic Standards: Big Idea: Psychomotor Skills (Physical Education)
Head Start Child Development and Early Learning Framework: Physical Development & Health– Fine Motor Skills

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).
Benchmark 1.1: Explores features of environment through manipulation.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Uses all five senses to examine objects with attention to detail. • At the science center, Jessica sniffs the containers to try and guess the identity of objects from the smell. • Louise shakes sound boxes and listens for differences in sounds. (Approaches to Learning: Initiative and Curiosity) • Deidra points to a stripe on a blue fish in the aquarium, and says, "That's not like the orange fish." • Sam reaches in the "feeling" box and signs, "That's a pencil!" • Justin tastes the sugar cube and tells the teacher that it is sweet.	
Describes objects in the environment using properties of objects. • Clint says, "The green caterpillar has a black stripe. It has lots of legs. It's longer than my finger. It tickles." • Melissa draws a picture of the classroom fishbowl and fish. She tells her Mom that the fish is little and blue. • Micah tells Ms. Amber that Casey, the classroom rabbit, is soft.	
Describes objects in terms of similarities or differences. • Lesha says, "This truck has three wheels. All the rest have four." • Jeff says, "This block is red. This block is blue." • Kaleigh says, "The rabbit is soft. The turtle is hard." • Emily says, "I want the phone and the markers - they are my favorite color- pink."	

Kentucky Core Academic Standards: Big Idea: Structure & Transformation of Matter (Physical Science); Motion & Forces (Physical Science); The Earth & the Universe (Earth/Space Science); Energy Transformation (Unifying Concepts). **Head Start Child Development and Early Learning Framework:** Science Knowledge & Skills – Scientific Skills & Methods , Knowledge of the Natural & Physical World; Approaches to Learning – Initiative & Curiosity , Engagement & Persistence; Logic & reasoning - Reasoning & Problem Solving. **NCTM Standards for School Mathematics:** Algebra; Problem Solving; Reasoning & Proof; Communication; Representation

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). **Benchmark 1.2: Investigates simple scientific concepts.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Asks simple scientific questions. • While looking at a bug book, Andrew asks, "Where's his mouth?'' as he points to a fly. (Approaches to Learning: Initiative and Curiosity) • Blaise asks, "Why do leaves fall off trees?" • Kaycee asks, "Where does the sun go at night?" • D'Shawn questions the teacher about what the fat ball will become when he looks at the flower bulb.	
Observes and/or manipulates objects and events to answer simple scientific questions. • Kyra picks up the pinecone and signs that it is sticky. • While exploring with water and objects, Taneka states, "The rock sinks. The cork floats." • Gregory says, "The water will get cold and turn to ice in the freezer." (Reasoning and Problem-Solving) • Lila explains to her Mom that they have to water the flower seeds so that they will grow.	
Identifies objects that influence or affect other objects. • Angie tells Ms. Pat that, "The freezer made the water be ice." • "The sun makes the ice melt," adds Shelby. • Noah tells his friend Allen, "We can't go outside to play, the rain made the grass wet." (Reasoning and Problem-Solving) • Gloria tells the teacher that the magnet can pick up the paper clips.	

Kentucky Core Academic Standards: Big Idea: Motion & Forces (Physical Science); Unity & Diversity (Biological Science); Interdependence (Unifying Concepts). **Head Start Child Development and Early Learning Framework:** Science Knowledge & Skills – Scientific Skills & Methods / Knowledge of the Physical & Natural World; Approaches to Learning – Initiative & Curiosity / Engagement & Persistence / Reasoning & Problem Solving. **NCTM Standards for School Mathematics:** Data Analysis & Probability; Problem Solving; Communication; Representation

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). **Benchmark 1.3: Uses a variety of tools to explore the environment.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Uses non-standard tools to explore the environment. • Evan uses blocks to measure his friend's height. • Tessa likes to play with a paper tube to magnify her voice. • At the sink, Mom lets Magda play with an egg-beater to make bubbles. (Approaches to Learning: Initiative and Curiosity) • Nancy pours rice and beans into a sifter and says, "The rice comes out. The beans are stuck."	
Uses standard tools to explore the environment. • Omar uses a magnet to pick up nails. • Caitlyn takes the magnet around the room to see what objects can be picked up. (Approaches to Learning: Initiative and Curiosity) • Misty and Damon takes turns using a magnifying glass to see details on a leaf. • Jamaria uses balance scales to compare the weight of blocks of different sizes. • Trent takes the binoculars to the window to look at the birds.	

Kentucky Core Academic Standards: Big Idea: Structure & Transformation of Matter (Physical Science); Motion & Forces (Physical Science); The Earth & the Universe (Earth/Space Science); Unity & Diversity (Biological Science); Information, Communication & Productivity – Primary Skills and Concepts – Information. **Head Start Child Development and Early Learning Framework:** Science Knowledge & Skills – Scientific Skills & Methods / Knowledge of the Natural and Physical World ; Approaches to Learning – Initiative & Curiosity ,Engagement & Persistence; Logic& Reasoning - Reasoning & Problem Solving; Physical Development & Health– Fine Motor Skills. **NCTM Standards for School Mathematics:** Communication; Representation

PR/Award # S419B150018
Page e410

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). **Benchmark 1.4: Collects, describes, and/or records information through a variety of means.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Collects items with similar properties. • Ashanti collects insects from the playground and puts them in a "bug jar." • After a class nature walk, Tim gathers all the stones and puts them together on the science table. • Tracy sorts all the caterpillars into one pile and the butterflies into another pile.	
Describes objects in terms of its properties. • While walking outside to the playground, Jackie says, "That tree is really tall!" (Approaches to Learning: Persistence and Attentiveness) • Manuel states, "This butterfly has wings." • "The ice is cold and hard," says Sage.	
Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc. • Grace draws pictures of bugs in her bug jar. • Shawn counts "sinking" objects and makes one tally (I) for each object. • Mario puts rocks and corks on a graphing mat to show what floats and what sinks. • Benjy uses the classrooms digital camera to photograph the turtles he sees on the field trip to the zoo. (Approaches to Learning: Initiative and Curiosity) • After visiting the diary farm, Amad writes about the trip in his journal.	

Kentucky Core Academic Standards: Big Idea: Motion & Forces (Physical Science); The Earth & the Universe (Earth/Space Science); Unity & Diversity (Biological Science);Biological Change (Biological Science); Data Analysis & Probability –Data Representations; Interdependence (Unifying Concepts); Structure & Transformation of Matter (Physical Science); Energy Transformations (Unifying Concepts). **Head Start Child Development and Early Learning Framework:** Science Knowledge & Skills – Scientific Skills and Method, Approaches to Learning – Initiative & Curiosity ; Mathematics Knowledge & Skills – Number Relations & Operations. **NCTM Standards for School Mathematics:** Data Analysis & Probability; Communication; Representation

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). **Benchmark 1.5: Makes and verifies predictions based on past experiences.**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Asks questions and/or uses other resources to confirm observations. • While observing birds in the play area, Ariel says, "That bird flies fast, just like the one I saw on the nature show." • "What's that?" asks Devon pointing to the snail in the fish tank. • Ms. Lynn helps the class collect snow and brings it inside to watch what happens in the warm classroom. Sari asks Ms. Lynn, "Why did the snow melt?" • Adam tells how two different insects are alike (wings, body shape, etc.) after using the computer to look at an insect website opened by the teacher.	
Makes reasonable explanations using resources, experiments, etc. independently. • After dropping the nail in the water, Luis says, "The nail goes to the bottom because it's heavy." • After hearing the teacher read a book about the sun, moon, and planets, Conner says, "I see the moon at night. I see the sun at daytime." • "Nobody likes peas. There are too many left in the bowl," says Isaac.	
Draws conclusions based on proved/disproved prediction. • Mike watches the teacher mixing paint and says, "Yellow and blue makes it green." • Maisha announces, "The horse needs water to drink just like us." • Kareem says "Flowers need water to grow." • "The cork will float. It's not heavy," Kara tells her friend. • Dora says, "When the sun comes out the snowman will melt."	

Kentucky Core Academic Standards: Big Idea: The Earth & the Universe (Earth/Space Science); Biological Change (Biological Science); Data Analysis & Probability – Primary Skills and Concepts – Experiments & Samples; Structure & Transformation of Matter (Physical Science). **Head Start Child Development and Early Learning Framework:** Science Knowledge & Skills –Scientific Skills and Method; Approaches to Learning – Initiative & Curiosity, Persistence & Attentiveness. **NCTM Standards for School Mathematics:** Data Analysis & Probability; Problem Solving; Communication; Representation

PR/Award # S419B150018
Page e412

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Benchmark 1.1: Differentiates between events that happen in the past, present, and future.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Recognizes the beginning and end of an event. • Chris comes and sits on the circle time rug when the music stops. • Mykala claps at the end of a song.	
Recalls information about the immediate past. • When Grandpa asked what he did today at child care, Eddie says, "I painted." • Bethany reports, "I was building with the blocks and Kyra knocked them down."	
Develops awareness that events occurred before the child's birth. • Clarice shows friend a doll and says, "This was my Mommy's when she was a little girl." • Shavon points to a picture of his Daddy in an Army uniform and says, "My daddy worked in the Army but I don't remember because I wasn't born yet." (Approaches to Learning: Initiative and Curiosity)	
Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now. • "There's no leaves on the tree," Leia comments when looking at pictures of her house in the summer and in the winter. • Ellie listens to a story about her town told by her Grandma and asks, "Were you little like me?" (Approaches to Learning: Persistence and Attentiveness)	
Describes or represents a limited series of events in the correct sequence. • Sarah recalls and tells about a trip to McDonalds, "I ate chicken nuggets. I climbed on the toys." • Lee says "After circle time we have work time, then lunch." • Adria acts out "The Three Little Pigs" in the correct order. (Approaches to Learning: Persistence and Attentiveness)	
Experiments with general terms related to the elements of time. • Today is preschool day," says Conner. • Andre says, "Yesterday I am going to the zoo." • Nicole says "On cartoon day I'm going to Grandma's house."	
Makes predictions about what may occur. • Max tells a teacher, "I'm going on the bus home." • "After lunch we will sing songs," says DaJun. (Approaches to Learning: Persistence and Attentiveness)	

Kentucky Core Academic Standards: Big Idea: Historical Perspective; Biological Change (Biological Science). **Head Start Child Development and Early Learning Framework: Social Studies Knowledge & Skills** - History & Events , People & the Environment, Family & Community. **NCTM Standards for School Mathematics:** Problem Solving.

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Benchmark 1.2: Uses environmental clues and tools to understand surroundings.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Distinguishes through demonstration and/or description characteristics of the physical environment. • "I live in a blue house," says Ryan. • Abby says, "There's the playground. I see the slide." • Dominick says, "There's finger paint in the art center and a dump truck in the block center." • Steven tells his friend at preschool about the playground in his neighborhood by describing what he likes to do there. • Olivia takes three colored keys and tries each one in the lock in the box. "The blue one is the right one," she says.	
Distinguishes different environments by the people or signs that are a part of that environment. • Ramona can recognize her name or symbol on her cubby. • Geno can recognize the "Stop" sign outside the school building. • Aiden sees lions, tigers and elephants in a picture book and says, "They live in a zoo." • As soon as Raymond gets to Grandma's house, he runs to the cookie jar in the kitchen.	
Recognizes and uses a variety of objects and materials that represent the environment. • Cory puts house and store shapes on the flannel board. • Jamal can use a "Where are we chart" (chart shows activities locations), by moving a symbol or indicator to the place where he is going next. (Approaches to Learning: Persistence and Attentiveness) • Tameka uses blocks and signs to represent her street and house.	

PR/Award # S419B150018
Page e414

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives. **Benchmark 1.2: Uses environmental clues and tools to understand surroundings. (continued)**	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc. • Ben brings a travel map to class to show how the family drove to Florida. • Caleb and Kyra play with cars and trucks on the "road map" rug in the block center. (Approaches to Learning: Persistence and Attentiveness) • Angie asks her Mommy, "Where do we live?" when looking at the globe. • Sylvia shares a compass her Dad used on a camping and hiking trip during small group time. • Phillipe and Marcus drew a treasure map chart after hiding several toy dinosaurs in the block center.	

Kentucky Core Academic Standards: Big Idea: Geography; Information, Communication & Productivity – Primary Skills & Concepts – Information; Research, Inquiry/Problem-Solving & Innovation Primary Skills & Concepts – Research. **Head Start Child Development and Early Learning Framework:** Science Knowledge & Skills –Scientific Skills & Methods / Conceptual Knowledge of the Natural & Physical World; Approaches to Learning – Initiative & Curiosity,/ Cooperation; Social & Emotional Development - Self Concept & Efficacy

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Recognizes the relationship between supply and demand. • "I want to ride that," says Clinton, pointing to the tricycles that are all taken on the playground. • Anthony says to the teacher, "I want to play with the car but Mark has it." • Joe is passing out milk cartons and says to the teacher, "I don't have enough milk. We have more children than milk."	
Recognizes and uses objects for barter or trade. • In the housekeeping center, Brian plays "grocery store" with Mykala and uses play money and the cash register as they "buy" groceries. • Rashonda says, "I'll let you play with my truck if you give me the firefighter's hat." (Logic and Reasoning: Reasoning and Problem-Solving)	
Recognizes the use of money as a means of exchange. • Elizabeth says, "I got a dollar for my birthday and I'm going to buy a new book." (Approaches to Learning: Persistence and Attentiveness) • "We buy ice cream there," says Travis pointing to the ice cream shop in his neighborhood. Do you have money to buy some?" he asks. • "You give me those dollars," says Tara to John, "and you can have that ball."	

Kentucky Core Academic Standards: Big Idea: Economics; Consumer Decisions; Financial Literacy **Head Start Child Development and Early Learning Framework:** Approaches to Learning– Persistence & Attentiveness,/ Cooperation; Social Studies Knowledge & Skills - Self Family & Community; Social & Emotional Development -Emotional & Behavioral Health ,Self Concept & Efficacy /

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Identifies examples of authority. • "My mommy lets me play in here," says Evan. • Annie says, "Policemen keep us safe. They catch 'bad people'." • Damon says that his big brother can tell him what to do when his Mommy is not at home. • "Daddy says, 'Don't touch the matches,'" Claudio tells Mia while standing by the fireplace.	
Follows routines with little supervision. • Pedro cleans up when finishing an art activity. • Toby puts all the paper cups and napkins out for snack time by himself. (Approaches to Learning: Persistence and Attentiveness)	
Recognizes there are different rules for different places. • Luke knows to ride the tricycle only in the designated area of the playground. • Sue says, "I have to use my inside voice in the room." • Jillian says, "Grandma doesn't make me rest after lunch."	
Understands there are consequences for actions. • Marci says, "You'll fall," when Ben climbs high on the playground structure. • Andy says, "If you throw sand you will have to get out." • Alex tells his friend not to pull the puppy's tail. "It hurts her," he says.	
Follows rules applicable to the situation with little supervision. • Nina uses outside play equipment appropriately with little supervision. • Cami leads the line to the outside door of the building, stops and waits for her teacher. • Max finishes at the computer and gets Sarah for her turn. (Approaches to Learning: Persistence and Attentiveness)	

Kentucky Core Academic Standards: Big Idea: Government & Civics; Lifetime Physical Wellness; Employability Skills; Safety
Head Start Child Development and Early Learning Framework: Approaches to Learning – Persistence & Attentiveness, Cooperation; Social & Emotional Development– Self Concept, Self Concept & Efficacy, Self Regulation; Physical Development & Health– Physical Health Status, Health Knowledge & Practice

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Recognizes the roles within his/her home. • Adam says "My daddy cooks supper and mommy washes the dishes." • Belinda says "I have to pick up my toys before I go to bed." • In dramatic play, Misha takes the role of mom and Sheila plays the step mom. • Sarah, Josh and Isaac imitate roles of mother, father, baby in dramatic play. (Approaches to Learning: Persistence and Attentiveness)	
Knows place in family structure. • Cami brings in a family photo and "introduces" each family member during sharing time. (Approaches to Learning: Persistence and Attentiveness) • Juan draws a picture of his family members. • Dante says, "I live with my daddy and my brother." • Julie says, "I am the sister at my house."	
Uses familiar relationships to make sense of the world. • Micah tells his teacher about his Daddy's work and what he does there. • Jayla tells Ahmad that her sister reads stories to her and is amazed that Ahmad does not have a sister. • When she hears the baby crying, Kareem says, "He must want his Mommy." (Approaches to Learning: Initiative and Curiosity)	

Kentucky Core Academic Standards: Big Idea: Employability Skills
Head Start Child Development and Early Learning Framework: Social & Emotional Development - Social Relationships

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Benchmark 1.6 knows that diversity exists in the world.

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Describes self and/or compares own descriptions with others' descriptions. • Isabella says, "I have lots of red hair." • Jalen tells Ms. Linda, "I can pick up my baby sister. My Dad says I'm strong." (Approaches to Learning: Persistence and Attentiveness) • Kimmy says, "My Daddy says I look like my brother because we both have blue eyes."	
Identifies and recognizes gender. • Yolanda says, "I'm a girl like Mommy." • Cindy says, "Only girls can come into the treehouse." • "I'm a girl," says Emily, "and Chen and Isaac are boys."	
Recognizes that people differ in language, dress, food, etc. • Nicole notices that Molly's skin is brown. (Approaches to Learning: Initiative and Curiosity) • Tasha tells her Mom that Carlos speaks Spanish. (Approaches to Learning: Initiative and Curiosity) • Melissa sings, "Hola" or "Jambo" during the "Hello" song. • Bryce signs, "I love you."	
Recognizes and identifies differences in personal characteristics and family makeup. • Dante says, "I live with my daddy and my brother. Ari lives with his nana." • Jenny says, "My eyes are blue and your eyes are brown." (Logic and Reasoning: Reasoning and Problem Solving	
Recognizes that different people have different roles and jobs in the community. • In the dramatic play area, Julie grabs the briefcase and says, "I'm going to work." (Approaches to Learning: Persistence and Attentiveness) • When seeing a firefighter in uniform, Felicia says, "The fireman puts out fires." • Caleb sees a nurse and says, "She gives shots." • When Karen sees the mail truck she tells her Mom that the mail carrier brings her letters from Granny.	

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives. Benchmark 1.6 knows that diversity exists in the world. (continued)	
Developmental Continuum and Example Behaviors	**Comments, Notes, Strategies**
Recognizes and accepts similarities and differences. • Jack says, "Eddie rides in a wheelchair and I walk. We both go to the playground though." • Mitch says, "Eduardo says uno, dos, tres. I say one, two, three." • "Franklin likes pizza. I do too," says Cari.	

Kentucky Core Academic Standards: Big Idea: Government & Civics; Cultures & Societies; Awareness, Exploration, Planning; Employability Skills **Head Start Child Development and Early Learning Framework:** Approaches to Learning – Initiative & Curiosity, Cooperation; Social & Emotional Development - Social Relationships

APPENDIX

PR/Award # S419B150018
Page e421

Kentucky's Early Childhood Standards
Overview of the Development Process

In response to the vision set forth by the KIDS NOW initiative 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", two workgroups convened to establish early childhood learning standards for Kentucky's children from birth through four years of age. The purpose of these standards is to support the transition of young children to school and assist with building the foundation for school success.

The first workgroup was convened in February 2001 with support from the Kentucky Department of Education. This workgroup focused on addressing child learning standards for four year old children. A second workgroup was formed in July of 2001 to develop learning standards for children from birth to age four. This group was convened with support from the Office of Early Childhood Development. A workgroup was convened in 2007 to begin work on the revision of the Kentucky Early Learning Standards which was completed in October of 2008.
(A list of all workgroup members and their affiliations is included in these appendices.)

Establishment of workgroups was in response to the national education focus on central issues of enhanced educational performance and accountability. The goal of each workgroup was to develop specific child learning standards for children birth through four years of age. An overarching goal was to ensure the linkage of standards across the birth through four age span and the linkage of all standards with the Kentucky Core Academic Standards for K-12.

The above work was guided by the following principles:

- Social-emotional experiences and relationships are the foundation for child development.
- Early care, intervention, and education programs must use research-based, recommended practices.
- The interaction and influence among developmental domains must be considered in addressing program and child needs and outcomes.
- The individual developmental needs of children must be addressed.
- Understanding the ecological nature of early childhood and addressing the cultural needs of children and families is integral to quality early childhood programs.
- The quality of early care, intervention, and education programs impacts short- and long- term outcomes for children.

The original workgroups completed their recommendations in early spring of 2002, at which time a new workgroup was formed to review the recommendations and work to address the alignment across both age groups and with the Kentucky Core Academic Standards for K-12. Once this work was completed, the document underwent three stages of field review: state agency representative review, in-state expert review in the winter 2002-03 and National Expert Review. The first roll out of Kentucky's Early Childhood Standards took place in June 2003 with initial updates published in 2009. This document represents updates to that work with roll out January 2012.

PR/Award # S419B150018
Page e422

Acknowledgements

Kentucky's Early Childhood Standards, in its first printing, was the result of a collaborative effort by many persons over a period of more than two years. Stakeholders from across the early childhood field were represented on two work groups, one covering the age range birth through three years and the other one addressing four-year-olds. Each work group was then divided into sub-groups according to children's age levels and/or domains of development. The members of the work groups researched the current literature and documents from other states and drew from their own expertise and experience to develop standards, benchmarks, developmental continuum, and examples. The 2007-2008 workgroup followed a similar process in revising the original document.

In the development of the original document, smaller teams, made up of representatives of the sub-groups, met for several more months to compile and align the standards and benchmarks that had been developed. At this point, the standards, benchmarks, developmental continuum, and example behaviors for each developmental area across all age groups were sent to individual reviewers in Kentucky for feedback. Finally, a writing team, drawn from the membership of the alignment teams, revised and integrated the work into one document, formatting it in a way that would be both informative and user friendly. A final review of *Kentucky's Early Childhood Standards* was completed at the national level, and additional revisions were made. This national review occurred during the creation of the original document only but did not take place in the writing of this revised document.

The original work groups were supported throughout the development process by the Office of Early Childhood Development and the Kentucky Department of Education. Additional support was provided through a grant from the Ford Foundation.

Appreciation goes to the persons listed below who worked so diligently to develop this document--one piece in the statewide initiative to achieve the vision of quality early care, intervention, and education for all young children and their families in Kentucky.

PR/Award # S419B150018
Page e423

Members of the 2002 Work Group

Sheilah Abramson-Miles
Jefferson Co. Public School
Louisville

Linda T.Bratton
Division of Child Care
Frankfort

Bill Buchanan
Kentucky Dept. of Education
Frankfort

Jan Burkholder
Children Inc.
Covington

Claudinnia Cash
Rockcastle Co. Schools
Mt. Vernon

Shelagh M. Cassidy
Kentucky River Community Care
Jackson

Jana Callahan
Fayette Co. Schools
Lexington

Jo Comley
First Steps
Lexington

Nancy Combs
First Steps
Hazard

Wendy Compton
Fayette Co. Health Department
Lexington

Crystal Dahlmeier
Children Inc.
Covington

Annie Farris
Fayette Co. Schools
Lexington

Stacy Flaherty
Growing Together Preschool
Lexington

Sonia Fox
Fayette Co. Schools
Lexington

Terry Green
Audubon Area Head Start
Owensboro

Dr. Rena Hallam
University of Kentucky
Lexington

Phyllis Hall
Anderson Co. Early Childhood Regional Training Center
Lawrenceburg

Mary Howard
Office of Early Childhood Dev.
Frankfort

Jill Jacobi-Vessels
The Center of Riverport, Louisville

Polly Johnson
Comm. Coordinated Child Care
Louisville

Ann Kearns
Jefferson Co. Head Start
Louisville

Lynn Krohmer
Bellevue Independent Schools
Bellevue

Martha Lee
Daviess Co. Extension Office
Owensboro

Shawn Mink
Fayette Co. Schools
Lexington

Bridget Murray
Henderson Community College
Henderson

Andrea Nielsen
Jessamine Early Learning Village
Wilmore

Audrey Proctor
Kentucky Dept. of Education
Frankfort

Cherry Proctor
Growing Together Preschool
Lexington

Kim Roberts
Ashland Early Childhood Reg. Training Ctr.
Ashland

Dr. Beth Rous
University of Kentucky
Lexington

PR/Award # S419B150018
Page e424

Carol Schroeder
University of Kentucky
Lexington

Nancy Schulten
Region 2 Service Center
Bowling Green

Dr. Barbara Singleton
Kentucky Dept. of Education
Frankfort

Lelana Tierney
First Steps Technical
Assistance Team
Morehead

Dr. Kim Townley
Office of Early Childhood
Development
Frankfort

Earl Trevor
Kentucky Department of
Education
Frankfort

Amanda Williams
University of Kentucky
Lexington

Dr. Paul Wirtz
Eastern Kentucky University
Richmond

Vicki Writsel
Bowling Green Ind. Schools
Bowling Green

Elizabeth Wolford
Central Christian Day Care
Lexington

Dr. Susan Yorde
Western Kentucky University
Bowling Green

Members of the 2002 Writing Team

Bill Buchanan
Kentucky Dept. of Education
Frankfort

Jill Jacobi-Vessels
The Center of Riverport, Louisville

Phyllis Hall
Anderson Co. Early Childhood
Regional Training Center
Lawrenceburg

Dr. Rena Hallam
University of Kentucky
Lexington

Mary Howard
Office of Early Childhood Development
Frankfort

Kim Roberts
Ashland Early Childhood Regional Training
Center
Ashland

Dr. Beth Rous
University of Kentucky
Lexington

Carol Schroeder
University of Kentucky
Lexington

Dr. Barbara Singleton
Kentucky Dept. of Education
Frankfort

Dr. Kim Townley
Office of Early Childhood
Frankfort

Dr. Paul Wirtz
Eastern Kentucky University
Richmond

PR/Award # S419B150018
Page e425

Members of 2007-2008 REVISION Work Group /Crosswalk / Writing Team

Patty Arnold
Head Start
Williamstown

Keitha Barnett
Kids Kastle II Child Care
Somerset

Annette Bridges
Division of Early Childhood Dev.
KY Dept. of Education
Frankfort

Bill Buchanan
Preschool Branch
KY Dept. of Education
Frankfort

Tracye Carey
Curriculum Development
KY Dept. of Education
Frankfort

Brenda English
HANDS Program
Frankfort

Paula Goff
Preschool Branch
KY Dept. of Education
Frankfort

Caroline Gooden
Human Development Institute

Phyllis Hall
Anderson Co. Early Childhood
Regional Training Center
Lawrenceburg

Kirsten Hammock
First Steps
Frankfort

Robin Herring
Division of Child Care
Cabinet for Health and Family
Services
Frankfort

Mary Howard
Early Care and Education Branch
Kentucky Dept. of Education
Frankfort

Sharon Hundley
Campbellsville University

Marybeth Jackson
Early Childhood Mental Health
Frankfort

Cissie Litt
Jessamine Early Learning Village

Janis Logsdon
Preschool Branch
Kentucky Dept. of Education
Frankfort

Teri Mehler
Project C.L.I.C.K.

Amy Morgan-Henry
Division of Childcare
Frankfort

Andrea Nielsen
Jessamine Early Learning Village

Jill Norris
Barren River/WKU Child Care
Resource and Referral

Dr. Beth Rous
University of Kentucky
Lexington

Jackie Sampers
Cabinet for Health & Family
Services

Dr. Barbara Singleton
KY Dept. of Education
Frankfort

Laura Wathen
Early Care and Education Branch
KY Dept. of Education
Frankfort

Katie Williams
Early Care & Education Branch
KY Dept. of Education
Frankfort

PR/Award # S419B150018
Page e426

Members of the 2012 Revisions Workgroup

Carla Brown
Regional Training Center
Simpsonville
Carol Elder
Murray Head Start
Murray
Mary Howard
Human Development Institute
Lexington
Joe Roberts
Head Start Collaboration Office
Frankfort
Whitney Stevenson
Fayette County Public Schools
Lexington
Terry Tolan
Governor's Office of Early Childhood
Frankfort

Jennifer Grisham Brown
University Of Kentucky
Lexington
Paula Goff
Cabinet for Health and Family Services
Frankfort
Nancy Lovett
Regional Training Center
Murray
Debbie Schumacher
Campbellsville University
Campbellsville
Kathy Stovall
Jefferson County Public Schools
Louisville

Bill Buchanan
KY Dept. of Education
Frankfort
Amy Hood Hooten
Western Kentucky University
Bowling Green
Sherri Meyer
Western Kentucky University
Bowling Green
Barbara Singleton
KY Dept. of Education, Retired
Frankfort
Felicia Cummings-Smith
KY Dept. of Education
Frankfort

Kentucky's Early Childhood Standards
Bibliography

Allen, K.E., & Marotz, L.R. (1999). *Developmental profiles: Pre-birth through eight (3rd ed.).* Boston: Delmar.

Anderson, B., Cruz, K. A., & Popper, B. K. (2000). *Bright Futures family pocket guide: Raising healthy infants, children, and adolescents.* Boston, MA: Family Voices.

Arizona Department of Education. (n.d.). *Standards for readiness.* Phoenix, AZ: Author. Retrieved from www.ade.state.az.us/standards/contentstandards.asp

Assessment Technology, Inc. (2000). *Galileo individual learning plan. Scale 3-5: Galileo approaches to learning.* Tucson, AZ: Author. Retrieved from www.assessmenttech.com/pages/tools/galsys.htm

Beaty, J. (2002). *Observing development of the young child (5th ed.).* Upper Saddle River, NJ: Merrill/Prentice Hall.

Bodrova, E., Leong, D. J., Paynter, D. E., & Semenov, D. (2000). *A framework for early literacy instruction – Aligning standards to developmental accomplishments and student behaviors (Pre-k through kindergarten).* Aurora, CO: Mid-Continent Research for Education and Learning. Retrieved from www.mcrel.org/resources/literacy/ela/framework.html

Bowman, B. T., Donovan, S. M., Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers.* Washington, DC: National Research Council. Retrieved from www.nap.edu

Bredekamp, S. and Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs: Revised edition.* Washington, DC: National Association for the Education of Young Children (NAEYC). Retrieved from http://www.naeyc.org

Breakthrough to Literacy. (2002). *Correlation between learning to read and write: Developmentally appropriate practices for young children (A joint position statement of IRA and NAEYC and Breakthrough to Literacy).* Coralville, IA: Author.

Bricker, D. (1993). *Assessment, Evaluation and Programming System for Infants and Children.* Maryland: Brookes Publishing.

Bronfenbrenner, U. (2000). The ecology of developmental processes. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology: Vol. 1. Theoretical models of human development (5th ed., pp. 993-1028).* New York: Wiley.

Byrd, M.R. & Rous, B. (1991). *Helpful Entry Level Skills Checklist – revised.* Lexington, KY: Project STEPS. Retrieved from http://www.ihdi.uky.edu/stepsweb/resources.html

Bzoch, K. R. & League, R. (1991). *Receptive-Expressive Emergent Language Scale 2.* Austin, TX: Pro-Ed.

California Department of Education. (n.d.). *Prekindergarten learning and development guidelines – Sample (Table of contents & first chapter).* Sacramento, CA: Author. Retrieved from http://goldmine.cde.ca.gov/cyfsbranch/child_development/califcontext.htm

Charlotte-Mecklenburg Schools. (n.d.). *Curriculum expectations – Pre-k, social and personal development objectives.* Charlotte, NC: Author.

Colorado Department of Education. (1992). *Colorado child identification process birth – five years effectiveness indicators.*

PR/Award # S419B150018
Page e428

Chelius, D. (Ed.). Denver, CO: Author.
Colorado Department of Education. (1994). *Colorado child identification process birth –five years screening and evaluation process guidelines.* Denver, CO: Author.
Colorado Department of Education. (Reprinted, September 1999). *Colorado standards for early childhood care and education services.* Denver, CO: Author.
Colorado Department of Education. (2000). *Building blocks to Colorado's content standards.* Denver, CO: Author. Retrieved from www.cde.state.co.us/download/pdf/building_blocks4-26.pdf
Connecticut State Department of Education. (n.d.). *Early literacy development: A focus on preschool.* Middletown, CT: Author.
Connecticut State Board of Education. (1999). *The Connecticut framework: Preschool curricular goals and benchmarks.* Hartford, CT: Author. Retrieved from www.state.ct.us/sde/deps/early/Frmwrkbench.pdf
Cryer, D., Harms, T., & Bourland, B. (1987). *Active learning for ones.* Menlo Park, CA: Addison-Wesley.
Dichtelmiller, M. L., Jablon, J. R., Marsden, D. B., & Meisels, S. J. (2001). *Preschool-4 developmental guidelines (4th ed.).* New York, NY: The Work Sampling System.
Dichtelmiller, M. L., Jablon, J. R., Marsden, D. B., & Meisels, S. J. (2001). *Preschool through third grade – Omnibus guidelines (4th ed.).* New York, NY: The Work Sampling System.
DLM Early Childhood Express Brochure. (n.d.). *Standards for prekindergarten education.*
Doan-Sampon, M. A., Wollenburg, K., Campbell, A. & Portage Project Staff. (1993). *Growing: Birth to three.* Portage, WI: U.S. Cooperative Educational Service Agency 5, Portage Project.
Dodge, D. T., Colker, L. J., & Heroman, C. (2001). *The creative curriculum for preschool.* Washington, DC: Teaching Strategies.
Dombro, A., Colker, L., & Dodge, D. (1999). *The creative curriculum for infants and toddlers.* Washington, DC: Teaching Strategies, Inc.
Early Childhood Network Center for Development and Disability. (1999). *Performance standards and benchmarks for three and four year old children.* Albuquerque, NM: University of New Mexico.
Emig, C., Moore, A., & Scarupa, H. J. (Eds.). (2001, reprinted). *School readiness: Helping communities get children ready for school and schools ready for children.* Washington, DC: Child Trends, Inc.
Federal Interagency Forum on Child and Family Statistics. (2001). *America's children: Key national indicators of well-being.* Washington, DC: U.S. Government Printing Office.
Florida Department of Education. (1996). *PreK-2 sunshine state standards.* Tallahassee, FL: Author. Retrieved from www.firn.edu/doe/cgi-bin/doehome/menu.pl
Fogel, A. (2001). *Infancy (4th ed.).* California: Wadsworth/Thompson Learning.
Furuno, S., O'Reilly, K. A., Hosaka, C. M., Inatsuka, T. T., Allman, T. L., & Zeisloft, B. (1994). *Revised HELP (Hawaii Early Learning Profile) Charts: Birth to Three Years.* Palo Alto, CA: Vort Corporation.
Furuno, S., O'Reilly, K. A., Hosaka, C. M., Inatsuka, T. T., Allman, T. L., & Zeisloft, B. (1994). *Revised HELP (Hawaii Early Learning Profile) Checklist: Birth to Three Years.* Palo Alto, CA: Vort Corporation.
Georgia Office of School Readiness. (n.d.). *Georgia prekindergarten program – Learning goals.* Atlanta, GA: Author. Retrieved

from www.osr.state.ga.us/Prekgoals.htm

Glover, M. E., Preminger, J. L., & Sanford, A. R. (1988). *Early Learning Accomplishment Profile for Developmentally Young Children: Birth to 36 Months.* Chapel Hill, NC: Kaplan.

Henderson County Schools. (2001, Draft). *Preschool standards.* Henderson, KY: Author. Retrieved from www.henderson.k12.ky.us/programs/preschool/index.html

Herr, J., & Swim, T. (1999). *Creative resources for infants and toddlers.* Albany, NY: Delmar.

High/Scope Foundation. (1992). *Child Observation Record (COR) for Children 2 ½ to 6.* Ypsilanti, MI: High/Scope Press. Retrieved from www.highscope.org/assessment/cor.htm

High/Scope. (2002). *High/Scope Record for Infants and Toddlers.* Ypsilanti, MI: High/Scope Press.

Hyson, M. (2008). *Enthusiastic and Engaged Learners; Approaches to Learning in the Early Childhood Classroom.* New York: Teachers College Press.

Illinois State Board of Education: Division of Early Childhood Education. (2002). *Illinois early learning standards.* Springfield, IL: Author. Retrieved from www.illinoisearlylearning.org/standards/index.htm

Jefferson County Schools. (n.d.). *Survey – Early childhood student profile*. Louisville, KY: Author. Retrieved from www.jefferson.k12.ky.us

Johnson-Martin, N., Jens, K.G., & Attermeier, S.M. (1986). *The Carolina Curriculum for Handicapped Infants at Risk.* Baltimore: Paul H. Brooks.

Kentucky Department of Education. (1996). *Learning descriptions and research on children's learning and development – A component of the Kentucky Early Learning Profile (KELP).* Frankfort, KY: Author. Retrieved from www.kde.state.ky.us/osle/extend/primary/Intro.pdf

Kentucky Department of Education. (1997 Draft). *Criteria for effective preschools.* Frankfort, KY: Author.

Kentucky Department of Education. (1998). *Kentucky Core Academic Standards for Kentucky schools*. Frankfort, KY: Author. Retrieved from www.kde.state.ky.us/osle/extend/primary/pospri.asp

Lewis, A. (2001). Achievement gap evident at kindergarten according to study that builds on goals panel work in early childhood. *NGEP Monthly, 2* (27).

Linder, T. W. (1993). *Transdisciplinary Play-Based Assessment.* Baltimore, MD: Paul H. Brookes.

Louisiana Department of Education. (2002). *Louisiana standards for programs serving four-year-old children.* Baton Rouge, LA: Author. Retrieved from www.doe.state.la.us/DOE/assessment/standards/PDFs/PreKStan2.pdf

Maryland State Department of Education. (1998). *Standards for implementing quality early learning programs*. Baltimore, MD: Author.

Maryland State Department of Education. (1998). *The Maryland model for school readiness*. Baltimore, MD: Author. Retrieved

PR/Award # S419B150018
Page e430

from www.msde.state.md.us/Fact%20Sheets/Fact39.pdf

Massachusetts Department of Education. (1998). *Early childhood program standards for programs for three- and four-year-olds and guidelines for preschool curriculum experiences*. Malden, MA: Author. Retrieved from www.doe.mass.edu/els/rfp_2001/71301.pdf

Meisels, S. J., Jablon, J., Marsden, D. B., Dichtelmiller, M. L., & Dorfman, A. B. (1994*). The Work Sampling System: An overview (3rd ed.).* Ann Arbor, MI: Rebus Planning Associates.

Michigan State Board of Education Early Childhood Education, Parenting, and Comprehensive School Health Unit. (1992). *Early childhood standards of quality for prekindergarten through second grade*. Lansing, MI: Author.

Mississippi Department of Education. (1999). *Mississippi pre-kindergarten curriculum(including prevention/intervention, assessments and strategies)*. Jackson, MS: Author. Retrieved from www.mde.k12.ms.us/Read/prek.pdf

Montgomery County Public Schools (Maryland). (2001). *Curriculum framework.* Rockville, MD: Author. Retrieved from www.mcps.k12.md.us/info/curriculum/docs/framework/CFPK12draft.pdf

Music Educators National Conference (1994). *National standards for arts education.* Reston, VA: Author.

National Association for the Education of Young Children (NAEYC) & the National Council for Teachers of Mathematics (NCTM). (2003). Early childhood mathematics: Promoting good beginnings. *Early Childhood Today, 17,* 15-17.

National Council for the Social Studies. (1994). *Two: Ten strands.* Silver Spring, MD: Author. Retrieved from www.ncss.org/standards/2.1.html - www.ncss.org/standards/2.10.html

National Education Goals Panel. (1998). *Principles and recommendations for early childhood assessments*. Washington, DC: Author. Retrieved from http://www.negp.gov

New Jersey Department of Education. (2000). *Early childhood education program expectations: Standards of quality.* Trenton, NJ: Author. Retrieved from www.nj.gov/njded/ece/expectations/2002/expectations.htm

Oldham County Schools. (n.d.). *Progress report*. Buckner, KY: Author. Retrieved from www.oldham.k12.ky.us/preschl.htm

Parks, S. (1992). *HELP Strands: Curriculum-Based Developmental Assessment Birth to Three Years.* Palo Alto, CA: Vort.

Pennsylvania Department of Education. (n.d.). *Early childhood learning continuum indicators. Continuum of learning indictors for reading, writing, speaking and listening and mathematics.* Harrisburg, PA: Author.

Peth-Pierce, R. (n.d.). *A good beginning: Sending America's children to school with the social and emotional competence they need to succeed* (Monograph). Bethesda, MD: The Child Mental Health Foundations and Agencies Network (FAN).

Raver, C. C., & Knitzer, J. (2002). *Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children.* New York, NY: National Center for Children in Poverty.

San Francisco Unified School District. (1997). *Mathematics content and performance standards*. San Francisco, CA: Author. Retrieved from www.sfusd.k12.ca.us/programs/cipd/standards/Math_Total.htm

Shelby County Schools. (2000). *Connections*. Shelbyville, KY: Author. Retrieved from www.shelby.k12.ky.us

Strickland, D. S. & Morrow, L. M. (Eds.). (1989). *Emerging literacy: Young children learn to read and write*. Newark, DE: International Reading Association.

PR/Award # S419B150018
Page e431

Texas Education Agency. (n.d.). *Prekindergarten curriculum guidelines.* Austin, TX: Author. Retrieved from www.tea.state.tx.us/curriculum/early/prekguide.pdf

Todd County Schools. (n.d.). *Curriculum components – Academic expectations.* Elkton, KY: Author. Retrieved from www.todd.k12.ky.us/TCSD/schools.html

University of Kentucky. (1999). *Developmentally appropriate experiences and opportunities.*

U.S. Department of Defense Education Activity. (n.d.). *Prekindergarten: A parent's guide.* Arlington, VA: DoDEA Office of Communications. Retrieved from www.odedodea.edu/curriculum/pdf/prekcurriculum.pdf

U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. (1997). *Emerging literacy: Linking social competence to learning, module 2 and module 3.* Rockville, MD: Aspen Systems Corporation. Retrieved from www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=63&do=detail

U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. (2001). *The Head Start path to positive child outcomes.* Washington. D.C: U. S. Government Printing Office. Retrieved from www.headstartinfo.org/CDI/COF.cfm

Utah Department of Education. (2000). *Pre-k standards (Guidelines).* Salt Lake City, UT: Author. Retrieved from www.usoe.k12.ut.us/curr/early/standards.htm

Vermont Department of Education. (2000). *Vermont's framework of standards and learning opportunities, draft instruments for Vermont's assessment of school readiness.* Montpelier, VT: Author. Retrieved from www.state.vt.us/educ/new/html/pubs/framework.html

Washington Office of Superintendent of Public Education. (2000). *Framework for achieving the essential academic learning requirements in reading, writing, communication: Birth to 5 years.* Olympia, WA: Author. Retrieved from www.k12.wa.us/curriculuminstruct/EALRs.asp

Wortham, S. (2002). *Early childhood curriculum: Development bases for learning and teaching (3rd ed.).* Upper Saddle River, NJ: Merrill/Prentice Hall.

Zimmerman, I. L., Steiner, V. G., & Pond, R. E. (1992). *Preschool Language Scale-3.* San Antonio, TX: Harcourt Brace Jovanovich.

PR/Award # S419B150018
Page e432

Kentucky Core Academic Standards Alignment

ARTS AND HUMANITIES (3s and 4s)

Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.

Benchmark 1.1: Develops skills in and appreciation of visual arts.

Big Idea: Structure in the Arts – Primary Skills and Concepts – Visual Arts
- use the elements of art and principles of design in creating artworks independently and with others
- explore, describe and compare elements of art)e.g., line, shape, form, texture, primary and secondary colors, color schemes) and principles of design (e.g.,focal point, pattern, balance, contrast) in two and three dimensional artworks)

Big Idea: Humanity in the Arts – Primary Skills and Concepts – Visual Arts
- begin to associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe in simple terms how the art of these cultures reflects the cultures

Big Idea: Purpose for Creating the Arts – Primary Skills and Concepts – Visual Arts
- begin to develop an awareness of the purposes for which artworks are created (e.g., ceremonial, artistic expression, narrative, functional)

Big Idea: Processes in the Arts – Primary Skills and Concepts – Visual Arts
- be actively involved in creating artworks
- begin to learn how to use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others

Big Idea: Research, Inquiry/Problem-Solving and Innovation – Primary Skills and Concepts – Innovation
- use technology for original creations/innovation in classroom
- express creativity both individually and collaboratively using technology

Benchmark 1.2: Develops skills in and appreciation of dance.

Big Idea: Structure in the Arts – Primary Skills and Concepts - Dance
- begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology
- use the elements of dance in creating, copying and performing patterns of movement independently and with others
- observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

Big Idea: Humanity in the Arts – Primary Skills and Concepts – Dance
- begin to associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures

Big Idea: Purpose for Creating the Arts – Primary Skills and Concepts – Dance
- begin to develop an awareness of the purposes for which dance is created (e.g., ceremonial, recreational, artistic expression)

PR/Award # S419B150018
Page e433

Big Idea: Processes in the Arts – Primary Skills and Concepts – Dance
- be actively involved in creating and performing dance alone and with others
- begin to learn how to use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others

Big Idea: Psychomotor Skills – Primary Skills and Concepts
- utilize fundamental motor skills and movement concepts to create movement sequences

Benchmark 1.3: Develops skills in and appreciation of music.

Big Idea: Structure in the Arts – Primary Skills and Concepts - Music
- begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology
- use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others

Big Idea: Humanity in the Arts – Primary Skills and Concepts – Music
- Begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures.

Big Idea: Purpose for Creating the Arts – Primary Skills and Concepts – Music
- begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)

Big Idea: Processes in the Arts – Primary Skills and Concepts – Music
- be actively involved in creating and performing music alone and with others
- begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts
- explore differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sound)

PR/Award # S419B150018
Page e434

Benchmark 1.4: Develops skills in and appreciation of drama.

Big Idea: Structure in the Arts – Primary Skills and Concepts – Drama/Theater
- begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology
- use the elements of drama in creating and performing dramatic works independently and with others

Big Idea: Humanity in the Arts – Primary Skills and Concepts – Drama/Theater
- begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures

Big Idea: Purpose for Creating the Arts – Primary Skills and Concepts – Drama/Theater
- begin to develop an awareness of the purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)

Big Idea: Processes in the Arts – Primary Skills and Concepts – Drama/Theater

- be actively involved in creating and performing dramatic works
- begin to learn how to use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others

LANGUAGE ARTS (3S AND 4S)

Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.1: Uses nonverbal communication for a variety of purposes.

(Strand) Speaking and Listening
(Cluster) Presentation of Knowledge and Ideas
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.

Strand) Language
(Cluster) Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

(Strand) Speaking and Listening
(Cluster) Comprehension and Collaboration
1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

PR/Award # S419B150018
Page e435

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

(Strand) Language
(Cluster) Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

(Strand) Speaking and Listening
(Cluster) Presentation of Knowledge and Ideas
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Standard 2: Demonstrates general skills and strategies of the listening and observing process.

Benchmark 2.1: Engages in active listening in a variety of situations.

(Strand) Speaking and Listening
(Cluster) Comprehension and Collaboration

PR/Award # S419B150018
Page e436

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
   - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   - Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

(Cluster) Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Benchmark 2.2: Observes to gain information and understanding.

(Strand) Reading

(Cluster) Integration of Knowledge and Ideas (Informational)

8. With prompting and support, identify the reasons an author gives to support points in a text.

(Strand) Speaking and Listening

(Cluster) Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

PR/Award # S419B150018
Page e437

**Math **

(Domain) Geometry

(Cluster) Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

**Math **

(Domain) Measurement & Data

(Cluster) Describe and compare measurable attributes.

Directly compare two objects with a measureable attribute in common, to see which object has "more of"/"less than" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.

(Strand) Reading
(Cluster) Key Ideas and Details (Literature)
1. With prompting and support, ask and answer questions about key details in a text.
(Cluster) Key Ideas and Details (Informational)
1. With prompting and support, ask and answer questions about key details in a text.
(Cluster) Craft and Structure (Literature)
4. Ask and answer questions about unknown words in a text.
(Cluster) Craft and Structure (Informational)
4. With prompting and support, ask and answer questions about unknown words in a text.
(Cluster) Range and Level of Text Complexity (Literature Informational)
10. Actively engage in group reading activities with purpose and understanding.

PR/Award # S419B150018
Page e438

Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

(Strand) Foundational Skills
(Cluster) Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.

(Cluster) Fluency
4. Read emergent-reader texts with purpose and understanding.

[1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

(Strand) Reading
(Cluster) Craft and Structure (Informational)
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
(Cluster) Craft and Structure (Literature)
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

(Cluster) Integration of Knowledge and Ideas (Informational)
8. With prompting and support, identify the reasons an author gives to support points in a text.

Benchmark 3.3: Demonstrates knowledge of the alphabet.

(Strand) Foundational Skills
(Cluster) Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
- Recognize and name all upper- and lowercase letters of the alphabet.

(Cluster) Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

(Cluster) Fluency
4. Read emergent-reader texts with purpose and understanding.

[1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

PR/Award # S419B150018
Page e439

Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.

(Strand) Foundational Skills
(Cluster) Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

(Cluster) Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

(Cluster) Fluency
4. Read emergent-reader texts with purpose and understanding.

[1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Benchmark 3.5: Draws meaning from pictures, print and text.

(Strand) Reading
(Cluster) Key Ideas and Details (Literature)
3. With prompting and support, identify characters, settings, and major events in a story.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
(Cluster) Key Ideas and Details (Informational)
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

(Cluster) Integration of Knowledge and Ideas (Informational)
8. With prompting and support, identify the reasons an author gives to support points in a text.

(Strand) Speaking and Listening
(Cluster) Presentation of Knowledge and Ideas
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Benchmark 3.6: Tells and retells a story.

(Strand) Reading
(Cluster) Key Ideas and Details (Literature)
2. With prompting and support, retell familiar stories, including key details.
(Cluster) Key Ideas and Details (Informational)
2. With prompting and support, identify the main topic and retell key details of a text.
(Cluster) Integration of Knowledge and Ideas (Literature)
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
(Cluster) Integration of Knowledge and Ideas (Informational)
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

PR/Award # S419B150018
Page e440

Benchmark 4.1: Understands that the purpose of writing is communication.

(Strand) Writing
(Cluster) Production and Distribution of Writing
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

(Strand) Speaking and Listening
(Cluster) Presentation of Knowledge and Ideas
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

(Strand) Foundational Skills
(Cluster) Fluency
4. Read emergent-reader texts with purpose and understanding.

[1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

PR/Award # S419B150018
Page e441

Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas.

(Strand) Writing
(Cluster) Text Types and Purposes
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
(Cluster) Research to Build and Present Knowledge
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(Strand) Speaking and Listening
(Cluster) Presentation of Knowledge and Ideas
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

(Strand) Foundational Skills
(Cluster) Fluency
4. Read emergent-reader texts with purpose and understanding.

[1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Benchmark 4.3: Explores the physical aspects of writing.

NO POS Connection

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmark 1.1: Exhibits independent behavior.

Big Idea: Personal Wellness (Health Education) – Primary Skills and Concepts – Personal and Physical Health

- demonstrate awareness of the concept of responsibility to oneself and others
- identify relationships between personal health behaviors and individual well-being
- describe how diet, exercise, and rest affect the body

Big Idea: Personal Wellness (Health Education) – Primary Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

- identify and practice personal health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others in the prevention and spread of disease
- describe the reasons for regular visits to health care providers

Big Idea: Nutrition (Health Education) – Primary Skills and Concepts

- explain why foods are needed by the body (growth, energy)
- describe the reasons why an individual needs to eat breakfast

Big Idea: Safety (Health Education) – Primary Skills and Concepts

- explain and practice safety rules/procedures for crossing streets, riding in cars/buses, loading/unloading buses, and using playground equipment
- identify and explain how to help prevent injuries at home and at school (e.g., seat belts, helmets, knee pads)
- explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- demonstrate awareness of how to avoid danger (e.g., fires, strangers)
- identify procedures and practices for obtaining emergency assistance and information (e.g., fire department, police department, poison control, ambulance service, when to call 911)

Big Idea: Lifetime Physical Wellness (Physical Education) – Primary Skills and Concepts

PR/Award # S419B150018
Page e442

- identify benefits gained from regular participation in physical activities and describe activities that will promote a physically active lifestyle
- participate in daily physical activity during and after school

Benchmark 1.2: Shows social cooperation.

Big Idea: Personal Wellness (Health Education) – Primary Skills and Concepts – Social, Mental and Emotional Health

- demonstrate social interaction skills by:
  - using etiquette, politeness, sharing and other positive social interaction skills
  - working and playing collaboratively in large and small groups
  - using appropriate means to express needs, wants and feelings
  - practicing attentive listening skills that build and maintain healthy relationships

Big Idea: Safety and Ethical/Social Issues – Primary Skills and Concepts – Social Issues

- work cooperatively with peers family members and others when using technology
- collaborate with peers, family members and others when using technology

Big Idea: Government and Civics – Primary Skills and Concepts

- explore personal rights and responsibilities:
  - explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)
  - describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news

Big Idea: Lifetime Physical Wellness (Physical Education) – Primary Skills and Concepts

- when participating in a variety of physical activities and games:
  - differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)
  - practice cooperation strategies with partners and small groups
- demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities

Big Idea: Employability Skills – Primary Skills and Concepts

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
  - identifying ways to cooperate at both home and school
  - learning the importance of working with others in groups
  - demonstrating how to work cooperatively by contributing ideas, suggestions and efforts

Big Idea: Consumer Decisions – Primary Skills and Concepts

- describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
  - describing some community activities that promote healthy environments

Benchmark 1.3: Applies social problem solving skills.

Big Idea: Cultures and Societies – Primary Skills and Concepts

PR/Award # S419B150018
Page e443

- describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups
- describe and give examples of conflicts and conflict resolution strategies

Benchmark 1.4: Shows a sense of purpose (future – hopefulness).
Big Idea: Employability Skills – Primary Skills and Concepts

- describe the importance of working hard and efficiently (e.g., taking pride in one's work, being on task)

MATHEMATICS (3S AND 4S)

Standard 1: Demonstrates general skills and uses concepts of mathematics.

Benchmark 1.1: Demonstrates an understanding of numbers and counting.

(Domain) Counting and Cardinality
(Cluster) Know number names and the count sequence.
1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
(Cluster) Count to tell the number of objects.
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c) Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
(Cluster) Compare numbers.
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] (Include groups with up to ten objects.)

(Domain) Measurement & Data
(Cluster) Describe and compare measurable attributes.
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
(Cluster) Classify objects and count the number of objects in each category.

PR/Award # S419B150018
Page e444

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]
[1] Limit category counts to be less than or equal to 10.

Benchmark 1.2: Recognizes and describes shapes and spatial relationships

(Domain) Geometry
(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
(Domain) Geometry
(Cluster) Analyze, compare, create, and compose shapes.
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*
(Domain) Measurement and Data
(Cluster) Describe and compare measurable attributes.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
(Cluster) Classify objects and count the number of objects in each category.
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]
[1] Limit category counts to be less than or equal to 10.

PR/Award # S419B150018
Page e445

Benchmark 1.3: Uses the attributes of objects for comparison and patterning.

(Domain) Geometry
(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
(Cluster) Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

(Domain) Measurement and Data

(Custer) Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

(Cluster) Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]

[1] Limit category counts to be less than or equal to 10.

Benchmark 1.4: Uses nonstandard and/or standard units to measures and describe.

(Domain) Measurement and Data

(Cluster) Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

(Domain) Counting and Cardinality

(Cluster) Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

(Cluster) Count to tell the number of objects

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
    - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
    - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Understand that each successive number name refers to a quantity that is one larger.

(Cluster) Compare Numbers

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
7. Compare two numbers between 1 and 10 presented as written numerals.

[1] Include groups with up to ten objects.

PR/Award # S419B150018
Page e446

(Domain) Geometry
(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.

PHYSICAL DEVELOPMENT (3S AND 4S)

Standard 1: Demonstrates basic gross and fine motor development.

Benchmark 1.1: Performs a variety of locomotor skills with control and balance.
Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts
- demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)
- demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following) with other people and objects
- work in group settings without physically interfering with others
- demonstrates the contrast between slow and fast movements while traveling

Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.
Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts
- demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)

Benchmark 1.3: Combines a sequence of several motor skills with control and balance.
Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts
- utilize fundamental motor skills and movement concepts to create movement sequences

Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.
Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts
- demonstrate fundamental motor skill aspects of performance
- develop basic manipulative skills (e.g., throwing, catching, kicking, striking)

PR/Award # S419B150018
Page e447

SCIENCE (3S AND 4S)

Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Benchmark 1.1: Explores features of the environment through manipulation.

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts
- use senses to observe and describe properties of material objects (color, size, shape, texture, flexibility, magnetism)
- investigate the physical properties of water as a solid, liquid and classify water and other matter using one or more physical properties
- classify water and other matter using one or more physical properties

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts
- explore differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sound)

Big Idea: The Earth and the Universe (Earth/Space Science)
- use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe and classify earth materials (solid rocks, soils, water and air) using their physical properties
- explore how earth materials are used for certain things because of their properties
- observe the locations and real or apparent movements of the sun and the moon
- investigate evidence of interaction between the sun and the Earth (e.g., shadows, position of sun relative to horizon) to support inferences about movements in the Earth/Sun system

Big Idea: Energy Transformation (Unifying Concepts) – Primary Skills and Concepts:
- Observe, illustrate and explain basic relationships of plants and animals in an ecosystem (e.g., use simple food chains and webs to explain how plants and animals get food/energy to live and grow)

Benchmark 1.2: Investigates simple scientific concepts.

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts
- ask questions about motion, magnetism and sound and use a variety of print and non-print sources to gather and synthesize information

Big Idea: Unity and Diversity (Biological Sciences) – Primary Skills and Concepts
- ask questions that can be investigated, plan and conduct 'fair tests,' and communicate (e.g., write, draw, speak, multi-media) findings to others

Big Idea: Interdependence (Unifying Concepts) Primary Skills and Concepts
- ask questions that can be explored using a variety of appropriate print and non-print resource (e.g. why certain plants cannot survive in a particular area; why some animals are endangered or extinct; why some areas are 'protected')

Benchmark 1.3: Uses a variety of tools to explore the environment.

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts

PR/Award # S419B150018
Page e448

- use appropriate tools (e.g., balance, metric ruler, thermometer, graduated cylinder) to measure and record length, width, volume, temperature and mass of material objects and to answer questions about objects and materials

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts

- use tools (e.g., timer, meter stick, balance) to collect data about the position and motion of objects in order to predict changes resulting from pushes and pulls
- use standard units of measurement (e.g., meters, inches, seconds) during investigations to evaluate/compare results

Big Idea: The Earth and the Universe (Earth/Space Science) – Primary Skills and Concepts

- use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe and classify earth materials (solid rocks, soils, water and air) using their physical properties
- observe weather conditions and record weather data over time using appropriate tools (e.g., thermometer, wind vane, rain gauge, etc.)

Big Idea: Unity and Diversity (Biological Sciences) – Primary Skills and Concepts

- use scientific tools (e.g., hand lens/magnifier, metric ruler, balance) to observe and make comparisons of organisms; and to classify organisms using one or more of their external characteristics (e.g., body coverings, body structures)

Big Idea: Information, Communication and Productivity – Primary Skills and Concepts – Information

- use and care for technology (e.g., computers, cell phones, digital cameras, scanners, multimedia at home, school and community)

Benchmark 1.4: Collects, describes and/or records information through a variety of means.

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts

- make qualitative (e.g., hard, soft, fast, slow) descriptions of pushes/pulls and motion
- use tools (e.g., timer, meter stick, balance) to collect data about the position and motion of objects in order to predict changes resulting from pushes and pulls
- use standard units of measurement (e.g., meters, inches, seconds) during investigations to evaluate/compare results
- ask questions about motion, magnetism and sound and use a variety of print and non-print sources to gather and synthesize information
- observe and describe (e.g., using words, pictures, graphs) the change in position over time (motion) of an object
- observe interactions of magnets with other magnets and with other matter (e.g., magnets have a force that can make some things move without touching them; larger size of a magnet does not have to mean it has greater force) in order to make generalizations about the behavior of magnets

Big Idea: Unity and Diversity (Biological Sciences) – Primary Skills and Concepts

- use scientific tools (e.g., hand lens/magnifier, metric ruler, balance) to observe and make comparisons of organisms; and to classify organisms using one or more of their external characteristics (e.g., body coverings, body structures)
- describe the basic needs of organisms and explain how these survival needs can be met only in certain environments
- identify the characteristics that define a habitat
- investigate adaptations that enable animals and plants to grow, reproduce and survive (e.g., movements, body coverings, method or reproduction)
- analyze structures of plants and animals to make inferences about the types of environments for which they are suited

PR/Award # S419B150018
Page e449

Big Idea: The Earth and the Universe (Earth/Space Science) – Primary Skills and Concepts
- explore how earth materials are used for certain things because of their properties
- observe weather conditions and record weather data over time using appropriate tools (e.g., thermometer, wind vane, rain gauge, etc.)
- use weather data to describe weather conditions and make simple predictions based on patterns observed (e.g., daily, weekly, seasonal patterns)
- communicate observations, investigations and conclusions orally and with written words, charts and diagrams

Big Idea: Biological Change (Biological Science) – Primary Skills and Concepts
- identify and describe evidence of organisms that no longer exist (fossils)
- compare fossils, plants and animals from similar environments in different geographic locations
- investigate and describe occurrences in the environment that illustrate change (e.g., erosion, earthquakes, weather phenomena, human intrusion)

Big Idea: Data Analysis and Probability – Primary Skills and Concepts- Data Representations
- make a graph using concrete manipulatives and read data displayed on a concrete graph
- display, read and compare data on student-invented graphs
- read, display, compare and interpret student-collected data
- display, read and compare data on a pictograph and bar graph

Big Idea: Interdependence (Unifying Concepts) – Primary Skills and Concepts
- identify the characteristics of an ecosystem
- Observe, document and explain how organisms depend on their environments
- Describe and explain how the environment can be affected by the organisms living there
- Describe how changes in an environment might affect plants' and animals' ability to survive.

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts
- work with others to investigate questions about properties of materials, documenting and communicating observations, designs, procedures and results

Big Idea: Energy Transformations (Unifying Concepts) – Primary Skills and Concepts
- observe and describe evidence of the sun providing light and heat to the Earth

Benchmark 1.5: Makes and verifies predictions based on past experiences.

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts
- observe and predict the properties of material objects

Big Idea: The Earth and the Universe (Earth/Space Science) – Primary Skills and Concepts
- use weather data to describe weather conditions and make simple predictions based on patterns observed (e.g., daily, weekly, seasonal patterns)

Big Idea: Biological Change (Biological Science) – Primary Skills and Concepts

PR/Award # S419B150018
Page e450

- make inferences about the basic environments represented by fossils found in earth materials (e.g., fossils of fish skeletons represent an aquatic environment)
- describe in words, pictures and/or measurements, changes that occur quickly (e.g., puddles forming from rain, cutting hair, burning paper) and changes that occur more slowly (e.g., hair growing, water evaporating in an open container, growing in height), noting the factors that influence the change.

Big Idea: Data Analysis and Probability – Experiments and Samples

- use data from student investigations to make predictions or draw simple conclusions

SOCIAL STUDIES (3S AND 4S)

Standard 1: Demonstrates basic understanding of the world in which he/she lives.

Benchmark 1.1: Differentiates between events that happen in the past, present and future.

Big Idea: Historical Perspective – Primary Skills and Concepts

- develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):
  - examine the past (of selves and the community)
  - distinguish among past, present and future people, places, events

Big Idea: Biological Change (Biological Science – Primary Skills and concepts

- examine fossils/representations of fossils and make comparisons between organisms that lived long ago and organisms of today (e.g., compare a fern to a fossil of a fern-like plant)

Benchmark 1.2: Uses environmental clues and tools to understand surroundings.

Big Idea: Geography – Primary Skills and Concepts

- develop an understanding of patterns on the Earth's surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):
  - locate and describe familiar places at school and the community
  - create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)
  - identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)
- investigate the Earth's surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):
  - locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)
- compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)

Big Idea: Information, Communication and Productivity – Primary Skills and Concepts – Information

- use and care for technology (e.g., computers, cell phones, digital cameras, scanners, multimedia at home, school and community)

PR/Award # S419B150018
Page e451

Big Idea: Research, Inquiry/Problem-Solving and Innovation – Primary Skills and Concepts – Research
- use teacher-directed Internet sources as a resource for information
- use electronic resources to access and retrieve information

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Big Idea: Economics – Primary Skills and Concepts
- develop an understanding of the nature of limited resources and scarcity:
  - investigate and give examples of resources
  - explain why people cannot have all the goods and services they want
- investigate banks in the community and explain how they help people (e.g., loan money, save money)
- compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)

Big Idea: Consumer Decisions – Primary Skills and Concepts
- develop an understanding of how consumer decisions are influenced by economic and social factors by:
  - recognizing that consumers are people whose wants are satisfied by using goods and services
  - recognizing that producers are people who make goods and provide services
  - identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions
  - defining barter, giving examples of bartering (e.g., trading baseball cards with each other), and explaining how money makes it easier for people to get things they want
  - recognizing the relationship between supply and demand and the dependence one has on others to provide for wants and needs

Big Idea: Financial Literacy – Primary Skills and Concepts
- investigate different ways to save money (e.g., piggy bank, local bank, savings bonds)

Benchmark 1.4: Recognizes and/or follows rules within the home, school and community.

Big Idea: Government and Civics – Primary Skills and Concepts
- demonstrate (e.g, speak, draw, write) and understanding of the nature of government:
  - explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community
  - investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)

Big Idea: Lifetime Physical Wellness (Physical Education) – Primary Skills and Concepts
- when participating in a variety of physical activities and games:
  - explain why rules are used (e.g., safety, fairness)
- demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities

Big Idea: Employability Skills – Primary Skills and Concepts
- identify how interpersonal skills are needed to be a responsible friend, family and team member by:

PR/Award # S419B150018
Page e452

- identifying ways to cooperate at both home and school
- learning the importance of working with others in groups
- demonstrating how to work cooperatively by contributing ideas, suggestions and efforts

- describe how attitudes and work habits contribute to success at home, school and work by:
  - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision

Big Idea: Safety – Primary Skills and Concepts

- explain and practice safety rules/procedures for crossing streets, riding in cars/buses

Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.

Big Idea: Employability Skills – Primary Skills and Concepts

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
  - identifying ways to cooperate at both home and school
- describe how attitudes and work habits contribute to success at home, school and work by:
  - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision

Benchmark 1.6: Knows that diversity exists in the world.

Big Idea: Government and Civics – Primary Skills and Concepts

- demonstrate (e.g, speak, draw, write) and understanding of the nature of government:
  - explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)

Big Idea: Cultures and Societies – Primary Skills and Concepts

- develop an understanding of the nature of culture:
  - explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)
  - investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

Big Idea: Awareness, Exploration, Planning

- identify that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter)
- describe the different job opportunities are available in the community

Big Idea: Government and Civics – Primary Skills and Concepts

- use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility

Big Idea: Employability Skills – Primary Skills and Concepts

- examine potential job/careers in the community

330

EARLY LEARNING STANDARDS: CREATING THE CONDITIONS FOR SUCCESS

A Joint Position Statement of

The National Association for the Education of Young Children (NAEYC) and
The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)*

Approved November 19, 2002
EXECUTIVE SUMMARY

Endorsed by the Council of Chief State School Officers, April 2003

Introduction

Early childhood education has become part of a standards-based environment. More than 25 states have standards[1] describing desired results, outcomes, or learning expectations for children below kindergarten age; Head Start has developed a Child Outcomes Framework; and national organizations have developed content standards in areas such as early literacy and mathematics. This movement raises significant educational, ethical, developmental, programmatic, assessment, and policy issues. Rather than writing a new set of standards, in this position statement NAEYC and NAECS/SDE address those issues, describing four features that are essential if early learning standards are to be developmentally effective. The recommendations in this position statement are most relevant to young children of preschool or prekindergarten age, with and without disabilities, in group settings including state prekindergarten programs, community child care, family child care, and Head Start. However, the recommendations can guide the development and implementation of standards for younger and older children as well.

PR/Award # S419B150018
Page e454

The Position

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) take the position that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

Because of the educational and developmental risks for vulnerable young children if standards are not well developed and implemented, the recommendations in this position statement are embedded in and refer to the principles set forth in NAEYC's code of ethical conduct. According to this code, early childhood professionals and others affecting young children's education must promote those practices that benefit young children, and they must refuse to participate in educational practices that harm young children. Thus, a test of the value of any standards effort is whether it promotes educationally and developmentally positive outcomes and whether it avoids penalizing or excluding children from needed services and supports.

* Download/view the full position statement (Adobe Acrobat Document)

Desired Effects of the Position Statement

NAEYC and NAECS/SDE have developed this position statement, and invited other associations to support and endorse its recommendations, in order to:

- **Take informed positions on significant, controversial issues affecting young children's education and development**
- **Promote broad-based dialogue**
- **Create a shared language and evidence-based frame of reference so that practitioners, decision makers, and families may talk together about early learning standards and their essential supports**
- **Influence public policies—those related to early childhood systems development as well as to the development, implementation, and revision of standards—that reflect the position statement's recommendations**
- **Stimulate investments needed to create accessible, affordable, high quality learning environments and professional development to support the implementation of effective early learning standards.**
- **Strengthen connections between the early childhood and K-12 education communities**
- **Build more satisfying experiences and better educational and developmental outcomes for all young children**

PR/Award # S419B150018
Page e455

332

Background and Context

Standards and the Early Childhood Education Field

One of NAEYC's first publications, written in 1929, was called *Minimum Essentials for Nursery Education*.[2] Since then, NAEYC has developed criteria for accrediting early childhood education programs,[3] teacher education standards,[4] guidelines for developmentally appropriate practice[5] and, in partnership with the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), curriculum and assessment guidelines[6]. NAEYC publications[7] have also described the role of professional organizations' content standards in early childhood education.

Yet the U.S. standards movement in elementary and secondary education, begun in the 1980s, did not have an immediate impact on education before kindergarten. In recent years, however, increased public awareness of the importance of early education, the expanded involvement of public schools in education for 3- and 4-year-olds, and reports from the National Research Council, including the influential *Eager to Learn* report[8], have stimulated a rapid expansion of the standards movement into early education. Preliminary results from a recent national survey show more than 25 states with specific child-based outcome standards for children younger than kindergarten age. [9] The Head Start Bureau has established a "Child Outcomes Framework,"[10] describing learning expectations in each of eight domains. Professional associations have developed content standards in areas including early mathematics and literacy.[11] National reports and public policies have called for the creation of standards—variously including program standards, content standards, performance standards, and child outcomes—as part of a broader effort to build school readiness by improving teaching and learning in the early years.

The Distinctive Characteristics of Early Childhood

Early childhood is a distinct period of life that has value in itself as well as creating foundations for later years. States and others must consider the characteristics of early childhood as the standards movement extends into the years before kindergarten:

- The younger children are, the harder it is to create generalized expectations for their development and learning, because young children's development varies greatly and is so heavily dependent upon experience.[12]
- This variability also creates greater challenges in assessing young children's progress in meeting standards or achieving desired results.[13]
- To a greater extent than when children are older, young children's development is connected across developmental domains, with progress in one area being strongly influenced by others. This again has implications for how standards are written and implemented.
- Young children's development and learning are highly dependent upon their family relationships and environments. The development and implementation of early learning standards must therefore engage and support families as partners[14].

PR/Award # S419B150018
Page e456

333

- Our youngest children are our most culturally diverse.[15] Early learning standards must take this diversity into account. In addition, many children transition from culturally familiar child care programs and family environments into settings that do not reflect their culture or language. These discontinuities make it difficult to implement early learning standards in effective ways.

- Early childhood programs include an increasing number of children with disabilities and developmental delays.[16] These children must be given especially thoughtful consideration when states or others develop, implement, and assess progress in relation to early learning standards.

- Finally, settings for early education before kindergarten vary greatly in their sponsorship, resources, and organization—far more than the K-12 system—and the vast majority of those programs are not regulated by public schools. In such a fragmented system, standards cannot have a positive effect without intensive attention to communication, coordination, consensus building, and financing.

Risks and Benefits of Early Learning Standards

Reflecting on this expanded interest, on more than a decade of experience with systems of K-12 standards, curriculum, assessment, and accountability, and on the experience of a number of states and professional organizations, NAEYC and NAECS/SDE see risks as well as significant potential benefits in the movement toward early learning standards. Both need to be taken into account as early learning standards are developed and implemented.

PR/Award # S419B150018
Page e457

Possible Risks

The major risk of any standards movement is that the responsibility for meeting the standards will be placed on children's shoulders, rather than on the shoulders of those who should provide opportunities and supports for learning. This risk carries especially great weight in the early years of schooling, which can open or close the door to future opportunities. Negative consequences potentially face children who fail to meet standards, because the data may be used to label children as educational failures, retain them in grade, or deny them educational services.[17] Culturally and linguistically diverse children, and children with disabilities, may be at heightened risk.

Other issues also require thoughtful attention. The development of high quality curriculum and teaching practices—essential tools in achieving desired results—can be forgotten in a rush from developing standards to assessing whether children meet the standards. Standards can also run the risk of being rigid, superficial, or culturally and educationally narrow. In the K-12 arena, at times standards have driven curriculum toward a more narrowly fact- and skill-driven approach with a resulting loss of depth, coherence, and focus. In the early childhood field, this trend could undermine

334

the use of appropriate, effective curriculum and teaching strategies. Finally, the K-12 experience has shown that even the best-designed standards have minimal benefit when there is minimal investment in professional development, high quality assessment tools, program or school resources, and a well-financed education system. [18]

Benefits

Despite these cautions, past experience also suggests that under the right conditions early learning standards can create significant benefits for children's learning and development[19]. *Eager to Learn,*[20] *Neurons to Neighborhoods,*[21] and other reports underscore young children's great capacity to benefit from experiences that are challenging and achievable. Clear, research-based expectations for the content and desired results of early learning experiences can help focus curriculum and instruction, aiding teachers and families in providing appropriate, educationally beneficial opportunities for all children. These opportunities can, in turn, build children's school readiness and increase the likelihood of later positive outcomes.

Besides their potential benefits for young children, early learning standards may carry other advantages. The process of discussing what should be included in a standards document, or what is needed to implement standards, can build consensus about important educational outcomes and opportunities. Strong reciprocal relationships with families and with a wide professional community can be established through these discussions. Families can expand their understanding about their own children's development and about the skill development that takes place in early education settings, including learning through play and exploration. Teachers, too, can expand their understanding of families' and others' perspectives on how children learn.

Carefully developed early learning standards, linked to K-12 expectations, can also contribute to a more coherent, unified approach to children's education. Educators, families, and other community members see the connections between early learning opportunities and positive long-term outcomes. For example, they can see that standards emphasizing the value of conversations with toddlers are based on evidence that such conversations promote acquisition and expansion of vocabulary in preschool, which in turn predicts success in meeting reading standards in the early elementary grades.[22] Finally, a developmental continuum of standards, curriculum, and assessments, extending from the early years into later schooling, can support better transitions from infant-toddler care through preschool programs to kindergarten and into the primary grades, as teachers work within a consistent framework across educational settings.

PR/Award # S419B150018
Page e458

335

DEVELOPMENTALLY EFFECTIVE EARLY LEARNING STANDARDS:

ESSENTIAL FEATURES

In order for early learning standards to have these benefits for young children and families, NAEYC and NAECS/SDE believe that four essential features must be in place: **(1) significant, developmentally appropriate content and outcomes; (2) informed, inclusive processes to develop and review the standards; (3) implementation and assessment strategies that are ethical and appropriate for young children, and (4) strong supports for early childhood programs, professionals, and families.**

Recommendations in each of these areas follow, with a brief rationale for each. NAEYC and NAECS/SDE have grounded these recommendations in a knowledge base that includes educational, developmental, and policy research; positions and other statements by our own and other organizations and agencies; and promising practices in a number of states.

PR/Award # S419B150018
Page e459

1. EFFECTIVE EARLY LEARNING STANDARDS EMPHASIZE SIGNIFICANT, DEVELOPMENTALLY APPROPRIATE CONTENT AND OUTCOMES

To be effective, early learning standards must explicitly incorporate (1) all domains of young children's development; (2) content and desired outcomes that have been shown to be significant for young children's development and learning; (3) knowledge of the characteristics, processes, and sequences of early learning and skill development; (4) appropriate, specific expectations related to children's ages or developmental levels, and (4) cultural, community, linguistic, and individual perspectives.

- **Effective early learning standards give emphasis to *all* domains of development and learning.**

  Young children's development is strongly interconnected, with positive outcomes in one area relying on development in other domains. Therefore, early learning standards must address a wide range of domains—including cognitive, social, emotional, physical, and language development, motivation and approaches to learning, as well as discipline-specific domains including the arts, literacy, mathematics, science, and social studies. Three recent early childhood reports from the National Research Council (*Preventing Reading Difficulties,*[23] *Eager to Learn*[24]*, and Neurons to Neighborhoods*[25]) explicitly underscore this point.

  K-12 standards have often focused on academic subject matter rather than including other domains. When standards give undue weight to only a few content areas, while ignoring or lessening the importance of other areas. young children's well being is jeopardized. Because

336

research has emphasized how powerfully early social and emotional competence predict school readiness and later success, and because good early environments help build this competence, this domain should be given explicit attention in early learning standards.[26] At the same time, early learning standards must create and support expectations that promote children's learning in areas such as language, literacy and mathematics,[27] which have at times been under-emphasized or inappropriately taught.

- **The content and desired outcomes of early learning standards are meaningful and important to children's current well being and later learning.**

  In creating early learning standards, states and professional organizations must answer the "so what" question: What difference will this particular expectation make in children's lives? Standards developed for elementary and secondary education have varied in how well they have addressed the issue of meaningfulness. Those standards that focus on the "big ideas" within domains or academic disciplines appear better able to support strong curriculum, high quality assessments, and positive results for children.[28] Longitudinal research may provide guidance in selecting significant content for early learning standards—if a specific piece of learning appears to make little difference for children's current well being or later outcomes, then it may not be worth attending to in a standards document.

- **Rather than relying on simplifications of standards for older children, the content and desired outcomes of effective early learning standards are based on research about the processes, sequences, and long-term consequences of early learning and development**

  Pressures to align standards with those in the K-12 system can influence standards for younger children in undesirable ways. For instance, working backward from standards for older children, some may reason that if the kindergarten standards say that five-year olds are expected to count to 20, then 4-year-olds should be expected to count to 10, and 3-year-olds to count to five. This simplified approach to alignment contradicts developmental research consistently showing that earlier forms of a behavior may look very different than later forms.[29] One example is the finding that non-academic strengths such as emotional competence[30] or positive "approaches to learning"[31] when children enter kindergarten are strong predictors of academic skills in later grades.

  For these reasons, early learning standards should be built forward, from their earliest beginnings, rather than being simplified versions of standards for older children. The result will be more powerful content and more valid expectations for early learning and skill development. With this process, early learning standards do align with what comes later, but the connections are meaningful rather than mechanical and superficial.

PR/Award # S419B150018
Page e460

337

- **Effective early learning standards create appropriate expectations by linking content and desired outcomes to specific ages or developmental periods.**

  An especially challenging task is to determine how the expectations in early learning standards may best be linked to specific ages or developmental levels. When a standard is written to cover a wide age spectrum—for example, from ages three through six—adults may assume that the youngest children should be accomplishing the same things as the oldest children, leading to frustration both for the youngest children and for their teachers. Conversely, with such broad age ranges for standards, adults may also underestimate the capacities of older children, restricting the challenges offered to them.

  Alternatives are available. Reports on standards development work from the U.S. Department of Education's Mid-Continent Regional Educational Laboratory (McREL)[32] recommends broadly written content standards but with specific "grade-level benchmarks" being used to describe year-by-year knowledge and skills related to a particular standard. Yet yearly age- or grade-level expectations may also ignore the wide developmental variability of young children who are the same age or in the same year in school, including children with disabilities. For early learning standards, then, a good approach may be to provide flexible descriptions of research-based learning trajectories or "developmental continua," referring to but not tightly linked to age-related yearly accomplishments (as in NAEYC and the International Reading Association's joint position statement Learning to Read and Write[33]).

- **The content of effective early learning standards, and expectations for children's mastery of the standards, must accommodate the variations—community, cultural, linguistic, and individual—that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children's life situations and experiences, including disabilities.**

  Young children's learning is intimately connected to and dependent upon their cultures, languages, and communities. Research shows that there are wide cultural variations in the experiences and developmental pathways taken by young children, as well as in children's individual needs, including those with disabilities.[34] Early learning standards should be flexible enough to encourage teachers and other professionals to embed culturally and individually relevant experiences in the curriculum, creating adaptations that promote success for all children.

2. EFFECTIVE EARLY LEARNING STANDARDS ARE DEVELOPED AND REVIEWED THROUGH INFORMED, INCLUSIVE PROCESSES

The processes by which early learning standards are developed and reviewed contribute to their credibility and effectiveness. These processes should rely on appropriate expertise, stakeholder involvement, and regular evaluation and revision.

PR/Award # S419B150018
Page e461

338

- **The process of developing and reviewing early learning standards relies on relevant, valid sources of expertise.**

  Effective early learning standards are developed through a process that uses scientifically valid, relevant evidence to create and review expectations about content and desired outcomes for young children. A sound knowledge base of developmental and educational research exists, including syntheses recently published by the National Research Council,[35] as well as publications from national professional associations.[36] Over time, standards also require rigorous validation through studies demonstrating that the expectations in the standards do indeed predict positive developmental and learning outcomes.

- **The process of developing and reviewing early learning standards involves multiple stakeholders. Stakeholders may include community members, families, early childhood educators and special educators, and other professional groups. In all cases, those with specific expertise in early development and learning must be involved.**

  The wide range of cultures, communities, settings, and life experiences within which young children are educated, the critical importance of families in early learning, and the educational significance of transitions into infant-toddler care, preschool, kindergarten, and beyond,[37] make it essential to engage many participants in developing and refining early learning standards. States and other groups must find effective ways to bring a wide range of stakeholders to the table, creating opportunities for dialogue between the public school community and others responsible for children's early learning.[38]

- **Once early learning standards have been developed, standards developers and relevant professional associations ensure that standards are shared with all stakeholders, creating multiple opportunities for discussion and exchange.**

  Standards documents that just sit on shelves cannot be part of an effective early childhood system. Multiple sectors of the early childhood community (e.g., community child care; early intervention; family child care, etc) as well as the K-3 community, families and others committed to positive outcomes for young children can develop an understanding of how standards may be used effectively in early childhood education. This requires that standards be communicated in clear language. It also requires commitment from standards developers and from early childhood professional associations, to create ongoing dialogue about early learning standards and their implications.

- **Early learning standards remain relevant and research based by using a systematic, interactive process for regular review and revision.**

  The advancing knowledge base in education and child development, as well as changing community, state, and national priorities, require that standards be regularly re-examined with processes like those used in the standards' initial development. In addition, as K-12 standards are

PR/Award # S419B150018
Page e462

339

revised and revisited, standards for children below kindergarten age should be part of the process, so that expectations align meaningfully across the age and grade spectrum.

3. EARLY LEARNING STANDARDS GAIN THEIR EFFECTIVENESS THROUGH IMPLEMENTATION AND ASSESSMENT PRACTICES THAT SUPPORT ALL CHILDREN'S DEVELOPMENT IN ETHICAL, APPROPRIATE WAYS

Perhaps the greatest difficulty in creating early learning standards is to establish valid, effective, ethically grounded systems of implementation, assessment, and accountability. In their joint position statement on curriculum and assessment,[39] NAEYC and NAECS/SDE offer detailed guidelines for the positive uses of child assessment, screening, and accountability systems. NAEYC's Code of Ethical Conduct[40] provides further professional guidance. The recommendations below build on these position statements with specific focus on assessments that are linked to early learning standards.

- **Effective early learning standards require equally effective curriculum, classroom practices, and teaching strategies that connect with young children's interests and abilities, and that promote positive development and learning.**

  Early learning standards describe the "what"—the content of learning and the outcomes to be expected—but they seldom describe the "how." While research does not support one best approach to teaching young children,[41] it consistently emphasizes the need for curriculum, educational practices and teaching strategies that respond to children's needs and characteristics. Language-rich interactions and relationships with adults and peers; challenging, well-planned curriculum offering depth, focus, choice, engagement, investigation, and representation; teachers' active promotion of concept and skill development in meaningful contexts; adaptations for children with disabilities and other special needs; an integrated approach to teaching and learning—these are just some of the components of the rich curriculum and repertoire of teaching strategies"[42] that are essential to young children's learning.

- **Tools for assessing young children's progress must be clearly connected to important learning represented in the standards; must be technically, developmentally, and culturally valid; and must yield comprehensive, useful information.**

  Assessment is an essential component of effective early childhood education, [43] and the development of appropriate assessments has long been a priority in the field. Appropriate assessment begins with a comprehensive understanding of what is to be assessed—in this case, the content and desired outcomes expressed in early learning standards. Broad, significant content cannot be assessed with narrow instruments. Beyond the important requirements of technical adequacy (reliability and validity), assessments must also be developmentally valid, including observations by knowledgeable adults in real-life early childhood contexts, with multiple, varied opportunities for assessment over time. Of special importance when developing standards-related assessments are the needs of culturally diverse children and children with disabilities.

PR/Award # S419B150018
Page e463

In addition, the information yielded by these assessments must be useful to practitioners and families. A number of states have intentionally addressed these critical assessment issues when developing their early learning standards.

Assessments that are developed or adopted to use with early learning standards should follow the same principles that have been articulated in the joint position statement of NAEYC and NAECS/SDE on Curriculum and Assessment[44] and by other professional groups such as the Commission on Instructionally Supportive Assessment convened by the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and the National Middle School Association,[45] the National Education Goals Panel,[46] the American Educational Research Association (AERA), the American Psychological Association (APA), the National Council on Measurement in Education,[47] and the National Association of School Psychologists (NASP)[48].

Using instruments that were designed for older children to assess younger children's learning is unacceptable. Pulling poorly conceived assessments off the shelf to meet an immediate need, when these assessments do not align meaningfully with the standards or with young children's characteristics, contradicts these expert recommendations. Such assessments yield developmentally, educationally, and culturally meaningless information. Assessments that are appropriate for young children, including classroom-based assessments, are available in all domains of development and learning and for a variety of specific assessment purposes. Professionals need not and cannot compromise assessment quality.

PR/Award # S419B150018
Page e464

- **Information gained from assessments of young children's progress with respect to standards must be used to benefit children. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children.**

Professional associations are unanimous in stating that, whenever learning is assessed and whenever assessment results are reported, children must benefit from that assessment. These benefits can and should include improvements in curriculum and teaching practices, better developmental outcomes, greater engagement in learning, and access to special interventions and supports for those children who are having difficulty. The misuse of assessment and accountability systems has the potential to do significant educational and developmental harm to vulnerable young children. Children's failure to meet standards cannot be used to deny them services, to exclude them from beneficial learning opportunities, or to categorize them on the basis of a single test score[49]. For example, families should not be advised to keep a child out of kindergarten because a single test shows that their child has not met certain standards. Such misuses of standards-related assessments violate professional codes of ethical conduct.[50]

341

4. EFFECTIVE EARLY LEARNING STANDARDS REQUIRE A FOUNDATION OF SUPPORT FOR EARLY CHILDHOOD PROGRAMS, PROFESSIONALS, AND FAMILIES

Even the best standards for young children's learning will be ineffective unless early childhood programs themselves meet high standards, and unless programs, professionals, and families are strongly supported.

- **Research-based standards for early childhood programs, and adequate resources to support high quality programs, build environments where early learning standards can be implemented effectively.**

  Research has identified the kinds of early environments and relationships that promote positive outcomes for children.[51] Using this knowledge, national accreditation systems such as that of NAEYC[52] define and assess early childhood program quality. In creating a system of standards for early education, a few states have begun by developing program standards before turning to content or performance standards for young children, believing that clear expectations and supports for program quality are an essential first step.

- **Significant expansion of professional development is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.**

  Well-educated, knowledgeable and caring teachers are the key to positive outcomes for children.[53] Efforts to create early learning standards must be accompanied by in-depth professional development, coaching, and mentoring for teachers, administrators, and teacher educators—not just about the standards themselves but about the appropriate curriculum, teaching strategies, relationships, and assessment tools that together make up a systematic approach to improving outcomes for all children.

- **Early learning standards will have the most positive effects if families—key partners in young children's learning—are provided with respectful communication and support.**

  Families' hopes and expectations play a critically important role in early development[54]. Families and other community members also provide many of the experiences and relationships needed for young children's success. Any effort to develop and implement shared expectations or standards for early learning will be more successful if families are well supported as part of the process.

PR/Award # S419B150018
Page e465

CONCLUSION

This position statement is subtitled "Creating the Conditions for Success." In describing the four conditions under which effective early learning standards can be developed and implemented, NAEYC and NAECS/SDE set forth significant challenges to states, professional groups, and the early childhood field. Important, developmentally appropriate content and outcomes; informed, inclusive processes for standards development and review; standards implementation and assessment practices that promote positive development; strong supports for early childhood programs, professionals, and families—each of these requires substantial commitment of effort and resources. Shortcuts are tempting. Yet when these conditions are met, early learning standards will contribute to a more focused, responsive, and effective system of education for all young children.

PR/Award # S419B150018
Page e466

This document is an official position statement of the National Association of Early Childhood Specialists in State Departments of Education and the National Association for the Education of Young Children.

© 2002 National Association for the Education of Young Children
Contact us at pubaff@naeyc.org
Updated October 1, 2003

APPENDIX

DEVELOPING A JOINT POSITION STATEMENT FROM NAEYC AND NAECS/SDE:

BACKGROUND AND PROCESSES

Background. In July 2000, NAEYC's Governing Board voted to give focused attention to early learning standards, as a high priority issue for the organization. Following Board discussions and dialogue at several conference sessions, NAEYC's Governing Board decided to develop a position statement articulating principles or criteria for developing, adopting, and using early learning standards. NAEYC's long history of collaboration with the National Association of Early Childhood Specialists in State Departments of Education quickly led to a decision by both organizations to create a joint position statement.

Developing the Position Statement. The processes used to develop the position statement have been collaborative, beginning with the establishment of a joint working group and an invitation to multiple stakeholder organizations and experts to help identify the key issues that the position statement should address. Conference sessions and e-mail distribution to the organizations' members, other groups, and individuals with special expertise were used to seek feedback on drafts of the position statement. After further input and revisions, NAEYC's Governing Board and the membership of NAECS/SDE voted to approve the position statement on November 19, 2002.

PR/Award # S419B150018
Page e467

ENDNOTES

1 National Association for the Education of Young Children (1998). *NAEYC code of ethical conduct and statement of commitment* (Revised 1997). Washington, DC: Author.

2 National Association for Nursery Education (1929). *Minimum essentials for nursery school education.* Chicago, IL: Author.

3 National Association for the Education of Young Children. (1998). *Accreditation criteria and procedures of the National Association for the Education of Young Children.* Washington, DC: Author.

4 National Association for the Education of Young Children. (2001). *NAEYC standards for early childhood professional preparation.* Washington, DC: Author

5 Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs* (Revised ed.). Washington, DC: NAEYC.

6 National Association for the Education of Young Children & the National Association of Early Childhood Specialists in State Departments of Education. (1991). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. *Young Children* 46 (3), 21-38.

7 Bredekamp, S., & Rosegrant, T. (1995). *Reaching potentials: Transforming early childhood curriculum and assessment. Volume 2.* Washington, DC: NAEYC.

8 Bowman, B.T., Donovan, S., & Burns, M.S. (Eds). (2001). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.

9 **SERVE**, personal communication, October 2002.

10 Head Start Bureau. 2001. Head Start child outcomes framework. *Head Start Bulletin* , no. 70. Washington, DC: Department of Health and Human Services, Administrator for Children and Families. Online: http://www.headstartinfo.org/pdf/im00_18a.pdf

11 National Council of Teachers of Mathematics and National Association for the Education of Young Children (2002). *Early childhood mathematics: Promoting good beginnings.* Washington, DC: NAEYC.

PR/Award # S419B150018
Page e468

12 Shonkoff, J.P., & Phillips, D.A. (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.
13 Meisels, S., & Atkins-Burnett, S. (2002). The elements of early childhood assessment. In J. P. Shonkoff & S. J. Meisels (Eds.) *Handbook of early childhood intervention* (pp. 231-257). New York: Cambridge University Press.
14 Christenson, S. (1999). Families and schools: Rights, responsibilities, resources, and relationships. In R.C. Pianta & M.J. Cox (Eds.), *The transition to kindergarten* (pp. 143-177). Baltimore, MD: Paul H. Brookes.

15 Washington, V., & Andrews, J.D. (Eds.) (1998). *Children of 2010.* Washington, DC: NAEYC.

16 Odom, S.L., & Diamond, K.E. (1998). Inclusion of young children with special needs in early childhood education: The research base. *Early Childhood Research Quarterly, 13,* 3-26.

Shonkoff, J., & Meisels, S. (Eds.), (2000). *Handbook of early childhood intervention* (2nd Ed.). New York: Cambridge University Press.

17 Hatch, J. A. (2002). Accountability shovedown: Resisting the standards movement in early childhood education. *Phi Delta Kappan, 83,* 457-462.

18 Elmore, R. (2002). *Bridging the gap between standards and achievement: Report on the imperative for professional development in education.* Washington, DC: Albert Shanker Institute.

19 Schmoker, M. & Marzano, R.J. (1999 March). Realizing the promise of standards-based education. *Educational Leadership*, 56(6), 17-21.
Bredekamp, S. (In press). Standards for preschool and kindergarten mathematics education. In D.H. Clements, J. Sarama, & A-M. DiBiase (Eds.), *Engaging young children in mathematics: Findings of the 2000 National Conference on Standards for Preschool and Kindergarten Mathematics Education*. Mahwah, NJ: Lawrence Erlbaum.
Kagan, S. L., Rosenkoetter, S., & Cohen, N. E. (1997). *Considering child-based results for young children: Definitions, desirability, feasibility, and next steps.* New Haven, CT: Yale Bush Center in Child Development and Social Policy.

20 Bowman, B.T., Donovan, S., & Burns, M.S. (Eds). (2001). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.

21 Shonkoff, J.P., & Phillips, D.A. (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

22 Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experiences of young American children.* Baltimore, MD: Paul H. Brookes.

PR/Award # S419B150018
Page e469

23 National Research Council. (1998). *Preventing reading difficulties in young children*. Snow, C.E., Burns, M.S. Burns, & Griffin, P. (Eds.). Washington, DC: National Academy Press.

24 Bowman, B.T., Donovan, S., & Burns, M.S. (Eds). (2001). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.

25 Shonkoff, J.P., & Phillips, D.A. (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

26 Peth-Pierce, R. (2001). *A good beginning: Sending America's children to school with the social and emotional competence they need to succeed.* Monograph based on two papers commissioned by the Child Mental Health Foundations and Agencies Network (FAN). Chapel Hill, NC: University of North Carolina.

Raver, C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *SRCD Social Policy Report, 16* (3). Ann Arbor, MI: Society for Research in Child Development.

27 Neuman, S.B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children.* Washington, DC: NAEYC.

National Council of Teachers of Mathematics and National Association for the Education of Young Children (2002). *Early childhood mathematics: Promoting good beginnings*. Washington, DC: NAEYC.

28 Elmore, R. (2002). *Bridging the gap between standards and achievement: Report on the imperative for professional development in education.* Washington, DC: Albert Shanker Institute.

29 Shonkoff, J.P., & Phillips, D.A. (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

30 Raver, C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *SRCD Social Policy Report, 16* (3). Ann Arbor, MI: Society for Research in Child Development.

31 West, J., & Denton, K. (2002). *Early Childhood Longitudinal Study-K. Children's reading and mathematics achievement in kindergarten and first grade*. Washington, DC: National Center for Education Statistics.

32 Kendall, J.S. (2001). *A technical guide for revising or developing standards and benchmarks.* Aurora, CO: Mid-Continent Regional Educational Laboratory (McREL).

PR/Award # S419B150018
Page e470

347

33 Neuman, S.B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children.* Washington, DC: NAEYC.

34 Garcia-Coll, C., & Magnuson, K. (2000). Cultural differences as sources of developmental vulnerabilities and resources. In J.P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early intervention* (pp. 94-114). New York: Cambridge University Press.
Sandall, S., McLean, M., & Smith, B. (Eds.) (2000). *DEC recommended practices in early intervention/early childhood special education.* Longmont, CA: Sopris West.
Odom, S.L., & Diamond, K.E. (Eds.) (1998). Inclusion of young children with special needs in early education: The research base. Special Issue. *Early Childhood Research Quarterly,* 13 (1).

35 Bowman, B.T., Donovan, S., & Burns, M.S. (Eds). (2001). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.
National Research Council. (1998). *Preventing reading difficulties in young children.* Snow, C.E., Burns, M.S. Burns, & Griffin, P. (Eds.). Washington, DC: National Academy Press.
National Research Council. (1998b). *Educating language-minority children.* Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. D. August and K Hakuta (Eds), Board on Children, Youth, and Families. Commission on Behavioral and Social Sciences Education. Washington, DC: National Academy Press.
Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

36 National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education. 1991. Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. *Young Children* 46 (3): 21-38.
National Association of Early Childhood Specialists in State Departments of Education. (2000). Still unacceptable trends in kindergarten entry and placement. Springfield, IL: Author.
National Association of Elementary School Principals. (1990). *Early childhood education: Standards for quality programs for young children.* Alexandria, VA: Author.
National Association of State Boards of Education. (1988). *Right from the start. Report of the National Task Force on School Readiness.* Alexandria, VA: Author.
37 Pianta, R. C., & Cox, M. J. (1999). *The transition to kindergarten.* Baltimore, MD: Paul H. Brookes.

38 National Association for Elementary School Principals (2001). *Leading learning communities: What principals should know and be able to do.* Alexandria, VA: Author.

PR/Award # S419B150018
Page e471

39 National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education. 1991. Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. *Young Children* 46 (3): 21-38.

40 National Association for the Education of Young Children (1998). *NAEYC code of ethical conduct and statement of commitment* (Revised 1997). Washington, DC: Author.

41 Bowman, B.T., Donovan, S., & Burns, M.S. (Eds). (2001). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.

42 Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs* (Revised ed.). Washington, DC: NAEYC.
National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education. 1991. Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. *Young Children* 46 (3): 21-38.
Bredekamp, S., & Rosegrant, T. (1995). *Reaching potentials: Transforming early childhood curriculum and assessment. Volume 2.* Washington, DC: NAEYC.

43 Meisels, S., & Atkins-Burnett, S. (2002). The elements of early childhood assessment. In J. P. Shonkoff & S. J. Meisels (Eds.) *Handbook of early childhood intervention* (pp. 231-257). New York: Cambridge University Press.

44 National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education. 1991. Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. *Young Children* 46 (3), 21-38.

45 Commission on Instructionally Supportive Assessment (Convened by American Association of School Administrators, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association, & National Middle School Association). (2001) *Building tests to support instruction and accountability: A guide for policy makers.* On line: http://www.aasa.org/issues_and_insights/assessment/Building_Tests.pdf

46 Shepard, L., Kagan, S.L., & Wurtz, E. (1998). *Principles and recommendations for early childhood assessments.* Washington, DC: National Education Goals Panel.

47 American Educational Research Association, American Psychological Association, National Council for Measurement in Education (1999). *Standards for educational and psychological testing.* Washington, DC: American Educational Research Association.

PR/Award # S419B150018
Page e472

704 KAR 5:070. Common kindergarten entry screener.

RELATES TO: KRS 156.070, 156.160
STATUTORY AUTHORITY: KRS 156.070, 156.160
NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.070 gives the Kentucky Board of Education the management and control over all programs operated in the public schools. KRS 156.160 gives the Kentucky Board of Education specific authority to promulgate administrative regulations establishing standards which school districts shall meet in student, operational, and program service to students. This administrative regulation establishes minimum requirements for administration of a common kindergarten entry screener in school districts, to determine a student's readiness for school in the five (5) domains of school readiness established in this administrative regulation.

Section 1. Definitions. (1) "Prior early learning settings" means the following five (5) categories of early learning settings in which each student participated prior to attending kindergarten:
(a) Child care center;
(b) Head Start program
(c) State funded preschool;
(d) Home; or
(e) Other.
(2) "School readiness" means a student entering school is ready to engage in and benefit from early learning experiences that best promote the student's success.
(3) "Screener" means an instrument designed to identify students who need further diagnostic assessment for evaluation.
(4) "System of measurement" means the use of multiple assessments for multiple purposes across the learning continuum for data to be tracked and used to guide continuous improvement for students.

Section 2. Required Common Kindergarten Entry Screener. In accordance with KRS Chapter 45A, the Department shall adopt a statewide common kindergarten entry screener that:
(1) Aligns with the definition of school readiness and the standards established in Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards;
(2) Assesses the domains of adaptive, cognitive, communication, motor, and social emotional as established in Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards;
(3) Is a reliable and valid screener for its intended purposes for the target populations, including English learners and students with disabilities; and
(4) Produces point-in-time student level results that indicate level of school readiness in the five (5) domains listed in subsection (2) of this section.

Section 3. Administration of the Common Kindergarten Entry Screener. (1) Beginning in the 2013-2014 academic year, each Kentucky public school district shall administer the common kindergarten entry screener adopted by the Department in accordance with Section 2 of this administrative regulation.
(2) Each school district shall administer the common kindergarten entry screener to each student entering kindergarten in the school district no earlier than fifteen (15) days prior to the start of the current academic year and no later than the thirtieth (30th) instructional day of the academic year.

Section 4. Data Collection and Reporting. (1) Each school containing kindergarten students shall enter the data from the common kindergarten entry screener in the student information system within thirty (30) days of the district's administration of the common kindergarten entry screener.
(2) Data shall be reported by the Department at an aggregate level by:
(a) School district;
(b) School readiness domain;
(c) Student demographics; and
(d) Prior early learning settings.

Section 5. District use of the common kindergarten entry screener. (1) A district shall provide individual student results of the screener to parents or guardians of individual students.
(2) A district shall not use the common kindergarten entry screener results to determine eligibility for enrollment. All students who meet the enrollment requirements of KRS 159.010 shall be entitled to enter kindergarten without regard to the results of the common kindergarten entry screener.
(3) Districts may use the common kindergarten entry screener data as a system of measurement in the following ways:
(a) To inform districts, parents, and communities about early learning in order to close the school readiness gap;
(b) To make informed policy decisions at the local level to support early learning experiences prior to school entry;
(c) To establish local goals for program improvement in order to achieve early learning outcomes; and
(d) To include data as evidences in the kindergarten through 3rd grade Program Evaluation under 703 KAR 5:230.
(4) The results of the screener shall not be utilized as part of the school's or districts' overall score to determine recognition or support contained in any administrative regulation promulgated by the Board pursuant to KRS 158.6455.

Section 6. Incorporation by Reference. (1) "Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards", June 2009, is incorporated by reference.
(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Department of Education, Office of Next Generation Learners, 18th Floor, Capitol Plaza Tower, 500 Mero Street, Frankfort, Kentucky, Monday through Friday, 8 a.m. to 4:30 p.m. (38 Ky.R. 1410; 39 Ky.R. 35; eff. 7-13-2012.)

Kentucky Legislature

SB1

09RS

WWW Version

The hyperlink to a bill draft that precedes a summary contains the most recent version (Introduced/GA/Enacted) of the bill. If the session has ended, the hyperlink contains the latest version of the bill at the time of sine die adjournment. Note that the summary pertains to the bill as introduced, which is often different from the most recent version.

Includes opposite chamber sponsors where requested by primary sponsors of substantially similar bills in both chambers and jointly approved by the Committee on Committees of both chambers. Opposite chamber sponsors are represented in italics.

SB 1 (BR 803) - K. Winters, D. Williams, D. Kelly, V. McGaha, K. Stine, D. Thayer, J. Westwood

AN ACT relating to student assessment.

Amend KRS 158.6451 to add an expectation relating to performing arts; amend KRS 158.6453 to restate the purposes and components of a balanced assessment program including both formative and summative assessments; eliminate the open-response questions requirement; require writing portfolios be maintained for each student in grade 5 to 12 but eliminate from the state assessment; limit rewrites of the writing portfolio; require an on-demand assessment of student writing one time within the elementary, middle, and high school grades, respectively; require writing assessments consisting of multiple-choice items emphasizing mechanics and editing one time within the elementary, middle, and high school, respectively; require each school council to develop policies relating to the school's writing program; eliminate practical living and vocational studies from the assessment program but require a program evaluation of practical living and career studies annually; eliminate arts and humanities student testing from the assessment program but require a program evaluation of arts and humanities annually; require that accelerated learning be provided any student whose scores on any of the assessments indicate skill deficiencies; require each school to devise an accelerated learning plan; require individual reports to parents on the achievement of their children compared to school, state, and national results; limit state core content testing to the last seven days of a local district's school calendar and limit number of days of testing to no more than five during that period; provide that a local board of education may adopt the use of commercial assessments for making formative judgments; require the Kentucky Department of Education to assist districts in selection of commercial products that address Kentucky core content; require the Kentucky Board of Education to recommend at least three companies or products to the state board for approval; amend KRS 158.6452 to require the School Curriculum, Assessment, and Accountability Council to provide recommendations relating to the identification of academic skills and deficiencies of individual students; amend KRS 158.6455 to modify language relating to successful school and delete references to rewards; amend KRS 158.6458 to modify title of the assessment and accountability system, by adding reference to "academic achievement"; amend KRS 158.6459 to change the high school readiness exam from grade 8 to grade 9; amend KRS 158.649 to change dates for reporting student data to each school council and change dates for actions by school councils; amend KRS 156.095, 158.6459, 158.710, 158.7874, 158.805, 158.816, 159.035, and 160.345 to conform; make technical changes.

SB 1 - AMENDMENTS

SCS - Retain original provisions, except add language providing that the additional multiple-choice test items that are added to norm-referenced tests are for the purpose of measuring the depth and breadth of Kentucky's academic content standards; require that the results of summative assessments identified within the assessment program be expressed in terms of Kentucky's student academic achievement standards; change testing from the last 7 days to the last 8 days of a district's academic year; change the implementation date to 2011-2012 for the revised assessment program; identify school years 2011-2013 as the baseline years for the revised accountability reporting

HCS - Amend KRS 158.6451 to add an expectation relating to performing arts; amend KRS 158.6453 to add definition; to require the department of education to plan and implement a comprehensive process to revise academic content standards and to complete the process in the areas of reading, language arts, mathematics, science, and social studies by December 15, 2010; disseminate the revised academic content standards by January 15, 2011; require the Council on Postsecondary Education to sign a written agreement that the academic content standards for reading and mathematics are aligned with the

postsecondary education course standards for reading and mathematics; require the Education Professional Standards Board and the Council on Postsecondary Education to provide information and training on the academic content standards to the postsecondary education faculty in the content areas and the teacher preparation programs; discontinue the grading of writing portfolios and inclusion of the student scores in the state accountability system spring 2009 and thereafter; discontinue student testing in practical living skills and career skills and arts and humanities in 2009-2010 and thereafter; suspend the state accountability system for the 2008-2009, 2009-2010, and 2010-2011; require professional development for teachers and administrators; require the Kentucky Board of Education to revise the annual statewide student assessment program for implementation in school year 2011-2012; require the revised plan to have student assessments that are valid and reliable for individual students; require the Department of Education to provide program guidelines and program review guidance for the arts and humanities, writing programs, and practical living skills and career studies; require biennial state and annual local program reviews for arts and humanities, writing programs, and practical living skills and career studies; require that the department plan and implement an interim program assessment process for writing, arts and humanities, and practical living skills and career studies; require writing portfolios as a part of any school's writing program which shall be determined by each school-based decision making council; provide that the writing portfolio reflect a student's interests and growth over time and that a portfolio be maintained for each student in grades primary through 12 and travel with the student from grade to grade and to any school in which the student enrolls; require criterion-referenced tests, which are augmented with norm-referenced items in grades 3 through 8 to measure the depth and breadth of Kentucky's core content and to provide national profiles in the areas of mathematics and reading; require a criterion-referenced test, augmented with a customized or commercially available norm-referenced test to measure depth and breadth of social studies and science and to provide national profiles to be administered 1 time in the elementary and middle grades and the high school, respectively; require an on-demand assessment of student writing 1 time in the elementary grades, 2 times in the middle grades and 2 times in the high school grades; require an editing and mechanics test relating to writing, using multiple choice and constructed response items to be administered 1 time in the elementary and middle and high school grades, respectively; permit the state board to determine how end-of-course exams may be substituted for criterion-referenced tests at the high school level; require the state board within 60 days of the effective date of the Act to revise the Administration Code for Kentucky's Assessment Program to include prohibitions of inappropriate test preparation activities; require that accelerated learning be provided to any student whose scores on any of the assessments indicate skill deficiencies or a high level of achievement; retain the ACT, college readiness, and high school readiness exams; require each school to devise an accelerated learning plan; require individual reports to parents on the achievement of their children compared to school, state, and national results; limit state core content testing to the last 14 days of a local district's school calendar and limit number of days of testing to no more than 5 days during that period when the revised test is implemented and require that the Kentucky Board of Education promulgate administrative regulations to set testing procedures; provide that a local board of education may adopt the use of commercial assessments for making formative judgments; amend KRS 158.6452 to require the School Curriculum, Assessment, and Accountability Council to provide recommendations relating to its responsibilities; amend KRS 158.6455 to modify language relating to successful school and delete references to rewards; amend KRS 158.6458 to modify title of the assessment and accountability system, by adding reference to "academic achievement"; amend KRS 158.6459 to delete reference to the grade level of the high school readiness exam; require test results to be reported to schools within 75 days from the first day in which exams may be administered; amend KRS 158.649 to change dates for reporting student data to each school council beginning in the 2012-2013 school year and change dates for actions by school councils; amend KRS 156.095 to add assessment literacy and integration of performance-based student assessment in classroom instruction as required professional development to be made available; amend KRS 160.345 to require the school-based decision making council to review findings from annual and state program reviews in arts and humanities, writing, practical living skills and career studies; amend KRS 164.020 to add duty for assuring that academic core content standards in high school align with postsecondary education course entry requirements; amend 158.710, 158. 805, 158.816 159.035, and 160.345 to conform; make technical changes; require that the Department of Education and the Education Professional Standards Board take actions during the 2009 and 2010 calendar years to improve instruction at the pre-service levels and to improve the ability of existing teachers to teach reading; outline requirements of the study; identify conditions that apply during the transition period from the effective date of this Act to the 2011-2012 school year, including permitting the use of mathematics items developed after the academic content standards are completed in a field test in spring 2010 and to administer an initial mathematics test based on the revised content standards in 2011 to meet NCLB requirements and approved by the United States Department of Education; require that the state board ensure all NCLB requirements for accountability and proficiency are met; require an extensive review of how assessments affect exceptional children and if changes are needed in the revised assessment and accountability system; require a 5 year strategy by the Council on Postsecondary Education, the Kentucky Board of Education and Department of Education to reduce college remediation rates by at least 50 percent from what they are in 2010 and increase the college completion rates of students enrolled in 1 or more remedial courses; require the Department of Education to inform districts and schools that decisions about mathematics textbook purchases may be delayed until after the mathematics academic standards have been revised and allow off-list purchases in order to ensure that textbooks selected align with the revised mathematics academic standards; EMERGENCY.

HCA (1/Title, C. Rollins II) - Make title amendment.

HFA (1, S. Brinkman) - Create a new section of KRS Chapter 158 to require the Kentucky Department of Education to develop and implement the Kentucky Financial Literacy Program; create a new section of KRS Chapter 158 to create the Kentucky financial literacy trust fund in the State Treasury, which may receive state appropriations, gifts, grants, federal funds, and any other funds.

HFA (2, C. Rollins II) - Make technical correction.

CCR - Did not agree.

FCCR - Retain original provisions of SB1/HCS, except add language relating to the commissioner of education and the president of the Council on postsecondary education collaborating in the development of a process to revise elementary and secondary education academic standards and aligning the high school standards with postsecondary education standards; insert language that clarifies that all criterion-referenced tests shall be valid and reliable for individual students; add clarity that the results of program reviews and audits of arts and humanities, practical living skills and career studies, and writing shall be included in the new accountability system promulgated by the Kentucky Board of Education; remove prescriptive language relating to accountability index in order for the state board to have flexibility in the development of a new system of accountability based on the new assessments; remove practical living skills and career studies, arts and humanities, and writing portfolios from the state assessments for the current year, 2009-2010 and 2010-2011 and thereafter; remove statutory language that is made obsolete by the addition of a new noncodified section that outlines the testing requirements during the interim period before the new assessment program is implemented in 2011-2012; provide that the current criterion-referenced test be continued in the same subjects and current grade levels, with the exception of those programs that have been removed effective this year; provide that a new norm-referenced stand-alone test be administered in grades 3 through 7 in 2009-2010 and 2010-2011 to be given either within one week before or one week after the testing window; change assessment results reporting from every other year to annually; limit the testing window for this year to up to 7 days and up to 6 days in the following two years; add a new section of KRS Chapter 164 to require that within 30 days from the effective date of this Act that each postsecondary education institution plan and implement a process to develop core academic content standards for reading and mathematics for introductory courses that involve secondary educators in order to vertically align standards; add a new noncodified section to outline the accountability requirements for using the Annual Yearly Progress results based on interim tests for meeting No Child Left Behind requirements, including state level assistance to schools; make technical changes.

Feb 3-introduced in Senate
Feb 4-taken from Committee on Committees; 1st reading; returned to Committee on Committees (S); to Education (S)
Feb 5-taken from committee; 2nd reading; returned to Education (S)
Feb 10-reported favorably, to Rules with Committee Substitute ; posted for passage in the Regular Orders of the Day for Tuesday, February 10, 2009; 3rd reading, passed 36-0 with Committee Substitute
Feb 11-received in House
Feb 23-to Education (H)
Feb 27-posted in committee
Mar 5-taken from committee; 1st reading, to Calendar
Mar 6-2nd reading, to Rules; returned to Education (H)
Mar 11-reported favorably, to Rules with Committee Substitute, committee amendment (1-title) ; floor amendments (1) and (2) filed to Committee Substitute ; posted for passage in the Regular Orders of the Day for Thursday, March 12, 2009; taken from the Regular Orders of the Day for Thursday, March 12, 2009; placed in the Orders of the Day for Wednesday, March 11, 2009; 3rd reading, passed 97-0 with Committee Substitute, committee amendment (1-title), floor amendment (2); received in Senate; posted for passage for concurrence in House Committee Substitute, committee amendment (1-title), floor amendment (2); Senate refused to concur in House Committee Substitute, committee amendment (1-title), floor amendment (2); received in House; House refused to recede from Committee Substitute, committee amendment (1-title), floor amendment (2); Conference Committee appointed in House and Senate
Mar 13-Conference Committee report filed in House and Senate; Conference Committee report adopted in House and Senate; Free Conference Committee appointed in House and Senate; Free Conference Committee report filed in House and Senate; Free Conference Committee report adopted in House; passed 93-0; received in Senate; Free Conference Committee report adopted in Senate; passed 38-0; enrolled, signed by each presiding officer; delivered to Governor
Mar 25-signed by Governor (Act ch. 101)

Vote History

Legislature Home Page | Record Front Page

157.3175 Preschool education program -- Grant allocation Eligibility for free preschool education -- Program components.

(1) Each local school district shall assure that a developmentally appropriate half-day preschool education program is provided for each child who is at risk of educational failure and who is four (4) years of age:

(a) By October 1, for any year prior to 2017; or

(b) By August 1, for 2017 or any year thereafter.

All other four (4) year old children shall be served to the extent placements are available. The Kentucky Board of Education, upon the recommendation of the chief state school officer, shall adopt administrative regulations establishing the guidelines for the program. Administrative regulations shall establish eligibility criteria, program guidelines, and standards for personnel.

(2) "Developmentally appropriate preschool program" means a program which focuses on the physical, intellectual, social, and emotional development of young children. The preschool program shall help children with their interpersonal and socialization skills.

(3) Funds appropriated by the General Assembly for the preschool education programs shall be granted to local school districts according to a grant allotment system approved by the Kentucky Board of Education. Children who are at risk shall be identified based on the Federal School Lunch Program eligibility criteria for free lunch. Appropriations shall be separate from all other funds appropriated to the Department of Education and shall be administered in accordance with applicable federal and state statutes and administrative regulations. Eligible local school districts shall receive funds based on the average number of preschool children being served on December 1 and March 1 of the prior academic year who are appropriately identified as:

(a) Three (3) and four (4) years of age with disabilities; and

(b) Four (4) years of age identified as at risk of educational failure.

Local school districts may develop cooperative arrangements with other school districts or organizations in accordance with KRS 157.280.

(4) A child shall be eligible for a free and appropriate preschool education and related services if:

(a) 1. The child has been identified as a child with a disability in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. secs. 1400 et seq.; or

2. The child has been identified in accordance with the definitions and procedures for exceptional children and youth in accordance with KRS 157.200(1)(a) to (m); and

(b) The child is three (3) or four (4) years of age:

1. By October 1, for any year before 2017; or

2. By August 1, for 2017 or any year thereafter.

(5) The chief state school officer shall receive and review proposals from local school districts for grants to operate or oversee the operation of developmentally appropriate preschool education programs. Districts may submit proposals for implementing new services, enhancing existing preschool

education services, or contracting for services. In designing a local early childhood education program, each district shall work with existing preschool programs to avoid duplication of programs and services, to avoid supplanting federal funds, and to maximize Head Start funds in order to serve as many four (4) year old children as possible.

(6) Each program proposal shall include, at a minimum:

(a) A description of the process conducted by the district to assure that the parents or guardians of all eligible participants have been made aware of the program and of their right to participate;

(b) A description of the planned educational programming and related services;

(c) The estimated number of children participating in the program;

(d) Strategies for involving children with disabilities;

(e) Estimated ratio of staff to children with the maximum being one (1) adult for each ten (10) children;

(f) The estimated percentage of children participating in the program who are at risk of educational failure;

(g) Information on the training and qualifications of program staff and documentation that the staff meet required standards;

(h) A budget and per-child expenditure estimate;

(i) A plan to facilitate active parental involvement in the preschool program, including provisions for complementary parent education when appropriate;

(j) Facilities and equipment which are appropriate for young children;

(k) The days of the week and hours of a day during which the program shall operate;

(l) A plan for coordinating the program with existing medical and social services, including a child development and health screening component;

(m) Assurances that participants shall receive breakfast or lunch;

(n) Program sites which meet state and local licensure requirements;

(o) A plan for coordinating program philosophy and activities with the local district's primary school program;

(p) An evaluation component; and

(q) Certification from the Head Start director that the Head Start program is fully utilized pursuant to subsection (4) of this section.

(7) Programs shall reflect an equitable geographic distribution representative of all areas of the Commonwealth.

Effective: June 25, 2013

History: Amended 2013 Ky. Acts ch. 86, sec. 1, effective June 25, 2013, and ch. 102, sec. 1, effective June 25, 2013. -- Amended 1996 Ky. Acts ch. 362, sec. 6, effective July 15, 1996. -- Amended 1992 Ky. Acts ch. 456, sec. 2, effective July 14, 1992. -- Created 1990 Ky. Acts ch. 476, Pt. I, sec. 16, effective July 13, 1990.

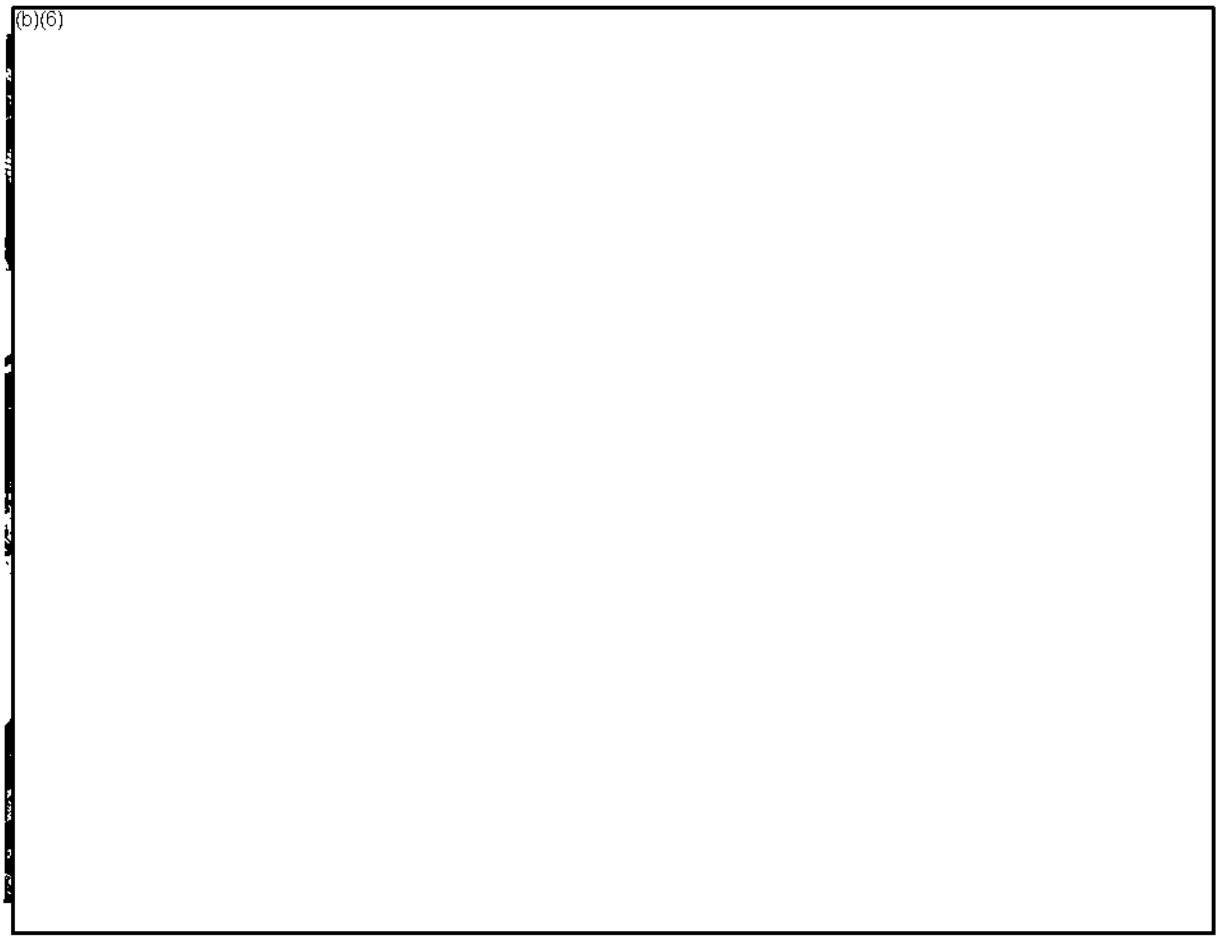
2014-2016 Budget Reference. See State/Executive Branch Budget, 2014 Ky. Acts ch. 117, Pt. I, C, 3, (4) at 629.

2014-2016 Budget Reference. See State/Executive Branch Budget, 2014 Ky. Acts ch. 117, Pt. I, C, 3, (6) at 629.

Legislative Research Commission Note (6/25/2013). This statute was amended by 2013 Ky. Acts chs. 86 and 102. Where those Acts are not in conflict, they have been codified together. Where a conflict exists, Acts ch. 86, which was last enacted by the General Assembly, prevails under KRS 446.250.

Early Childhood Services in Kentucky:

A framework to ensure school readiness
for our students, schools and communities



Final report of the Governor's Task Force on Early Childhood Development and Education

Established by Governor Steven L. Beshear

November 2010

Kentucky
UNBRIDLED SPIRIT

This page has been intentionally left blank.

TABLE OF CONTENTS

Submittal Letter 5
Task Force Members 6
Executive Summary 7
Introduction 9
Recommendations 12
School Readiness 12
Child Assessment 15
Kentucky's Governance Model and Responsibilities of Kentucky's Early Childhood Advisory Council 18
Collaboration and Coordination 21
Early Childhood Standards 23
Model Curriculum Framework for Public Preschools and Review of Kindergarten Standards 25
STARS for KIDS NOW 26
Community Early Childhood Councils 27
Endnotes 28
Appendices 30
Appendix A: Executive Order 30
Appendix B: Survey on Collaboration and Coordination 36
Appendix C: STARS for KIDS NOW Strategies adopted from the Cabinet for Health and Family Services 40
Appendix D: STARS for KIDS NOW Strategies adopted from the Early Childhood Development Authority 42

In memory of Robert F. Sexton

Executive Director of the Prichard Committe for Academic Excellence, who believed that all children could learn at high levels and that all parents could be empowered to help their children's teachers and schools

1942 - 2010

Governor's Task Force on
Early Childhood
Development
and Education

Nov. 23, 2010

The Honorable Steven L. Beshear
Governor
Commonwealth of Kentucky
State Capitol
700 Capitol Avenue
Frankfort, Ky. 40601

Dear Governor Beshear:

The Governor's Task Force on Early Childhood Development and Education has completed its study of Kentucky's system of early childhood services.

Over the past 20 months, the Task Force met 16 times and provided opportunities for members and the public to participate in four topical sessions. National experts on state governance of early childhood services were consulted along with public and private program and service providers from around the Commonwealth. Kentucky's current system of service delivery was compared with that of states with similar geographic and demographic characteristics as the Task Force explored an extensive array of potential policy options. The Task Force members brought a variety of professional and community experiences to the process. Membership included representatives from the public school system, universities and Head Start; state government agencies including health, education and social service agencies; day care; advocates and community based providers.

This report offers eight recommendations that would serve as an early childhood framework for Kentucky's state agencies, community partners and families to improve early learning experiences and opportunities, helping to ensure school readiness for our children, schools and communities.

These recommendations build on Kentucky's history of innovative early childhood education and development initiatives, from the Kentucky Education Reform Act (KERA) in 1990 to the KIDS NOW initiative and legislation in 2000, to the Beshear administration efforts related to K-CHIP outreach and premium elimination, early childhood oral health and the Transforming Education in Kentucky (TEK) initiative which is focused on reinvigorating public support for K-12 education.

The work of the Task Force provides a unified vision for early childhood education and development in the Commonwealth and a plan of action to establish and strengthen collaboration and coordination across the system.

As co-chairs of the Early Childhood Task Force, we wish to thank the members of the Task Force for giving their thoughtful consideration, time and commitment to the work of the Task Force over the past twenty months. Without their dedication, this report would not have been possible.

Respectfully Submitted,

(b)(6)

Joseph U. Meyer
Secretary
Education and Workforce Development Cabinet

(b)(6)

Janie Miller
Secretary
Cabinet for Health and Family Services

Task Force Members

Secretary Joseph U. Meyer, Education and Workforce Development Cabinet, co-chair
Secretary Janie Miller, Cabinet for Health and Family Services, co-chair

Mary Begley
Cabinet for Health & Family Services

Dennis R. Chaney
Barren River Area Health Department

Steve Davis
Department for Public Health

Tommy Floyd
Madison County Board of Education

Jaesook Gilbert
Northern Kentucky University

Kevin Hable
Shakertown Roundtable

Tracy Haddix
Head Start Association

Cindy Heine
Prichard Committee

Jessica Hiler
Fayette County Education Association

Amy Hood Hooten
Western Kentucky University

Bronwyn Garrett Hudson
Southside Christian Child Care

Rick Hulefeld
Children, Inc.

Theresa Jensen
Jefferson County Public Schools

Judith M. Jerald
Save the Children

Chip Malley
Little Red School House

Lacey McNary
Kentucky Youth Advocates

Aubrey Nehring
Audubon Area Community Services, Inc.

Bill Scott
Kentucky School Board Association

Brigitte Ramsey
Kentucky State Board of Education

Jo Robertson
Murray State University

Felicia Smith
Kentucky Department of Education

Terry Tolan
United Way of Kentucky

Vicki Stayton
Western Kentucky University

Scott White
Morgan & Pottinger PSC

June Widman
Eastern Kentucky Child Care Coalition

Kathy Wilson
Playschool Child Care Center

Executive Summary

Recognizing the critical role a child's younger years play in future achievements, Governor Steven L. Beshear created the Task Force on Early Childhood Development and Education by Executive Order in February 2009.

While Kentucky has the elements of a comprehensive system of early childhood programs including dedicated service providers, a supportive business community and leaders who recognize the importance of high-quality early childhood experiences, the Governor created the Task Force to bring those components together in order to develop a unified vision for early childhood development policy in the Commonwealth.

(b)(6)

Gov. Beshear directed the 28-member Task Force – comprised of stakeholders including public and private child care providers, school system personnel, college professors, businesspeople and state agencies that administer programs for young children – to promote greater collaboration among providers of services to young children and reliance on accepted early learning standards and assessment, to bring a renewed emphasis to quality at all levels and to determine a common understanding and definition of "school readiness."

Additionally, the Task Force was asked to review the current service delivery system to ensure a more effective use of the public's resources and a successful transition to kindergarten.

Since March 2009, the Task Force met 16 times. Information was solicited and reviewed from local, state and nationally known professionals in the field of early childhood development and education. The Task Force also conducted an inventory of existing early childhood programs and services in Kentucky and developed and compiled recommendations related to defining school readiness, collaboration and quality, including governance, standards, funding and program support.

Finally, the Task Force provided a forum for stakeholder and public input toward creation of Kentucky's Early Childhood Advisory Council (ECAC), through the enactment of the Head Start School Readiness Act of 2007[1] whereby Congress authorized the Governor of each state to designate or establish such a council.

Based on its charge by the Governor, the Task Force developed the following definition of school readiness as its mission statement:

> *School readiness means: Each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success — ready to grow, ready to learn, ready to succeed.*

The Task Force recommends that the Governor consider the following steps that would establish school readiness as a value of the early childhood community and prepare children of the Commonwealth for success in school and in life.

Recommendation 1:
Kentucky should adopt and distribute the school readiness definition to local communities, schools, state agencies and early childhood advocates.

Recommendation 2:
Working in cooperation with the ECAC, the Kentucky Department of Education (KDE) should identify and implement a screening tool for children's transition and entry into kindergarten and coordinate its use with other child assessment requirements.

Recommendation 3:
Kentucky should develop a governance model for the system of early childhood services in the Commonwealth.

Recommendation 4:
Increase opportunities for, and reduce barriers to, collaboration and coordination at all levels of the early childhood system through provision of technical assistance, use of incentives and development of measures to assess and evaluate collaboration and coordination efforts.

Recommendation 5:
Ensure that Early Childhood Standards are widely distributed and used effectively in the programming for high quality child care, early care and preschool programs, Head Start and used across the education community, including postsecondary programs.

Recommendation 6:
Support the work of KDE in the promotion of a model curriculum framework for public preschools and related review of kindergarten standards.

Recommendation 7:
Identify strategies including incentives and other supports to increase participation in the STARS for KIDS NOW program to make it more meaningful to parents.

Recommendation 8:
Strengthen the role of the Community Early Childhood Councils by simplifying the grant process and identifying the needs of each local community to determine support for the local council.

A quality, comprehensive education and development system for our children is the key to Kentucky's economic success in the future. The Task Force recognizes the fiscal constraints the state has faced and continues to face. Despite these economic challenges, the Task Force believes there are opportunities that currently exist and has developed these recommendations which will position the state to move forward in further enhancing Kentucky's early childhood infrastructure.

These recommendations will improve core elements of Kentucky's early childhood system and serve as a framework for Kentucky's state agencies, community partners and families to ensure school readiness for our children, schools and communities.

Introduction

Every child in the Commonwealth from the most rural farm to the inner city deserves the opportunity for a promising life. Kentucky has made incredible strides in providing for the needs of our youngest citizens, but there is much work left to accomplish.

There is mounting evidence that investments in human capital during early childhood have a greater rate of return and prevent societal costs, such as poor high school graduation rates, welfare dependence and crime. It makes economic sense to invest in our children. Research shows a return from $2 to $17 for every $1 put into early childhood programs and services.[2,3] We also know that the future economic development of our state depends on our ability to educate our next generation, preparing them for the jobs of tomorrow.[4]

(b)(6)

Absent a comprehensive national approach to supporting families with young children, states have developed programs and services in response to federal funding opportunities and specific state needs subject to the availability of state funds. The sometimes disconnected nature of the delivery of the services hinders access to them, decreases overall system quality and limits the return on the public's investment in these services.[5,6]

Kentucky has made a substantial commitment to early childhood development and education, particularly within the last decade. Despite the recent state and national economic downturn, Gov. Beshear has endeavored to protect those prior commitments to children — protecting funding for public schools, increasing the state's outreach efforts in K-CHIP (the state's public health insurance program for children under 200 percent of the federal poverty level) and promoting early childhood oral health.

The Commonwealth has a history of successful, innovative initiatives in the field of early childhood development and education: from Head Start's inception in Kentucky in 1965, the Kentucky Education Reform Act (KERA) in 1990, to the KIDS NOW Initiative and legislation in 2000. Additionally, the Head Start Reauthorization Act passed by Congress creates the opportunity for establishing a state Early Childhood Advisory Council.

(b)(6)

In recognition of these milestones and in an effort to support greater health, educational attainment, economic success and overall well-being for Kentuckians, Gov. Beshear determined that a comprehensive review of the delivery of early childhood development and education services was both timely and appropriate and established the Governor's Task Force on Early Childhood Development and Education (Task Force)[7] in February 2009.

Kentucky offers a wide range of services to families and children from prenatal to school entry.[8] These services are delivered through a variety of state government agencies; local government, health, mental health, and social service entities; non-profit and for-profit providers; and federally funded quasi-government entities.

The Task Force convened its first meeting in March 2009, and met monthly for the past year-and-a-half with members participating in multiple subgroup sessions. During these sessions, members heard presentations and differing perspectives on social, health and education issues and compared Kentucky's infrastructure and delivery system of early childhood services with that of states across the nation. The Task Force explored a wide range of policy positions on the best practices in governance, funding and program supports.

The Task Force conducted an inventory of Kentucky's early childhood development and education programs and services throughout much of 2009, and released an interim report detailing these programs and services in April 2010. It was the first known report of its kind for Kentucky.

In late 2009 and throughout 2010, the Task Force focused on the development and compilation of its recommendations to address: "greater collaboration among providers of services to young children, quality at all levels from early childcare through kindergarten, agreement on what constitutes school readiness, and reliance on accepted early learning standards and assessment." [9]

Throughout the discussions, the concept of the "whole child" was paramount in that members included the health, socio-emotional, cultural and cognitive aspects of a child and continually acknowledged the importance of the relationships among children, families, schools and communities.

Re-organizing the delivery of early childhood services under a common management structure is appealing at first glance but involves logistical, financial and administrative issues of such significance as to interfere with and impede, rather than improve, the delivery of services. Funding a significant expansion of preschool services is a desirable goal, but one that is unattainable in the current fiscal environment of the Commonwealth.

As the Task Force was conducting its work, the American Recovery and Reinvestment Act of 2009 (ARRA)[10] made funding available to improve coordination and collaboration among early childhood education and care programs and services. Funding was made available to states to develop a State Advisory Council on Early Childhood Education and Care. In the Improving Head Start for School Readiness Act of 2007,[11] Congress authorized the Governor of each state to designate or establish such a council.

The work of the Task Force provided a forum for stakeholder and public input to inform the creation of Kentucky's Early Childhood Advisory Council. In developing its recommendations, the Task Force recognized this unique opportunity to enable Kentucky to develop and implement a plan established by its ECAC for children from birth to school entry.

Kentucky now has an opportunity to move closer to a seamless delivery system of early childhood services for its children through the implementation of the following recommendations of the Task Force and the continuation of this work through the ECAC.

(b)(6)

Recommendations

The recommendations of the Task Force which follow are consistent with the overarching improvement areas outlined in Gov. Beshear's Executive Order:

- agreed upon definition of "school readiness,"
- greater collaboration,
- improved quality of early childhood environment, and
- accepted early learning standards and assessment.

Recommendation 1: Kentucky should adopt the following School Readiness Definition and widely distribute it to local communities, schools, state agencies and early childhood advocates.

School Readiness Definition

Ready to Grow... Ready to Learn... Ready to Succeed

The Task Force recommends that in Kentucky:

School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

(b)(6)

Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

In developing the above recommendation, the Task Force recognized the five developmental areas for school readiness are:

- Approaches to learning;
- Health and physical well-being;
- Language and communication development;
- Social and emotional development; and
- Cognitive and general knowledge.

In addition to the definition of school readiness, the Task Force developed a series of indicators related to the above developmental areas. These readiness indicators provide an overview of the expectations of primary schools for incoming students and provide guidance to families and communities on how to prepare children for school.

Also, a readiness indicator provides teachers, child care providers and parents a tool to better inform them on the specific strengths and needs of each individual child. These indicators represent the hopes and aspirations for incoming students, not the expectations. Children develop at different rates, not every child will have mastered all of the skills and behaviors at the beginning of a primary program.

Health and Physical Well-Being

My child:

- Eats a balanced diet
- Gets plenty of rest
- Receives regular medical and dental care
- Has had all necessary immunizations
- Can run, jump, climb, and does other activities that help develop large muscles and provide exercise
- Uses pencils, crayons, scissors, and paints and does other activities that help develop small muscles

Emotional and Social Preparation

My child:

- Follows simple rules and routines
- Is able to express his or her own needs and wants
- Is curious and motivated to learn
- Is learning to explore and try new things
- Has opportunities to be with other children and is learning to play/share with others
- Is able to be away from parents/family without being upset
- Is able to work well alone
- Has the ability to focus and listen

Language, Math and General Knowledge

My child:

- Uses 5-6 word sentences
- Sings simple songs
- Recognizes and says simple rhymes
- Is learning to write her name and address
- Is learning to count and plays counting games
- Is learning to identify and name shapes and colors
- Has opportunities to listen to and make music and to dance
- Knows the difference between print and pictures
- Listens to stories read to them
- Has opportunities to notice similarities and differences
- Is encouraged to ask questions
- Has his television viewing monitored by an adult
- Understands simple concepts of time (night and day, today, yesterday, tomorrow)
- Is learning to sort and classify objects

NOTE:

*School readiness skills and behaviors are not to be used to determine school eligibility; all children who meet the legal age requirement are entitled to a public school education.

**School readiness skills and behaviors are aligned to Kentucky Early Childhood Standards and are designed to be used with the KIDS NOW Early Childhood Parent Guide and were adapted from the Final Report of the National Governors Association Task Force on School Readiness, the Northern Kentucky Council of Partners in Education Kindergarten Readiness pamphlet, the United States Department of Education School Readiness Checklist, the Maryland Model of School Readiness, and the School Readiness in North Carolina Report to the North Carolina State Board of Education.

(b)(6)

To support statewide adoption of this "school readiness" definition, the Task Force further recommends the collaborative distribution of the definition by the ECAC through the Kentucky Department of Education and the Department for Community Based Services to local schools and communities across the state, as well as early childhood advocates. Distribution efforts should be integrated into existing marketing, training and technical assistance across state agencies.

Rationale

Although the Commonwealth was at the forefront nationally of early childhood care and education with the work of KIDS NOW and the development of Kentucky's Early Childhood Standards, Kentucky does not have a statewide definition of school readiness. Definitions of school readiness differ in communities across the Commonwealth.

This lack of a common definition of school readiness can create confusion and impede a community's ability to assess the developmental and educational needs of its children. A common definition would increase continuity across early care and education programs and increase effectiveness of supports for helping children successfully transition to kindergarten and primary school.

(b)(6)

The Task Force reviewed definitions from national and international models in developing its definition of school readiness. This definition addresses the whole child while providing guidance on appropriate student expectations in primary school.

Early childhood community partners can use the school readiness definition to develop and strengthen relationships, communicating the strengths and needs of each individual child to ensure school success. This definition provides the opportunity for coordination across systems at the local, regional and state level and can be used in tandem with a continuous assessment system to provide feedback to schools and the early childhood community.

Recommendation 2: Working in cooperation with the ECAC, the Kentucky Department of Education should identify and implement a screening tool for children's transition and entry into kindergarten and coordinate its use with other child assessment requirements and tools.

(b)(6)

An effective, efficient and appropriate screening process is an important component of any early childhood continuous assessment system.[12] Screening tools address all development areas (e.g., social, cognitive, physical) and are used to identify which children are meeting or not meeting developmental milestones.

For children who are not developing at an expected rate, screening results can be used to document a need for more extensive assessment using diagnostic tools that can verify developmental or health risks.[13,14] Diagnostic assessments are designed to provide specific information on a child's health and developmental status and are typically used to determine eligiblity for special services.[15] Screening should be used in combination with ongoing assessment to measure children's progress and support changes in curriculum and instruction.

Kindergarten teachers can use screening as a way to ensure that students who need further diagnostic assessment receive the attention and resources necessary for success in school. Screening tools should not be used to place or group children in a special needs program, drive curriculum, or assess the quality of preschool or early care and education programs.

The appropriate use of screening, assessment and diagnostic tools can be the glue that binds together all the elements of Kentucky's preschool services into a system. A screening tool aligned to the readiness profile in the school readiness definition provides a common tool so that public and private preschool, primary and kindergarten programs, Head Start, and early care and education providers can work together to uncover and meet the needs of the child and the community.

The Task Force recommends analysis of child assessment requirements across early care and education programs, followed by a re-examination of child screening tools currently in use. The ECAC should work with KDE to ensure that local districts and communities understand the differences between screening and assessment and the proper use of each set of tools (i.e., screening, diagnostic and assessment).

Recommendations on Assessments

1. Early child assessment should be a tool for coordination, collaboration and transition across a unified system of early childhood.
2. An assessment should provide information on
   a. A child's strengths and/or need for further diagnostic assessment;
   b. The effectiveness of the investments in programs and interventions;
   c. Tracking the system, areas of preparation;
   d. Additional feedback to the early childhood community for planning purposes; and
   e. Chart progress and response to intervention for each child.
3. A working group of the Early Childhood Advisory Council should be established to analyze and provide recommendations on child assessment. Local Community Early Childhood Councils, Head Start, school districts, appropriate higher education partners and KDE should collectively review the number, type and reason for screening and assessment to achieve consensus on a tool and to make sure tools are used to establish a baseline at entry, determine the need for further diagnostic assessment, and chart progress and response to intervention.

   Approved assessments should be measurable across the board, engage families as an integral part of the assessment equation, and avoid being punitive to individual children, schools, and early care and education providers. A tool should show a child's growth, be standardized and normed nationally and by age. The work of the advisory council should include:

   a. Define common assessment terms to guarantee consistent use of terminology across systems and a broader understanding of common assessment.

   b. Develop a model framework for all transition points in early childhood, similar to the work being done in college readiness between high schools and colleges, and encourage collaboration.

   c. Define the purpose of a screener at a transition point.
      - Identify the needs of the individual child;
      - Collect data to make programming and policy decisions; and
      - Identify the percentage of students that enter schools ready.

   d. Support a collective decision about either using one screening tool statewide or allowing each region to choose a tool.
      - When choosing an assessment tool, it must be one that looks at the whole child and not just the curriculum.
      - An assessment tool that has a version for younger children would be extremely beneficial in identifying the individual strengths and needs of each child before school entry; enabling the use of positive intervention before kindergarten.
      - An assessment tool must be individually, culturally and linguistically appropriate for each child.
      - A screener should provide resources for children with special needs.

   e. Promote the development of a user-friendly companion guide to the Kentucky Early Childhood Continuous Assessment Guide to increase understanding of the terminology, application of assessment at the district, regional and state level, and the purpose of assessment.

   f. Develop a system for distribution of screening information to local early childhood communities to provide greater information on the strengths and needs of the community.

   g. Enhance the system of professional development training and support for early childhood care and education providers, KERA preschool teachers and public primary teachers on administering assessments and reading results, and the proper utilization of results, including sharing with families.

   h. Promote the use of professional development funds and community early childhood council grants to purchase assessments and provide training on the assessment tools.

Rationale

The Task Force expressed concern with the number of formal assessments that make up a large part of the kindergarten and primary program years in public schools. While the number and types of assessments vary by district, they play too large a role in the average kindergarten class, undermining and taking the place of learning.

A quality screening can identify the degree to which a child is developing typically or atypically across multiple domains and identify when the child may need further assessment. Using the Head Start model developmental screening can be used to establish a baseline at entry to a program, and chart a child's general developmental progress across time. Screening combined with ongoing assessment can support identification of areas of concern, as well as data to support changes in curriculum and instruction to support a child's optimal growth and development.

The appropriate use of screening can serve to support children's succesful transition to school by providing information on the child's developmental status at school entry. Available screening tools are aligned with key dimensions of school readiness addressed in the proposed "school readiness" definition and provide a common tool across public and private preschool, primary and kindergarten programs, Head Start, and early care and education providers.

(b)(6)

Schools directly benefit from having children enter the public school system prepared to learn and succeed from having the experiences and environments provided to facilitate their individual growth and development. Early childhood partners, such as preschool and child care can share screening results with kindergarten teachers to provide key information about incoming students' developmental levels to support their successful adjustment to kindergarten, thereby promoting school success.

Screening is an important part of any early child care and education program. This Task Force values the use of a screening tool at transition points such as kindergarten entry. This assessment can provide vital information about the needs of a child, but there is potential for misuse of a screening tool. A screener is a snapshot. If a child is having a bad day, feeling sick, tired, hungry or scared this will not provide an accurate account of his or her development, needs, strengths or attitudes.[16] It cannot be stressed enough that a screener should not be used to place or group children.

Recommendation 3: Develop a governance model for the system of early childhood services.

This Task Force encourages Kentucky to build upon its experience with the Early Childhood Development Authority (ECDA) and take advantage of opportunities presented by the Improving Head Start for School Readiness Act of 2007[17] (a.k.a., the Head Start Reauthorization Act) and federal funding to reorganize, rename and expand the purposes the ECDA to fulfill the responsibilities of the ECAC.

Kentucky's Governance Model and Responsibilities of the ECAC

1. The Governor, by executive order or other appropriate action, should reorganize the Early Childhood Development Authority (ECDA), rename it the Early Childhood Advisory Council, and repurpose it to include the responsibilities of the ECAC as set forth in the Head Start Reauthorization Act.
2. The recommended functions of the reorganized council include:
    a. Developing and promoting the vision for Kentucky's early childhood system.
    b. Advocating for improved quality of early childhood services.
    c. Strengthening state, regional, and local coordination and collaboration among the various sectors and settings of early childhood programs in the state.
    d. Identifying opportunities for and barriers to coordination and collaboration among existing private, federal and state-funded early childhood programs.
    e. Conducting periodic statewide needs assessments on the quality and availability of programs and services for children from birth to school entry.
    f. Developing and implementing recommendations for:
        I. Increasing overall participation of children in existing federal, state, and local child care and early education programs, including outreach to underrepresented and special populations;
        II. The establishment or improvement of core elements of the state early childhood system, such as a statewide unified data collection system;
        III. A statewide professional development system and career ladder for early childhood educators; and
        IV. High-quality state early learning standards and undertaking efforts to develop high-quality comprehensive early learning standards, as appropriate.
    g. Assessing the capacity and effectiveness of institutes of higher education in the state toward supporting the development of early childhood educators.
    h. Facilitating the development or enhancement of high-quality systems of early childhood education and care designed to improve school readiness through one or more of the following activities:
        I. Promoting school preparedness of children from birth through school entry;
        II. Supporting professional development, recruitment and retention initiatives for early childhood educators;
        III. Enhancing existing early childhood education and development programs and services;
        IV. Requesting reports and issuing progress updates on state and federally funded services that impact the quality of Kentucky's early childhood system;
        V. Carrying out other activities consistent with the state's plan and application;
        VI. Establishing priorities for programs and the expenditure of funds that include but are not limited to the following:
            i. Implementation of public health initiatives identified by the general assembly, including those listed in KRS 211.609 and KRS 199.8945;
            ii. Provision of preconceptional and prenatal vitamins, with priority on folic acid for the prevention of neural tube defects;
            iii. Voluntary immunization for children not covered by public or private health insurance;
            iv. Expanding availability of high-quality, affordable early child-care and education options; and
            v. Increasing public awareness of the importance of the early childhood years for the well being of all Kentucky's citizens;
            vi. Establishing procedures for accountability and measurement of the success of programs that receive funds from the ECAC.

3. The council should be attached for organizational purposes to the Office of the Governor.

4. The suggested membership of the ECAC would have private and public representation that represents the key stakeholders and community partners in early childhood. A majority of its members would be appointed from outside state government. It is recommended that Kentucky's ECAC be limited to no more than 30 members. The membership of the ECAC is suggested to include the following:
    a. The Secretary of the Education and Workforce Development Cabinet, or his/her designee;
    b. The Secretary of the Cabinet for Health and Family Services, or his/her designee;
    c. An early childhood development advocate;
    d. State Director of Head Start Collaboration;
    e. Seven private sector members knowledgeable about health, mental health, education and development of children, prenatal to school entry, who would be appointed by the Governor. At least one person should be appointed from each congressional district. Consumers and families may be considered for these positions if they have the appropriate knowledge base;
    f. Three citizens at-large of the Commonwealth who would be appointed by the Governor;
    g. One nonvoting ex-officio member from the House of Representatives who shall be appointed by and serve at the pleasure of the Speaker of the House;
    h. One nonvoting ex-officio member from the Senate who would be appointed by and serve at the pleasure of the President of the Senate;
    i. Six persons representing the following: Head Start located in the state, local education agencies, state agency responsible for education, state agency responsible for child care, state agency responsible for Part C of IDEA, and state agency responsible for health or mental health.

5. The Governor would have the ability to appoint additional members.

6. The chair or co-chairs of the council would be voluntary positions filled from the private or nonprofit sector.

7. The chairs should have the authority to appoint non-members of the council to subcommittees or work groups of the council.

8. The council would continue to receive the funding provided to the ECDA and should have the authority to request and receive funds from federal, philanthropic sources, private funds, and state funds.

9. Each council member would be subject to the Governor's Executive Order on Executive Branch Ethics (Amended Order Relating to Executive Branch Ethics. 2009). Issues concerning conflicts of interest must be submitted to the Executive Branch Ethics Commission for resolution.

(b)(6)

Rationale:
During the 2000 General Assembly, legislation (HB 583)[18] was enacted that dedicated 25 percent of the proceeds from the Tobacco Master Settlement Agreement to the early childhood development fund.

The Early Childhood Development Authority is statutorily charged with developing a state plan on a biennial basis that identifies early childhood development funding priorities.[19] This funding has supported the KIDS NOW initiative which includes a focus on assuring maternal and child health, supporting families, and enhancing early care and education. Programs included in the KIDS NOW initiative function across multiple state agencies and cabinets.

ARRA[20] made funding available to improve coordination and collaboration among early childhood programs and services through the development of a State Advisory Council on Early Childhood Education and Care.

Kentucky's ECAC presents the opportunity to establish a unified and comprehensive early childhood development and education system of state-level management for the provision of services for children prenatal to school entry. The council will continually assess and advocate for the needs of children, families and communities; promote accountability of programs in early childhood services for children prenatal to school entry, and provide research and guidance on issues that affect Kentucky's children and families.

(b)(6)

The envisioned purposes of the Commonwealth's Early Childhood Advisory Council (ECAC or council) are to provide vision, leadership, oversight, collaboration, advocacy and accountability for the delivery of early childhood services to children. The ultimate focus of the delivery of services is school readiness and child success.[21]

The ECAC will expand on the collaborative efforts of the KIDS NOW initiative and will have the authority to work across cabinet, government and sector lines. The ECAC will have the ability to make recommendations to elected officials, cabinet secretaries, educators and program directors in early childhood.

Establishing an ECAC provides the opportunity for a unified vision of early childhood development and education and a coherent system of state-level management. The council would be able to advocate for the needs of children and families, promote accountability of programs in early childhood and provide research and guidance on issues that affect Kentucky's children and families.

Recommendation 4: Increase opportunities for, and reduce barriers to, collaboration and coordination at all levels of the early childhood system through provision of technical assistance, use of incentives and development of measures to assess and evaluate collaboration/coordination efforts.

The Task Force recommends that the ECAC encourage increased coordination across the spectrum of early childhood programs and services at the state and local levels. Additionally, the Task Force recommends the ECAC periodically survey, using a trained and experienced researcher, collaboration and coordination efforts to determine effectiveness and identify opportunities.

Rationale

Numerous state programs in multiple state agencies and cabinets administer existing early childhood programs creating a fragmented system that is confusing to many. Different state and federal funding requirements make program alignment and effective communication difficult.

The competing missions of funding sources, differing rules, standards and processes, ownership and responsibilities create significant barriers to collaboration and coordination of state, regional and local-level programs and services. Further threat is posed by current economic conditions that strain public and private resources. Additionally, the culture of each community can curtail or enhance collaboration and coordination. Effective tools to address the needs of communities and, later, to determine accomplishments made on behalf of the communities and the state are not readily available.

Collaboration among the policy and provider agencies is essential to realizing the maximum benefit for the public's investment in early childhood services.

The Task Force used a survey (Appendix B) concerning collaboration and coordination among early childhood programs and services in an effort to engage a broad array of early childhood providers and practitioners across Kentucky. Though informal in many aspects, the survey results confirmed experiences and observations of the Task Force members and stimulated study of existing collaborative and coordinating efforts and discussions regarding possible strategies for greater collaboration and coordination.

(b)(6)

See Appendix B for complete survey results.

The ECAC promises a structure to formally address collaboration and coordination barriers in Kentucky through its position within the state system and implementation of its proposed strategic plan. The ECAC is purposed to act as a liaison between federal, state and local officials in an effort to foster resolution, common ground, the maximization of resources, and progress with a more comprehensive and cohesive system of early care and education. The planning dedicated to the ECAC will ensure that the ECAC is not negatively impacted by known barriers to collaboration and coordination, but can rise to meet these barriers in an effort to develop a more comprehensive and cohesive system of early care and education.

Strategies to Strengthen Collaboration and Coordination

The Task Force suggests implementing the following strategies to strengthen the value system for collaboration and coordination, developing the capacities of communities regardless of its size and re-orienting funding priorities to encourage collaboration and coordination.

1. Study existing models to incorporate values and best practice approaches into a model framework for early childhood collaboration and coordination. Suggested models for study and/or further expansion include:
   a. The Community Early Childhood Councils;
   b. The Madison County Schools Early Childhood Alliance, a group of public and private community organizations working together to assist with the development of young children and the promotion of high-quality preschool services regardless of preschool provider type; and
   c. The Family Resource and Youth Service Centers.

2. Enhance the skill level of community partners through dissemination of best practices, ongoing training and technical assistance to help communities tailor the model framework for early childhood collaboration and coordination, and promote the ongoing use of collaboration and coordination to expand services to targeted populations through common ground, shared goals and reduced duplication of efforts.

3. Establish the demonstration of collaboration and coordination with other early care and education providers as a condition of funding or grant eligibility. In particular, encourage the incorporation of a collaboration and coordination condition in a budget bill or other set aside if and when additional appropriations are made for the expansion of state-funded preschool or other early care and education program(s).

(b)(6)

4. Develop measures to assess and evaluate collaboration and coordination efforts. Having a measurement of collaboration and coordination efforts will reinforce activities, directions and future decision making; hold partners accountable; and provide evidence of progress, a critical component to maintaining the investment of community partners.

5. Conduct a formal survey, directed by a trained and experienced researcher, at regular intervals in future years to measure the status and needs of collaboration and coordination efforts among early childhood programs and services. These surveys will evaluate past and ongoing practices and provide justification and rationale for new approaches or directions.

Recommendation 5: Ensure that Early Childhood Standards are widely distributed and used effectively in the programming for high quality child care, early care and preschool programs and Head Start and are used across the education community, including postsecondary programs.

First developed in 2003, the Kentucky Early Childhood Standards represent specific learning standards for children from birth through 4 years of age. These standards are designed as a framework to assist parents, early care and education professionals, administrators and others in understanding what children should know and be able to do at intervals from birth through 4 years of age.

(b)(6)

The ECAC should work in partnership with KDE, the Department for Community Based Services and Head Start to ensure that: a) high quality training is provided on the standards; b) that standards are widely distributed and marketed; and, c) that colleges and universities and other professional development programs provide training and information in early childhood and primary education courses about the standards and how to effectively use them.

This recommendation reaffirms the work of the early child community and the Governor's Task Force on Early Childhood (1999) in the Kentucky Early Childhood Standards. This work was revolutionary at the time and is now being reproduced in states across the country.

Rationale

These standards were developed to support early childhood professionals across the state in understanding appropriate expectations for children from birth through 4 years of age. Using the standards as a guide, programs can provide children with appropriate experiences to support their overall growth, development and learning. To foster and promote family-professional communications and collaborations, the Parent Guides to the Kentucky Early Childhood Standards is an excellent resource to help families support their children's development by introducing them to the standards, what they mean and examples of ways to help children develop important skills.

This recommendation serves as a plan of action to improve the overall ability of Kentucky's early childhood programs to provide the environment and experiences that will facilitate the school readiness of all Kentucky's children. Greater knowledge of the Kentucky Early Childhood Standards and increased use will lead to more children in Kentucky entering school eager, excited and prepared to learn.

Recommendations on the Kentucky Early Childhood Standards

These recommendations provide the implementation strategy to prepare each child in the Commonwealth to enter school ready to benefit from early learning experiences.

Use and Promotion of Standards

1. The Field Guide to the Kentucky Early Childhood Standards provides information on the best ways to meet the developmental and learning needs of young children, but it is difficult to use. The next edition should simplify the standards and examples of activities for families
2. Ensure that Kentucky's Early Childhood Standards are widely used.
3. Early childhood curriculum should connect to the Kentucky Early Childhood Standards.

System of Training

1. Create a seamless system of collaborative early childhood professional development approach for Head Start, kindergarten and primary program teachers, public school administration, and early education and care providers so that the standards are used cohesively and with greater collaboration.
2. Implement a training program on partnering with parents on the use of the Early Childhood Standards Parent Guide for child care directors, trainers, the allied health field, KERA preschool teachers, and primary program staff and administrators, among other community partners such as postsecondary education elementary education faculty and administration.

Access to Training

1. Develop a training module on the Kentucky Early Childhood Standards for all audiences.
2. Involve early childhood community partners such as private care and education programs, church programs, YMCA, Head Start, KERA preschool and primary program teachers, Family Resource and Youth Services Centers, and higher education faculty and administration in collaborative professional development around the Kentucky Early Childhood Standards.
3. Budget public resources more effectively and pool together with the nonprofit sector to meet the training needs of the early childhood community.
4. Create an online open courseware to help develop a course catalog for early childhood professional development and provide a resource for trainers.

Quality of Training

1. Develop a consistent, quality structure for standards training and credential programs across the Commonwealth. Currently, quality and rigor of programs vary greatly.
2. Create a differentiated professional development framework plan (career ladder) and hours for directors and staff of early education and care centers to meet their specific needs.
3. Implement a training module on the Kentucky Early Childhood Standards for directors and a mandated orientation for staff on standards within the first two years of employment to increase awareness and usage of the standards.

Recommendation 6: Support the work of the Kentucky Department of Education in the promotion of a model curriculum framework for public preschools and related review of kindergarten standards.

KDE should develop a model P-12 curriculum framework for dissemination to local Kentucky districts and schools by June 2011, and the ECAC must support this work. The framework should identify teaching and assessment strategies, instructional resources, a directory of model teaching sites, alternative use of school time, ideas on how to incorporate community resources and strategies to include character education throughout curriculum.

(b)(6)

Focus should be on the cross-curricular and cross-level competencies and perspectives that districts and school-level personnel need to keep in mind as they develop their local curricula. KDE should determine what cross-curricular competencies should be included and how to keep them from "falling through the cracks" as attention is focused on subject-specific knowledge, understanding and skills.

As KDE works to develop a model curriculum framework for public preschool, the alignment of preschool curriculum and kindergarten standards should be reviewed and specified. At the local and state level, the integration of public preschool into the P-12 structure has been slow and fragmented in many communities. This alignment would be a positive step to address the need for communication, collaboration and coordination between preschool and primary transition points. Local districts must be involved and consulted in the process.

It is important to note that the Early Childhood Standards do not dictate curriculum or teaching methods. What students can learn at any particular grade level depends upon what they have previously learned; therefore, educators should make every effort to meet the needs of individual students based on their current understanding.

Rationale

The development of a model curriculum framework for public preschool aligned to kindergarten standards will serve to fully integrate preschool into the P-12 spectrum. On an individual level, this will ensure that the educational needs for kindergarten are met.

On a national level, Kentucky is participating in discussions on possible common early childhood standards. Working with the Common Core Initiatives and the Council of Chief State School Officers (CCSSO) allows Kentucky to align expectations for learning with other states. It also gives the Commonwealth access to content experts from across the country in the development phase of the standards and reduces costs associated with development.

Recommendation 7: Identify strategies including incentives and other supports to increase participation in the STARS for KIDS NOW program to make it more meaningful to parents.

The STARS for KIDS NOW Program (STARS) is a voluntary, quality rating and improvement system for licensed child care providers and certified family child care homes. It was created as a result of House Bill 706[22] enacted during the 2000 General Assembly. STARS is a four-level system that establishes quality standards above and beyond those required for child care provider licensure or certification and offers rewards and incentives to child care providers who apply and meet a STARS quality-rating level. Technical assistance to achieve quality indicators is incorporated within STARS.

The Task Force recommends increasing incentives and support to programs and public awareness of STARS as a way to encourage providers to participate. Specific efforts should be implemented to educate families so that when they are choosing child care, they will use the STARS designation as a tool.

The Task Force adopted the products developed by the Cabinet for Health and Family Services and the Early Childhood Development Authority, Quality subgroup as possible strategies for achieving its recommendation. The Task Force also added another possible strategy for enhancing the overall quality of child care: make STAR level 1 mandatory for child care provider licensure and certification. The January 2010 changes to the child care licensure administrative regulation making the minimal operating standards more rigorous and better aligned with a STAR Level 1 rating. The Department for Community Based Services should work with its partners, including KDE and ECAC, to actualize the recommendation and corresponding strategies, as enhancements in the quality of child care.

(b)(6)

See Appendices C and D for the referenced strategies.

Rationale

The recommendation and corresponding strategies for STARS proposed by the Task Force affirm the state's current quality-rating system for child care and identify and incorporate new opportunities to support participation in STARS. Additionally, they display the varied perspectives of the Task Force members, from academicians, educators, health and social service practitioners. They provide the integral steps necessary to enhance the quality of Kentucky's child care community and services to its consumers. The costs of the recommended strategies can be adapted to public and private capacities over time.

Recommendation 8: Strengthen the role of Community Early Childhood Councils by simplifying the grant process and identifying the needs of each local community to determine support for the local council.

Community Early Childhood Councils (CECC) address the unique needs and strengths of local communities related to early childhood. CECCs are a vehicle for bringing together community members to support issues of importance to children and families.[23, 24] KIDS NOW has designated a CECC service area as being no smaller than a county, with counties having the option to partner with other counties to form a council.

(b)(6)

CECCs were designed to encourage local communities to establish and strengthen relationships, collaboration and coordination between early education and care providers, schools and the community as a whole, involving individuals from a cross-section of the community who can foster efforts to improve outcomes for young children and families.

CECCs use new and existing relationships within communities to build and sustain supports for early childhood development and learning. Quality improvements are supported by seed money that may be applied for and disbursed by the Early Childhood Authority.

To strengthen the role of Community Early Childhood Councils:

1. The ECAC should simplify the request for the application (RFA) process for councils.

2. The ECAC should fund fewer seed grants at larger amounts to encourage the initial development or growth of councils.

3. As a part of the RFA process, the ECAC should require councils to
    a. Conduct a needs assessments;
    b. Use funding as a seed grant;
    c. Have certain members as a part of the council makeup (essential partners), through providing priority points on the grant application for membership including Head Start, school personnel, and private child care providers;
    d. Demonstrate measures of success; and
    e. Demonstrate sustainability of the project if appropriate.

Rationale

These recommendations are an important step toward greater collaboration at the community level between private and public child care and preschool providers and schools. Communication between school personnel and child care and preschool providers is an integral part of ensuring our children are ready for school and that their individual needs are met. The councils will act as an infrastructure to meet the needs of families and children locally.

Endnotes

[1] Head Start Act, 42 USC 9801 Section 635. http://www.head-start.lane.or.us/administration/regulations/42USC9801.Sec635.html.

[2] Strong Start Kentucky: Investing in Quality Early Care & Education to Ensure Future Success. Prichard Committee for Academic Excellence. (October 2007). Lexington, Kentucky.

[3] Grunewald, R. & Rolnick, A.J. (2003). Early Childhood Development: Economic Development with a High Public Return. *fedGazette*. Retrieved September 1, 2010, from http://www.minneapolisfed.org/publications_papers/pub_display.cfm?id=1839.

[4] Knudsen, E.I., Heckman, J.J., Cameron, J.L., & Shonkoff, J.P. (2006). Economic, neurobiological, and behavioral perspectives on building America's future workforce. *Proceedings of the National Academy of Science U.S.A., 103,* 10155-10162. Retrieved September 1, 2010, from http://www.pnas.org/content/103/27/10155.

[5] Bruner, C., Wright, M. S., Gebhard, B., & and Hibbard, S. (2004). *Building an Early Learning System: The ABCs of Planning and Governance Structures.* Des Moines, Iowa: State Early Childhood Policy Technical Assistance Network.

[6] Satkowski, C. (November 2009). *The Next Step in Systems-Building: Early Childhood Advisory Councils and Federal Efforts to Promote Policy Alignment in Early Childhood.* www.EarlyEdWatch.org: New America Foundation.

[7] Amended Order Relating to the Establishment of the Governor's Task Force on Early Childhood Development and Education, # 2009 0232 (March 13, 2009).

[8] Governor's Task Force on Early Childhood Development and Education. (2010). Interim Report of the Governor's Task Force on Early Childhood. Frankfort, Kentucky: Education and Workforce Development Cabinet.

[9] Amended Order Relating to the Establishment of the Governor's Task Force on Early Childhood Development and Education, # 2009 0232 (March 13, 2009).

[10] American Recovery and Reinvestment Act of 2009 (ARRA) (P.L. 111–5) http://thomas.loc.gov/cgi-bin/query/F?c111:1:./temp/~c111YV47e1:e789:

[11] Head Start Act, 42 USC 9801 Section 635. http://www.head-start.lane.or.us/administration/regulations/42USC9801.Sec635.html.

[12] Rous, B. & Townley, K. (2006). *Building a Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide.* Frankfort: Kentucky Department of Education.

[13] Council of Chief State School Officers. (2010, January 14). Retrieved June 16, 2010, from www.ccsso.org: http://www.ccsso.org/projects/SCASS/projects/early_childhood_education_assessment_consortium/publications_and_products/2917.cfm#Definition.

[14] Meisels, S.J. & Provence, S. (1989). *Screening and Assessment: Guidelines For Identifying Young Disabled Children and Their Families.* Washington, D.C.: National Center for Clinical Infant Program.

[15] Rous, B. & Townley, K. (2006). Building a Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide. Frankfort: Kentucky Department of Education.

[16] NAECS/SDE, N. &. (2003). Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accoutable System in Programs for Children Birth Through Age 8. Washington, D.C.: NAYEC.

[17] Head Start Act, 42 USC 9801 Section 635. http://www.head-start.lane.or.us/administration/regulations/42USC9801.Sec635.html.

[18] Kentucky House Bill 583 (2000) http://www.lrc.ky.gov/recarch/00rs/HB583.htm.

[19] KRS 200.703 Duties of the Early Childhood Development Authority, http://www.lrc.ky.gov/krs/200-00/703.pdf.

[20] American Recovery and Reinvestment Act of 2009 (ARRA) (P.L. 111–5) http://thomas.loc.gov/cgi-bin/query/F?c111:1:./temp/~c111YV47e1:e789:

[21] Governor's Task Force on Early Childhood Development and Education. (2010). Interim Report of the Governor's Task Force on Early Childhood. Frankfort, Kentucky: Education and Workforce Development Cabinet.

[22] Kentucky House Bill 706 (2000) http://www.lrc.ky.gov/recarch/00rs/HB706.htm.

[23] KRS 200.703 Duties of the Early Childhood Development Authority, http://www.lrc.ky.gov/krs/200-00/703.pdf.

[24] KRS 200.707 Community Early Childhood Councils. http://www.lrc.ky.gov/krs/200-00/707.pdf

Appendices

APPENDIX A

STEVEN L. BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2009-154
February 19, 2009

RELATING TO THE ESTABLISHMENT OF THE GOVERNOR'S TASK FORCE ON EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

WHEREAS, Kentucky is committed to the educational success, health and welfare of its children; and

WHEREAS, Kentucky has made substantial commitments to improving the provision of early childhood development and education services through the KIDS NOW programs funded through Kentucky's tobacco settlement proceeds, the KERA pre-school program, and several other initiatives aimed at improving child and maternal health, child development, and school readiness; and

WHEREAS, research shows that investment in high quality early childhood education results in later academic success; and

WHEREAS, the expansion of child health programs and high quality educational opportunities are prerequisites to achieving more meaningful readiness for Kindergarten and ultimate success thereafter; and

WHEREAS, Kentucky's system of early childhood development and education should recognize, incorporate and value the continuing role of private child care providers and private early childhood education providers, both not-for-profit and for-profit; and further recognizes that the delivery of early childhood development and education services crosses the boundaries of several different government sectors; and

WHEREAS, it has been determined that a comprehensive review of the delivery of early childhood development and education services is appropriate to ensure a more effective use of the public's resources, greater collaboration among the wide variety of early childhood development and education providers, and an effective transition to Kindergarten:

NOW, THEREFORE, I, Steven L. Beshear, Governor of the Commonwealth of Kentucky, by virtue of the authority vested in me by the Constitution and the laws of the Commonwealth, and KRS 12.029, do hereby Order and Direct the following:

1. There is hereby created and established the Governor's Task Force on Early Childhood Development and Education ("Task Force") which shall be responsible for reviewing the delivery of early childhood development and education services in Kentucky and recommending improvements to the system to accomplish:

    - Greater collaboration among providers of services to young children
    - Quality at all levels from early childcare through kindergarten
    - Agreement on what constitutes school readiness

STEVEN L. BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2009-154
February 19, 2009

- Reliance on accepted early learning standards and assessment

2. The Task Force will be attached to the Education and Workforce Development Cabinet for administrative purposes.

3. The duties of the Task Force shall include, but are not limited to, the following:

   a. Develop a unified vision for early childhood education and development incorporating all aspects of the early childhood, development and education systems.

   b. Identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs.

   c. Define "school readiness".

   d. Revalidate early childhood standards and identify ways to ensure they are widely understood and used effectively in the programming for high quality early care and pre-school programs and used across education, Head Start and child care.

   e. Examine the STARS program for child care programs and recommend ways to enhance its effectiveness to promote improved quality of child care programs and to make it a more useful and effective tool for parents.

   f. Analyze child assessment requirements and needs; re-examine the Kentucky recommended assessment tools and win broader understanding of and common acceptance by child care, pre-school programs and kindergartens.

   g. Work with the Kentucky Department of Education to urge adoption of a model curriculum framework for the KERA pre-schools and to review kindergarten standards.

   h. Identify ways to strengthen the role of the Community Early Childhood Councils.

   i. Recommend a coherent system of state level management for the effective provision of early child development and education services for children ages birth to six.

4. The co-chairs of the Task Force shall be: Secretaries Helen Mountjoy and Janie Miller.

STEVEN L. BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2009-154
February 19, 2009

5. Non-state employee members shall be eligible to receive actual and reasonable travel expenses.

6. The Education and Workforce Development Cabinet, the Personnel Cabinet and the Finance and Administration Cabinet shall take all steps necessary to implement the provisions of this Order.

7. I hereby appoint the following to serve as members of the Commission:

Helen Mountjoy (Co-Chair)
Secretary
Education and Workforce Dev. Cabinet
500 Mero Street, 3rd Floor
Frankfort, KY 40601

Janie Miller (Co-Chair)
Secretary
Cabinet for Health & Family Services
275 E. Main St. 5WA
Frankfort, KY 40601

June Widman, Executive Director
Eastern KY Child Care Coalition
1835 Big Hill Road
Berea, KY 40403

Rick Hulefeld
Children, Inc.
1053 Madison Avenue
Covington, KY 41011

Bronwyn Garrett Hudson
2418 West Madison Street
Louisville, KY 40211

Aubrey Nehring, Director
Owensboro Head Start
1800 W. Fourth Street, P.O. Box 20004
Owensboro, KY 42304-0004

Tracy Haddix, President
Head Start Association
171 Center Street
P.O. Box 90014
Bowling Green, KY 42102

Tommy Floyd, Superintendent
Madison County Board of Education
550 South Keeneland
P. O. Box 768
Richmond, KY 40476

Theresa Jensen, Asst. Superintendent
Jefferson Kentucky Schools
VanHoose Education Center
3332 Newburg Road
P. O. Box 34020
Louisville, KY 40232-4020

Terry Tolan, President
United Way of Kentucky
P. O. Box 4653
Louisville, KY 40204

Janie Spugnardi
KY Department of Education
Capital Plaza Tower, 18th Floor
Frankfort, KY 40601

Bill Scott, Executive Director
Kentucky School Board Association
260 Democrat Drive
Frankfort, KY 40601

Chip Malley
Little Red School House
705 Buttermilk Pike
Crescent Springs, KY 41017

Kathy Wilson
Playschool Child Care Center
215 Moe Lane
Elkton, KY 42220

STEVEN L. BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2009-154
February 19, 2009

Kevin Hable
Shakertown Roundtable
1922 Strathmoor Blvd.
Louisville, KY 40205

Cindy Heine
Prichard Committee
P.O. Box 1658
Lexington, KY 40588-1658

Jo Robertson
Murray State University
3203 AL
Murray, KY 42071

Jessica Hiler
Deep Springs Elementary
1919 Brynell Drive
Lexington, KY 40505

Vicki Stayton
Western Kentucky University
Special Instructional Programs
Tate Page Hall 104
Bowling Green, KY 42101

Steve Davis, MD
Department for Public Health
275 East Main Street
Frankfort, KY 40601

Judith M. Jerald
108 Oak Street
Brattleboro Vermont

Scott White
Morgan & Pottinger PSC
133 West Short Street
Lexington, KY 40507

Lacey McNary
Kentucky Youth Advocates
11001 Bluegrass Parkway, Suite 100
Jeffersontown, KY 40299

Jaesook Gilbert
Northern Kentucky University
BP 263A
Highland Heights, KY 41099

Dennis R. Chaney
Barren River Area Health Department
1109 State Street
P. O. Box 1157
Bowling Green, KY 42102-1157

Sadiqa Reynolds, Inspector General
Cabinet for Health & Family Services
275 East Main Street, 5E-B
Frankfort, KY 40621

Brigitte Ramsey
State Board Member
601 Maple Avenue
Falmouth, KY 41040

Please issue Commissions to them.

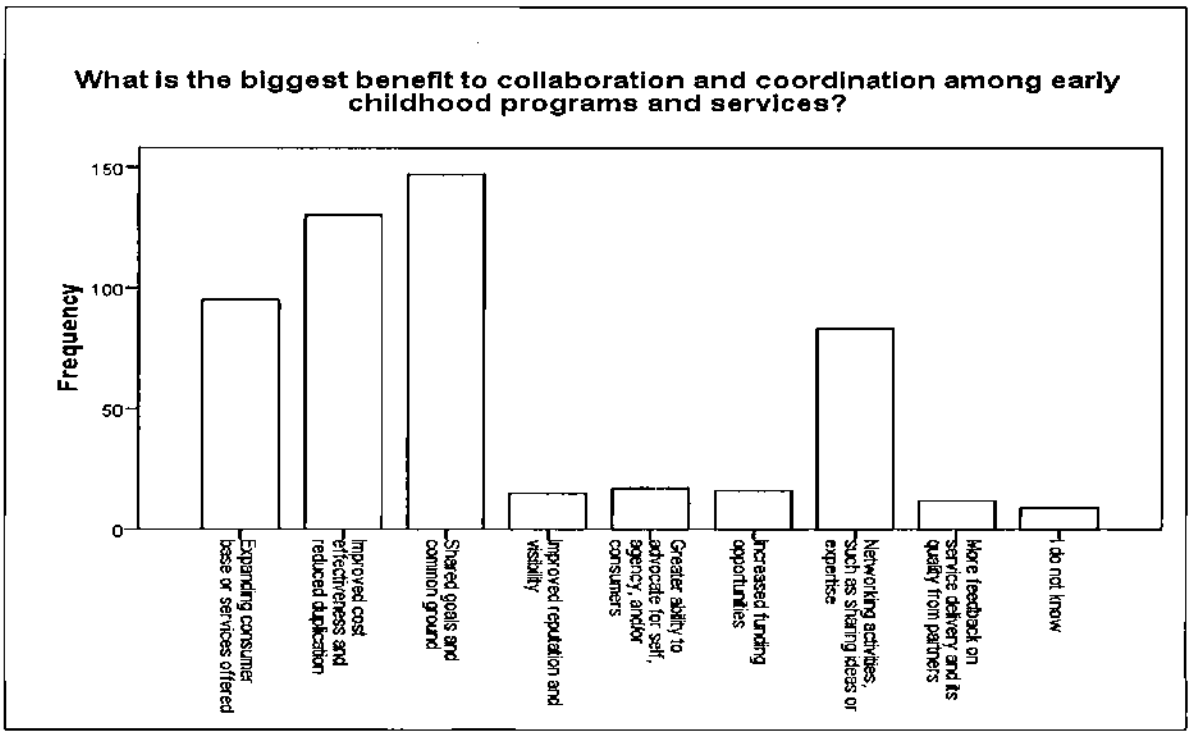
STEVEN L. BESHEAR, Governor
Commonwealth of Kentucky

TREY GRAYSON
Secretary of State

APPENDIX B

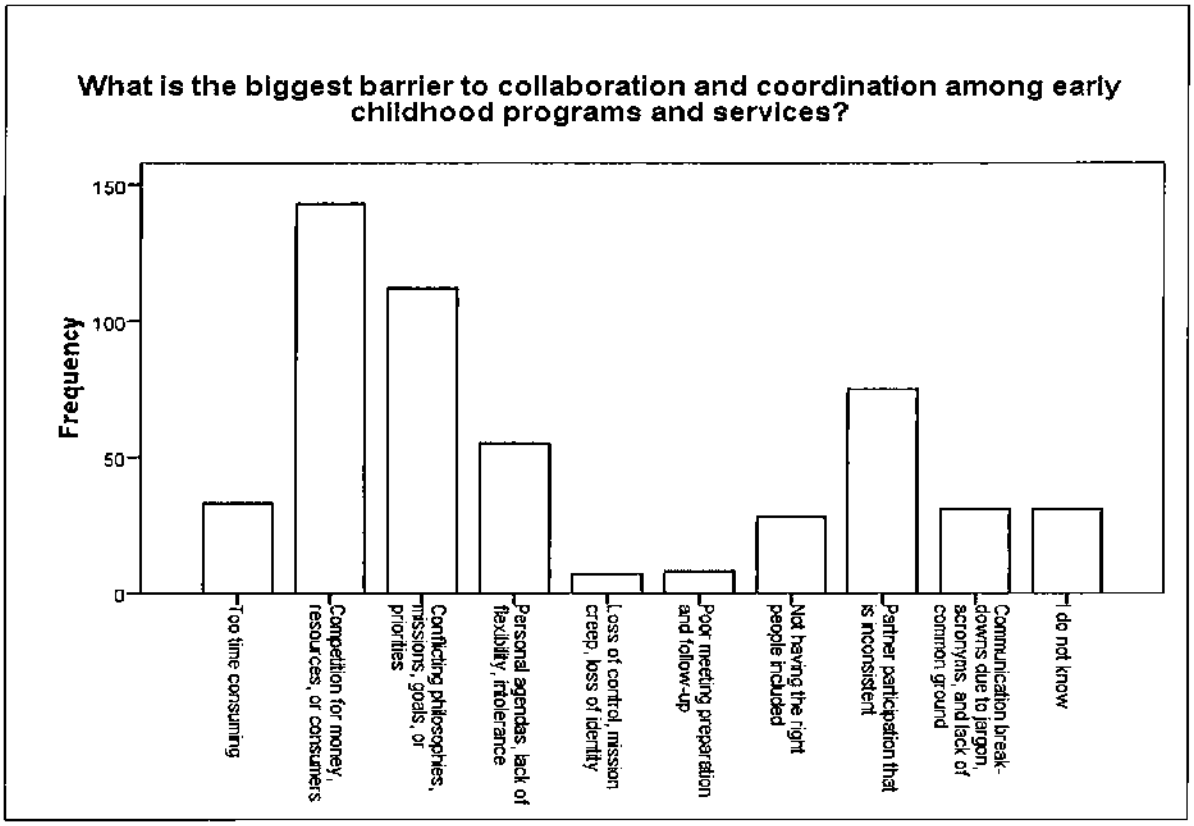
Collaboration and Coordination Survey Findings[1]

1. What is the biggest benefit to collaboration and coordination among early childhood programs and services?
   - Shared goals and common ground (28%)
   - Improved cost effectiveness and reduced duplication (25%)
   - Expanding consumer base and services offered (18%)
   - Networking activities, such as sharing ideas or expertise (16%)
   - Greater ability to advocate for self, agency, and/or consumers (3%)



[1]Content for this survey was taken from:
Homan, M.S. (1994). Promoting Community Change: Making It Happen in the Real World. Pacific Grove, California: Brooks/Cole Publishing Company.

2. What is the biggest barrier to collaboration and coordination among early childhood programs and services?
    - Competition for money, resources, or consumers (27%)
    - Conflicting philosophies, missions, goals, or priorities (21%)
    - Partner participation that is inconsistent (14%)
    - Personal agendas, lack of flexibility, intolerance (11%)
    - Too time consuming (6%)



3. What would improve collaboration and coordination among early childhood programs and services in your community?
    - Regular and consistent communication (25%)
    - A strong driver of the collaboration or coordination (20%)
    - More cross-training or reference materials to start everyone on the same page (16%)
    - More support from the state system (15%)
    - A plan to hold people accountable (10%)

4. How could state agencies best support collaboration and coordination among early childhood programs and services in your community? (Top 5)
    - Including more local early childhood partners in state-level policy and program development (21%)
    - Developing a strategic plan for Kentucky's early childhood programs and services (19%)
    - Building common data systems or systems that can speak to each other across programs (19%)
    - Offering more guidance to local communities (10%)
    - Sharing practice and research across the state, among communities (9%)

5. Who is missing most from the collaboration and coordination efforts among early childhood programs and services in your community? (Top 7)
   - Parents/Families- 12%
   - Local Government- 11%
   - Faith Organizations- 9%
   - Private Sector or Business Consumers- 9%
   - Child Care and Pre-school Providers- 7%
   - Schools- 6%
   - Researchers- 6%
6. What would most improve communication among early childhood programs and services? (Top 5)
   - A model protocol for communities to offer communication and resource guidance (24%)
   - A state agency responsible for statewide communication, organization, and advocacy (21%)
   - More information sharing and communication meetings (19%)
   - Greater recognition for best practice and accomplishments (15%)
   - A state Internet site for networking and news (14%)
7. What would most improve collaboration and coordination meetings among early childhood programs and services? (Top 5)
   - Including the right people (30%)
   - A state-level resource to help guide and direct communities (24%)
   - Using more technology as an alternative to face-to-face meetings (14%)
   - Greater statewide communication about meetings and events (14%)
   - Identifying state- and community-level meeting facilitators (12%)
8. Additional Comments:
   A total of 103 open response comments were collected from survey participants. Commentary highlights include:
   - "I do not see collaboration becoming a long-term reality until there are both 'sticks and carrots' around collaboration."
   - "With state budget cuts and participants being stretched thinner and thinner, participation in many areas has reduced drastically."
   - "It is crucial that health promotion, poverty reduction and child abuse/neglect prevention efforts be a cornerstone of any effective early childhood initiative."
   - "Agencies need incentives - something that makes the work of collaboration worth the time and energy. That could include increased funding or recognition or both. Community leaders also need good examples, information about the advantages and challenges of collaborating. School leaders need information showing the benefits that lead to closing achievement gaps."
   - "Early childhood programs have got to include more academics in their curriculum. The State of KY currently only allows programs to be social developmental and this is causing students to be behind when they enter Kindergarten."
   - "Early Childhood Education is the most important of all, as it sets the tone for a child's whole school career; if the first experience is negative it can affect that child for life. Conversely, if a child has a very positive and developmentally appropriate first educational experience, it will set them on a lifetime path to success. Unfortunately, America devotes the least of our educational resources towards ECE/Child Care. Most often those who are caring for and educating our youngest, most vulnerable citizens are the lowest paid and educated of all teachers/educators. ECE is the most physically and emotionally demanding job in education yet these educators receive very little recognition or recompense for their considerable efforts."
9. In what region of the state do you work most?
   - West Kentucky- 19%
   - East Kentucky- 18%
   - North Central Kentucky- 29%
   - South Central Kentucky- 26%
   - Statewide- 8%

10. What practitioner or provider type are you?

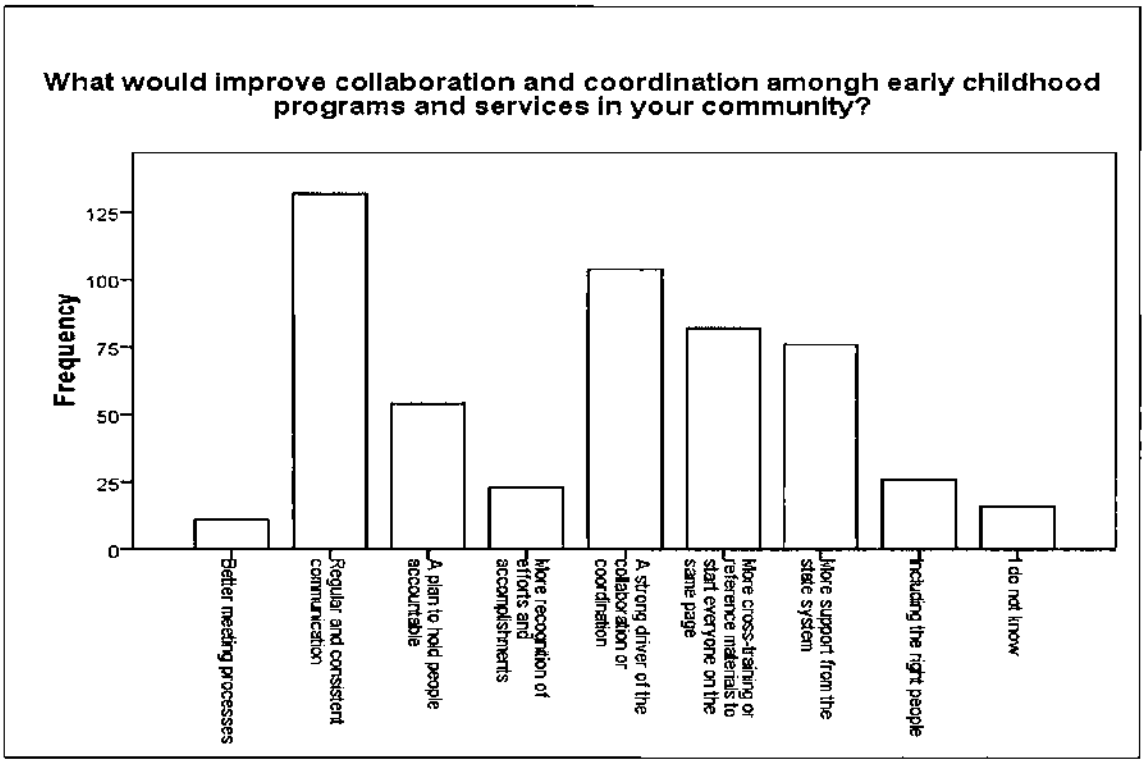
- Child Care Operator- 6.9% (36)
- Pre-school Teacher- 1.5% (8)
- Kindergarten Teacher- .2% (1)
- Elementary Principal- 9.9% (52)
- Secondary Principal- 2.7% (14)
- Superintendent- 11.2% (59)
- School Board Member-12.8% (67)
- State Administrator- 5.1% (27)
- CECC member- 8.2% (43)
- Local Health Dept- 7.6% (40)
- Behavioral Health, Intellectual, or Developmental Disabilities Provider- 6.3% (33)
- Child Care Resource and Referral Agency- 2.7% (14)
- Head Start Director- .4% (2)
- Academician or Researcher 2.9% (15)
- Other- 21.5% (113)

11. How long have you worked as this provider or practitioner type?

- Less than 1 Year- 3%
- 1 to 5 Years- 24%
- 5 to 10 years- 29%
- More than 10 Years- 43%

12. Please rate your level of experience with collaboration and coordination.

- No Opportunity- 8%
- Little Experience- 17%
- Some Experience- 36%
- Years of Experience- 39%



APPENDIX C

STARS for KIDS Now Strategies: Adopted from the Cabinet for Health and Family Services

The duty of the Task Force was divided into two groups to reflect: (1) STARS strategies to promote improved quality child care programs, and (2) STARS strategies to make it a more useful and effective tool for parents. Under each group, the presentation of the strategies shows current initiatives, short-term efforts, and those that will require more time and shared resources. The strategies do not include detail of their implementation; rather, they represent a vision based upon current assumptions and best practice. To support their sustainability, they allow for flexibility to adapt to national and state circumstances and to integrate findings as implementation progresses.

Grouping 1: STARS Strategies to Promote Improved Quality Child Care Programs

1. Make program improvements to recruit and retain more child care providers in STARS:

a) Examine STARS standards and incentives to improve alignment and meet the financial support necessary for child care providers to achieve and maintain quality. Possible options may include a study of average overhead costs for providers as they increase their STARS rating, and incentive packages to assist child care providers in their efforts to move to, or maintain, a higher STARS level.

b) Continue the role of the STARS Advisory Council through recommendations regarding child care providers' roles in issues such as pediatric obesity, minority and income disparity, injury prevention, early childhood mental health, oral health, disabilities, and early childhood education and assessment.

c) Analyze and be responsive to, the results or findings of:

I. The KIDS Now Study, which includes an evaluation of the rapid implementation of key KIDS Now components (i.e., Healthy Start, Scholarship and STARS programs);

II. The evaluation of STARS focused on processes and practices, inclusive of efficiencies, duplication, barriers, and recommendations; and

III. Any national quality rating system(s) evaluation, as it becomes available.

d) Increase collaboration among the Cabinet for Health and Family Services' organizational units and other partners to improve efficiencies for the state and streamline process requirements for child care providers. Possible options may include alignment of the operational standards (i.e., health and safety requirements) across Head Start, child care, public preschool, and STARS to facilitate the development of collaborative models across the state.

2. Support the longevity and expansion of STARS and quality improvements in child care:

a) Explore methods which result in increased STARS participation of child care providers who serve a significant share of children receiving federally funded child care assistance.

b) Study other funding opportunities to continue and increase incentives for the participation of child care providers in STARS. Possible options include tax credits, private partnerships or philanthropy, non-state funding sources.

c) Examine STARS for the inclusion of registered child care providers.

d) Engage community stakeholders and families as advocates for, and active partners in, achieving quality child care.

e) Explore other state programs' child/family assessments and supports (e.g., technology, training, and technical assistance) as possible resources for child care providers.

3. Address unique subpopulations within the child care community:

a) Review Kentucky's capacity to increase and support the number of highly specialized professionals involved in quality child care with specific emphasis on infant/toddler care.

b) Explore ways STARS-rated child care providers can receive additional supports for children with disabilities in their care and recognition for their integration of children with disabilities, their families, and other service providers as means to enhance the exposures and experiences of all children.

c) Build partnerships with early intervention, pre-school, educational, and other health and social services programs to foster the inclusion of child care providers in individualized planning efforts on behalf of children and their educational goals.

4. Build the rationale for future programmatic directions:

a) Monitor national progress around the development of reliable and valid tools for measuring quality in child care, including measurements of the interactions within the child care setting.

b) Encourage the integration of data from multiple sources (e.g., health, child care, and Infinite Campus) into longitudinal datasets and analyses that can inform decisions concerning STARS and identify correlations amongst STARS participation, school-readiness, and overall child/student outcomes.

Grouping 2: Strategies to Make STARS a More Useful and Effective Tool for Parents

1. Improve families' understanding of quality child care:

a) Continue to train from and distribute field guides to the Early Childhood Standards developed for child care providers and parents.

b) Enhance outreach through a consumer awareness campaign to inform parents about child enrichment, the value of quality child care, and STARS.

c) Enhance technologies through online resources to increase public awareness of, and parental access to, child care provider information.

2. Acknowledge and empower families as active participants in their children's care and the quality of that care:

a) Review child care provider training and current STARS standards to strengthen parental involvement.

b) Support a more family-driven care model (e.g., parental feedback through child observations, questionnaire, online rating, and provider evaluation; family contribution to provider hiring and decision-making; parent-to-parent advocacy; and providers' capacities to engage in continuous quality improvement).

APPENDIX D

STARS for KIDS Now Strategies: Adopted from the Observations and Recommendations Developed by the Quality Subgroup of the Early Childhood Development Authority

Observations

Members of the Early Childhood Development Authority have reviewed the STARS for KIDS Now Program (STARS), a voluntary quality rating system for licensed and certified child care providers. The work group believes that the STARS framework is still the right one and positively correlates to higher quality with higher STARS. There is a need to increase voluntary participation in STARS throughout Kentucky.

There have been a number of administrative disincentives to participation in STARS. Most of those have now been addressed by Department for Community Based Services, Division of Child Care. They have established a new rating process that addresses challenges in timing, duplication, and discrepancies between licensing and STARS rating. There is now a need to educate child care providers about improvements in the process.

Beyond administrative challenges, the biggest barrier to participation in STARS and especially to achieving a higher STARS rating, is financial. It takes money to implement and maintain high quality programs for early care and education. While the committee has been unable to identify the exact cost increases, directors say that after a Level 2 STARS, the costs are prohibitive. Providing incentives such as materials, training and scholarships could help increase participation.

And finally, beyond providers, parents have a primary role in demanding high quality programs for their children. Increasing public awareness of STARS would drive parent demand and increase the likelihood that programs would participate. Current attitudes are often, "Well, I am full and I'm not rated so what is in it for me?" When parents use the STARS rating as a basis for making decisions about which competing provider to use, programs will want to participate in STARS.

Strategy 1:

Identify a maximum of five pilot communities to conduct an extensive promotion of STARS.

To promote STARS, it is recommended that communities be informed about high quality child care options, as well as the system that Kentucky utilizes to promote high quality. This strategy has three distinct parts that are outlined below.

1. **Provide incentives for participation in a sponsored session outlining the changes made to the STARS Quality Rating process.** To promote STARS, it is important to ensure that programs which do not participate (i.e., those that have never participated or those that once participated and no longer do) are aware of the recent changes in the rating process in the STARS Program. Since changes are intended to prevent duplication of licensing visits and streamline the process, providers may be more willing to participate and less likely to feel overwhelmed by the process. With the support of Quality Enhancement Initiative (QEI) staff and the Division of Child Care, a face-to-face and/or a web-based session will be created with a specific message targeting programs that do not participate and detailing the benefits of participation. Incentives for participation will be provided to programs and may take the form of material goods to enhance quality or professional development opportunities at no cost, offered through the Child Care Resource and Referral agencies.

2. **Provide incentives for child care programs to increase their STARS Rating.** Once a provider becomes a STARS rated program, it is important for the program to continue to improve the quality of care it is providing. This recommendation supports providing a time-limited package of incentives for moving from a lower STARS level to a higher STARS level. The Division of Child Care and QEI staff will be responsible for defining what incentives will be included within this package (e.g., parent engagement tools, training specific for directors, or other incentives).

3. **Target parent/community awareness of STARS.** Some families and community members are still unaware of the STARS and may not know the importance of looking for quality indicators when choosing child care. In an effort to promote STARS, a strategic community awareness initiative will occur in targeted communities. Communities will be chosen based upon population and the number of child care facilities. For this pilot to be effective, it is imperative that there is some buy-in within the community for the importance of quality child care. Data will be collected by the Division of Child Care at the beginning of the pilot period and after the awareness campaign is completed to determine any growth in the number of facilities participating in STARS and the level of involvement.

Observation

Since STARS is costly, we should leverage all possible resources to support the effort to improve quality. The workgroup strongly encourages active pursuit of private philanthropy and federal grants to provide more resources for STARS.

Strategy 2:
Support the recommendations from the Kentucky Commission on Philanthropy Summit – The Power of Philanthropy: Forging Partnerships for Kentucky's Children.

The Commission on Philanthropy was appointed by Gov. Beshear in 2009 to bring together broad representation from the private sector – business and corporate funders, foundations, private philanthropists, and advocates for strategic philanthropy. It engaged an array of experts to apply the best research, experience and practices to the issue of early childhood education and child health and welfare.

Using a multidisciplinary membership to assure a broad-based and diverse perspective, two advisory committees examined child care issues and performed a rigorous review of research, current programming and potential opportunities to produce clear and measurable benchmarks of progress and make some concrete recommendations, including six related to high quality early care and education. The Commission on Philanthropy's recommendations are opportunities the philanthropic community can and have indicated they will embrace. The philanthropic community in Kentucky – including nearly 850 foundations – has collective assets of more than $(b)(4) and gives away about $(b)(4) each year.

If we are truly committed to quality and want programs to engage in STARS, stay in STARS, and progress to the highest level as a mechanism to validate that quality, we must find the resources to support their participation. There are not sufficient resources available in the state budget to support this goal. We have an opportunity to utilize the resources we have to leverage additional public and private funds to implement some or all of the Commission on Philanthropy's recommendations to promote collaboration and increase quality.

Funds should be set aside in the budget to seek philanthropic partnerships to support the Commission on Philanthropy recommendations related to quality care and education, specifically recommendation #5:

Improve the quality of child care and early childhood programs by supporting the collaborative preschool model at the local level.

In order to better understand how collaboration can occur between the three early care and education entities (i.e., state funded preschool, child care and Head Start) an effort to support existing collaborative models is recommended. A portion of existing KIDS Now funding should be used to support this recommendation. The Governor's Commission on Philanthropy has targeted early care and education; specifically they are interested in activities related to collaboration. With their support, there is a possibility of using external funding to support collaborative relationships between child care, state-funded preschool, and Head Start within local communities.

With the ability to effectively select the communities in which collaborations currently exist, the Early Childhood Advisory Council will oversee the collaborative projects in an effort to grow a cadre of model collaborative relationships for the Commonwealth of Kentucky.

Contributors To This Report

Education and Workforce Development Cabinet

Cabinet for Health and Family Services

Obtaining Report

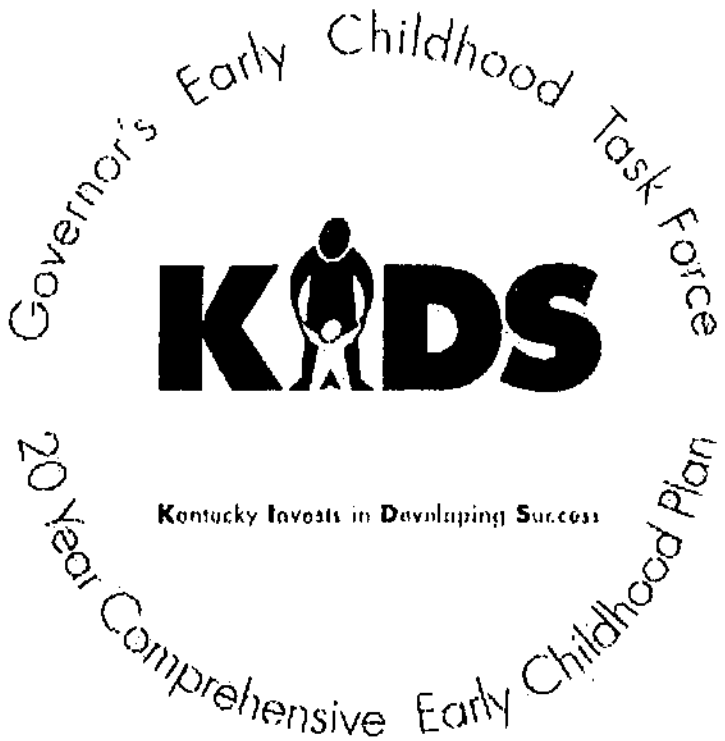
This report can be accessed online at:

www.educationcabinet.ky.gov

General Questions

General questions about this report should be directed to the Education and Workforce Development Cabinet at (502) 564-0141.

(b)(6)



(b)(6)

Presented to Governor Paul E. Patton • November 17, 1999

KIDS NOW

Kentucky Invests in Developing Success

A Report From
The Governor's Early Childhood Task Force

November 1999
Frankfort, Kentucky

CONTENTS

Task Force Members	i
Vision and Mission Statements	ii
Introduction	1
Recommendations:	
Assuring Maternal and Child Health	4
Supporting Families	9
Enhancing Early Care and Education	13
Establishing the Support Structure	18
Work Group Members	21
Acknowledgements	23

Task Force Members

Representative Thomas Burch
Louisville

Kevin Canafax
Public Relations
Fidelity Investments
Covington

Senator Lindy Casebier
Louisville

Wilmer S. Cody, Ph.D.
Commissioner
Department of Education
Frankfort

Dudley Cooper
Ohio County Judge Executive
Hartford

Dennis Cuneo
Vice President
Corporate Affairs
Toyota Motor Manufacturing
North America, Inc.
Erlanger

Laura M. Douglas
Vice President/
General Counsel
Louisville Water Company

Patricia Walker FitzGerald
Family Court Judge
Louisville

Marlene Helm, Ed.D.
Secretary
Education, Arts and
Humanities Cabinet
Frankfort

Nelle P. Horlander
Communications Workers
of America
Louisville

Michael B. McCall, Ed.D.
President
Kentucky Community &
Technical College System
Lexington

Gary Mielcarek
Education Program Manager
UPS Public Affairs
Louisville

Viola Miller, Ed.D.
Secretary
Cabinet for Families
and Children
Frankfort

John H. Morse
Secretary
Cabinet for Health Services
Frankfort

Senator Gerald A. Neal
Louisville

Deborah Nunley
Century 21 Partners
Owensboro

Nicki Patton
Task Force Chair
Frankfort

Representative Frank Rasche
Paducah

Josephine Richardson
The Courthouse Cafe/
The Cozy Corner
Whitesburg

Allen D. Rose
Secretary
Workforce Development
Cabinet
Frankfort

Keith N. Sanders
Executive Director Charitable
Foundation
Hager Educational Foundation
Owensboro

Robert F. Sexton, Ph.D.
Executive Director
The Prichard Committee
for Academic Excellence
Lexington

Senator Robert Stivers
Manchester

Kim F. Townley, Ph.D.
Executive Director
Office of Early Childhood
Development
Frankfort

Representative Susan Westrom
Lexington

Task Force Members

Representative Thomas Burch
Louisville

Kevin Canafax
Public Relations
Fidelity Investments
Covington

Senator Lindy Casebier
Louisville

Wilmer S. Cody, Ph.D.
Commissioner
Department of Education
Frankfort

Dudley Cooper
Ohio County Judge Executive
Hartford

Dennis Cuneo
Vice President
Corporate Affairs
Toyota Motor Manufacturing
North America, Inc.
Erlanger

Laura M. Douglas
Vice President/
General Counsel
Louisville Water Company

Patricia Walker FitzGerald
Family Court Judge
Louisville

Marlene Helm, Ed.D.
Secretary
Education, Arts and
Humanities Cabinet
Frankfort

Nelle P. Horlander
Communications Workers
of America
Louisville

Michael B. McCall, Ed.D.
President
Kentucky Community &
Technical College System
Lexington

Gary Mielcarek
Education Program Manager
UPS Public Affairs
Louisville

Viola Miller, Ed.D.
Secretary
Cabinet for Families
and Children
Frankfort

John H. Morse
Secretary
Cabinet for Health Services
Frankfort

Senator Gerald A. Neal
Louisville

Deborah Nunley
Century 21 Partners
Owensboro

Nicki Patton
Task Force Chair
Frankfort

Representative Frank Rasche
Paducah

Josephine Richardson
The Courthouse Cafe/
The Cozy Corner
Whitesburg

Allen D. Rose
Secretary
Workforce Development
Cabinet
Frankfort

Keith N. Sanders
Executive Director Charitable
Foundation
Hager Educational Foundation
Owensboro

Robert F. Sexton, Ph.D.
Executive Director
The Prichard Committee
for Academic Excellence
Lexington

Senator Robert Stivers
Manchester

Kim F. Townley, Ph.D.
Executive Director
Office of Early Childhood
Development
Frankfort

Representative Susan Westrom
Lexington

The Vision For Kentucky

All young children in Kentucky 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.

Mission Statement

The future strength of the Commonwealth of Kentucky depends upon the healthy development of our youngest citizens. Therefore, this initiative will build upon existing resources, foster public-private partnerships, insure collaborative planning and implementation, and mobilize communities to:

- support and strengthen families,
- assure that all children grow and develop to their full potential,
- provide high quality, accessible, affordable early care and education options, and
- promote public awareness of the importance of the first years for the well-being of all Kentucky's citizens.

INTRODUCTION

The message of the research is clear. The earliest influences on children — physical, mental, emotional, social — establish the framework of their lives. The first three years are of particular importance. These tender years lay the foundation that will determine how today's infant deals with tomorrow's tough challenges.

People whose lives have been devoted to early childhood development have long since recognized the truth of these statements. The conclusions they reached through observation and experience are being reinforced by scientific studies, long-term research projects, and statistical analyses.

One recently released study was the first in the nation to track participants from infancy to the age of 21. Among its findings:[2]

- Children who received quality early care outperformed their counterparts who did not on academic and cognitive tests.
- They were more likely to attend college and hold jobs that required higher skill levels.
- They were less likely to have children by age 21.
- They were less likely to be placed in special education classes.

Other research has revealed the long-term economic benefits of investing in quality early childhood programs. The benefits reach far beyond the families the programs are designed to serve, resulting in gains to society as a whole. A 1999 RAND study, for example, concluded that every $1 spent for such programs saves $7 in remedial education, welfare, and incarceration costs.

In a classic "pay me now, or pay me later" situation, there clearly is a high price to pay — both in human and societal terms — for failing to give our youngest citizens the strongest possible start in life.

A GOOD START

Although an individual has a lifetime to experience the world, infancy is not a dress rehearsal; there are no erasable interactions in the first three years of life. During a child's first 1,095 days, children depend on parents, caregivers, and even policymakers to provide a nurturing, consistent, safe, and healthy environment.

Education Commission of the States[1]

THE TASK FORCE INITIATIVE

Ensuring a strong start for our children requires a comprehensive approach. The elements of a successful initiative — health care, family assistance, education, community involvement, and related areas — must be woven into a fabric of support for Kentucky's children. Improvements must be systemic, reaching children in whatever environments they spend time.

Although exemplary early childhood practices can be found in many Kentucky communities, the state lacks an overall, comprehensive plan. To address this gap, Governor Paul Patton created the Governor's Early Childhood Task Force in March 1999. The Governor recognizes that quality early childhood experiences are related to the future economic development of Kentucky and that his early childhood initiative is the next logical step in Kentucky's educational improvement efforts.

The task force was charged with developing a long-term strategy that will enhance the opportunities Kentucky's children have to succeed as citizens. The Governor specifically requested a 20-year plan in recognition of the reality that supporting quality early childhood experiences requires a significant financial investment that can best be accomplished over an extended period of time.

The task force approached this assignment by establishing work groups that looked at children's needs throughout early childhood. The work groups, whose members included many involved Kentuckians, devoted thousands of hours to reviewing the existing circumstances and service gaps affecting the state's young children and their families. In addition, hundreds of citizens voiced their concerns and suggested improvements during ten community forums that were held across the state.

The following pages detail the task force recommendations. These were developed around desired outcomes in four areas:

- **Assuring Maternal and Child Health**
- **Supporting Families**
- **Enhancing Early Care and Education**
- **Establishing the Support Structure**

THE NEED, IN NUMBERS

- *There are approximately 257,000 children under 5 in Kentucky.*
- *In 1993, 34% of Kentucky's children under 5 lived in poverty.*
- *64% of Kentucky women with children under 6 work full or parttime.*[3]
- *More than 187,000 Kentucky children under 6 need child care every day.*
- *As many as 22,800 Kentucky babies are in child care some part of the day.*[4]

Although these recommendations take the long view, the positive impact of many of them could be realized fairly quickly as Kentucky emphasizes excellence for its young children.

A COMMITMENT IS REQUIRED

Ensuring the development and implementation of quality early childhood services requires a long-term commitment on the part of:

- the parents and guardians who may participate in the services,
- the people who will operate the services,
- the policymakers who will decide how to structure and pay for the services, and
- the communities whose citizens and business and civic leaders will ultimately determine the services' success.

It is the hope of the Governor's Early Childhood Task Force that these recommendations will provide the foundation of a meaningful, results-oriented initiative that will ensure the brightest possible future for all Kentucky children.

PRUDENT INVESTMENTS

Researchers can predict drop-out patterns before children even enter school based on the quality of care and support they receive in the first years of life.

In addition, lack of appropriate stimulation, absence of a nurturing caregiver and-or the presence of stress or trauma can actually hinder brain development and may make a child more prone to violence.[5]

PR/Award # S419B150018

RECOMMENDATIONS

ASSURING MATERNAL AND CHILD HEALTH

Kentucky has long struggled with issues related to maternal and child health. According to the 1996 Kids Count Data Book and the Healthy People 2000 data, Kentucky ranks near the bottom — 41st nationally — in the percent of low birth-weight babies, a risk factor for future health and learning problems. Kentucky also leads the nation in the incidence of birth defects as a cause of infant mortality.

We have a high rate of teen pregnancy and an improving but low percentage of women who seek prenatal care in the first trimester. Kentucky also has a high percentage of women who use tobacco, alcohol, or other drugs, have poor diets, and fail to understand the importance of being healthy before they conceive.

The recommendations in this area focus on assuring a healthy start in life for Kentucky children.

OUTCOME: BABIES ARE BORN HEALTHY.

STRATEGIES:

- ***Make prenatal care more accessible and affordable, particularly in the first trimester, by increasing the Medicaid eligibility limit to 200 percent of the federal poverty level.***

Currently 85 percent of pregnant women in Kentucky receive first-trimester prenatal care. Those most at risk of not receiving early care are teenagers, low-income women, minorities, substance abusers, and domestic violence victims. Early prenatal care provides an opportunity for screening, detection, treatment, and education on health, nutrition, genetic issues, and social and emotional health.

FUNDING PRIORITIES

Although the task force places equal emphasis on all of its recommendations, some areas would be more appropriate for priority funding due to their potential as preventive measures.

In Assuring Maternal and Child Health, these areas include:

- *Providing preconceptional and prenatal vitamins, especially folic acid, and heightening public awareness of their value.*
- *Audiological screenings for newborn infants.*
- *Full funding for the Kentucky Early Intervention System.*
- *Using health educators and other health professionals to provide basic health services in convenient, non-traditional settings such as child care centers.*

- ***Provide preconceptional and prenatal vitamins, including folic acid, to local health departments for appropriate distribution and develop a statewide public awareness campaign to increase the use of prenatal multivitamins that include folic acid.***

Only 30 percent of Kentucky women of childbearing age consume or are aware of the benefits of folic acid, a major contributing factor to the incidence of neural tube defects, better known as spina bifida, among infants. Kentucky has the highest rate of neural tube defects in the nation.

- ***Provide regular screenings and referrals to women of childbearing age for health conditions that may affect a baby's health.***

These services should be offered at public events and places such as health fairs, high schools and colleges, the Kentucky State Fair, and at primary care sites such as local health departments, physicians' offices, and family planning clinics.

- ***Discourage the use of tobacco, alcohol, and drugs before conception and during pregnancy.***

These messages can be conveyed by enforcing existing laws related to underage tobacco and alcohol purchases; promoting public awareness of the health effects of tobacco and alcohol on a baby; increasing public awareness of drug and alcohol treatment programs and smoking cessation services, and incorporating such information into parenting and prenatal classes, high school coursework, and the guidelines for home visiting programs.

- ***Before conception and pregnancy, ensure that women of childbearing age receive genetic information from trained providers during doctor or other primary-care consultations.***

- ***Provide resource and referral information and/or basic health care to pregnant teenagers at non-clinical sites such as schools and community outreach centers.***

Outcome: Babies and families go home to a supportive environment, knowing where they can obtain needed services.

Strategies:

- ***Increase public awareness and outreach for the Women, Infants and Children (WIC) program, food stamps, and the Expanded Food and Nutrition Education Program.***

Families must have access to information and resources to help them adequately nourish their children. Income-eligible families can be given information about these services through newborn units at hospitals, Community Based Services' offices, physicians' offices, and community centers.

- ***Promote family-centered practices that contribute to parents' knowledge about the birth process and early development.***

These practices would include:

- ◆ prenatal parent-education classes in various community settings,
- ◆ a hospital discharge packet with information on newborn behavior and development, infant feeding information that promotes breastfeeding, a book or toy, and resource information,
- ◆ a statewide tollfree telephone service, staffed 24 hours a day, that offers child-related information, and
- ◆ a well-publicized Internet website with child-related information and links to other resources.

- ***Promote family-centered childbirth models and recognize facilities that practice family-centered policies.***

Outcome: Children's basic physical and health needs are met.

Strategies:

- ***Ensure that all newborns, before leaving the hospital, receive a comprehensive health and developmental screening/examination, including audiological testing, from professionals trained in newborn screening and discharge planning.***

- ***Ensure that high-risk newborns, such as low birth-weight babies, receive the appropriate developmental care in the hospital as defined by the Newborn Individualized Developmental Care and Assessment Program guidelines.***

- ***Ensure that babies identified on newborn screenings leave the hospital with a plan for a follow-up evaluation.***

All families should know when they leave the hospital what type of follow-up medical services their babies need and how to go about obtaining those services.

- ***Provide a home visit by a qualified professional — agreed to voluntarily by the mother — during the first week following birth.***

- ***Implement periodic home visits by family and child development specialists who also work in community settings such as health departments, physicians' offices, schools, or Family Resource Centers.***

Again, such visits should be conducted only with the voluntary agreement of the family involved.

- ***Provide regular, periodic developmental and basic health screenings for all children at specific age intervals. Refer children with health or developmental risk factors for further evaluations as appropriate.***

These screenings should be offered in a variety of settings in addition to primary care physicians' offices. Such settings could include schools, child care centers, health departments, and community centers.

- ***Ensure that children identified through evaluations as having special health or developmental needs receive appropriate services, such as those provided by the Kentucky Early Intervention System.***

These services should include a high level of family involvement as well as the involvement of caregivers who consistently work with the individual child.

CRITICAL SUPPORT

Service and social supports which respond to children within the naturally occurring context of their family routines and concerns can be critical in helping families cope with the realities of raising a child with a disability.[7]

- ***Offer Individualized Family Service Plan training for providers and parents of children with special developmental needs.***

This training, currently available only for providers, should include information for parents on how to move to the next level of service and information on incorporating therapy and education into the home environment.

- ***Encourage families to establish a continuing relationship with a primary health care provider by increasing KCHIP eligibility to 200 percent of the federal poverty level and reimbursing non-clinical sites, including schools and child care centers, for offering the services of medical professionals such as nurse practitioners and health educators.***

- ***Promote public awareness and ensure access to immunizations for birth-to-2-year-olds by using federal programs designed to increase the availability of vaccines.***

- ***Ensure that children who are removed from their natural homes receive appropriate health and developmental assessments that determine what services they need.***

These children should have individual plans that address:

- the permanency and stability of the placement,
- family reunification based on the child's needs,
- substance abuse treatment, where appropriate, for parents and guardians, and
- a child's health and development needs across the different settings.

INDIVIDUAL PLANNING

Individualized Family Service Planning addresses the developmental needs of an infant or toddler and the priorities, resources, and concerns of the family.

The process is documented in a written, ongoing plan that changes as the needs of the child and family change.

KCHIP

The Kentucky Children's Health Insurance Program (KCHIP) currently provides free health coverage to uninsured children, from birth to age 18, who live in families with income below 200 percent of the federal poverty level.

SUPPORTING FAMILIES

Any change that occurs in the life of a family member affects the entire family. That makes it imperative to the well-being of Kentucky children that we assure the well-being of Kentucky families.

The responsibility of determining a child's best interest rests first and foremost with parents, and families have the most significant impact on the care and education of their children.

Difficulties in making the transition to parenthood occur across all income and education levels. But families who are impoverished, whose educational attainment is low, or who are unemployed have additional burdens as they work to raise their children.

The recommendations in this area focus on supporting the families of Kentucky's young children.

FUNDING PRIORITY

Supporting Families:

- *New or expanded models to implement a statewide home visitation program — with voluntary participation for families identified as being at-risk.*

OUTCOME: FAMILIES HAVE ACCESS TO RESOURCES THAT PROMOTE A HIGH STANDARD OF LIVING.

STRATEGIES:

- ***Change the state tax code to allow families to use tax credits for dependent children.***

These changes could include increasing exemptions for children or setting a higher income threshold for state taxes. The objective is to give families more disposable income to use in meeting their needs.

- ***Support local literacy public awareness campaigns and collaborate with existing efforts to encourage the development of family literacy programs at child care facilities, schools, libraries, and in other community settings.***

Nearly one million Kentucky adults have inadequate or nonexistent literacy skills. This means that far too many Kentucky children grow up without regularly having a book read to them by their parents.

- ***Begin book give-away programs with distribution through physicians' offices, local libraries, the Kentucky State Fair, or other community events.***

Children learn pre-reading skills when their parents read to them every day. For this to happen, parents must be able to read, and children's books must be present in the home.

- ***Under the direction of the Attorney General's office, collaborate to enhance existing child support collections from non-custodial parents, meet family needs through the Family Court system, and offer child-focused training to court officials in child attachment, child development, and parent-equity issues.***

Collaboration across agencies on behalf of families makes the best use of human and financial resources.

OUTCOME: ALL PARENTS HAVE THE INFORMATION AND SUPPORT THEY NEED TO GIVE THEIR CHILDREN THE BEST START IN THE HOME ENVIRONMENT.

STRATEGIES:

- ***Develop or build on existing family education curriculum and, with parental consent, mandate its study by high school students. Include it as part of Kentucky's statewide student testing program.***

This curriculum should include information about appropriate life choices, parenting, child development, the benefits of waiting to start a family, and the economic, emotional, and social costs associated with raising a child.

- ***Offer parenting and family issues classes for teenagers in community settings such as youth groups, libraries, and the YMCA.***

SETTING THE STAGE

An organized, stimulating physical setting with attentive parental involvement, encouragement, and affection are strongly correlated with an infant's IQ.[6]

- ***Provide a continuum of parent-education classes, beginning with prenatal education, in which family members can learn about a child's physical, emotional, social, intellectual, and spiritual needs.***

These classes should help families create positive relationships with children and should include information on conflict resolution, age-appropriate discipline, and available community resources.

- ***Provide information on parenting and child development as part of regular medical and well-child visits.***

- ***If programs are based on income eligibility, offer parent-education services to non-eligible families on a sliding fee scale.***

- ***Conduct a comprehensive public awareness campaign to inform the public about the importance of early childhood issues, the implications of early development and the importance of parents' nurturing young children.***

OUTCOME: ALL PARENTS HAVE ACCESS TO COMMUNITY SUPPORT IN THE HOME ENVIRONMENT.

STRATEGIES:

- ***Develop a network of agencies and trained professionals to provide occasional in-home child care to children with special health care needs.***

Parents of children with special health care needs often have difficulty finding appropriate child care providers they can employ to give them time to devote to their other children or time away from the stresses of caregiving.

- ***Develop new models or build on existing models to implement a home visitation program for parents identified of being at-risk.***

This program, which would require voluntary participation by parents, should be based on best-practice research; be monitored for results and compliance with standards; be locally based, and provide an avenue for ongoing child screening and connections to community resources.

- ***Encourage employers to adopt family-friendly policies.***

This encouragement could take the form of tax credits to businesses that offer such benefits as flex time, child care, job sharing, time off to volunteer in schools or child-care programs, and flexible use of sick time. These businesses also could be recognized by state and local governments for their leadership in modeling family-friendly initiatives.

Enhancing Early Care and Education

Recent brain research findings emphasize the importance of developing public policy that focuses on the needs of children under five. Of particular urgency is the need to improve the quality, availability, and affordability of high-quality care for children under the age of three.

As we work to improve the quality of early care and education, we also must address issues of affordability for families, the education and compensation of child care staff, and the role of communities in improving services for children statewide.

The recommendations in this area focus on improving the quality of early child care and education for Kentucky children from birth through school age programs serving children up to age eight in before- and after-school settings.

Staffing Ratios

Kentucky's current child-to-staff ratios for infants and toddlers do not meet the recommended standards for high quality child care programs.

National recommendations:
- *3:1 or 4:1 for ages under 24 months;*
- *4:1 or 6:1 for ages of 24 to 36 months.*

Kentucky ratios:
- *5:1 for under 12 months;*
- *6:1 for 12 to 24 months;*
- *10:1 for 24 to 36 months.*

Outcome: Early care and education, as well as school age child care services, are comprehensive, collaborative, and coordinated within communities.

Strategies:

- ***Provide technical assistance to upgrade program quality through local child care resource and referral agencies.***
- ***Establish collaborative partnerships at the community level among child care, Head Start, and public preschool programs that assure the availability of quality, comprehensive services in one location.***

Outcome: All early care and education is of high quality and based on research.

Strategies:

- ***Establish a Four Star System of child care standards for all early care and education programs, including those for school age children.***

- ***Tie subsidy rates to the number of stars a program achieves.***

This approach would establish a rating system that would assign stars on the basis of quality indicators established by existing research.

- ***Enhance the effectiveness of regulations by developing reasonable penalties for persistent violators and sanctions for licensed programs with serious deficiencies.***

State surveyors now may immediately close facilities when the lives of children are endangered. But they have no tools to assure that habitual, persistent offenders correct deficiencies in a timely manner.

- ***Develop a coordinated database for all licensed or enrolled child care settings, including school age care, to track use, quality indicators, geographic distribution, and similar information.***

No such database now exists. Improving licensing standards will require good data on which to base decisions and actions.

- ***Require all relative and enrolled providers who receive government funds to obtain orientation training within three months of beginning to care for a child receiving a subsidy and to have a home inspection to assure compliance with basic health and safety standards.***

More than 35 percent of Kentucky's children whose care is being subsidized are in the care of relatives or providers who are not subject to state regulation. Although the providers receive monthly payment for the care of these children, no training is required or site visits made to ensure a safe environment for the child.

Kentucky Requirements

Requirements for being a child care provider in Kentucky are:

- *must be at least 18 years old,*
- *have a negative tuberculosis test, and*
- *have no prior convictions of child abuse.*

No pre-service training is required. A child care provider must complete six hours of orientation training within the first three months of employment and document 12 hours of training annually thereafter.

Nineteen states require pre-service training for teachers in child care centers. Kentucky requires none.[8]

- ***Pay a differential rate to relative and enrolled providers who obtain additional training each year.***

- ***Develop an early care and education credentialing system that allows providers to obtain credentials at different levels.***

This system should ensure that postsecondary institutions establish a core content for early care and education professionals. The development of articulation agreements among postsecondary institutions also should be encouraged.

This should be a seamless system of early childhood pre-service and in-service education that is coordinated, beginning with an entry-level credential and including all levels of postsecondary education and all systems that deliver in-service training.

- ***Increase in-service training requirements and develop a clearly defined in-service training system that is linked to the early childhood credentialing system.***

- ***Require annual in-service training on the behavior and development of very young children for all state-paid providers who work with children up to five years old.***

- ***Coordinate all in-service training with the early childhood credentialing system and with other appropriate agencies.***

- ***Provide scholarships to recruit individuals entering postsecondary institutions into early care and education training.***

- ***Provide scholarships to upgrade the credentials of people currently working in the field and to help retain their services.***

The costs of these scholarships could be shared by the individuals involved, their employers, and a state incentive program.

ENROLLED PROVIDERS

An enrolled provider is a person who takes care of three or fewer children in her home, completes a voluntary checklist on quality indicators, and receives subsidy payments for eligible children.

- ***To retain the services of early childhood workers, provide pay raises in recognition of continued professional development and consistent service.***

High turnover rates among child care providers can have serious effects on children's development. These rates are closely related to wages and benefits. Recent data indicates that the average wage for child care providers in Kentucky is $6.37 an hour, compared to $7.48 an hour nationally. The annual turnover rate nationally for child care providers is 40 percent.

- ***Establish state-funded health insurance for staff members in child care programs that serve a certain number of subsidized children.***

Most child care programs lack the resources to offer benefits such as health insurance. Providing state-funded insurance would help child care remain affordable since families must now absorb program cost increases. Staff turnover would be reduced.

OUTCOME: FAMILIES CAN FIND AND ACCESS APPROPRIATE EARLY CARE AND EDUCATION SERVICES TO MEET THEIR NEEDS.

STRATEGIES:

- ***Increase infant subsidy rates to encourage more child care programs to offer infant care.***

It is much more expensive to provide care to babies. Care providers need to be subsidized at a rate that compensates for the greater expense.

- ***Encourage the development, expansion, or improvement of early education services.***

This could be accomplished by:

- ◆ Providing incentives for business and industry to offer child care, including school age care, on site or as an employee benefit.
- ◆ Establishing low- or no-cost loan or grant programs to build or renovate child care facilities.

FUNDING PRIORITIES

Early Care and Education:

- ◆ *Establishing a Four Star System to ensure quality.*
- ◆ *Developing scholarship programs to attract and retain child care workers.*
- ◆ *Providing health insurance for employees of programs serving a defined percentage of low-income children.*

- ◆ Providing grants to child care programs to adapt their facilities or buy equipment for children with special needs.
- ◆ Including the construction of child care facilities under the approved use of state and local construction funds.

- ***Establish Family Resource Centers in all schools with a demonstrated need to allow the development of before- and after-school care programs as needed by individual communities.***

- ***To expand the availability of affordable early care, increase the subsidy eligibility level for families from 160 percent of the federal poverty level to 185 percent of poverty by July 1, 2000 and to 200 percent of poverty by July 1, 2001.***

- ***Conduct a public awareness campaign to let eligible families know about the availability of subsidies for child care, including school age care.***

Establishing the Support Structure

Success in any endeavor — whether a community child care system or a multinational corporation — is directly tied to the strength of the network that supports the effort. Such networks, regardless of their scope, must provide a comprehensive, flexible, real-world based foundation on which a program of excellence can be built.

For Kentucky's early childhood systems to achieve what they must for our youngest citizens, they must receive support from a variety of state and community sources.

The recommendations in this area focus on ensuring the development of the strongest possible structure of support.

Outcome: Early childhood development is supported by a broad-based network of individuals and organizations working at the state and community levels.

Strategies:

- ***Create state and local partnerships to support services designed to meet the locally identified needs of children and families.***

Individuals and representatives of community programs would make up these collaborative partnerships, which would be guided by a state board that would provide coordination and retain ultimate decision-making authority. Funding would be directly linked to results. Existing funds would not be replaced by new revenue.

- ***Establish a state-level Business Council to promote business awareness, involvement, and partnerships — including participation in professional development efforts.***

This council would recommend business activities to support families with young children.

Funding Priorities

Support Structure:

- *Establishing a Business Council.*
- *Establishing a professional development council to create a seamless credentialing system.*
- *Developing state and local partnerships.*
- *Consolidating existing advisory groups.*

- *Transfer the child care licensing responsibility from the Cabinet for Health Services to the Child Care Division of the Cabinet for Families and Children, and increase the number of state surveyors who are knowledgeable about child care.*

- *Establish a new, comprehensive Early Childhood Development Council to combine or coordinate the work of existing councils, including the Kentucky Early Intervention System Interagency Coordinating Council, the Child Care Policy Council, and the Early Childhood Advisory Council.*

- *Establish higher education and professional development advisory groups for purposes specifically related to the training and education of child care professionals.*

- *Coordinate and/or merge all existing in-service training initiatives including the Child Care Resource and Referral agencies, the Kentucky Early Intervention System Technical Assistance Teams, and Regional Training Centers.*

END NOTES

[1]"Why Policymakers Should Be Concerned About Brain Research." Policy Brief. Education Commission of the States. March 1998. Denver, Colorado.

[2]Abecedarian Project. November 1999. Frank Porter Graham Child Development Center, Chapel Hill, North Carolina.

[3]Kentucky Youth Advocates. 1998. County Data Book, Kentucky. *Kids Count*. Louisville, Kentucky.

[4]Adams, Gina and Schulman, Karen. May 1998. Kentucky Child Care Challenges. Children's Defense Fund, Washington, D.C.

[5]Shore, Rima. 1997. *Rethinking the Brain: New Insights into Early Development.* Families and Work Institute. New York, New York.

[6]Berk, L. 1998. *Development through the lifespan*. Upper Saddle River, NJ. Prentice Hall.

[7]Guralnick, M.J. 1989. Recent developments in early intervention efficacy research: Implications for family involvement in P.L. 99-457. *Topics in Early Childhood Special Education, 9, (3),* 1-17.

[8]Kentucky Long-Term Policy Research Center. 1999.

Work Group Members

Bess Abney, Frankfort
Sheilah Abramson-Miles, Louisville
Katrina Adams, Lexington
Donna Alexander, Berea
Cheryl Allen, Bowling Green
Quentin D. Allen, Covington
Doraine Bailey, Lexington
Bart Baldwin, Frankfort
Madgalene D. Bargas, Louisville
Joseph Bargione, Louisville
Jean Barnes, Lancaster
James W. Batts, Richmond
Carol Baughman, Frankfort
Carla Baumann, Richmond
Paige Beichler, Berea
Zaidia Belendez, Frankfort
Sharon Bensinger, Louisville
Nancy Beyers, Lexington
Yash Bhagwanji, Louisville
Roxanne Booth, Warsaw
Linda T. Bratton, Lexington
Allen Brenzel, Lexington
Annette Bridges, Frankfort
Donna Britt, Hazard
Veronica W. Brown, Louisville
Jennifer Grisham Brown, Lexington
Libby Brown, Henderson
Marinell Brown, Covington
Diane Bryant, Frankfort
Jane Bryant, Lexington
Jennifer Bryson, Frankfort
Bill Buchanan, Frankfort
Ellen Burke, Berea
Linda Burke, Frankfort
Carrollann Busher, Somerset
Denise Buskill, Louisville
Marian L. Button, Ft. Mitchell
Don A. Cantley, Henderson
Sissy Cawood, Frankfort
Jane J. Chiles, Frankfort
Margaret Clark, Cincinnati
Ann Cleveland, Waddy
Marilyn Coffey, Liberty
Greg Coker, Danville
Crichton Comer, Frankfort
Becky Curry, Jamestown
Deborah L. Dalton, Louisville
Sheila Dawson, Winchester
*Andy Downs, Frankfort
Vivian Decker, Clarkson
Gary Dennis, Frankfort
Cynthia Doll, Louisville
Darlene Eakin, Frankfort
Kay Wright Elling, Lexington
Jewell Deene Ellis, Frankfort
Sally Erny, Somerset
Linda Estes, Jamestown
Betsy Farley, Frankfort
Marta Ferguson, Lexington
Ruth L. Fitzpatrick, Louisville
Lou Fong, Bowling Green
Abe Fosson, Lexington
Linda Fritz-Hornsby, Frankfort
Annie Rooney French, Frankfort
Jaesook Gilbert, Lexington
Sandy Goodlett, Frankfort
Darlene Goodrich, Frankfort
Beth Gordon, Louisville
Tamra Gormley, Frankfort
Peggy Grant, Shelbyville
Terry Green, Henderson
Lisa Hager, Midway
Camille Haggard, Lexington
Phyllis Hall, Lawrenceburg
Beverly Hampton, Louisville
Fran Hawkins, Frankfort
Shelly Hay, Louisville
Deborah Haydon, Richmond
Cindy Heine, Lexington
Pam Helms, Louisville
*Mary Louise Hemmeter, Lexington
James Henson, Frankfort
Mary Ann Hindman, Louisville
Liz Hobson, Lexington
Sara Nees Holcomb, Lexington
Carol Holt, Radcliff
Rick R. Hulefeld, Covington
Lisa Isaacs, Somerset
Dana Jackson, Frankfort
Nannette Johnson, Radcliff
Suzanne O. Johnson, Lexington
Aleece Jones, Redfox
Doug Jones, Morehead
Karen Jones, Frankfort
Carol E. Jordan, Frankfort
Anne Joseph, Lexington
Chela Kaplan, Lexington
Christine Killen, Stanford
Kathy King, Elizabethtown
Tennant Kirk, Berea
Avonelle Kluessendorf, Frankfort
Janet Kurzynske, Lexington
Linda Lancaster, Frankfort
Carol Leggett, Owenton
*Linda Locke, Louisville
Carol Lopez, Lexington
Tom Lottman, Covington
Nancy Lovett, Murray
Debbie Lutrell, Louisville
Elmer Maggard, Danville
Kathleen R. Marshall, Frankfort
Cheryl Martin, McKee
Debbie Mattingly, Morehead
Lisa McCarty, Owensboro
Saretha Williams McFadden, Frankfort
Mary McKenzie, Frankfort
Cheri Meadows, Frankfort
*Norma Meek, Catlettsburg
Susan Milinkovilia, Covington
Cheryl K. Miller, Owingsville
Debra Miller, Frankfort
Becky Moore, Warsaw
Susan Moore, Louisville
Boogie Morris, Hopkinsville
Brenda Mullins, Lexington
Barbara Niemeyer, Morehead
Germaine O'Connell, Frankfort
Julie Padgett, Frankfort
Angelia Parsons, Winchester
Gwen Pate, Florence

WORK GROUP MEMBERS, CONTINUED

Dee Pendygraft, Danville
Portia Phelps, Jamestown
Beverly Phillips, Frankfort
Diana E. Pope, Lexington
Libby Poynter, Jamestown
Eve Profitt, Frankfort
Genie Pruitt, Lexington
Howard A. Qualls, Jr., Pineville
Sam Quick, Lexington
Nancy Rawlings, Frankfort
Angela Ray, Louisville
Joyce Roach, Jamestown
Lydia Roberts, Frankfort
Helmut Roehrig, Louisville
Gerry Roll, Hazard
Michele Roszmann-Millican, Highland Heights
Beth Rous, Lexington
Tamara Rubenstein, Louisville
*Jean Sabharwal, Lexington
Valerie J. Salley, Louisville
John M. Sammons, Frankfort
Jackie Sampers, Lexington
Bev Schipper, Louisville
Carol Schroeder, Lexington
Elizabeth A. Schumacher, Louisville
Jill Seyfred, Lexington
Leslie M. Sizemore, Manchester
Barbara Hadley Smith, Frankfort
Linda Smith, Louisville
Raymond Smith, Lexington
Jackita Snelling, Henderson
Sue Spangenberger, Danville
JoeAnn Spence, Newport
Vickie Stayton, Bowling Green
Sharon Stumbo, Frankfort
Bonnie O. Tanner, Lexington
Peg Taylor, Whitley City
Linda Thomas, Lexington
*Terry Tolan, Louisville
Earl Trevor, Frankfort
Susan Turner, Frankfort
Susan Vessels, Louisville
Kurt Walker, Frankfort
Laurel Walls, Frankfort
Arleta Watkins, Radcliff
Cindy Watts, Louisville
Emily Watts, Murray
Sharon Whitworth, Taylorsville
June Widman, Berea
Angela Wilcox, Elizabethtown
Sarah Wilding, Frankfort
Cary Willis, Frankfort
Stephan M. Wilson, Lexington
Vickie Yaden, Jamestown
*Tom Young, Lexington

*** Work Group Chair**

ACKNOWLEDGEMENTS

The Governor's Early Childhood Task Force expresses its appreciation to the following organizations for their help in making this report possible.

A.L. Mailman Foundation, Inc.
Bluegrass Community Action Agency
Creative Alliance
Kentucky Cabinet for Families and Children
Kentucky Cabinet for Health Services
Kentucky Cabinet for Workforce Development
Kentucky Cabinet of Education, Arts and Humanities
Kentucky Chamber of Commerce
Kentucky Department for Libraries and Archives
Kentucky Department of Education
National Governors Association
Metro United Way
United Way of Kentucky

EXPERTS IN THE FIELD

Appearing before the task force were:
Tracy Ballace, School-Age Care Coordinator, State of Ohio
Helen Blank, Children's Defense Fund, Washington, D.C.
Dean Clifford, Ph.D., Executive Director, Forsyth Early Childhood Partnership, Winston-Salem, N.C.
Steve Davis, M.D., Department of Public Health, Kentucky Cabinet for Health Services
Betsy Farley, Ph.D., Kentucky Cabinet for Health Services
Mary Louise Hemmeter, Ph.D., Department of Special Education, University of Kentucky
Craig Ramey, Ph.D., University of Alabama at Birmingham
Terry Tolan, Executive Director, United Way of Kentucky
Stephan M. Wilson, Ph.D., Department of Family Studies, University of Kentucky

For more information:
The Governor's Office of Early Childhood Development
700 Capitol Avenue
Room 133
Frankfort, KY 40601
502-564-2611

Early Childhood Advisory Council Members

Senator Tom Buford
Kentucky State Senate, Republican 22nd District
(Boyle, Fayette, Jessamine, and Garrard Counties)
Senator Buford is in his twenty-first year in the Kentucky State Senate and made Kentucky history on the day as the first Senator ever to be sworn in as a new member and as a leader in his caucus. He served the first two years of his term as the Republican Whip, and later served four years as Republican Caucus Chairman. Senator Buford's committee assignments include the Appropriations and Revenue Committee, Licensing and Occupations Committee, Health and Welfare Committee, Chairman of the Senate Banking and Insurance Committee, and Chairman of the Budget Review Subcommittee on Health and Human Resources. He also serves on the Capital Projects and Bond Oversight Committee and the Program Review and Investigations Committee. Senator Buford was recognized by Common Cause as one of the 13 most ethical legislators, and he was selected and awarded by the Republican National Committee and President Bush as one of the top 10 legislators in the United States. Senator Buford graduated from the University of Kentucky in 1971. He is a retired Vice President with Kentucky Bank and operates Tom Buford Properties, a residential company. His family includes his wife, Carol, and his daughter, Stephanie, and son, Beau, who is in the US Navy. He is the great, great nephew of Major General John Buford of the Battle of Gettysburg.

Representative Tom Burch
Kentucky House of Representatives, District 30 in Southeastern Jefferson County
A Jefferson County native, Rep. Tom Burch served in the United States Navy and graduated from Bellarmine College with a degree in business administration. He retired after nearly 40 years with General Electric Corporation. Rep. Burch is married to the former Patty McDevitt. He has five children, six grandchildren and two great-granddaughters. As a devoted family man, he has focused much of his public service career on strengthening government services for families and children across the Commonwealth. Representative Burch was first elected to the Kentucky House of Representatives in 1972 and is currently the longest serving House member. He has served as Chairman of the House Health and Welfare Committee since 1985. He also serves as a member of the Licensing and Occupations Committee, the Seniors, Veterans, Military Affairs, and Public Protection Committee, and the Budget Review Subcommittee on Human Resources. His early childhood development bill, House Bill 706, has worked to increase

children's opportunity for success both in school and in life. Rep. Burch has been active in the Kentucky Welfare Reform Coalition, the National Organization for Women, the Kentucky Domestic Violence Association, the Home of the Innocents, the Lions Foundation, Kosair Children's Hospital, and the Kentucky Organ Donor Council. He is a board member of Brooklawn Youth Services and helped establish Day Spring, a facility for special-needs residents.

Jane Chandler

Principal of Corbin Preschool Center, Director of Special Education, Preschool Coordinator

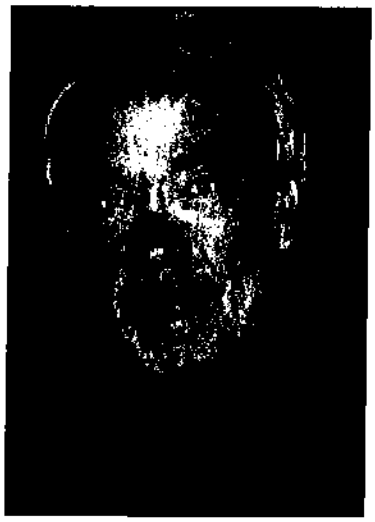
Jane graduated from Morehead State University with a Bachelor's degree in Elementary and Special Education. She obtained her Master of Arts Rank I from the University of the Cumberlands and her Director of Special Education endorsement from Eastern Kentucky University. Jane has been a Special Education Teacher in both the elementary school and high school settings. She has been the Director of Special Education and the Preschool Coordinator for ten years. For the past three years she has served as the Principal of the Corbin Preschool Center. She is a member of the Delta Gamma Fraternity, the Corbin Presbyterian Church, the Corbin Redhound Varsity Club and she is a Leadership Tri-County Graduate. She is married to Mel Chandler, Jr. and they have a son Garner(11) and daughter Patton(8).

Marilyn Coffey

Retired Educator, Local School Board Member

Marilyn is a retired educator. She is a graduate of the University of Kentucky with a Masters Rank 1 with Education Specialist degrees and received her Bachelor of Arts from Eastern Kentucky University. She is currently a member of the Casey County Board of Education and serves on the Center for Rural Development Board of Directors. She formerly held positions including Family Resource Center Coordinator, kindergarten teacher, district early childhood coordinator, Parents as Teachers Program supervisor, child care director and Kentucky Department of Education program consultant. She also is a former city council member, charter member and first state president of Family Resource & Youth Services Coalition of Kentucky (FRYSCKY) Inc. and served on the Kentucky Early Childhood Development Authority (KY-ECDA). Marilyn is married to Roger Coffey and has two

children Leanne Coffey Davis, CPA and John M. Coffey, who works at the Kentucky Department for Fish & Wildlife.



Ben Cundiff

Partner in Cundiff Farms

Ben has his Bachelor of Science in Chemical Engineering and his J.D. in Law from Vanderbilt University. He is a member of the Tennessee and Kentucky Bar Associations. Ben serves on the board of directors for the Governor's Scholar Foundation, the Pritchard Committee, the Jackson Financial Corporation, the FNB Bank of Mayfield, the Gatton Academy of Math & Sciences, the Governor's Committee for the Transformation of Education in Kentucky, the Nashville Symphony, the Community Foundation of Middle Tennessee, the University Heights Academy in Hopkinsville, the East End Preparatory School of Nashville, the Martha O'Bryan Center in Nashville and the Trigg County Hospital. Ben is married to Janine and they have two children, John Broadbent Cundiff and Jeanne Marie Cundiff.

Paula Goff

Part C of IDEA Coordinator

A graduate of the University of Kentucky and University of Tennessee, Paula has worked in the field of early childhood education for over 20 years. Her classroom experience includes child care settings and a mental health outpatient preschool program, specializing in the early childhood sections of the Individuals with Disabilities Education (IDEA) Act. She has worked at the state level developing systems for children Birth-5 with disabilities and their families in Missouri, Louisiana, North Carolina and Kentucky. Paula has also provided technical assistance to over 20 states while working with the National Early Childhood Technical Assistance System. Her college teaching experience includes child development at the University of Missouri and pediatric sections of allied health courses at Louisiana State University. Paula is a member of National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC) and the Division for Early Childhood (DEC).

Tracy Haddix

Director of Children's Services, Community Action of Southern Kentucky

President of Kentucky Head Start Association

Tracy has a Bachelor of Arts in Philosophy and Communication Arts from Georgetown College and a Masters in Organizational Communication, with an emphasis in Management, from Murray State University. Tracy is a member of, and the Youth Leader at, Southside Baptist Church in Glasgow and the chair of the Crossroads Pregnancy Center in Glasgow. She is also a member of the Warren County Early Childhood Council and a member of the Regional Training Center Advisory Board. Tracy is a proud supporter (mom) of Little League Football, Softball and Baseball. She is married to Ray Haddix and has two children, Cameron (11) and Rebekah (9).

Audrey Haynes

Secretary, Kentucky Cabinet for Health and Family Services (CHFS)

Audrey Haynes was appointed Secretary of CHFS by Governor Beshear in April 2012. Prior to her appointment at CHFS, Haynes served as the Senior Vice President and Chief Government Affairs Officer for the YMCA of the USA in Washington, D.C. Early in her career, Haynes worked in the field of mental health and substance abuse rehabilitation, serving as an alcohol and drug abuse counselor and later as a community education specialist. She has held prior appointments in the administrations of three previous Kentucky governors, including Executive Director of the Kentucky Literacy Commission; a Member of the Kentucky Board for Elementary and Secondary Education; and as Deputy Secretary of the CHFS. In 1991, Haynes was appointed by the President of the United States to serve on the Board of the National Institute of Literacy. She began working in Washington, D.C. in 1993 as the National Executive Director of Business and Professional Women/USA and the Business and Professional Women's Foundation. In 1997 President Bill Clinton appointed her to serve in his Administration as Deputy Assistant to the President and Director of the Office for Women's Initiatives and Outreach at the White House. A graduate of Spalding University in Louisville and the University of Kentucky, Secretary Haynes holds both bachelors and masters degrees in social work. She has received numerous state and national awards for her advocacy for mental health care, adult education and other issues impacting youth and families. Audrey is married to Michael D. Haynes and they have two adult children.

Cindy Heine

Associate Executive Director, Prichard Committee for Academic Excellence

Cynthia J. (Cindy) Heine has worked for the Prichard Committee, a citizen's group working to improve education in Kentucky, since 1989, when she joined the staff as associate executive director, after serving as a volunteer since 1983. Heine was born and raised in Sturgis, MI and received a Bachelor's degree in nursing from the University of Michigan in 1969. Prior to her work with the Prichard Committee, she worked at the University of Kentucky Medical Center. She has served on numerous boards and task forces at the school and district level in Fayette County, as a parent volunteer. Since her employment with the Prichard Committee, she has provided information to parents and the public about Kentucky's standards-based education system and the reforms of 1990. She currently leads the Committee's Strong Start Kentucky: Quality Pre-K for Every Child campaign. She has served on a number of statewide committees including most recently the Kentucky Teacher Internship Program (KTIP) Task Force, the Master's Redesign Review Committee for the Education Professional Standards Board, the Commissioner's Race to the Top Advisory Council and the Governor's Task Force on Early Childhood Development and Education. Heine is currently a board member of both the League of Women Voters of Kentucky and League of Women Voters of Lexington, and is involved in numerous community and church activities. She has lived in Kentucky since 1970 and now resides with her husband, Richard T. Heine, in Lexington. They have two grown children and three grandchildren.

Terry Holliday

Kentucky Commissioner of Education

Terry Holliday, Ph.D., was selected as Kentucky's fifth commissioner of education in July 2009. Holliday served as superintendent of the more than 20,000-student Iredell-Statesville school district (North Carolina) from 2002 until 2009. Under his leadership, the Iredell-Statesville school district received the 2008 Malcolm Baldrige National Quality Award, which was created by an act of Congress in 1987 to recognize companies, organizations, businesses and other entities that have shown long-term improvement in quality and productivity. Holliday's previous experience includes serving as superintendent, associate superintendent, director of accountability, principal, assistant principal, director of instrumental music and band director. In December 2010, Holliday was named to the board of directors for the Council of Chief State School Officers (CCSSO) for 2010-11. CCSSO is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity and five U.S. extra-state jurisdictions. In September 2011, Holliday was appointed to serve a four-year term on the National Assessment Governing Board. The board sets policy for the National Assessment of Educational Progress (NAEP), known as the Nation's Report Card. Holliday is the co-author of Running All the Red Lights: A Journey of System-Wide Educational Reform. He earned a bachelor's degree from Furman University; a master's degree and education specialist degree from Winthrop University; and a doctorate from the University of South Carolina. A native of Belton, South Carolina, Holliday and his wife, Denise, are the parents of two children.

Amy Hood Hooten

Infant/Toddler & Early Childhood Specialist for Training and Technical Assistance Services at Western Kentucky University

Dr. Amy Hood Hooten is currently the Infant/Toddler & Early Childhood Specialist for Training and Technical Assistance Services at Western Kentucky University. Amy has worked with Head Start and child care since she began her career in 1988. She has an extensive educational background in early childhood development, with a Bachelor of Science in Child Development from Murray State University, a Master's degree in Early Childhood from Western Kentucky University, and her doctorate in Child and Youth Studies from NOVA Southeastern University. Amy currently serves on a variety of local and state committees including the Butler-Edmonson Counties Community Early Childhood Council and the Butler County Family Resource Center's Advisory Council. In March 2009, Amy was invited to join Governor Beshear's Early Childhood Task Force. In November 2010, Amy was elected as the third district representative for the Butler County School Board and began her term in January 2011. She is currently an adjunct Professor at WKU teaching early childhood education courses and classes, required for the Associate Degree in Early Childhood Education (ECE), the Bachelors Degree in Child Studies, as well as the Kentucky Director's Credential. Amy lives in Morgantown, KY. She is married to Bobbie J. Hooten Jr. and has one son, Case William, who is five-years-old and started kindergarten this year. As a family they enjoy quality time together and they like to travel.

Rick Hulefeld

Executive Director, Children Inc.

Rick holds a Bachelor of Science in International Affairs from Georgetown University, a Master of Arts in Humanities from the University of Chicago, and a Masters in Education from Xavier University. He has studied at the University of Madrid and was an exchange student in Peru. Along with his wife he began Children, Inc. in 1979. He has served as Children, Inc.'s executive director since its beginning. Over the past three years Rick has built the Children, Inc. Service Learning Project to 25,000 participants. Rick and his wife, Mary, have reared their five children in an inner city Covington neighborhood.

Marybeth Jackson

Director for the Division of Child Care (DCC) at the Kentucky Cabinet for Health and Family Services (CFHS)

Mary Beth Jackson is the Director for the Division of Child Care, housed within the KY Cabinet for Health and Family Services. Within her role as the Division Director, she also serves as the state child care administrator, managing the federal Child Care Development Fund for Kentucky. She received a Bachelor of Science in Child and Family Studies from Eastern Kentucky University, and has completed her Masters in Interdisciplinary Early Childhood Education within the Department of Special Education at Eastern Kentucky University. Her prior work experience includes administering a statewide Early Childhood Mental Health program, supervising a home-visitation program, child care health consultation program, and federal early childhood comprehensive systems grant. Early in her career she worked in the child care arena as a director, assistant director, infant/toddler program coordinator, and after-school program director.

LaQuandra Nesbitt

Health Director, Louisville Metro Public Health & Wellness

Dr. Nesbitt received her Bachelor of Science degree in Biochemistry from the University of Michigan-Ann Arbor, her medical degree from Wayne State University School of Medicine, and a Master of Public Health in Health Care Management and Policy from the Harvard School of Public Health. Dr. Nesbitt completed an internship in family medicine at the University Hospitals of Cleveland/Case Western Reserve University and her family medicine residency in the University of Maryland's Department of Family Medicine where she served as chief resident. Dr. Nesbitt completed her fellowship training with the Commonwealth Fund Harvard University Fellowship in Minority Health Policy. Dr. Nesbitt is currently a member of the Greater Louisville Medical Society Board of Governors, Louisville Science Center Board of Directors, Louisville Sports Commission Board of Directors, and the American Heart Association of Kentuckiana Board of Directors.

Brigitte Blom Ramsey

United Way of Greater Cincinnati – Northern Kentucky Strategic Resources & Public Policy

Brigitte Ramsey, of Pendleton County, holds a master's degree in public policy from the University of Kentucky and

undergraduate degrees in economics and international studies from Northern Kentucky University. She served on the Pendleton County Board of Education for ten years before accepting an appointment to the Kentucky Board of Education in 2008. Brigitte has worked in various research capacities focusing on the importance of investments in education and supports for low-income families; including Northern Kentucky University, the Federal Reserve Bank of Cleveland, the University of Cincinnati, and Kentucky Youth Advocates. Currently, Brigitte is working in Strategic Resources and Public Policy at United Way of Greater Cincinnati. She has four school-age children.

No Picture Available

Joe Roberts

Director of Head Start Collaboration Office

As director of the Head Start Collaboration office, Joe facilitates collaboration between Kentucky's 32 Head Start grantees and State and local partners. He earned his Bachelor of Arts in History and Geography from Morehead State University and received his Six Sigma certification from Drexel University. He worked for GlaxoSmithKline for 8 years as a Business Analyst and Channel Manger for Supply Chain Logistics. Before accepting his current position, he worked as a Quality Manager for 4 years at a Head Start program in Grayson County. Joe has run his own successful Technology and Marketing Consulting business for the past 15 years specializing in work with non-profit and faith-based organizations. Joe and his wife Cassie have three children Caitie(6), Samuel(4) and Joseph(1).

Nicki Patton Rowe

Early Childhood Consultant/Trainer, Simpson County Regional Training Center

Nicki graduated from the University of Kentucky with a BA in Vocational Home Economics and a Masters in Family Studies with an emphasis in early childhood. She later completed over 50 post-graduate hours in a doctoral program focusing on adult education and staff training at the University of New Orleans. Nicki's professional memberships include: National Association for the Education of Young Children (NAEYC), Association for Supervision and Curriculum Development (ASCD), and American Society for Training and Development (ASTD). She chaired Governor Patton's Early Childhood Task Force and the Early Childhood Professional Development Council. She is a Kentucky credentialed Early Childhood Trainer and one of five Kentucky Master Trainers. Nicki is married to Barry J. Rowe and has three step-sons, Ben, John and Adam Rowe.

Bill Scott

Executive Director, Kentucky School Board Association (KSBA)

Bill attained a Bachelor of Science in Political Science and a Masters Degree in Counseling from Alfred University, located in Upstate New York where he was born and grew up in the Finger Lakes Region. After six years of employment as a therapist for a mental health and substance abuse agency, Bill enrolled in the University of Kentucky where he received a second Masters Degree in Social Work. As the director of the Child and Adolescent Service System Project (1985-1989) located within Kentucky's Department of Mental Health and Mental Retardation Services, Bill focused on expanding community based services for children and youth with severe emotional and behavioral problems. Bill served in a similar position when he returned to New York in 1989, working on a project that served the families of these children through the New York State Office of Mental Health. Hired by the Kentucky Department of Education in 1991, as director of the Division of Student and Family Support, Bill directed this new unit created as a part of the reorganization of KDE under the Kentucky Education Reform Act. Bill served in this capacity for four years until he moved to KSBA where he has acted as the Director of Student Support Services, Associate Executive Director and Executive Director since July 2005. He currently serves on the board of directors of the Kentucky Humanities Council and the Kentucky Council of Economic Education. Bill is married to Kay and has two children.

Anna Shepherd

Head Start & Preschool Director for Floyd County Schools

Anna has a degree from the University of Kentucky in Instructional Leadership-School Superintendent and a degree from Morehead State University in Interdisciplinary Early Childhood Education. She also holds a Rank I degree in Instructional Leadership-Supervisor of Instruction, a degree in Administrator of Pupil Personnel, a Master of Arts in Instructional Leadership-Principal and a Bachelor of Arts in Teaching in the Early Elementary. She has served as the Director of Head Start and Preschool for Floyd County Schools since November 2010. Before that she served as a Highly Skilled Educator for three years at the Kentucky Department of Education, served in several capacities in various high schools and worked as a primary teacher at two different elementary schools for twelve years. She currently is professionally affiliated with the Kentucky Leadership Academy, Phi Theta Kappa, the National Education Association and the Kentucky Education Association. Anna is married to Carlos B. Smith and has one daughter, Vanessa Shae Shepherd.

No Picture Available

Dr. Ruth Ann Shepherd

Division Director for Maternal and Child Health in the Kentucky Department for Public Health

Dr. Shepherd brings to Public Health more than 20 years experience as a board certified neonatologist and pediatrician, and has practiced in both urban areas and rural Appalachia. In her current role since 2005, Dr. Shepherd oversees traditional maternal and child health programs for the state, as well as the state's health promotion programs including tobacco control, obesity prevention, and healthy communities. A Kentucky native, Dr. Shepherd completed her undergraduate degree at Asbury University, medical training at the University of Louisville School of Medicine, her pediatric residency at Methodist Hospital, Indianapolis, Indiana, and her fellowship in Neonatal-Perinatal Medicine at the Medical University of South Carolina (Charleston). She is board certified in Pediatrics and in Neonatal-Perinatal Medicine. Dr. Shepherd has additional certifications in Non-Profit Management (Duke University), Certificate in Business Administration for Physicians (Auburn University) and Certified Professional in HealthCare Quality (National Association for Healthcare Quality). Dr. Shepherd has presented on preterm birth prevention and other public health topics in several states and nationally, including the 2008 Surgeon General's Conference on Prevention of Preterm Birth, the National Center for Health Statistics, the NIH MCH Education Committee, and the 2009 & 2012 March of Dimes Perinatal Quality Symposia. She served on the 2008 National Quality Forum Steering Committee on Perinatal Indicators and was appointed to the federal Health and Human Services Secretary's Advisory Committee on Infant Mortality in 2011. Dr. Shepherd is a team co-leader in the Health Resources and Services Administration Collaborative Improvement and Innovation Network (COIIN), a learning collaborative on Infant Mortality for the 13 southern states. In 2012 Dr. Shepherd has received the inaugural award for Excellence in State MCH Leadership from the Association of Maternal and Child Health Programs (AMCPH), and the President's Award for Meritorious Service from the Association of State and Territorial Health Officers (ASTHO).

No Picture Available

June Widman

Executive Director of the Eastern Kentucky Child Care Coalition

After completing a Bachelor of Science degree in Crop Science at California Polytechnic State University, June came to Kentucky to volunteer and then work for the Christian Appalachian Project (CAP) in 1980. She and her husband worked to promote vegetable gardening and Farmer's Markets in several rural counties. In 1982 June went on to work in CAP's Child Development programs, and then as the Assistant Director of Human Development until 1992. She was a founding member of Eastern Kentucky Child Care Coalition (EKCCC) and has had a leadership role since its inception. June has served as the Executive Director of the Coalition since 2004. EKCCC is the Child Care Resource & Referral agency for 31 counties, and a sponsor for the Child Care Food Program in 40 counties. Along with Linda Locke (retired from 4-C), June co-chaired the statewide work groups that established the criteria for the quality rating system (STARS) for child care programs in Kentucky. She served as the chair of the STARS Advisory Committee for several years. June has two children, Jessica Rosenberg and Gregory Rosenberg.

Terry S. Tolan

Executive Director, Governor's Office of Early Childhood

Terry Tolan was appointed by Governor Beshear as Executive Director of the Governor's Office of Early Childhood and the Early Childhood Advisory Council in July of 2011. Over the years, she has worked with numerous child advocates and state agencies to improve the lives of children. She was first appointed to the Early Childhood Development Authority (ECDA) by Gov. Paul Patton in 2000 after serving as chair for the Prenatal Work Group of the Task Force on Early Childhood in 1999. She was reappointed to the ECDA by Gov. Ernie Fletcher and again by Gov. Beshear in 2008. Terry served on the Governor's Task Force on Early Childhood Development and Education established by Gov. Beshear in 2009 to study the Commonwealth's system of early childhood services. Previously, Terry served as President of United Way of Kentucky for 15 years. Terry is a graduate of the University of Memphis. She has served on numerous boards at the state level and regionally. Terry lives in Louisville, KY with her husband Joe, who is Chief Executive Officer of Metro United Way.

Contact (http://kidsnow.ky.gov/Pages/contact.aspx) Site Map (http://kidsnow.ky.gov/Pages/sitemap.aspx)
Subscribe to Mailing List (http://visitor.r20.constantcontact.com/d.jsp?llr=oj8pmmjab&p=oi&m=1109591059758)

Privacy (http://kentucky.gov/policies/Pages/default.aspx)
Security (http://kentucky.gov/policies/Pages/security.aspx)
Disclaimer (http://kentucky.gov/policies/Pages/disclaimer.aspx)
Accessibility (http://kentucky.gov/policies/Pages/accessibility.aspx)

© 2012 Commonwealth of Kentucky
All rights reserved.

List of Tobacco Investments

Child care *FY2013 Funding $*(b)(4) *FY2014 Funding $*(b)(4)
These funds also include an allocation for non-college scholarships and incentive awards, outlined in the section titled Scholarship Fund for Early Childhood Care and Education Providers.

Child care: STARS for KIDS NOW Quality Rating System (2000-present)
STARS is a voluntary quality rating system to raise the level of quality in early care and education settings, by offering a system of incentives and rewards based on research identified characteristics associated with positive outcomes for children and families and by offering technical assistance to achieve quality indicators. According to published studies, children cared for in high quality settings perform significantly better in math, language, and social skills at school entrance, than did their peers in programs of poor quality. The STARS system uses a scale of 1 through 4 STARS to identify levels of quality in centers and homes. All STARS levels surpass the minimum licensing requirements.

Child Care: Scholarship Fund for Child Care Providers (2000-present)
KHEAA Funding for College Scholarships FY2013 Funding $(b)(4) *FY2014 Funding $*(b)(4)
The focus of this initiative is to provide a scholarship fund administered through the Kentucky Higher Education Assistance Authority and the Division of Child Care, available to those who work in early care and education programs or as assistants in preschool classrooms at least 20 hours weekly. The funds assist early care and education personnel in moving through a credentialing system that begins at entry level and proceeds through post-secondary education. The quality of early care programs is closely related to the education and training levels of the providers. Professional Development Counselors help scholars enroll in the program, craft a professional development plan, and negotiate the seamless system of professional development. Providing early childhood development associates with college and non-college scholarships, along with other professional development incentives, ensures a quality workforce development plan for the early childhood workforce in Kentucky.

Child Care Health Consultants (2000-present) *FY2013 Funding $*(b)(4) *FY2014 Funding* (b)(4)
This component of the KIDS NOW initiative provides personnel to train, educate, and provide free technical assistance to child care providers and parents in the areas of health, safety, nutrition, and the benefits of early intervention. Emphasis is also placed on the prevention of communicable diseases in group settings and the social/emotional well being of children. Services offered through this program include: outreach, awareness, education, consultation, follow-up and referral. Child Care Health Consultants are available statewide, working to make early care and education settings safer and provide higher quality.

Children's Advocacy Centers (2002-present) *FY2013 Funding $*(b)(4) *FY2014 Funding $*(b)(4)
This component of the initiative focuses on the need to mitigate the physical and mental health impact of sexual abuse inflicted on a child by providing comprehensive, state-of-the-art medical examinations. This program provides community-based services for sexually abused children in child-friendly settings across Kentucky.

Community Early Childhood Councils (2000-present) *FY2013 Funding $*(b)(4) *FY2014 Funding $*(b)(4)
Community Early Childhood Councils (CECCs) work to identify the unique early childhood needs of the local community and to work collaboratively to meet these needs. A network of these community councils exist across the state in various counties and sub regions. The potential council member agencies and individuals are identified in HB 706.

For fiscal year 2013, 69 councils applied for funding, representing 105 counties. For fiscal year 2014, 76 councils applied, representing 111 counties. While many aspects of the KIDS NOW initiative are administered at the state level, the CECCs bring a local, community level voice to the goals of the initiative.

Early Childhood Mental Health Program (2001-present) *FY2013 Funding $*(b)(4) *; FY2014 Funding $*(b)(4)
This component of the initiative focuses on the need to provide mental health consultation for early childhood programs and to assure that young children and their families receive appropriate assessment and therapeutic services. It is estimated that one out of every ten children and adolescents has a mental health challenge. Regionally-based early childhood mental health specialists work directly with early care and education providers in targeting children in need of mental health services. Program components include consultation and education services, mental health assessments and treatments, and providing families with resources and information. Tobacco dollars allow this program to provide services that it would be unable to provide otherwise, because the services are considered not billable under other funding streams.

Early Hearing Detection and Intervention Program (EHDI) (2000-present) *FY2013 Funding $*(b)(4) *FY2014 Funding $0*
The goal of this program is the early detection of those infants at risk for hearing loss and early intervention to those that are diagnosed with hearing loss. This program assists hospitals in implementing universal hearing screening on all newborns prior to hospital discharge. This program also includes public and private partnerships statewide that work to provide outreach to families, health departments, physicians, schools, and other community based organizations. At the rate of 3 per 1000 births, hearing difficulties are the most common sensory birth defect. A referral system is in place to provide follow-up testing within three months and enrollment in an intervention program within six months. The funding for this program was phased out in FY2014 because the program used other funding sources.

Evaluation of Early Care and Education *FY2013 Funding $*(b)(4) *; FY2014 Funding $*(b)(4)
As part of the Establishing the Support Structure for Early Childhood, each year it is a requirement to evaluate the KIDS NOW initiative. Previously, the KIDS Now evaluation has been a single year evaluation of child care, but for FY2013 and FY2014, the study began a longitudinal study that will follow 2013's four-year-olds to kindergarten in 2014.
It looked at the quality differences between Public Preschool, Head Start Programs and 3 or 4 STAR Rated Child care Centers. The results of the study concluded that there were no statistically significant differences between the three different environments, all of which the evaluation identified as high quality learning environments.
Recommendations made by the researchers were: to continue supporting the PD career lattice because teachers with higher education levels positively correlate with child outcomes; instructional strategies need to include important pre-literacy skills and the CLASS domain of instructional support, which highlights the importance of language modeling; and that future studies should include the relationship between parent and teacher perceptions of school readiness and the effect on child outcomes.

Folic Acid Campaign (2000-present) *FY2013 Funding $*(b)(4) *FY2014 Funding $*(b)(4)
The goal of this initiative is to prevent the high incidence of two common and serious birth defects, spina bifida and anencephaly, collectively called neural tube birth defects, in Kentucky by providing all women of childbearing age access to the B vitamin Folic Acid, a known preventive measure. When the initiative began in 2000, Kentucky's rate of neural tube defects was 1½ times the national average. An estimated 50 - 70% of such birth defects are preventable through the daily ingestion of folic acid prior to pregnancy and in the early prenatal period.

HANDS Voluntary Home Visiting Program (2000-present) *FY2013 Funding $*(b)(4) *; FY2014 Funding $*(b)(4)
HANDS is a home visitation program for first-time moms and dads. Enrollment may begin prenatally and up until a child is three months of age. Families can remain in the program until their child is two years of age. Home Visitors use a

parent-child interactive curriculum, Growing Great Kids (GGK), which focuses on basic care, child development, nurturing parent-child relationships and strength-based support to families. Health prevention is also a key focus of HANDS home visitation. Without KIDS NOW investment in the HANDS program, the federally required match from Kentucky would not be met. The HANDS program is also currently working with additional federal dollars through the MIECHV grant, which also relies on Tobacco dollar investment for match funds. The MIECHV grant allows the HANDS program to reach more families through expansion of services in at-risk counties.

Immunization Program for Underinsured Children (2000-present) *FY2013 Funding $*(b)(4) *FY2014 Funding $*(b)(4)
The goal of this component is to achieve 100% immunization coverage by age three by purchasing vaccinations for the population of children who are non-Medicaid and non-KCHIP eligible. Funds from the tobacco settlement have allowed thousands of children to receive needed vaccines in their local health departments so that families did not have to travel potentially long distances to the closest federally qualified health center for services.

KIDS NOW Plus (KN+): A Substance Abuse Treatment Program for Pregnant and Postpartum Women (2004-present)
FY2013 Funding $(b)(4) *; FY2014 Funding $*(b)(4)
Kentucky recognizes the need to assist pregnant women with current substance abuse disorders or with certain risk factors for substance use disorders to give birth to healthy babies. Pregnant women using alcohol and/or drugs are one of the most difficult-to-reach and costly subpopulations in Kentucky. Babies born to addicted mothers are at risk for fetal alcohol syndrome, developmental delays, mental retardation, low birth weight, and other health issues. Without early intervention, future costs may include special education, medical interventions, and foster care services. This project was designed to identify pregnant women in the community who are using, or are at risk for using alcohol, tobacco, and other drugs and to connect them with needed services. Program components include screening, providing information, case management and referrals.

Oral Health Education and Prevention Program (2002-present) *FY2013 Funding $*(b)(4) *FY2014 Funding $*(b)(4)
Kentucky's rate of early childhood caries is three times higher than the national average. This is not only a health issue in Kentucky, but also an economic development issue. The goals set forth by the enhanced initiative component, KIDS Smile, are to prevent early childhood caries through early screening, oral health education for caregivers, fluoride varnish and proper referral.

Reach out and Read (2007-present) *FY2013 Funding $*(b)(4) *; FY2014 Funding $*(b)(4)
Reach Out and Read is a national program that has proven successful. Parents who participate are more likely to read to their children and have more children's books in their home. Early childhood language skills are the foundation for reading ability and begin with the basic exposure to primary language, when parents talk with and read to their children. This program provides pediatric health professionals with developmentally appropriate books to give to families and children at well-child visits from the age of six months to five years. During each visit, parents also receive counseling about the importance of reading in the development of early language skills. At some sites, volunteers model reading to children while families are waiting to see the doctor. The national funding for Reach Out and Read has been cut several times, requiring new sites to demonstrate a 75% funding match. Kentucky has continued to receive funding because of the KIDS NOW Initiative offering matching funds.

Programs No Longer Funded

Child care: Increased Licensing Personnel

In order to upgrade quality in child care programs, additional licensing personnel dedicated specifically to rating programs for the STARS for KIDS NOW program were hired. Currently, there are 9 STARS Rater positions across

the state which are devoted solely for the purpose of performing an onsite evaluation of the programs to obtain a STARS rating. These STARS Raters were in addition to the existing licensing personnel who provide monitoring of the child care regulations through the Office of Inspector General. Funds for this program were phased out because licensing was no longer linked to the STARS program.

Eye Examinations For Children (2000-2006)

All children in Kentucky are required to submit evidence of an eye examination no later than Jan. 1 of the first year of public school entry for ages 3, 4, 5, and 6. This program was intended to support local health departments, Family Resource Centers, and the Kentucky Optometric Association with identification of families who were not Medicaid or KCHIP eligible and whose income did not exceed 250% FPL. Funds were made available through the Commission for Children with Special Health Care Needs to assist children who did not have sufficient resources to pay for the cost of an eye examination. Over the course of this program, the amount of children receiving these services through Medicaid and KCHIP increased each year. Due to lack of need and use, the funding for this initiative was discontinued in 2006.

First Steps: Kentucky's Early Intervention System (2005-2012)

The First Steps program is Kentucky's response to Part C of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. First Steps provides support and services to infants and toddlers with developmental disabilities and/or delays and their families through an Individuals Family Service Plan (IFSP) that identifies the early intervention services that the child and family will receive. The Cabinet for Health and Family Services (CHFS), Department for Public Health is the lead agency responsible for administering the First Steps program. Primary referral sources, families and other interested parties can access the First Steps program locally through one of fifteen Points of Entry (POEs) covering the fifteen Area Development Districts (ADDs). First Steps has achieved the highest determination level of the IDEA Act as determined by the U.S. DOE. The First Steps program utilizes restricted general and federal funding and implemented cost saving measures within their billing system which provided cost savings and did not request tobacco dollars for FY2013 and FY2014.

Healthy Babies Campaign (2001-2008)

The goal of this statewide, multi-media public awareness/education campaign was to educate the public about fetal alcohol syndrome, the impact of substance abuse on pregnancy and child rearing, the importance of smoking cessation, and about healthy lifestyle choices that help babies to be born healthy. An extensive statewide media campaign ran from December 2001 - June 2002. In collaboration with the Tobacco Prevention and Cessation Program, the Healthy Baby television campaign ads ran again in 2004, 2005 and 2008.

Newborn Metabolic Blood Screening (2006-2010)

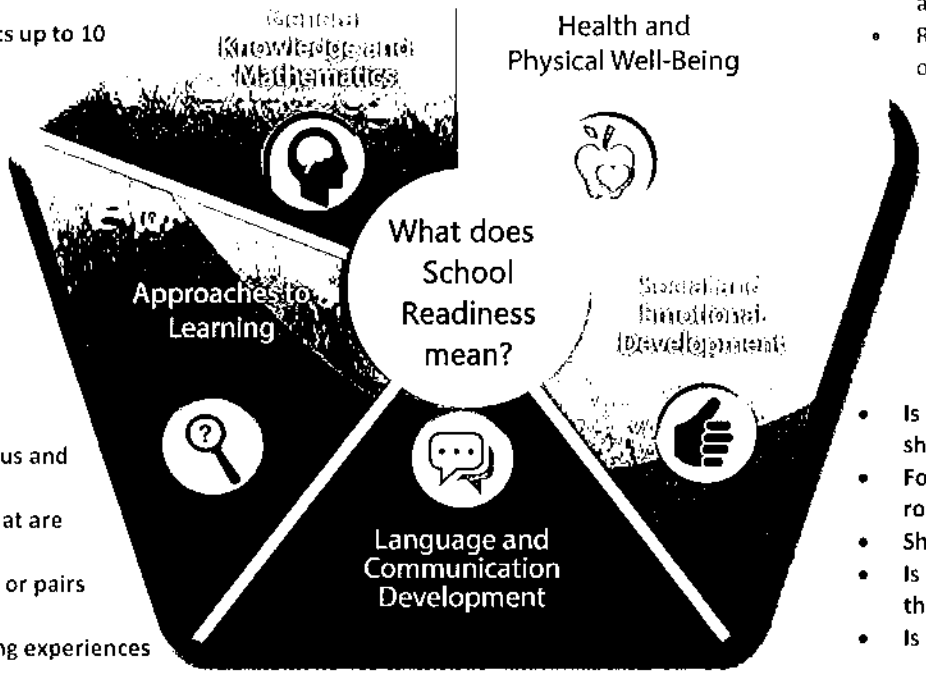
This initiative helped move Kentucky from the bottom of the scale in providing blood screening, to being one of only nine states to provide the complete panel of metabolic blood screens recommended. KRS 214.511 requires that every infant born at a Kentucky Hospital have a newborn blood spot performed after 24 hours of age or before hospital discharge. In 2006, the first initiative was implemented changing the screening for only 6 disorders to 27. Again in 2009, Kentucky improved from screening for only 27 disorders, to screening for 47, the full panel recommended by the American College of Medical Genetics and the March of Dimes. Education was provided for birthing hospitals to improve timeliness and quality of specimens collected, as well as developing newborn screening protocols for quality assurance at each birthing facility. Kentucky's short-term follow-up component of the newborn metabolic screening program is considered a model for other state programs in the nation. In 2010, KIDS NOW dollars no longer funded this program, as the need was filled elsewhere.

School Readiness in Kentucky

School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success and ability to be **Ready to Grow, Ready to Learn & Ready to Succeed.**

- Sorts and classifies objects
- Is learning to identify basic colors
- Is learning to recognize name and general shapes
- Counts up to 30
- Counts sets of objects up to 10

- Eats a balanced diet
- Gets plenty of rest
- Receives immunizations
- Receives regular medical and dental care
- Runs, jumps and does other activities



- Child is curious
- Has the ability to focus and listen
- Continues in tasks that are challenging
- Child plays in groups or pairs based on interest
- Child initiates learning experiences

- Is learning to play and share with others
- Follows simple rules and routines
- Shows curiosity
- Is learning to explore new things
- Is learning to work alone

- Knows full name
- Is learning to write own name
- Uses pictures to tell stories
- Is learning home address
- Speaks in five or six word sentences

The skills listed in the diagram above are helpful for children to know before entering Kindergarten. The indicators included represent the hopes and aspirations for incoming students, not the expectations. Kentucky recognizes that children develop and learn at different rates and times. Not every child will master all of the skills and behaviors listed above prior to Kindergarten. These skills and behaviors are NOT USED to determine school eligibility. In Kentucky, all children who meet the legal age requirement are entitled to enter public school.

Families, early care and education providers, schools and community partners must work together to provide developmental experiences that promote growth and learning, to ensure that all children enter school eager and excited to learn. The purpose of this definition is to give parents, child care and preschool, and communities an overview of the expectations of schools for incoming students and to help families and communities prepare children for school. In addition, a readiness profile provides teachers, child care providers, and parents a tool to better inform them on the specific strengths and needs of each individual child.

KENTUCKY GOVERNOR'S OFFICE of EARLY CHILDHOOD

Partners involved in creating this document include the Governor's Office of Early Childhood, the Kentucky Department of Education, the Governor's Task Force on Early Childhood Development and Education, the Cabinet for Health and Family Services and the Kentucky Head Start Association. Special thanks to Jefferson County Public Schools for the development of the graphic.

PR Award # S419B150018

Brigance Kindergarten Screen

Kentucky's Common Kindergarten Entry Screener, the BRIGANCE Early Childhood Kindergarten Screen III, provides a quick and accurate assessment of a child's development in five areas: Academic/Cognitive, Language, Development, Physical Development, Self-Help and Social-Emotional Development.

The Common Kindergarten Entry Screener (704 KAR 5:070) is aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

In Kentucky School Readiness means that a child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

The skills listed in the diagram included in Kentucky's School Readiness definition document are helpful for children to know before entering Kindergarten. The indicators included represent the hopes and aspirations for incoming students, not the expectations. Kentucky recognizes that children develop and learn at different rates and times. Not every child will master all of the skills and behaviors listed above prior to Kindergarten. These skills and behaviors are NOT USED to determine school eligibility. In Kentucky, all children who meet the legal age requirement are entitled to enter public school.

Families, early care and education providers, schools and community partners must work together to provide developmental experiences that promote growth and learning, to ensure that all children enter school eager and excited to learn. The purpose of this definition is to give parents, child care and preschool, and communities an overview of the expectations of schools for incoming students and to help families and communities prepare children for school. In addition, a readiness profile provides teachers, child care providers, and parents a tool to better inform them on the specific strengths and needs of each individual child.

Kentucky Legislature

HB184

13RS

WWW Version

The hyperlink to a bill draft that precedes a summary contains the most recent version (Introduced/GA/Enacted) of the bill. If the session has ended, the hyperlink contains the latest version of the bill at the time of sine die adjournment. Note that the summary pertains to the bill as introduced, which is often different from the most recent version.

HB 184 (BR 510) - C. Rollins II

AN ACT relating to reorganization.

Amend KRS 12.023 to attach the Early Childhood Advisory Council to the Office of the Governor; amend KRS 200.700 to change the board membership of the council; amend various sections to change the name of the Early Childhood Development Authority to the Early Childhood Advisory Council and to conform; repeal KRS 200.709; confirm Executive Order 2012-586.

HB 184 - AMENDMENTS

SCS - Retain original provisions except delete requirements for early childhood program assessments and the identification of a screening tool for entry into kindergarten.

Feb 5-introduced in House
Feb 6-to Education (H); posted in committee
Feb 12-reported favorably, 1st reading, to Consent Calendar
Feb 13-2nd reading, to Rules; posted for passage in the Consent Orders of the Day for Friday, February 15, 2013
Feb 15-3rd reading, passed 94-1
Feb 19-received in Senate
Feb 21-to Education (S)
Mar 5-taken from Education (S); 1st reading; returned to Education (S)
Mar 6-taken from Education (S); 2nd reading; returned to Education (S)
Mar 7-reported favorably, to Rules with Committee Substitute as a Consent Bill; posted for passage in the Consent Orders of the Day for Thursday, March 7, 2013; 3rd reading, passed 38-0 with Committee Substitute
Mar 12-received in House; to Rules (H); taken from Rules; posted for passage for concurrence in Senate Committee Substitute ; House concurred in Senate Committee Substitute ; passed 97-0; enrolled, signed by each presiding officer; delivered to Governor
Mar 21-signed by Governor (Acts Chapter 57)

Vote History

Legislature Home Page | Record Front Page

Governor's Office of Early Childhood

RTT-ELC Update

In January of 2014 Kentucky began implementation of the Race to the Top – Early Learning Challenge (RTT-ELC) plan. The plan, called Kentucky All STARS, is a bold initiative for the State of Kentucky that will provide access to High Quality early learning programs for children with high needs. Further, the plan enhances the existing professional learning system to build a high quality early childhood workforce and provides supports for families to grow protective factors and participate in their children's early learning.

Kentucky All STARS represents the latest in a long history of the State's commitment to ensure that all children, regardless of their situation at birth, arrive at kindergarten ready to grow, ready to learn and ready to succeed at school and life. Indeed, Kentucky was one of the first States in the nation to be granted funds from the federal government to provide services to the most at risk children through the Head Start program. In 1990, Kentucky passed the Kentucky Education Reform Act (KERA) that established State funds for school districts to operate preschool programs. Later in 2000, the Commonwealth became one of the first States to pass sweeping early childhood legislation that dedicated that 25% of tobacco settlement dollars to establish the KIDS NOW initiative. KIDS NOW is a group of programs aimed at improving the health of young children that includes the HANDS home visiting program for new and expectant mothers. In 2001 Kentucky was one of the first States to establish a statewide Tiered Quality Rating and Improvement System (TQRIS) called STARS for KIDS NOW. STARS is a voluntary program to start licensed, community based child care providers on a pathway to continuous quality improvement.

To date, much progress has been made on the Kentucky All STARS plan.

- ***Statewide Leadership*** – Governor Steve Beshear has committed, through the All STARS plan, that all early learning programs shall participate in the new TQRIS. An amendment to existing statute was introduced in the first legislative session of 2014 that would include all licensed and school base programs. Although the amendment was not successfully passed, the Governor's Office has committed that another amendment will be introduced at the next legislative session. Once accepted, the new rating system would expand from 1000 programs to nearly 3500 programs
- ***Scope of Work Approved*** – The All STARS Scope of Work (SOW) is the project plan document that is used to communicate progress to the State's Federal Program Officers. The SOW contains timelines, milestones, deliverables and budget support for all of Kentucky's seven RTT-ELC projects. The SOW (and budget) were approved by the State's Federal Program Officers in September of 2014
- ***State Infrastructure*** – Since January of 2014, eleven new positions have been added to four State Government agencies: Governor's Office of Early Childhood (5), Division of Child Care (1), FRYSC - Division of Family Resource and Youth Service Centers (1) and the Kentucky Department of Education (4). With an additional 4 to be hired by the end of September. These positions will be Kentucky's team that will work, full time, to ensure that Kentucky's plan for RTT-ELC meets all timelines, milestones and deliverables
- ***STARS Redesign Workgroup*** – The STARS Redesign Workgroup (a workgroup of the Early Childhood Advisory Council (ECAC) is a widely representative group of statewide stakeholders and area experts that include representatives from State agencies. This group has met on a

frequent basis to support the creation of the RTT-ELC application and created the preliminary grid of Quality Standards.

- ***Standards of Quality Established*** – the Redesign Workgroup has produced a first draft of the Quality Standards for the redesigned STARS for KIDS NOW Rating System. The Standards "grid" will become the foundation to which the redesign work will continue
- ***Panel of National Experts*** – As identified in the All STARS Scope of Work, Kentucky has contracted with a panel of three national experts to review and validate the State's work. These individuals have been tasked with ensuring the Quality Standards grid is supported by the most recent research, identification of indicators to gauge quality levels and to assist in the design of the Pilot program that begins next year
- ***Pilot Program Scheduled*** – According to the All STARS plan, Kentucky will conduct a pilot of the new system beginning January 1, 2014. The pilot will include as many program types as possible (school based, non school based, blended, etc.) to produce a wide range of results. It is anticipated that the programs that participate in the PreK expansion plan will be included in the pilot.
- ***United Way Born Learning Academies*** – In June of 2014 Governor Steve Beshear announced that funding ($144,000) was awarded to 24 school districts throughout the Commonwealth to operate United Way Born Learning Academies (UWBLA). UWBLA's are family education programs that teach parents and caregivers that every moment in the life of a young child is a learning moment. The Kentucky ALL STARS grant will fund (over four years) the placement of 150 UWBLAs across the Commonwealth
- ***Strengthening Families*** – The Strengthening Families Leadership Team has been working for over a year to design a system of implementation for State Agencies and Early Learning Programs to apply the Strengthening Families framework. This work includes tools and strategies that these agencies and programs can use to infuse the protective factors into their interactions with at risk families.
- ***Longitudinal Data System*** – As part of the KY All STARS plan, the existing State Longitudinal Data System will be expanded to include more data from early learning programs. This includes data from the HANDS home visiting program, First Steps early intervention, Head Start and the Division of FRYSC. To date all of the necessary agreements (MOUs) have been successfully executed to begin the work
- ***Kentucky Early Learning Standards*** – Wider availability of training on how to incorporate the Kentucky Early Childhood Standards into daily planning for early learning programs is one of the goals of the KY All STARS plan. To meet this goal, a subcommittee of the Professional Development Workgroup of the ECAC has been working in a partnership with Kentucky Educational Television (KET) to develop a basic series of online training that will be free and widely available to the early childhood workforce. These "101" trainings will be targeted primarily at community based child care programs to give directors and teachers the basic knowledge needed on how to use the Kentucky Early Childhood Standards as a tool to individualize education to meet the needs of all children

- ***Plan for Migration***- The figure below outlines when early learning programs will be migrated into the redesigned STARS rating system

Kentucky Health Now

Governor Steve Beshear has made improving the health and wellness of Kentucky's children, families and workforce one of his highest priorities. To significantly advance the wellbeing of Kentucky's citizens, Governor Beshear is announcing the following health goals for the Commonwealth. He is outlining a number of strategies to help achieve these goals over the next five years, and will continue to add strategies throughout his term. These strategies will be implemented through executive and legislative actions, public-private partnerships and through the success of enrolling Kentuckians in health care coverage.

kyhealthnow 2019 goals

- Reduce Kentucky's rate of uninsured individuals to less than 5%
- Reduce Kentucky's smoking rate by 10%.
- Reduce the rate of obesity among Kentuckians by 10%.
- Reduce Kentucky cancer deaths by 10%.
- Reduce cardiovascular deaths by 10%.
- Reduce the percentage of children with untreated dental decay by 25% and increase adult dental visits by 10%.
- Reduce deaths from drug overdose by 25% and reduce by 25% the average number of poor mental health days of Kentuckians.

Goal: Reduce Kentucky's rate of uninsured individuals to less than 5%.

Kentucky has had tremendous success in providing people the health care coverage they need and deserve through kynect, Kentucky's health benefit exchange. To date, over 230,000 Kentuckians have enrolled. We must work to improve our efforts to identify and enroll uninsured Kentuckians. Today, Gov. Beshear set a goal of reducing the number of uninsured Kentuckians to less than 5 percent of the population by 2019. Strategies he will use to achieve this goal include:

- Enroll at least 350,000 individuals in Medicaid and/or Health Benefit Exchange plans by the end of 2015. These individuals include previously uninsured individuals, as well as previously insured individuals who are now eligible for Medicaid or who choose to purchase plans through kynect.
- Increase the number of kynectors and insurance agents participating in kynect by 10% by the end of 2015.
- Continue to develop and execute kynect advertising and marketing campaigns, including continued collaboration with stakeholders to reach and enroll the uninsured.
- Allow for rate quotes and a browse feature for health insurance plans offered through kynect for small employers and agents without creating an account or filing an application.
- Increase collaboration between state agencies to identify uninsured individuals who may be enrolled in other state programs.

- Increase access to kynect for individuals who speak languages other than English and Spanish.
- Increase application web functionality for employers and insurance agents.
- Increase outreach efforts to small employers by working with business associations.

Goal: Reduce Kentucky's smoking rate by 10%.

Health experts agree – tobacco use is the single biggest factor negatively impacting the overall health of Kentuckians. In study after study, Kentucky ranks at the bottom on tobacco use – 50th in smoking (28.3% of adults, 24.1% of youth, 24.4% of pregnant women). Therefore, Gov. Beshear will launch an aggressive campaign to decrease Kentucky's smoking rate, including the following strategies:

- Continue to support comprehensive statewide smoke-free legislation.
- Encourage Kentucky's cities and counties to continue to implement smoke-free policies.
- Expand tobacco-free policies to more executive branch property.
- Support increases in taxes on cigarettes and other tobacco products, and tax e-cigarettes commensurate with other tobacco products.
- Partner with school districts and universities to implement tobacco free campuses.
- Increase use of smoking cessation therapy by 50%.
- Support legislation to ban the sales of e-cigarettes to minors.

Goal: Reduce the obesity rate among Kentuckians by 10%.

Kentucky's obesity problem has far-reaching health and productivity implications – and threatens the future health of children. The Commonwealth ranks 42nd in obesity and 46th in physical inactivity. A shocking 31.3% of adults in Kentucky are obese. Obesity is linked to multiple chronic conditions, including diabetes, heart disease and stroke. The Governor will initiate multiple strategies to address this problem, including:

- Double the number of enrollees in the Diabetes Prevention Program through those enrolling through kynect.
- Ensure access for all state employees to the Diabetes Prevention Program as part of the Humana Vitality program.
- Direct executive branch facilities to implement federal guidelines requiring posting of nutritional information for vending and concessions in state buildings.
- Work with public and private workplaces to adopt healthy concessions and vending policies reflecting federal guidelines.
- Provide ready access to executive branch employees to stairwells at work.
- Certify 10 new "Trail Towns" through the Kentucky Office of Adventure Tourism by the end of 2015.

- Complete the Dawkins Rail Line Trail by the end of 2015, adding 36 miles of trail to Kentucky's statewide trail network.
- Invest more than $30 million in federal funds by the end of 2015 to support many community-driven initiatives for pedestrian and bicycle paths.
- Challenge school districts to increase physical activity opportunities for children through implementing comprehensive school physical activity programs.
- Double the number of schools rating proficient or higher for coordinated school health committees by the end of 2015.
- Partner with school districts to increase the number of school districts collecting and reporting body mass index (BMI) data within the Kentucky Student Information System.
- Work with early child care providers to increase opportunities to prevent obesity among our youngest children.
- Develop initiatives to honor and recognize businesses and schools that provide greater opportunities for physical activity.

Goal: Reduce Kentucky Cancer Deaths by 10%.

With nearly 9,500 cancer deaths every year, Kentucky ranks 50th in the nation for cancer deaths. In addition to the strategies identified above under Tobacco Use and Obesity, Gov. Beshear will implement additional strategies specifically targeted to reduce cancer deaths in the Commonwealth, including:

- Increase screening rates for colon, lung and breast cancer by 25% in accordance with evidence-based guidelines.
- Provide a $1 million match to the Kentucky Colon Cancer Screening Program in the 2014-2016 executive budget to provide $2 million for screenings for uninsured and underinsured Kentuckians.
- Provide $1 million to expand screenings through the Kentucky Cancer Program in the 2014-2016 executive budget to increase breast and cervical cancer screening among Kentucky women. The funding also helps women navigate the health care system.
- Increase rates of HPV vaccination by 25% in order to reduce incidence of cervical, oral, and related cancers among men and women, through support for legislation requiring HPV vaccination among boys and girls as a condition of school attendance, along with partnering with stakeholders to implement a comprehensive educational campaign regarding safety, effectiveness and importance of the HPV vaccination for both girls and boys.
- Support legislation banning tanning bed use by children under 18 to reduce the incidence of skin cancer.

Goal: Reduce Cardiovascular Deaths by 10%.

With more than 12,000 deaths per year, Kentucky ranks 48th in the nation in cardiovascular deaths. In addition to supporting the strategies listed above under Tobacco Use and Obesity, Governor Beshear will implement strategies to reduce cardiovascular disease, including:

- Increase by 25% the proportion of adults receiving aspirin therapy in accordance with evidence-based guidelines.
- Reduce the proportion of adults with uncontrolled hypertension by 10%.
- Reduce the proportion of adults with hypertension who are current smokers by 10%.
- Increase by 10% the proportion of adults who have had their blood cholesterol checked within the preceding 5 years.
- Increase the percentage of individuals receiving evidence-based smoking cessation treatment by 50%.
- Decrease the percentage of Kentuckians with diabetes whose most recent hemoglobin A1C level was greater than 9% during the preceding year, recognizing the link between diabetes and heart disease.
- Support the ongoing efforts of the Kentucky CARE Collaborative, a statewide effort designed to provide blood pressure awareness education within communities.
- Continue efforts to lower sodium intake in government-regulated facilities, given the link between sodium intake and cardiovascular disease.
- Continue support for efforts of the Stroke Encounter Quality Improvement Project, a statewide voluntary initiative among hospitals to implement evidence-based integrated cardiovascular health systems in Kentucky.

Goal: Reduce the percentage of children with untreated dental decay by 25% and increase adult dental visits by 10%.

Kentucky's dental problems have long been a source of ridicule, and have real and detrimental impacts on schoolchildren, the workforce and families. In fact, Kentucky ranks 41st in annual dental visits, 45th in the percentage of children with untreated dental decay (34.6%), and 47th in the percentage of adults 65+ missing 6 or more teeth (52.1%). Gov. Beshear proposes to tackle this problem with a number of strategies, including:

- Increase pediatric dental visits by 25% by the end of 2015.
- Partner with Managed Care Organizations to encourage increased utilization of dental services.
- Create public-private partnerships to increase to 75% the proportion of students in grades 1-5 receiving twice yearly dental fluoride varnish application.
- Increase by 25% the proportion of adults receiving fluoride varnish during an annual dental visit.
- Increase by 25% the percentage of adults receiving medically indicated dental preventive and restorative services, including fillings and root canals, in accordance with evidence-based practices.

- Partner with stakeholders to increase the number of dental practitioners in Kentucky by 25%.

Goal: Reduce deaths from drug overdose by 25% and reduce by 25% the average number of poor mental health days of Kentuckians.

With the third-highest drug overdose ranking in the nation, Gov. Beshear has worked tirelessly to reduce Kentuckians' illegal use of prescription drugs. And while Kentucky ranks 49th in "poor mental health days," which means days when people report limiting normal activity due to mental health difficulties, he has worked to protect funding for Kentucky mental health programs despite dramatic budget cuts in other areas of state government. Still, more needs to be done. Strategies to help reach these goals include:

- Double the number of individuals receiving substance abuse treatment by the end of 2015.
- Support legislation creating a "Good Samaritan Rule" for individuals seeking overdose treatment or assistance for others.
- Expand access to naloxone by 100% among first responders and medical professionals to enable rapid administration of this life-saving treatment.
- Increase by 50% the availability of substance treatment for adolescents.
- Increase substance use disorder residential and intensive outpatient treatment capacity by 50%.
- Partner with stakeholders to increase the number of credentialed substance use treatment professionals by 25%.
- Create a more comprehensive and open access behavioral health network and increase by 25% the number of behavioral health providers eligible to seek reimbursement from Medicaid by the end of 2015.
- Increase by 25% the percentage of adults and children receiving medically indicated behavioral health services by the end of 2015.
- Increase the proportion of adults and adolescents who are screened for depression during primary care office visits by 10%.
- Increase the proportion of persons with co-occurring substance abuse and mental disorders who receive treatment for both disorders by 10%.
- Partner with stakeholders to increase the use of Screening, Brief Intervention, and Referral to Treatment (SBIRT) to 25% of medical providers (primary care, prenatal care providers, and emergency departments).

[redacted]

Guidance Manual

KENTUCKY DEPARTMENT OF EDUCATION

Division of Program Standards
School Readiness Branch
Early Childhood Regional Training Centers
Preschool Pilot I and II Districts
June 2012 (Revised)

Acknowledgements

Special thanks to the Pilot I and II school districts participating in the development of the Preschool Program Review (P2R) process and the guidance manual:

Pilot I Districts (2009-10)

Calloway County
Jason Scarbrough
Preschool Coordinator

Casey County
Tishana Cundiff
Director of Special Education and Preschool

Caverna Independent
Alisa Richardson
Preschool Coordinator

Daviess County
Janet Land
Director of Preschool

Franklin County
Christy Brock
Preschool Coordinator

Henry County
Alysia Wedding
Director of Instruction and Preschool

Hopkins County
Jennifer Luttrell
Director of Special Education and Preschool

Oldham County
Carol Hughey
Preschool Coordinator

Perry County
Susie Sizemore and Bridget Maggard
Preschool Coordinators

Raceland Independent
Leighan McKenzie
Preschool Coordinator

Scott County
Jan Sharpe
Director, Child, Family & Health Services

Pilot II Districts (2010-11)

Bath County
Stephanie Little
Director of Special Education and Preschool

Bourbon County
Melina Malin
Preschool Coordinator

Caldwell County
Renee Williams
Director of Special Education and Preschool

Clark County
Jennifer Bell and John Roden
Preschool Coordinator/Head Start Director

Crittenden County
Karen Nasseri
Director of Special Education and Preschool

Hancock County
Aleta Sisk
Preschool Coordinator

Lawrence County
Toni Armstrong
Early Learning Supervisor

Meade County
Nancy Mitcham
Director of Special Education and Preschool

Oldham County
Charleen McAuliffe
Deputy Superintendent

Shelby County
Brenda King
Special Education Coordinator

Wayne County
Winona Griggs
ECC Director

Warren County
Taesha Olglesby
Preschool Consultant

PRESCHOOL PROGRAM REVIEW

Introduction 4

Overview

Process 6
Document 7
Directions 9

District Countdown

Calendar/Timelines 11
Effective Communication 12

Desk Reviews

District Personnel: What to Expect 15
Desk Review Report 16

Site Visits

District Personnel: What to Expect 19
Site Visit Teams: What to Expect 20

Action Plans

What to Expect 24

ECERS-R

All About the ECERS-R Connection 27
ECERS-R and Continuous Improvement 27

Head Start and Contract Sites

Understanding Enhanced and Blended 29
Contracted Sites 30

Consolidated Monitoring

Consolidated
Monitoring 32

Glossary

Glossary of Terms 34

Resources

Informational links..... 36
FAQ..... 37
Kentucky Preschool Law and
Regulations.....39
Site Visit Form and Report..... 40
P2R Table of Contents in FileMaker
Pro.....55

INTRODUCTION

The Preschool Program Review (P2R) fulfills the Kentucky Department of Education's (KDE's) regulatory obligation, "A local school district preschool program shall be subject to evaluation by the Department of Education to determine the effectiveness of the statewide preschool program" [704 KAR 3:410 Section 9 Program Evaluation (3)] and provides districts with information and feedback that will support the continuous improvement of Kentucky's Preschool Program services.

This P2R process will provide information on how well the state-funded preschool programs, including those blended with Head Start, meet the required components of the regulations and support high-quality learning experiences in conjunction with findings by the National Institute of Early Education Research (NIEER), which conducts and communicates research to support high-quality, effective, early childhood education for all young children. NIEER researchers have found strong correlations between higher-quality preschool programs and regular on-site monitoring. As a result of the self-assessment and technical assistance completed during this process, the state-funded preschool programs within the Commonwealth will examine current practices with regard to student achievement, preschool environment, professional development, collaborative partnerships and family and community involvement.

Our goal is the continuous improvement of Kentucky's Preschool Program and higher-quality teaching practices and learning environments for the children of Kentucky.

OVERVIEW

OVERVIEW

Process

The Preschool Program Review (P2R) process is comprised of four essential components:

1. completion of the Web-based Preschool Program Review Document
2. classroom evaluations utilizing the *Early Childhood Environmental Rating Scale–Revised* (ECERS-R) in *all* classrooms (including contract and blended) conducted by a district "observer" in addition to independent ECERS-R evaluations conducted by RTCs in a minimum of 30 percent of classrooms, including at least one classroom at each site
3. documentation verification by a KDE team, lead by a KDE consultant, via desk review and/or on-site visit
4. report prepared by KDE and provided to school district; Action Plan developed if needed, which may involve technical assistance through the Regional Training Centers (RTCs) or KDE

Districts are organized into five cohorts. Every year, one cohort (one-fifth of the classrooms in Kentucky) will be involved in the Preschool Program Review.

In the winter of their cohort year, district preschool coordinators complete the Web-based P2R document that links district compliance with 25 indicators connected to regulations governing the preschool program (704 KAR 3:410 707 KAR 1:20 – 1:707, KAR 3:180, 704 KAR 3:250, Facility Guidelines and others) and submit the completed document in January of their cohort year. There is a 26th indicator where the districts may describe their strengths or a unique quality. All classrooms in that district must be evaluated using the *Early Childhood Environmental Rating Scale-Revised* (ECERS-R) by a person in the district with early childhood knowledge and experience who has achieved inter-rater reliability (training provided by RTCs). The Early Childhood Regional Training Centers (RTCs) will then conduct independent ECERS-R evaluations in a *minimum* of 30 percent of the district's classrooms, including at least one classroom at each site in the district.

Information from the ECERS-R (conducted by district and RTC), completed P2R document, information from the Kentucky Early Childhood Data System (KEDS), Infinite Campus data, financial data and other relevant reports/data are evaluated through a KDE desk review process. Based on this analysis, KDE determines which districts will receive an on-site visit in the spring and organizes on-site visit teams. KDE provides all cohort districts a report including strengths, recommendations and findings in regard to any non-compliance issues by the summer after their cohort year. The district completes Action Plans addressing any findings (items verified as Not Met), including expected date for completion, and submits the plan to KDE within 30 days of receiving the original report. The district regularly provides updates on ongoing progress related to action plans on the P2R document through FileMaker Pro. A comprehensive timeline for the process is included on page 11 of this document.

Document

The Preschool Program Review Document is a Web-based tool that is password-protected. Districts will complete the Preschool Program Review Document once every five years. The document has been organized using the same sections as the Kentucky Quality Self Study. Sections include:

(1) Program Structure
(2) Environment
(3) Curriculum and Assessment
(4) Health, Safety and Nutrition
(5) Families and Communities

The state regulations directly related to these sections are listed within the document. Below each domain, lists of specific indicators use the same or nearly the same language as the corresponding regulations.

District preschool coordinators will need to consider their district as a whole, including all classrooms receiving state funds as well as those at contracted sites and those blended with Head Start. As a general rule, monitored sites are any locations where children who are eligible for state-funds are served (3- and 4-year-olds with disabilities and 4-year-olds whose family income is up to 150 percent of poverty).

The first column, "Met," is a drop down box in which "Fully Met," "Not Met" or "N/A" (not applicable) may be selected. Each indicator is taken from the regulations guiding the implementation of the state-funded preschool program. Preschool coordinators are asked to read the indicator in the column, list examples of supporting evidence and click on the appropriate response in the "Met" box. Suggestions of sources for the documentation are listed in "Examples of supporting evidence" below each section. Districts must collect documentation of how the preschool regulations are met during their cohort year. The examples listed are not exclusive, and districts may use documentation from other sources. The "Explanation" box is where the preschool coordinator must provide an explanation of how/why an indicator is met or not met. The final row is reserved for the "Action Plan w/due date." This is to be filled out if an indicator is not met with an action plan of what the district is doing to make progress toward meeting the indicators. This Action Plan also may be amended after a desk review or site visit.

In addition to completing the online tool, districts will provide additional document through electronic submission. These documents will include:

- Lesson Plans – sample with a minimum of one per site
- Daily schedule- one sample per site
- Map of Site – all sites with dimensions and indications of preschool classrooms, restrooms, cafeteria and gross motor space (The fire drill sheet may suffice.)
- Family Handbook for Preschool
- Recruitment Information (Child Find) – examples include information for families who are English-Language Learners, scripts for radio announcements, flyers and more
- Eligibility Form – blank or blinded

- A sampling of Family Involvement Activities – flyers, photos, agendas, calendars, collaboration activities
- RTI Process – include data points, who is providing intervention and progress monitoring tools used (Even though this process is individualized, please share the general process.)
- Daily classroom schedule

Directions

Users in each district will log into the P2R document, which has been set up in a FileMaker Pro system, by using the e-mail address of the preschool coordinator and a unique assigned, case-sensitive password. If you are in need of a password, please contact the School Readiness Branch at KDE (at 502-546-7056 or kdestatef@education.ky.gov) for a unique password. The first time the coordinator enters into the system, she/he will be asked to fill in information including title and phone numbers. The coordinator will be able to choose **Go To Report Data Entry** or **Go To Completed Data.** The Go To Report Data Entry link will go to the part of the report where indicators may be selected and explanations or action plans written. The Go To Completed Data link will go to a report format that may be printed.

The first page of the Data Entry section is a Table of Contents page in which you will complete the school district address (See page 53 in the appendix). To navigate around this document:
Click on each of the indicator boxes to go to the corresponding area. Notice that the user name will appear on the top right corner of the document.
Click on the 'Table of Contents' in order to return to the first page from any place in the document.
Click on the drop-down boxes to the left of each indicator to record your response for the indicator.

Any changes are automatically recorded and there is no need to send this document as it is accessible by KDE consultants.

Choices for most of the indicators include: **Fully Met, Not Met, N/A.**

Fully Met indicates that the indicator is fully met and implemented by all preschool classrooms in the district. This is the standard based on the regulations.
Not Met is used if the indicator is not fully implemented in all classrooms and in the district.
N/A is chosen when the indicator is not present in the district's preschool program. Examples of N/A would be nap routines or contracting with community-based child care. If your program operates a half-day program, a nap is not part of your schedule. Similarly, if your program does not contract with any other early childhood program, then N/A would be an acceptable response. **Please note that explanations are required for all indicators Met or Not Met. For indicators marked Not Met, include the identifying letter of the corresponding indicator in the text box beneath the indicators and provide an explanation as to why the indicator is Not-Met.**

FileMaker Pro Address:

http://otl.education.ky.gov/fmi/iwp/res/iwp_home.html

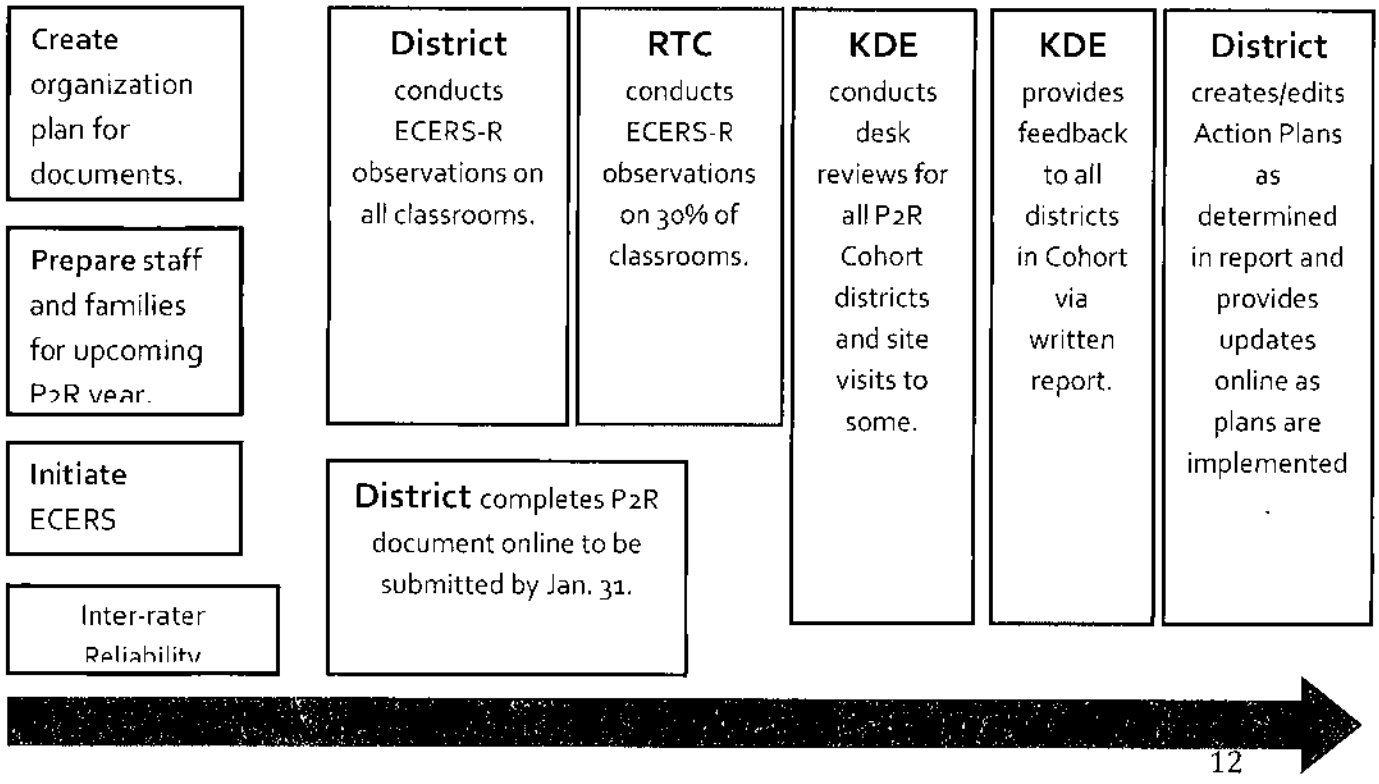
Look for the link called Preschool Program Review Process.

District Countdown

DISTRICT COUNTDOWN

Calendar/Timeline

There are significant activities that must occur before, during and after a district's P2R cohort year. For example, during the year prior to the cohort year, district staff responsible for evaluation will attend ECERS-R training, achieve inter-rater reliability and get ready to conduct baseline observations. What follows below is a suggested timeline of events districts may follow in order to maximize preparation time and efficiently organize P2R activities.



Effective Communication

District Staff

As the P2R program considers the entire program, it is essential that ALL program staff, including building support staff, assistant teachers and other service providers, be well-acquainted with and prepared for the process.

Superintendents and principals need to be involved in P2R. District-level leadership needs to know and understand the big picture related to the formal review of preschool services in order to support continuous improvement. Site-level administrators also need the district coordinator's guidance and support, including but not limited to the purpose of P2R, which school buildings will be involved with ECERS-R evaluations and whether or not there is a KDE site visit.

Preschool coordinators should consider various levels of communication with relevant district stakeholders through letters, memos, e-mails, newsletters, faculty/staff meetings and other methods of communication. At the beginning of the cohort year, the district should hold awareness-level meetings with all staff and more in-depth meetings with preschool staff for the various data collection activities, observations, rating scales and possible site visits that may occur.

Families

As true partners in their child's early learning experience, it is essential that families be introduced to the P2R process, including the purpose, the type of data collected and how the information gained will be used to make continued improvements in program quality. Family-friendly letters from building administration could be used to introduce the concept early on with more detailed letters from classroom teachers to prepare families for the numerous classroom observations that will occur as the year progresses. Parent meetings could provide

more opportunity for discussion, a forum for parents to ask questions and a time to invite parents to participate in interviews should a site visit occur.

When communicating with families, districts must provide the information more than once, in multiple forms, and provide opportunities for feedback and questions.

Early Childhood Providers

Head Start, child care, First Steps, and other early care and education programs should be aware that the P2R process is being conducted in your district. This is especially important in districts that blend with Head Start and/or contract with child care programs to provide preschool services. Make plans to share this information during an upcoming Early Childhood Community Council meeting, so other early childhood programs can learn about and support your district preschool efforts.

Regional Training Centers (RTCs)

RTCs play many roles in the P2R process. From ECERS-R training to action plan follow-up, your district's RTC director and consultant(s) have the materials, resources, skills, expertise, knowledge and competency to ensure preschool services improve and children learn at the highest levels.

Kentucky Department of Education (KDE)

KDE will provide regular information to districts through the early childhood leadership networks, newsletters, face-to-face meetings, e-mail, the website and phone calls. Coordinators should incorporate information from all these sources for local leadership meetings in order to provide opportunities for discussion and questions. Your KDE consultant for the RTC region will by your primary contact for sharing information, data, desk review documents and the completed P2R document.

DESK REVIEWS

DESK REVIEWS

District Personnel: What to Expect

All districts will receive a desk review of the P2R document submitted to KDE. Upon receipt of a district's Preschool Program Review, KDE will review all information provided, including explanations and action plans. In addition, KDE consultants will refer to other data readily available at KDE, including but not limited to the Dec. 1 Count, the Supplemental 3 Count, Head Start Full Utilization Agreement, free and reduced-price meal information, district website, district Preschool Program Approval, ECERS-R scores from both district personnel and RTC, any contracts on file and district funding information.

After reviewing the available information, and conducting a preliminary desk review, KDE will select districts to receive a site visit. The selection will be made based on a wide range of criteria.

KDE will review the explanations and any Action Plans provided by the district. The consultant may contact the district for more details as deemed necessary by KDE. Recommendations may be made to the district to write or improve its action plans.

Finally, KDE will prepare a report summarizing the review process for the district and a summary of data reviewed for each item. For each section of the P2R, KDE consultants will prepare strengths, recommendations or findings ***(see page 47)*** as needed. Triangulated data (three different pieces of evidence) are required for findings. The reports are then reviewed by the entire school readiness branch team and approved by KDE leadership. Drafts of these reports are sent to districts not receiving site visits by April 30 of the cohort year. Desk review information will be incorporated in overall site visit report for those districts receiving a site visit.

Within 30 days of receipt of the report, districts will update the P2R document on the FileMaker Pro site with action plans addressing any findings. Districts may create action plans for recommendations, but they are not required. Each action plan should include the estimated date of completion. The KDE consultants will provide feedback on the submitted action plans within 30 days of receipt of action plans. RTCs are available to offer technical assistance regarding recommendations and findings in this report.

Desk Review Report

(Sample)

KENTUCKY PRESCHOOL PROGRAM
DESK REVIEW REPORT 201X-1X
ABC County

Met 23 out of 23 possible indicators

Review of the State-Funded Preschool Program is required by preschool regulations (704 KAR 3:410 Section 9). The purpose of the review is to promote continuous improvement of the preschool program. According to the National Institute of Early Education research (NIEER), there is a strong correlation between high-quality preschool program and regular on-site reviews to demonstrate ongoing adherence to state program standards.

This report divides the desk review into five sections:
(1) Program Structure

(2) Environment
(3) Curriculum and Assessment
(4) Health, Safety and Nutrition
(5) Families and Communities

At the end of the report, commendations, findings and recommendations are listed for the district.

Based on the accessible data, the reviewer indicates that the item(s) that have a plus sign (+) beside them demonstrate compliance in this area. Items that have a dash (-) beside them indicate non-compliance in this area.

	Program Structure
+	1. Eligibility
+	2. Special Education
+	3. Program Operation
+	4. Staffing/Teaching Credentials
	5. Contracting (N/A)
+	6. Attendance
+	7. Professional Development
+	8. Head Start Collaboration

	Environment
+	9. Ratio and Staffing
+	10. Developmentally Appropriate Practices
+	11. Routines
+	12. Equipment and Materials
+	13. Space
+	14. Funding
+	15. Individual Needs of Children

	Curriculum and Assessment
+	16. Assessment of Children
+	17. Annual Evaluation of Preschool Program
+	18. Student Information
+	19. Screening

	Health, Safety and Nutrition
+	20. Meals
+	21. Safety Policies
+	22. Transportation
+	23. Recruitment

	Families and Communities
+	24. Parent/Family Involvement
	25. Wrap-Around Services (N/A)

Based on Desk Review by KDE

Summary of Desk Review:
The information used to inform the desk review is based on ABC County's Preschool Program Report, Early Childhood Environment Rating Scale – Revised (ECERS-R) scores and data sources accessible from the Department of Education such as the Preschool Program Review, Preschool Program Approval, Financial Data, Dec. 1 count and Special Education data. Additional questions and inquiries were addressed through e-mail and/or telephone communication with the district preschool coordinator.

Strength:

- District excels at meeting the diverse needs of students and families through activities and events. District excels at having cohesive family involvement activities for the school, including and supporting each and every student, in effect laying the foundation for a smooth transition from preschool to kindergarten and promoting a positive climate for families and children.

Recommendations:

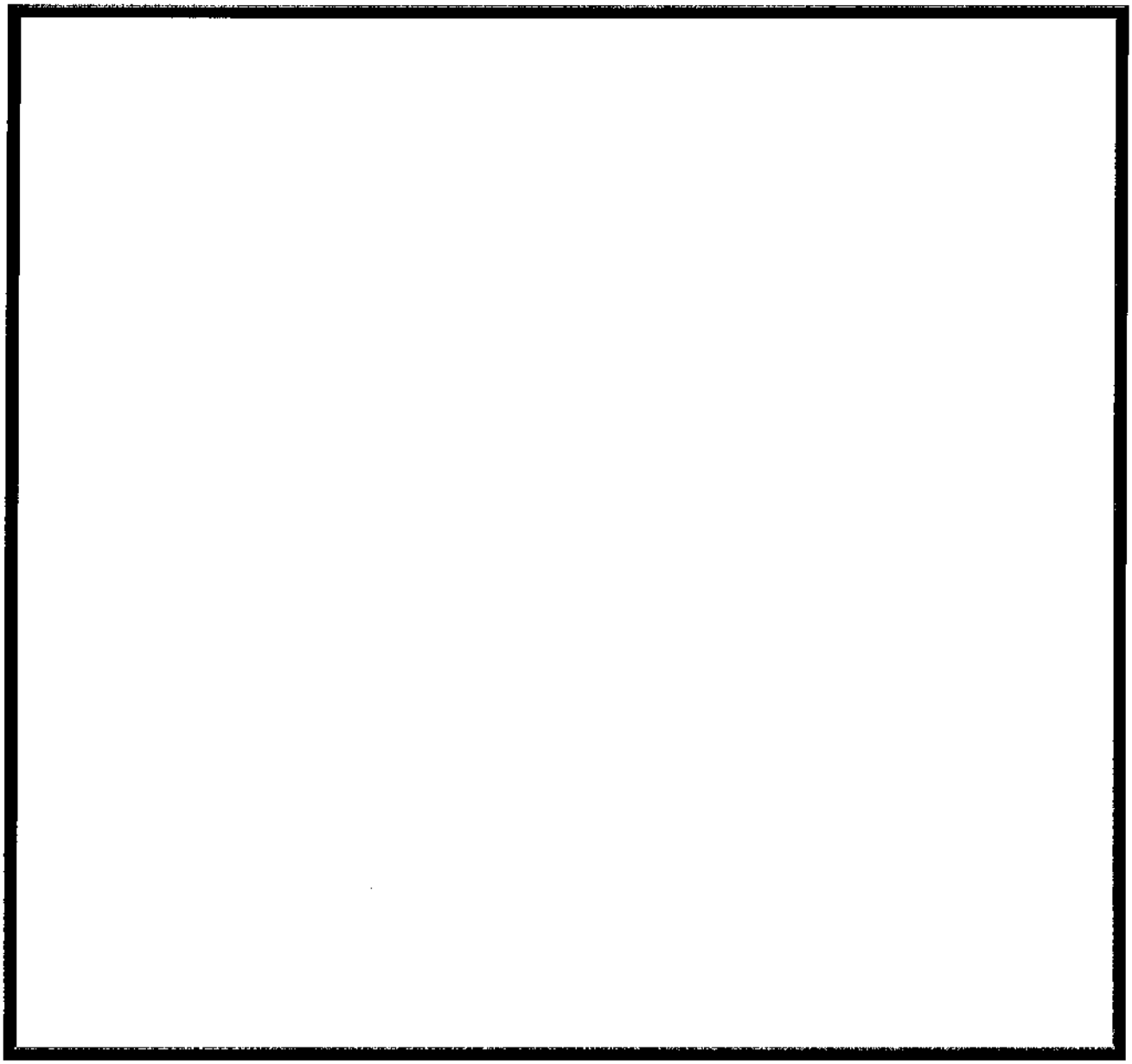
- **15 – All=** Documentation demonstrates district operates within regulatory compliance. Action plan for increasing ECERS-R scores to a 5 or above should reflect follow-up dates mentioned and resources required.

Findings:
- None

Based on documents submitted, data accessed and additional information received, the ABC County Preschool Program is found to be compliant in 23 of 23 possible indicators. The district received 1 Strength, 0 Findings and 1 Recommendation.

Action Plan Submission:
Please update the P2R document on the FileMaker Pro site with action plans addressing the findings and recommendations. The update should be completed within 30 days of receipt of this report. Each of the action plans should have a date for the estimated time to complete the action. _____, the KDE School Readiness consultant, will provide feedback on the submitted action plans before July 30, 20XX. Regional Training Centers (RTCs) are available to offer technical assistance regarding recommendations and findings in this report.

SITE VISITS



SITE VISITS

District Personnel: What to Expect

Some (but not all) districts will receive a site visit in the spring of their cohort year. At least one district per RTC area will be selected by KDE for a team visit. Depending on the size of the district, visits may take one to five days.

Districts selected for site visits will receive initial contact by KDE sometime between February and March (no later than the third week of March). Afterward, selected districts can expect regular communication with the team leader during the site visit period. The team leader will share information about the review process, visit procedures and more.

Coordination should include (but not be limited to) the following:

- scheduling visits to all sites
- arranging interviews of, but not limited to coordinator, teaching staff and parents by:
    - ensuring adequate coverage to meet required adult/child ratios in the classroom
    - inviting parents for group or individual interviews
    - ensuring interviews with parents whose child(ren) represent one or more of the following:
        - transition from First Steps
        - transition to kindergarten
        - Head Start blended (if applicable)
        - receiving special education services
        - at-risk eligibility
        - services received outside the classroom
    - Other interviews may include the building administrator, special ed director/providers, principal/director, the Family Resource director and possibly the district superintendent.
- planning for document review

Teams will visit at least one classroom at each site in the district. Classrooms with various ECERS-R score averages will be included, along with classrooms with a discrepancy greater than 1.5 points between the district and RTC scores. Classrooms will be chosen based upon both district and RTC ECERS-R scores that are reported.

In most cases, KDE's consultants will serve as the team leader. Teams may have at least two other members representing preschool coordinators, Head Start directors, special education directors, principals, other KDE staff with knowledge of the preschool program, active or retired administrators or teachers or RTC consultant from outside the district's RTC region. Team leaders will coordinate schedules for the team after consulting with the district preschool coordinator and reviewing the district calendar.

Site Team Members: What to Expect

Individuals interested in becoming site team members should complete an application found on KDE's website:
http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/Preschool+Program+Review+%28P2R%29+Process.htm

Potential team members should be thoroughly knowledgeable about the State-Funded Preschool Program. Interested candidates should submit their applications no later than January during the cohort year. Selected candidates will complete an orientation training for site visit team members for the P2R process.

Site visit teams will be facilitated by a KDE preschool consultant, who will serve as the leader, and at least two other members (see above). Team leaders will coordinate schedules for the team and the district.

The site visit consists of six parts, including the Pre-Visit Site Team Meeting, Classroom Observations, Document Review, Interviews, Debriefing and Compilation of Data and the Site-Visit Preliminary Report.

Part One: Pre-Visit Site Team Meeting

The district should have records (documentation) compiled prior to the visit. The Site-Visit Team may request to retrieve these documents then meet the afternoon or evening before the visit to review this information. Based on analysis of the information, the team formulates questions for school district staff and compiles what additional information is needed for the visit.

The records should include, but are not limited to, the following: Preschool Program Review Report, Preschool Program Approval, Annual Performance Report, ECERS-R program profile, Infinite Campus data, sample folders/documents for each program section, classroom schedules, school diagram/map or other items.

Part Two: Classroom Observations

The team leader is responsible for coordinating all visit activities and making sure team members understand their assignments (e.g., classroom observations, document reviews and parent/staff interviews).

Team members are responsible for using the Preschool Program Review On-Site Visit form, the Preschool Program Review (P2R) classroom visit checklist and any additional observation tools or forms provided by the team leader. Team members should spend a minimum of 20

minutes in each assigned classroom. Notes should be recorded that confirm compliance with relevant regulation sections of the Classroom Observation Form. If concerns are noted during the observation, a second team member may be assigned to observe the classroom to validate the concern and assist with developing appropriate recommendations for the preschool coordinator.

Part Three: Document Review

The team members responsible for document review should spot-check student records and classroom files. Team members also may review take-home activities, newsletters and parent/teacher communication, as well as any documents or data identified during the pre-visit meeting. Many items are found on the P2R On-Site Visit Document Review checklist, although some may appear on the Classroom Observation checklist. Team members should conduct a random inspection of a minimum of 10 percent of files/records. These are items not provided by the district before the visit, but checked during the visit itself. Some of these document may be found in the teacher's classrooms and others may be housed in other locations such as the special education office of the main office of the school.

Part Four: Interviews

Teams are responsible for interviewing relevant preschool program stakeholders. Interviews help document the extent to which programs are following regulations, as well as areas for strengths, recommendation or findings. When interviewing, ask for specific examples that explain the response and support the opinion given.

To the extent possible, teams should interview the following: parents, lead teacher, assistant teachers and principal/director. Other school staff such as service providers, lunch staff, janitorial staff, office staff, Family Resource director, administrators and other relevant stakeholders may be interviewed as well. Although children should not be formally approached for interviews, Site-Visit Team members may engage in positive interactions with any children who wish to do so during the visit.

Note: At the beginning and conclusion of the visit, the team leader should review the process with the school district staff participating in the Program Review. The following points are examples of what the team lead should share:

- A KDE team reviewed the online Program Review report, as well as all other relevant information, to determine site visits for the cohort year
- The on-site visit consisted of three parts: classroom observations, document reviews and parent/staff interviews

- After the visit, the KDE team will prepare a site visit report identifying recommendations, findings and commendations. The report will be sent to the superintendent and preschool coordinator by June 30.

Part Five: Debriefing Session and Compilation of Data

KDE teams carefully review all information from the site visit activities. Notes, observations and all other relevant data are analyzed. Teams should arrive at consensus regarding each compliance area, as well as the visit overall. The team leader is responsible for final decisions and site report recommendations. The district may be contacted for further information as deemed necessary.

Part Six: Site Visit Preliminary Report

KDE teams will prepare preliminary information for districts that highlights any major results from the site visit in order to provide districts with information that may guide their professional development decisions or may indicate findings which require immediate action. This information will be shared with districts within one week of the site visit.

Site Visit Form and Report

Team members will use the sample site visit form to conduct observations and interviews. The report will describe the purpose of the visit, the membership of the team, activities of the visit, and overall commendations, recommendations and findings. Triangulated data (three different pieces of evidence) are required for Strengths, Recommendations or Findings. These are defined as follows:

Commendations: In order for the district to receive a commendation, compliance with a specific section of the regulation must be outstanding. There should be ample evidence that the activity exceeds all expectations, reflects innovation or otherwise demonstrates excellence. Good practice is not sufficient for a commendation.

Recommendations: Recommendations may be identified if the team notes practices that should be improved, but nevertheless are in compliance. Districts are not required to address recommendations in their action plans following receipt of the report. Recommendations may address overall district ECERS-R average scores that fall in lower ranges, but will not reflect individual classroom scores.

Findings: If the team finds areas where the district is out of compliance with the preschool regulations, these areas are identified as findings. Districts must address findings in their action plans.

An example of this report can be found in the Resource section of this document.

ACTION PLANS

ACTION PLANS

What to Expect

Although not required at the original submission of the P2R, some districts may choose to prepare an action plan for any specific indicator within their FileMaker Pro P2R documents at the time of submission. This plan will address any item in an indicator that is not fully met. Doing so provides KDE with the opportunity to share feedback with the district about its plan.

If the district or KDE finds evidence that results in a "not met" indicator or site visit finding, KDE will require the district to develop an action plan. Action plans must be specific to individual indicators and reference the indicator number and letter in the plan. These plans should include timelines for completion, considerations of budget and/or resources needed to complete the plan, and responsible parties

Furthermore, districts may also choose to create action plans for items for which KDE has made recommendations. These voluntary plans should provide the same level of detail as and involve the same update procedures as required action plans.

A district must update its P2R document with the action plan, then provide further updates at least quarterly or as changes occur or as plans are completed. As updates are added to action plans within the P2R document throughout the year, whether reporting delays or completions, districts are required to notify their KDE consultants and RTCs via e-mail that updates have been made within the FileMaker-Pro system so KDE and RTCs can review the updates and provide any written feedback or assistance necessary.

Districts could consult with their region's RTC for technical assistance related to completion of action plans and copy this request to their KDE consultants in order to allow all parties to stay up to date regarding implementation of the action plan.

Action plans should be written in terms of overall district goals and objectives designed to correct findings or implement strategies addressing recommendations. Even though these may be, at times, specific to individual sites, the plan is written for the district rather than to identify any specific site or classroom. Improvements resulting from the implementation of these plans may result in increased ECERS-R scores, but the ECERS-R data (including scores below 5.0) should serve to help focus professional development and technical assistance efforts in any given district and not the overall goal of P2R Action Plans.

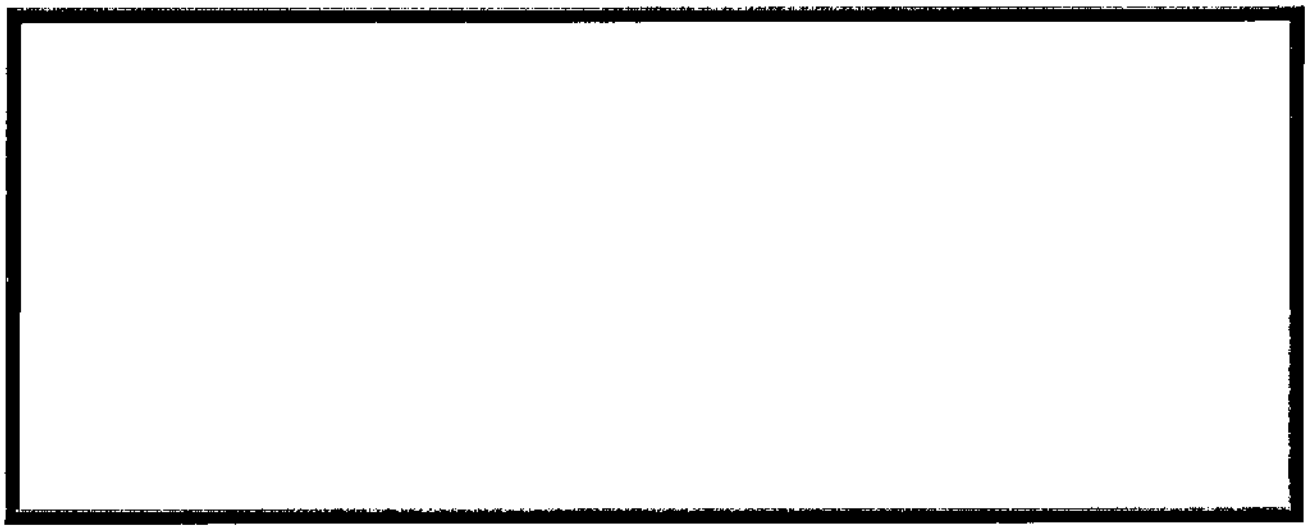
Explanation Text Box

The Explanation Text Box provides space for districts to share a brief but thorough narrative regarding how they meet or do not meet a given indicator. Both the number and letter of specific indicators are required to be referenced in this field as well as indication of sources of evidence KDE can expect to see as verification of the information included.

Action Plan Text Box

The Action Plan Text Box provides space for districts to share a brief but thorough narrative describing the actions that will be taken in both the short and long term in order to meet a given indicator. Both indicator number and letter should be referenced in this field as well as a specific plan including timelines, budgetary information and responsible parties who may act as contacts during the term under which the plan is effective. The district coordinator is responsible for updating the plan in the P2R document regardless of who the contact person is for the actual steps within the plan.

ECERS-R



ECERS-R AND THE P2R

All about the ECERS-R Connection

KDE strives to support Kentucky's State-Funded Preschool Program in providing the highest quality learning environments and experiences for Kentucky's young children. As part of that commitment, KDE has identified the Early Childhood Environmental Rating Scale – Revised as the measure of quality for the Kentucky State-Funded Preschool Program.

Kentucky's goal for its State-Funded Preschool Program is that every classroom scores an average of a 5 on the ECERS-R. As this is a statewide goal, it was determined that the ECERS-R be incorporated in the Preschool Program Review process. During their cohort year, every classroom will have at least one ECERS-R performed and the score reported to KDE. These scores will drive recommendations for technical assistance, professional development and support continuous quality improvement from classroom to district to state levels.

The P2R document has been cross-walked to the ECERS-R. The P2R document contains numbers associated with each item/indicator that reference the individual items on the ECERS-R. The role of this cross-walk is not intended to utilize the ECERS-R as a compliance measure, but rather simply to illustrate the link between the ECERS-R as an overall understanding of quality. Therefore, there is no indication of a particular score on any one item of the ECERS-R that would indicate a corresponding P2R indicator as Met or Not Met. The language of each indicator must be interpreted directly in accordance with regulatory language. Although the average ECERS-R scores corresponding with any indicator may be one piece of evidence to support compliance, they should not be the sole evidence presented to support any individual indicator. Furthermore, a score of a 5 on some ECERS-R items may actually be above or below regulatory compliance. Therefore, it is important to remember that the P2R document relates to specific regulatory language and compliance, while the ECERS-R represents our statewide goal for higher quality. There is not meant to be a direct correlation between the two.

ECERS-R and Continuous Improvement

The preschool coordinators from Oldham County and Henry County have recorded a webinar - "P2R and ECERS, Professional Development for District Staff" -- giving information and tips in how to prepare the district personnel for their cohort visit, specifically focused on using the ECERS-R to guide quality improvements. Click on the following link:

http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/KDE+-+Webex+Information+and+Resources.htm

HEAD START AND CONTRACT SITES

HEAD START & CONTRACT SITES

Head Start: Understanding Enhanced and Blended

What is enhancement?

State-Funded Enhancement is the only exception to the rule that Head Start children are not included on the Kentucky Preschool Enrollment Count.

"State-Funded Enhancement" applies only to Head Start funds (1992-93 or after) that are received by a local Head Start program to increase the enrollment of Head Start children. In this option, a local Head Start program uses these funds to provide supplemental services to 4-year-old children who are already served through the State-Funded Preschool Program; the children in this situation are "double-counted" for state and Head Start purposes. Local Head Start programs using this option have worked with Region IV (Atlanta) to receive new Head Start funds at a different level than for other children fully funded by Head Start. This option is only allowed when certain conditions are met, as specified in the "Local Agreement for Full Utilization of Head Start."

- The Head Start program must already fully fund and serve at least the minimum target enrollment of 4-year-olds in an *unduplicated* count. (This assures that Head Start continues to enroll and fund as many 4-year-old children as it did before 1990.)
- The children to be counted are 4-year-olds eligible for Head Start and most in need of services. (This assures that the children meet Head Start as well as state eligibility guidelines.)
- The children receive comprehensive services. Preschool services are state-funded and meet Head Start Performance Standards as well as state preschool regulations; intensive

supplementary services are funded through Head Start. (This assures that the children receive services meeting both state preschool and Head Start Performance Standards.)

What is blending?

In blended or shared classrooms, the children in a room are financially supported through several funding sources and agencies -- usually state-funded preschool and Head Start. However Title I, private tuition and other sources may be used to support the enrollment of other children.

In a blended classroom:

- Costs are shared (e.g. prorated to each fund source). Enhancement *or* regular Head Start funds *may* be used. However, children in blended classrooms are not "State-Funded enhanced" unless the conditions listed above are meet.
- Separate audit trails are maintained for each fund source.
- The classroom must operate meeting requirements of all funding sources (e.g., where standards are not comparable or the same, the most stringent standard applies).
- Children receive all services for which they are eligible.
- Districts may work with child care providers or the Family Resource Center to assist in coordinating before- and after-school child care (wrap-around services).
- Districts collaborate with medical, health, mental health and social service agencies to meet the comprehensive needs of children and families.

Note: KDE and the P2R Advisory Board are concerned about an unnecessary burden of excessive paperwork and adherence to state and federal regulations including duplication for state-funded and Head Start blended programs. In order to reconcile this situation, in the summer of 2011 a team examined the Head Start monitoring process, comparing it with the Preschool Program Review and gave suggestions about streamlining the process. The results will be forthcoming and will depend upon having access to the Region IV Head Start monitoring results for the grantees from Kentucky. Any completed document/tool resulting from this work will be available through a link to appear in this document.

Contract Sites

Contract sites are considered additional sites within the district. These sites are subject to ECERS-R scoring in any classroom in which State-Funded Preschool children are enrolled as well as to any site visits that may occur.

For more information on contracting with Kentucky's State-Funded Preschool Program, please visit the following link:

http://www.education.ky.gov/KDE/InstructionalResources/Preschool/For+Preschool+Coordinators+and+Teachers/Administrative+Documents.htm

CONSOLIDATED MONITORING

CONSOLIDATED MONITORING

As part of the process to provide assistance to districts and in an effort to reduce the impact on district time and services, the Kentucky Department of Education (KDE) will coordinate the monitoring of its state and federal programs in fourteen districts each year.

This process was field tested this past year (2011-2012) and results will be publicly released on August 1, 2012. It is the plan of this process that each state and federal program with a required monitoring component will conduct its process in its normal manner in the selected districts, providing a report with feedback and support to ensure compliance and effectiveness. At the end of the school year, a composite report summarizing each program's findings will be published. Summary reports will be made available to the public via the department's website.

As much as possible, monitoring visits will be coordinated among the programs. While limitations on staff at KDE may present a need for multiple visits to ensure all programs complete the process, the goal is to spend no more than three days in each identified district. Programs that conducted monitoring during the previous school year will not be required to repeat their process unless there are identified revisions that must be addressed.

KDE is required by KRS158.6455 to conduct audits/reviews of schools that fail to meet their achievement goals for each biennium. This monitoring may fulfill the requirements for SEA technical assistance to districts in Tier 3 consequences in accordance with NCLB Section 1116 (c)(9).

With regard to the P2R process, if a district was part of the previous year's cohort and they were chosen to participate in the Consolidated Audit, they would be exempt unless there were findings that were not addressed in the action plan. The district would be asked to produce evidence that the findings were met.

If a district is selected as part of the Consolidated Monitoring, they would receive a visit from the KDE preschool consultant. This visit would involve a record review, classroom visits for all sites and interviews with teachers and administrators. There would not be an ECERS-R observation required, nor would the district be required to fill out the P2R document in FileMaker Pro until their cohort year. They would, however be required to collect documentation to verify meeting the preschool regulations. The report would be similar to the P2R Desk Review report. Any findings would be addressed in the P2R document in FileMaker Pro.

GLOSSARY

GLOSSARY OF TERMS

Use of Terms and Acronyms

Several terms and abbreviations are used throughout this document, as well as during trainings, meetings and presentations. The following is a collection of terms most often used in this process.

ECERS-R: Early Childhood Environment Rating Scale - Revised

KDE: Kentucky Department of Education

NIEER: National Institute for Early Education Research - Supports early childhood education initiatives by providing information based on research. NIEER offers news, events, resources, forums, FAQs and a state databank.

P2R: Preschool Program Review

RTC: Preschool Regional Training Centers

RESOURCES

RESOURCES

Informational links

The following are links to websites, documents and information designed to support districts with preparing for the P2R.

KDE – Instructional Resources page for P2R resources
http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/Preschool+Program+Review+%28P2R%29+Process.htm

KDE – Administrative Documents page for preschool coordinators
http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Administrative+Documents.htm

KDE – WebEx P2R presentations
http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/kde+-+webex+information+and+resources.htm

Early Childhood Environmental Rating Scales
http://ers.fpg.unc.edu/

NIEER Yearbook
http://nieer.org/yearbook/

Education Professional Standards Board (EPSB)
www.kyepsb.net

P2R document in PDF and cohort list
http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/Preschool+Program+Review+%28P2R%29+Process.htm

Frequently Asked Questions

The following are responses designed to help districts get started in the process during their cohort year.

1. **Are there plans in place to provide training to district staff (directors and teachers) in use of the tools before the school year when they will be required to participate in the Preschool Program Review?**

   The Kentucky Department of Education (KDE) and the Regional Training Centers (RTCs) will schedule training for the Preschool Program Review and the ECERS-R before the cohort year. During the summer, there will be training in all five RTC regions. Priority will be given to districts in the upcoming cohort. Training will be available each year to ensure all districts receive support needed to use the Program Review Tools.

2. **Given the choices of "Fully Met or Not-Met," I am not sure that all of the indicators are stated in a way that makes sense with those choices. How much evidence is required in order to say "Fully Met?"**

   Districts must use their own judgment and provide brief explanations that include the names of documents that can be used to verify information later as well as ECERS-R scores, where applicable, in order to justify their rating on each item.

3. **Is the supporting evidence to be kept in a series of files for each classroom or should the identified evidence relate to the entire program? Who determines which of the examples of supporting evidence documents are required/needed?**

   It's most important for district preschool coordinators to know the level of quality in their classrooms. This will drive professional development and training for preschool staff. The amount of information collected is left to the discretion of the district. It's up to the districts to decide how they will collect the information. Preschool coordinators or assigned district leaders are responsible for determining examples of supporting evidence.

4. **Is the evidence only collected for the 30 percent of classrooms that the RTC staff with evaluate using the ECERS-R or for all classrooms?**

During your district's cohort year, ECERS-R evidence must be collected from all classrooms. Also during the same year, RTC staff will randomly select 30 percent of classrooms in your district for ECERS-R evaluation to ensure inter-rater reliability.

5. **Since the goal is to reach ECERS-R scores of a 5 or better, does an ECERS-R score have to be a 5 on each item in order to rate that item as "Fully Met?"**

   Not in all cases. Rate the item according the exact language in the regulation. In some cases, this may be greater or less than an ECERS-R score of 5 for any given item. The role of the ECERS-R was not intended to be that of a compliance measure. The crosswalk to the ECERS-R is simply included to illustrate the link between that tool and an overall understanding of quality. Our state goal of a 5 will at times be above regulation, striving for the highest quality.

6. **What happens for those ECERS-R scores that fall below a 5?**

   It is the expectation of KDE that districts will work with their RTC's and other available resources to structure professional plans that fit individual teacher-, school- and district-identified areas of growth. If a district observation score averages less than a 5, the RTC will provide technical assistance for the district staff during the year following their cohort year. The district may request a re-evaluation of their district's classroom during the spring of the year when they have worked to improve their ECERS-R scores.

Kentucky Preschool Law and Regulations

The P2R process is based specifically on 704 KAR 3:410. However, other statues and regulations related to preschool are included here.

Kentucky Revised Statutes

KRS 157.3175. Preschool Education Program; Grant Allocations; Program Components; Exceptions

KRS 157.226. Preschool Program for Handicapped Children

KRS 157.318. Network of Regional Training Centers for Preschool established

KRS 156.160 Vision Exam requirements (q)

Kentucky Administrative Regulations

704 KAR 3:410. Preschool Education for Four-Year-Old Children

707 KAR 1:280 through 707 KAR 1:380 Special Education Regulations.

16 KAR 2:040. Interdisciplinary Early Childhood Education (teacher certification and standards)

16 KAR 2:140. Probationary Certificate for Teachers of Children, Birth to Primary

704 KAR 3:420 Preschool Associate Teacher

702 KAR 5:150. Transportation of Preschool Children

702 KAR 3:250. Preschool Grant Allocations

Facility Requirements for Preschool Program - Division of Facilities Management or

http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Administrative+Documents.htm

Site Visit Form, Site Visit Report, and P2R in FileMaker Pro

The following are examples of forms and reports.

PRESCHOOL PROGRAM REVIEW (P2R)
SITE VISIT

DISTRICT/OFFICE REVIEW

School: _____ Observer: _____ Date: _____

District: _____ Interview Time: _____ to _____

District Services	Met? Y/N	Source/Document	Notes
SECTION A: PROGRAM STRUCTURE AND PERSONNEL			
1. Eligibility			
a. All preschool children served are residents of the district.			
b. At-risk children are 4 years old by October 1.			
c. Eligibility may be determined up to four months prior to start of school year.			
d. Other non-eligible children are served through district funds or tuition.			
2. Special Education			
a. The Child Find Process ensures delivery of appropriate, relevant, research-based instruction and intervention services (KSI) prior to or as part of the special education referral process.			

c. The district has an effective transition process in place for helping children transition from First Steps into the preschool program.			
d. Infinite Campus is used to document enrollment of children, and the information is kept up to date on all children.			
f. Children with disabilities are guaranteed a full continuum of services based on their needs.			
3. Program Operation			
a. The preschool program follows a standard program of four or five days a week.			
b. If double sessions occur, provisions are to be made to allow staff to prepare for the session as well as give individual attention to children entering and leaving the program.			
c. Adequate break times are provided for staff.			
d. The preschool classes meet at least 2.5 hours a day plus time for breakfast or lunch.			
e. The program provides direct services for children or parents for the minimum number of teaching days set by the local school district for the school year.			
4. Staffing/Teacher Credentials			
a. The lead teacher holds an IECE certificate or statement of eligibility or has been exempted by the Kentucky			

Education Professional Standards Board or KDE from additional certification.			
b. A lead teacher organizes the classroom, provides a developmentally appropriate curriculum and supervises and assigns the activities of teaching assistants, student helpers and other non certified staff.			

5. Contracting			
a. All contracting sites meet preschool regulations in addition to all other applicable school laws.			
b. A contract or cooperative agreement shall be in writing.			
c. Contracted sites are separately incorporated from a religious institution.			
d. The program maintains a nonsectarian board of directors.			
e. All proceeds and debts are the property of the corporation.			
f. The program pays reasonable rent, and the program's curriculum is not religious in nature.			
g. The application for contracting is approved beforehand by KDE.			
6. Attendance			
a. Daily attendance records are kept for all the children.			
b. Families are contacted if enrolled child			

attendance is irregular or if the child has been absent for four consecutive program days.			
7. Professional Development			
a. Lead teacher(s) participate in same number of professional development days as certified personnel in the local school district.			
b. Teaching assistants participate annually in a minimum of 18 hours of professional development.			

a. Professional development activities are related to nature and needs of young children of families including those with special needs.			
b. Records are kept for all personnel documenting participation in professional development training.			
c. At all times, a staff person trained in emergency first aid and cardiopulmonary resuscitation (CPR) is on the premises.			
8. Head Start Collaboration			
a. Programs blended with Head Start utilize the higher standards from both programs.			
b. District maintains regular communication with Head Start partners.			
c. Full utilization of at-risk 4-year-olds was achieved during the school year with Head Start.			

SECTION B: ENVIRONMENT			
14. Funding			
a. MUNIS reports are submitted quarterly in a timely manner.			
b. All expenditures are related to the preschool program.			
c. Flexible Focus Funding is used for preschool as long as the other programmatic requirements are met.			

SECTION C: CURRICULUM AND ASSESSMENT			
17. Annual Evaluation of Preschool Program			
a. At least annually, parents, staff and other professionals are involved in evaluating the local preschool programs effectiveness.			
b. The evaluation includes the rate of participation by eligible children.			
c. The evaluation includes parental satisfaction with services.			
d. The evaluation includes success of participating children as they complete the preschool program and progress through primary school.			
18. Student Information			
(Document review - 3-5% random pull of folders = 1-2 folders per 40 students)			

# folders:_____ * birth certificate _____ * immunization_____ * medical examination within six months of entry _____ * information regarding eligibility for National School Lunch Program _____ * eye exam by January of entry year into preschool _____			
19. Screening			
a. The program collaborates with medical, health, mental health and social service agencies to meet comprehensive needs of children.			

a. A school district shall assure that all children participating in the program receive child development and health screening through coordination with existing medical and social services.			
b. Health screening includes growth assessment, vision and hearing screening, assessment of current immunization status, and general health status.			
c. Child development screening may be accomplished through various means including systematic observation in the			

classroom or other natural setting.			
d. Screening results are not used for determining placement or planning the curriculum.			
e. Child development and health screening is completed within 30 school days of enrollment by personnel trained in the procedures used.			
f. Parents or legal guardians are contacted if screening results indicate a need for further assessment by a specialist, follow-up or referral for special education and related services or other appropriate resources.			
g. A school shall assist the parent or legal guardian as needed through cooperation with existing medical and social services to obtain the physical examination required of all children prior to school enrollment.			

Section D: HEALTH SAFETY AND NUTRITION			
22. Transportation			
a. Transportation services conform with administrative regulations.			
b. A school district makes provision for safe arrival and departure of all children.			
c. Procedures are in place for ensuring that preschool children are released to the parent or person authorized by the parent.			
23. Recruitment			
a. Enrollment of child is at the discretion of the parent/legal guardian.			

b. An active recruitment process is established and maintained.			
c. An outline of the written plan for recruitment process, including notification of the right to participate, is presented in parent's primary language or natural mode of communication.			
d. An outline of the written plan for recruitment process, including identification of all eligible children regardless of race, sex, color, national origin or handicapping condition, is developed.			
e. An outline of written plan for recruitment process, including written documentation to demonstrate emphasis has been given to recruiting those eligible children not currently served by a preschool program, is developed.			
f. An outline of written plan for recruitment process, including contact to agencies and programs serving local preschool children or their families to encourage participating in the recruitment process, taking into account the demographic makeup of the community and the needs of the children and families, is developed.			
a. Educational records are kept confidential and are in a secure place.			
Section E: FAMILIES AND COMMUNITIES			
25. Wrap-Around Services			
a. Child care program is licensed through Cabinet for Families and Children. *b.* If applicable, # of STARS:			

KENTUCKY PRESCHOOL
PROGRAM REVIEW REPORT 201X-1X
_____ School District
Date _____
Met __ out of __ possible indicators

Met	Program Structure
✓	(1) Eligibility
	(2) Special Education
	(3) Program Operation
	(4) Staffing/Teaching Credentials
	(5) Contracting (N/A)
	(6) Attendance
	(7) Professional Development
	(8) Head Start Collaboration

Met	Environment
	(9) Ratio and Staffing
	(10) Developmentally Appropriate Practices
	(11)Routines
	(12) Equipment and Materials
	(13) Space
	(14) Funding
	(15) Individual Needs of Children

Met	Curriculum and Assessme
	16. Assessment of Children
	17. Annual Evaluation of Presc Program
	18. Student Information
	19. Screening

Met	Health, Safety and Nutriti
	20. Meals
	21. Safety Policies
	22. Transportation
	23. Recruitment

Met	Families and Communitie
	24. Parent/Family Involvemen
	25. Wrap-Around Services (N/

Based on review by KDE Site Visit T

_____ School District Program Review Site Visit Report

Purpose

Review of the State-Funded Preschool Program is required by preschool regulation (704 KAR 3:410 Section 9). The purpose of the review is to promote continuous improvement of the preschool program. According to the National Institute of Early Education Research (NIEER), there is a strong correlation between high-quality preschool programs and regular on-site review to demonstrate ongoing adherence to state program standards. This report divides the on-site visit into five sections:

(1) program structure
(2) environment
(3) curriculum and assessment
(4) health, safety and nutrition
(5) families and communities

At the end of each section, there are strengths, findings and recommendations for the district. Strengths are items that exceed the regulations and expectations for the program. Findings are items that do not meet regulatory standards, and recommendations are improvement suggestions that may be low-scoring items on the ECERS-R (Early Childhood Environment Rating Scale-Revised) or general recommendations for program improvement reflecting best practice.

Discussion

The P2R site visit team visited _____ School District on _____. The team consisted of three representatives: a consultant from the ____Regional Training Center (RTC), a school district preschool coordinator and a preschool consultant from KDE. The site visit began with observations in _____ schools and interviews with teachers, parents, principals, the superintendent and the preschool consultant. A post-site-visit follow-up call on ____ shared the highlights of this report. After examining the documentation and compiling the results of the site visits and interviews, the team reached a consensus with regard to this report.

Program Structure

1. **Eligibility –**

Documentation:

2. **Special Education –**

Documentation:

3. **Program Operation –**

Documentation:

4. **Staffing/Teacher Credentials –**

Documentation:

5. **Contracting –**

6. **Attendance –**

Documentation:

7. **Professional Development –**

Documentation:

8. **Head Start Collaboration –**

Documentation:

Program Structure

Strengths:

-

Findings:

#

Recommendations:

-

Environment

9. **Ratio and Staffing –**

Documentation:

10. **Developmentally Appropriate Practices –**

Documentation:

11. **Routines –**

Documentation:

12. **Equipment and Materials –**

Documentation:

13. **Space –**

Documentation:

14. **Funding –**

Documentation:

15. **Individual Needs of Children –**

Documentation:

Environment

Strengths:

-

Findings:

#

Recommendations:

-

Curriculum and Assessment

16. **Assessment of Children –**

Documentation:

17. **Annual Evaluation of the Preschool Program –**

Documentation:

18. **Student Information –**

Documentation:

19. **Screening –**

Documentation:

Curriculum and Assessment

Strengths:

-

Findings:

#

Recommendations:

-

Health and Safety

20. **Meals –**

Documentation-

21. **Safety Policies –**

Documentation:

22. **Transportation –**

Documentation:

23. **Recruitment –**

Documentation:

Health and Safety

Strengths:

-

Findings:

#

Recommendations:

-

Families and Community

24. **Parent/Families Involvement –**

Documentation:

25. **Wrap Around Services –**

Families and Community

Strengths:

-

Findings:

#

Recommendations:

-

Action

The _____ School District Preschool Program met __of __ possible compliance indicators. The district received __ strengths, __ findings and __ recommendations.

Please update the P2R document on the FileMaker Pro site with action plans addressing the findings. Each of the action plans should have a date for the estimated completion time. The district is asked to have the action plans written within 30 days of receipt of this report or by the end of June 201_.

Preschool Program Review (P2R) Document in FileMaker Pro, Table of Contents

Kentucky Department of Education
Preschool Program Review

Logou

District and Contact Information

<< < > >>

_____ COUNTY

Add 1

Add 2

City State Zip

You may click here to save your information, or use any of the navigation buttons below.

Each time you choose one of the navigation buttons, your data is submitted to our server.

PROGRAM STRUCTURE AND PERSONNEL

- 1. Eligibility
- 2. Special Education
- 3. Program Operation
- 4. Staffing/Teacher Credentials
- 5. Contracting
- 6. Attendance
- 7. Professional Development
- 8. Head Start Collaboration

ENVIRONMENT

- 9. Ratio and Staffing
- 10. Developmentally Appropriate Practices
- 11. Routines
- 12. Equipment and Materials
- 13. Space
- 14. Funding
- 15. Individual Needs of Children

CURRICULUM AND ASSESSMENT

- 16. Assessment of Children
- 17. Annual Evaluation of Preschool Program
- 18. Student Information
- 19. Screening

HEALTH SAFETY AND NUTRITION

- 20. Meals
- 21. Safety Policies
- 22. Transportation
- 23. Recruitment

FAMILIES AND COMMUNITIES

- 24. Parent/Family Involvement
- 25. Wrap Around Services

REPORT

Early Childhood Advisory Council Bi-Annual Report July 2011- June 2013

Introduction

Kentucky has made a substantial commitment to early childhood development and education, particularly within the last decade. (See History, Appendix 1) Despite the recent state and national economic downturn, Governor Beshear has endeavored to protect those prior commitments to children — protecting funding for public schools, increasing the state's outreach efforts in K-CHIP (the state's public health insurance program for children under 200 percent of the federal poverty level), expanding Medicaid eligibility, and promoting early childhood oral health. In addition, in July of 2009, Governor Steve Beshear appointed a 28 member Task Force on Early Childhood Development and Education (ECDE). Governor Beshear directed this Task Force to promote greater collaboration among providers of services to young children, to increase use of accepted early learning standards and assessment, to bring a renewed emphasis to quality at all levels and to determine a common understanding and definition of "school readiness." The ECDE made 8 recommendations, which the Governor adopted (See Appendix 2).

By Executive Order, Governor Beshear created and appointed members to the Early Childhood Advisory Council (ECAC), a broadly representative group of early childhood educators, administrators, and advocates, in July of 2011, and appointed Rick Hulefeld as the chair. The Governor also appointed Terry Tolan as Executive Director of the Governor's Office of Early Childhood (KYGOEC) and ECAC. This body replaced the Early Childhood Development Authority that had governed the KIDS NOW initiative since the passage of House Bill 706 in 2000. It assumed all of the Authority's responsibilities and broadened the mandate to include implementation of the ECDE recommendations. In 2013, the General Assembly passed HB 184 incorporating the changes. In the past two years the Early Childhood Advisory Council (ECAC) has worked to implement the ECDE Recommendations and continued to align its goals with those that were first set forth in the 20 Year Comprehensive Task Force Report adopted by the Early Childhood Development Authority.

The Early Childhood Advisory Council has seven supporting work groups. All work groups are chaired by ECAC members and are broadly representative of local and state experts in their particular subject matter. They have committed to specific objectives to accomplish, all totally aligned to the eight ECDE recommendations. Work groups provide regular reports to the ECAC. Work groups get much of the credit for our progress over the past two years.

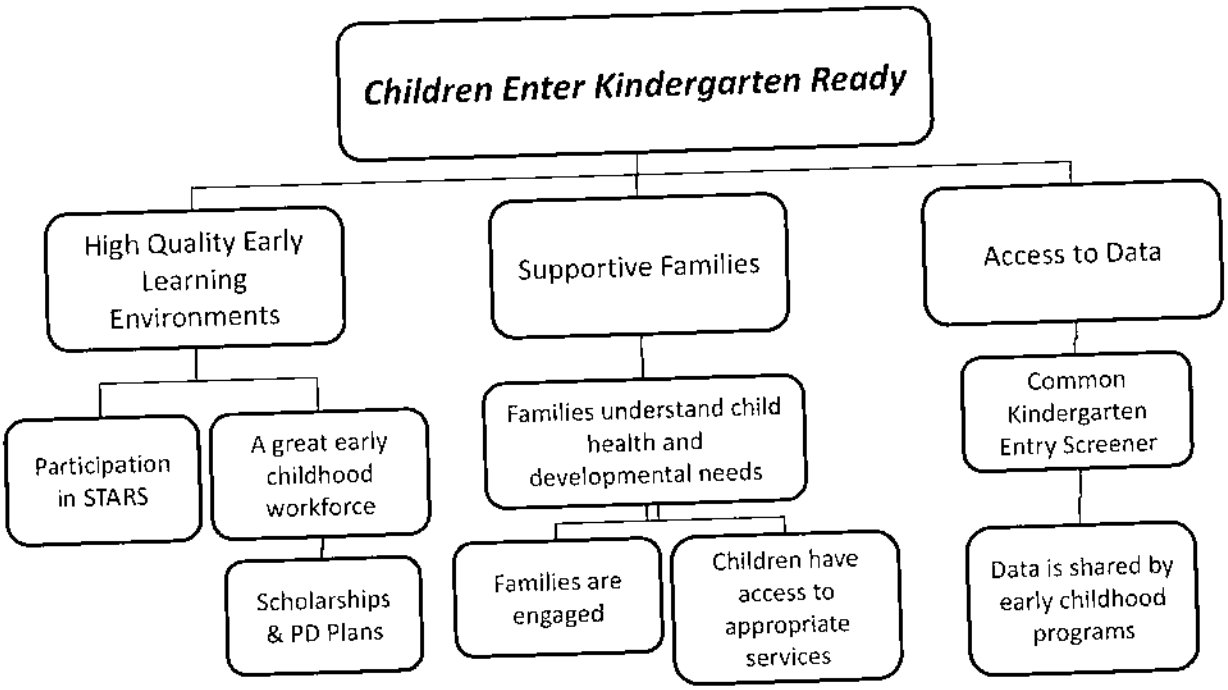
Building on the strong foundation of the KIDS NOW Initiative's development of STARS, Professional Development, Early Childhood Standards, Parent Guides, and funding of health initiatives that have improved child outcomes, we are ready to take our early childhood work forward with innovation at the local and state level.

In this Bi-Annual Report, we will share our progress over the last two years, our continuous improvement process, and our investment of resources.

Our Work Plan

The Governor's Office of Early Childhood and the Early Childhood Advisory Council have adopted a work plan focused on preparing every child to be ready to succeed at school entry.

We have three main strategies to achieve school readiness throughout the Commonwealth - improving the quality of all early care and education programs, engaging families as their child's first and best teacher, and enhancing our ability to measure the impact of our work by improved data collection and integration.



As our work plan shows, the long-term outcome of our work is now clearly focused on school readiness, and our goal is that every child will enter kindergarten "Ready to Grow, Ready to Learn & Ready to Succeed". Last year, the Kentucky Department of Education piloted a program to screen every child to assess their readiness at kindergarten entry. During the pilot year, 109 of 174 school districts voluntarily participated. This pilot kindergarten screening found that only 28 percent of children are arriving in kindergarten fully prepared. Recent studies show that children who start behind their peers in kindergarten are more likely to struggle throughout their school years and less likely to read at grade level, graduate from high school or to be prepared to compete in the workforce.

Our strategies reflect our belief that school readiness begins before birth and is inclusive of the development of the whole child – physically, socially, emotionally and cognitively. Consequently, our work with partners is broadly inclusive of prenatal health, early intervention programs, HANDS home visiting, early care and education programs, Head Start, public preschool, higher education, public libraries, families and others.

Children Enter Kindergarten Ready

One of the first accomplishments of the newly established Governor's Office of Early Childhood was the creation of the common definition of School Readiness (Appendix 3) that describes the expectations for all students entering kindergarten in Kentucky. This definition has since been adopted by all members of the early childhood system in Kentucky, including the Kentucky Department of Education, the Kentucky Head Start Association and the Cabinet for Health and Family Services. The approved definition has now been adapted to be more family-friendly, including a graphic that makes the meaning of school readiness easier to understand for all Kentucky families (See Appendix 4). Many partners have worked collaboratively to distribute the School Readiness Definition, including local Community Early Childhood Councils (CECC), which are local, all volunteer, organizations working to ensure school readiness across the Commonwealth. The work of CECCs will be discussed later in this document.

High Quality Early Learning Environments

STARS for KIDS NOW

Improving the quality of early childhood care and education programs continues to be a focus of the KIDS NOW Initiative and the Governor's Office of Early Childhood (KYGOEC). In the early years of the KIDS NOW Initiative, emphasis was on creating a voluntary Quality Rating and Improvement System which we know as STARS for KIDS NOW. We also put in place a system of supports to encourage programs to be part in this voluntary system. Historically, about 25% of licensed programs have participated. The Governor's Task Force recommended that participation be increased through increased parent education and awareness.

Substantial progress has been made in increasing participation in the STARS for KIDS NOW quality rating system since this recommendation was made. Today, we are at an historic high, with statewide participation in STARS currently at 1,065. The statewide penetration rate has increased to 37% overall, with 41% of licensed programs participating. Strides have been taken to increase awareness through implementation of the STARS for KIDS NOW website, (http://www.chfs.ky.gov/dcbs/dcc/stars/) and by distributing STARS marketing materials to all health departments and to parents at targeted events. The Division of Child Care has also used innovative incentives with STARS-rated centers and reduced the administrative burden by streamlining the process for programs to participate.

The support system for STARS participation is funded in part by Tobacco Settlement Funds.

*****Continuous Improvement Strategies******

In addition to actions taken by the Division of Child Care in CHFS, the STARS Workgroup of the Early Childhood Advisory Council, chaired by Tracy Haddix, has undertaken a comprehensive review of the current quality rating system (QRS). The review will look at innovations in systems across other states in the years since Kentucky's QRS was developed in 2001, and make recommendations for changes to the current QRS.

A Great Early Childhood Workforce

A key element in improving the quality of early learning environments is improving the qualifications of the early childhood workforce. This has been a focus since the early days of the KIDS NOW Initiative. Our research supports this strategy by demonstrating a strong correlation between teacher educational attainment and children's developmental progress.

According to the *2012 Early Care and Education Evaluation* conducted by the University of Kentucky, "Teacher education level has consistently been associated with positive child outcomes in Kentucky's evaluation of early care and education. Administrators should support teachers to gain higher education levels and create work environments that encourage teachers to remain in the field of early care and education. Evaluation results suggest that teachers with more experience engage in teaching behaviors linked to positive child outcomes."

We have provided incentives (through the Division of Child Care) for programs to hire more educated staff and to encourage existing staff to access educational opportunities. We created a system of regional Professional Development Counselors to help aspiring students access appropriate coursework and financial assistance, a KIDS NOW scholarship program to help pay for both college and non-college professional development, a credentialing system for early childhood trainers, and articulation agreements with colleges and universities. This system of support for early childhood professionals is funded in part by Tobacco Settlement Funds.

KIDS NOW Scholarships

Scholarships, funded through the Master Tobacco Settlement, for professionals employed at least 20 hours per week in early care and education programs are a key strategy for improving program quality. Scholarships are provided for non-college classes by the Division of Child Care in the Cabinet for Health and Family Services. College scholarships are administered through the Kentucky Higher Education Assistance Authority. These funds assist early care and education personnel in moving through a credentialing system that begins at entry level and proceeds through post-secondary education. Professional Development Counselors help scholars enroll in the scholarship program, craft a professional development plan, and negotiate the seamless system of professional development.

Since 2000, more than 18,000 college scholarships and 7,000 non-college scholarships have been awarded and more than $(b)(4) has been invested. Since 2010, 100% of budgeted scholarship amounts have been awarded annually and requests exceeded available funds. In 2012 and 2013, although more than $(b)(4) were awarded to 2500 students, the budget amount declined in 2013. Consequently, no funds remained for the Summer Semester.

Supplying the Early Childhood Workforce Pipeline

The College and Career Emphasis of Senate Bill 1 created a golden opportunity for the development of our pipeline to a highly effective workforce. Schools began to embed requirements for state and nationally recognized credentials to ensure their graduates were career ready. The Certificate of Eligibility for Kentucky's Commonwealth Child Care Credential and the Child Development Associate, a nationally recognized credential, both meet this requirement. Thousands of dollars will be saved in professional development costs as high school Family and Consumer Sciences (FCS) classes are integrated into our Early Childhood Career Lattice. Thanks in part to a change in the age requirement this year, Henderson had 4 students this year who graduated with a nationally recognized Child Development Associate which articulates into up to 12 hours of college credit. FCS students will be prepared to go right to work in early childhood programs and, once employed, will be eligible for all of the system of supports, including scholarships.

****** Continuous Improvement Strategies*****

At the same time that we are continuing these longer term KIDS NOW strategies, the Professional Development Workgroup of the ECAC, chaired by Nicki Patton Rowe, is evaluating all aspects of the original strategies including trainer competencies, core content for early childhood educators, data systems, and a system that promotes progressive, continuous professional development for professionals. The workgroup is also actively pursuing strategies to better align and streamline professional development systems for child care, preschool and Head Start. One step in this alignment process will be hosting Kentucky's first-ever unified conference on school readiness on June 16-18, 2014. The conference will include early childhood education sectors as well as other professionals who work with families and young children.

Supportive Families

Engaging Parents and Families as the Child's First and Best Teachers

While the work of improving environments continues to be important, according to a family survey conducted by the Division of Child Care in 2011, as many as half of Kentucky children under the age of five may not attend any organized program prior to attending kindergarten. That means that our commitment to school readiness for every child requires us to go beyond improving programs. We must develop strategies that help every family, parent, and caregiver understand the importance of their role as their child's first best teacher. Families need to be aware of the many ways that they help their children develop optimally through their day-to-day talking, playing, and reading with their child.

Reaching this very diverse population is challenging and requires the deployment of a wide variety of strategies at both the state and local level. We are developing and refining tools,

improving outreach and communications, and working with state and local partners to reach more families.

Outreach and Communications

The KYGOEC is working to develop tools and materials for parents, like our Parent Guides and the School Readiness definition and making them widely available to families. (We printed and distributed more than 100,000 parent guides in the last two years.) We also provide a wide variety of resources to families on our web site, in a section particularly targeted to families. The Community Engagement Work Group of the Early Childhood Advisory Council also creates and distributes a monthly message aimed at reaching families and communities in an effort to speak with one voice to families through the early childhood community in an accessible and straightforward manner.

Each message focuses on early childhood development and is intended to assist teachers, caregivers, families and others make children kindergarten ready. Past message topics have focused on the five domains of the School Readiness Definition and tips for families and parents.

The messages are formatted in an interactive newsletter to increase interest without eliminating novice Internet users (See Appendix 5). Monthly messages are circulated through direct email to over 3000 individual email addresses on the KYGOEC distribution list, posted to social media sites and housed on the Kids Now website.

We encourage our community partners to spread these messages by sharing with parents, writing letters to the editor, posting on a social media site or including in e-news or printed newsletters. According to Nielson's "State of the Media: The Social Media Report," people spend more time on social networks than any other category of websites. The report also shows that parents are more likely than non-parents to use social media to find "how-to" information. Utilizing social media websites, our staff, partners, and other networks to distribute the messages results in an estimated potential reach of more than 50,000 individuals monthly.

Working with Partners

We have also worked closely with Community Early Childhood Councils (CECCs) to focus their efforts on engaging families. Their activities include public events like Literacy Fairs, early childhood developmental screening events, summer "kindergarten countdown" transition activities, activity days, cradle colleges, and many others. These types of activities are happening in communities across the Commonwealth. (CECCs are discussed in more detail later in this document).

The KYGOEC has worked with Toyota, United Way of Kentucky, United Way of Greater Cincinnati/Northern Kentucky, Prichard Committee for Academic Excellence, and Family Resource Youth Service Centers to foster an innovative school-based program for families with preschool age children. Toyota Motor Manufacturing recently announced the creation of the Toyota bornlearning® Academy with a $(b)(4) multiyear investment in Kentucky. According

to Toyota spokesperson Helen Carroll, "The academy is an innovative approach to help equip parents with the knowledge and tools necessary to prepare their children to succeed in kindergarten while also creating positive and long-lasting relationships between families and community schools." Toyota bornlearning® Academies help teach parents and caregivers of children from prenatal to 5 years old how to turn everyday moments into learning opportunities.

In 2013, we have convened, with the Department of Public Health, partners from across state government and the private sector who interact with and support families of young children to align messaging and imbed the Strengthening Families Protective Factors Framework in all of our programs. We will build on the commitment of state leadership, including the Governor, as well as existing infrastructure in communities (e.g. Community Early Childhood Councils, Maternal Infant Early Childhood- home visiting-MIECHV programs, and Help Me Grow). Working with traditional and non-traditional partners through the collective impact process will help to create more safe, stable, and nurturing relationships and environments for young children in Kentucky.

Access to Data

Assessing School Readiness

With the approved School Readiness Definition, the Commonwealth of Kentucky now has a common understanding of what it means to be ready to enter Kindergarten and the stage was set to evaluate the readiness of children at kindergarten entry. The Early Childhood Advisory Council Assessment Workgroup worked closely with the Kentucky Department of Education to craft a Request for Proposals for the administration of a common Kindergarten Screener that aligned with the definition. In the fall of 2012, 109 of 174 school districts implemented the Brigance Kindergarten Screen. For the first time, Kentucky has information about Kindergarten Readiness at school entry. This data reflected readiness at a point in time measurement. In the 2013-2014 school year, Kentucky will implement the Brigance Kindergarten Screener in every school district for all children. Kentucky will then have a baseline for measurement and accountability in future years. The readiness data will inform future decision-making and facilitate deliberate planning for programs and services that improve early childhood outcomes. The Governor's Office of Early Childhood is a firm believer that what gets measured gets done. We are excited to have objective data on school readiness.

The screener will also be used in all Kentucky kindergarten classrooms to provide information to teachers and parents in order to support children's learning. Schools and districts also may use this data to collaborate with families and communities to ensure all children are receiving developmentally appropriate educational instruction leading to success. The kindergarten screener will not be used to determine eligibility for kindergarten. Educators will use the screener to observe students as they complete specific tasks. Data collected from the kindergarten readiness screener will inform teachers of each child's readiness to learn.

Early Childhood Profiles

The aggregated screener data became the foundational data element for our Early Childhood Profiles (see Appendix 6). The Early Childhood Profiles are county-specific tools that provide information about kindergarten readiness, access to preschool, Head Start and High Quality Care and Education Programs, a picture of the early childhood workforce, and selected demographic data elements that provide an indication of risk factors that may impact school readiness.

These Profiles were created by the Data Workgroup of the Early Childhood Advisory Council in partnership with the Kentucky Center on Education and Workforce Statistics (KCEWS), the Kentucky Department of Education and the Cabinet for Health and Family Services.

The Profiles provide a valuable tool for local community groups, including Community Early Childhood Councils, to develop strategies for improving kindergarten readiness in their community.

Integration of Other Early Childhood Data

The Governor called on the Early Childhood Advisory Council to assess programs that receive early care and education funds and tasked the Council with developing and implementing recommendations on a data collection system for early childhood services. This shift towards a more comprehensive information system has the ability to increase families and children's ability to access services, increase overall system quality and the return on investment to these programs.

The KCEWS shared repository is a data warehouse that includes sophisticated modules for matching data across different sources with different types of identifiers, report development systems, and a data model that allows identifiable data to be stripped from the records it receives. This data can then be used for reporting and analyses that can still securely be linked with data from other sources about the same individuals though they do not contain names, SSNs, or other identifiable characteristics. The KCEWS shared repository is a malleable system that is sensitive to the federal and state privacy concerns and data requirements of individual agencies within the collaborative currently.

KCEWS will link current data systems and provide a whole picture of an individual child as well as information on program and policy results at the community, regional, and state level.

Improve Collaboration, Coordination, and Alignment at the State Level and Build Capacity to Improve School Readiness

Improving collaboration, coordination, and alignment across sectors is the hallmark of the Governor's charge to the Early Childhood Advisory Council (ECAC), and is infused throughout every aspect of the work of the ECAC and the Governor's Office of Early Childhood (KYGOEC). The overarching principle that guides all of our work is to create a much more unified system of services to support families and their young children.

Kentucky offers a wide range of services to families and children from prenatal to school entry. These services are delivered through a variety of state government agencies, local government, health, mental health, social service entities, non-profit and for-profit providers, and federally funded quasi-government entities. Numerous state programs in multiple state agencies and cabinets administer existing early childhood programs creating a fragmented system that is confusing to many. Different state and federal funding requirements make program alignment and effective communication difficult.

The competing missions of funding sources, differing rules, standards and processes, ownership and responsibilities, create significant barriers to collaboration and coordination of state, regional and local-level programs and services. Further threat is posed by current economic conditions that strain public and private resources. Additionally, the culture of each community can curtail or enhance collaboration and coordination. Collaboration among the policy and provider agencies is essential to realizing the maximum benefit for public investment in early childhood services. All Early Childhood Advisory Council Workgroups are also mindful of the importance of including Head Start, public preschool, child care and families in their plans to improve services. The degree to which we are able to knit together this complex system will determine our future success in many areas.

In order to accomplish these objectives, the ECAC and the GOEC work continuously to increase dialogue among the KYGOEC, KDE, and the CHFS on issues related to early childhood care and education, thus assuring better alignment at the state level. In addition, collaboration is mandated at the local level through participation requirements for the Community Early Childhood Councils (CECCs). We have established the demonstration of collaboration and coordination with other early care and education providers as a condition of funding for grant eligibility.

Community Early Childhood Councils (CECCs) are a key strategy in increasing collaboration and improving local implementation in our work plan. CECCs were originally established in HB 706 and have been funded at about $(b)(4) annually since 2001. Beginning in 2011, the Community Collaboration Workgroup of the Early Childhood Advisory Council and the Governor's Office of Early Childhood have focused intensely on building the capacity and effectiveness of CECCs as a local leadership group working to improve early childhood outcomes. We believe that, at their best, CECCs are effective agents for change in local systems that benefit families and children. They can bring together diverse members of their local community and mobilize them to work in concert, to achieve community level improvements in kindergarten readiness.

Fiscal Year	Number of Councils	Number of Counties Represented
2012	39	60
2013	69	105
2014	75	111

As detailed in the chart above, when the Governor's Office of Early Childhood was established in 2011, 39 Councils were funded, covering a total of 60 counties. At that time, the Community

Collaboration Workgroup began by surveying this group of funded councils to assess their challenges and opportunities and, most of all, to learn their best practices. The Community Collaboration Workgroup, and the Early Childhood Advisory Council as a whole, envisions a much larger role for CECCs going forward. CECCs have largely been focused on improving early childhood settings, increasing participation in the STARS for KIDS NOW rating system and offering professional development opportunities to improve the early care and education workforce. While all of these continue to be important endeavors, and because we now know that there may be as many as 50% of our children not in organized settings, these goals are not sufficient to get all of our children ready for kindergarten. Working closely with CECCs, our goal is to mobilize communities across the Commonwealth to commit to improved early childhood outcomes.

The importance of the Community Early Childhood Councils (CECCs) to early childhood development in the Commonwealth of Kentucky is paramount. The CECCs are the local voice for the Governor's Office of Early Childhood. These groups include volunteer representatives (a list of whom might sit on a council is available in Appendix 7) who work together to promote School Readiness in their local communities. CECCs were key in the distribution and implementation of the School Readiness Definition. At the local level, CECCs were able to put this document into the hands of parents, families and communities, enabling the message of School Readiness to be broadly available in the entire early childhood community.

At the beginning of the new grant cycle for fiscal year 2013, 69 councils were funded, covering a total of 105 counties. Funding for 2013 increased by (b)(4)% to $(b)(4). For 2014 funding, applications were approved by the Early Childhood Advisory Council (ECAC) on June 20, 2013. 75 applications were received (representing 111 counties). The ECAC approved recommendations for funding at the end of June. Funding for 2014 will increase to $(b)(4) at the same time that coverage and quality are improving. All funding for the CECCs is provided by Tobacco Settlement Funds.

****** Continuous Improvement Strategies*****

While we are pleased about expanding the geographic reach of the Community Early Childhood Councils (CECCs) and the level of funding, it is also our intent to continue to build their capacity and effectiveness. We are focused on building CECC's ability to:

- Share a Common Mission - Focused on the common agenda of increasing the number of children who arrive at kindergarten "ready to grow, ready to learn, and ready to succeed."
- Measure Outcomes - Their effectiveness will be measured over time by the common kindergarten readiness screening (across 5 domains) of every child in their community, regardless of the child's prior experiences, beginning in 2013. Their proposals must demonstrate that their local plan of action includes a closely related set of mutually reinforcing activities clearly linked to the agenda.
- Communicate Broadly - CECCs bring all the partners to the community table on a monthly or quarterly basis to communicate progress, plan and evaluate their results. In most communities, CECCs have been convening for a decade to do this work

collectively. We are now asking CECCs to broadly share monthly messages around kindergarten readiness and early childhood development.

- Provide Leadership - CECCs, as independent community planning bodies, provide the backbone support for the kindergarten readiness work of their community. While many do not have dedicated staff, the Governor's Office of Early Childhood has involved CECC leadership in planful leadership development and capacity building to build those skills needed to be effective.

The Community Collaboration Workgroup and the Governor's Office of Early Childhood staff are committed to providing year-round ongoing training and technical assistance to local Councils to improve their capacity to impact change in their communities.

Investment of Tobacco Settlement Funds

As a part of this 20 Year Plan, Kentucky invests 25% of the Phase 1 Tobacco Settlement funds in the KIDS NOW Early Childhood Initiative which results in many benefits for children, families and the Commonwealth. The KIDS NOW Initiative promotes partnerships across state agencies, public and private sectors and models comprehensive, collaborative efforts throughout the Kentucky system of early childhood services. Consistent with our "whole child" approach to our work, these dollars fund many different kinds of programs that support the health and development of young children and their families. These funds have played a critical role in our progress since 2000, and continue to be essential to the work of the Governor's Office of Early Childhood and our ability to support services.

The Tobacco Settlement Funds enable the Governor's Office of Early Childhood to invest in many programs that work to develop the whole child, from before birth until they enter Kindergarten. These programs cross many state partners and local communities. There are many parts of the KIDS NOW initiative that focus on maternal and child health, as well as supporting families.

Beginning before birth, KIDS NOW Tobacco dollars help assure healthy birth outcomes through the Folic Acid campaign, HANDS home visiting and KIDS NOW Plus, a substance abuse and prevention program.

In the earliest months of life, Early Hearing Detection and Intervention Program and the Immunization Program help to assure that families can access appropriate supports.

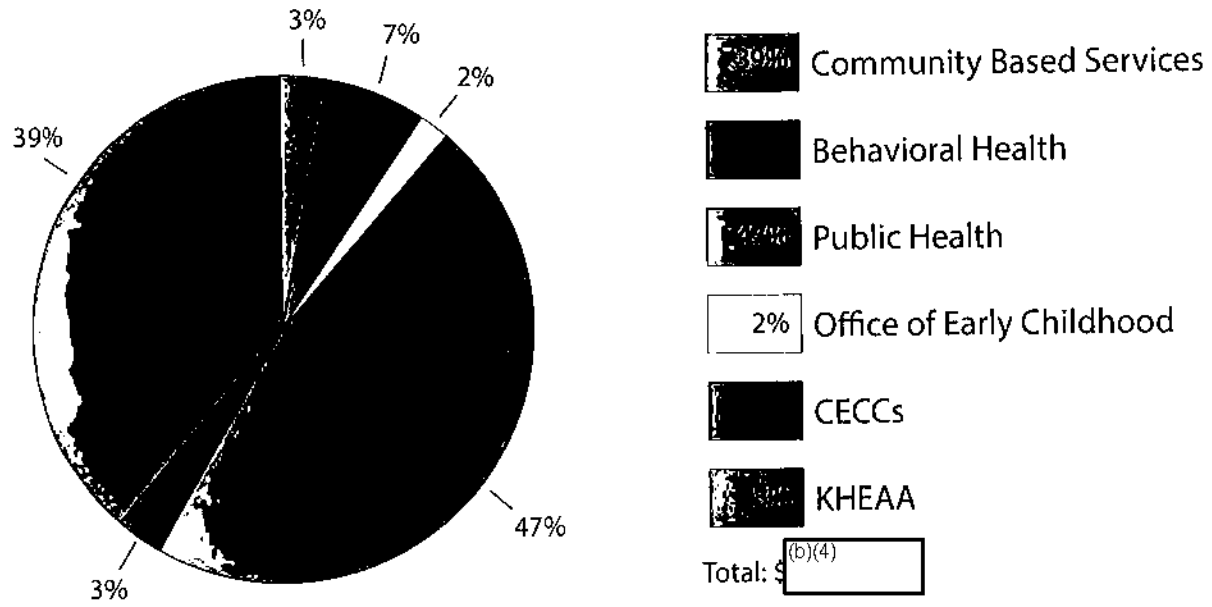
Early Childhood Mental Health services, and Oral Health Prevention and Education assure access to needed health and mental health services. And for families with special challenges, First Steps (services to infants and toddlers with developmental disabilities and/or delays), and Children's Advocacy Centers (serving victims of sexual abuse) are available.

All of these programs exist to support families. We know that a child who is not born healthy has more difficulty becoming ready for success. School readiness begins at birth, and really even before birth. These programs reflect our commitment to the development of the whole child.

Another goal of Tobacco Dollar investment is supporting high quality early learning environments. Tobacco funding allows the Governor's Office of Early Childhood to ensure families have access to high quality learning environments for their children. As previously described, the STARS for KIDS NOW quality rating system and its network of support, the professional development system and the scholarship program, all help to facilitate improved quality in early childhood programs.

For a more complete and detailed list of programs that use Tobacco Dollar investments that were highlighted above see Appendix 10.

In 2014, the budget of $(b)(4) supported the following programs:



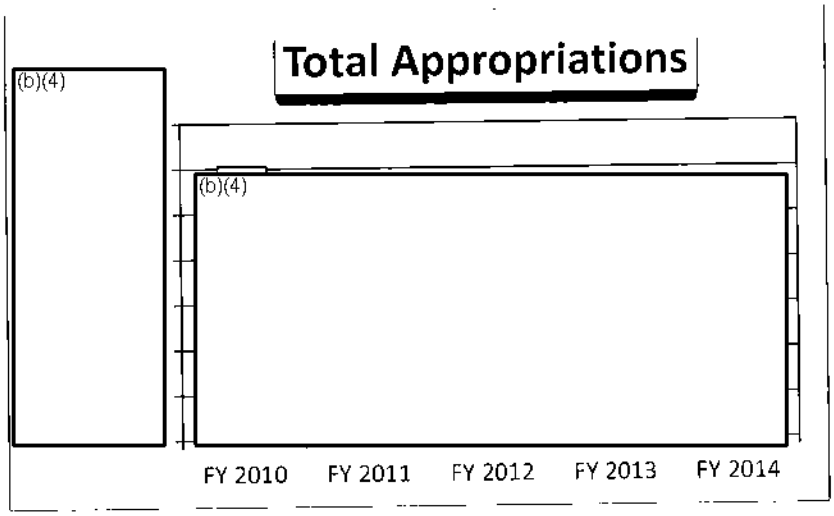
The oversight of the Early Childhood Advisory Council and the Governor's Office of Early Childhood allows these programs and so many others to flourish under the umbrella of early childhood across the Commonwealth. In the years since HB706 was passed in the 2000 regular Legislative session, many programs supported by the Phase I Tobacco Settlement dollars have led to long-term outcomes that could not have been achieved without these funds.

The Program Investment Workgroup of the Early Childhood Advisory Council has made improvements in the process of evaluating programs funded by KIDS NOW investments. In 2012, the work group adopted a set of guiding principles to aid in making recommendations about the use of funds (see Appendix 8). They also increased the reporting requirements and transparency of programs receiving funding. In order to maximize the impact of early childhood

funding, the Program Investment Workgroup will continue to seek out those programs that are affecting positive child outcomes, will work to increase the leveraging of additional resources and will look for innovative approaches to increase quality and capacity in all early childhood environments in Kentucky.

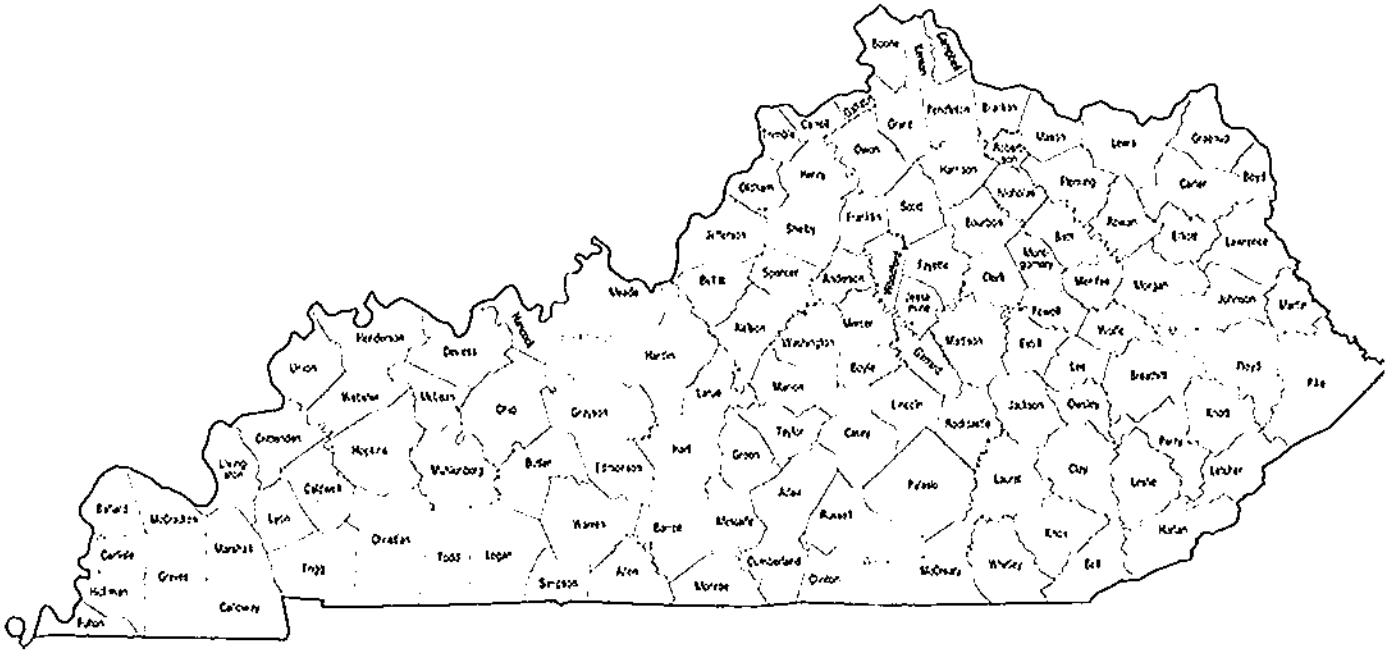
It is easy to see that Tobacco dollars are an important asset to the Commonwealth. Tobacco Settlement Funding has been used for a variety of purposes, including program start-up (newborn hearing screening), program expansion (HANDS Home Visiting) to serve more children, initial investment in equipment (enhanced metabolic screening), as well as ongoing program support of programs important to children and families that do not have other funding streams. We must identify new resources to continue to support this work.

Tobacco Settlement funds are decreasing over time (as seen in the graph below, details in Appendix 9). In the past five years, we have seen an accelerated decline. Sustainable funding will be critical to our ability to continue to provide essential services to families and children and to continue to improve the early childhood system at both the state and local level.



Our intentions in the Governor's Office of Early Childhood are to keep building capacity around the importance of early childhood education. Governor Beshear has tasked our office with moving the needle for early childhood by focusing our efforts on programs that are affecting child outcomes and that are affecting outcomes that really matter. The Governor's Office of Early Childhood and the Early Childhood Advisory Council expect to continue allocating the use of the Phase I Tobacco Settlement dollars to invest in innovations and collaboration that strengthen kindergarten readiness in the Commonwealth.

Find a CECC Near You



Adair CECC

Contact: Lee Ann Jessie

(b)(6)

Adair- Adair County seeks to establish a Community Early Childhood Council to build collaborative partnerships that will support quality early learning environments, engage and support families and boost school readiness for all Adair County children from birth to age five. The council has developed activities and programs to address a variety of identified early childhood issues including safety, health, family engagement, learning environments, training and school readiness.

Allen/Logan/Simpson CECC

Contact: Lynn Rottstedt

(b)(6)

Allen/Logan/Simpson- The Allen/Logan/Simpson Council Community Early Childhood Council seeks to improve school readiness in our area by engaging families, offering professional development opportunities to providers that will include resource kits and provide mini grants to STAR rated centers. To address our school readiness areas of concern we will focus on Language/Communication and Physical Well-Being and provide an overview the CLASS Observation tool which focuses on emotional support, classroom, organization and instructional support. We also plan to disseminate data such as the Early Childhood Profiles to providers, families, and community stakeholders via our website, emails and other forms of communication.

Anderson CECC
Contact: Joan Martin
joan.martin@uky.edu

Anderson- This project will be named "Language, Learning and Literacy for 3s and 4s." The Anderson County CECC (ACCECC) will conduct and support activities and trainings, and provide materials and books that will encourage families, childcare providers, school staff, and community partners, such as the Health Department, extension service, and the library, to work together to promote language, learning, and literacy among the county's 3 & 4 year old population.

Barren CECC
Contact: Patty Gentry
patty.gentry@barren.kyschools.us

Barren-The Barren County CECC will provide language and literacy materials and school readiness information to families in the service area through the annual Baby Safety Shower, Wal-Mart Baby Fair, and distribution at local grocery stores. Training on the Ages and Stages screening instrument will be offered to child care programs, CECC members, and community ages to increase the number of young children screened. Training on language and literacy and developmentally appropriate classroom materials will be provided for area child care programs. Mini-grant materials for STARS rated programs will be provided to enable them to increase their environmental rating scale scores.

Bath CECC
Contact: Gloria Metz
gloria.metz@bath.kyschools.us
Contact: Michele Johnson
michele.johnson@bath.kyschools.us

Bath-The Bath Community Early Childhood Council will provide opportunities for child care providers and families to access resources, trainings and materials that will increase school readiness skills and awareness. Opportunities will include a six hour training for child care providers on school readiness, parents education classes for teen parents, school readiness workshops for parents and incoming kindergarten students, mini-grants for day care centers to improve school readiness activities in their center and materials and resources for kindergarten readiness programs.

Bell/Harlan CECC
Contact: Tammy Bryant
cdcdir@ccbbc.edu

Bell/Harlan- In an effort to promote better outcomes for young children and families in our communities, the Bell/Harlan Community Early Childhood Council will address the importance of school readiness through its continued efforts to increase Council membership, foster family involvement in early care and education,

provide data driven professional development opportunities across early childhood settings, and improve the quality of early childhood learning environments.

Boone CECC
Contact: Rebekah Duchette
Rebekah.duchette@uwgc.org

Boone- The Boone County Community Early Childhood Council proposes to increase kindergarten readiness and parent engagement through the following projects: Two professional development series, Early Childhood Fair, Two Super Saturday professional development days, Four Parent Café series, Developmental Screening in 13 ECE programs and at 2 community events, Marketing around kindergarten readiness and STARS participation, strategic distribution and use of the Parent Guides, implementation of a communications plan, parent education project in collaboration with child care and member agencies.

Bourbon CECC
Ashlee McCoy
amcco0076@kctcs.edu

Bourbon- The Bourbon County ECC proposes to improve quality in early care and education resulting in the attainment of kindergarten readiness by offering high quality training aligned with state initiatives, increasing STARS participation by effectively marketing STARS through mini grants to providers, and by providing training to providers to improve language and literacy activities and programs in centers.

Bracken CECC
Contact: Stephanie Hamilton
(b)(6) @yahoo.com

Bracken- The mission of the newly constituted Bracken County Early Childhood Council is to implement a plan of community engagement that promotes family health and well-being, partnership, training, and improvement in sharing data among all stakeholders. It is our vision that all Bracken County children will enter school with the opportunity of readiness through public awareness, family engagement and partnership, and access to community sponsored events including health and wellness.

Butler/Edmonson CECC
Contact: Daisy Bishop
daisy.bishop@butler.kyschools.us

Butler/Edmonson- The Butler-Edmonson Counties Community Early Childhood Council is proposing Project GET READY! a project which will offer children and families the opportunity to participate in a developmental screening process. Training for early care and education professionals, community members and families will be offered and the CECC will sponsor the distribution of an approved screening tool. The CECC will make arrangements for accurate scoring and appropriate follow up with all families participating. The CECC will continue to support the O.W.L. program offered by the Family Resource Center and designed as a family, child learning time, and support local on-going professional development and initiatives to enhance quality environments.

Calloway CECC
Contact: Leisha Stetson
leisha.stetson@calloway.kyschools.us

Calloway-The Calloway County Early Childhood Council will work on several initiatives in the 2014 year. The focus will be hosting a Community Early Childhood Fair, Supporting the Dolly Parton Imagination Library Program, Childcare Trainings and Kindergarten Transition Nights, Supporting HANDS Participation and Toyota BornLearning Academy Participation. The Council will continue the Book Project to provide literacy and ongoing training for providers, parents and council members. In addition, the Calloway County Early Childhood Council will be implementing a Communication/Media Plan to ensure that all interested parties are getting consistent and factual information to support school readiness.

Campbell/Grant/Kenton CECC
Contact: Sadie Bonifas
sbonifas@4cforchildren.org

Campbell/Grant/Kenton- The Campbell, Grant and Kenton Counties CECC proposes activities for 2014 that continue to promote school readiness for children and families respond to community needs based on the Early Childhood Profile and align to the priorities of the Governor's Office of Early Childhood. Those activities include: professional development and regional implementation of the Brigance developmental screener; kindergarten summits amongst libraries to support the language development in child care; three literacy fairs that include screening and community resources; and marketing on STARS for KIDS Now and kindergarten readiness.

Carroll CECC
Contact: Pam McNeal
pam.mcneal@carroll.kyschools.us

Carroll- We will expand our Panther Tots STEAM Club for families of young children to engage them in early learning experiences focused on state kindergarten readiness standards. Working collaboratively with community businesses, community agencies, and non-profits, we will provide monthly learning experiences to model quality home learning environments, foster curiosity, develop language, and enhance concept understanding. Parents will receive standards, readiness goals, and milestones; discuss their child's data based on screening; and connect with resources.

Casey CECC
Contact: Jennifer Godbey
jennifer.godbey@casey.kyschools.us

Casey- Using the 2013 Casey County Early Childhood Profile as a guide, the local council is responding to the RFA to promote school readiness by designing, implementing and evaluating innovative and effective activities. The Casey County Early Childhood Council is requesting funding of $7,900.00 for three capacity building school readiness initiatives; professional learning and leadership development initiative, family engagement imitative focusing on school readiness, data analysis initiate for decision making.

Christian CECC
Contact: Dianne Glasscock
dhglasscock@pennyroyalcenter.org

Christian- Continue Supporting families: parent education program within high poverty neighborhoods- School Readiness focus; ASQ expanded to child care programs to increase parent access to data; 1000 books provided to children attending literacy activities; LoveTalkPlay- everyday ways to give your child a great start in life and school given at Community Baby Shower & early intervention programs; milestone magnets disseminated during Reach for the STARS. New focus: Early Literacy-Sister Programs/mentoring to forge relationships between private and public programs, increase quality training access, literacy scores and number 'ready' for kindergarten. Backpacks with readiness resources given to school with lowest scores to impact both home and organized learning environments.

Clay CECC
Contact: Jennifer Gates
jennifer.gates@clay.kyschools.us

Clay-The Clay County Early Childhood Council promotes high quality early learning environments and engages families. Activities: disseminate age appropriate cognitive/general knowledge/math materials; Promote literacy- Dolly Parton's Imagination Library, Lending Library, Bookmobile; KIDS NOW/community partner collaboration; Increase screenings/assessments/curriculum in formal/informal settings; facilitate local

trainings/events for Parent Engagement/school readiness; Improve quality/access to Licensed/Certified Child Care- STARS participation, improved environmental rating scores. These activities will lead to greater school readiness by reaching these outcomes: Increase School Ready percentage; Improve Kindergarten readiness in Cognitive/General Knowledge domain; improve quality early care; Increase family engagement, support training.

Clinton CECC
Contact: Sandra Pharis
sandra.pharis@clinton.kyschools.us

Clinton- In its first year, efforts of the Clinton County Community Early Childhood Council will target awareness of the school readiness definition and promoting the kindergarten screener. By promoting strategies to enhance school readiness and developmentally appropriate practice by educators, providers, and families, the Clinton County CECC hopes to increase the number of children entering school excited and eager to learn. Furthermore, the establishment of the CECC provides the opportunity to increase awareness of the role that the community as a whole has in preparing children to be successful in school and in life.

Cumberland CECC
Contact: Rebecca Scott
rebecca.scott@lc-hs.org

Cumberland- To promote the importance of early childhood in Cumberland County and to further develop the identity of the Cumberland County Community Early Childhood Council; Hold an annual event to promote the importance of early childhood in Cumberland County and to further the identity of CCCECC within the community.

Daviess CECC
Contact: Linda Wahl
Linda.wahl@grdhd.org

Daviess-The Daviess County Community Early Childhood Council will promote school readiness through outreach to families with children under age five. This will be accomplished through the following: *Parents are Building Blocks to a Child's School Success Project:* Building A Strong Foundation for School Success: Distributing the following: Magnets (School Success Magnets); School Readiness DVD's; Activities Calendar for Families; STARS promotion- bus wrap; Project coordinator- invoicing, ordering; Annual CECC Retreat-2 people.

Fayette CECC
Contact: Tammy Ritchie
tfirebolt101@insightbb.com
Contact: Whitney Stevenson
whitney.stevenson@fayette.kyschools.us

Fayette-The Fayette County Community Early Childhood Council (FCECC) will improve outcomes for young children and families by providing parent education starting with the families of infants and toddlers in order to help prepare children for successful preschool and kindergarten experiences. The FCCECC will also provide resources to parents for child development, knowledge, and quality early childhood care, as well as social media presence in the Fayette County community for families and early childhood educators.

Fleming CECC
Contact: Michelle Alexander
Michelley.alexander@ky.gov

Fleming-The Fleming County Early Childhood Council (FCECC) strives to provide quality care and educational opportunities for families and children. It's important that each child enter school ready to engage in early learning experiences to promote success. FCECC provides opportunities for parents to become actively involved in their child's early learning to promote an overall health and educational development. Providers are also given opportunities to participate in early learning experiences for children I their care. Endeavors include literacy projects for children and parents; school readiness activities for children and their parent, and mini grant and training opportunities for STARS rated providers.

Floyd CECC
Contact: Jonathan Campbell
jcampbell@fclib.org

Floyd- Based upon the success and strengths of the previous year projects the council will expand upon the 3R's of Kentucky's school readiness definition (Ready to Grow/Ready to Learn/Ready to Succeed) and proposes to continue an awareness campaign through implementing two focus events and an Early Childhood Fair in some of the isolated communities of our rural county along with media campaign to engage businesses and families not reached by current programs. A 3R Project Leader will be helping to coordinate planning for the events, maintain our website presence, and assist in the material preparation for the project.

Four River CECC
Contact: Melissa Goodman
mgoodman@uky.edu

Four Rivers-The Four River Counties CECC plans to provide support, resources and education to ensure all children in our service area enter school eager and excited to learn. "Grow-Learn-Succeed"-Every child ready: Promote school readiness through dissemination of a community resource brochure and offer readiness resource libraries; Supports high quality learning environments through strategic use of incentives and professional development based on the five domains of school readiness specifically early literacy and math; Targeted family events and educational opportunities that build capacity for intentional engagement and kindergarten transition; Provide access to data through targeted community developmental screenings.

Franklin CECC
Contact: Christy Brock
christy.brock@franklin.kyschools.us

Franklin-The FCCECC will promote school readiness by screening 4 year old children in early care and education settings in order to assist staff in determining high priority learning goals. The data will also be shared with parents and linked to a variety of educational resources for home instruction. The FCCECC will collaborate with the Paul Sawyer Library programs and quality child care programs in an effort to reach families where English is not the primary language spoken in the home. The FCCECC will support effective training opportunities for early care and education providers by offering 2 Super Saturday trainings along with information about the importance of becoming a Star Rated program.

Garrard CECC
Contact: Angie Wagoner
angie.wagoner@garrard.kyschools.us

Garrard-The Garrard County Early Childhood Council (GECCO) will focus on three goals: Improve children's school readiness; Increase collaboration to improve the environment and support families; improve communication with all stakeholders to increase understanding about school readiness. These goals, developed collaboratively with council members will be met through the following activities: regular meetings of the GECCO, collaborative literacy training with childcare providers and pre-school teachers, the purchase of common school readiness kits and instructional materials for childcare providers and preschool centers, attendance at all relevant conferences and webinars, and communication of information about school readiness to all parents/stakeholders in our school district.

Gateway CECC
Contact: Martina Roe
martina.roe@gcscap.org

Gateway- Gateway Community Early Childhood Council embraces the Governor's efforts in supporting school readiness. Our primary goal is to increase opportunities for families, schools, and community partners. Our mission is to ensure supports are available that promotes high quality learning environments by conducting screenings and providing results to local educational programs for planning and programming purposes. We plan to inform, train, and engage families on the importance of brain development, school readiness, and quality care. We will also establish community partnerships to build upon the foundation for early learning experiences which will all result in positive outcomes for children.

Graves/Marshall CECC
Contact: Linda Lamb
(b)(6) @yahoo.com

Graves- Council to Community "Leaping into Literacy" is the focus of the Graves/Marshall Council by: Offering training and resources to families, promoting school readiness throughout the community, using family friendly symbolic modules to encourage parents to be involved in their child's education and literacy development; Strengthening provider resources through professional development trainings which include child safety, early education and the importance of transitions in the early stages of childhood; Collection and dispersal of pertinent early education data for the Graves and Marshall County areas to families and childcare centers focusing on the strengths and needs within the communities; Promoting family health and well-being through the collaboration of "Healthy Kids Day"; Encouraging STARS growth and development.

Grayson CECC
Contact: Barbara Allen
barbara.allen@grayson.kyschools.us

Grayson County CECC proposes to identify unregulated in-home providers, offer all providers training/resources, promote earning STARS ratings, increase distribution of early childhood school readiness information, free books and math supplies for 0-3 year olds, conduct a library literacy event ensuring improved developmental growth and learning of children resulting in a 15% increase by 2015 in the number of children entering Kindergarten school ready, provide access to screener data and early childhood profile resulting in 20% increase in awareness and use of support services. By empowering families, providers and the community through knowledge, children succeed.

Click here to visit our Facebook page!

Green/Taylor CECC
Contact: Sue Crabtree
sue.crabtree@cville.kyschools.us

The Green Taylor CECC promotes school readiness by building community partnerships to support development of young children in organized child care, and by encouraging family engagement for all children, and raising awareness of the importance of school readiness throughout the community. Council activities include distributing information to new and expectant parents at hospitals, Crisis Pregnancy Center, parent classes, Family Resource and Youth Services Centers, grandparent support groups, public libraries, and through Health Department programs, providing professional development opportunities for early care and education providers, and increasing early care and education programs participation in STARS for KIDS NOW.

Hancock CECC
Contact: Jana Allen
jallen@audubon-area.com

The council intends to increase school readiness and provide support for families through the following projects: building a strong foundation for school success parent magnets; school readiness DVDs; daily activities calendar for families; mini-grants for parent involvement activity; and promotion of STARS and the Early Childhood Data Profile. The council understand a key component to school readiness if the involvement of the parent. Through distribution of activity packets at parent involvement events, increased community awareness through promotion of the Early Childhood Profile and high quality childcare with the STARS promotion, parents and school can partner for early school success.

Hardin CECC
Contact: Kathy King
kathy-king@4cforkids.com
Contact: Sandra Maldonado
sandram@cccofky.com

Hardin County CECC proposes to support *Get Ready!* A summer programs focused on learning for children birth through age five; parent awareness of how children learn through play; and child care teacher training and support.

Click here to visit our Facebook page!

Hart/Metcalfe/Monroe CECC
Contact: Lynn Blankenship
Lynn.blankenship@uky.edu

The 2013 Hart Metcalfe Monroe CECC will provide the Parent Guides to the Kentucky Early Childhood Standards, children's books, and toys to teen parents through existing programs offered by high schools, parents on WIC, and parents attending local baby shower events. New this year will be the provision of a full day of face-to-face training social emotional and cognitive development for area child care providers with classroom materials for programs who have staff attend the training. Mini-grants for STARS rated programs will be offered again and school readiness posters with activity cards will be placed in the communities.

Henderson CECC
Contact: Aleisha Sheridan
aleisha.sheridan@henderson.kyschools.us

Continuation/Enhancement of Parent Academy; increase knowledge of Building A Strong Foundation for School Success; promote Imagination Library; continuation of Birthday Bags; family literacy/math day; STARS promotion; promotion of community resource guide; professional development trainings; promotion of school readiness definition; promotion of early childhood health and wellness; and promotion of early childhood and nature activities.

Hopkins CECC
Contact: April Grace
april.grace@kctcs.edu

The Hopkins County CECC, in a collaborative community effort, will work to provide educational resource materials and training to families and child care professionals, on school readiness skills for children 0-5 years of age. The theme for the upcoming year is "School Readiness Begins at Birth." Activities include conducting a school readiness training/professional development session for families and child care providers, hosting a School Readiness Fair, and providing mini-grants for resource materials to child care providers. A communication plan has been developed to inform the community of the council's activities.

Jackson CECC
Contact: Valorie Gabbard
algabb@prtcnet.org

The Jackson County CECC has set their primary goals as one of continuing and sustaining an innovative and collaborative partnership with the local school systems, private and public, and community entities that will be conducive to promoting and supporting school readiness for children and their families. The Jackson County CECC will continue to focus on supporting the establishment, expansion and enhancement of high quality learning environments in all schools, day care centers and Head Start/Pre-schools. The CECC will also continue to expand. Enhance and support family based programs; as well as, expanding and enhancing the ability to access/exchange data between the school system and child care providers. The collaborative actions with community partners will be continued and expanded to develop and implement activities that will prepare children and families for school and continue the process of alignment with Kentucky's Early Learning Standards; all for guaranteed success in the future.

Jefferson CECC

Contact: Julie Leezer

(b)(6) @yahoo.com

To ensure all children are ready for Kindergarten, JCCECC will partner with local organizations to continue a community-wide screening project using the Ages & Stages Questionnaires (ASQ). After completing the ASQ, parents and caregivers will better understand how their child is progressing and will be provided with steps to ensure school readiness. Community partners will provide trainings on family engagement and professional development to enhance social/emotional readiness. Parents and caregivers will be connected to appropriate resources to support their child's educational success. By supporting high quality learning environments, engaging families and providing access to data, JCCECC can impact Kindergarten Readiness.

Jessamine CECC

Contact: Juliana Gaddis

jgaddis@jesspublib.org

The Jessamine CECC seeks to increase school readiness by age five through the following activities: Community Baby Shower, Lunch and Learn Program, Creative Enrichment Opportunities, Parent Education Classes, and Child Care Provider Trainings and Events. The Community Baby Shower will promote positive prenatal care and education. The Lunch and Learn program will support physical health and general knowledge development. The Creative Enrichment Opportunities will foster creative arts expression. The Parent Education Classes will provide an opportunity to learn ways to prepare children for kindergarten, and the Child Care Provider Trainings and Events will provide local child care providers with optimum and accessible trainings stressing kindergarten readiness.

Johnson CECC

Contact: Janet Bucher

(b)(6)

Our goal is to continue to work toward our implemented strategies of enhancing school readiness and early literacy skills, increasing physical activity and improving the nutritional status of our young children. We will achieve these goals by offering community activities to educate our children, parents and childcare staff on issues that will enrich child development, ensure school success and educate on strategies to combat the growing epidemic of obesity in our community.

LaRue CECC

Contact: Sarah Hornback

sarah.hornback@larue.kyschools.us

Due to LaRue County's low literacy and the importance of quality early education for future success, LaRue CECC will focus on pre-kindergarten children, families, caregivers and community awareness to improve early childhood education with a special emphasis on early literacy at home, parent/child interactions, improving learning environments, supporting families, creating community awareness of the importance of early childhood education and encouraging the collection and use of data to ensure all children enter school ready to learn. Monthly activities for families, monthly messages to community members, regular communication and support for childcare centers will ensure that early childhood education is a priority in our community.

Click here to visit our Facebook page!

Lawrence CECC

Contact: Tammy Lamaster

(b)(6)

Lawrence County CECC will implement strategic activities that exemplify the significance of school readiness and quality childcare as defined by KDE. The council plans to do this by developing and implementing a cooperative plan of action. The council will implement and plan targeted professional development opportunities, public awareness campaigns, holistic family education, as well as events to connect families to resources and community partnerships. The council plans to acquire, utilize and share data to ensure effectiveness and fidelity of activities.

Lewis CECC
Contact: Lisette Clark
lisette.clark@lewis.kyschools.us

In order to increase the quality of early childhood programming and the understanding of School Readiness as defined by KDE, the Lewis County CECC will implement a plan that includes joint public awareness and professional development opportunities, and comprehensive data collection and reporting. Our focus will be teen mothers and children in our county.

Lincoln CECC
Contact: Lee Ann Taylor
leeann.taylor@ky.gov

Increase STARS participation; increase the variety of educational opportunities for providers, each center having all staff trained in CPR; family backpack educational program.

Livingston CECC
Contact: Tammy Sayle
tammy.sayle@livingston.kyschools.us

The Livingston County CECC will utilize awarded state grant funds and in-kind matching funds to sustain partnerships, promote quality early care, enlist community support for School Readiness, and provide materials, training, and information for the outcome of better basic foundations for young children. In order to accomplish this outcome, the council will partner with identified community organizations and implement a plan for building future partnerships; carry out a strategic communication plan encompassing the Governor's Task Force on Early Childhood information; and provide incentives, information, and training for caregivers and educators that all build stronger foundations for children.

Madison/Estill/Powell/Clark CECC
Contact: John Roden
john.roden@headstart1.org

This CECC recognizes and had prioritized the engagement of parents, families and the community as vital partners in the achievement of school readiness goals. In order to increase the quality of early childhood programming and the understanding of School Readiness within the region as defined by KDE, the CEMP CECC will implement specific activities that include: joint public awareness campaigns through sharing Early

Childhood Profiles with stakeholders, encouraging and supporting parents in their role as primary educators, and supporting the development of a high quality early childhood workforce.

Marion/Washington CECC
Contact: Amanda Carney
acarney@stdominicelem.org

Expand Literacy programs in our communities; review and revise existing training/stipend program; review and revise existing mini-grant program.

Click here to visit our Facebook page!

Martin CECC
Contact: Patricia Elliott
patricia.elliott@martin.kyschools.us

Utilizing State School Readiness goals, the MCCECC will promote early childhood literacy through a community "Unite to Read" event. To engage families and promote family health and well being, a county wide "Early Childhood School Readiness and Health Fair" will be held. Parents of newborns will receive "New Arrival Kits" upon leaving local hospitals that will support and nurture growing families. Professional Development targeting the understanding and utilization of child screening data will be scheduled and the Council will develop and distribute a Martin County "Early Childhood Resource Guide" enhancing parent access to services.

Mason CECC
Contact: Kathleen Mellenkamp
Kathleen.mellenkamp@kctcs.edu

Funds will be utilized to increase literacy/learning for child care providers: reading fest; mini-grants to providers; and, literacy training. Our focus will be providing teachers and parents' opportunities to increase their knowledge on how to develop skill in print awareness, alphabet knowledge, phonological awareness and oral language.

McCracken CECC
Contact: Allison Clark
aclark@4rbh.org

Our council will incorporate school readiness activities through a community event to provide parents with activities to build school readiness with their children and curriculum ideas and materials to all daycare and preschool programs. We plan to focus on providing activities and curriculum ideas to improve the language and communication skills for 4 year old children who will be entering Kindergarten in 2014. Focus will be placed on professional development for early childcare staff to better understand and prepare children for school readiness transitions. Multimedia resources will be used to inform and encourage participation in all school readiness activities.

McCreary CECC
Contact: Vickie Jones
dinkydoos@highland.net
Co-chair: Ruby Hamlin

The McCreary County CECC will execute every effort towards improving the quality of early child care education by offering training and technical assistance on the implementation of the KY Early Childhood Standards. The Council will offer mini-grants to its providers to assist in developing and implementing an early childhood partnership within its county. The council will use motivation techniques to encourage family engagements; will implement online documentation tools for early education, Teaching Strategies Gold/The Brigance; will establish partnership within the Public School System communicating screening/assessments and collaboration.

McLean CECC
Contact: Becky Atherton
rebecca.atherton@mclean.kyschools.us

The project will promote School Readiness through community outreach literacy projects such as Imagination Library and Family Literacy Day with free books and age appropriate educational activities. "Building a Strong Foundation for School Success: Parent Guide magnets," "Daily Activities calendar for Families," and School Readiness DVDs will be distributed at community events and through local agencies serving preschool children.

Meade CECC
Contact: Nancy Mitcham
nancy.mitcham@meade.kyschools.us

The Meade County CECC will work to promote school readiness in children birth to five by supporting high quality learning environments and engaging families. Activities will include: offering environment rating scale training to promote high quality learning environments; supporting existing programs such as "Toddler Time" at the Meade County Public Library and visits by the Bookmobile to Head Start and childcare centers with activities and resources for parents that focus on the five developmental areas of school readiness; and literacy day with activities for infants/toddlers, preschoolers and their families to promote learning at home.

Click here to visit our Facebook page!

Mercer CECC
Contact: Ann Goodwin
agoodwin@hkuw.org

The establishment of a Cradle School program for parents and children 0-3 through the FRCs of both school systems; a literacy initiative, BEAR (Be Excited About Reading) coupled with the Mercer County Schools Summer Feeding Program; the continuation and expansion of a parenting group resulting from a recent collaborative Mercer-Burgin bornlearning grant; the formation of a website for the Mercer CECC as a source of parenting information for families with children 0-4; a series of identification and recruitment events enabling council members to identify, recruit and refer those families with young children most at-risk due to economic circumstance, poor language environments and/or other qualifying characteristics; and an early childhood resource library which could be used at many MCECC events providing information on parenting practices, special needs, learning activities, discipline, health and nutrition issues, etc.

Montgomery CECC
Contact: Suzanne Ross
sross@4cforchildren.org

The Montgomery County CECC requests grant monies to fund projects designed to improve early childhood care and education and support efforts toward school readiness by improving learning environments and supporting local families. Projects will focus on parental involvement, early literacy, math and science education, Sign Language, substance exposed infants for child care providers, and promotion of STARS for KIDS NOW.

Muhlenberg CECC
Contact: Vicki Yonts
Vicki.yonts@muhlenberg.kyschools.us

With our district administering the Brigance Early Childhood Screening for the first time this year we will be able to evaluate from the 'get go'. The CECC will work closely with an organization called SOAR (Strategies Opportunities Advantage Resources) to help children and families be prepared for school. The CECC will be called SOAR CECC a Subcommittee of SOAR. Educating and encouraging parents/guardians will be top priority. We plan to work diligently with existing organizations and partner with all early childhood education programs in the community.

Nelson CECC
Contact: Bonnie Cecil
bpc@bardstown.com

The Nelson CECC proposes a three prong approach to support school readiness: "Kindergarten 101" is the vehicle that will address stake holder partnerships, identify and meet community needs, gather and share data and support for early care providers and their families; mini-grants based on STARS ratings and school readiness activities to improve the early learning environment and fill in gaps in the self-help and social/emotional domains; and "Jump Start Camp" to engage the community, families, early care centers and to distribute resource information and books.

Click here to visit our Facebook page!

Northeastern Alliance CECC
Contact: Rose-Linda Stafford
rose.stafford@ashland.kyschools.us

The Northeastern Alliance CECC is requesting grant funds to provide seamless transition to Kindergarten by providing education of school readiness standards and parent support. In addition to collaboratively providing child abuse prevention and awareness activities, community baby showers, and training for Early Care and Education Professional with our community partners. The Alliance will host a Brigance Pilot Project to support instruction and ensure children are school ready. The Alliance will also continue its focus on supporting newly rated STARS child care centers as well as those who have consistently maintained their rating thus ensuring quality care is available for all children.

Ohio CECC
Contact: Kara Bullock
Kara.bullock@ohio.kyschools.us

Continued funding for Imagination Library to promote literacy; Brigance Early Childhood Screener Kits and training to improve school readiness; market STARS at community events; Parents are Building Blocks to a

Child's School Success project; Building A Strong Foundation for School Success: Magnets (School Success Magnets); School Readiness DVDs. To inform, educate and model activities parents can do with their children; STARS participation incentives; provide books for Celebrate the Child to promote literacy and language development; provide physical activity materials for the Longest Day of Play; CECC retreat; project coordinator.

OVEC Counties CECC
Contact: Mary Comer
mcomer@ovec.org

The OVEC CECC will promote school readiness with Gallatin, Henry, Shelby, Spencer and Trimble counties through public awareness activities, parent training sessions and support to local child care providers and early childhood programs. The council will focus on sharing information from the Early Childhood Profiles with families and community partners within each county represented. Activities will also include collaborating with partnering agencies and businesses to provide free developmental and health screening of children ages birth to five, with follow-up for families and child care providers.

Owen CECC
Contact: Peggy Winkle
peggy.winkle@owen.kyschools.us
Contact: Kathy Resetar
kathy.resetar@owen.kyschools.us

The Owen County CECC proposes activities for 2013-2014 that shows need for our community utilizing the data from the 2013 Early Childhood Profile. The profile shows a need for reading development, and a lack of services provided for children ages 0-4 that would benefit them for preparation for kindergarten. Using our Early Childhood Profile results from 2013, the council will concentrate on school readiness activities that will prepare all children in Owen County that enters school ready to benefit from early learning experiences that best promote the child's early success by focusing on a kindergarten readiness fair in the fall and a Dr. Seuss Story Walk in the spring.

Pendleton CECC
Contact: Kelly Staten
kelly.staten@pendleton.kyschools.us

The Pendleton County CECC will build collaborative partnerships to promote School Readiness for children and families by providing professional development for child care providers, including access to and training for the Brigance Early Childhood Screens, as well as Developmentally Appropriate activities to support School Readiness; promoting early literacy by providing books to the HANDS program ; providing support to STARS

rated centers and actively recruiting new centers to become STARS rated; and engaging families by disseminating information via our website, monthly email and mailings, and community programs such as Family Literacy Night and the Community Wide Baby Shower.

Perry/Leslie/Knott/Letcher CECC
Contact: Nancy Combs
(b)(6) @hotmail.com

The newly combined LKLP CECC will accomplish the goal of creating and supporting a more integrated, higher-quality early childhood system of services by providing contracted staff to support and champion the work of the council. In addition, CECC funds will be utilized to leverage additional community resources to provide strategic mini-grants in the community and a new regional conference that will improve quality, coordination of efforts and awareness in all community stakeholders. The LKLP CECC will work collaboratively to integrate a robust communication plan to inform parents and the community at large about the essential components of school readiness and the resources available to ensure every child enters school ready to succeed and flourish.

Pike CECC
Contact: Jennifer Robinson
(b)(6) @yahoo.com

Council will purchase Brigance Kindergarten screening tool for STARS and non STARS centers and Head Start, distribute School Readiness information to Child Care Centers and via community events, use mini grants to improve ERS rating scores, to send 2 Council members to the Annual CECC Institute, collaborate with community partners to produce biannual council newsletter, purchase curricula for community homeless shelter and pregnancy care center to be used with children and families focusing on child development, school readiness and positive parenting. Proposed activities will lead to greater school readiness awareness reaching approximately 5,000 families.

Pulaski CECC
Contact: Rachael Corriveau
rcorriveau@ekccc.org

Pulaski CECC will promote school readiness by working with schools, Head Stars and childcare facilities, by using council partners and community resources to provide education on approaches to learning, social and emotional development, healthy and physical well-being, and language and communication development.

Robertson CECC
Contact: Toby Miller
tmiller@lvcap.com

The Robertson CECC plans to implement a major School Readiness campaign using every form of strategic marketing available to us. School Readiness bags will entice children with games and activities. "Music and Me, ABC" will teach through songs, rhymes, stories and activities; helping to develop the whole child. CPR training for community partners, volunteers and parent volunteers will address the physical and well-being needs of the whole child. These outcomes will ensure the youngest citizens of Robertson County a better future, helping reach the long-term goals set forth by the KIDS NOW Initiative.

Rockcastle CECC
Contact: Becky Kana
bkana@chrisapp.org

The Rockcastle CECC will continue our focus on raising and maintaining membership, providing professional development opportunities for all early childhood educators across the settings, specifically directed at age appropriate curriculum, and continuing our efforts to raise awareness of school readiness and early literacy throughout the community and families of young children.

Rural KIPDA CECC
Contact: Sandy Darst
kidshaven@insightbb.com

The Council will spearhead a public service educational campaign that revolves around the importance of Parental Engagement as an essential avenue to school readiness. We will support high quality learning environments by reaching out to our entire community giving them five simple steps in which to engage a child daily. We will solicit and engage families through training on the five very specific child engagement methods. We will provide access to data by infusing evidence-based research tools that support the correlation between parent-child engagement with a child's improved development of language, communication and social-emotional skills. As a result, increased awareness of the value of engaging young children will lead to expanded numbers of children ready for kindergarten.

Russell CECC
Contact: Lynae Riggins
tots@duo-county.com

The Russell County CECC provides all children in our community the resources needed to ensure School Readiness. Through community events focusing on physical well-being and cognitive knowledge, the CECC will not only strengthen families, but provide manipulatives to enhance the learning experience at home. Mini-grant funding will provide an opportunity for child care providers to implement knowledge gained through training with their children all while improving physical activity and nutrition among our community. Numerous community members are joining together to build a positive environment allowing all children to obtain necessary resources to achieve School Readiness.

Todd CECC

Contact: Kathy Wilson

(b)(6)

The Todd County CECC wishes to help child care providers to improve services and address school readiness, transition and the STARS ratings system. Activities will focus on school readiness skills in the preschool setting and for those not enrolled in formal school settings. There will be collaboration between the local providers, the Family Resource Center, Todd County Schools, Head Start, the Military and other agencies. Children will be prepared for future successes.

Tri County CECC

Contact: Frances Woods

(b)(6)

The Tri-County CECC shall foster school readiness by: providing parent and community education about school readiness by distributing school readiness kits to families via community events and local agencies serving that population; providing professional development opportunities and curriculum that support high quality learning environments; book fairs and distributing books to community children in continued support of Literacy; and improving the provider-family relationship in all settings through training opportunities that address the needs of families of children with special needs as well as the importance of considering the family's perspective as we partner with them in their child's education.

Trigg CECC

Contact: Beth Sumner

beth.sumner@trigg.kyschools.us

Trigg CECC will participate in activities that encourage school readiness; supporting the learning environment, support to families and providing access to data. Activities will include transition into kindergarten, a parent education workshop for 3 and 4 year olds, continuation of Teaching Strategies GOLD assessment, intentional

provider trainings and mini-grants for quality classrooms. Trigg CECC will strive to increase quality child care, support directors and staff to engage in home visit sand increase community participation by studying and reflecting on the 2013 Early Childhood Profile data.

Union CECC
Contact: Janet Gill
janet7400@att.net

UCECC will promote School Readiness through a community Family Literacy/Math Fair with free books and many age-appropriate educational activities; financially support *Imagination Library*, distribute "Parent Guides" and parent guide refrigerator magnets; distribute School Readiness definitions; create School Ready parent resource kits; provide World's Greatest Baby Shower new moms with books for their infants; provide backpack book bags for entering at-risk kindergarteners; provide childcare training on teaching literacy and math; promote STARS and support all centers/homes with math/literacy age appropriate resources.

United 4 Kids CECC
Contact: Debbie Napier
mkhsteacher2@setel.com

The objectives of the UNITED 4 KIDS CECC is to work with child care providers to promote child development. In an effort to promote better outcomes for young children and families UNITED 4 KIDS will continue to address the importance of school readiness. We want to make sure that families receive support in their child nurturing responsibilities. We will work to increase council membership, foster family involvement in their child's education. We will provide professional development opportunities to improve the quality of early childhood learning environments.

Warren CECC
Contact: Nickie Jones
njones@familyenrichmentcenter.com

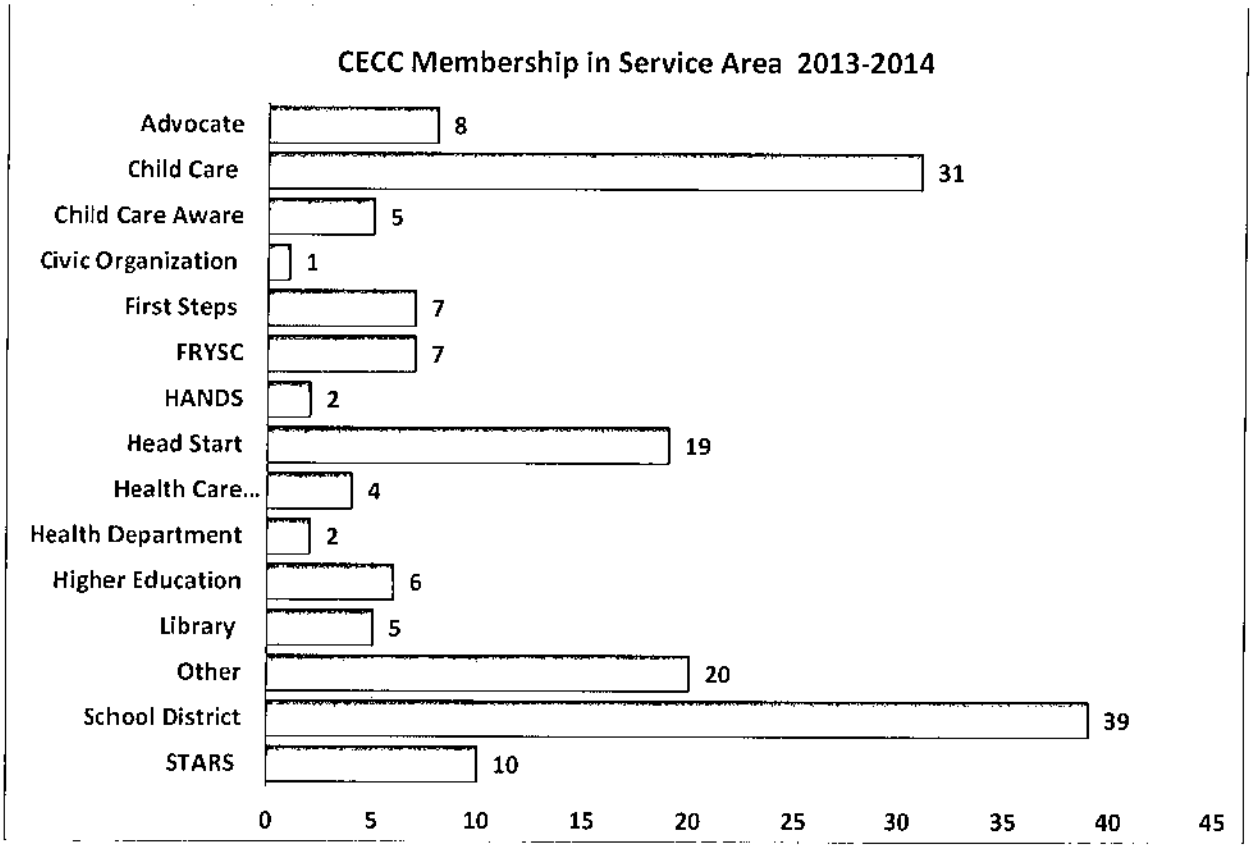
To identify young children needing additional testing, the Warren CECC will offer training on scoring the Ages and Stages questionnaire, for child care providers and CECC member agencies during the 2013/2014 fiscal year. The Ages and Stages screening tool, with the social/emotional section and supplies, will be purchased for training attendees for use in screening 10% of their self-selected client population. Additionally, the CECC will provide mini-grants for STARS rated programs, continue the school readiness poster project for families by adding activity cards in Spanish, and offer a face-to-face abusive Head Trauma training to area child care providers.

Webster CECC
Contact: Mary Powell
mary.powell@webster.kyschools.us

Promote use of school readiness assessments, promotion of Imagination Library, successful school transition for upcoming Kindergarteners and their parents, marketing STARS for KIDS NOW, CECC retreat and assist in implementation of World's Great Baby Shower.

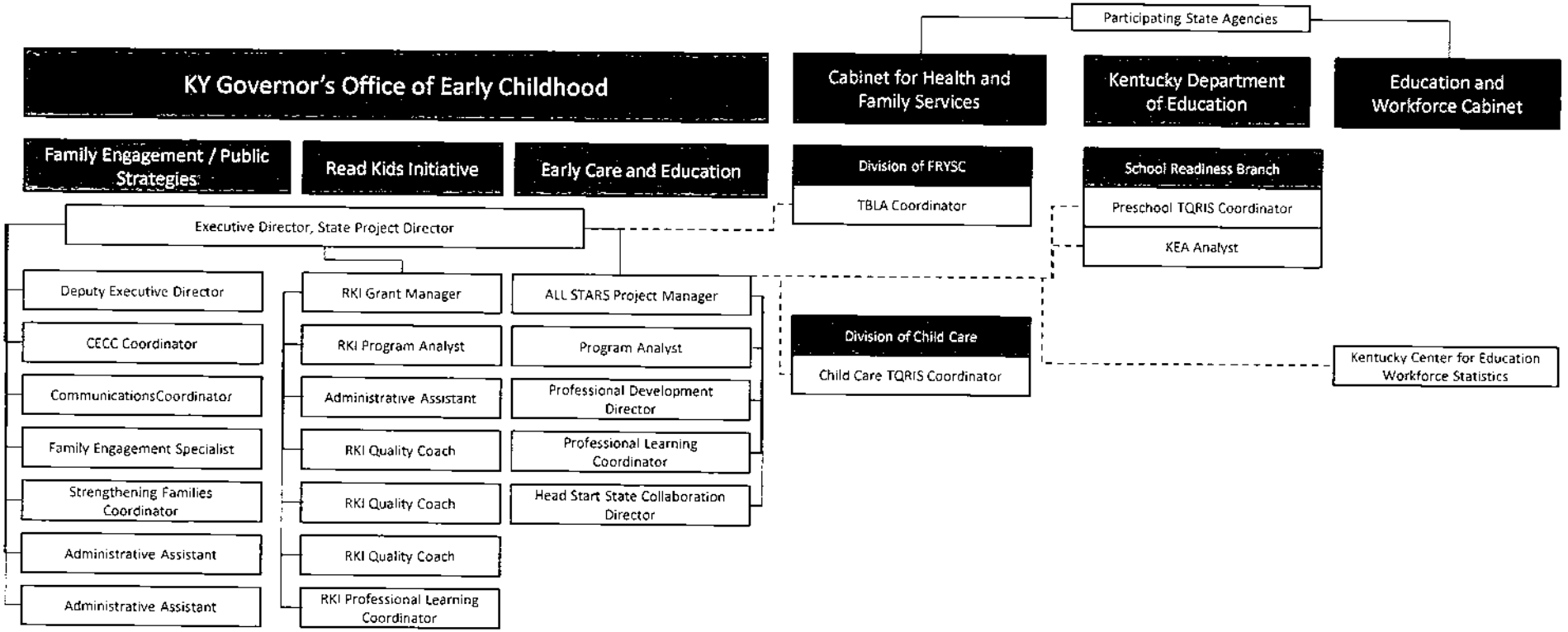
Woodford CECC
Contact: Tori Hundley
torie.hundley@woodford.kyschools.us

By utilizing grant funds and collaborative resources available locally, Woodford CECC proposes to improve the quality of early care and kindergarten readiness in Woodford County by increasing availability of informational materials and training in assessment, cognitive skills, parenting practices and STARS quality ratings. Coordinated communications on child/family development topics and resources will be offered county wide in a variety of formats and media. The Ages and Stages screener will be deployed to provide guidance on training topics for parent and child care settings as well as a source of referrals to specialized agencies. Family outreach activities such as the ABC expo will provide free ASQ screening, play materials, books and readiness activates to parents of children age 0-5. Quality Triangle Teams comprised of one preschool, kindergarten and child care teacher will observe each setting and engage in a professional learning community through face to face and electronic meetings and data collection.


CECC Membership in Service Area 2013-2014
Advocate
Child Care
Child Care Aware
Civic Organization
First Steps
FRYSC
HANDS
Head Start
Health Care...
Health Department
Higher Education
Library
Other
School District
STARS
8
31
5
1
7
7
2
19
4
2
6
5
20
39
10
0
5
10
15
20
25
30
35
40
45

Kentucky Governor's Office of Early Childhood

Organization Chart

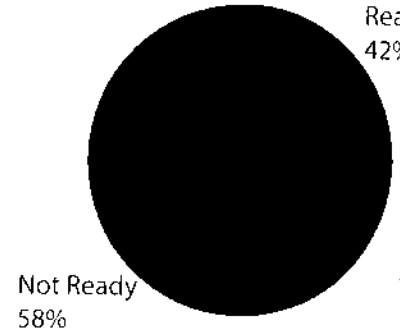


Jefferson County Fact Sheet

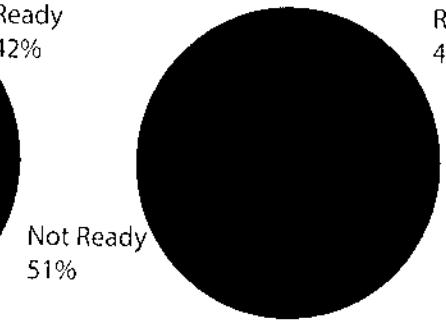
Kindergarten Readiness

Kindergarten readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. The kindergarten screener measures readiness in five important domains. The composite readiness score reflected here is comprised of the cognitive/general knowledge, language and communication, and physicall well-being domains.

Targeted Zip Codes



State



Select Indicators	County #	County %
Number of children 3-4 years old	19,354	
3 and 4 year olds living below150% poverty	9,228	48%
Children living below 200% poverty	11,530	60%

3&4 year olds in Publicly Funded Programs	County #	% All 3&4
Children in Preschool	2,909	15%
Children in Head Start	1,849	10%
Total Served	4,758	25%

Quality Indicators in Classrooms	Targeted Zip #	Targeted Zip %
Educator Quality		
Teacher with no IECE	51	42%
Assistants with no CDA or above	118	97%
Classroom Quality		
Number of classrooms -Half Day	94	56%
Number of classrooms - Full Day	75	44%

Total Child Care Capacity	# In Targeted Zip
STARS	1,901
Not STARS	4,126
Total	6,027
Total four year old capacity	1,269

Partners*

Community Coordinated Child Care (4C)
Jefferson Co. Public Schools
Metro United Way

Targeted Zip Codes

40203
40208
40210
40211
40212
40218
40219

*Upon notification of funding, partners and districts will be finalized via Memorandums of Agreement. Entities listed have indicated participation via a letter of support signed by authorizing official.

Sources:

Kentucky Department of Education
2013 BRIGANCE® Kindergarten Screen
Kentucky State Data Center
United States Census Bureau, 2008-2012 American Community Survey Five-Year Estimates
Governor's Office of Early Childhood
Kentucky Department of Education Preschool Program Report 2014-2015

READY KIDS INITIATIVE

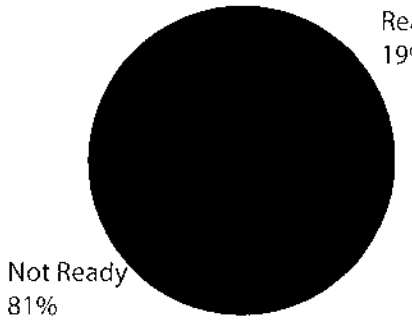
Northern Kentucky Fact Sheet

Kenton and Campbell Counties

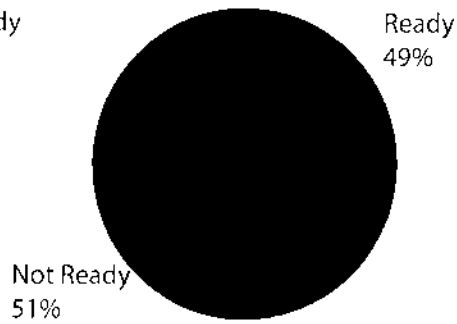
Kindergarten Readiness

Kindergarten readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. The kindergarten screener measures readiness in five important domains. The composite readiness score reflected here is comprised of the cognitive/general knowledge, language and communication, and physicall well-being domains.

Region



State



Select Indicators	Region #	County %
Number of children 3-4 years old	6,906	
3 and 4 year olds living below150% poverty	2,822	41%
Children living below 200% poverty	3,675	53%

3&4 year olds in Publicly Funded Programs	Region #	% All 3&4
Children in Preschool	1,386	20%
Children in Head Start	332	12%
Total Served	1,718	28%

Quality Indicators in Classrooms	District #	District %
Educator Quality		
Teacher with no IECE	10	23%
Assistants with no CDA or above	36	78%
Classroom Quality		
Number of classrooms -Half Day	85	100%
Number of classrooms - Full Day	0	0%

Total Child Care Capacity	Licensed
STARS	7,801
Not Stars	3,760
Total	11,561

Partners*
4C For Children
Children Inc.
United Way of Greater Cincinnati

Districts*
Bellevue
Covington
Dayton
Erlanger-Elsmere
Ludlow
Newport
Silver Grove
Southgate

*Upon notification of funding, partners and districts will be finalized via Memorandums of Agreement. Entities listed have indicated participation via a letter of support signed by authorizing official.

Sources:
Kentucky Department of Education
2013 BRIGANCE® Kindergarten Screen
Kentucky State Data Center
United States Census Bureau, 2008-2012 American Community Survey Five-Year Estimates
Governor's Office of Early Childhood –Dec. 1, 2012
Kentucky Department of Education Preschool Program Report 2014-2015
Cabinet for Health and Family Services
Active Licensed Provider Directory

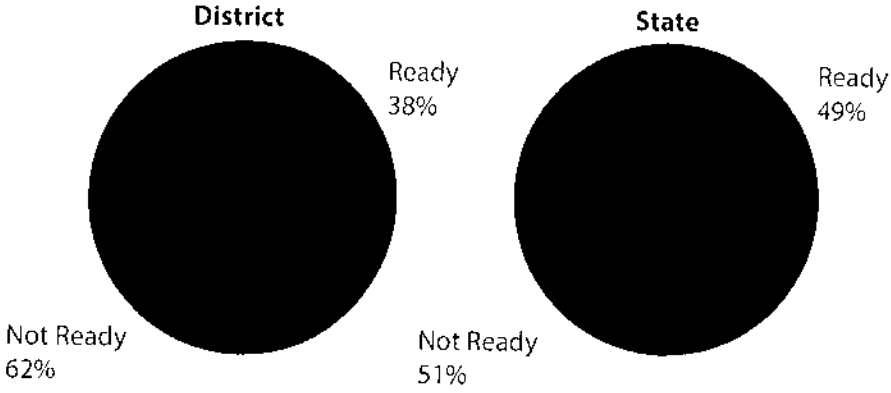
READY KIDS INITIATIVE

Promise Zone Fact Sheet

Bell, Clay, Harlan, Knox, Leslie, Letcher, Perry, Whitley Counties

Kindergarten Readiness

Kindergarten readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. The kindergarten screener measures readiness in five important domains. The composite readiness score reflected here is comprised of the cognitive/general knowledge, language and communication, and physicall well-being domains.



Select Indicators	Zone #	County %
Number of children 3-4 years old	5,141	
3 and 4 year olds living below150% poverty	3,494	68%
Children living below 200% poverty	4,306	84%

3&4 year olds in Publicly Funded Programs	Zone #	% All 3&4
Children in Preschool	1,287	25%
Children in Head Start	1,602	31%
Total Served	2,889	56%

Quality Indicators in Classrooms	District #	District %
Educator Quality		
Teacher with no IECE	52	64%
Assistants with no CDA or above	65	73%
Classroom Quality		
Number of classrooms -Half Day	34	37%
Number of classrooms - Full Day	69	67%

Total Child Care Capacity	Licensed
STARS	2,592
Not STARS	1,706
Total	4,298

Partners*
Community Ministries/New Beginnings
Daniel Boone Child Care
Jack-N-Jill Daycare
Joy-Land Day Care
KCEOC
Kids Being Kids, Inc.
LKLP
Tiny Tots Childcare
Tiny Treasures Daycare, Inc.

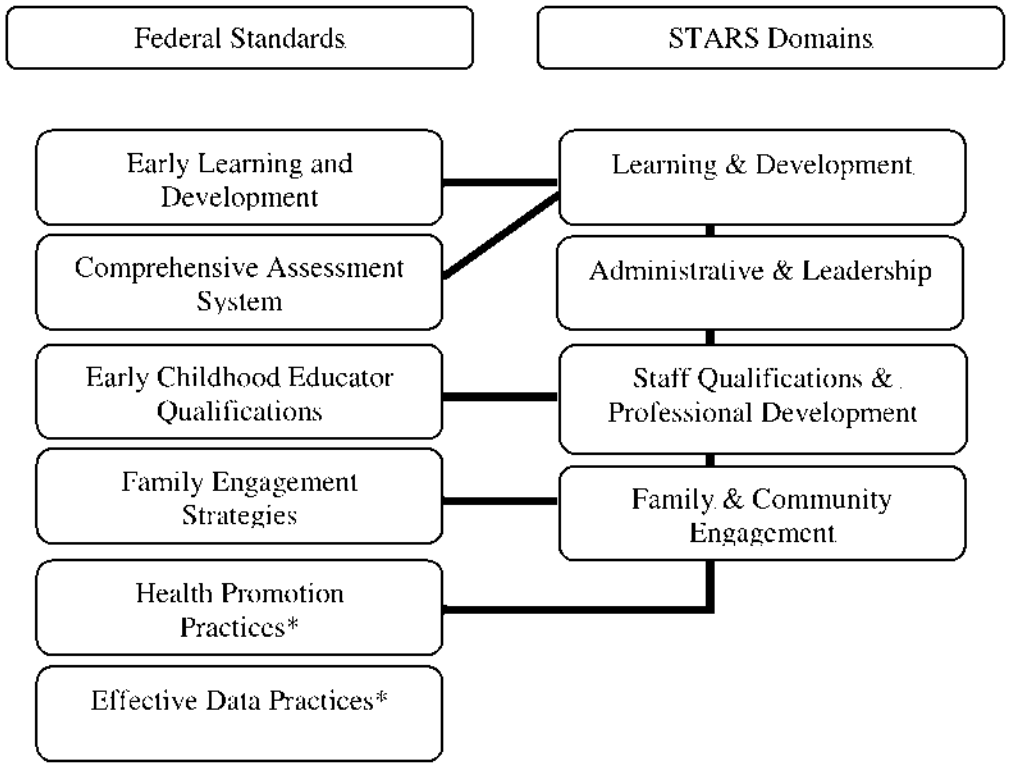
Districts*
Barbourville
Harlan Ind.
Harlan Co.
Knox
Perry

*Upon notification of funding, partners and districts will be finalized via Memorandums of Agreement. Entities listed have indicated participation via a letter of support signed by authorizing official.

Sources:
Kentucky Department of Education
2013 BRIGANCE® Kindergarten Screen
Kentucky State Data Center
United States Census Bureau, 2008-2012 American Community Survey Five-Year Estimates
Governor's Office of Early Childhood Dec. 1, 2012
Kentucky Department of Education Preschool Program Report 2014-2015
Cabinet for Health and Family Services
Active Licensed Provider Directory

READY KIDS INITIATIVE

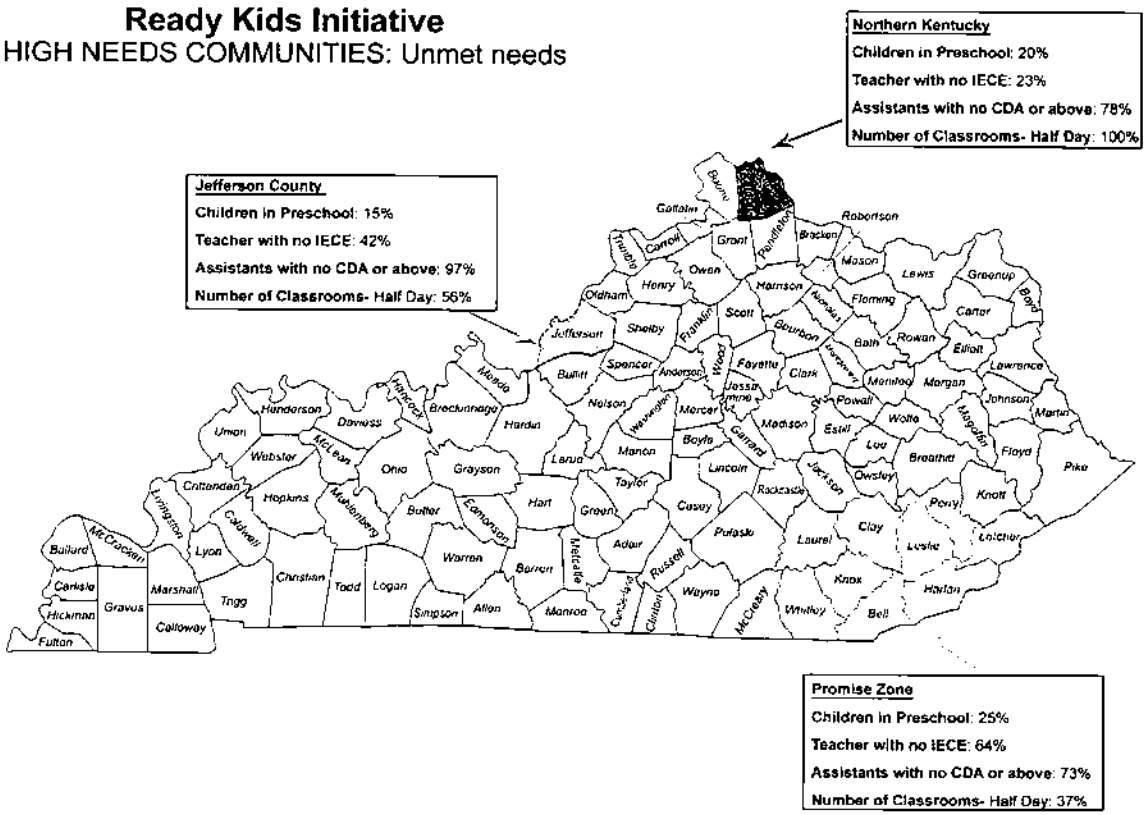
Figure C.3 – Alignment of new STARS with Federal Quality Standards



*Note: Some federal priority domains are contained throughout several KY All STARS domains. For example, how programs effectively share data could be evidenced in a number of different domains, such as how information about screening results are shared with families, or how information on their children's development is shared to inform families how they could best support their child's growth.

Figure C.5: State's Kindergarten Entry Screen					
	Essential Domains of School Readiness				
State's Kindergarten Entry Screen	**Language and literacy**	**Cognition and general knowledge (including early mathematics and early scientific development)**	**Approaches toward learning**	**Physical well-being and motor development**	**Social and emotional development**
Domain covered? *(Y/N)*	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? *(Y/N)*	Y	Y	Y	Y	Y
Instrument(s) used? *(Specify)*	Brigance® Early Childhood Screens III	Brigance® Early Childhood Screens III	Brigance®Early Childhood Screens III	Brigance® Early Childhood Screens III	Brigance® Early Childhood Screens III
Evidence of validity and reliability? *(Y/N)*	Y	Y	Y	Y	Y
Evidence of validity for English learners? *(Y/N)*	Y	Y	Y	Y	Y
Evidence of validity for children with disabilities? *(Y/N)*	Y	Y	Y	Y	Y
How broadly administered? *(If not administered statewide, include date for reaching statewide administration)*	Statewide	Statewide	Statewide	Statewide	Statewide
Results included in Statewide Longitudinal Data System? *(Y/N)*	Y	Y	Y	Y	Y

FIGURE D.1



PR/Award # S419B150018
Page e687

Table (D)(4)

Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4
Jefferson County	Methods for Improving Slots (Select as many as apply)	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	993	993	993	993
	Total Estimated Cost	$ (b)(4)			

Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4
Success by 6 ®	Methods for Improving Slots (Select as many as apply)	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	440	440	440	440
	Total Estimated Cost	$ (b)(4)			

Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4
KCFOC	Methods for Improving Slots (Select as many as apply)	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	160	160	160	160
	Total Estimated Cost	$ (b)(4)			

Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4
LKLP	Methods for Improving Slots	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☑ Full Day ☑ Class Size/Ratio ☑ Evidence-Based Professional Development ☑ Comprehensive Services
	Children Served in Improved Preschool Slots (if applicable)	113	113	113	113
	Total Estimated Cost	$ (b)(4)			

Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	☐ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☐ Comprehensive Services	☐ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☐ Comprehensive Services	☐ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☐ Comprehensive Services	☐ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☐ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				

(b)(6)

represents a multi-disciplinary partnership of over 20 national, state and local, and public and private organizations **dedicated to embedding six research-based Protective Factors into services and supports for children and their families**. Supporting families is a key strategy for promoting school readiness and preventing child abuse and neglect. All families experience times of stress, and research demonstrates that children grow and learn best in families who have the supports and skills to deal with those times. By supporting families and building their skills to cope with stressors, we can increase school readiness and reduce the likelihood abuse will occur in families. is using a nationally recognized strategy—Strengthening Families: A Protective Factors Framework – which is coordinated nationally by the Center for the Study of Social Policy.

KYSF is funded by the Governor's Office for Early Childhood (GOEC) through the Race to the Top/Early Learning Challenge Grant Program and the Kentucky Department for Public Health through the Early Childhood Comprehensive Systems Grant Program.

All Kentucky Children are healthy, safe and prepared to succeed in school and in life through families that are supported and strengthened within their communities.

Kentucky is strengthening families, promoting knowledge and skills, and providing access to resources and support by enhancing protective factors through family, community, and state partnerships.

The Protective Factors lay the foundation for the Strengthening Families Framework. Protective factors are conditions in families and communities, which when present, help increase the health and well-being of families and children and reduce the risk of child abuse and neglect. All Kentucky families can benefit from comprehensive efforts to build protective factors. The protective factors identified for Kentucky are:

- *Families bounce back*
- *Families have friends they can count on*
- *Families learn how their children grow and develop*
- *Families get assistance to meet basic needs*
- *Families teach children how to have healthy relationships*
- *Families ensure children feel loved and safe*

(b)(6)

In 2001, with funding from the Doris Duke Charitable Foundation, the Center for the Study of Social Policy (CSSP) began studying the role that early child care and education programs nationwide can play in strengthening families and preventing abuse and neglect. The Strengthening Families conceptual framework involves building research-based Protective Factors around young children by working differently with their families across all child- and family-serving organizations and systems. This approach includes aligning systems with protective factors, using data driven decision-making, marshaling leadership and making policy and systems changes on multiple levels.

In 2013, the Governor's Office of Early Childhood and the Kentucky Department for Public Health convened a group inclusive of many organizations that touch families to explore the implementation of the Strengthening Families framework. These organizations represented by the leadership team below made a commitment to embed the protective factors in the daily practice of government and community-based programs. In January 2014, the Leadership Team developed a strategic plan to move the initiative forward in the Commonwealth.

- Governor's Office of Early Childhood
- Department for Public Health, Division of Maternal and Child Health
- Cabinet for Health and Family Service, Office of Policy and Budget
- Children, Inc.
- Department for Behavioral Health, Developmental and Intellectual Disabilities
- Department for Community Based Services, Division of Child Care
- Department for Community Based Services, Division of Protection and Permanency
- Department of Education
- Department for Libraries & Archives
- Department for Medicaid Services and Kentucky Children's Health Insurance Program (KCHIP)
- Family Resource and Youth Services Centers
- Kentucky Chapter of the American Academy of Pediatrics
- Kentucky Commission for Children with Special Health Care Needs
- Kentucky Partnership for Families and Children, Inc.
- Metro United Way
- Prevent Child Abuse Kentucky
- Prichard Committee for Academic Excellence

In Kentucky Strengthening Families, we have a shared commitment to:

- Promoting strong families and healthy development for families prenatally through age five
- Partnering with all families and celebrating differences
- Using protective factors as a strengths-based philosophy to buffer for toxic stress
- Building knowledge and skills for individual and system change
- Creating safe, stable and nurturing environments for people to have responsive and caring relationships.

http://chfs.ky.gov/dph/mch/ecd/

Kentucky Strengthening Families contact:

Tal Curry at **tal.curry@ky.gov**

Joe Roberts at **joe.roberts@ky.gov**

KENTUCKY STRENGTHENING

Revised 8/14

Kentucky Early Childhood Standard 3s and 4s (KYECS) aligned to Kentucky Core Academic Kindergarten Standards (KYCAS)

English/Language Arts

Kentucky Early Childhood Standards (KYECS) Alignment to Kentucky Core Academic Standards (KYCAS)

568

Kentucky's Early Childhood Standards (KYECS) are designed as a framework to assist in understanding what children should know and be able to do from birth through four years of age. The KYECS provide a common set of expectations for young children and represent the skills and knowledge that provide the foundation for school readiness and are critical for ensuring later academic success.

Kentucky's Core Academic Standards (KYCAS) provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. These standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

This document reflects an effort to ensure that the early childhood standards for three-and four-year-old children are aligned to the expectations that the Kentucky Department of Education has adopted for students in the primary grades. This document is designed to support teachers of preschool and primary children (ages 3-8) as it aligns the foundational skills of the KYECS and the expectations for primary students as outlined in the KYCAS. The alignment of these skills will help to ensure a smooth transition as children move into the primary program. This document provides support to teachers as they plan curriculum and instruction for transitioning students.

PR/Award # S419B150018
Page e692

How to Read the Document

Kentucky's Early Childhood Standards for three and four year olds consist of four standards in the area of English/Language Arts. These standards are each further defined by a set of benchmarks and developmental continuum. In contrast, the Kentucky Core Academic Standards for English/Language Arts consist of five strands (Reading, Writing, Speaking & Listening, Language and Foundational Skills) with a set of clusters under each strand. The layout of this document shows the connection between these two sets of standards, aligning benchmark and developmental continuum level information (KYECS) with clusters and strands (KYCAS).

The alignment document is designed as a three-column table. The contents of each column are described below:

Column One - Kentucky Early Childhood Standards

- Standard - A general statement that represents the information, skills, or both that a child should know or be able to do.

- Benchmark - A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level; much more specific than a standard. Benchmarks are not listed in any specific order, either in importance or in development.

- Developmental Continuum - A predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research.

Column Two - Kentucky Core Academic Standards

- Strands – Broad, general topics (Reading, Writing, Speaking & Listening, Language, Foundational Skills)

- Clusters –Aligned to College and Career Ready Anchor Standards/ Skill Organizers Providing Further Specificity

Column Three – Notes

This column is blank for teachers to write comments pertaining to ideas for activities or strategies for integrating the standards into the curriculum for individual children or group activities. The space provides room for teachers to have work space to jot down ideas and record any anecdotal information.

This document is designed to be user friendly for the teacher in the classroom. The layout emphasizes the connection between the foundational skills for three and four year olds and how these relate to and support the expectations for children in entry-level primary classrooms. While this document is focused on English/Language Arts, there are areas that indicate cross-curricular connections (denoted by **). As development in young children in inter-connected it is hard to separate foundational skills that support development in only one content area. For example, the early childhood benchmark *"Observes to gain information and understanding"* is aligned not only to English/Language Art Standards for Kindergarten, but also to Math standards (see p. 3 for example).

Appendix A - Kentucky Core Academic English/Language Arts Standards

Appendix B – Kentucky Early Childhood English/Language Standards

569

PR/Award # S419B150018
Page e693

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. **Benchmark 1.1: Uses non-verbal communication for a variety of purposes.** **Developmental Continuum** • Identifies or chooses object or person by pointing, physically touching or moving toward another. • Uses gestures and/or movements to initiate interactions or to get needs met. • Uses symbols or pictures as representation for oral language.	**(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. **Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.** **Developmental Continuum** • Initiates communication to have needs met. • Responds meaningfully in conversations and discussions with peers and adults. • Asks many why, when, and where questions. • Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs. • Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.	**(Strand) Language** **(Cluster) Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). • Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **(Strand) Speaking and Listening** **(Cluster) Comprehension and Collaboration** 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. **Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.** **Developmental Continuum** • Speaks clearly enough to be understood by most listeners. • Uses simple sentences to express self, but may not always use correct grammar. • Uses more complex sentences, but grammar is still sometimes incorrect. • Uses complex sentences with correct grammar. • Develops increasingly abstract use of language.	**(Strand) Language** **(Cluster) Conventions of Standard English** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). • Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). • Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). • Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun *I*. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.	

572

PR/Award # S419B150018
Page e696

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes. **Benchmark 2.1: Engages in active listening in a variety of situations.** **Developmental Continuum** • Attends to adult or peer who is speaking/signing. • Follows simple directions. • Gains information through listening experiences. • Uses listening to interpret and apply meaning.	**(Strand) Speaking and Listening** **(Cluster) Comprehension and Collaboration** 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(Cluster) Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.	

PR/Award # S419B150018
Page e697

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes. **Benchmark 2.2: Observes to gain information and understanding.** **Developmental Continuum** • Uses many senses to explore and interpret the environment. • Makes comparisons through everyday experiences and play. • Makes predictions concerning everyday experiences and play. • Draws conclusions from everyday experiences and play.	**(Strand) Reading** **(Cluster) Integration of Knowledge and Ideas (Informational)** 8. With prompting and support, identify the reasons an author gives to support points in a text. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ****Math **** **(Domain) Geometry** **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). ****Math **** **(Domain) Measurement & Data** **(Cluster) Describe and compare measurable attributes.** Directly compare two objects with a measureable attribute in common, to see which object has "more of"/"less than" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	

574

PR/Award # S419B150018
Page e698

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. **Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.** **Developmental Continuum** • Participates actively in story time. • Chooses reading activities. • Responds to reading activities with interest and enjoyment.	**(Strand) Reading** **(Cluster) Key Ideas and Details (Literature)** 1. With prompting and support, ask and answer questions about key details in a text. **(Cluster) Key Ideas and Details (Informational)** 1. With prompting and support, ask and answer questions about key details in a text. **(Cluster) Craft and Structure (Literature)** 4. Ask and answer questions about unknown words in a text. **(Cluster) Craft and Structure (Informational)** 4. With prompting and support, ask and answer questions about unknown words in a text. **(Cluster) Range and Level of Text Complexity (Literature Informational)** 10. Actively engage in group reading activities with purpose and understanding.	

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. **Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.** **Developmental Continuum** • Handles books correctly, showing increasing skills in print directionality.	**(Strand) Foundational Skills** **(Cluster) Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. **(Strand) Reading**	

575

PR/Award # S419B150018
Page e699

• Understands that print has meaning.	**(Cluster) Craft and Structure (Informational)** 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **(Cluster) Craft and Structure (Literature)** 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **(Cluster) Integration of Knowledge and Ideas (Informational)** 8. With prompting and support, identify the reasons an author gives to support points in a text.	
Kentucky Early Childhood Standard (KYECS) for three and four year olds **English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.** **Benchmark 3.3: Demonstrates knowledge of the alphabet.** **Developmental Continuum** • Recognizes some letters of the alphabet. • Recognizes some letters and words in print. • Identifies some known letters of the alphabet in familiar and unfamiliar words.	**Kentucky Core Academic Standard (KYCAS) for Kindergarten** **(Strand) Foundational Skills** **(Cluster) Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. • Recognize and name all upper- and lowercase letters of the alphabet. **(Cluster) Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	**NOTES**

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. **Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.** **Developmental Continuum** • Recognizes rhyming words. • Recognizes sounds that match. • Produces a rhyming word. • Discriminates separate syllables in words. • Makes some letter-sound connections. • Identifies some beginning sounds.	**(Strand) Foundational Skills** **(Cluster) Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **(Cluster) Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	

PR/Award # S419B150018
Page e701

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. **Benchmark 3.5: Draws meaning from pictures, print, and text.** **Developmental Continuum** • Names features of a picture. • Uses illustrations to tell major events of a story. • Understands that text has a specific meaning.	**(Strand) Reading** **(Cluster) Key Ideas and Details (Literature)** 3. With prompting and support, identify characters, settings, and major events in a story. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(Cluster) Key Ideas and Details (Informational)** 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(Cluster) Integration of Knowledge and Ideas (Informational)** 8. With prompting and support, identify the reasons an author gives to support points in a text. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. **Benchmark 3.6: Tells and retells a story.** **Developmental Continuum** • Imitates act of reading in play. • Acts out main events of a familiar story. • Uses pictures and illustrations to tell and retell a story. • Uses prior experience to help make sense of stories. • Retells a story including many details and draws connections between story events.	**(Strand) Reading** **(Cluster) Key Ideas and Details (Literature)** 2. With prompting and support, retell familiar stories, including key details. **(Cluster) Key Ideas and Details (Informational)** 2. With prompting and support, identify the main topic and retell key details of a text. **(Cluster) Integration of Knowledge and Ideas (Literature)** 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **(Cluster) Integration of Knowledge and Ideas (Informational)** 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. **Benchmark 4.1: Understands that the purpose of writing is communication.** **Developmental Continuum** • Understands that an oral message can be represented by written language. • Understands there is a way to write that conveys meaning. • Understands that once an oral message is written it reads the same way every time.	**(Strand) Writing** **(Cluster) Production and Distribution of Writing** 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. **(Strand) Foundational Skills** **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. **Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.** **Developmental Continuum** • Labels pictures or produces simple texts using scribble writing. • Labels pictures or produces simple texts using letter-like forms. • Uses scribble writing or letter-like forms to represent words or ideas. • Writes recognizable letters. • Writes familiar words.	**(Strand) Writing** **(Cluster) Text Types and Purposes** 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **(Cluster) Research to Build and Present Knowledge** 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. **(Strand) Foundational Skills** **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	

581

PR/Award # S419B150018
Page e705

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	NOTES
English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. **Benchmark 4.3: Explores the physical aspect of writing.** **Developmental Continuum** • Uses tools for writing and drawing. • Experiments with grasp when using a variety of writing tools. • Adjusts body position when writing. • Adjusts paper position when writing. • Shows some evidence of directionality (top to bottom, left to right).	**(Strand) Writing** **(Cluster) Production and Distribution of Writing** 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **(Strand) Foundational Skills** **(Cluster) Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	

Appendix A

Kentucky Core Academic Standards

Reading Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.

2. With prompting and support, retell familiar stories, including key details.

3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.

5. Recognize common types of texts (e.g., storybooks, poems).

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

8. (Not applicable to literature)

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Informational Texts

583

PR/Award # S419B150018
Page e707

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.

2. With prompting and support, identify the main topic and retell key details of a text.

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.

5. Identify the front cover, back cover, and title page of a book.

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

8. With prompting and support, identify the reasons an author gives to support points in a text.

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.

584

PR/Award # S419B150018
Page e708

- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with */l/*, */r/*, or */x/*.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

[1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Writing

Text Types and Purposes

585

PR/Award # S419B150018
Page e709

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. (Begins in grade 3)

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

586
PR/Award # S419B150018
Page e710

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

587

PR/Award # S419B150018
Page e711

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

588
PR/Award # S419B150018
Page e712

Kentucky Early Childhood Standards – English/Language Arts (3S AND 4S)

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.
Benchmark 1.1: Uses non-verbal communication for a variety of purposes.

- Identifies or chooses object or person by pointing, physically touching or moving toward another.
- Uses gestures and/or movements to initiate interactions or to get needs met.
- Uses symbols or pictures as representation for oral language.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.
Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.

- Initiates communication to have needs met.
- Responds meaningfully in conversations and discussions with peers and adults.
- Asks many why, when, and where questions.
- Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.
- Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.
Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

- Speaks clearly enough to be understood by most listeners.
- Uses simple sentences to express self, but may not always use correct grammar.
- Uses more complex sentences, but grammar is still sometimes incorrect.
- Uses complex sentences with correct grammar.
- Develops increasingly abstract use of language.

English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.
Benchmark 2.1: Engages in active listening in a variety of situations.

- Attends to adult or peer who is speaking/signing.
- Follows simple directions.
- Gains information through listening experiences.
- Uses listening to interpret and apply meaning.

English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.
Benchmark 2.2: Observes to gain information and understanding.

- Uses many senses to explore and interpret the environment.
- Makes comparisons through everyday experiences and play.
- Makes predictions concerning everyday experiences and play.
- Draws conclusions from everyday experiences and play.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.

- Participates actively in story time.
- Chooses reading activities.
- Responds to reading activities with interest and enjoyment.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

- Handles books correctly, showing increasing skills in print directionality.
- Understands that print has meaning.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.3: Demonstrates knowledge of the alphabet.

- Recognizes some letters of the alphabet.
- Recognizes some letters and words in print.
- Identifies some known letters of the alphabet in familiar and unfamiliar words.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.

- Recognizes rhyming words.
- Recognizes sounds that match.
- Produces a rhyming word.
- Discriminates separate syllables in words.
- Makes some letter-sound connections.
- Identifies some beginning sounds.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.5: Draws meaning from pictures, print, and text.

- Names features of a picture.
- Uses illustrations to tell major events of a story.
- Understands that text has a specific meaning.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
Benchmark 3.6: Tells and retells a story.

- Imitates act of reading in play.
- Acts out main events of a familiar story.
- Uses pictures and illustrations to tell and retell a story.
- Uses prior experience to help make sense of stories.

590
PR/Award # S419B150018
Page e714

- Retells a story including many details and draws connections between story events.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.
Benchmark 4.1: Understands that the purpose of writing is communication.

- Understands that an oral message can be represented by written language.
- Understands there is a way to write that conveys meaning.
- Understands that once an oral message is written it reads the same way every time.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.
Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.

- Labels pictures or produces simple texts using scribble writing.
- Labels pictures or produces simple texts using letter-like forms.
- Uses scribble writing or letter-like forms to represent words or ideas.
- Writes recognizable letters.
- Writes familiar words.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.
Benchmark 4.3: Explores the physical aspect of writing.

- Uses tools for writing and drawing.
- Experiments with grasp when using a variety of writing tools.
- Adjusts body position when writing.
- Adjusts paper position when writing.
- Shows some evidence of directionality

Kentucky Early Childhood Standard (KYECS) aligned to Kentucky Core Academic Kindergarten Standards (KYCAS)

Mathematics

Kentucky Early Childhood Standards (KYECS) Alignment to Kentucky Core Academic Standards (KYCAS)

593

Kentucky's Early Childhood Standards (KYECS) are designed as a framework to assist in understanding what children should know and be able to do from birth through four years of age. The KYECS provide a common set of expectations for young children and represent the skills and knowledge that provide the foundation for school readiness and are critical for ensuring later academic success. In comparison, the Kentucky Core Academic Standards (KYCAS) provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. These standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

This document reflects an effort to ensure that the early childhood standards for three-and four-year-old children are aligned to the expectations that the Kentucky Department of Education has adopted for students in the primary grades. This document is designed to support teachers of preschool and primary children (ages 3-8) as it aligns the foundational skills of the KYECS and the expectations for primary students as outlined in the KYCAS. The alignment of these skills will help to ensure a smooth transition as children move into the primary program. This document provides support to teachers as they plan curriculum and instruction for transitioning students.

PR/Award # S419B150018
Page e717

How to Read the Document

Kentucky's Early Childhood Standards for three and four year olds consist of one standard in the area of Mathematics. This standard is further defined by a set of four benchmarks and developmental continuum. In contrast, the Kentucky Core Academic Standards for Math consist of seven domains. The layout of this document shows the connection between these two sets of standards, aligning KYECS benchmarks and developmental continuum items with the KYCAS standards, domains and clusters.

The alignment document is designed as a three-column table. The contents of each column are described below:

Column One - Kentucky Early Childhood Standards

- Standard - A general statement that represents the information, skills, or both that a child should know or be able to do.

- Benchmark - A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level; much more specific than a standard. Benchmarks are not listed in any specific order, either in importance or in development.

- Developmental Continuum - A predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research.

Column Two - Kentucky Core Academic Standards

- Standards - define what students should know and be able to do.
- Clusters - are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.
- Domains - are larger groups of related standards. Standards from different domains may sometimes be closely related.

Column Three – Notes

This column is blank for teachers to write comments pertaining to ideas for activities or strategies for integrating the standards into the curriculum for individual children or group activities. The space provides room for teachers to jot down ideas and record any anecdotal information. This document is designed to be user friendly for the teacher in the classroom. The layout emphasizes the connection between the foundational skills for three and four year olds and how these relate to and support the expectations for children in entry-level primary classrooms.

Appendix A - Kentucky Core Academic Mathematic Standards

Appendix B – Kentucky Early Childhood Mathematic Standards

594
PR/Award # S419B150018
Page e718

Kentucky Early Childhood Standard (KYECS) MATHEMATICS (3S AND 4S)	**Kentucky Core Academic Standard (KCAS) Math for Kindergarten**	
Standard 1: Demonstrates general skills and uses concepts of mathematics.		
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	**Domain** Counting and Cardinality	
Developmental Continuum Items		
• Imitates rote counting using the names of the numbers.	**(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**NOTES**
• Counts in sequence to 5 and beyond.	**(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**NOTES**
• Arranges sets of objects in one-to-one correspondence.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c) Understand that each successive number name refers to a quantity that is one larger. **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] (Include groups with up to ten objects.)	**NOTES**
• Understands that a single object is always "one" regardless of size, shape, and other attributes.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a) When counting objects, say the number names in the standard order, pairing each	**NOTES**

595
PR/Award # S419B150018
Page e719

	object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	
• Counts concrete objects to 5 and beyond.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.)	**NOTES**
• Uses math language to express quantity in everyday experiences.	**(Domain) Counting and Cardinality** **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **(Domain) Measurement & Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10.	**NOTES**
• Compares concrete quantities to determine which has more.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.)	**NOTES**

596
PR/Award # S419B150018
Page e720

• Recognizes that a set of objects remains the same amount if physically rearranged.	**(Domain) Counting and Cardinality** **(cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	**NOTES**
• Realizes that the last number counted is the total amount of objects.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	**NOTES**
• Recognizes some numerals and associates number concepts with print materials in a meaningful way.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**NOTES**
• Names and writes some numerals.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**NOTES**

Kentucky Early Childhood Standard (KYECS) MATHEMATICS (3S AND 4S)	**Kentucky Core Academic Standard (KCAS) Math for Kindergarten**	
Benchmark 1.2: Recognizes and describes shapes and spatial relationships. Developmental Continuum Items	**Domains** Geometry Measurement and Data	
• Recognizes some basic shapes.	**(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 2. Correctly name shapes regardless of their orientations or overall size.	NOTES
• Creates and duplicates shapes.	**(Domain) Geometry** **(Cluster) Analyze, compare, create, and compose shapes.** 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	NOTES
• Completes simple puzzles.	**(Domain) Geometry** **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	NOTES
• Identifies shapes.	**(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.**	NOTES

598
PR/Award # S419B150018
Page e722

	2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10.	
• Recognizes parts of a whole.	**(Domain) Geometry** **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	**NOTES**
• Recognizes the position of objects.	**(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*	**NOTES**
• Uses words that indicate directionality, order and position of objects.	**(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*	**NOTES**

Kentucky Early Childhood Standard (KYECS) MATHEMATICS (3S AND 4S)	Kentucky Core Academic Standard (KCAS) Math for Kindergarten	
Standard 1: Demonstrates general skills and uses concepts of mathematics.		
Benchmark 1.3: Uses the attributes of objects for comparison and patterning. Developmental Continuum Items	**Domains** Geometry Measurement and Data	
• Matches objects.	**(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Domain) Measurement and Data** **(Custer) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	NOTES
• Sorts objects by one or more attributes.	**(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10. **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons,**	NOTES

600

PR/Award # S419B150018
Page e724

	cubes, cones, cylinders, and spheres). 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*	
• Describes objects by one or more attributes.	**(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	**NOTES**
• Recognizes, duplicates, and extends simple patterns.	**(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	**NOTES**
• Creates original patterns.	**(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	**NOTES**

601
PR/Award # S419B150018
Page e725

Kentucky Early Childhood Standard (KYECS) MATHEMATICS (3S AND 4S)	Kentucky Core Academic Standard (KCAS) Math for Kindergarten	
Standard 1: Demonstrates general skills and uses concepts of mathematics.		
Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe Developmental Continuum Items	**Domains** Measurement and Data Counting and Cardinality Geometry	
• Compares and orders by size.	**(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 2. Correctly name shapes regardless of their orientations or overall size. **(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • Understand that the last number name said tells the number of objects counted. The	**NOTES**

602
PR/Award # S419B150018
Page e726

	number of objects is the same regardless of their arrangement or the order in which they were counted. • Understand that each successive number name refers to a quantity that is one larger.	
• Uses tools to explore measuring.	**(Cluster) Compare Numbers** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] 7. Compare two numbers between 1 and 10 presented as written numerals. [1] Include groups with up to ten objects.	NOTES
COMBINED • *Explores, compares, and describes length, weight or volume using nonstandard units.* • *Explores, compares, and describes length, weight, or volume using standard units.*	**(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* 2. Correctly name shapes regardless of their orientations or overall size.	NOTES
COMBINED • *Shows awareness of simple time concepts.* • *Categorizes and sequences time intervals and uses language associated with time in everyday situations.*	**(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	NOTES

603
PR/Award # S419B150018
Page e727

Appendix A

Kentucky Core Academic Standards

604

Math Practices (KCAS)

1. Makes sense of problems and perseveres in solving them.
2. Reason abstractly and quantitatively.
3. Construct variable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

(Domain) Counting and Cardinality (KCAS)

(Cluster) Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

(Domain) Counting and Cardinality (KCAS)

(Cluster) Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   - Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

PR/Award # S419B150018
Page e728

(Domain) Counting and Cardinality (KCAS)

(Cluster) Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]

7. Compare two numbers between 1 and 10 presented as written numerals.

[1] Include groups with up to ten objects.

(Domain) Operations & Algebraic Thinking (KCAS)

(Cluster) Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

5. Fluently add and subtract within 5.

[1] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

(Domain) Number & Operations in Base Ten (KCAS)

(Cluster) Work with numbers 11-19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

(Domain) Measurement and Data (KCAS)

(Cluster) Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

(Cluster) Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]

[1] Limit category counts to be less than or equal to 10.

(Domain) Geometry (KCAS)

(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*

2. Correctly name shapes regardless of their orientations or overall size.

3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

(Cluster) Analyze, compare, create, and compose shapes.

605

PR/Award # S419B150018
Page e729

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Appendix B

Kentucky Early Childhood Standards - MATHEMATICS (3S AND 4S)

Standard 1: Demonstrates general skills and uses concepts of mathematics.

Benchmark 1.1: Demonstrates an understanding of numbers and counting.

- Imitates rote counting using the names of the numbers.
- Counts in sequence to 5 and beyond.
- Arranges sets of objects in one-to-one correspondence.
- Understands that a single object is always "one" regardless of size, shape, other attributes.
- Uses math language to express quantity in everyday experiences.
- Compares concrete quantities to determine which has more.
- Recognizes that a set of objects remains the same amount if physically rearranged.
- Realizes that the last number counted is the total amount of objects.
- Recognizes some numerals and associates number concepts with print materials in a meaningful way.
- Names and writes some numerals.

Benchmark 1.2: Recognizes and describes shapes and spatial relationships.

- Recognizes some basic shapes.
- Creates and duplicates shapes.
- Completes simple puzzles.
- Identifies shapes.
- Recognizes parts of a whole.
- Recognizes the position of objects.
- Uses words that indicate directionality, order and position of objects.

Benchmark 1.3: Uses the attributes of objects for comparison and patterning.

- Matches objects.
- Sorts objects by one or more attributes.
- Describes objects by one or more attributes.
- Recognizes, duplicates, and extends simple patterns.
- Creates original patterns.

Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe

- Compares and orders by size.
- Uses tools to explore measuring.
- Explores, compares, and describes length, weight or volume using nonstandard units.
- Explores, compares, and describes length, weight, or volume using standard units.

607
PR/Award # S419B150018
Page e731

- Shows awareness of simple time concepts.
- Categorizes and sequences time intervals and uses language associated with time in everyday situations.

The RKI Budget Narrative follows and includes State and Subgrantee spending information.

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (G))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$ 360,000	$ 360,000	$ 360,000	$ 360,000	**$ 1,440,000**
2. Fringe Benefits	$ 216,000	$ 216,000	$ 216,000	$ 216,000	**$ 864,000**
3. Travel	$ 74,604	$ 74,604	$ 74,604	$ 74,604	**$ 298,416**
4. Equipment	$ -	$ -	$ -	$ -	**$ -**
5. Supplies	$ 55,000	$ 5,000	$ 5,000	$ 5,000	**$ 70,000**
6. Contractual	$ -	$ -	$ -	$ -	**$ -**
7. Training Stipends					**$ -**
8. Other	$ 19,396	$ 69,396	$ 69,396	$ 69,396	**$ 227,584**
9. Total Direct Costs (add lines 1-8)	**$ 725,000**	**$ 725,000**	**$ 725,000**	**$ 725,000**	**$ 2,900,000**
10. Indirect Costs*	$ -	$ -	$ -	$ -	**$ -**
11. Funds to be distributed to Subgrantees	$ 14,250,000	$ 14,250,000	$ 14,250,000	$ 14,250,000	**$ 57,000,000**
12. Funds set aside for participation in grantee technical assistance	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 100,000
13. Total Grant Funds Requested (add lines 9-12)	**$ 15,000,000**	**$ 15,000,000**	**$ 15,000,000**	**$ 15,000,000**	**$ 60,000,000**
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

READY KIDS INITATIVE (RKI) – State Project Level Budget Narrative

1) Personnel

Personnel: The following requested personnel will work on Project 1 Grant Management.					
Position	Description	Participating State Agency	% FTE	Base Salary	Total
RKI Grant Manager	Charged with financial reporting, budgets, grant scope of work, staff supervision, compliance with federal and state laws and regulations, daily grant operations, intensive federal programmatic reporting, grant project deliverables and outcomes.	Governor's Office of Early Childhood (GOEC)	100%	$65,000	$65,000
RKI Program Analyst	Assist with federal reporting, developing timeline and implementation documents, grant research and project outcomes.	GOEC	100%	$40,000	$40,000
Administrative Assistant	Assist grant manager and other staff in all aspects of implementation of PreK Expansion grant	GOEC	100%	$35,000	$35,000
RKI Quality Coaches (3)	As part of Kentucky's commitment these **three** positions will directly support each grantee to obtain their RKI goals and objectives. Primary responsibilities include	GOEC	100%	$165000	$165,000

	identification of challenges, development of strategies to meet needs, technical assistance on building collaborative models and assisting participating districts to implement the Strengthening Families framework				
RKI Professional Learning Coordinator	Work with institutions of higher education and sub-recipients to promote higher educational attainment of teachings staff participating in the project	GOEC	100%	$55,000	$55,000
Total				$360,000	$360,000

2) Fringe Benefits

All fringe benefits will be paid at a 60% rate of the annual salary, as per state regulation and approved budget. All fringe benefits will be paid by the Governor's Office of Early Childhood (GOEC).

Budget Category	**Grant Year (1a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total**
1. Personnel	$360,000	$360,000	$360,000	$360,000	$1,440,000
2. Fringe Benefits**	$216,000	$216,000	$216,000	$216,000	$864,000
Total	$576,000	$576,000	$576,000	$576,000	$2,304,000

** calculated at 60% of salaries per required state regulation – See attached letter

3) Travel

$41,604.00 Will be allocated for staff during each year of the grant. Travel amounts and frequency will vary by program staff due to job responsibilities of each position. The anticipation is that the RKI Grant Manager, RKI Quality Coaches and RKI Professional Learning Coordinator will provide more face-to-face technical assistance to sub-recipients throughout the State. The Program Analyst and Administrative Assistance will be primarily based out of the central office. Travel expenses are expected to continue for each of the four years of the grant. The figure below details the budget items by program staff.

An additional $33,000 dollars will be allocated for each year of the grant to support the RKI Subgrantee Summit. This includes costs for food, lodging, mileage, meeting facilitation and meeting space. These costs would be associated with 55 participants at about $300 per participant twice a year.

Travel Item	RKI Grant Administrator	RKI Program Analyst	Administrative Assistant	RKI Quality Coaches (3)	RKI Professional Learning Coordinator
Mileage @ .45/mile (each month for a 12 month period)	200 mi * .45 *12 = $1080	50 mi * .45 *12 = $270	10 mi * .45 * 12 = $54.00	200 mi * .45 * 12 = $1080.00 x 3 = $3240.00	50 mi * .45 *12 = $270
In-State Lodging	12 Stays * $150 = $1800	3 Stays * $150 = $450	1 stay * $150 = $150	12 Stays * $150 = $1800 x 3 = $5400	3 Stays * $150 = $450
In State Meal Reimbursement	12 Days * $30 = $360	3 Days * $30 = $90	1 Day * $30 = $30	12 Days * $30 = $360 x 3 = $1080	3 Days * $30 = $90
Out of State Lodging	5 Stays * $350 = $1750	2 Stays * $350 = $700	n/a	2 Stays * $350 = $1750	2 Stays * $350 = $700
Out of State Meal Reimbursem	12 Days * $35 = $420	3 Days * $35 = $105	n/a	12 Days * $35 = $420 * 3 $1260	3 Days * $35 = $105

ent					
Airfare	**5 Trips * $500 = $2500**	**2 Trips * $500 = $1000**	**n/a**	**5 Trips * $500 = $2500 * 3 =$7500**	**2 Trips * $500 = $1000**
Misc Travel Expenses *	**$1000**	**$500**		**$6000**	**$500**
Totals	**$8,910.00**	**$3,115.00**	**$234.00**	**$26,230.00**	**$3,115.00**

***Includes parking fees, tolls, tips, travel to and from the airport, etc.**

Year 1: $74,604.00

Year 2: $74,604.00

Year 3: $74,604.00

Year 4: $74,604.00

Total Travel: $298,416

4) Equipment

No equipment will be purchased.

5) Supplies

$55,000 for Year 1 supplies includes computers, telephones, and office improvements to accommodate 7 Grants Management Staff. $5,000 in years 2-4 support staff operations needs.

Year1: $55,000

Year 2: $5,000

Year 3: $5,000

Year 4: $5,000

Total Supplies: $70,000

6) Contractual

No contractual costs have been identified to support the State Plan

7) Training Stipends

No training stipends have been identified to support the State Plan

8) Other

Other costs to support the state plan have been identified to complete cross cabinet systems upgrades. Improvements to expand functionality in ECE-TRIS (professional development registry) and Infinite Campus (iCampus) necessary to collect and aggregate data for the State Plan.

Year 1: $19,396

Year 2: $69,396

Year 3: $69,396

Year 4: $69,396

Total Other Costs: $227,584

9) Total Direct Costs

Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)	
$725,000	$725,000	$725,000	$725,000	$2,900,000	Total Direct

10) Indirect Costs

There are no other indirect funds allocated to support the State plan.

11) Funds to be Distributed to Subgrantees

$14,250,000 each year of the grant for a total of $57,000,000. Subgrantee budget plans are summarized later in this budget narrative.

12) Funds set aside for participation in grantee technical assistance

$25,000 each grant year for a sum total of $100,000.

13) Total Funds Requested

Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
$15,000,000	$15,000,000	$15,000,000	$15,0000,000	$60,000,000

14) Other funds allocated to the state plan

The total match committed by the state, local and philanthropic partners is $(b)(4) A breakdown of match partners is shown in Section G of the narrative and in the Competitive Priority Table 1 of the required Excel spreadsheet.

15) Total Statewide Budget (add lines 13-14)

Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
(b)(4)				

Office of State Budget Director

284 Capitol Annex, 702 Capitol Avenue
Frankfort, Kentucky 40601

Steven L. Beshear
Governor

(502) 564-7300
FAX: (502) 564-6684
Internet: osbd.ky.gov

Jane C. Driskell
State Budget Director

Governor's Office for Policy and Management
Governor's Office for Economic Analysis
Governor's Office for Policy Research

Marsha Basloe
U.S. Department of Health and Human Services
370 L'Enfant Promenade, SW
901 D Street, SW; 6th Floor West
Washington, D.C. 20447

Dear Ms. Basloe:

Thank you for the assistance you have provided to the Commonwealth of Kentucky Governor's Office of Early Childhood in finalizing the budget for the Race to the Top Early Learning Challenge Grant. It is my understanding that you have requested additional information regarding the calculation of the fringe rate on salaries for the personnel portion of the grant budget.

My office suggested that an average (b) % fringe rate on salaries should be used for calculating personnel costs. This percentage is a combination of the employer share of FICA, retirement, health insurance and life insurance. Both FICA and retirement are calculated as a percentage of salary with the employer share of FICA at (b) % of salary and retirement for non-hazardous employees at the actuarial required calculation as required by Kentucky Revised Statues (KRS) (b)(4) and (b)(4) at (b)(4) % of salary, this rate is in effect for state fiscal years 2014-15 and 2015-16. Life insurance is a fixed amount per employee of $(b)(4) per year. The employer share of health insurance is variable depending on the plan the employee chooses and the dependent coverage, the Commonwealth of Kentucky currently offers four plans with options of single, couple, parent plus, family and cross-reference. The employer costs calculated for FY 2014-15 range from (b)(4) for the lowest employer cost plan option (single, smoker, catastrophic plan) to $(b)(4) for the highest employer cost plan option (family, non-smoker, premium plan). If an employee has the lowest cost option for health insurance the fringe percentage calculates at (b)(4) % but if an employee has the highest cost option for health insurance the fringe percentage calculates at (b)(4) %. Due to this range we suggested the agency utilize a (b) % fringe rate for the grant budget calculation.

If you have additional questions regarding the information provided please contact me at (502) 564-7300.

Sincerely

(b)(6)

Jane C. Driskell
State Budget Director

Subgrantee Budget Narrative – New Preschool Slots

The total amount subgranted over the 4-year performance period is $57,000,000, which is 95% of the total grant funds. The amount of funds budgeted for new slots is $30,253,896 or 50.4% of the total 4-year budget (Competitive Preference).

Subgrantees will create 2,027 new Preschool slots over the 4 year grant period. The average cost once all slots are created is $3,791. Total costs for improved slots are synthesized in Table 1 and the anticipated expenditures are then disaggregated below by Subgrantee and delineated by federal category.

Table 1: ***Cumulative Subgrantee Budget Costs for New Slots***

Budget Category	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$3,420,471	$4,217,123	$4,338,584	$4,801,179	$16,777,357
2. Fringe	$1,000,935	$1,274,941	$1,308,593	$1,427,863	$5,012,332
3. Travel	$83,462	$78,815	$78,506	$83,412	S324,195
4. Equipment	$1,424,139	$1,225,401	$991,852	$520,644	$4,162,036
5. Supplies	$377,180	$75,288	$74,488	$74,487	S601,443
6. Contractual	$466,754	$365,594	$371,404	$381,594	$1,585,346
7. Training Stipends	$48,075	$18,075	$18,075	$18,075	S102,300
8. Other	$558,727	$376,720	$376,720	$376,720	$1,688,887
9. Total Direct	$7,379,743	$7,631,957	$7,558,222	$7,683,974	$30,253,896
10. Indirect Costs	$0	$0	$0	$0	S0
12. Total Costs	$7,379,743	$7,631,957	$7,558,222	$7,683,974	$30,253,896

Budget Summary for New Preschool Slot

Subgrantee 1: Jefferson County

Number of New Preschool Slots: 1000 *By YR 4 (556 in YR 1, 708 in YR 2, 812 in YR 3)*

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$1,568,953	$1,933,148	$2,006,875	$2,422,371	$7,931,347
Fringe Benefits	$392,238	$483,287	$501,718	$605,592	$1,982,835
Travel	$25,262	$27,115	$26,806	$31,712	$110,895
Equipment	$1,013,678	$901,000	$809,151	$284,875	$3,008,704
Supplies	$265,212	$39,750	$39,750	$39,750	$384,462
Contractual	$0	$0	$0	$0	$0
Training Stipends	$0	$0	$0	$0	$0
Other	$484,657	$365,700	$365,700	$365,700	$1,581,757
Total Direct Costs	$3,750,000	$3,750,000	$3,750,000	$3,750,000	$15,000,000
Indirect Costs	$0	$0	$0	$0	$0
Total Costs for New Slots	**$3,750,000**	**$3,750,000**	**$3,750,000**	**$3,750,000**	**$15,000,000**

Budget Summary for New Preschool Slot

Subgrantee 2: United Way - Success by 6®

Number of New Preschool Slots: 600

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$1,140,610	$1,175,610	$1,210,610	$1,244,722	$4,771,552
Fringe Benefits	$394,828	$414,828	$424,828	$434,899	$1,669,383
Travel	$15,200	$15,200	$15,200	$15,200	$60,800
Equipment	$234,755	$274,172	$135,172	$161,240	$805,339
Supplies	$29,938	$29,938	$29,938	$29,937	$119,751
Contractual	$360,594	$365,594	$371,404	$381,594	$1,479,186
Training Stipends	$48,075	$18,075	$18,075	$18,075	$102,300
Other	$6,970	$6,970	$6,970	$6,970	$27,880
Total Direct Costs	$2,230,970	$2,300,387	$2,212,197	$2,292,637	$9,036,191
Indirect Costs	$0	$0	$0	$0	$0
Total Costs for New Slots	**$2,230,970**	**$2,300,387**	**$2,212,197**	**$2,292,637**	**$9,036,191**

Budget Summary for New Preschool Slot

Subgrantee 3: KCEOC

Number of New Preschool Slots: 280

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$319,192	$716,649	$729,383	$742,370	$2,507,594
Fringe Benefits	$130,869	$293,826	$299,047	$304,372	$1,028,114
Travel	$43,000	$36,500	$36,500	$36,500	S152,500
Equipment	$143,477	$18,000	$15,300	$42,300	S219,077
Supplies	$82,030	$5,600	$4,800	$4,800	$97,230
Contractual	$106,160	$0	$0	$0	S106,160
Training Stipends	$0	$0	$0	$0	S0
Other	$67,100	$4,050	$4,050	$4,050	$79,250
Total Direct Costs	$891,828	$1,074,625	$1,089,080	$1,134,392	$4,189,925
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for New Slots	**$891,828**	**$1,074,625**	**$1,089,080**	**$1,134,392**	**$4,189,925**

Budget Summary for New Preschool Slot

Subgrantee 4: LKLP

Number of New Preschool Slots: 147

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$391,716	$391,716	$391,716	$391,716	$1,566,864
Fringe Benefits	$83,000	$83,000	$83,000	$83,000	S332,000
Travel	$0	$0	$0	$0	S0
Equipment	$32,229	$32,229	$32,229	$32,229	S128,916
Supplies	$0	$0	$0	$0	S0
Contractual	$0	$0	$0	$0	S0
Training Stipends	$0	$0	$0	$0	S0
Other	$0	$0	$0	$0	S0
Total Direct Costs	$506,945	$506,945	$506,945	$506,945	$2,027,780
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for New Slots	**$506,945**	**$506,945**	**$506,945**	**$506,945**	**$2,027,780**

Subgrantee Budget Narrative – Improved Preschool Slots

As discussed in the project narrative, the Ready Kids Initiative will improve 1,706 Preschool slots during 4-year grant period at a 4-year cost of $26,746,104. The average cost per year for each improved slot is $3,919. A needs assessment and cost analysis were performed by each Subgrantee. Total costs for improved slots are synthesized in Table 2 and the anticipated expenditures are then disaggregated below by Subgrantee and delineated by federal category.

Table 2: ***Cumulative Subgrantee Budget Costs for Improved Slots***

Budget Category	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$2,947,693	$3,632,966	$3,738,614	$4,148,392	$14,467,665
2. Fringe	$892,521	$1,085,786	$1,111,284	$1,215,559	$4,305,150
3. Travel	$80,790	$84,933	$84,659	$89,010	$339,392
4. Equipment	$1,619,013	$1,094,646	$1,041,509	$400,353	$4,155,521
5. Supplies	$464,736	$158,348	$158,348	$158,348	$939,780
6. Contractual	$2,050	$2,700	$2,700	$2,700	$10,150
7. Training Stipends	$231,796	$149,796	$148,796	$148,796	$679,184
8. Other	$631,658	$408,868	$405,868	$402,868	$1,849,262
9. Total Direct	$6,870,257	$6,618,043	$6,691,778	$6,566,026	$26,746,104
10. Indirect Costs	$0	$0	$0	$0	$0
12. Total Costs	$6,870,257	$6,618,043	$6,691,778	$6,566,026	$26,746,104

Budget Summary for Improved Preschool Slots

Subgrantee 1: Jefferson County

Number of Improved Preschool Slots: 993

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$1,430,958	$1,753,924	$1,819,304	$2,187,762	$7,191,948
Fringe Benefits	$357,740	$438,481	$454,826	$546,941	$1,797,988
Travel	$22,402	$24,045	$23,771	$28,122	$98,340
Equipment	$898,922	$799,000	$717,549	$252,625	$2,668,096
Supplies	$235,188	$35,250	$35,250	$35,250	S340,938
Contractual	$0	$0	$0	$0	S0
Training Stipends	$0	$0	$0	$0	S0
Other	$429,790	$324,300	$324,300	$324,300	$1,402,690
Total Direct Costs	$3,375,000	$3,375,000	$3,375,000	$3,375,000	$13,500,000
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for Improved Slots	**$3,375,000**	**$3,375,000**	**$3,375,000**	**$3,375,000**	**$13,500,000**

Budget Summary for Improved Preschool Slots

Subgrantee 2: United Way - Success by 6®

Number of Improved Preschool Slots: 440

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$1,116,054	$1,223,426	$1,256,070	$1,289,615	$4,885,165
Fringe Benefits	$384,828	$392,828	$398,855	$407,828	$1,584,339
Travel	$13,888	$13,888	$13,888	$13,888	$55,552
Equipment	$230,567	$127,778	$178,297	$55,339	$591,981
Supplies	$33,375	$33,375	$33,375	$33,375	$133,500
Contractual	$0	$0	$0	$0	S0
Training Stipends	$189,750	$107,750	$106,750	$106,750	$511,000
Other	$75,568	$75,568	$75,568	$75,568	$302,272
Total Direct Costs	$2,044,030	$1,974,613	$2,062,803	$1,982,363	$8,063,809
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for Improved Slots	**$2,044,030**	**$1,974,613**	**$2,062,803**	**$1,982,363**	**$8,063,809**

Budget Summary for Improved Preschool Slot

Subgrantee 3: KCEOC
Number of Improved Preschool Slots: 160

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$262,223	$517,158	$524,782	$532,557	$1,836,720
Fringe Benefits	$107,511	$212,035	$215,161	$218,348	$753,055
Travel	$44,500	$47,000	$47,000	$47,000	$185,500
Equipment	$405,638	$83,982	$61,777	$8,503	$559,900
Supplies	$154,950	$48,500	$48,500	$48,500	$300,450
Contractual	$2,050	$2,700	$2,700	$2,700	$10,150
Training Stipends	$0	$0	$0	$0	$0
Other	$126,300	$9,000	$6,000	$3,000	$144,300
Total Direct Costs	$1,103,172	$920,375	$905,920	$860,608	$3,790,075
Indirect Costs	$0	$0	$0	$0	$0
Total Costs for Improved Slots	**$1,103,172**	**$920,375**	**$905,920**	**$860,608**	**$3,790,075**

Budget Summary for Improved Preschool Slot

Subgrantee 4: LKLP
Number of Improved Preschool Slots: 113

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$138,458	$138,458	$138,458	$138,458	$553,832
Fringe Benefits	$42,442	$42,442	$42,442	$42,442	$169,768
Travel	$0	$0	$0	$0	$0
Equipment	$83,886	$83,886	$83,886	$83,886	$335,544
Supplies	$41,223	$41,223	$41,223	$41,223	$164,892
Contractual	$0	$0	$0	$0	$0
Training Stipends	$42,046	$42,046	$42,046	$42,046	$168,184
Other	$0	$0	$0	$0	$0
Total Direct Costs	$348,055	$348,055	$348,055	$348,055	$1,392,220
Indirect Costs	$0	$0	$0	$0	$0
Total Costs for Improved Slots	**$348,055**	**$348,055**	**$348,055**	**$348,055**	**$1,392,220**

Competitive Priority 1 Table						
Types of Match	*Increased* State Funding in Fiscal Year 2014	Year 1	Year 2	Year 3	Year 4	**TOTAL**
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Table A	Correct	Correct	Correct	Correct	Correct	Correct

Table B									
State Fiscal Year	1:State Funding	2: Local Funding	3: Philanthropic /Private Funding (if applicable)	4: Number of Four-Year Old Children	5: Number of Four-Year Olds at or below 200% FPL	6: Four-Year Olds Served in the State Preschool Program		7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
						#	%	#	%
2014	(b)(4)								
2013									
2012									
2011									

Non Responsive

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** Budget Narrative.pdf

Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative

The RKI Budget Narrative follows and includes State and Subgrantee spending information.

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (G))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$ 360,000	$ 360,000	$ 360,000	$ 360,000	**$ 1,440,000**
2. Fringe Benefits	$ 216,000	$ 216,000	$ 216,000	$ 216,000	**$ 864,000**
3. Travel	$ 74,604	$ 74,604	$ 74,604	$ 74,604	**$ 298,416**
4. Equipment	$ -	$ -	$ -	$ -	**$ -**
5. Supplies	$ 55,000	$ 5,000	$ 5,000	$ 5,000	**$ 70,000**
6. Contractual	$ -	$ -	$ -	$ -	**$ -**
7. Training Stipends					**$ -**
8. Other	$ 19,396	$ 69,396	$ 69,396	$ 69,396	**$ 227,584**
9. Total Direct Costs (add lines 1-8)	**$ 725,000**	**$ 725,000**	**$ 725,000**	**$ 725,000**	**$ 2,900,000**
10. Indirect Costs*	$ -	$ -	$ -	$ -	**$ -**
11. Funds to be distributed to Subgrantees	$ 14,250,000	$ 14,250,000	$ 14,250,000	$ 14,250,000	**$ 57,000,000**
12. Funds set aside for participation in grantee technical assistance	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 100,000
13. Total Grant Funds Requested (add lines 9-12)	**$ 15,000,000**	**$ 15,000,000**	**$ 15,000,000**	**$ 15,000,000**	**$ 60,000,000**
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

READY KIDS INITATIVE (RKI) – State Project Level Budget Narrative

1) Personnel

Personnel: The following requested personnel will work on Project 1 Grant Management.					
Position	Description	Participating State Agency	% FTE	Base Salary	Total
RKI Grant Manager	Charged with financial reporting, budgets, grant scope of work, staff supervision, compliance with federal and state laws and regulations, daily grant operations, intensive federal programmatic reporting, grant project deliverables and outcomes.	Governor's Office of Early Childhood (GOEC)	100%	$65,000	$65,000
RKI Program Analyst	Assist with federal reporting, developing timeline and implementation documents, grant research and project outcomes.	GOEC	100%	$40,000	$40,000
Administrative Assistant	Assist grant manager and other staff in all aspects of implementation of PreK Expansion grant	GOEC	100%	$35,000	$35,000
RKI Quality Coaches (3)	As part of Kentucky's commitment these **three** positions will directly support each grantee to obtain their RKI goals and objectives. Primary responsibilities include	GOEC	100%	$165000	$165,000

	identification of challenges, development of strategies to meet needs, technical assistance on building collaborative models and assisting participating districts to implement the Strengthening Families framework				
RKI Professional Learning Coordinator	Work with institutions of higher education and sub-recipients to promote higher educational attainment of teachings staff participating in the project	GOEC	100%	$55,000	$55,000
Total				$360,000	$360,000

2) Fringe Benefits

All fringe benefits will be paid at a 60% rate of the annual salary, as per state regulation and approved budget. All fringe benefits will be paid by the Governor's Office of Early Childhood (GOEC).

Budget Category	**Grant Year (1a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total**
1. Personnel	$360,000	$360,000	$360,000	$360,000	$1,440,000
2. Fringe Benefits**	$216,000	$216,000	$216,000	$216,000	$864,000
Total	$576,000	$576,000	$576,000	$576,000	$2,304,000

** calculated at 60% of salaries per required state regulation – See attached letter

3) Travel

$41,604.00 Will be allocated for staff during each year of the grant. Travel amounts and frequency will vary by program staff due to job responsibilities of each position. The anticipation is that the RKI Grant Manager, RKI Quality Coaches and RKI Professional Learning Coordinator will provide more face-to-face technical assistance to sub-recipients throughout the State. The Program Analyst and Administrative Assistance will be primarily based out of the central office. Travel expenses are expected to continue for each of the four years of the grant. The figure below details the budget items by program staff.

An additional $33,000 dollars will be allocated for each year of the grant to support the RKI Subgrantee Summit. This includes costs for food, lodging, mileage, meeting facilitation and meeting space. These costs would be associated with 55 participants at about $300 per participant twice a year.

Travel Item	RKI Grant Administrator	RKI Program Analyst	Administrative Assistant	RKI Quality Coaches (3)	RKI Professional Learning Coordinator
Mileage @ .45/mile (each month for a 12 month period)	200 mi * .45 *12 = $1080	50 mi * .45 *12 = $270	10 mi * .45 * 12 = $54.00	200 mi * .45 * 12 = $1080.00 x 3 = $3240.00	50 mi * .45 *12 = $270
In-State Lodging	12 Stays * $150 = $1800	3 Stays * $150 = $450	1 stay * $150 = $150	12 Stays * $150 = $1800 x 3 = $5400	3 Stays * $150 = $450
In State Meal Reimbursement	12 Days * $30 = $360	3 Days * $30 = $90	1 Day * $30 = $30	12 Days * $30 = $360 x 3 = $1080	3 Days * $30 = $90
Out of State Lodging	5 Stays * $350 = $1750	2 Stays * $350 = $700	n/a	2 Stays * $350 = $1750	2 Stays * $350 = $700
Out of State Meal Reimbursem	12 Days * $35 = $420	3 Days * $35 = $105	n/a	12 Days * $35 = $420 * 3 $1260	3 Days * $35 = $105

ent					
Airfare	**5 Trips * $500 = $2500**	**2 Trips * $500 = $1000**	**n/a**	**5 Trips * $500 = $2500 * 3 =$7500**	**2 Trips * $500 = $1000**
Misc Travel Expenses *	**$1000**	**$500**		**$6000**	**$500**
Totals	**$8,910.00**	**$3,115.00**	**$234.00**	**$26,230.00**	**$3,115.00**

***Includes parking fees, tolls, tips, travel to and from the airport, etc.**

Year 1: $74,604.00

Year 2: $74,604.00

Year 3: $74,604.00

Year 4: $74,604.00

Total Travel: $298,416

4) Equipment

No equipment will be purchased.

5) Supplies

$55,000 for Year 1 supplies includes computers, telephones, and office improvements to accommodate 7 Grants Management Staff. $5,000 in years 2-4 support staff operations needs.

Year1: $55,000

Year 2: $5,000

Year 3: $5,000

Year 4: $5,000

Total Supplies: $70,000

6) Contractual

No contractual costs have been identified to support the State Plan

7) Training Stipends

No training stipends have been identified to support the State Plan

8) Other

Other costs to support the state plan have been identified to complete cross cabinet systems upgrades. Improvements to expand functionality in ECE-TRIS (professional development registry) and Infinite Campus (iCampus) necessary to collect and aggregate data for the State Plan

Year 1: $19,396

Year 2: $69,396

Year 3: $69,396

Year 4: $69,396

Total Other Costs: $227,584

9) Total Direct Costs

Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)	
$725,000	$725,000	$725,000	$725,000	$2,900,000	Total Direct

10) Indirect Costs

There are no other indirect funds allocated to support the State plan.

11) Funds to be Distributed to Subgrantees

$14,250,000 each year of the grant for a total of $57,000,000. Subgrantee budget plans are summarized later in this budget narrative.

12) Funds set aside for participation in grantee technical assistance

$25,000 each grant year for a sum total of $100,000.

13) Total Funds Requested

Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
$15,000,000	$15,000,000	$15,000,000	$15,0000,000	$60,000,000

14) Other funds allocated to the state plan

The total match committed by the state, local and philanthropic partners is $(b)(4). A breakdown of match partners is shown in Section G of the narrative and in the Competitive Priority Table 1 of the required Excel spreadsheet.

15) Total Statewide Budget (add lines 13-14)

Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
(b)(4)				

Office of State Budget Director

284 Capitol Annex, 702 Capitol Avenue
Frankfort, Kentucky 40601

Steven L. Beshear
Governor

(502) 564-7300
FAX: (502) 564-6684
Internet: osbd.ky.gov

Jane C. Driskell
State Budget Director

Governor's Office for Policy and Management
Governor's Office for Economic Analysis
Governor's Office for Policy Research

Marsha Basloe
U.S. Department of Health and Human Services
370 L'Enfant Promenade, SW
901 D Street, SW; 6th Floor West
Washington, D.C. 20447

Dear Ms. Basloe:

Thank you for the assistance you have provided to the Commonwealth of Kentucky Governor's Office of Early Childhood in finalizing the budget for the Race to the Top Early Learning Challenge Grant. It is my understanding that you have requested additional information regarding the calculation of the fringe rate on salaries for the personnel portion of the grant budget.

My office suggested that an average (b)(4) % fringe rate on salaries should be used for calculating personnel costs. This percentage is a combination of the employer share of FICA, retirement, health insurance and life insurance. Both FICA and retirement are calculated as a percentage of salary with the employer share of FICA at (b)(4) % of salary and retirement for non-hazardous employees at the actuarial required calculation as required by Kentucky Revised Statues (KRS) (b)(4) and (b)(4) at (b)(4) % of salary, this rate is in effect for state fiscal years 2014-15 and 2015-16. Life insurance is a fixed amount per employee of $(b)(4) per year. The employer share of health insurance is variable depending on the plan the employee chooses and the dependent coverage, the Commonwealth of Kentucky currently offers four plans with options of single, couple, parent plus, family and cross-reference. The employer costs calculated for FY 2014-15 range from $(b)(4) for the lowest employer cost plan option (single, smoker, catastrophic plan) to $(b)(4) for the highest employer cost plan option (family, non-smoker, premium plan). If an employee has the lowest cost option for health insurance the fringe percentage calculates at (b)(4) % but if an employee has the highest cost option for health insurance the fringe percentage calculates at (b)(4) %. Due to this range we suggested the agency utilize a (b) % fringe rate for the grant budget calculation.

If you have additional questions regarding the information provided please contact me at (502) 564-7300.

Sincerely

(b)(6)

Jane C. Driskell
State Budget Director

Subgrantee Budget Narrative – New Preschool Slots

The total amount subgranted over the 4-year performance period is $57,000,000, which is 95% of the total grant funds. The amount of funds budgeted for new slots is $30,253,896 or 50.4% of the total 4-year budget (Competitive Preference).

Subgrantees will create 2,027 new Preschool slots over the 4 year grant period. The average cost once all slots are created is $3,791. Total costs for improved slots are synthesized in Table 1 and the anticipated expenditures are then disaggregated below by Subgrantee and delineated by federal category.

Table 1: ***Cumulative Subgrantee Budget Costs for New Slots***

Budget Category	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$3,420,471	$4,217,123	$4,338,584	$4,801,179	$16,777,357
2. Fringe	$1,000,935	$1,274,941	$1,308,593	$1,427,863	$5,012,332
3. Travel	$83,462	$78,815	$78,506	$83,412	S324,195
4. Equipment	$1,424,139	$1,225,401	$991,852	$520,644	$4,162,036
5. Supplies	$377,180	$75,288	$74,488	$74,487	S601,443
6. Contractual	$466,754	$365,594	$371,404	$381,594	$1,585,346
7. Training Stipends	$48,075	$18,075	$18,075	$18,075	S102,300
8. Other	$558,727	$376,720	$376,720	$376,720	$1,688,887
9. Total Direct	$7,379,743	$7,631,957	$7,558,222	$7,683,974	$30,253,896
10. Indirect Costs	$0	$0	$0	$0	S0
12. Total Costs	$7,379,743	$7,631,957	$7,558,222	$7,683,974	$30,253,896

Budget Summary for New Preschool Slot

Subgrantee 1: Jefferson County

Number of New Preschool Slots: 1000 *By YR 4 (556 in YR 1, 708 in YR 2, 812 in YR 3)*

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$1,568,953	$1,933,148	$2,006,875	$2,422,371	$7,931,347
Fringe Benefits	$392,238	$483,287	$501,718	$605,592	$1,982,835
Travel	$25,262	$27,115	$26,806	$31,712	$110,895
Equipment	$1,013,678	$901,000	$809,151	$284,875	$3,008,704
Supplies	$265,212	$39,750	$39,750	$39,750	$384,462
Contractual	$0	$0	$0	$0	$0
Training Stipends	$0	$0	$0	$0	$0
Other	$484,657	$365,700	$365,700	$365,700	$1,581,757
Total Direct Costs	$3,750,000	$3,750,000	$3,750,000	$3,750,000	$15,000,000
Indirect Costs	$0	$0	$0	$0	$0
Total Costs for New Slots	**$3,750,000**	**$3,750,000**	**$3,750,000**	**$3,750,000**	**$15,000,000**

Budget Summary for New Preschool Slot

Subgrantee 2: United Way - Success by 6®

Number of New Preschool Slots: 600

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$1,140,610	$1,175,610	$1,210,610	$1,244,722	$4,771,552
Fringe Benefits	$394,828	$414,828	$424,828	$434,899	$1,669,383
Travel	$15,200	$15,200	$15,200	$15,200	$60,800
Equipment	$234,755	$274,172	$135,172	$161,240	$805,339
Supplies	$29,938	$29,938	$29,938	$29,937	$119,751
Contractual	$360,594	$365,594	$371,404	$381,594	$1,479,186
Training Stipends	$48,075	$18,075	$18,075	$18,075	$102,300
Other	$6,970	$6,970	$6,970	$6,970	$27,880
Total Direct Costs	$2,230,970	$2,300,387	$2,212,197	$2,292,637	$9,036,191
Indirect Costs	$0	$0	$0	$0	$0
Total Costs for New Slots	**$2,230,970**	**$2,300,387**	**$2,212,197**	**$2,292,637**	**$9,036,191**

Budget Summary for New Preschool Slot

Subgrantee 3: KCEOC

Number of New Preschool Slots: 280

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$319,192	$716,649	$729,383	$742,370	$2,507,594
Fringe Benefits	$130,869	$293,826	$299,047	$304,372	$1,028,114
Travel	$43,000	$36,500	$36,500	$36,500	S152,500
Equipment	$143,477	$18,000	$15,300	$42,300	S219,077
Supplies	$82,030	$5,600	$4,800	$4,800	$97,230
Contractual	$106,160	$0	$0	$0	S106,160
Training Stipends	$0	$0	$0	$0	S0
Other	$67,100	$4,050	$4,050	$4,050	$79,250
Total Direct Costs	$891,828	$1,074,625	$1,089,080	$1,134,392	$4,189,925
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for New Slots	**$891,828**	**$1,074,625**	**$1,089,080**	**$1,134,392**	**$4,189,925**

Budget Summary for New Preschool Slot

Subgrantee 4: LKLP

Number of New Preschool Slots: 147

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$391,716	$391,716	$391,716	$391,716	$1,566,864
Fringe Benefits	$83,000	$83,000	$83,000	$83,000	S332,000
Travel	$0	$0	$0	$0	S0
Equipment	$32,229	$32,229	$32,229	$32,229	S128,916
Supplies	$0	$0	$0	$0	S0
Contractual	$0	$0	$0	$0	S0
Training Stipends	$0	$0	$0	$0	S0
Other	$0	$0	$0	$0	S0
Total Direct Costs	$506,945	$506,945	$506,945	$506,945	$2,027,780
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for New Slots	**$506,945**	**$506,945**	**$506,945**	**$506,945**	**$2,027,780**

Subgrantee Budget Narrative – Improved Preschool Slots

As discussed in the project narrative, the Ready Kids Initiative will improve 1,706 Preschool slots during 4-year grant period at a 4-year cost of $26,746,104. The average cost per year for each improved slot is $3,919. A needs assessment and cost analysis were performed by each Subgrantee. Total costs for improved slots are synthesized in Table 2 and the anticipated expenditures are then disaggregated below by Subgrantee and delineated by federal category.

Table 2: ***Cumulative Subgrantee Budget Costs for Improved Slots***

Budget Category	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$2,947,693	$3,632,966	$3,738,614	$4,148,392	$14,467,665
2. Fringe	$892,521	$1,085,786	$1,111,284	$1,215,559	$4,305,150
3. Travel	$80,790	$84,933	$84,659	$89,010	$339,392
4. Equipment	$1,619,013	$1,094,646	$1,041,509	$400,353	$4,155,521
5. Supplies	$464,736	$158,348	$158,348	$158,348	$939,780
6. Contractual	$2,050	$2,700	$2,700	$2,700	$10,150
7. Training Stipends	$231,796	$149,796	$148,796	$148,796	$679,184
8. Other	$631,658	$408,868	$405,868	$402,868	$1,849,262
9. Total Direct	$6,870,257	$6,618,043	$6,691,778	$6,566,026	$26,746,104
10. Indirect Costs	$0	$0	$0	$0	$0
12. Total Costs	$6,870,257	$6,618,043	$6,691,778	$6,566,026	$26,746,104

Budget Summary for Improved Preschool Slots

Subgrantee 1: Jefferson County

Number of Improved Preschool Slots: 993

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$1,430,958	$1,753,924	$1,819,304	$2,187,762	$7,191,948
Fringe Benefits	$357,740	$438,481	$454,826	$546,941	$1,797,988
Travel	$22,402	$24,045	$23,771	$28,122	$98,340
Equipment	$898,922	$799,000	$717,549	$252,625	$2,668,096
Supplies	$235,188	$35,250	$35,250	$35,250	S340,938
Contractual	$0	$0	$0	$0	S0
Training Stipends	$0	$0	$0	$0	S0
Other	$429,790	$324,300	$324,300	$324,300	$1,402,690
Total Direct Costs	$3,375,000	$3,375,000	$3,375,000	$3,375,000	$13,500,000
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for Improved Slots	**$3,375,000**	**$3,375,000**	**$3,375,000**	**$3,375,000**	**$13,500,000**

Budget Summary for Improved Preschool Slots

Subgrantee 2: United Way - Success by 6®

Number of Improved Preschool Slots: 440

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$1,116,054	$1,223,426	$1,256,070	$1,289,615	$4,885,165
Fringe Benefits	$384,828	$392,828	$398,855	$407,828	$1,584,339
Travel	$13,888	$13,888	$13,888	$13,888	$55,552
Equipment	$230,567	$127,778	$178,297	$55,339	$591,981
Supplies	$33,375	$33,375	$33,375	$33,375	$133,500
Contractual	$0	$0	$0	$0	S0
Training Stipends	$189,750	$107,750	$106,750	$106,750	$511,000
Other	$75,568	$75,568	$75,568	$75,568	$302,272
Total Direct Costs	$2,044,030	$1,974,613	$2,062,803	$1,982,363	$8,063,809
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for Improved Slots	**$2,044,030**	**$1,974,613**	**$2,062,803**	**$1,982,363**	**$8,063,809**

Budget Summary for Improved Preschool Slot

Subgrantee 3: KCEOC

Number of Improved Preschool Slots: 160

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$262,223	$517,158	$524,782	$532,557	$1,836,720
Fringe Benefits	$107,511	$212,035	$215,161	$218,348	S753,055
Travel	$44,500	$47,000	$47,000	$47,000	S185,500
Equipment	$405,638	$83,982	$61,777	$8,503	S559,900
Supplies	$154,950	$48,500	$48,500	$48,500	S300,450
Contractual	$2,050	$2,700	$2,700	$2,700	$10,150
Training Stipends	$0	$0	$0	$0	S0
Other	$126,300	$9,000	$6,000	$3,000	S144,300
Total Direct Costs	$1,103,172	$920,375	$905,920	$860,608	$3,790,075
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for Improved Slots	**$1,103,172**	**$920,375**	**$905,920**	**$860,608**	**$3,790,075**

Budget Summary for Improved Preschool Slot

Subgrantee 4: LKLP

Number of Improved Preschool Slots: 113

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	$138,458	$138,458	$138,458	$138,458	S553,832
Fringe Benefits	$42,442	$42,442	$42,442	$42,442	S169,768
Travel	$0	$0	$0	$0	S0
Equipment	$83,886	$83,886	$83,886	$83,886	S335,544
Supplies	$41,223	$41,223	$41,223	$41,223	S164,892
Contractual	$0	$0	$0	$0	S0
Training Stipends	$42,046	$42,046	$42,046	$42,046	S168,184
Other	$0	$0	$0	$0	S0
Total Direct Costs	$348,055	$348,055	$348,055	$348,055	$1,392,220
Indirect Costs	$0	$0	$0	$0	S0
Total Costs for Improved Slots	**$348,055**	**$348,055**	**$348,055**	**$348,055**	**$1,392,220**

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Commonwealth of Kentucky

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Commonwealth of Kentucky		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Terry		Tolan	

Address:

Street1: 125 Holmes Street
Street2:
City: Frankfort
County:
State: KY: Kentucky
Zip Code: 40601
Country: USA: UNITED STATES

Phone Number (give area code): 5027820198
Fax Number (give area code): 5025642410

Email Address: terry.tolan@ky.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.