

APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

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MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between Governor’s Office of Early Childhood (“Lead Agency”) and Governor’s Office of Early Childhood (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

Selection Criterion	Participating Party	Type of Participation
		Plan cross program implementation (SF Coordinator) Implement Train the Trainers program (SF Leadership Team) Develop implementation plan including measurement system (SF Coordinator) Build Local Awareness (SF Coordinator) (SF Leadership Team) Implement local agency and organization training (SF Coordinator) (SF Leadership Team) Map State Systems (SF Coordinator) (SF Leadership Team) Embed SF Logic Model into request for proposals for CECCs and FRYSC (SF Leadership Team) Staff the Parent Advisory Council (SF Coordinator) Embed SF Logic Model into Regional Interagency Committees (SF Leadership Team) Develop Parent Cafés and training statewide (SF Coordinator) Evaluate outcomes, delivery system and sustainability (SF Coordinator) (SF Leadership Team)
(D)(1)	Early Childhood Advisory Council; Governor's Office of Early Childhood; Head Start Collaboration Office	Lead research on ECE-TRIS system requirements for new interface Oversee ECE-TRIS pilot and implementation Lead statewide Strengthening Families and Adult/Child Interaction Trainings

(b)(6)

Signature (Authorized Representative of Lead Agency)

10/14/13
Date

(b)(6)

Signature (Authorized Representative of Participating State Agency)

10/14/13
Date

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	Early Childhood Advisory Council; Governor’s Office of Early Childhood; Head Start Collaboration Office	<ul style="list-style-type: none"> • Provide staff support for STARS Redesign Workgroup; complete differentiated grids, establish comparability across programs and raters • Cooperate with KDE and CHFS to ensure inter-rater reliability established • Establish pilot parameters with STARS Redesign Workgroup • Introduce legislation to transition to mandatory participation in the TQRIS • Implement TQRIS pilot in all early learning and development programs • Lead STARS Redesign Workgroup in TQRIS pilot evaluation with contracted evaluator • Lead TQRIS initiative to include all early learning and development programs, state-funded preschool and Head Start • Support CHFS in introduction of policy for all programs receiving CCAP reimbursement are rated (2 or 3) or above
(B)(2) – (B)(5)	Please see B(1). All steps of the implementation plan for B(1)-B(5) are inter-related.	
(C)(1)	Early Childhood Advisory Council; Governor’s Office of Early Childhood; Head Start Collaboration Office	<ul style="list-style-type: none"> • Cooperate with KDE to develop training modules around all five domains of school readiness • Assist KDE and CHFS to identify effective trainer(s) in school readiness domains • Assist in development and dissemination of training materials for Early Childhood Standards
(C)(4)	Early Childhood Advisory Council; Governor’s Office of Early Childhood; Head Start Collaboration Office	Provide staff support to Strengthening Families Leadership Team Engage a Strengthening Families (SF) Coordinator Participate in Leadership Team SF Trainings Facilitate State Leadership Meetings (SF Coordinator)

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) _____ 10/14/13
Signature _____ Date

____Terry S. Tolan_____ Executive Director_____
Print Name Title

Authorized Representative of Participating State Agency:

(b)(6) _____ 10/14/13
Signature _____ Date

____Terry S. Tolan_____ Executive Director_____
Print Name Title

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initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

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V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) _____ 10/14/13
Signature Date
Terry S. _____
Print Name Title

Authorized Representative of Participating State Agency:

(b)(6) _____ 10/14/2013
Signature Date
(b)(6) _____
Print Name Title Secretary of Cabinet

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	Cabinet for Health and Family Services Division of Child Care	<ul style="list-style-type: none"> • Engage a STARS Project Coordinator • Inter-rater reliability established is established between KDE and CHFS • Participates in STARS Redesign Workgroup; establishes parameters for pilots • Draft regulation change to require licensing for 2 or more non relative children • Adequately staff newly redesigned TQRIS • Implement TQRIS Pilot • Participate in TQRIS pilot evaluation • Facilitate, in cooperation with KDE and Head Start, all public preschool and school based Head Start are brought into the TQRIS with KDE & Head Start • Fully integrate all publicly funded programs into TQRIS in accordance with CCDF Requirements • Implement policy of all programs receiving CCAP reimbursement are rated in accordance with CCDF Requirements
(B)(2) – (B)(5)	Please see B(1). All steps of the implementation plan for B(1)-B(5) are inter-related.	
(C)(4)	<p>Cabinet for Health and Family Services</p> <p>Family Resource and Youth Service Center (FRYSC)</p>	<ul style="list-style-type: none"> • Participation in Strengthening Families Leadership Team • Protective factors are embedded in TQRIS • Protective Factors woven into all agency programs that have direct contact with families • Provide staffing for the Toyota bornlearning Academy (TBLA) Coordinator position <ul style="list-style-type: none"> – Train TBLA Coordinator in implementation of TBLA Academies (TBLA Coordinator) – Develop plan for recruitment and retention (TBLA Coordinator) – Develop plan for TBLA schools;

Selection Criterion	Participating Party	Type of Participation
		<p>monthly and annually (TBLA Coordinator)</p> <ul style="list-style-type: none"> - Identify new schools to implement TBLA Academies (TBLA Coordinator) - Detailed training for new and veteran TBLA Schools (TBLA Coordinator) - Maintain regular contact with TBLA schools (TBLA Coordinator) - Support and Technical Assistance to existing TBLA Academies (TBLA Coordinator) - Data is analyzed for each TBLA (TBLA Coordinator) - TBLA Graduation (TBLA Coordinator) - Plans new school announcement/kick-off (TBLA Coordinator) - TBLA integration into FRYSC support structures (TBLA Coordinator)
(D)(1)	Cabinet for Health and Family Services Division of Child Care	<ul style="list-style-type: none"> • Research on Early Childhood Educator-Training Registry Information System (ECE-TRIS) system requirements for new interface (ECE-TRIS Project Manager) • Develop plan for system requirements identification, piloting and training process, importation of data, and roll-out implementation (ECE-TRIS Project Manager) • Design, develop, and test of Pre-K system requirements (ECE-TRIS Project Manager) • Train and pilot new ECE-TRIS interface (ECE-TRIS Project Manager) • Development of data import process from Infinite Campus into ECE-TRIS (ECE-TRIS Project Manager) • Statewide implementation of Preschool ECE-TRIS data interface (ECE-TRIS Project Manager) • Collect and analyze training data • Implement statewide plan – Strengthening Families and Adult/Child Interaction (all statewide)

Selection Criterion	Participating Party	Type of Participation
		training organizations)

(b)(6)

10/14/13

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/14/2013

Signature (Authorized Representative of Participating State Agency)

Date

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V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)	_____	10/14/13
Signature		Date
(b)(6)	_____	10/14/13
Print Name		Title

Authorized Representative of Participating State Agency:

(b)(6)	_____	10-13-13
Signature		Date
Terry Holliday	_____	Commissioner
Print Name		Title

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Selection Criterion	Participating Party	Type of Participation
(B)(1)	Kentucky Department of Education	<ul style="list-style-type: none"> • Engage P2R Consultant at KDE • Engage RTC P2R Consultants • Pilot TQRIS in state-funded preschool • Require all public preschool and school based Head Start to be in TQRIS
(B)(2) – (B)(5)	Please see B(1). All steps of the implementation plan for B(1)-B(5) are inter-related.	
(C)(1)	Kentucky Department of Education	<ul style="list-style-type: none"> • Develop training modules around every school readiness domain in state school readiness definition • Identify effective trainer(s) in chosen domains • Develop curriculum module • Develop training materials on Kentucky Early Childhood Standards <ul style="list-style-type: none"> - Disseminate training modules to educators
(C)(4)	Kentucky Department of Education	Ensure Protective Factors woven into all agency programs that have direct contact with families
(D)(1)	Kentucky Department of Education	<ul style="list-style-type: none"> • Research Early Childhood Educator-Training Registry Information System (ECE-TRIS) requirements for new interface • Develop plan for system requirements identification, piloting and training process, importation of data, and roll-out implementation • Pilot new ECE-TRIS interface • Develop data import process from Infinite Campus into ECE-TRIS • Implement preschool ECE-TRIS data interface • Execute statewide ECE-TRIS roll-out campaign • Collect and analyze training data from ECE-TRIS • Implement statewide training plan on Strengthening Families and Adult/Child Interaction
(E)(1)	Kentucky Department of Education	<ul style="list-style-type: none"> • Continue support for Kindergarten Entry Screener

(b)(6)

Signature (*Authorized Representative of Lead Agency*)

10/14/13
Date

(b)(6)

Signature (*Authorized Representative of Participating State Agency*)

10-15-73
Date

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I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) 10/14/13
Signature Date

Terry S. Tolan Executive Director
Print Name Title

Authorized Representative of Participating State Agency:

(b)(6) 10-9-13
Signature Date

Tom Zawacki Secretary
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(D)(1)	Kentucky Center for Education and Workforce Statistics	<ul style="list-style-type: none"> Integrate ECE-TRIS data into the state Longitudinal Data System Early Childhood Data Warehouse
(E)(1)	Kentucky Center for Education and Workforce Statistics	<ul style="list-style-type: none"> Integrate KEA data into the state Longitudinal Data System Early Childhood Data Warehouse
(E)(2)	Kentucky Center for Education and Workforce Statistics	<ul style="list-style-type: none"> Integrate Early Childhood data into the state Longitudinal Data Systems in compliance with HIPPA, FERPA, and all state, federal, and local privacy laws including all Essential Data Elements Produce Early Childhood Profiles Annually Integrate Head Start data into Early Childhood Data Warehouse of the KLDS Integrate HANDS, First Steps, Child Care, KEDS into KLDS Identify other early childhood data sets for future inclusion

(b)(6)

10-9-13

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

(b)(6)

10-14-13

Signature (Authorized Representative of Participating State Agency)

Date

The following Letters of Support were sent in by Early Learning Intermediary Organizations and Local Early Learning Councils (CECCs). Full page letters throughout this part of the Appendix denote a notable Letter of Support.

Table (A)(3)-2: Letters of Support from Early Learning Intermediary Organizations and Local early learning councils	
Organization	Type
Child Care Aware (Child Care Resource and Referral Agency)	Early Learning Intermediary Organization
Kentucky Association for Early Childhood Education (State Affiliate for the National Association for the Education of Young Children)	Early Learning Intermediary Organization
Kentucky Division for Exceptional Children (State Affiliate for the Council of Exceptional Children’s Division of Early Childhood)	Early Learning Intermediary Organization
Kentucky Education Association (Statewide union affiliate that represents Early Childhood Educators)	Early Learning Intermediary Organization
Kentucky Head Start Association (State Affiliate for National Head Start Association)	Early Learning Intermediary Organization
Adair County CECC	Community Early Childhood Council (CECC)
Allen/Logan/Simpson CECC	CECC
Anderson County CECC	CECC
Barren County CECC	CECC
Bath County CECC	CECC
Bell/Harlan County CECC	CECC
Boone County CECC	CECC
Bourbon County CECC	CECC
Boyle County CECC	CECC
Bracken County CECC	CECC
Butler/Edmonson CECC	CECC
Calloway County CECC	CECC
Campbell/Grant/Kenton CECC	CECC
Carroll County CECC	CECC
Casey County CECC	CECC
Christian County CECC	CECC
Clay County CECC	CECC
Clinton County CECC	CECC
Cumberland County CECC	CECC
Daviess County CECC	CECC
Fayette County CECC	CECC
Fleming County CECC	CECC

Table (A)(3)-2: Letters of Support from Early Learning Intermediary Organizations and Local early learning councils

Organization	Type
Floyd County CECC	CECC
Four River CECC [Ballard, Carlisle, Fulton, Hickman]	CECC
Franklin County CECC	CECC
Garrard County CECC	CECC
Gateway CECC [Menifee, Morgan, Rowan]	CECC
Graves/Marshall CECC	CECC
Grayson County CECC	CECC
Green/Taylor CECC	CECC
Hancock County CECC	CECC
Hardin County CECC	CECC
Hart/Metcalfe/Monroe CECC	CECC
Henderson County CECC	CECC
Hopkins County CECC	CECC
Jackson County CECC	CECC
Jefferson County CECC	CECC
Jessamine County CECC	CECC
Johnson County CECC	CECC
Larue County CECC	CECC
Lawrence County CECC	CECC
Lewis County CECC	CECC
Lincoln County CECC	CECC
Livingston County CECC	CECC
Madison/Estill/Powell/Clark CECC	CECC
Marion/Washington CECC	CECC
Martin County CECC	CECC
Mason County CECC	CECC
McCracken County CECC	CECC
McCreary County CECC	CECC
McLean County CECC	CECC
Meade County CECC	CECC
Mercer County CECC	CECC
Montgomery County CECC	CECC
Muhlenberg County CECC	CECC
Nelson County CECC	CECC
Northeastern Alliance CECC [Boyd, Carter, Elliott, and Greenup]	CECC
OVEC Counties CECC [Gallatin, Spencer, Shelby, Henry and Trimble]	CECC

Table (A)(3)-2: Letters of Support from Early Learning Intermediary Organizations and Local early learning councils

Organization	Type
Ohio County CECC	CECC
Owen County CECC	CECC
Pendleton County CECC	CECC
Perry/Leslie/Knott/Letcher CECC	CECC
Pike County CECC	CECC
Pulaski County CECC	CECC
Robertson County CECC	CECC
Rockcastle County CECC	CECC
Rural KIPDA CECC [Bullitt and Oldham]	CECC
Russell County CECC	CECC
Todd County CECC	CECC
Tri County CECC [Knox, Laurel, Whitley]	CECC
Trigg County CECC	CECC
Union County CECC	CECC
United 4 Kids CECC [Breathitt, Lee, Owsley, and Wolfe]	CECC
Warren County CECC	CECC
Webster County CECC	CECC
Woodford County CECC	CECC



*Kentucky Partnership for Early Childhood Services
Human Development Institute
University of Kentucky
126 Mineral Industries Bldg.
Lexington, KY 40506-0051*

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

Dear Ms. Tolan,

This letter is in response to your request for support of the Kentucky Race to the Top Early Learning Challenge application. The Kentucky Partnership for Early Childhood Services is housed within the Human Development Institute (HDI) at the University of Kentucky, which serves as Kentucky's University Center for Excellence in Developmental Disabilities Education, Research and Service. The Kentucky Partnership focuses on the enhancement of high quality services for young children and their families through active engagement in collaborative research and professional development.

Since 1999, Kentucky Partnership staff have been involved in and supported the KIDS NOW initiative, called the early childhood reform by then Governor Patton. We wholeheartedly believe KIDS NOW set Kentucky on a path to excellence through the development of the QRIS and quality self-study, scholarship program, professional development framework, and the early childhood standards and assessment system. In 2005, we successfully responded to a RFP from the Division of Child Care to administer Child Care Aware of Kentucky (child care resource and referral network) and Quality Enhancement Initiative, which provides TA to providers participating in both the QRIS and the scholarship program. We continue to administer these programs across the state. Based on our experiences over the past 25 years, we feel the Early Learning Challenge grant has the potential to provide Kentucky with additional resources to continue the path of excellence started through KIDS NOW, with a particular focus on high need children, their parents, and programs and communities that serve them.

We are committed to supporting key elements of the early childhood reform agenda started in 1999:

- Broad-based commitment through state-level collaboration and local community support.
- A QRIS that enhances the capacity of programs to actively engage in continuous quality improvement and build upon their unique strengths, including a range of supports to allow providers to implement high quality evidenced based practices.
- Support to programs in understanding and using the early childhood standards to engage children and families in early learning, ensure children's continued development through the use of screening to identify children in need and assessment data to inform their instruction.
- Streamlining the professional development systems to support continuous quality improvement, engage learners in professional development that meets their unique needs, and gives credit for a range of professional development services.

We remained committed to ensuring we do our part to help Kentucky's young children receive the highest quality services and supports. If we can provide any assistance in the development of your Race to the Top Early Learning Challenge application, please let us know.

Sincerely,
(b)(6)

Beth Rous, EdD,
Director, Kentucky Partnership for Early Childhood Service
Professor and Chair, Department of Educational Leadership Studies, College of Education



KENTUCKY ASSOCIATION FOR EARLY CHILDHOOD EDUCATION
MEP 147 Nunn Drive, Highland Heights, Kentucky 41099

Toll Free: 866-514-7265 Fax: 859-572-1941

Website: www.KAECE.org

Business Manager

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mcaldwell@kaece.org

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Jaesook Gilbert
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859-655-8709

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Recording Secretary

Denise Brann
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VP for Membership

Vicke Bowman
502-448-8228

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VP for Programs

Sadie Bonifas
513-265-9927

sbonifas@kaece.org

NAEYC Representative

Nancy Roberts
270-993-6780

nroberts@kaece.org

SECA Representative

Maureen O'Brien
502-648-5939

mobrien@kaece.org

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

October 10, 2013

Dear Ms. Tolan,

I am writing to pledge the support of Kentucky Association for Early Childhood Education (KAECE) for Kentucky's Race to the Top Early Learning Challenge application. KAECE is the state affiliate of the National Association for Education of Young Children (NAEYC), and NAEYC is the largest professional organization for the early care and education professionals. KAECE's vision and mission are discussed in the following paragraph. 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 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. KAECE will facilitate a "Unified approach & broad-based commitment through state-level collaboration and local community support" by being an active partner. KAECE has local chapters that can aid with the efforts at the local level and the KAECE board will collaborate with appropriate state partners to promote state-level activities. The NAEYC accreditation chair for KAECE is ready to support Kentucky's efforts for an "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." KAECE's vision is to establish a strong, engaged early care and education community in Kentucky and our mission is to serve and support the early care and education community to improve the lives of children and their families so KAECE's efforts complement all of the key elements of this grant proposal.

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,

KAECE board

The Division for Early Childhood

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 Division for Early Childhood for Kentucky's Race to the Top Early Learning Challenge application. As a state-level partner providing professional development opportunities to early care and education professionals who work with young children with special needs and their families, 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.

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 the Kentucky Division for Early Childhood is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Dr. Elizabeth McLaren
Kentucky Division for Early Childhood, President

KENTUCKY DEC WEBSITE
http://www.dec-sped.org/Kentucky_DEC



KENTUCKY HEAD START ASSOCIATION, INC.

649 Charity Court, Suite 1, Frankfort, KY 40601-4224

Toll Free: 800-869-9257 Phone: 502-607-0770 Fax: 502-607-0771

Website: www.khsa.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 Head Start Association 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 by 2015
- Data system with all necessary information to support continuous improvement of school readiness

The Kentucky Head Start Association's activities align with the priorities outlined above by:

- Supporting a unified approach at local and state levels by providing vital resources and connections for more than 16,000 children, families, and staff from 32 programs statewide
- Promoting the long-standing philosophy of Head Start, to reflect a whole-child approach, as well as providing opportunities for families' success through learning and engagement
- Providing training and professional development for Head Start staff, to build capacity within programs.
- Supporting technology enhancements for statewide data collection systems for continuous improvement of school readiness
- Partnering with statewide early childhood entities and Programs of Excellence to ensure all Head Start and Early Head Start programs are integrating quality rating systems and staff are highly qualified to train and/or utilize the systems

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

Sincerely,

(b)(6)

President

Alicia K. Polston, CPA
Lake Cumberland Head Start
alicia.polston@lc-caa.org

1st Vice President

Charlene Engle
Gateway Head Start
charlene.engle@qscap.org

2nd Vice President

Toby Miller
Licking Valley Head Start
tmiller@lvcap.com

3rd Vice President

Latoya McIntosh
Parent

Secretary

Shelia Thomas
Owsley County Head Start
Sheila.Thomas@Owsley.kyschools.us

Treasurer

Vacant

Public Relations

Peggy Grant
Audubon Head Start
pgrant@audubon-area.com

Parliamentarian

John Roden
Kentucky River Foothills Head Start
John.roden@headstart1.org

Executive Director

Allyson Taylor
Allyson.taylor@khsa.org



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Adair County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application.

With a broad range of community support, the Adair CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system...

The Adair CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant...

Sincerely,

(b)(6)

Chair, Adair CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Allen/Logan/Simpson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application.

With a broad range of community support, the Allen/Logan/Simpson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system...

The Allen/Logan/Simpson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant...

Sincerely,

(b)(6)

Lynn Rottstedt
Chair, Allen/Logan/Simpson CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Anderson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application.

With a broad range of community support, the Anderson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system...

The Anderson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant...

Sincerely,

(b)(6)

Chair, Anderson CECC



Bo Matthews, Superintendent

202 West Washington Street Glasgow, KY 42141 270-651-3787 Phone 270-651-8836 Fax

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Barren Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application.

With a broad range of community support, the Barren CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system...

The Barren CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant...

Sincerely,

(b)(6)

Patty L. Gentry
Chair, Barren CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 23, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Bath Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Bath CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Bath CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Bath CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Chair, Bath CECC



BELL/HARLAN
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Bell/Harlan Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Bell/Harlan CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Bell/Harlan CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Bell/Harlan CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Tammy Bryant
Co-Chair, Bell/Harlan CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Boone Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Boone CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Boone CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Boone CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Rebekah Duchette
Chair, Boone CECC
859/534-5810



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Bourbon Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Bourbon CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Bourbon CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Bourbon CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Chair, Bourbon CECC



September 23, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Boyle Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Boyle CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Boyle CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Boyle CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Bracken Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Bracken CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Bracken CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Bracken CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Butler/Edmonson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Butler/Edmonson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Butler/Edmonson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Butler/Edmonson CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Calloway Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Calloway CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Calloway CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Calloway CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 17, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Campbell/Grant/Kenton Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Campbell/Grant/Kenton CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Campbell/Grant/Kenton CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Campbell/Grant/Kenton CECC



CARROLL COUNTY
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Carroll County Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the CCECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Carroll CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Pam Williams

Chair, Carroll CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Casey Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Casey CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Casey CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Casey CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 20, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Christian County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Christian CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Christian CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Dianne H. Giasscock, M.Ed.
Chair, Christian County CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 23, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Clay County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Clay County CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS NOW tiered quality rating and improvement system. More specifically, the Clay County CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support high quality environments, professional development for the early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Clay County CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Angela Cooper
Chair, Clay County CECC



CLINTON COUNTY
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Clinton Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Clinton CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Clinton CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Clinton CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Clinton CECC



CUMBERLAND COUNTY
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Cumberland Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Cumberland CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Cumberland CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Cumberland CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Rebecca Scott

(b)(6)

Chair, Cumberland CECC



DAVIESS COUNTY
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Davie County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Davie County CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Davie County CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Davie County CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Davie County CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 24, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Fayette Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Fayette CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Fayette CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Fayette CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Tammy Ritchie
Co-Chair, Fayette CECC

Whitney Stevenson
Co-Chair, Fayette CECC



FLEMING COUNTY
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Fleming Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Fleming CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Fleming CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Fleming CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Fleming CECC

**Floyd County Community
Early Childhood Council**

125 Holmes St., 3rd Floor
Frankfort, KY 40601
Phone: 502-226-1234
Fax: 502-226-1235
www.floydcecc.org



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Floyd County Community Early Childhood Council (FCCECC) is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the FCCECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the FCCECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The FCCECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Jonathan Campbell
Chair, Floyd County CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Four River Counties Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Four River Counties CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Four River Counties CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Four River CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Melissa Goodman
Chair, Four River Counties CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Franklin Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Franklin CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Franklin CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Franklin CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Christy Brock

(b)(6)

Chair, Franklin CECC
916 East Main Street
Frankfort, KY 40601



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Garrard Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Garrard CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Garrard CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Garrard CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Garrard CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

On behalf of Gateway Community Early Childhood Council, we are pleased to offer a letter of support to Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. We feel it is vitally important to have opportunities available that will enhance the quality of early childhood education.

The vision for Kentucky clearly illustrates the need for quality supports and services for young children, as this remains an important challenge for many states and communities. As community leaders, we are committed to ensuring all children in Kentucky arrive at kindergarten ready to learn and succeed.

Thank you for your work in making early childhood education a top priority. We strongly believe that Kentucky is leading the way, with achievable goals, for implementing a strong system in making positive changes to early childhood education. The initiatives laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

Sincerely,

(b)(6)

Chair, Gateway CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Graves/Marshall Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Graves/Marshall CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Graves/Marshall CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Graves/Marshall CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Linda Lamb

Chair, Graves/Marshall CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Grayson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Grayson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Grayson CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Grayson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Barbara Allen
Chair, Grayson County CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Green/Taylor Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Green/Taylor CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Green/Taylor CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Green/Taylor CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Sue Crabtree,
Co-Chair, Green/Taylor CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Hancock Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Hancock CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Hancock CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Hancock CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Hancock CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Hardin Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Hardin CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Hardin CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Hardin CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Hardin CECC

Community Early Childhood Council of Hart, Metcalfe and Monroe Counties

Kentucky Governor's office of Early Childhood

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Community Early Childhood Council of Hart, Metcalfe and Monroe Counties is dedicated to supporting Kentucky's 2013/14 Race to The Top – Early Learning Challenge grant application. Our council is a long-established and funded entity with a broad membership of early childhood stakeholders from the three county area, representing a wide array of agencies that serve young children and their families. We strongly support continued quality improvement in our local child care settings and the goals related to school readiness, so that all young children can fully benefit from and enjoy their school experiences.

According to the most recent data from the KIDS COUNT data center, 27.2 % of children in Kentucky live below the official federal poverty level. Kentucky has an estimated 281,161 children from the ages of 0 – 4. This council supports the initiatives and vision laid out in the Kentucky Race to The Top grant application that will ensure kindergarten readiness for all children across the Commonwealth.

We strongly support Kentucky's plan to align the statewide early learning and development system. The work of this council furthers the evolution of the STARS for KIDS Now, tiered quality rating and improvement system and will continue to develop and implement related programs and activities throughout the community; to ensure strong family engagement practices, support a high quality, appropriately educated early childhood workforce and mobilize the community to support the work, laid out this plan.

The Community Early Childhood Council of Hart, Metcalfe and Monroe Counties looks forward to working with the Governor's Office of Early Childhood in all activities related to the Race to The Top – Early Learning Challenge grant; to ensure that all of Kentucky's young children are ready to grow, ready to learn, and ready to succeed!

Sincerely,

(b)(6)

Lynn Avery Blankenship,



Metcalfe Co. Extension Agent for Family and Consumer Sciences and
Chair, Community Early Childhood Council of Hart, Metcalfe and Monroe Counties.



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Henderson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application.

With a broad range of community support, the Henderson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system...

The Henderson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant...

Sincerely,

(b)(6)

Chair, Henderson CECC



September 16, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Hopkins Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application.

With a broad range of community support, the Hopkins CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system...

The Hopkins CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant...

Sincerely,

(b)(6)

Chair, Hopkins CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Jackson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application.

With a broad range of community support, the Jackson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system...

The Jackson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant...

Sincerely,

(b)(6)

Chair, Jackson CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Jefferson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application.

With a broad range of community support, the Jefferson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system...

The Jefferson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant...

Sincerely,

(b)(6)

Chair, Jefferson CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Jessamine Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Jessamine CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Jessamine CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Jessamine CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Jessamine CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Johnson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Johnson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Johnson CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Johnson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Janet Butcher, Chairperson

Chair, Johnson CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Larue Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Larue CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Larue CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Larue CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Larue CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Lawrence Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Lawrence CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Lawrence CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

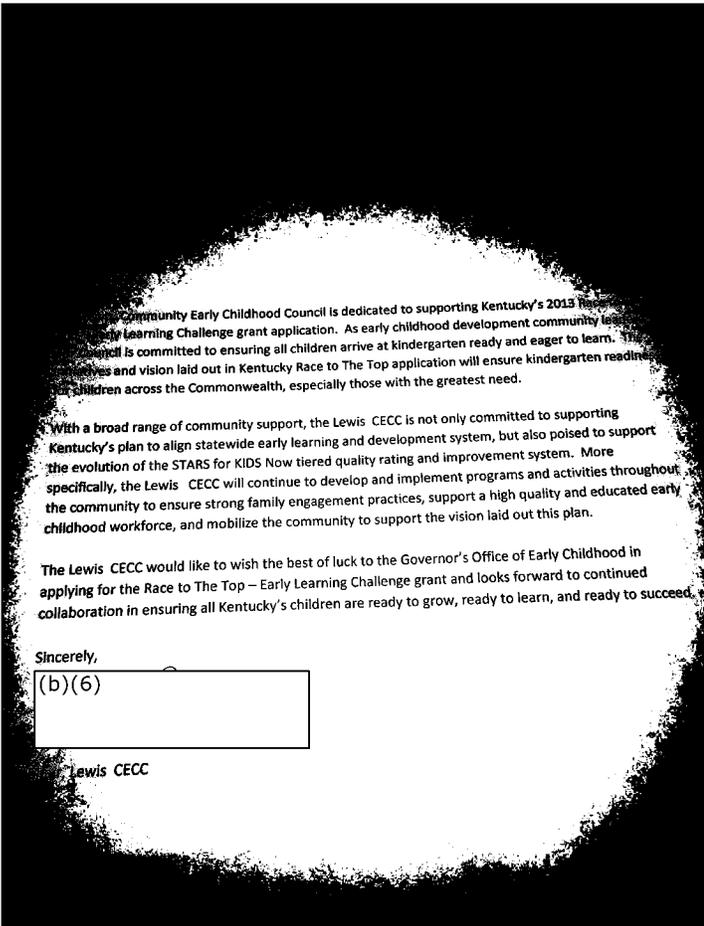
The Lawrence CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Co-Chair, Lawrence CECC

1



The Lewis Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

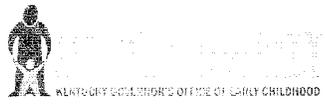
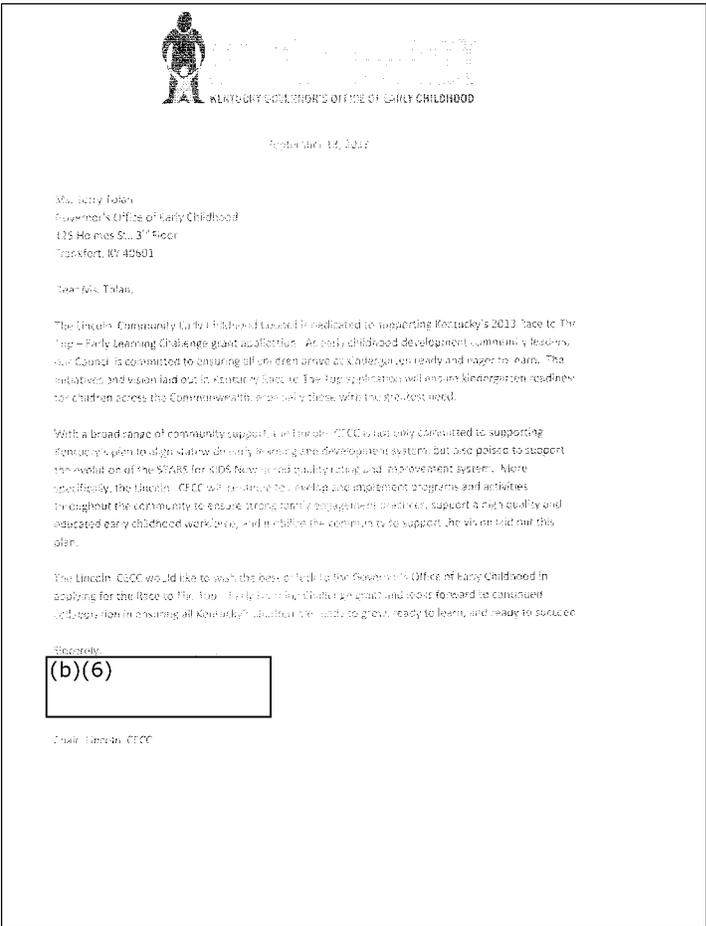
With a broad range of community support, the Lewis CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Lewis CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out in this plan.

The Lewis CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Lewis CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Lincoln Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

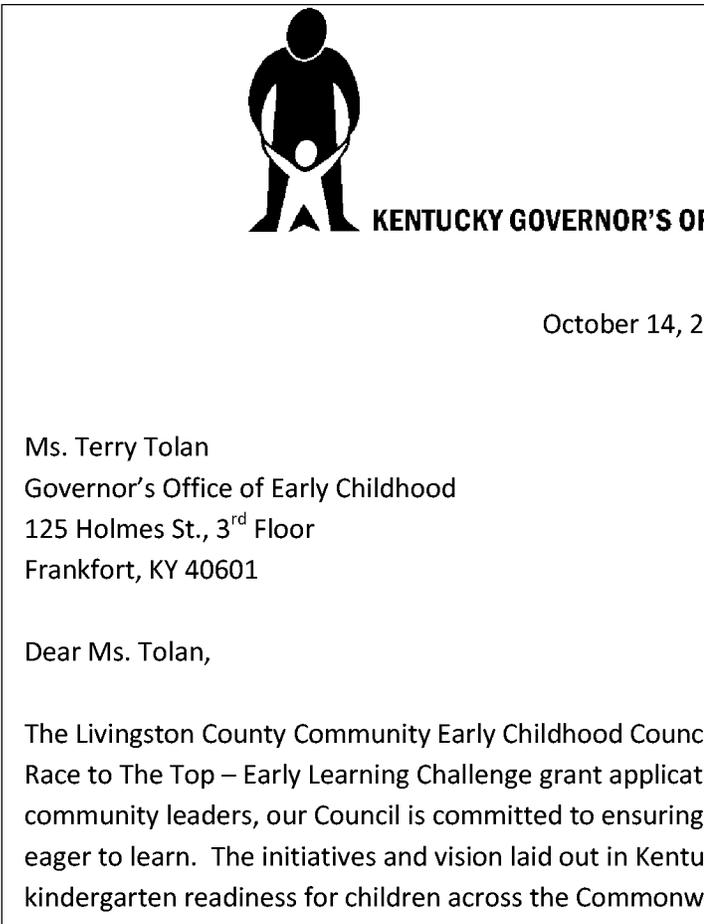
With a broad range of community support, the Lincoln CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Lincoln CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out in this plan.

The Lincoln CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Lincoln CECC



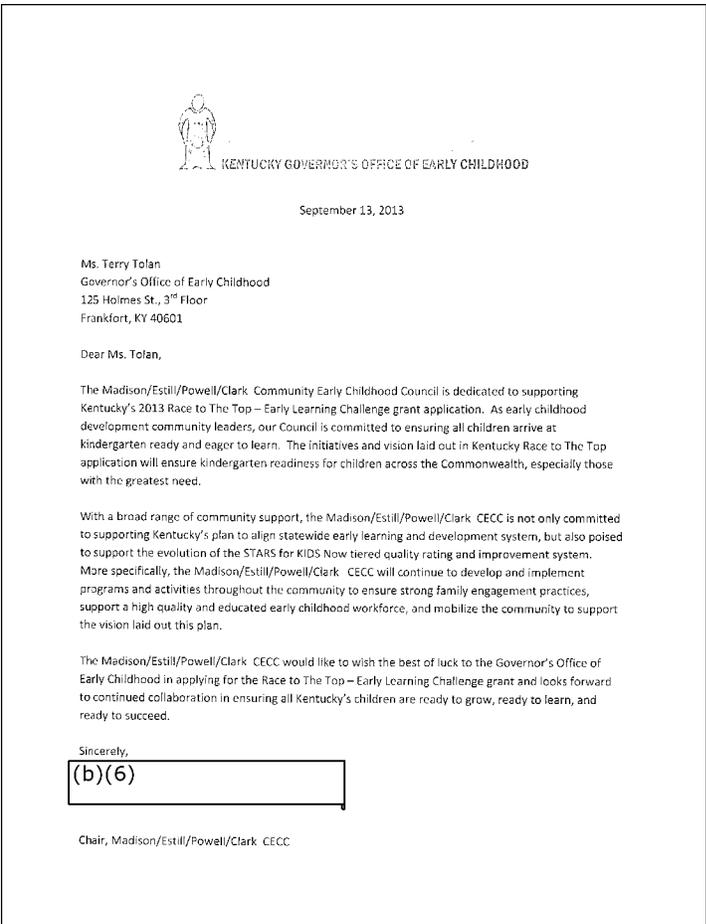
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

October 14, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Livingston County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Madison/Estill/Powell/Clark Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Madison/Estill/Powell/Clark CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Madison/Estill/Powell/Clark CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out in this plan.

The Madison/Estill/Powell/Clark CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Madison/Estill/Powell/Clark CECC



MARION/WASHINGTON
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Marion/Washington Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Marion/Washington CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Marion/Washington CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Marion/Washington CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Marion/Washington CECC



Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Martin Community Early Childhood Council
Top – Early Learning Challenge grant application



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Mason Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Mason CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Mason CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Mason CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Kathleen Mellenkamp

Chair, Mason CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The McCracken Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the McCracken CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the McCracken CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The McCracken CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, McCracken CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The McCreary Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the McCreary CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the McCreary CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The McCreary CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, McCreary CECC



KENTUCKY

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Meade County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Meade County CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Meade County CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out in this plan.

The Meade County CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Meade County CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Mercer Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Mercer CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Mercer CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Mercer CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Mercer CECC



Ms. Terry Tolan
 Governor's Office of Early Childhood
 125 Holmes St., 3rd Floor
 Frankfort, KY 40601

Dear Ms. Tolan,

The Montgomery Community Early Childhood
 to The Top - Early Learning Challenge



September 13, 2013

Ms. Terry Tolan
 Governor's Office of Early Childhood
 125 Holmes St., 3rd Floor
 Frankfort, KY 40601

Dear Ms. Tolan,

The Muhlenberg SOAR Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Muhlenberg SOAR CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Muhlenberg SOAR CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Muhlenberg SOAR CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Muhlenberg SOAR CECC



September 17, 2013

Ms. Terry Tolan
 Governor's Office of Early Childhood
 125 Holmes St., 3rd Floor
 Frankfort, KY 40601

Dear Ms. Tolan,

The Nelson County Community Early Childhood Council (CECC) is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Nelson County CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Nelson County CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan. The Nelson County CECC is planning community events to distribute readiness materials to families, forming partnerships with school districts, Head Start, Family Resource and early learning child care centers, and offering family-centered readiness educational opportunities. The Nelson County CECC also stays in direct contact with the community's policy makers through the local media, Facebook and the CECC website.

The Nelson County CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Project Manager NC CECC



September 13, 2013

Ms. Terry Tolan
 Governor's Office of Early Childhood
 125 Holmes St., 3rd Floor
 Frankfort, KY 40601

Dear Ms. Tolan,

The Northeastern Alliance Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Northeastern Alliance CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Northeastern Alliance CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Northeastern Alliance CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Northeastern Alliance CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The OVEC Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the OVEC CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the OVEC CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The OVEC CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Mary L. Comer
Chair, OVEC Counties CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Ohio Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Ohio CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Ohio CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Ohio CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Ohio CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Owen Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Owen CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Owen CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Owen CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,
Peggy Ann Winkle

Chair, Owen CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Pendleton Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Pendleton CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Pendleton CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Pendleton CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Pendleton CECC



PERRY/LESLIE/KNOTT/LETCHER
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Perry/Leslie/Knott/Letcher Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Perry/Leslie/Knott/Letcher CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Perry/Leslie/Knott/Letcher CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Perry/Leslie/Knott/Letcher CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Perry/Leslie/Knott/Letcher CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Pike Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Pike CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Pike CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Pike CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Jennifer Robinson

Chair, Pike CECC



PULASKI COUNTY
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Pulaski Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Pulaski CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Pulaski CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Pulaski CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Pulaski CECC



ROBERTSON COUNTY
Community Early Childhood Council
KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Robertson Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to The Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Robertson CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Robertson CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Robertson CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Robertson CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Rockcastle Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Rockcastle CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Rockcastle CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,
(b)(6)
Becky Kaka
Chair, Rockcastle CECC

Rural KIPDA
Community
Early
Childhood
Council

- MEMBERS:
Christi Leonard-Co-Chair
Sandy Darst-Johnson-Chair
Karen Burnham
Chris Duncan
Erica Price
Donna Stafford
Darcie Taggart
Rebecca Webb
Carol Hughey

October 13, 2013

Ms. Terry Tolan
Governor's Office of E
125 Holmes St., 3rd Fl
Frankfort, KY 40601

Dear Ms. Tolan,
The Rural KIPDA Cor
supporting Kentucky's
application. As early
community for over 14



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Russell Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Russell CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Russell CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,
(b)(6)
Chair, Russell CECC

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 Todd County Early Childhood Council 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. Todd County Early Childhood Council believes we should concentrate on our state's youngest citizens with continued commitment to their education and welfare as our streamlined goal.

Sincerely,
(b)(6)
Kathy Wilson
Todd County Early Childhood Council Chairperson



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 23, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Tri- County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Tri- County CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS NOW quality rating and improvement system. More specifically, the Tri- County CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support high quality environments, quality professional development for the early childhood workforce, and collaborate with community partners to support the vision laid out this plan.

The Tri-County CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

Rebecca Lankford
Chair, Tri-County CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Trigg Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Trigg CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Trigg CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Trigg CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Trigg CECC



September 16, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Union County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in the Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the Union County CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the Union County CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The Union County CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, Union County CECC



KENTUCKY GOVERNOR'S OFFICE OF EARLY CHILDHOOD

September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The United 4 Kids Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to the Top – Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn. The initiatives and vision laid out in Kentucky Race to the Top application will ensure kindergarten readiness for children across the Commonwealth, especially those with the greatest need.

With a broad range of community support, the United 4 Kids CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system. More specifically, the United 4 Kids CECC will continue to develop and implement programs and activities throughout the community to ensure strong family engagement practices, support a high quality and educated early childhood workforce, and mobilize the community to support the vision laid out this plan.

The United 4 Kids CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to the Top – Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,

(b)(6)

Chair, United 4 Kids CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Warren County Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Warren County CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Warren County CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,
(b)(6)

Chair, Warren County CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Webster Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Webster CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Webster CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,
(b)(6)

Chair, Webster CECC



September 13, 2013

Ms. Terry Tolan
Governor's Office of Early Childhood
125 Holmes St., 3rd Floor
Frankfort, KY 40601

Dear Ms. Tolan,

The Woodford Community Early Childhood Council is dedicated to supporting Kentucky's 2013 Race to The Top - Early Learning Challenge grant application. As early childhood development community leaders, our Council is committed to ensuring all children arrive at kindergarten ready and eager to learn.

With a broad range of community support, the Woodford CECC is not only committed to supporting Kentucky's plan to align statewide early learning and development system, but also poised to support the evolution of the STARS for KIDS Now tiered quality rating and improvement system.

The Woodford CECC would like to wish the best of luck to the Governor's Office of Early Childhood in applying for the Race to The Top - Early Learning Challenge grant and looks forward to continued collaboration in ensuring all Kentucky's children are ready to grow, ready to learn, and ready to succeed.

Sincerely,
(b)(6)

Chair, Woodford CECC

In addition to the Letters of Support sent in by Early Learning Intermediary Organizations and Local Early Learning Councils (CECCs), the following letters were sent in support of Kentucky’s Race to the Top Early Learning Challenge by many participating partners including:

- *local chambers of commerce (Chamber)*
- *members of the Early Childhood Advisory Council (ECAC)*
- *Elected Officials*
- *local Head Starts*
- *Institutions of Higher Education*
- *local Judge Executives*
- *Private organizations*
- *Professional organizations*
- *Public School districts and superintendents*
- *Regional Training Centers (RTC)*
- *local United Ways*
- *and many others*

Full page letters throughout this part of the Appendix denote a notable Letter of Support.

Table (A)(3)-2a Letters of Support from Other Organizations	
Organization	Type
Christian County Chamber of Commerce	Chamber
Columbia-Adair Chamber of Commerce	Chamber
Grayson Co Chamber of Commerce	Chamber
Kentucky Chambers of Commerce	Chamber
Maysville-Mason County Area Chamber of Commerce	Chamber
Hardin County Chamber of Commerce	Chamber
Murray Calloway Co Chamber of Commerce	Chamber
S. Mathews Area Chamber of Commerce	Chamber
Casey County Board of Education	ECAC
Children, Inc / ECAC Chair	ECAC
Community Action of Southern Kentucky	ECAC
Corbin Preschool Center	ECAC
Cundiff Farms	ECAC
Department of Public Health, Maternal & Child Health	ECAC
Department of Public Health, Part C of IDEA	ECAC
Eastern Kentucky Child Care Coalition	ECAC
Floyd County Schools	ECAC
Greater Cincinnati United Way	ECAC
Head Start State Collaboration Office	ECAC
Kentucky State Representative	ECAC
Prichard Committee	ECAC
Western Kentucky University	ECAC
Kentucky School Board Association	ECAC
Kentucky State Senator	ECAC
Louisville Department of Public Health	ECAC

Table (A)(3)-2a Letters of Support from Other Organizations

Organization	Type
Simpson County RTC	ECAC
First Lady	Elected Official
House of Representatives Commonwealth of Kentucky	Elected Official
President of The Senate	Elected Official
Speaker of the KY House of Rep	Elected Official
State Senator	Elected Official
Mayor	Elected Official
United States Congressman	Elected Official
Ashland	Head Start
Audubon Area Community Services	Head Start
Bell Whitley	Head Start
Big Sandy Area Community Action Head Start	Head Start
Blue Grass Head Start	Head Start
Bourbon Co Head Start	Head Start
Boyd	Head Start
Breckenridge-Grayson Head Start/Early HS	Head Start
Breckinridge Co Head Start	Head Start
Central Kentucky Community Action Head Start	Head Start
Community Action Council	Head Start
Gateway Community Action Head Start	Head Start
Jefferson	Head Start
Kentucky Communities Economic Opportunity Council (KCEOC)	Head Start
KY River Foothills Head Start	Head Start
LKLP Head Start	Head Start
Lake Cumberland Community Action Agency Head Start	Head Start
Licking Valley	Head Start
Middle KY Head Start	Head Start
Murray Head Start	Head Start
Northern Kentucky Community Action Council	Head Start
Oldham Co Preschool/Head Start	Head Start
Owsley Co Early Head Start	Head Start
Paducah Head Start	Head Start
Williamstown Independent Head Start	Head Start
Ashland Community and Technical College	Institution of Higher Education
Campbellsville University	Institution of Higher Education
College of Education at Murray State University	Institution of Higher Education
Eastern Kentucky University	Institution of Higher Education
Eastern Kentucky University IECF	Institution of Higher Education
Elizabethtown Community & Technical College	Institution of Higher Education
Gateway Community & Technical College	Institution of Higher Education
Henderson Community College	Institution of Higher Education

Table (A)(3)-2a Letters of Support from Other Organizations

Organization	Type
Kentucky Community and Technical College	Institution of Higher Education
Hopkinsville Community College	Institution of Higher Education
IECE Program Coordinator Bluegrass Community and Technical College BCTC	Institution of Higher Education
Jefferson Community and Technical College	Institution of Higher Education
Hazard Community and Technical College	Institution of Higher Education
Kentucky State University	Institution of Higher Education
Madisonville Community College	Institution of Higher Education
Morehead State University	Institution of Higher Education
Northern KY University	Institution of Higher Education
Owensboro Community and Technical College	Institution of Higher Education
Somerset Community College	Institution of Higher Education
Sullivan University	Institution of Higher Education
University of Kentucky Interdisciplinary Early Childhood Education Program	Institution of Higher Education
University of Kentucky	Institution of Higher Education
University of Louisville	Institution of Higher Education
Maysville Community and Technical College	Institution of Higher Education
West Kentucky Community & Technical College	Institution of Higher Education
Western Kentucky University	Institution of Higher Education
Adair County Judge Executive	Judge Executive
Barren County Judge Executive	Judge Executive
Boone County Judge Executive	Judge Executive
Boyle Co Judge Executive	Judge Executive
Breckinridge County Judge Executive	Judge Executive
Campbell Co Judge Executive	Judge Executive
Christian County Judge Executive	Judge Executive
Daviess County Judge Executive	Judge Executive
Fleming County Judge Executive	Judge Executive
Grant County Judge Executive	Judge Executive
Greenup County Judge Executive	Judge Executive
Hardin County Judge Executive	Judge Executive
Hart County Judge Executive	Judge Executive
Henderson County Judge Executive	Judge Executive
Hickman Co Judge Executive	Judge Executive
Hopkins Co Judge Executive	Judge Executive
Jessamine County Judge Executive	Judge Executive
Letcher Co Judge Executive	Judge Executive
Logan County Judge Executive	Judge Executive
Madison Co Judge Executive	Judge Executive
Marshall County Judge Executive	Judge Executive
Mason County Judge Executive	Judge Executive
Menifee Co Judge Executive	Judge Executive
Nelson County Judge Executive	Judge Executive
Oldham County Judge Executive	Judge Executive

Table (A)(3)-2a Letters of Support from Other Organizations	
Organization	Type
Owen County Judge Executive	Judge Executive
Pulaski Co Judge Executive	Judge Executive
Trimble County Judge Executive	Judge Executive
Warren County Judge Executive	Judge Executive
Washington Co Judge Executive	Judge Executive
Webster County Judge Executive	Judge Executive
American Academy of Pediatrics	Other
Appleback Properties LLC	Other
Central Kentucky Community Foundation	Other
Central Motor Wheel of America	Other
Child Care Council of KY	Other
Eastern Kentucky Child Care Coalition	Other
Kentucky Adult Education	Other
Kentucky Department of Library and Archives	Other
Kentucky Oral Health Care Coalition	Other
Kentucky Science Center	Other
Kentucky's Voice for Early Childhood	Other
KY Cooperative Extension Service	Other
Kentucky Educational Television	Other
KY Dept of Public Health Obesity Prevention Program	Other
Kentucky Youth Advocates	Other
Little Lamb/Grace on the Hill	Other
National Center for Family Literacy	Other
Northern KY Cooperative for Educational Services	Other
OVEC Educational Cooperative	Other
Prevent Child Abuse Kentucky	Other
Prichard Committee	Other
Stanley Sergent and Greenleaf	Other
Western Kentucky University Child Care Center	Other
Woodford County Sheriff's Office	Other
Ashland Alliance Board of Directors	Private
BKD LLP	Private
Baptist Health Lagrange	Private
Ford	Private
Humana	Private
IBM	Private
LexMark	Private
Norton Health Care	Private
Save the Children	Private
The Strive Partnership	Private
Toyota	Private
Council for Postsecondary Education	Professional

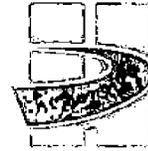
Table (A)(3)-2a Letters of Support from Other Organizations

Organization	Type
Kentucky Association of School Superintendents	Professional
Kentucky Out of School Alliance	Professional
Kentucky School Board Association	Professional
Northern Kentucky Education Council	Professional
Adair County School District	Public Schools
Bowling Green Independent Superintendent	Public Schools
Clark Co Superintendent	Public Schools
Estill County Superintendent	Public Schools
Franklin Co Superintendent	Public Schools
Gallatin Co Superintendent	Public Schools
Grant Co Superintendent	Public Schools
Green Co Superintendent	Public Schools
Hardin County Superintendent	Public Schools
Henderson Co Superintendent	Public Schools
Henry County Superintendent	Public Schools
Jefferson Co Superintendent	Public Schools
Lawrence Co Superintendent	Public Schools
Lee County Superintendent	Public Schools
Martin Co Superintendent	Public Schools
McCracken Co Public Schools Superintendent	Public Schools
Murray Independent Superintendent	Public Schools
Newport Independent Schools	Public Schools
Owsley Co Superintendent	Public Schools
Paris Independent Superintendent	Public Schools
Pendleton Co Superintendent	Public Schools
Pineville Independent Superintendent	Public Schools
Pulaski County Superintendent	Public Schools
Science Hill Independent	Public Schools
Simpson Co Schools Superintendent	Public Schools
Taylor Co Superintendent	Public Schools
Trigg Co Superintendent	Public Schools
Union Co Public Schools	Public Schools
Warren County Superintendent	Public Schools
Washington Co Superintendent	Public Schools
Anderson Regional Training Center	Regional Training Center
Ashland Regional Training Center	Regional Training Center
Berea Regional Training Center	Regional Training Center
Calloway Regional Training Center	Regional Training Center
Simpson Regional Training Center	Regional Training Center
Metro United Way	United Way
Metro United Way of Louisville	United Way
United Way of Franklin County	United Way
United Way of Greater Cincinnati	United Way

Table (A)(3)-2a Letters of Support from Other Organizations

Organization	Type
United Way of Henderson County	United Way
United Way of Central KY	United Way
United Way of Kentucky	United Way
United Way of Nelson County	United Way
United Way of Northeastern Kentucky	United Way
United Way of Southeastern Kentucky	United Way
United Way of Southern Kentucky	United Way
United Way of the Ohio Valley	United Way

2013
Frankfort, KY 40601
October 3, 2013



October 3, 2013

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

Dear Ms. Tolan,

On behalf of the Christian County Chamber of Commerce, I am writing to pledge our support for Kentucky's Race to the Top Early Learning Challenge application. We believe that by providing access to quality early care and education programs improve outcomes for a lifetime. Universal kindergarten readiness helps give children the best possible beginning to academic and life-long success.

We support the commitment and collaboration efforts with state and local agencies to reform Kentucky's early childhood programs and initiatives. The effort to improve our state's programs from birth covers a majority of programs and providers that are serving all children and families within the Commonwealth.

Specifically, we are committed to supporting key elements such as:

- Providing high-quality preschool programs for all children
- Investing in quality infant and toddler care programs
- Investing in parent and family support programs
- Providing support programs and strategies for training providers in Early Childhood education programs
- Providing community education about Early Childhood Education

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

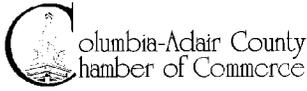
Sincerely,

(b)(6)

Carter Hendricks
President/CEO

CMH/LB





Post Office Box 116
Columbia, Kentucky 42726-1801
Phone: 270-384-6020
Fax: 270-384-2056
Email: coladair@dup-county.com
www.columbia-adaircounty.com

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40602

Dear Ms. Tolan,

I am writing to pledge the support of the Columbia-Adair County Chamber of Commerce 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)

Stie C. Stivers
Executive Director

October 2, 2013

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 Grayson County Chamber of Commerce 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,

Becky Escue
Executive Director
(270)259-5587
Graysoncountychamber.com



Dave Addison

September 25, 2013

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

Dear Ms. Tolan,

On behalf of the Kentucky Chamber of Commerce, I would like to share our enthusiastic support for Kentucky's Race to the Top Early Learning Challenge application.

During our 60 year history, the Kentucky Chamber of Commerce has become the premier business association in the state. Today, the Kentucky Chamber represents 2,700 member businesses - from family-owned shops to Fortune 500 companies - that employ over half of the Commonwealth's workforce. The Chamber's number one public policy goal is, and has been for many years, to improve the educational attainment level of Kentuckians and the state's Race to the Top Early Learning Challenge application will help achieve this goal.

We believe that the initiatives laid out in Kentucky's proposal will help it realize its vision of kindergarten readiness for all children. The application gives particular attention to those children with the greatest needs through 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
- 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 Kentucky Chamber is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Kentucky must invest in early childhood education and make greater

Thank you for your leadership and support.

September 25, 2013
Ms. Terry Tolan
Page Two

investments in enhanced child care programs for Kentucky's developing youth and tomorrow's workforce. The business community supports endeavors with a strong return on investment and ensuring a successful beginning for Kentucky's children shows multiplied returns.

Sincerely,

Dave Addison
President and CEO



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 Maysville-Mason County Area Chamber of Commerce 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)

Executive Director

201 East Third Street * Maysville, Kentucky 41056
(606) 564-5534 * Fax (606) 564-5535 * Toll Free 888-875-6297

October 2, 2013

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 Hardin County Chamber of Commerce for Kentucky's Race to the Top Early Learning Challenge application. Nothing is more important for Kentucky's future well-being and economic security than developing our young people. Especially those that cannot help themselves or have limited support. We believe Kentucky's proposal is visionary in articulating it's course of action driven by early childhood professionals, programs and providers parents/family members, communities and state-level partners.

We are very fortunate in Hardin County to have some unique early childhood development programs that are successfully changing many cultural obstacles by providing assistance to pre-K and Kindergarten children and their families. The Chamber supports these initiatives and promotes their value not only to our membership but to our entire community and region.

We fully support all of the key elements in Kentucky's early childhood reform agenda especially early childhood educator career pathways and an aligned professional development system to support improvement and a universal kindergarten readiness assessment beginning in 2013.

Sincerely,
(b)(6)

Bfad Richardson
President/CEO



The Chamber of Commerce

of Murray-Calloway County

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40501

Dear Ms. Tolan,

I am writing to pledge the support of the Murray Calloway County Chamber of Commerce, for Kentucky's Race to the Top Early Learning Challenge applications. We feel 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

Our community is a strong supporter of early childhood education. Our schools systems are a reflection of this dedication. Therefore, it is with this commitment to Kentucky's early childhood vision, that the Murray Calloway County Chamber of Commerce is pleased to give our support of Kentucky's Race to the Top Early Learning Challenge application. Our hope is to witness all of Kentucky's children receiving the type of early childhood education every child deserves, and the future of Kentucky sorely needs.

Sincerely,
(b)(6)

President/CEO Murray Calloway County Chamber of Commerce



St. Matthews Area Chamber of Commerce is committed to the success and growth of our members through business and community opportunities.

Glenn Knight
Executive Director
St. Matthews Area Chamber of Commerce
3940 Grandview Avenue #216
Louisville, KY 40207

Dear Ms. Tolan,

I am writing to pledge the support of S. Matthews Area Chamber of Commerce 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 improvements 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)

Glenn Knight
Director
St. Matthews Area Chamber of Commerce



P.O. Box 7973 • Louisville, Kentucky 40257
3940 Grandview Ave., Suite 216 • Louisville, Kentucky 40207
Phone: (502) 899-2523 • Fax: (502) 899-2520
E-mail: chamber@stmatthewschamber.com • Internet: www.stmatthewschamber.com

Marilyn W. Coffey, Ed. S.
8613 KY 501 South
Liberty, KY 42539

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

Dear Ms. Tolan,

As a member of the KY Early Childhood Advisory Council and as a member of the Casey County (KY) Board of Education, I am pleased to commit my support for Kentucky's Race to the Top/Early Learning Challenge application.

I am writing to pledge the support of [insert name of organization] 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.

Sincerely,
Marilyn W. Coffey, Ed.S.



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

Early Care and Education Centers
Morrison Early Learning Academy ***
Treasure House Child Development Center ***
Kenton Child Development Center ***
Children of Greenup Child Development Center ***
Imagine Your Future Child Development Center ***
Newport Teen Center ***
WISDAS (Also see up to 5000 3.2013)

Early Learning Centers
Newport Preschool Center ***
River Ridge Elementary ***
Northwood Elementary ***
Epenbeck Elementary ***
North Pointe Elementary ***
Pewitt Ridge Montessori School

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
Diverse and Early Childhood Regional Training Center

Growing Sound www.growingsound.com



September 24, 2013

Dear Sir or Madam:

Which state would make the most of its Race To The Top funding if it were fortunate enough to be awarded one in this round? The best predictor of who will use the next round of Race To The Top funding wisely is the State that has done the most without federal funds since the first round of Race To The Top grants were awarded.

Without federal funding, the Governor's Office of Early Childhood and the Kentucky's Early Childhood Advisory Council have achieved much. A few of the highlights are below.

- 1) We have helped families be more effective
 - by building on our Healthy Families America home visitation program which is in every county. We have extended home visitation to include families with more than one child in 1/3 of all our counties
 - by revising our kindergarten school readiness definition and our parent guides so that all families know how they can help their child be ready for success
 - by creating Born Learning Academies in elementary schools across the state. This new partnership of Toyota, local schools and families with very young children enables schools and families to begin a long and positive relationship
 - by working across state government to adopt Strengthening Families, a strength-based, research-informed framework of support for all families
- 2) We have improved the early childhood system
 - by putting in place the Brigrance at the beginning of kindergarten. This snap shot enables all who care about how young children to work together to increase the number of children who are ready for success
 - by mandating stronger local Community Early Childhood Councils and funding those that develop plans based on the Brigrance and demographic data that is included in their county profiles
 - by aligning the early childhood standards with the kindergarten standards and revising our continuous assessment guide
 - By funding the on-going certification and degrees of 1200+ early childhood teachers each year

Kentucky is a rural state. We are not resource rich. But we have made real progress with few resources. Imagine what we could do if we received this grant!

Sincerely,

(b)(6)

Chairman
Kentucky's Early Childhood Advisory Council



Cheryl H. Allen
CEO/Executive Director

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

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- HEAD START
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614 Master Street
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606-523-3612
FAX 606-523-3618
www.corbinschools.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 [insert name of organization] 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

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

CLADIFF FARMS

October 1, 2013

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 Cladiff Farms 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

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Director, Jackson Financial Corporation, FNB Bank, Gatton Academy for Math and Science in Kentucky, Center for Gifted Studies, Western Kentucky University, Community Foundation of Middle Tennessee, East End Prep and EXPLORE! Charter schools, Nashville, Tennessee, Kentucky Governor's Select Committee on Transformation of Education in Kentucky, Kentucky Governor's Scholar Corporation, Orchard Committee for Academic Excellence



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

275 East Main Street, HS2CWA
Frankfort, KY 40621
502-564-4830
502-564-4388
www.chfs.ky.gov

September 30, 2013

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

Dear Ms. Tolan,

As Kentucky's Director for Maternal and Child Health programs in the Kentucky Department for Public Health, I am writing to enthusiastically support Kentucky's Race to the Top Early Learning Challenge application. We have worked closely with the Governor's Office of Early Childhood leaders for over a decade on this vision of comprehensive systems to support families and children that will lead to health and wellness for all children, as measured by a whole-child approach to kindergarten readiness, and in particular focusing on those children and families with fewer opportunities to access to enriching environments and greatest challenges in their day to day life. This application will both enhance and advance our current efforts, including the collaboration and support of 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

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Ruth Ann Shepherd, MD, FAAP
Director, Division of Maternal and Child Health
Kentucky Department for Public Health

KentuckyUnbuddedSpirit.com



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CABINET FOR HEALTH AND FAMILY SERVICES
DEPARTMENT FOR PUBLIC HEALTH

Sleev L. Beshear
Governor

275 East Main Street, HS1GWA
Frankfort, KY 40621
502-564-3970
502-564-9377
www.chfs.ky.gov

Audrey Tayse Haynes
Secretary

October 1, 2013

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 Early Intervention System, known as First Steps, for Kentucky's Race to the Top Early Learning Challenge 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, particularly those children with the greatest needs such as the infants and toddlers with disabilities served by First Steps.

More specifically, First Steps is 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; and,
- Data system with all necessary information to support continuous improvement of school readiness.

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

(b)(6)

Paula E. Goff, Part 2, Coordinator
Department for Public Health

KentuckyUnbridledSpirit.com



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

September 18, 2013

Dear Ms. Tolan,

I am writing to pledge the support of the Eastern Kentucky Child Care Coalition 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

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,
(b)(6)

Jane Widman
Executive Director
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 of [insert name of organization] 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

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,
(b)(6)

Brigitte Blom Ramsey
500 Broad Street
Falmouth, KY 41040

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 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

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,
(b)(6)

Brigitte Blom Ramsey



Kentucky Head Start State Collaboration Office

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 [insert name of organization] 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...

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...
Early learning standards that reflect a whole-child approach...
Early childhood educator career pathways and an aligned professional development system...
Universal kindergarten readiness assessment beginning in 2013
Data system with all necessary information to support continuous improvement of school readiness

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

(b)(6)

Director, Head Start State Collaboration Office

Kentucky General Assembly
House of Representatives

Tom Burch
House District 30
4912 Lambert Avenue
Louisville, Kentucky 40218
Home: (502) 454-4002

Office: (502) 564-8100, Ext. 601
Fax: (502) 564-6543
E-mail: tom.burch@ky.gov
Message line: (800) 372-7181

September 30, 2013

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 as Cochair of the Interim Joint Committee on Health and Welfare for Kentucky's Race to the Top Early Learning Challenge 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...

More specifically, I am 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...
Early learning standards that reflect a whole-child approach...
Early childhood educator career pathways and an aligned professional development system...
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 I am pleased to give my support to Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Tom Burch (handwritten signature)

Tom Burch, State Representative
Chair of House Health and Welfare Committee

TB

COMMITTEES:
Chair: Health and Welfare
Licensing and Occupations
Veterans, Military Affairs, and Public Safety

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October 7, 2013

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

Dear Ms. Tolan,

As a member of the Early Childhood Advisory Council, a staff member at the Prichard Committee for Academic Excellence and a strong advocate for quality early care and education, I am writing in support of Kentucky's Race to the Top Early Learning Challenge application. Our ultimate goal in Kentucky is reaching college and career readiness for all students, work that begins before children enter kindergarten...

The Prichard Committee has been a strong advocate for quality early care and education since our 1985 report and recommendations for improving elementary/secondary education published in The Path to a Larger Life. At that time we recommended quality preschool for every three- and four-year-old child whose families wanted it...

- state-funded preschool for children identified at risk, included in the 1990 education reforms
KIDS NOW legislation enacted in 2000 providing home visiting across the state, a quality rating system, scholarships for child care professionals and multiple other initiatives that support children's healthy growth and development
Governor Steve Beshear's recent early childhood task force
creation of the Governor's Office of Early Childhood to provide more targeted and consistent state leadership for early childhood with higher visibility.

Although we have made progress, much more work remains. The Race to the Top Early Learning Challenge grant would provide Kentucky with the resources and a renewed focus as we continue to provide that path to a larger life for all of our children. I am pleased to commit my support for this application and the work to follow.

(b)(6)

Cynthia J. Heine
Associate Executive Director



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TRAINING AND TECHNICAL ASSISTANCE SERVICES

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 Race to the Top Early Learning Challenge 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...

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...
Early learning standards that reflect a whole-child approach...
Early childhood educator career pathways and an aligned professional development system...
Universal kindergarten readiness assessment beginning in 2013
Data system with all necessary information to support continuous improvement of school readiness

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Dr. Amy Hood Hooten, Infant/Toddler Specialist
Training & Technical Assistance Services
Western Kentucky University

October 8, 2013

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

Dear Terry:

As a current member of the Early Childhood Advisory Council and a former member of its predecessor, the Governor's Task Force on Early Childhood Development and Education, I am pleased to commit my enthusiastic support to Kentucky's Race to the Top Early Learning Challenge application. I have been impressed with the tremendous progress made in accomplishing the 2011 recommendations from the Governor's Task Force and am confident that the additional resources provided by the Early Learning Challenge grant will result in another giant step toward fulfilling our vision of school readiness for all Kentucky children.

As Executive Director of the Kentucky School Boards Association (KSBA) from July, 2005-June, 2013, I witnessed a growing interest and awareness among school district leaders (superintendents and board members) regarding the importance of high quality early childhood services. Our high stakes accountability system (including a student assessment system based on the common core standards) has been a tremendous incentive to appreciating the vital link between school readiness and college and career ready graduates. The top-down and bottom-up strategies embodied in the Early Learning Challenge application will insure that this link between preschool and college and career success is more apparent than ever to both state level policy makers as well as community and school district leaders.

As a member of the Early Childhood Advisory Council, I applaud you and your staff for preparing this powerful and pragmatic proposal for serving our youngest and most vulnerable citizens and look forward to supporting the implementation of this powerful vision.

Sincerely,

(b)(6)

William Scott
712 Winterhaven Lane
Frankfort, KY 40601

Commonwealth of Kentucky

Senate

Senator Tom Buford
409 West Maple
Nicholasville, KY 40356



State Capitol
Frankfort, KY 40601
(502) 564-8100
tom.buford@lrc.ky.gov

Senator Tom Buford

September 30, 2013

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

Dear Ms. Tolan,

I write today in regards to the "Race to the Top Grant." Kentucky is on the so called "Great Divide."

The Commonwealth of Kentucky is closely watched by others throughout our nation where public debate determines how education is to progress in the near future. This year in America, 61% of companies are making undergraduate educational assistance available, and another 59% are helping employees pay for graduate school. The move to have an improved workforce will only rise with attention to education.

Kentucky will be on the cutting edge and the "Race to the Top Grant" will be essential for success to solve our unemployment and underemployment problems which exist today. America is an experiment in forming an essential unity of education diversity. The success of Kentucky depends on financial assistance and the hard work of humankind. Kentucky needs your partnership to celebrate the work that can be accomplished as our next generation leads this nation.

Sincerely,

A handwritten signature in cursive script that reads "Tom Buford".

Tom Buford
State Senator



DEPARTMENT OF PUBLIC HEALTH & WELLNESS

LOUISVILLE, KENTUCKY

GREG FISCHER
MAYOR

LAQUANDRA S. NESBITT, MD, MPH, DIRECTOR

September 19, 2013

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

Dear Ms. Tolan:

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.

As health director for the residents in Louisville Metro and a member of the Governor's Early Childhood Advisory Council (ECAC), I am cognizant of the need to improve the early learning development in children, especially children who live in low-income and disadvantaged families. Many families and children in Louisville face inequalities in education and income which have been deemed the root of poor health outcomes. Research has shown that there is a correlation between a person's level of education and life expectancy. As the director of the Louisville Metro Department of Public Health & Wellness (LMPHW), my staff and I have launched a six-year strategic plan with a priority that focuses on social determinants of health and health equity. It is a strategic fit for my efforts to be committed to Kentucky's education reform agenda and to support the state's *Race to the Top-Early Learning Challenge* application. It is imperative that we begin in early childhood to set the foundation for children's future health and success.

If I can provide further evidence of my support for the ECAC mission to advocate for improved quality of early childhood services and improved school readiness for our children, please call upon me. I am committed to the opportunities that a successful *Race to the Top Early Learning Challenge* will bring to the Commonwealth of Kentucky.

Sincerely,

(b)(6)

LaQuandra S. Nesbitt, MD, MPH
Director

WWW.LOUISVILLEKY.GOV

400 EAST GRAY STREET P.O. BOX 1704 LOUISVILLE, KENTUCKY 40202 502.574.6530 FAX: 502.574.6588

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, to pledge my support for Kentucky's Race to the Top Early Learning Challenge application.

In 1999, I chaired the Governor's Early Childhood Taskforce. Our task was to develop a long-term strategy that would enhance the opportunities Kentucky's children had to succeed. In 2000, the Kentucky Legislature unanimously passed what, at that time, was the most comprehensive package of early childhood legislation in the nation, addressing the needs of the whole child - health care, family assistance, high quality early education and community involvement.

13 years and 2 Governors later, that initiative - **Kentucky Invests in Developing Success - NOW (KIDS NOW)** remains in place reflecting Kentucky's continued commitment to our youngest citizens. Our current Governor has continued Kentucky's efforts to improve early learning experiences and opportunities, with the goal of ensuring all Kentucky's children enter school ready to succeed. Kentucky's commitment to young children and their families is evidenced in the fact that Kentucky has moved forward implementing much of what we proposed in our first RTT-ELC proposal even though we did not receive the grant.

I am writing this letter because I strongly believe that the initiatives laid out in Kentucky's RTT-ELC proposal are the next "right steps" that will strengthen our efforts to ensure 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, I am 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

I am proud to live in a state whose actions clearly demonstrate its commitment to young children and their families. It is for this reason, that I strongly offer my support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Nicki Patton Rowe
Early Childhood Advocate



COMMONWEALTH OF KENTUCKY
OFFICE OF THE FIRST LADY

JANE K. BESHEAR
FIRST LADY

700 CAPITOL AVENUE
SUITE 102
FRANKFORT, KY 40601
(502) 564-2611
FAX: (502) 564-8154

September 27, 2013

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

Dear Ms. Tolan:

As First Lady of the Commonwealth of Kentucky and an advocate for education initiatives in our state, I am writing to pledge my support for Kentucky's Race to the Top Early Learning Challenge grant application. My husband has made education a priority during his tenure as Governor and together, we actively support all efforts to improve the education of the children of the Commonwealth.

While Steve has preserved SEEK per pupil funding, streamlined KCHIP enrollment to allow more children to be served, and established the Governor's Task Force on Early Childhood Education and Development, my office has sought to bolster his efforts through complimentary initiatives. Through *Graduate Kentucky: A Community Approach*, my office, along with a multitude of community partners, succeeded in raising Kentucky's drop out age from 16 to 18 in the 2013 General Assembly. By establishing the *First Lady's Reading Recommendations* and the *Kentucky Literacy Celebration*, I have sought to increase public awareness of the need to teach reading and writing skills at a young age. As a *Scholastic Reading Ambassador*, I have been able to donate hard copies of books to elementary schools throughout Kentucky. Although these initiatives are worthwhile and make a difference in the lives of our youngest citizens, we must do more if we are to assure our children's success into adulthood.

The Race to the Top Early Learning Challenge funding would allow us to better prepare our children for their futures. I believe Kentucky's proposal establishes 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.

Please know that my commitment to the children of the Commonwealth is unwavering. With the best interest of our children in mind, I offer my full support to Kentucky's Race to the Top Early Learning Challenge application. It is my hope that Kentucky's children will be provided every opportunity to succeed. With these funds, our most precious citizens will be well on their way to a brighter future.

Sincerely,

(b)(6)

Jane K. Beshear

Commonwealth of Kentucky
HOUSE OF REPRESENTATIVES

157 Bellemoade Drive
Frankfort, Kentucky 40601
Home: (502) 223-1769



DERRICK W. GRAHAM
57TH LEGISLATIVE DISTRICT
FRANKLIN COUNTY

STATE CAPITOL ANNEX
702 Capitol Avenue, Room 329 F
Frankfort, Kentucky 40601
502-564-8100 Ext. 639
Email: derrick.graham@ky.gov

October 3, 2013

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 the support of 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 and 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,

Derrick W. Graham
State Representative
57th Legislative District

DWG:ar

Commonwealth of Kentucky

762 CENTRAL AVENUE
CAPITOL ANNEX ROOM 238
FRANKFORT, KENTUCKY 40601
502-564-3120
MESSAGE LINE 502-372-7191



ROBERT STIVERS
PRESIDENT OF THE SENATE

26TH SENATE DISTRICT

robert.stivers@ky.gov

October 3, 2013

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

Dear Ms. Tolan:

Please accept this letter of support for Kentucky's Race to the Top Early Learning Challenge application. I believe 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.

I am supportive of the key elements of Kentucky's early childhood reform agenda:

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Early childhood educator career pathways and an aligned professional development system to support improvement
- 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 I am pleased to support Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Robert Stivers
President of the Senate

Commonwealth of Kentucky
HOUSE OF REPRESENTATIVES

GREGORY D. STUMBO
56th Legislative District
P.O. Box 1153
136 Kaysville Drive
Prestonsburg, Kentucky 41659



SPEAKER OF THE HOUSE

STATE CAPITOL
Room 209
Frankfort, Kentucky 40601
(502) 564-3366

September 23, 2013

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

Dear Mr. Tolan,

It is with pleasure that I, Gregory D. Stumbo, Speaker of the Kentucky House of Representatives, step forward in support for Kentucky's Race to the Top Early Learning Challenge application. It is the Commonwealth's goal to have all children prepared for readiness upon entering kindergarten, especially those with the greatest needs. This is only successful with the support of early childhood professionals, programs and providers, parents and communities and just as importantly, state-level partners.

There are many key elements that Kentucky is committed to which support early childhood reform and each provides an integral part for its success. Some key elements include:

- 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

The Commonwealth is committed to the success of our early childhood vision and it is with much pride that I as the Speaker of the House of Representatives commit my support to Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Gregory D. Stumbo
Speaker of the House

gds/tr

COMMONWEALTH OF KENTUCKY
STATE SENATE



October 3, 2013

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 Race to the Top Early Learning Challenge application. Although great strides have been made in education in the Commonwealth of Kentucky, more remains to be done, especially in early childhood education. More advancement can be made with this grant for the young children of Kentucky that will have long lasting positive effects on the rest of their education.

It is my desire to see our youngest citizens receive a top notch education from the very beginning, so I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Julie Denton
State Senator

STATE CAPITOL

FRANKFORT 40601



OFFICE OF THE MAYOR
LOUISVILLE, KENTUCKY

GREG FISCHER
MAYOR

September 27, 2013

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

Dear Ms. Tolan:

On behalf of Louisville Metro Government, I am pleased to support Kentucky's Race to the Top Early Learning Challenge application. The initiatives laid out in Kentucky's proposal have the potential to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those who have the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

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

- Unified approach through state-level collaboration and local community support;
- A quality rating and improvement system that includes a range of supports to improve quality of care;
- Early learning standards that reflect a whole-child approach, with a comprehensive assessment system and family engagement strategies;
- Early childhood educator career pathways and professional development system;
- Universal kindergarten readiness assessment beginning in 2013; and
- Data system that supports continuous improvement of school readiness.

Kentucky's Race to the Top Early Learning Challenge proposal aligns with Louisville's Early Grade Reading plan, that in 2012 won one of 14 All America City Awards from a field of 124 plan entries. Much of our work to make sure children are reading on grade level by third grade focuses on very young children, including:

- Louisville's Early Literacy Project, where nurses and paraprofessionals who work in the Healthy Start and HANDS home-visiting programs, administered by Louisville Metro Public Health and Wellness, deliver free books and routinely talk with parents and caregivers about the importance of reading to young children. First Book Kentuckiana

WWW.LOUISVILLEKY.GOV

LOUISVILLE METRO HALL 527 WEST JEFFERSON STREET LOUISVILLE, KENTUCKY 40202 502.574.2003

Kentucky Race to the Top Early Learning Challenge
September 27, 2013
Page 2

and Success By 6 support the program by providing books. The Family Health Center clinics (federally qualified health centers also supported by the city) participate in Reach Out and Read, giving children books and talking with parents about the importance of reading to their children.

- **Kindergarten Countdown**, where Metro Government works with Metro United Way Success By 6, the public and parochial schools, and other community partners to host summer events for in-coming kindergarteners. The program is capped off in August with the Mayor's Kindergarten Countdown Fair at Slugger Field. The goal is: *All children and families in our community experience successful transitions to kindergarten.* Starting in late May, all 18 library branches give out free "I'm going to Kindergarten" t-shirts and books (provided by PNC Bank), tips for parents about getting their children ready for school, and a list of free, fun and cultural events and experiences geared toward these children and their families. Louisville Metro Public Health and Wellness offers free physical, eye and hearing exams and required immunizations at special pre-K clinics in targeted low income areas.
- **Neighborhood Place**, a finalist for the 2009 Innovations in American Government Award, has since 1993 provided blended and accessible health, education, employment and human services in Louisville. It is the nation's first successful, long-running partnership of public sector agencies (state, local, school, and regional mental health) to create a network of community-based "one-stop" service centers that support families in their progress toward self-sufficiency. In addition to offering child protective services and family self-sufficiency programs, Neighborhood Place is the entry point for TANF, K-CHIP, and SNAP programs.

Again, know that Louisville Metro is supportive of your efforts to improve kindergarten readiness and is ready to partner in ways that help move that goal forward.

Sincerely,

Greg Fischer
Mayor

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
September 30, 2013

400 CONGRESS HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-1104
FAX (202) 225-5176

ROMANO MAZZOLI FEDERAL BUILDING
600 MARTIN LUTHER KING, JR. PLACE, SUITE 216
LOUISVILLE, KY 40202
(502) 582-5128
FAX (502) 582-5687

SOUTHWEST GOVERNMENT CENTER
7219 DIXIE HIGHWAY
LOUISVILLE, KY 40238
(502) 954-9600
FAX (502) 954-9301

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

Dear Ms. Tolan,

I am writing in support of the Commonwealth of Kentucky's Race to the Top Early Learning Challenge application. As a Member of Kentucky's Congressional delegation, I believe that the initiatives laid out in Kentucky's proposal set the Commonwealth on a course to realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs.

Early education programs provide comprehensive child development services that foster children's growth in social, emotional, cognitive, and physical development. These programs are integral to every child having the opportunity to succeed in school and in life. In fact, a review of long-term studies tracking high-risk children from early childhood through adulthood show that for every \$1 invested in high-quality preschool, taxpayers saved at least \$7 due to the reduction in remedial education costs, increased labor productivity, and reduced crime.

Kentucky's early childhood reform agenda recognizes these factors, and includes state-level collaboration and community support, tiered quality ratings and improvement system, early learning standards reflecting a whole-child approach. These initiatives also provide an aligned professional development system for early childhood educators, universal kindergarten readiness assessments, and a data system to support continuous improvement of school readiness.

Because of Kentucky's commitment to early childhood education and the future success of all Kentuckians, I am pleased to express my strong support of Kentucky's Race to the Top Early Learning Challenge application. I appreciate your attention to this request and look forward to your response.

Sincerely,


John Yarmuth
Member of Congress

ASHLAND HEAD START

PREESCHOOL PROGRAM
1820 HICKMAN STREET
Ashtand, Kentucky 41102
Phone: (606) 327-2715
Fax: (606) 327-8895

Jhonda Page, Family Services Coordinator
Diane McClanahan, Health Services Coordinator
Denise Henry, Family / Community Involvement Coordinator

Jacqueline Thornburg, Director
Tina Scott, Guidance Counselor
Rachel Brashers, Education, Disability Coordinator
Janaya Hammonds, Technology
Robin Osborne, Secretary

October 8, 2013

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

Dear Mr. Tolan,

I am writing to pledge the support of Ashland Head Start/Kentucky Preschool 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 by 2013
- Data system with all necessary information to support continuous improvement of school readiness

New research has improved our understanding of school readiness and the Head Start for School Readiness Act of 2007 has increased the Framework's role in Head Start programs. Ashland Head Start utilizes the framework to connect child assessment data to school readiness goals that are consistent with Kentucky's Early Childhood Standards. Classroom teachers utilize this data for classroom planning as well as individualization strategies for all children. Program data analysis takes place at least three times during the program year and is incorporated into the program self-assessment. Policy Council is involved in the self-assessment process and results are reported to the Policy Council and Governing Board (Board of Education). A program improvement plan or strategic plan is developed for the upcoming program year as a result of self-assessment data.

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,
Jacqueline Thornburg
Ashland Head Start/Kentucky Preschool
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 of Bell-Whitley Community Action Agency 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
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- 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 by 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)
Lois Messengill, BWCAA Inc., Head Start Director
129 Pine Street
Pineville, Ky. 40977



Board Chair
Daisy James
djames@audubon-area.com
Chief Executive Officer
Aubrey Nehring
anehring@audubon-area.com
Developing resources... Investing in human potential

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 Audubon Area Community Services, Inc. Head Start program 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 by 2013
- Data system with all necessary information to support continuous improvement of school readiness

Our program along with the Office of Head Start in Washington DC is also committed to preparing school for kindergarten. The school readiness efforts include not only preschool children but infants and toddler care as well. We know the importance and value of early intervention and school readiness. We strive daily to accomplish these goals by providing high quality early childhood services and our data supports this claim. We are committed to Kentucky's early childhood vision and our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,
(b)(6)
Peggy Grant
Head Start Director
Audubon Area Head Start Program

270-686-1600
1700 W. 5th St.
Owensboro, KY 42301-1952
www.audubon-area.com

Head Start, Early Head Start & Migrant Head Start
Peggy Grant
Director
pgrant@audubon-area.com



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 Big Sandy Area Community Action Head Start 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 by 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,
Tracy Jenkins
(b)(6)
BSA Head Start 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 of Blue Grass Head Start 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 by 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)

Betty Banks
Director
Blue Grass Head Start



Bourbon County Preschool Head Start
Melinda Main, Director

369 Bethlehem Road
Paris, KY 40362

Telephone: 859-987-2283
Fax: 859-987-5867

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 Bourbon County Preschool Head Start 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 by 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)

Director

BOYD COUNTY HEAD START

1104 Bob McCullough Drive Ashland, Kentucky 41102
Janice Marcum, 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 of *Boyd County Head Start/Preschool* 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)

Janice Marcum
Director



Breckinridge-Grayson Programs, Inc.

Head Start & Early Head Start

October 2, 2013

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 Breckinridge-Grayson Programs 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 by 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. Breckinridge-Grayson Programs' Head Start's goals and philosophy align with Kentucky's mission for early childhood reform specifically the key elements stated above. Our primary goal is school readiness for every child. The collaboration and active engagement of parents, families, community, as well as, state, regional and national stakeholders is the straightest path there. We have proactively put into practice all of the above elements in our efforts to achieve our school readiness goals. We have data that validates the effectiveness of this comprehensive approach.



201 E. Walnut St.
Leitchfield, KY 42754
270-259-4055
270-259-4055 Fax

Serving Preschool Children Since 1988
NAEYC Accredited

Central Kentucky Community Action Council, Inc.

Lynne Robey, Executive Director
332 Hood Avenue
P.O. Box 830
Lebanon, KY 40033
Email: lrobey@ckcac.org

Phone 270-692-2136
Fax 270-692-4530

September 30, 2013

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 Central Kentucky Community Action Council Head Start 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
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Early childhood educator career pathways, and an aligned professional development system to support improvement
Universal kindergarten readiness assessment by 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)

Pamela A. Smith
Central Ky. CAC Head Start Director

EQUAL OPPORTUNITY EMPLOYER

Community Action Council for Lexington-Fayette, Bourbon, Harrison and Nicholas Counties, Inc.
P.O. Box 11619 • Lexington, KY 40576
859-233-4600 • 1-800-244-2276 • www.comaction.org



October 9, 2013

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

Dear Ms. Tolan,

I am writing to pledge the support of Community Action Council Lexington-Fayette, Harrison and Nicholas Counties (the Council) for Kentucky's Race to the Top Early Learning Challenge application. The Council believes 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 and 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)

Malcolm J. Ratchford, M.S., CCAP
Executive Director
Community Action Council
P.O. Box 11619
Lexington, KY 40576
Office: 859-244-2213
Fax: 859-244-2219
Malcolm.Ratchford@comaction.org



P.O. Box 367, West Liberty, Kentucky 41472
Voice: (606) 743-3133 Fax: (606) 743-4145
TDD: (800) 648-6056
info@gcac.org www.gcac.org
An Equal Opportunity Employer - M/F/D/V

October 3, 2013

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

Dear Ms. Tolan,

On behalf of Gateway Community Action Head Start, please accept our support for Kentucky's Race to the Top Early Learning Challenge application. We are committed to supporting key elements of Kentucky's early childhood system.

The aspects deemed of importance by the Race to the Top are mirrored by the concerns of our students- quality care, family engagement, and universal kindergarten readiness assessments.

We strongly believe that all children in Kentucky should enter Kindergarten "Ready to Learn, Ready to Grow, Ready to Succeed." With support from Race to the Top funds, Kentucky can make a difference in the lives of our economically disadvantaged and most at-risk children and families.

It is with this commitment, that our agency stands united in our desire to have a system where excellence is expected and embraced by our children, families, and communities.

(b)(6)

Charlene Engle
Head Start Director

Serving Bath, Menifee, Montgomery, Morgan, and Rowan Counties



Early Childhood Program
Vandalia High School
2802 Houshopper Lane
Vandalia, KY 40390
(606) 457-5245
Fax: (606) 457-5237

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 County Public Schools 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

As a member of the Early Childhood Advisory Council, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely

(b)(6)

Kevin Nix
Director of Early Childhood
Jefferson County Public Schools

www.jcpsky.net

1000 Poplarville Rd., Lexington, KY 40504



KCEOC Community Action Partnership
PO Box 490, Barbourville, KY 40906

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 KCEOC 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 by 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.

Phone 606-546-3152 Fax 606-546-5057 Web www.kceoc.com
An Equal Opportunity Employer

Approval of Kentucky's Race to the Top Early Learning Challenge application would enable high quality preschool programs such as Head Start to create long-lasting positive impacts on parenting skills, children's cognitive, language and social emotional development and school readiness.

Sincerely,
(b)(6)
Chris Development 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 of LKLP Head Start 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 by 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. LKLP Head Start is already working with local school systems in efforts to enter data into infinite campus and our curriculum aligns with the Ky. Standards as well. Our program has always worked diligently in preparing our children for kindergarten, however, with the new push on school readiness, our staff have really been working more efficiently and intentional on pre-kindergarten skills.

Sincerely,

(b)(6) LKLP Head Start Director

KENTUCKY RIVER FOOTHILLS HEAD START/EARLY HEAD START



311 Spangler Drive Ste 1
Richmond, Kentucky 40475
Phone (859) 623-7233
Fax (859) 623-7235

Tery 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 River Foothills Head Start 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 childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 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. Through the alignment of programs serving the children in the Commonwealth, more children will be able to receive quality early childhood services in a healthy and safe environment.

Sincerely,

(b)(6)

John W. Roden III
KRFHS Director

Ready to Grow...Ready to Learn...Ready to Succeed.



LAKE CUMBERLAND COMMUNITY ACTION AGENCY HEAD START

P.O. Box 830
23 Industry Drive
Jamestown, Kentucky 42629-0830
Phone: 270-343-6400
Fax: 270-343-2800

HONORABLE LYLE K. HUFF, Chair
DALLAS R. HOSKINS, Polley Council Chair

BRUCE B. BROWN, Executive Director
ALICIA K. POLSTON, CPA, Head Start Director

October 1, 2013

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 [insert name of organization] 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
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 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)

Alicia K. Polston, CPA
Head Start Director

AN EQUAL OPPORTUNITY EMPLOYER



LICKING VALLEY C.A.P. HEAD START

233 HIGH STREET
FLEMINGSBURG, KENTUCKY 41041
Phone 606-849-4321
Fax 606-845-0418

BRADEN
FLEMING
LEWIS
MASON
ROBERTSON

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 Licking Valley Head Start 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 by 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.

(b)(6)

Toby Miller
Director
Licking Valley Head Start

AN EQUAL OPPORTUNITY EMPLOYER

MIDDLE KENTUCKY COMMUNITY ACTION PARTNERSHIP, INC.

1137 Main Street, Suite 106
Jackson, KY 41339
Phone: 606-666-2452
Fax: 606-666-9780
Email: jpkscppa@jpksc.com



Darrell R. Shouse
Executive Director
Tammy Caudill
Head Start Director

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

October 2, 2013

Dear Ms. Tolan,

I am writing to pledge the support of Middle Kentucky Head Start 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 by 2013
- Data system with all necessary information to support continuous improvement of school readiness

Middle Kentucky Head Start currently participates in the STAR's for Kids Now Rating System with level III and Level IV rated centers. We are also active participants in the Early Childhood Council's United 4 Kids and work collaboratively with area daycare facilities and family child care homes to develop a system of continuous quality improvement. 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)

Murray Head Start

208 S. 13th Street
Murray, Kentucky 42071
Phone: 270-753-6031



September 26, 2013

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

Dear Ms. Tolan,

We are writing to pledge the support of Murray Head Start 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. With the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners, all children, particularly those with the greatest need, will benefit through improved early learning programs.

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 by 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. We know the investment in early childhood development and education pays dividends and changes lives for the better.

Sincerely,
(b)(6)

Carol Elder, Head Start Director

Equal Opportunity Employer



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 Head Start 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 by 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.

(b)(6)
Laure Wolfing
Head Start Director



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

September 23, 2013

Dear Ms. Tolan,

I am writing to pledge the support of Oldham County Preschool, a blended Head Start and Kentucky State Funded Preschool Program, 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
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 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.

Oldham County Preschool has a School Readiness Plan that is reviewed a minimum of three times a year. This plan includes a document that demonstrates how the Head Start Framework and the Kentucky Early Childhood Standards are aligned. The plan outlines the procedures followed by Oldham County Preschool to review child and family data to develop annual program wide school readiness goals as well as to guide program and instructional practices.

Sincerely,

(b)(6)

Carol Hughey

Oldham County Preschool is funded by Head Start and Kentucky State Funded Preschool Programs.

4309 Brown Blvd., LaGrange, KY 40031 (502) 222-3700 Fax#: (502) 222-6651

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 Owsley County Early Head Start, Owsley County Head Start and Owsley Preschool 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
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 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. We support the above activities and are pleased that all early childhood opportunities for Kentucky's children will move toward a tiered rating system of high quality.

Sincerely,

Sheila Thomas, Director



PADUCAH HEAD START / PRESCHOOL

2400 Adams Street, Suite 1 • Paducah, KY 42001 • (270) 444-5780 • paducah.k12.ky.us/hs

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 Paducah Head Start/Preschool 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 by 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)

Mrs. Kristy Smith Lewis, Director
Paducah Head Start/Preschool



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 Williamstown Head Start BOE 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
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 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. The Williamstown Head Start BOE has, for over 49 years, served our community to prepare children and families for kindergarten. The intentional, focused purpose that Kentucky's proposal outlines will deliver results. Specifically, the parallel for serving the "whole child" will be the most beneficial way to get these desired outcomes. We live in a data driven society; however, our decisions need to drive the data and we whole-heartedly believe that the funds awarded by Kentucky's proposal will allow just that.

In closing, thank you for your organization's genuine and intentional work that will raise all children to being their very best. It is with much appreciation and excitement that our program partners with other Head Start and state preschool programs to share in this work. A unified system will break down barriers to allow all early learning settings and programs to develop a continuous delivery approach.

Sincerely,

(b)(6)

Nolly McComas, Program Director & Dean
Williamstown Independent Schools
Head Start/Preschool
"Serving Grant County for Over 49 Years"

The Community's Welcome Center for Early Childhood Learning

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 Ashland Community & Technical College's Interdisciplinary Early Childhood Education program to Kentucky's Race to the Top Early Learning Challenge application. Having lived and worked in Eastern Kentucky districts, we can fully appreciate the goal to increase the number of disadvantaged children in high-quality early learning programs.

We applaud the holistic approach to early education as this is indeed the way to reach a child, and are reassured by the commitment to hold the assessment system to recommendations based on early childhood research.

Specifically, we support the practice of a universal kindergarten readiness assessment that is age-appropriate and based on the discipline's knowledge of early child development. Age-appropriate assessment is the best way to get teachers on board.

With early childhood professionals, programs, providers, families, communities, and state-level partners on the same page, it is our hope that kindergarten readiness will become a reality for more and more children, regardless of economic level.

In conclusion, we are committed to supporting Kentucky's early childhood reform agenda, not only the specifics discussed above, but a unified quality rating & improvement system, a focus on family engagement, and aligned PD.

With all this in mind, it is Ashland Community & Technical College's pleasure to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Robin Johns
IECE Program Coordinator
Ashland Community & Technical College

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's Interdisciplinary Early Childhood (IECE) Program 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
- Data system with all necessary information to support continuous improvement of school readiness

Campbellsville University's School of Education is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application and its commitment to Kentucky's early childhood vision. We support state level collaboration and the benefits it brings to the early childhood communities in the four locations where the IECE program is offered, Campbellsville, Louisville, Somerset and Elizabethtown. We utilize the Kentucky's Early Childhood Learning standards as an important component in all of our coursework for teacher preparation. We have responded to the needs of the early childhood community in our locations in by supporting career pathways for early care and education professionals from CDA to early childhood education preparation for varied opportunities in rural and urban Kentucky. We recognize the correlation between the level of education of early childhood teachers and the quality of the preschool experience children. Education and professional development are important components in addressing improvement and quality in our state. We look forward to the initiatives that are possible with this grant.

Sincerely,

Donna Hedgepath, Ph.D.
Dean, School of Education
Campbellsville University

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 College of Education at Murray State University 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 such as the partnerships we have built with community college faculty and students through our 2+2 Interdisciplinary Early Childhood Education program.
- 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 leading to qualified and knowledgeable early childhood professionals who are committed to the profession.
- Universal kindergarten developmental screening beginning Fall, 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,

Dr. Jo Robertson, Program Coordinator
Interdisciplinary Early Childhood Education
Department of Early Childhood and Elem. Education
Murray State University
Murray, KY 42071



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



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



EASTERN KENTUCKY UNIVERSITY
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College of Health Sciences
 Department of Family and Consumer Sciences

182 Hurrier Building
 531 Lancaster Avenue
 Richmond, Kentucky 40475-3187
 (859) 625-1445 Fax: (859) 625-1163
 www.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 early childhood programs at Eastern Kentucky University 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)

Dana Keller Bush, PhD
 Interim Chair, Family & Consumer Sciences
 Associate Professor, Child & Family Studies



Elizabethtown Community
 & Technical College
 600 College Street Road
 Elizabethtown, KY 42701
 Telephone: (270) 769-2371
 Toll free: (877) 266-2322

Fort Knox Campus
 Telephone: (502) 942-0101

October 11, 2013

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 Elizabethtown Community & Technical College 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,

Martha J. Page, Assistant Professor
 Interdisciplinary Early Childhood Education Program Coordinator

(b)(6)



Gateway

Community & Technical College

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 Technical and Community College 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)

Jana Camm, M. Ed.
 Assistant Professor and Program Manager of Education/IEC
 Gateway Community & Technical College
 1025 Amsterdam Road
 Covington, KY 41011
 859-442-1171

2660 South Green Street
 Henderson, KY 42420
 Telephone: 270-824-1867
 or 1-800-692-9338
 Fax: (270) 831-9600
 Henderson.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 Henderson Community College 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,

Bridget Murray
 Professor/IECE Program Coordinator



Dr. Michael B. McCall
Office of the President
300 North Main Street
Versailles, KY 40383
(859) 256-3132
Fax: (859) 256-3116
Website: kctcs.edu

October 2, 2013

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

Dear Mr. Tolan:

On behalf of Kentucky Community and Technical College, I am pleased to offer our enthusiastic support for the Commonwealth of Kentucky's Race to the Top Early Learning Challenge application.

Kentucky Community and Technical College recognizes the role of every community member in ensuring our children receive the developmental and educational learning opportunities that prepare them for later success. The Early Learning Challenge program includes a comprehensive plan for the success of all children from an early age. Our company supports efforts that involve the entire community, together with the public sector, to reach ambitious yet achievable goals for our young children and their families.

Making these types of developmental strides early will help ensure that Kentucky is taking proactive steps to make this area a great place to live and work. Whatever Kentucky Community and Technical College can feasibly do to help be a part of this learning opportunity, we look forward to making a contribution.

Sincerely,

(b)(6)

Michael B. McCall, Ed.D.
President



KCTCS is an equal opportunity employer and education institution.

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 *[insert name of organization]* 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,

Dr. Vernell D. Larkin, Professor
Interdisciplinary Early Childhood Coordinator

TRANSFORMING KENTUCKY

Terry Tolan
Executive Director
Lexington Campus
Governor's Office of Early Childhood
Cooper Campus
125 Holmes Street
470 Cooper Drive
Lexington, KY 40506-0225
3591 246-6760
Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge my support as the IECE Program Coordinator and Associate Professor at Bluegrass Community and Technical College 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)

Maria C. Rutherford, M.Ed.
Associate Professor / IECE Program Coordinator
Bluegrass Community and Technical College
Office: Rm 116
1500 US 127 Bypass North
Lawrenceburg, KY 40342
859 246 6618
Maria_Rutherford@bctcc.edu



KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

Office of the President

Bella Conroy
901 Eastern Boulevard
Suite 2000
Frankfort, KY 40601
360.466.2111

October 4, 2013

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 and Technical College 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, especially 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)

Anthony L. Newberry, Ph.D.
President

One Community College Drive
Hazard, KY 41701
Telephone: (606) 436-5721
or 1-800-246-7521
Fax: (606) 439-2988
www.hazardctcc.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's Interdisciplinary Early Childhood Education Program 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)

Carolyn S. Bush, IECE Program Coordinator
Hazard Community & Technical College
1 Community College Drive
Hazard, KY 41701



KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM



106 E. 31st Street
Frankfort, KY 40601

Child Development & Family Relations

Academic Annex
Phone: 502-597-5906
Fax: 502-597-5181

October 7, 2013

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 State University's Area of Early Childhood Education and Family Studies for Kentucky's Race to the Top Early Learning Challenge application. Our University believes 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 Kentucky State University is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Herman E. Walston, Ed.D.,
Coordinator of Early Childhood Education & Family Studies



2000 College Drive
Madisonville, KY 42431

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 Interdisciplinary Early Childhood Education program at Madisonville Community College 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.

(b)(6)

April M. Grace
IECE Program Coordinator



Phone: (270) 821-2250 • Fax: (270) 824-1866
Madisonville Community College is an equal opportunity institution.



EARLY CHILDHOOD, ELEMENTARY AND SPECIAL EDUCATION
MOREHEAD STATE UNIVERSITY
201 GINGER HALL
MOREHEAD, KY 40351

TELEPHONE: 606-783-2588
FAX: 606-783-4044

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

Dear Ms. Tolan,

We are writing to pledge the support of Morehead State University 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.

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

- Morehead State University builds capacity in the Kentucky early childhood workforce by preparing future educators through our CDA program, our Child Development bachelor's degree program, our undergraduate Interdisciplinary Early Childhood Education (IECE) teacher certification program, our graduate IECE master's degree program, and our alternate track graduate IECE teacher certification program. We continually revise our programs to meet regional and state needs to prepare highly-qualified early childhood professionals for child care, Head Start, early intervention, state-funded preschool, and kindergarten.
- We collaborate with the Kentucky Community and Technical College System to facilitate a smooth transition for transfer students from their regional community college to Morehead State University.
- Our faculty collaborates with regional and state partners to provide high-quality professional development opportunities to early childhood professionals.
- Dr. McLaren has participated in the National Association for the Education of Young Children leadership initiative to strengthen families and has provided state and regional training based on the "Supporting Teachers, Strengthening Families" model supported by the Center for the Study of Social Policy.

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)

Dr. Elizabeth McLaren
Associate Professor and IECE Program Coordinator, College of Education

(b)(6)

Dr. Kathryn Polifante
Interim Dean, College of Education

www.moreheadstate.edu
MSU is an affirmative action, equal opportunity, educational institution.



College of Education and Human Services
One One
Lephus Hall, Kentucky 41099
mclaren@nkua.edu
http://www.nku.edu

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

October 3, 2013

Dear Ms. Tolan,

I am writing to pledge the support of the Early Childhood Program at Northern Kentucky University 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 listed below:

- 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

The pre-service teachers and experienced teachers throughout our early childhood education courses, learn and reflect on facilitating the above key elements. Pre- and in-service teachers take courses that focus on current early childhood issues, family engagement, assessment, programing, early childhood special education and pedagogy. We connect our students to

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Northern Kentucky University is an equal opportunity institution.

community and state initiatives and continue to inform them of new initiatives or opportunities for service. Our early childhood program curriculum is reviewed on an ongoing basis based on feedback from an advisory committee of community, school, child care and other early childhood agencies, as well as our current and former students. We also have established an articulation agreement with the two year community college system and will continue to improve our program alignments as well as collaborative opportunities.

As the early childhood education program faculty, we value regional work with community partners to facilitate a unified and systematic approach to quality early care and education using data driven decision making. Our goal is to help the state and region's goal of having more children better prepared for school by lending our expertise, time, and guidance to community partners as well as to our early childhood education program undergraduate and graduate students.

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.

(b)(6)

Heepok Gilbert & Susan Griebling
Early Childhood Education program faculty
Teacher Education Department
College of Education & Human Services
Northern Kentucky University



 Owensboro Community & Technical College

 125 Holmes Street

 Frankfort, KY 40601

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 Owensboro Community and Technical College 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



 Owensboro Community & Technical College

 KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

- 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)

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 a professor of Interdisciplinary Early Childhood Education at Somerset Community College for Kentucky's Race to the Top Early Learning Challenge application. I believe that the initiatives in Kentucky's proposal will allow the Commonwealth to realize its vision of kindergarten readiness for all children through the support of early childhood professionals, quality programs and providers, parents and communities, and state-level partners.

I support 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 I am pleased to commit my support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Glenda B. Patton, EdD



 Sullivan University

 3101 Bardstown Road • Louisville, KY 40205

 (502) 413-8667 • vbowman@sullivan.edu

Professional Nanny Program

 at Sullivan University

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 Sullivan University Early Childhood Education Department 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,

Vicke Bowman, Dean
Sullivan University
Early Childhood Education Department



 UK 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 the University of Kentucky Interdisciplinary Early Childhood Education Program to 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:

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- 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)

Jennifer Grisham-Brown, Ed.D.
Professor, University of Kentucky



October 4, 2013

Office of the President
101 Main Building
Lexington, KY 40506-0032
859 257-1701
fax 859 257-1760
www.uky.edu

Ms. Terry Tolan
Executive Director, Governor's Office of Early Childhood
125 Holmes Street, Suite 3
Frankfort, KY 40601

Dear Ms. Tolan,

On behalf of the University of Kentucky, it is my pleasure to offer our enthusiastic support for the Commonwealth of Kentucky's Race to the Top Early Learning Challenge application.

Kentucky's proposal for the Early Learning Challenge includes a comprehensive plan for the success of all children from an early age. As Kentucky's flagship research institution, we proudly support efforts that involve the entire community, together with the public sector, to reach ambitious and achievable goals for our children and their families.

We recognize that a comprehensive education ensures a prosperous future for every generation of learners and the communities where they live. To achieve these ends, every person and institution plays a pivotal role in ensuring our children receive the developmental and educational learning opportunities that prepare them for lives of leadership, meaning and purpose.

As the home of the National Center for Innovation in Education, discovering and implementing new strategies in education is a core function of our university. The UK College of Education's Early Childhood Laboratory has been a model for early childhood education since 1928. The nationally accredited lab has dutifully executed its three-fold mission of preparing future early childhood teachers, serving children in our community and as a research lab for developmental and early childhood education.

Making these types of developmental strides early will help ensure that Kentucky is taking proactive steps to make this area a great place to live and work. We will make the necessary and feasible efforts to be a part of this learning opportunity:

Thank you for your time and consideration.

Sincerely,

(b)(6)

Eli Capilouto
President



October 9, 2013

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 Louisville 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 the University of Louisville is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The University of Louisville has recognized a pressing need to provide services and scholarship to improve the educational attainment of underserved children and families in its community. It is through this lens that the university developed the Signature Partnership Initiative, a broad community effort that reaches children and families in West Louisville, in which 71 percent of poverty in Louisville is concentrated. The University also partnered with Family Scholar House to help create the Early Learning Campus to further combat the problems with children living in poverty by offering high quality childcare services to low income, single parent families.

Louisville, KY 40292 P: 502.852.6411 F: 502.852.1464 W: louisville.edu

Additionally, The University of Louisville has the infrastructure to provide leadership with this Early Learning Race to the Top initiative. In 1997, Kentucky's then-Governor Paul Patton mandated that the University of Louisville create a center for early childhood development to lead the state in early intervention and help stimulate the intellectual capacity for learning. As a catalyst, the governor established the Research Challenge Trust Fund, commonly known as "Bucks for Brains," to provide financial support to move the effort forward. Under the Bucks for Brains program, and with the generosity of Ashland Inc. Foundation, the University of Louisville College of Education and Human Development (CEHD) established the Ashland Endowed Chair in Early Childhood Education. This tenured faculty member directs the CEHD Interdisciplinary Center for Research in Early Childhood Issues and Initiatives. The Center is uniquely positioned to support the goals and initiatives of this proposed project.

Finally, the University of Louisville has a unique early childhood teacher preparation program that emphasizes in-depth academic preparation and field experiences that allow teachers to be knowledgeable about the field of early childhood/special education and to develop critical thinking and lifelong learning skills. The program emphasizes:

- Nurturing students as active agents in their own learning
- Authentic, performance-based assessment of teaching and learning
- Meeting the needs of all students
- Responding constructively to socio-cultural differences among students

The program prepares students interested in working with children from birth to age 5 in a wide variety of settings—day care centers, public and private preschools, community programs, and clinics. This program gives students authentic experiences with infants, toddlers, and preschool children in the areas of curriculum development, typical and atypical child development, programs and services for children and their families, family involvement and intervention, screening and assessment, program administration, current topics, and practicum/action research. It is our goal that in cooperation and collaboration with our state partners we can meet the challenge of kindergarten readiness for all children.

Sincerely,

(b)(6)

W. Blake Haselton, Ph.D.
Interim Dean

**TRANSFORMING LIVES
TRANSFORMING
KENTUCKY**

Maysville Campus
1755 US Hwy 68
Maysville, KY 41056
Telephone: (606) 759-7141
maysvillekctcs.edu

**Licking Valley
Campus-Cynthiana**
319 Webster Avenue
Cynthiana, KY 41031
Telephone: (606) 234-8626

**Rowan Campus-
Morehead**
609 Viking Drive
Morehead, KY 40351
Telephone: (606) 783 1538

Montgomery Extension
640 Woodford Drive
Mt. Sterling, KY 40553
Telephone: (859) 398-5959

Paris Extension
525 High Street Suite 009
Paris, KY 40361
Telephone: (859) 987-3005

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 Maysville Community and Technical College 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)
Kathleen Melienkamp
Early Childhood Coordinator

Maysville

Community & Technical College

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

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 on behalf of the Early Childhood Department at West Kentucky Community & Technical College for Kentucky's Race to the Top Early Learning Challenge 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, 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, our college level early childhood program is 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
- College coursework strategies at the Associate degree level of our college that is geared toward the initiatives listed above

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

Sincerely,

(b)(6)

Greta Henry, IECE Program Coordinator
West Kentucky Community & Technical College
4810 Alben Barkley Dr. ATB-209B
Paducah, KY 42002-7380
Ghenry0003@kctcs.edu 270-534-3087



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
FAMILY AND CONSUMER SCIENCES DEPARTMENT

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 Western Kentucky University 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)

Dr. Doris Sikora, Department Head
Family & Consumer Sciences
Western Kentucky University

Office of Adair County Judge/Executive

424 Public Square, Suite 1 • Columbia, Kentucky 42728
270-384-4703 • 270-384-4704 • Fax 270-384-9754
E-mail acjudge@duo-county.com



Ann Melton
Judge/Executive

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 Adair County 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.

Our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Ann Melton
Adair County Judge Executive





Barren County Judge/Executive

117 North Public Square - Suite 3A
Glasgow, Kentucky 42141

September 20, 2013

Telephone 270/651-3339
Fax 270/651-2844

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 Barren County, Kentucky, 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.

Very sincerely yours,

(b)(6)

Barren County Judge/Executive

DDG/sjj



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

JEFFREY S. EARLYWINE
County Administrator
(859) 334-2242
LISA H. BUEKLEY
Asst. County Administrator
(859) 334-3633

OFFICES OF THE COUNTY JUDGE/EXECUTIVE

www.boonecountyky.org

P.O. Box 900
Burlington, KY 41005
FAX (859) 334-3105

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 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.

(b)(6)

Gary W. Moore
Boone County Judge/Executive



BOYLE COUNTY FISCAL COURT

321 West Main Street, Courthouse Room 111, Danville, KY 40412
Phone: (859) 238-1100 Fax: (859) 238-1108
email: hmcKinney@boylky.com

Harold W. McKinney
County Judge/Executive

October 1, 2013

MAGISTRATES

First District
Doris Weaver

Second District
Dorcas Coburn

Third District
Phil Sawyers

Fourth District
Jack Handrick

Fifth District
Patsy Baskin

Sixth District
Lobe Carson

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 Boyle County Fiscal Court 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
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- 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)

Harold W. McKinney



Breckinridge County Judge Executive

Maurice Lucas

P.O. Box 227
HARDINSBURG, KY 40143

Telephone: (270) 756-2269 • Fax: (270) 756-2364 • Email: judge@bckentucky.com

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 Breckinridge County Fiscal Court 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
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- 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)

Maurice Lucas
Breckinridge County Judge-Executive

WWW.BCKENTUCKY.COM

Campbell County Fiscal Court



STEVE PENDERBY
County Judge/Executive

KENNETH L. RECHTIN
PEDD GARRIBTT
BRIAN PAINTER
County Commissioners

September 27, 2013

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 Campbell County Fiscal Court 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 and 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
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- 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)

Judge/Executive

www.campbellcountyky.org
Phone 859.292.3838 | TDD/VOICEMAIL 1.800.545.1833 Fax: 947 | Fax 859.292.3888
1098 Mammoth Street | P.O. Box 72340 | Newport, KY 41072



EXECUTIVE OFFICE

CHRISTIAN COUNTY

315 WEBER STREET
HOPKINSVILLE, KENTUCKY 42240

TELEPHONE
502.962.4100
FAX
502.965.7501

STEVE TRIBBLE
COUNTY JUDGE EXECUTIVE

September 20, 2013

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 Christian County Fiscal Court 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)

Steve Tribble
County Judge Executive



COMMISSIONERS
Charlie Ozden - Central Division
Joni Walker - Eastern Division
George Walker - Western Division

OFFICE OF
Davies County Judge/Executive
Al Mattingly
Western County Courthouse
P. O. Box 1716
Dwight, Kentucky 40303-1716
Telephone: (270) 585-8424

COUNTY ATTORNEY
Clair Porter

September 23, 2013

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 Davies County Fiscal Court 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

AN EQUAL OPPORTUNITY EMPLOYER

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)

Al Mattingly
Davies County Judge/Executive



Office of the Fleming County Judge/Executive
Larry H. Foxworthy
201 Court Square, Flemingsburg, Kentucky 41041

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 "Race to the Top Early Learning Challenge" 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)

Larry H. Foxworthy
Fleming Co. Judge Executive

9/20/2013
Date



GRANT COUNTY JUDGE EXECUTIVE DARRELL L. LINK

101 NORTH MAIN STREET, WILLIAMSTOWN, KY 41097
(859) 823-7561 * FAX (859) 428-4567
WWW.GRANTCOUNTY.KY.GOV * EMAIL: JUDGEEXEC@GRANTCOUNTY.KY.GOV

MAGISTRATES: RICHARD AUSTIN 1ST DISTRICT * WANDA HAMMONS 2ND DISTRICT * BOBBY YOUNG 3RD DISTRICT

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 County of Grant for Kentucky's Race to the Top Early Learning Challenge application. Consequently, 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

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

Sincerely yours,

(b)(6)

Darrell L. Link
Grant County Judge/Executive

Finance Administrator Pat Conrad * County Treasurer Peggy Updike * Finance Officer Connie S. McClure Ellington
Community Service Vanessa Rose * Solid Waste Coordinator Bryan Miles * Parks Director Tabatha Clemens
Road Supervisor Steve Tatum * Building Inspector Terry Conrad * Animal Shelter Director Marsha Chaney



Robert W. Carpenter, Greenup County Judge/Executive

301 Main Street • Room 102 • Courthouse • Greenup, Kentucky 41144
(606) 473-6440 • (606) 473-6864 • FAX (606) 473-9878

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 Greenup County Fiscal Court 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)

Robert W. Carpenter
Greenup County Judge/Executive

September 23, 2013



Hardin County Government

Judge/Executive Harry L. Berry

P.O. Box 568, Elizabethtown, Kentucky 42702

The Commonwealth's
Premier County
To Live, Work, and
Raise a Family

September 23, 2013

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

Dear Ms. Tolan:

We pledge our support for Kentucky's Race to the Top Early Learning Challenge. We believe the initiatives laid out 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, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs, providers, parents, communities, and state-level partners.

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

- Unified approach and broad-based commitment through state-level collaboration and local community support;
- Integrated, unified tiered quality rating and improvement system covering the vast majority of programs and providers serving high-need children, and includes a range of support 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; 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, We are pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)
Harry L. Berry
Hardin County Judge/Executive

HLB:sp

Office: (270) 765-2330 • Fax: (270) 737-5590 • E-mail: hcgo@hcky.org



Terry Martin
Hart County Judge/Executive

Hart County Fiscal Court
200 Main Street
P. O. Box 490
Munfordville, KY 42765
270-524-5219
270-524-9732 fax

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 Hart County Fiscal Court 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 Hart County Fiscal Court is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Terry Martin
Hart County Judge/Executive



OFFICE OF THE COUNTY JUDGE/EXECUTIVE

20 North Main Street, Suite 300
Henderson, Kentucky 40420
PHONE (270) 826-5971
FAX (270) 827-6002

DONALD HUGH MCCORMICK
HENDERSON COUNTY JUDGE/EXECUTIVE
hmcormick@hendersonky.us

SUE BAKER
ADMINISTRATIVE ASSISTANT
FISCAL COURT CLERK
ANGELA COMER
HUMAN RESOURCE SPECIALIST

September 23, 2013

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

Dear Ms. Tolan:

Henderson County opened its own early childhood development center last year. I know first hand the tremendous difference it has made in our community in only one year. I wish every county in the Commonwealth had the opportunity to have a facility like this to benefit their young people.

I am writing to pledge the support of Henderson County Fiscal Court 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 Henderson County Fiscal Court is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Donald Hugh McCormick
County Judge/Executive



Greg Pruitt
County Judge Executive
Hickman County, Kentucky

116 S. Jefferson Street, Clinton, KY 42031
(270) 653-4369 • FAX (270) 653-4360

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 Hickman County Fiscal Court 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

Magistrates

Ricky Dewese
653-4601

Tommy Roberts
653-4466

Harold Jackson
653-6549

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)

Gregory Q. Pruitt

GDP/dm



HOPKINS COUNTY FISCAL COURT

Hopkins County Government Center
56 North Main Street • P. O. Box 523
Madisonville, Kentucky 42431
270-421-8294 • Fax 270-421-8295
Email: judgeexecutive@hopkinscounty.net

JUDGE EXECUTIVE
Donald E. Carroll
ADMINISTRATIVE ASSISTANT
Kim Blair

September 26, 2013

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 "Race to the Top Early Learning Challenge" 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)

Donald E. Carroll
Hopkins County Judge Executive

MAGISTRATES

Karol Welch
District 1

William E. Groves
District 2

Christopher Toney
District 3

Lacey Wilson
District 4

Shann Roberts
District 5

Cherie C. Bechers
District 6

Maurice Wilson
District 7

JESSAMINE COUNTY JUDGE/EXECUTIVE

WM. NEAL CASSITY
Court House - 101 North Main Street
Noblesville, KY 40350
(859) 885-4500 • Fax (859) 885-2545
E-mail: ncassity@jessamineco.com
www.jessamineco.com

October 1, 2013

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 Jessamine County Fiscal Court 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)

Wm. Neal Cassity,
Jessamine County Judge/Executive

WNC:krw



JIM WARD, COUNTY JUDGE/EXECUTIVE
150 MAIN STREET - SUITE 102 - WHITESBURG, KENTUCKY 40488 - PHONE: 606 633 2129 - FAX: 606 633 2105

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 Letcher County Fiscal Court 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

MARSHALL COUNTY COURTHOUSE - 101 WEST MAIN STREET - RICHMOND, KY 40475 - PHONE: (606) 624-4700
MADISON COUNTY COURTHOUSE - 101 WEST MAIN STREET - RICHMOND, KY 40475 - PHONE: (606) 624-9140

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)

Jim Ward
Letcher County Judge/Executive

JW/hla

Office of
Logan County Judge Executive

Logan Chick



P.O. Box 265
Russellville, KY 42276
Email: logancounty@bellsouth.net

Telephone: 270-726-3116
Fax: 270-726-3117

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 Logan County Fiscal Court 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)

Logan Chick
Logan County Judge Executive



KENT CLARK - MADISON COUNTY JUDGE/EXECUTIVE
COURTHOUSE - 101 WEST MAIN STREET
RICHMOND, KENTUCKY 40475

September 26, 2013

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 Madison County Fiscal Court 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)

Kent Clark
County Judge Executive

Telephone: (859) 624-4700 Fax: (859) 624-9140

Mike Miller

COUNTY JUDGE / EXECUTIVE
MARSHALL COUNTY COURTHOUSE
BENTON, KENTUCKY 42025
Phone: (270) 527-4750

September 20, 2013

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 Marshall County Fiscal Court's support 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 the Marshall County Fiscal Court is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Yours truly,

(b)(6)

Mike Miller
County Judge/Executive





Mason County Fiscal Court

JAMES L. "BUDDY" GALLENSTEIN
JUDGE/EXECUTIVE
AMY ASHER
DEPUTY JUDGE/EXECUTIVE
COUSINS/DEPUTY
PATRICK MCKAY IV
ADMETTE TULLIARD
PHIL EAT
JOSEPH R. HAYNA
COUNTY ATTORNEY

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 Mason County Fiscal Court 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

221 STANLEY BIRD COURT STREET • MAYSVILLE, KENTUCKY 41006 • 606-964-6108
FAX: 606-964-7213 • WEBSITE: HTTP://WWW.MASONCOUNTYKYGOV.COM

- 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)

James L. "Buddy" Gallenstein
Mason County Judge/Executive

MENIFEE COUNTY FISCAL COURT

James D. Trimble, Menifee County Judge-Executive
P.O. Box 105, Frenchburg KY 40322
Phone: 606-768-3482 Fax: 606-768-2302
E-Mail: jdtrimble@mrte.com

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

Dear Ms. Tolan,

I am writing this to pledge the support of Menifee County Fiscal Court 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 provides 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

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.

(b)(6)

James D. Trimble
Menifee County Judge Executive



NELSON COUNTY - KENTUCKY

DEAN WATTS, County Judge Executive
P.O. BOX 375 • One Court Square, 2nd Floor
HARRISTOWN, KENTUCKY 40344-0375
Phone: (502) 348-1897
Fax: (502) 348-1873

September 23, 2013

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 Nelson County Fiscal Court 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)

Dean Watts
Nelson County Judge Executive



Working For Progress In Unity With
Bardstow • Bloomfield • Fairfield • New Haven



David Voegele
Judge Executive
dvoegele@oldhamcountky.gov

John Black
Deputy Judge Executive
jblack@oldhamcountky.gov

September 20, 2013

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

Dear Ms. Tolan,

Oldham County is very aware of the immense importance of early childhood development and learning. While our county is among the most fortunate among in Kentucky, there remains a significant need.

We fully support Kentucky's application for assistance through the Race to the Top Early Learning Challenge. While leaders in our state have had the desire to move the Commonwealth forward, state's heritage of the isolation in mountain areas, combined with the economic challenges linked to coal, have left many Kentucky children short-changed in regard to their initial opportunities for development and learning.

The plans expressed in Kentucky's proposal set the Commonwealth on a course that will help bring to fruition the long hoped for goal of kindergarten readiness for all children, particularly those children with the greatest needs, of which Kentucky has a very large number.

Oldham County is 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)

David Voegele
Judge-Executive

Oldham County Fiscal Court
100 W Jefferson Street, Suite 4, LaGrange, KY 40031



OWEN COUNTY FISCAL COURT
 100 North Thomas Street
 Owenton, KY 40359
 (502) 484-3405
 e-mail: ckeith@owencokky.com

OWEN COUNTY JUDGE-EXECUTIVE
 Carolyn H. Keith

MAGISTRATES
DISTRICT 1
 James "Asa" Phillips
DISTRICT 2
 Robert "Casey" Ellis
DISTRICT 3
 Teresa Davis
DISTRICT 4
 Troy Bramblett

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

Dear Ms. Tolan:

I am writing to advise you that the Owen Fiscal Court is in support of 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 Kentucky on a course that will help it realize the goal of kindergarten readiness for all children of the Commonwealth.

Our local school system and the Owen Fiscal Court are committed to supporting the key elements of Kentucky's early childhood reform agenda:

1. Unified approach and broad-based commitment through state level collaboration and local community support
2. 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 care
3. Early learning standards that reflect a whole child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
4. Early childhood educator career pathways and an aligned professional development system support improvement
5. Universal kindergarten readiness assessment beginning in 2013
6. Data system with all necessary information to support continuous improvement of school readiness

We are happy to endorse this plan and to support Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Carolyn Keith
 Owen Judge Executive



Barty Bullock

Pulaski County Judge/Executive
 bbullock@pcgovt.com

P.O. Box 712
 Somerset, Ky 42502

September 24, 2013

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 Pulaski Fiscal Court 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)

BARTY BULLOCK
 JUDGE EXECUTIVE

Office (606) 678-4853 · Fax (606) 679-8642 · Toll Free (800) 247-2510
 www.pcgovt.com

TRIMBLE COUNTY FISCAL COURT
 OFFICE OF THE JUDGE/EXECUTIVE

JERRY L. POWELL
 JUDGE/EXECUTIVE

(502) 255-7196
 FAX (502) 255-4618

P.O. BOX 251
 BEDFORD, KY 40066

09-24-13

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 Trimble County Fiscal Court 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.

(b)(6)

Jerry L. Powell



MICHAEL O. BUCHANON

TEL: (270) 843-4146

WARREN COUNTY JUDGE EXECUTIVE

FAX: (270) 781-2777

September 23, 2013

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

Dear Ms. Tolan:

I am writing to pledge the support of Warren County, Kentucky 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 yours,

(b)(6)

MICHAEL O. BUCHANON
 WARREN COUNTY JUDGE EXECUTIVE



429 EAST 10TH STREET • BOWLING GREEN, KENTUCKY 42101
 AN EQUAL OPPORTUNITY EMPLOYER

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 Washington County Fiscal Court 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
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- 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)

John A. Settles
Washington County Judge Executive

JAMES R. TOWNSEND
Webster County Judge Executive

P.O. Box 155
Courthouse
Dixon, Kentucky 42409

Phone 270-639-5042
Fax 270-639-7009
wfcourt@bellsouth.net
TDD Users 1-800-648-6056

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 Webster County Fiscal Court 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:

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- 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)
James R. Townsend
Webster County Judge Executive

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



Kentucky Chapter

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

420 Capital Ave.
Frankfort, KY 40601
Office: 502.875-2205
Fax: 502.223-4202
Call: 502.351-2660
E-mail: marysck@kyaap.org

Chapter Website:
www.kyaap.org

Chapter Executive Committee

President
Kimberly Boland, MD, FAAP

Vice President
Jeffrey Grill, MD, FAAP

Secretary/Treasurer
Pat Purcell, MD, FAAP

Immediate Past President
Eric Bosley, MD, FAAP

Chapter Executive Director
Mary P. York

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Chapter of the American Academy of Pediatrics (AAP) 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:

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- 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)

Kimberly Boland
KY AAP Chapter President

October 2, 2013

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 Appleback Properties LLC, 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:

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- 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)

Ron Frazier
Appleback Properties LLC
257 Ross Drive
Baxter KY 40806
Frazier2@charltonline.net



October 4, 2013

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 Central Kentucky Community Foundation for Kentucky's Race to the Top Early Learning Challenge application.

We have worked for several years on early childhood education initiatives in our 9 county region. Through these efforts, we have seen the positive impact of early childhood education on children and the commitment of Kentucky educators to utilize early childhood opportunities to transform education in our state.

We have unfortunately, also seen the many missed opportunities for children. We are most pleased to see the initiative of the Governor's Office of Early Childhood working to continually make our early childhood education program what our children deserve.

We believe 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.

Specifically, we support 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 which began in 2013
- Data system with all necessary information to support continuous improvement of school readiness

Central Kentucky Community Foundation is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application as our state continues to strive for educational excellence.

Sincerely,

(b)(6)

Davette Swiney
Vice-President

CMWA
150 Wheat Drive
Paris KY 40361
Tel. 859 987-0500
Fax 859 987-0608

October 3, 2013

Dear Terry Tolan:

On behalf of Central Motor Wheel of America, I am pleased to offer our enthusiastic support for the Commonwealth of Kentucky's Race to the Top Early Learning Challenge application.

Central Motor Wheel of America recognizes the role of every community member in ensuring our children receive the developmental and educational learning opportunities that prepare them for later success. The Early Learning Challenge program includes a comprehensive plan for the success of all children from an early age. Our company supports efforts that involve the entire community, together with the public sector, to reach ambitious yet achievable goals for our young children and their families.

Sincerely,

Jeff Birdsong
Sr. Vice President

Central Motor Wheel of America, Inc.



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 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
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- 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)

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.



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 [insert name of organization] 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
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- 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,

Carroll Ann Crawford Bushier



Kentucky Council on
Postsecondary Education

Stovon L. Bushier
Governor

Kentucky Adult Education
1024 Capital Center Drive, Suite 250
Frankfort, Kentucky 40601-9204
Phone: 502-573-5114
Fax: 502-573-5435
www.kyae.ky.gov

Robert L. King
President

Rocio D. Stagnola
Vice President

September 26, 2013

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 Kentucky Adult Education 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:

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Kentucky Adult Education (KAE) provides standards-based academic instruction to individuals without a high school diploma or with a high school diploma and emergent educational needs. Many of our students are parents. Therefore, we appreciate their need for an education to help secure a career with family sustaining wages and to help continue on a path of lifelong learning. We especially recognize that better educationally prepared parents are better equipped to steward their children's educational pursuits - leading to a culture that values striving to excel throughout their educational journeys. Clearly, your application to Kentucky's Race to the Top Early Learning Challenge presents a united effort to combat education atrophy by coming at the problem from both sides - parents and 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 Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Rocio D. Stagnola, Vice President
Kentucky Adult Education



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://kdlia.ky.gov>

Thomas O. Zawacki
Secretary

Wayne Onkst
State Librarian

October 10, 2013

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 Department for Libraries and Archives and Kentucky's public libraries 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:

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KentuckyUnbridledSpirit.com



An Equal Opportunity Employer M/F/D

Page 2
Kentucky's Race to the Top Early Learning Challenge Application
October 10, 2013

In cooperation with the Governor's Office of Early Childhood, the Kentucky Department for Libraries and Archives has focused on assisting Kentucky's public libraries in supporting Kentucky's early childhood reforms. As the state agency that works with public libraries, KDLA has created a School Readiness Task Force including 37 members representing libraries from every section of the state. Training and materials are provided to libraries throughout the state for use in working with young children and child care providers.

With service in every county, Kentucky's public libraries have a strong tradition of providing materials and programming for very young children. Kentucky public libraries have the highest children's library programming attendance among the southern states and ranks 15th in the nation. Kentucky's librarians support early literacy by providing programming; by modeling early literacy activities and promoting reading among children; by visiting hospitals, health departments, homeless shelters, daycares, and schools; and by training daycare workers. Many libraries hold Kindergarten Readiness Fairs to introduce parents and children to the skills they will need for Kindergarten. Among Kentucky's public libraries:

- 79% report incorporating early literacy activities in storytimes
- 50% offer Every Child Ready to Read workshops to parents and children
- 100% provide early literacy services to young children as part of their Summer Reading Club.

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)

Wayne Onkst
State Librarian & Commissioner

Kentucky Oral Health Coalition



For a lifetime of oral health

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

Dear Ms. Tolan,

I am writing to offer support for Kentucky's Race to the Top Early Learning Challenge application from the Kentucky Oral Health Coalition. We believe that Kentucky's Early Childhood initiatives will aid our state in having every child ready to succeed in kindergarten, with a specific focus on children with the greatest needs. We believe in the power and importance of building comprehensive partnerships with a multitude of stakeholders including 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
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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)

Lacey McNary
Kentucky Oral Health Coalition, a project of Kentucky Youth Advocates

KENTUCKY SCIENCE 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 Kentucky Science Center's support for Kentucky's Race to the Top Early Learning Challenge application. As a partner and collaborator working on the informal and community side of the school readiness equation, we are invested in the Commonwealth's vision of kindergarten readiness for all children, particularly those children with the greatest needs. With programs and services extending throughout the state, we are confident in the readiness and effectiveness of early childhood professionals, programs and providers, parents and communities across Kentucky to deliver on this vision - especially with Race to the Top Early Learning support behind us!

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

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With great need brings great opportunity. The Commonwealth of Kentucky can and will find ways to empower parents, inspire caregivers and set our youngest citizens on a path for educational and lifelong success. It is with this commitment to Kentucky's children 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)

Joanna E. Haas
Executive Director
Kentucky Science Center

KENTUCKY'S VOICE FOR EARLY CHILDHOOD

October 1, 2013

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's Voice for 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.

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As a director of a state-wide early childhood advocacy group, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Michael J. Hammons

333 MADISON AVENUE COVINGTON, KY 41011



College of Agriculture, Food and Forestry
Family and Consumer Sciences Extension
246 South Hall
Lexington, KY 40516-0061
(859) 257-3049
(859) 254-3095
www.uky.edu

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

Dear Ms. Tolan,

We are writing to pledge the support of Kentucky Cooperative Extension Service, Division of Family and Consumer Sciences Extension, 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.

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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. As community educators of families and their young children, we in Cooperative Extension work on the county and state levels to better the lives of Kentuckians through research-based information and community development. We have developed a fruitful collaboration with the Governor's Office of Early Childhood in support of kindergarten readiness through great engagement. We plan to continue and strengthen that collaboration in the coming years through this project, aiding our expertise in child and family development to your efforts.

Sincerely,

(b)(6)

Carole A. Gantak, Ph.D.
Senior Extension Specialist for Child Development
Kentucky Cooperative Extension Service
University of Kentucky

(b)(6)
Keri Lynn Ashford, Ph.D.
Senior Extension Specialist
Kentucky Cooperative Extension Service
University of Kentucky



For a lifetime of oral health

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

Dear Ms. Tolan,

I am writing to offer support for Kentucky's Race to the Top Early Learning Challenge application from the Kentucky Oral Health Coalition. We believe that Kentucky's Early Childhood initiatives will aid our state in having every child ready to succeed in kindergarten, with a specific focus on children with the greatest needs. We believe in the power and importance of building comprehensive partnerships with a multitude of stakeholders including effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

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Sincerely,

(b)(6)

Lacey McNary
Kentucky Oral Health Coalition, a project of Kentucky Youth Advocates

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

Dear Ms. Tolan,

I am writing to pledge Kentucky Science Center's support for Kentucky's Race to the Top Early Learning Challenge application. As a partner and collaborator working on the informal and community side of the school readiness equation, we are invested in the Commonwealth's vision of kindergarten readiness for all children, particularly those children with the greatest needs. With programs and services extending throughout the state, we are confident in the readiness and effectiveness of early childhood professionals, programs and providers, parents and communities across Kentucky to deliver on this vision - especially with Race to the Top Early Learning support behind us!

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Sincerely,

(b)(6)

Joanna E. Haas
Executive Director
Kentucky Science Center

KENTUCKY'S VOICE FOR EARLY CHILDHOOD

October 1, 2013

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's Voice for 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.

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As a director of a state-wide early childhood advocacy group, I am pleased to commit my support for Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Michael J. Hammons

333 MADISON AVENUE COVINGTON, KY 41011



College of Agriculture,
Food and Environment
Family and Consumer Sciences Extension
246 South Hall
Lexington, KY 40516-0061
(859) 257-3049
(859) 254-3095
www.uky.edu

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

Dear Ms. Tolan,

We are writing to pledge the support of Kentucky Cooperative Extension Service, Division of Family and Consumer Sciences Extension, 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.

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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. As community educators of families and their young children, we in Cooperative Extension work on the county and state levels to better the lives of Kentuckians through research-based information and community development. We have developed a fruitful collaboration with the Governor's Office of Early Childhood in support of kindergarten readiness through great engagement. We plan to continue and strengthen that collaboration in the coming years through this project, adding our expertise in child and family development to your efforts.

Sincerely,

(b)(6)

Senior Extension Specialist for Child Development
Kentucky Cooperative Extension Service
University of Kentucky

(b)(6)

Kerri Lynn Ashford, Ph.D.
Senior Extension Specialist
Kentucky Cooperative Extension Service
University of 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 Educational Television (KET) for Kentucky's Race to the Top Early Learning Challenge application. KET and PBS have been staunch advocates of early childhood education and provided years of services and resources to support children, their families and teachers. We support the initiatives laid out in Kentucky's proposal and believe these initiatives will set our state on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs. We look forward to being an active partner in this effort, along with early childhood professionals, programs and providers, parents and communities, and other state-level partners.

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

- Unified approach and 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

KET is already a collaborating partner with the Governor's Office of Early Childhood, the Kentucky Department of Education, and numerous others, including the National Center for Family Literacy and the United Way, on a variety of projects designed to improve early childhood education. We have also developed high-quality instructional resources for early childhood professionals and families and, with our partners, will be embarking upon a large-scale professional development effort over the next two years. We look forward to coordinating these efforts with the Early Learning Challenge and benefitting from the assessment and data systems that will result.

KET is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application and to Kentucky's early childhood vision.

Sincerely,

(b)(6)

Nancy Carpenter
Senior Director of Education
KET
600 Cooper Drive
Lexington, KY 40502
859-258-7260



CABINET FOR HEALTH AND FAMILY SERVICES
OFFICE OF THE SECRETARY

Steven L. Reshaar
Governor

275 East Main Street, 9th A
Frankfort, KY 40621
502-564-7042
502-564-1031
www.DHS.ky.gov

Audrey Tayse Haynes
Secretary

October 2, 2013

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 Department for Public Health's (KDPH) Obesity Prevention Program 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.

The KDPH Obesity Prevention Program leads the statewide obesity prevention coalition, the Partnership for a Fit Kentucky. For the past several years the Partnership for a Fit Kentucky put a concentrated focus on healthy eating and physical activity in early care and education (ECE) centers. CDC grant funds were dedicated to form a state level committee to address healthy eating and physical activity in ECE with key stakeholders. The accomplishments of this group include:

- development of a physical activity manual and training to over 700 ECE trainers and stakeholders,
- promotion of the consistent message 5-2-1-0 Healthy Numbers for Kentucky Families Campaign in coordination with pediatricians, WIC Program and child care centers,
- completion of the Nutrition And Physical Activity Self-Assessment in Child Care pilot project in 28 centers resulting in the development of wellness policies, menu changes and increased physical activity.

These activities built momentum for increasing healthy foods and physical activity in the early care and education setting but our work is not completed. Our coalition is committed to fostering partnerships to work toward the goal where healthy environments and promotion of healthy habits are a part of the standard quality care for all children enrolled in early care and education centers. Partnering with Kentucky's Race to Top Learning Challenge will help develop consistent health standards as a part of high-quality programs for children.

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

KentuckyUnleashedSpirit.com



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Page 2

- 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)

Elaine Russell MS, RD
Obesity Prevention Program Coordinator
Kentucky Department for Public Health



KENTUCKY
YOUTH
ADVOCATES
www.kyouth.org

11001 Bluegrass Pkwy.
Suite 100
Jeffersonville, KY 40299
voice: 502.895.8147
fax: 502.895.8225
toll free: 888.825.5592

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 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.

Specifically, we are committed to supporting the following 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; and
- Data system with all necessary information to support continuous improvement of school readiness.

With this vision for Kentucky's early childhood in mind, Kentucky Youth Advocates is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Dr. Terry I. Brooks
Executive Director



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

To whom it may concern:

Little Lambs Preschool and After School and Grace on the Hill Church fully supports Kentucky's 2013 Race to the Top - Early Learning Challenge. As an early childhood educator we are committed to ensuring all children arrive at Kindergarten ready and eager to learn. The vision laid out in the Kentucky Race to the top application will ensure Kindergarten readiness for children across the Commonwealth.

We look forward to continued collaboration in ensuring all Kentucky's children to grow and succeed.

You can reach me at 606-528-6840 ext. 224 or by email at lldirector@graceonthehill.org.

Sincerely,

Rebecca Lankford



September 30, 2013

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 National Center for Family Literacy (NCFL) 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.

At NCFL, we have expertise in parent engagement and early childhood education and can add valuable resources to enhance the excellent early childhood plan for Kentucky. We are committed to supporting the key elements of Kentucky's early childhood reform agenda and committed to a robust parent and community engagement strategy to enhance the early childhood reform agenda.

Specifically we support the:

- 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)

Sharon Darling
President & Founder



Northern Kentucky Cooperative for Educational Services, Inc.

Member Districts
 Beechwood Independent • Bellevue Independent • Boone County • Bracken County
 Campbell County • Covington Independent
 Dayton Independent • Erlanger-Elsmere Independent • Ft. Thomas Independent
 Grant County • Gateway Community and Technical College • Kinton County
 Ludlow Independent • Newport Independent • Northern Kentucky University • Pendleton County
 Silver Grove Independent • Southgate Independent • Walton-Verona Independent • Williamstown Independent

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

Dear Ms. Tolan,

On behalf of the Board of Directors of the Northern Kentucky Cooperative for Educational Services (NKCES), I am writing to pledge the support of the NKCES 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)

Curtis A. Hall, Executive Director
 Northern Kentucky Cooperative for Educational Services

Cc
 NKCES Board of Directors

5516 East Alexandria Pike
 Cold Spring, KY 41076
 Phone: (859) 442-8600 Fax: (859) 442-4593



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

Dear Ms. Tolan,

We are writing to pledge the support of the Ohio Valley Educational Cooperative 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
- Data system with all necessary information to support continuous improvement of school readiness

The key elements of the proposal align well with the OVEC's needs, particularly as Head Start and Early Head Start programs. In 2013, OVEC became the coordinating entity for regional Community Early Childhood Councils, and the CECC has provided an additional tier of support to Kentucky's application. OVEC's Head Start and Early Head Start programs, focus on kindergarten readiness through assessments and a whole-child programmatic approach. These programs ensure educational quality through environment, training systems. In addition, our programs collect, analyze, and operationalize program-wide and child-specific data for improving our services and children's 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)

Eris Tipton
 Chief Academic Officer and Deputy Chief Executive Officer

(b) (6)

Kira Eubank
 Director of Head Start Programs

Prevent Child Abuse Kentucky

801 Corporate Drive, Suite 120
 Louisville, Kentucky 40203
 859.275.8879 ext.
 859.225.8969 fax
 1-800-9-C.H.I.L.D.R.E.N.
 email: pka@prechild.org
 website: www.prechild.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 Prevent Child Abuse Kentucky (PCA-K) for Kentucky's Race to the Top Early Learning Challenge application. We believe the initiatives laid out in Kentucky's proposal will set the Commonwealth on the necessary course to realize the vision of kindergarten readiness for all children. Enhancement of Kentucky's early learning programs and services will provide an important foundation to our efforts to prevent the abuse and neglect of children of the Commonwealth, particularly those children with the greatest needs. Through the provision of integrated programs, early childhood professionals, parents and communities, and state-level partners will be better equipped to strengthen families and support at-risk children.

As an agency with the mission of preventing the abuse and neglect of Kentucky's children, PCA-K is committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Unified approach and 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 PCA-K is pleased to support Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b) (6)

Jill Seyfred, ACSW
 Executive Director



MEMBERS

Maddie Abraham, Louisville
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 Wade Murray, Louisville
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 Patricia M. Ryan, Louisville
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 M. Lynn Owen, Louisville
 Paul P. Patten, Louisville
 Dennis Patten, Louisville
 Larry A. Patten, Madison
 Dr. Dennis C. Pugh, Jr., Louisville
 Margaret C. Pope, Louisville
 Cindy Price, Louisville
 John Howard Price, Louisville
 Louis Price, Louisville
 Kathy Reed, Louisville
 Bill E. Robinson, Frankfort
 Ken Robinson, Frankfort
 Linda Reynolds, Louisville

PRICHARD COMMITTEE

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www.pricardcommittee.org • 271 W. Ninth St., Ste. 202 • Lexington, KY 40506 • (609) 255-5840 • FAX: (609) 223-4790

September 23, 2013

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 Prichard Committee for Academic Excellence 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. As you know, the Prichard Committee has as one of its highest priorities early childhood reform.

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)

Stu Silberman
 Executive Director

Stu Silberman, Executive Director OFFICERS: Harvie Wilkinson, Chair • Franklin K. Jelsma, Vice-Chair • Hilma S. Prather, Secretary/Treasurer



October 4, 2013

Dear Terry Tolan:

On behalf of Stanley Sargent and Greenleaf, I am pleased to offer our enthusiastic support for the Commonwealth of Kentucky's Race to the Top Early Learning Challenge application.

Stanley Sargent and Greenleaf recognizes the role of every community member in ensuring our children receive the developmental and educational learning opportunities that prepare them for later success. The Early Learning Challenge program includes a comprehensive plan for the success of all children from an early age. Our company supports efforts that involve the entire community, together with the public sector, to reach ambitious yet achievable goals for our young children and their families.

Making these types of developmental strides early will help ensure that Kentucky is taking proactive steps to make this area a great place to live and work. Whatever Stanley Sargent and Greenleaf can feasibly do to help be a part of this learning opportunity, we look forward to making a contribution.

Sincerely
(b)(6)

Bill Dempsey
President & COO

Stanley Security Solutions, Inc.: Corporate Headquarters: 6161 East 75th Street, Indianapolis, IN 46250
Ph: 317 849 2260 Fax: 317 893 3526
www.stanleysecuritysolutions.com



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

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 Western Kentucky University Campus Child Care 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)

Thelma Jackson
Associate Director
Western Kentucky University Campus Child Care
270 745-4042

The Spirit Makes the Master
6903 Child Care Centers Training and Technical Assistance Services | Western Kentucky University | 1000 College Heights Blvd #11698 Bowling Green, KY 42101-1098
phone: 262.642.4044 | fax: 779.745.7945 | www.wku.edu
6161 East 75th Street, Indianapolis, IN 46250 | phone: 317.849.2260 | fax: 317.893.3526



Office: 859-873-3119
Fax: 859-873-8311
wwright@woodfordcountyky.org

Sheriff Wayne "Tiny" Wright

Woodford County Courthouse
103 South Main Street
Versailles, Kentucky 40383

October 4, 2013

Race to the Top Early Learning Challenge Support

Dear Terry Tolan

The Woodford County Sheriff's Office is committed to educational learning that will prepare our children for tomorrow's educational endeavors. The Early Learning Challenges program includes a comprehensive plan for success of all children from an early age. Woodford County has a deep community involvement when it comes to children and our office has joined in several programs and partnerships. Children are our future and we need to prepare every child with the tools needed to achieve or over come any obstacles. I wish this program success and by taking steps to ensure Kentucky continues to be great place to live and work.

Sincerely
(b)(6)

Wayne Wright, Sheriff

"Serving Citizens, Communities & County"

Ashland Alliance

THE CHAMBER OF COMMERCE AND REGIONAL DEVELOPMENT PARTNERSHIP
SERVING THE CITY OF ASHLAND, BOYD, AND GREENUP COUNTIES



October 4, 2013

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

Dear Ms. Tolan,

On behalf of the **Ashland Alliance Board of Directors**, representing over 500 business and industries in Boyd and Greenup Counties, we want to pledge our support for Kentucky's Race to the Top Early Learning Challenge application.

WE BELIEVE in the initiatives laid out in Kentucky's proposal to realize the vision of kindergarten readiness for all children, particularly those children with the greatest needs.

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

- 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

As part of our commitment to support Kentucky's Race to the Top Early Learning Challenge application, please let us know if there is anything else we can do. Thank you so much for pursuing this endeavor for our children.

Sincerely,

(b)(6)

Bill Hannah
President/CEO

1733 Winchester Avenue • P.O. Box 530 • Ashland, KY 41105-0530 • Phone: 606-324-5111 • Fax: 606-324-4607 • www.ashlandalliance.com

October 10, 2013

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40501

Dear Ms. Tolan:

I am writing as a member of the board of directors of Metro United Way of Louisville, Kentucky to pledge the support of **BKD, LLP** for Kentucky's Race to the Top Early Learning Challenge application. We believe 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 and 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)

Timothy G. Shanely, CPA
Regional Managing Partner

tgslm



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 the Board of Directors of Metro United Way of Louisville, Kentucky to pledge the support of Baptist Health La Grange 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. We understand that this vision cannot be realized without 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)

Marsha Biven
Assistant Vice President



October 3, 2013

Dear Terry Tolan:

On behalf of Jack Kain Ford, I am pleased to offer our enthusiastic support for the Commonwealth of Kentucky's Race to the Top Early Learning Challenge application.

Jack Kain Ford recognizes the role of every community member in ensuring our children receive developmental and educational learning opportunities that prepare them for later success. The Early Learning Challenge Program includes a comprehensive plan for the success of all children from an early age. Our company supports efforts that involve the entire community, together with the public sector, to reach ambitious yet achievable goals for our young children and their families.

Making these types of developmental strides early will help ensure that Kentucky is taking proactive steps to make this area a great place to live and work. Whatever Jack Kain Ford can feasibly do to help be a part of this learning opportunity, we look forward to making a contribution.

Sincerely,

(b)(6)

Robert J. Kain

Humana Foundation

Humana Foundation
985 West Main Street
Covington, KY 40202
T: 502.683.3613
F: 502.683.2156
www.humanafoundation.org

October 8, 2013

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 Humana Foundation 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.

In fact our organization is a strong supporter of ambitious early childhood initiatives already, through our strong support of the Metro United Way here in Louisville, Kentucky.

Thus, 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)

Virginia K. Judd
Executive Director

IBM Corporation, 745 West New Circle Road, Bldg. 200, Lexington, KY 40511

October 3, 2013

Terry Tolan
Governor's Office of Early Childhood
125 Holmes Street, Suite 3
Frankfort, KY 40601

Dear Mr. Tolan:

On behalf of IBM as the Senior Location Executive here in Lexington, I am pleased to offer our enthusiastic support for the Commonwealth of Kentucky's Race to the Top Early Learning Challenge application.

IBM recognizes the role of every community member in ensuring our children receive the developmental and educational learning opportunities that prepare them for later success. The Early Learning Challenge program includes a comprehensive plan for the success of all children from an early age. Our company supports efforts that involve the entire community, together with the public sector, to reach ambitious yet achievable goals for our young children and their families.

IBM has long focused on early learning and K-12 as areas of primary focus through various technology and consulting contributions over the years and clearly support the agenda of helping our children get in a position to learn and eventually feed industry and society's clear need for more technical and engineering capable students.

Making these types of developmental strides early will help ensure that Kentucky is taking proactive steps to make this area a great place to live and work. Whatever IBM Global Services can feasibly do to help be a part of this learning opportunity, we look forward to making a contribution.

Sincerely,

(b)(6)

Owen Cropper
Vice President / Senior Location Executive
IBM Lexington



Brock Saladin
VP & GM Global Channel Sales & Marketing

Lexmark International, Inc.
One Lexmark Center Drive
Lexington, Kentucky 40550
USA
Phone: 859 232 7254
Fax: 859 232 5513

Dear Terry Tolan:

On behalf of Lexmark International, I am pleased to offer our support for the Commonwealth of Kentucky's Race to the Top Early Learning Challenge application. Lexmark International recognizes the role of every community member in ensuring our children receive the developmental and educational learning opportunities that prepare them for later success. The Early Learning Challenge program includes a comprehensive plan for the success of all children from an early age.

Lexmark International supports the educational needs of the community through many partnerships and sponsorships. The UK/Lexmark Center for Innovation in Math and Science Education houses a training facility to provide professional development to Kentucky science and math teachers and a new lab for fieldwork-based ecology education. Lexmark's Inspire Award is a teacher recognition program that highlights and rewards outstanding science, technology and math teachers, and our Women in Leadership program brings over 100 high-school women to Lexmark to network with our employees and learn more about careers in science. We also sponsor the Kentucky's Governors' Scholars Program, Girls Go Tech, the Youth Science Summit, and the Kentucky Science Fair.

Making these types of developmental strides early will help ensure that Kentucky is taking proactive steps to make this area a great place to live and work. Whatever Lexmark International can feasibly do to help be a part of this learning opportunity, we look forward to making a contribution.

Sincerely,

(b)(6)

Brock Saladin



PO Box 13070
Louisville, KY 40212-3070
502-629-8025

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 the Board of Directors of Metro United Way of Louisville, Kentucky to pledge the support of Norton Healthcare 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:

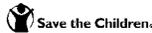
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve 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)

Thomas Johnson
System Vice President, Public Relations &
Chief Communications Officer
Norton Healthcare



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 *Save the Children* 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)

Kathy Spangler
Vice President, U.S. Programs
Save the Children

One West Fourth Street
Suite 200
Cincinnati, OH 45202-3634
phone: (513) 929-1350
fax: (513) 929-1391
toll free: (877) 852-3863

Cincinnati | Northern Kentucky

www.strivetogether.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 Strive Partnership 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

The Strive Partnership is committed to aligning our community's resources and leadership capacity around a common set of data-driven education outcomes from cradle-to-career, including significant work focused on improving early childhood education in our region. 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)

Greg Landsman
Executive Director
The Strive Partnership

TOYOTA

Helen M. Carroll
Manager
Community Relations

October 5, 2013

**Toyota Motor Engineering &
Manufacturing North America, Inc.**
25 Atlantic Ave
Erlanger, KY 41018
859-746-4000

Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes St.
Frankfort, Ky. 40601

Dear Terry,

On behalf of Toyota's two manufacturing operations in Kentucky (the Georgetown vehicle plant and our manufacturing headquarters in Erlanger), I am writing in support of Kentucky's Race to the Top Early Learning Challenge application. Toyota believes that the initiatives laid out in Kentucky's proposal are the correct and appropriate initiatives to help set the Commonwealth on a course that will help it realize the vision of kindergarten readiness for all children, especially those children with 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

Toyota's commitment and alignment with these priorities began last fall when we committed \$1 million over five years to Toyota bornlearning Academies programs across the state. Toyota bornlearning Academy is the result of state-level collaboration (Governor's Office of Early Childhood, United Way of Kentucky, The Prichard Committee, and Family Resource Centers) and local community support (21 local community United Way's across the state). This program focuses on parent education and engagement in their children's early learning years, as well as learning components for the children. We are serious about getting kids ready for school . . . a prepared workforce is critical to our future in this state.

It is with this commitment to Kentucky's early childhood vision that Toyota is pleased to support Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Helen Carroll





Kentucky Council on Postsecondary Education

Steven L. Beshear Governor

1024 Capital Center Drive, Suite 320 Frankfort, Kentucky 40601

Robert L. King President

October 10, 2013

Terry Tolan Executive Director Governor's Office of Early Childhood

Dear Ms. Tolan,

I am writing to pledge the support of the Kentucky Council on Postsecondary Education for Kentucky's Race to the Top Early Learning Challenge application.

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

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

The Kentucky Council on Postsecondary Education is the state coordinating organization for higher education. We are charged with mapping a strategic agenda to raise Kentucky's level of educational attainment, and by doing so, Kentucky's quality of life.

We fully endorse this proposal and are pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

Robert L. King

KentuckyUnbridledSpirit.com



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KENTUCKY ASSOCIATION OF SCHOOL SUPERINTENDENTS



260 Democrat Drive Frankfort, KY 40601 (502) 783-2720 Fax: (502) 783-2721 Website: www.kysupts.org

EXECUTIVE COMMITTEE

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September 26, 2013

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 Association for School Superintendents 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)

Wilson Sears 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 of the Kentucky Out-of-School Alliance for Kentucky's Race to the Top Early Learning Challenge application. The Kentucky Out-of-School Alliance aspires to ensure that Kentucky's children and youth have access to high quality out-of-school time programs.

The Governor's Office of Early Childhood has been a key partner of the Alliance and long-time supporter of school-age initiatives in Kentucky. Their collaborative nature has helped to build a continuum of support for Kentucky's children and youth. The Alliance recognizes that this continuum of support begins with Kentucky's early childhood reform agenda, which ensures a:

- 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

On behalf of the Alliance, it is my pleasure to support the work and initiatives outlined in Kentucky's proposal as I feel that the work will guide 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.

I am enthusiastic of the Kentucky's early childhood vision and am pleased to commit the support of the Alliance of Kentucky's Race to the Top Early Learning Challenge application. Thank you for your consideration of this important proposal.

Sincerely,

(b)(6)

Carolyn Hudman, Director Kentucky Out-of-School Alliance

Carolyn Hudman, Director • Judy Turner, Office Manager 915 Leewood Drive, Suite B • Frankfort, KY 40601 TEL: 502-507-8900 • WEB: kyoutofschoolalliance.org.

An Initiative of the Charles Stewart Mott Foundation & Kentucky Department of Education



260 Democrat Drive Frankfort, KY 40601 1-800-372-2962 • FAX (502) 695-5451 KSBA Website: www.ksba.org

October 8, 2013

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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 School Boards Association (KSBA) to 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 need.

As the organization that represents Kentucky's local boards of education, KSBA is committed to providing our members with the necessary training, information, and support to make them both aware and supportive of this all-important initiative.

More specifically, we are committed to making sure that local boards of education understand and support the following 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

KSBA will strongly encourage our members to support the above elements in a variety of ways including:

- featuring presentations on the Early Learning Challenge and its relationship to student achievement at our conferences and in our state wide publication, School Advocate.
- encouraging superintendents and local board members to become more familiar with early learning data for their students such as the results of the kindergarten screening instrument and the quality ratings of early childhood services in their districts, and
- inviting representatives from the community early childhood councils to local board meetings to discuss strategies for improving early childhood services and outcomes in their community.

In summary, I can assure you that KSBA is eager to lend the full support of both the association and our members to this exciting initiative.

Sincerely,

(b)(6)

David A. Baird Interim Executive Director

/s/



October 4, 2013

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 (Council) 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 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:

- 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 of care,
- Engagement and education for parents of young children who are a child's first teacher through the expansion of the innovative and measurable program *bornlearning Academies*
- 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 by 2013, 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 Race to the Top Early Learning Challenge application. The Council serves as the backbone organization for the alignment of education initiatives that address our population in the Northern Kentucky region

from birth to career. In partnership with the United Way of Greater Cincinnati and Vision 2015 the Council was awarded a Ready by 21 Southeast Challenge Grant from 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.

Developing comprehensive strategies to improve school readiness, reduce chronic absence, provide access and opportunity for quality summer learning and bring programs to scale across the region is the focus of the Council's Reducing *Barriers to Learning* Action Team. Public libraries, early childhood education providers, schools districts, post-secondary faculty, health care professionals, and social service agencies are represented on this team. By aligning the following key strategies for our earliest learners we will change critical outcomes for our children:

- Support and promote the Commonwealth of Kentucky's Early Childhood Advisory Council (ECAC) recommendations related to the STARS Rating System,
- Support and promote the Commonwealth of Kentucky's Early Childhood Advisory Council (ECAC) recommendations related to implementing early childhood standards and the and the common screening tool,
- Increase the number of bornlearning Academies,
- Increase the number of children and families participating in home visitation,
- Provide a tiered level of capacity building to child care centers to retain and increase STAR rating,
- Expand outreach of library services to underserved early childhood population , and
- Advocate for all children to receive a high quality early childhood education

By supporting and implementing the recommendations of Kentucky's Early Childhood Advisory Council 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

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 Adair County School District 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,

Anita Goode
 Adair County School District

Bowling Green Independent Schools

1211 CHESTNUT STREET
 BOWLING GREEN, KY 42101
 Phone: (270) 246-2000
 Fax: (270) 759-2095

JOSEPH TINIOS, SUPERINTENDENT

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 Director of Special Education: JON LAWSON
 Director of Instruction/Student Programs: FRANKIE DAVIS
 Director of Transportation/Health/Attendance: MARI MCCLELLAN
 Director of Technology: KYLE MAY

September 26, 2013

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 Bowling Green Independent School District 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

The Bowling Green Independent School District provides equal educational and employment opportunities.

September 26, 2013
 Page 1 of 1

- 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)

Joe Tinios
 Superintendent

MR. PAUL CHRISTY
 Superintendent
 BRENDA CONSIDINE
 Chief Academic Officer
 PAUL COLUMBIA
 GREG HOLLON
 DONALD STUMP
 Administrative Directors



DR. BETH GRIFFITH
 JUDY HICKS
 DR. MICHAEL KUDUK
 MICHAEL MCGOWAN
 ASHLEY MICHIE
 Board of Education
 Members

September 27, 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 Clark County Public School System 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,

Paul Christy
 Paul Christy, Superintendent
 Clark County Public Schools

(b)(6)

Donald C Stump, Administrative Director
 Preschool Programs

P.O. Box 930
 253 Main Street
 Irvine, KY 40336



(606) 723-2181
 Fax (606) 723-6029
 www.estill.k12.ky.us

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 Estill County Schools 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,

Bert Hensley
 Bert Hensley, Superintendent
 Estill County Schools

Franklin County Schools

Chrissy Jones, Superintendent

September 25, 2013

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 Franklin County Public Schools 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 and 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 began 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,



Chrissy Jones
Superintendent

916 East Main Street • Frankfort, Kentucky 40601 • (502) 695-6700 • FAX (502) 695-6708

The Franklin County Public School System does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or the provision of services.

Gallatin County Schools

Wallace Central Office Building
600 E. Main Street
P.O. Box 147
Warsaw, KY 40395

Dorothy B. Perkins
Superintendent

Raymond A. Spahn
Assistant Superintendent

Leonard T. Whalen
District Superintendent
Director of Special Education

Debra Foltz
District Wide Services

Renee Cameron
Director of Special Education

Connie Wainscott
Director of Finance

September 25, 2013

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

Dear Ms. Tolan,

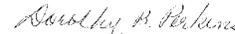
I am writing to pledge the support of Gallatin County Schools for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten 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,



Dorothy B. Perkins, Ed.D.
Superintendent

DBP/bc

PHONE
859-567-2828/1820

FAX
859-567-4528

"Maximizing Student Learning & Achievement"



September 24, 2013

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

Dear Ms. Tolan,

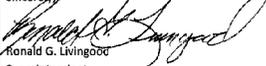
I am writing to pledge my support of The Grant County School District for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision 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 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,



Ronald G. Livingood
Superintendent
Grant County Schools

ADVANCING KNOWLEDGE
ACTIVATING MOMENTUM

PHONE: 502-695-6700
FAX: 502-695-6708
WWW.GRANTCOUNTYKYSCHOOLS.KY.gov

SUBSIDIARY
FRANCHISE
ASSOCIATION SUPERINTENDENT
ASSOCIATION SUPERINTENDENT
BOARD MEMBERS
PRESIDENT
VICE PRESIDENT
SECRETARY
TREASURER

Green County Board of Education

Box 368, Greensburg, KY 42743

Jim Frank, Superintendent



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 Green County Board of Education 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,



James D. Frank, Superintendent
Green County Schools

BOARD OF EDUCATION

*Kay Sharon, Chairman
Charlie Wise, Vice-Chairman
Suzy Broadwater, Member
John Emery, Member
Mike Kinney, Member*



SUPERINTENDENT
Nannette Johnston

ASSOCIATE SUPERINTENDENTS
*Mark Kopp, Instructional Services
Bobby Lewis, Student Services
Gary Milby, Finance/Support Services
Chris Reed, Human Resources*

HARDIN COUNTY SCHOOLS
65 W. A. Jenkins Road
Elizabethtown, KY 42701

Phone: (270) 769-8800

FAX: (270) 769-8888

October 2, 2013

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 Hardin County Schools 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,

Nannette Johnston, Superintendent
Hardin County Schools

Henderson County Schools

1805 Second Street, Henderson, Kentucky 42420
(270) 831-5000 Fax: (270) 831-5009
www.henderson.kyschools.us



September 26, 2013

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

Dear Ms. Tolan,

This letter is to pledge the support of the Henderson County School District 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. The Henderson County School District has a long history of support for early learning as evidenced by a new 11.5 million free standing pre-kindergarten center. In addition to a recently announced Toyota Born Learning Center for parent involvement in preparing their child for learning readiness.

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

- Unified approach and 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,

Thomas L. Richey, Ed.D
Superintendent

Equal Educational and Employment Institution



**HENRY COUNTY
PUBLIC SCHOOLS**

326 South Main Street
New Castle, Kentucky 40050

Telephone (502) 845-8600
Fax (502) 845-8601

September 24, 2013

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 Henry County Public Schools 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
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- 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)

Tim Abrams

"Helping Children Prepare For Success"
An Equal Opportunity Employer M/F/D

Administrative Offices

Jefferson County Public Schools Center
PO Box 24070
Louisville, KY 40232-1020
(502) 485-3211



September 26, 2013

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

Dear Ms. Tolan:

On behalf of Jefferson County Public Schools (JCPS), it is my pleasure to support the early childhood education proposal being submitted by the Kentucky Department of Education (KDE) to the Race to the Top Early Learning Challenge. Making high-quality early education available so every child entering JCPS is kindergarten ready is a top priority for us. 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
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- 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 JCPS is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Donna M. Hargens, Ed.D
Superintendent

DMH:scf

www.jcpsky.net
Equal Opportunity Employer M/F/D/V

LCS

Lawrence County Schools

Every Child College and Career Ready

Mike Armstrong
Superintendent
Phone (606) 638-9671
Fax (606) 638-0128

50 Bulldog Lane
Louisa, KY 41230

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

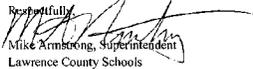
Dear Ms. Tolan:

I am writing to pledge the support of the Lawrence County Board of Education 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 initiative 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 the Lawrence County Board of Education is pleased to commit our support to Kentucky's Race to the Top Early Learning Challenge application.


Respectfully,
Mike Armstrong, Superintendent
Lawrence County Schools



The Lawrence County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, genetic information or disability in employment, educational programs, or activities as set forth in Title IX, Title VI, or Section 504.

LEE COUNTY BOARD OF EDUCATION

JAMES EVANS, JR., SUPERINTENDENT
242 LEE AVENUE • P.O. BOX 668
BEATTYVILLE, KENTUCKY 41311

TELEPHONE: 606-464-5000
FAX: 606-464-5009

September 26, 2013

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

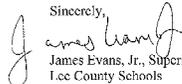
Dear Ms. Tolan:

I am writing to pledge the support of Lee County School District 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,

James Evans, Jr., Superintendent
Lee County Schools

JEJ:sga



MARTIN COUNTY BOARD OF EDUCATION

P.O. Box 366 • Inez, Kentucky 41224
Phone (606) 298-3572 • Fax (606) 298-4427

Steven C. Meadows – Superintendent
Craig Price – Chairperson
Roger Harless – Vice Chairperson

Kathleen Price – Board Member
Donetta Harless – Board Member
Gary Ball – Board Member

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

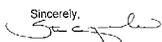
Dear Ms. Tolan,

I am writing to pledge the support of Martin County 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,

Steven C. Meadows
Superintendent, Martin County Schools

The Martin County Board of Education makes it a policy that no person be subjected to discrimination on the basis of race, color, national origin, sex, age, marital status or handicap in employment or in any admission of access to, or treatment in any of its programs and activities.
The Martin County Board of Education will comply with Title IX, Title VI, Section 504, and all other requirements of state and federal laws concerning nondiscrimination.

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 McCracken County Public Schools 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,

Dr. Nancy Waldrop
Superintendent, McCracken County Public Schools
435 Berger Road
Paducah, KY 42003



MURRAY INDEPENDENT SCHOOL DISTRICT

BOARD OF EDUCATION
Richard Crouch, Chairman
Stuart Alexander, Vice-Chairman
Laura Pittman
Mark Vinton
Doraine Winchester

206 South 13th Street
Murray, Kentucky 42071
PH 270.753-4363 FX 270.759-4906
Bob Rogers, Superintendent of Schools &
Secretary of the Board of Education

September 26, 2013

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

Dear Ms. Tolan,

We are writing to pledge the support of Murray Independent Schools 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. With the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners, all children, particularly those with the greatest need, will benefit through improved early learning programs.

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 by 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. We know the investment in early childhood development and education pays dividends and changes lives for the better.

Sincerely,

Bob Rogers, Superintendent

Judy Muehleman, Preschool Coordinator

Carol Elder, Head Start Director

Tradition. Pride. Excellence.
Equal Education & Employment for Everyone

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 for Newport Independent Schools 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,

Lisa Swanson
Preschool Coordinator
Newport Independent Schools

Joyce Campbell, Chair
Fannie Couch, Vice-Chair
Brenda Gibson
Scotty D. Combs
Gary Deaton

Owsley County Board of Education
14 Old KY 11
Corner of Court and Main Street
Booneville, KY 41314

Dr. Timothy W. Bobrowski, Superintendent



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 Owsley County School District 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 Race to the Top Early Learning Challenge application.

Sincerely,

Dr. Tim Bobrowski, Ed.D
Owsley County Board of Education
Superintendent of Schools
(606) 593-6363 (work)
(606) 593-6368 (fax)
(606) 567-5256 (cell)

PARIS INDEPENDENT SCHOOLS



310 West Seventh Street
Paris, Kentucky
40361

Gary Wiseman
Superintendent
Phone 859-987-2160
Fax 859-987-6749

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 Paris Independent Schools 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

Our District recently received a Born Learning grant from Toyota and United Way as a way to provide hands-on training and strategies to parents of pre-school children so we are committed to the concept of early learning. 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,

Gary Wiseman, Superintendent

PARIS BOARD OF EDUCATION
Michael Tucker, Chairperson Janice Shearer, Vice Chairperson Ricky Johnson Sharon Fields Collier Mathes
- AN EQUAL OPPORTUNITY EMPLOYER -

ASSISTANT SUPERINTENDENT/
EXECUTIVE DIRECTOR, TEACHING
& LEARNING
AMY BRADSHAW

EXECUTIVE DIRECTOR OF
PLANS, PERSONNEL, STUDENT SERVICES
JOE BURRILEY

DIRECTOR OF
FINANCE/HUMAN RESOURCES
JAN JOHNSON

PENDLETON COUNTY SCHOOLS

2525 HWY 27 NORTH
FALMOUTH, KY 41040
859-654-6911 FAX 859-654-6143



R. ANTHONY STRONG
SUPERINTENDENT

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 Pendleton County Schools 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
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- 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,

R. Anthony Strong
Superintendent

ACHIEVING GREATNESS.....EVERY STUDENT, EVERY DAY

BOARD MEMBERS: TONY SPENCE - WILLIAM VERAX III - SHAWN NORDHEIM - MARK ROSS - DARYL MULLINS

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 Pineville Independent Schools 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
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- 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,

Terry Hayes
Superintendent



Pulaski County Board of Education

P.O. Box 1055
Somerset, Kentucky 42502-1055
(606) 679-1123 Fax (606) 679-1438
E-mail: steve.butcher@pulaski.kyschools.us

Steve Butcher
Superintendent

September 24, 2013

Sonya Wilds
Asst. Superintendent

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

Patrick Richardson
Asst. Superintendent

Cindy Price
Chairperson
380 VanHook Court
Somerset, KY 42503

Dear Ms. Tolan:

I am writing to pledge the support of Pulaski County Schools 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
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- 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,

Steve Butcher, Superintendent
Pulaski County Schools



Science Hill School
...Reaching All Children

6007 North Highway 27 • Science Hill, Kentucky 42553 • (606) 423-3341 • FAX (606) 423-3313

Rick Walker
Superintendent

Terry Tolan

Mike Elliott
Chairman

Executive Director

Bruce Phelps
Vice Chairman

Governor's Office of Early Childhood

Herbert W. Norfleet
Board Member

125 Holmes Street

David Sayers, Jr.
Board Member

Frankfort, KY 40601

Charlee R. Smith
Board Member

Dear Ms. Tolan,

Mary Lois Wesley
Treasurer

I am writing to pledge the support of Science Hill Independent School District 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.

Michelle Harville
Instructional Supervisor

Rita Preeley
Principal

Mary Ann Parker
Director of
Special Education

Sincerely,
(b)(6)

Rick E Walker



SIMPSON COUNTY BOARD OF EDUCATION

430 SOUTH COLLEGE STREET • Telephone (270) 586-8877 • Fax (270) 586-2011
FRANKLIN, KENTUCKY 42134

DR. JAMES FLYNN
SUPERINTENDENT

September 24, 2013

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 Simpson County Schools 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)

James Flynn

SIMPSON COUNTY PROVIDES EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES

TAYLOR COUNTY BOARD OF EDUCATION

1209 East Broadway
Campbellsville, KY 42718
Phone (270) 465-5374
Fax (270) 789-3954

ROGER D. COOK
Superintendent

"Every Child, Every Day"

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 Taylor County School District 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,

Roger D. Cook
Superintendent

An Equal Opportunity Employer



September 26, 2013

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 Trigg County Public Schools 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,

Travis Hamby
Superintendent

TRIGG COUNTY PUBLIC SCHOOLS 202 MAIN STREET CATKIN, KY 40221 | TEL: 270.522.6075 FAX: 270.522.7782 WWW.TRIGGKYSCHOOLS.KY

www.kyschools.us



"A Passion for Excellence"

Patricia Sheffer, Superintendent
Jennifer Beckman, Chairperson
James Ricketts, Vice-Chairperson

Lynna Jackson, Board Member
Evelyn McArthur, Board Member
Melissa Whitehead, Board Member

September 26, 2013

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 Union County Public Schools Early Childhood Program 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 our Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children; this is particularly important for those children with the greatest needs and would involve the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

While Union County Public Schools blended Early Childhood program has always displayed a commitment to collaboration and to cultivating/maintaining cooperative and meaningful relationships with our key stakeholders, we also recognize that having additional resources will only serve to strengthen our strong foundation of collaboration cooperativeness in reaching new heights. It is with this understanding that we pledge support to Kentucky's Race to the Top Early Learning Challenge Application.

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.

(b)(6)

Brian T. Lovell, Director of Special Projects

540 South Main Street, Morganfield, Kentucky 42637-1791 | Telephone 270.389.1694 Fax 270.389.9895 www.union.kyschools.us
EQUAL EDUCATION AND EMPLOYMENT INSTITUTION

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 ~~insert name of organization~~ Warren County Public Schools 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,

Rob Clayton
Superintendent, Warren County Public Schools



Washington County Schools
P.O. Box 72 • 120 Maskville Hill
Springfield, KY 40069
859.336.5470 (Tel.) • 859.336.5480 (Fax)
Robin Cochran, Superintendent

September 24, 2013

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 Washington County School District 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

The Washington County Board of Education does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

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,

J. Robin Cochran
Superintendent

JRC: PB

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 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)



Ashland Early Childhood Regional Training Center
Ashland Independent School District

Lisa Henson
Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Kim Roberts
Jessie Singleton
Early Childhood
Specialists

Cheryl Salyer
Administrative
Assistant

Area 1
Boyle County
Boyd County
Ashland Ind
Fayette Ind
Boyd County
Jackson Ind
Carter County
Elliott County
Franklin County
Boya County
Greenup County
Boyd Ind
Russell Ind
Horton County
Horton Ind
Johnson County
Pointville
Wright County
Lawrence County
Letcher County
Jenkins Ind
Leslie County
Lewis County
Magoffin County
Martin County
Mason County
Menifee County
Morgan County
Perry County
Raccoon Ind
Pike County
Pikeville Ind
Rowan County
Wolfe County

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 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)

Lisa Henson, Director
Ashland Early Childhood Regional Training Center

1820 Hickman Street • P.O. Box 3000 • Ashland, KY 41105-3000 • (606) 327-2705, Ext. 2728 • Fax (606) 327-2796

An Equal Education and Equal Employment Institution.



Berea Early Childhood Regional Training Center

Carol R. Brooks, RTC Director Nancy Ping, Early Childhood Specialist
Andrea Sargent, Administrative Assistant

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 Early Childhood Regional Training Center 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)

Carol R. Brooks

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

Calloway County Early Childhood Regional Training



Districts Served:
Ballard County
Caldwell County
Calloway County
Carlisle County
Christian County
Crittenden County
Davies County
Dawson Springs Ind.
Fulton County
Fulton Ind.
Graves County
Henderson County
Hickman County
Hopkins County
Livingston County
Lyon County
Marshall County
Mayfield County
McCracken County
McLean County
Mullensburg County
Murray Ind.
Owensboro Ind.
Paducah Ind.
Trigg County
Union County
Webster County

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 Calloway County Early Childhood Regional Training Center 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
- Continued universal kindergarten readiness assessment which began 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)

Nancy W. Lovett, Director
Calloway County Early Childhood Regional Training Center
PO Box 1018
Murray, KY 42071
nlovett1@murraystate.edu

Simpson County Early Childhood Regional Training Center

211 South Main Street, Suite 1 B
Franklin, KY 42134
<http://www.simpson.kyschools.us/rtc/>

Bill Porter, Director
Bill.Porter@simpson.kyschools.us
Cell: 270-776-2322
Barbara Love, Bookkeeper
Carol Sinschler, Secretary
270-586-2608
FAX: 270-586-2809

Nicki Patton Rowe, Teacher Consultant
nicki.rowe@simpson.kyschools.us
Cell: 859-230-5193
Carla Brown, Teacher Consultant
Carla.brown@simpson.kyschools.us
Cell: 270-776-1390

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

September 27, 2013

Dear Ms. Tolan,

I am writing to pledge the support of the Simpson County Early Childhood Regional Training Center (Simpson Co. RTC) 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

~ 1 ~

The Simpson Co. RTC will support these key elements by:

- providing training
- provide technical assistance
- supply applicable materials to programs professionals, parents, and other partners

Our RTC has a long history of collaboration with all Early Childhood stakeholders. We are committed to Kentucky's Early Childhood reform and are pleased to support Kentucky's Race to the Top Early Learning Challenge.

Sincerely,

(b)(6)

Bill Porter
RTC Director

Metro United Way



Metro United Way
LIVE UNITED™

Metro United Way
334 East Broadway
PO Box 4488
Louisville KY 40204-0488
ph: 502 583-2821
fx: 502 583-0380

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 Metro United Way for Kentucky's Race to the Top Early Learning Challenge application. As an organization with a long-term commitment to ensuring that our children arrive at kindergarten ready to learn and to succeed in school, 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.

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. We stand ready assist in this vitally important work.

Sincerely,

(b)(6)

Joseph P. Tolan
President

www.metrounitedway.org

• Louisville •
9209 Shelbyville Road
Suite 600
Louisville, KY 40222
P: 502.499.9440 F: 502.499.9404



• Lexington •
333 West Vine St.
Suite 300
Lexington, KY 40507
P: 859.685.1034 F: 859.254.8639

October 7, 2013

Ms. 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 the Board of Directors of Metro United Way of Louisville, Kentucky, to pledge the support of TKT & Associates, Inc. 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,

TKT & ASSOCIATES, INC.

(b)(6)

Ms. Tierra Kavanaugh Turner
CEO

TEL: 1-877-5-TKTINC

WWW.TKTANDASSOCIATES.COM



Agencies

- American Red Cross
- Blue Grass Community Action - Senior Companion Program & Home Care
- Boy Scouts - Bluegrass Council
- Emergency Community Food Pantry of Franklin County
- Frankfort YMCA
- Franklin County Women's Shelter
- Franklin County Council on Family Abuse
- Gift Swaps - Wilderness Road Council
- Kings Center
- Legal Aid of the Bluegrass
- Nursing Home Ombudsman
- Salvation Army
- Senior Activity Center
- SMON Home
- Soup Kitchens
- South Frankfort Community Center
- Sunshine Center
- Theresa Hill Education Center
- Trinity Integrated Preschool Services

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 United Way of Franklin County 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)

Randy Roberts
Executive Director
United Way of Franklin County

76 C Michael Davenport Blvd. • PO Box 1544 • Frankfort KY 40602 • (502) 875-1675 • Fax: (502) 875-8300
www.unitedwayfranklincounty.org

October 3, 2013

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



United Way
of Greater Cincinnati
2400 Reading Road
Cincinnati, Ohio 45202-1478
Phone: 513-762-7150

Dear Ms. Tolan:

I am writing to pledge the support of United Way of Greater Cincinnati 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.

Cordially,

(b)(6)

Robert C. Reifsnnyder
President

LIVE UNITED®

www.uwgc.org

United Way of Henderson County

Serving Henderson County



September 27, 2013

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 United Way of Henderson County 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; 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 our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

(b)(6)

M'Lea Peak, Executive Director
United Way of Henderson County



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



United Way
of Central Kentucky
1111 N Dixie Hwy, Ste 9B
Elizabethtown, KY 42701
www.unitedwayck.org
270.737.6608

Dear Ms. Tolan,

I am writing to pledge the support of United Way of Central Kentucky for Kentucky's Race to the Top Early Learning Challenge application. As part of our mission to connect our community for the common good through improving Education, Financial Stability, and Health, we believe the most effective way to achieve long-term impact is by investing in youth. United Way of Central Kentucky is a proud member of the Meade County Early Childhood Council and will be broadening future support of local early childhood programs in order to reduce poverty across our region of Hardin, Breckinridge, Grayson, LaRue, and Meade Counties.

Our commitment to education is evidenced by our current financial investments of nearly \$300,000 in programs that help children prepare for success in school, such as Hardin County Schools' First Connections Program, Head Start, and Breckinridge-Grayson Programs. Our partnerships with Breckinridge, Grayson, LaRue, and Meade County Schools also ensure children have the resources needed to continue excelling in the classroom. Additionally, United Way of Central Kentucky provides mentoring services through investments with Big Brothers Big Sisters in order to help children pursue their educational goals. We continue to seek input from community partners and educational experts in order to make the targeted investments that will yield the most effective results for children and families.

We agree 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.

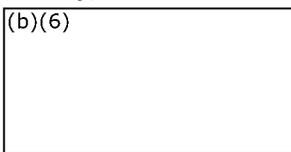
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- Unified approach & broad-based commitment through state-level collaboration and local community support
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- Early childhood educator career pathways and an aligned professional development system 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)



Christopher Wilborn, Executive Director
United Way of Central Kentucky

United Way of Kentucky
P. O. Box 4653
Louisville, KY 40204
(502) 589-6897
www.uwky.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 [insert name of organization] 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.

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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,

Douglas E Eberhart

Doug Eberhart
President

LIVE UNITED

United Way of Northeast Kentucky
serving Boyd, Greenup, Carter, Lawrence and Elliott Counties
2000 Carter Avenue, Suite D • P.O. Box 2285
Ashland, Kentucky 41105-2285
tel 606.325.1810 • fax 606.325.8787
email uway@unwnek.org / website www.unwnek.org



October 03, 2013

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 United Way of Northeast Kentucky 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.

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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)

Jeff L. Compton
President/CEO
United Way of Northeast Kentucky

LIVE UNITED

LIVE UNITED



321 South 3rd Street
Bardstow, Ky. 40004
502-348-1891
October 11, 2013

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 United Way of Nelson County 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.

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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,

Kenny Fogle
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 of *United Way SEKY* 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.

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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,

Rose M shields
Executive Director
United Way Seky

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Representative

Steve Wallace
President and CEO

October 10, 2013

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 United Way of Southern Kentucky 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.

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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)

Debbie Hills
Chief Operating Officer

Our Mission: To be the leader in bringing together the resources to build a stronger, more caring community.

1110 College St. | P.O. Box 3330 | Bowling Green, KY | 42102-3330 | P: 270.843.3205 | F: 270.843.3236 | www.uwsk.org



209 Park Plaza Drive
P.O. Box 795
Owensboro, Kentucky 42302
tel 270.684.6668
fax 270.684.6402



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 United Way of the Ohio Valley, Inc. 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.

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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)

David L. Ross
President

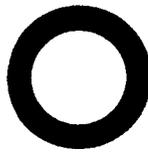
Governor's Early Childhood Task Force



20 Year Comprehensive Early Childhood Plan

Kentucky Invests in Developing Success





COMMONWEALTH OF KENTUCKY
OFFICE OF THE GOVERNOR

PAUL E. PATTON
GOVERNOR

700 CAPITOL AVENUE
SUITE 100
FRANKFORT, KY 40601
(502) 564-2611
FAX (502) 564-2517

November 17, 1999

The Honorable Paul E. Patton
Governor of the Commonwealth
100 Capitol Building
Frankfort, Kentucky 40601

Dear Governor Patton:

The Governor's Early Childhood Task Force is pleased to present you with this report. This report is about a dream, a promise, and a commitment.

Kentucky's early childhood educators have always *dreamed* that we could provide the best early care and education in the United States. But our dream seemed to remain just beyond our grasp.

Then in 1995, you made a *promise* to me - if elected Governor, you would address the issue of child care. I never imagined that this promise would result in the boldest, all-encompassing initiative for children that Kentucky or any other state has ever seen. I want to thank you for keeping your promise, for having the foresight to recognize the importance of a child's first years and for having the political courage to act.

These recommendations are just the first step, but what a first step! Never before in Kentucky have children been so much at the forefront of our state's agenda. Never before have so many elected officials and community leaders known so much about how the brain develops and the relationship of that brain development to the economic future of our state.

The next step requires *commitment*. These recommendations lay out a vision of what Kentucky should do for our youngest citizens. Now the challenge becomes yours and the General Assembly's as you face tough decisions about prioritizing our state's resources. The challenge also rests with Kentuckians at the community level who have the opportunity to learn together, to collaborate and to determine how we can best implement these recommendations for the benefit of the Commonwealth. All of us have to decide: Do we have the courage to sustain this bold commitment to Kentucky's children? If so, how will we make this commitment? What programs? What funding? And how will we implement it?

A *dream* about Kentucky's children has become a *promise* to them. Together, we can work to keep this *commitment* to them. We have before us a once-in-a-lifetime opportunity. Kentucky's future depends on it.

Sincerely,

(b)(6)

Nicki Patton
Chair, Governor's Early Childhood Task Force



AN EQUAL OPPORTUNITY EMPLOYER M/F/D

KIDS NOW

KENTUCKY INVESTS IN DEVELOPING SUCCESS

**A REPORT FROM
THE GOVERNOR'S EARLY CHILDHOOD TASK FORCE**

**NOVEMBER 1999
FRANKFORT, KENTUCKY**

TASK FORCE MEMBERS

(b)(6)

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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 States¹**

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

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.*

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

- ◆ *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.

- ◆ *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.

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.

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.*

- ◆ *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.

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.*

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: 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

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.

- ◆ *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.

- ◆ *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

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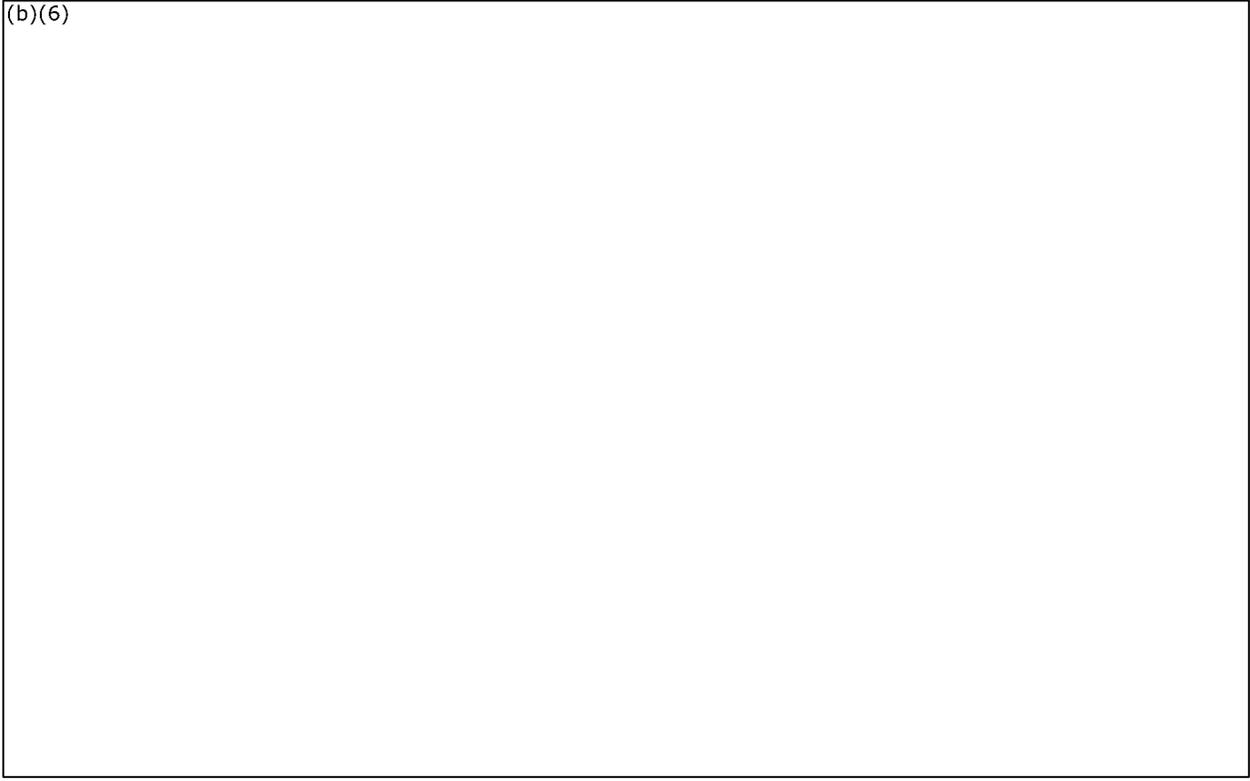
⁸Kentucky Long-Term Policy Research Center. 1999.

WORK GROUP MEMBERS

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WORK GROUP MEMBERS, CONTINUED

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Kentucky Department of Education
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Metro United Way
United Way of Kentucky

EXPERTS IN THE FIELD

Appearing before the task force were:

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List of Tobacco Investments

Child care *FY2013 Funding \$9,340,000; FY2014 Funding \$9,240,000*

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 \$800,000; FY2014 Funding \$700,000

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 \$700,000; FY2014 Funding \$700,000*

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 \$175,000; FY2014 Funding \$175,000*

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 \$1,200,000; FY2014 Funding \$1,500,000*

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 \$873,100; FY2014 Funding \$873,100*

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 \$100,000; 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 \$314,581; FY2014 Funding \$314,581*

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 \$128, 200; FY2014 Funding \$128, 200*

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 \$8,583,000; FY2014 Funding \$8,583,000*

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 \$250,000; FY2014 Funding \$250,000*

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 \$683,400; FY2014 Funding \$697,400

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 \$80,000; FY2014 Funding \$80,000*

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 \$100,000; FY2014 Funding \$100,000*

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.

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

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2013 Early Childhood Profile

Franklin County

The Early Childhood Profile is produced by the Kentucky Governor's Office of Early Childhood in partnership with the Kentucky Center for Education and Workforce Statistics (KCEWS).



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.

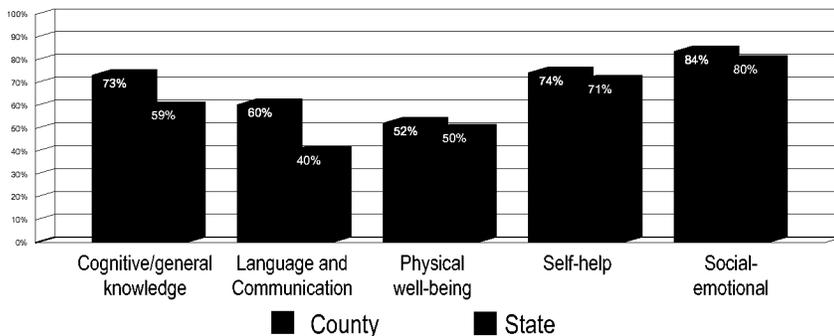
IMPORTANT NOTES ABOUT KINDERGARTEN READINESS DATA

Academic year 2012-2013 was a pilot year for kindergarten readiness screening. Not all districts and not all schools participated in screening incoming kindergarten students.

Schools in the county that participated in the screening	1
Kindergarteners in the county that were screened	86
Kindergarteners in the state that were screened	31,480

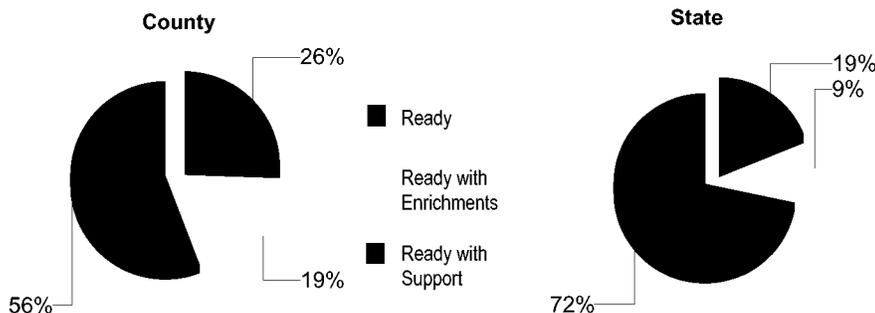
- Fields in this section and in the graph below may be blank if schools did not participate in readiness screenings or if the number of Kindergarteners who were screened are fewer than 10.
- Readiness screening of incoming kindergarteners will become mandatory for all schools next year. Since it was not mandatory this year, comparisons between the two years will not yield valid results.
- Future profiles will include data about the "prior settings" of incoming kindergarteners. Prior settings means where the student was prior to kindergarten; State-funded preschool, Head Start, Home, Child care, other.

2012 PILOT Screening Results by Domain



* For a detailed explanation, see the technical notes at <http://kcews.ky.gov/reports/earlychildhoodprofiles/>

Percentage of Children Ready for Kindergarten



The sum of Ready plus Ready with Enrichments are the Percent School Ready.

The total score is a cumulative score that represents a child's performance on the basic screen.

* For a detailed explanation, see the technical notes at <http://kcews.ky.gov/reports/earlychildhoodprofiles/>

Highlights

Number of children 0-2 years old	1,707
Number of children 3-4 years old	1,242
Percent of children below 100% poverty	27.4%
<i>Below 150% poverty</i>	33.4%
<i>Below 200% poverty</i>	57.6%
Number of families served by the HANDS home visitation program	107
Number of child care spaces in the county	3,808
Number of children receiving child care benefits (CCAP program)	1190
<i>CCAP at Licensed Centers</i>	1096
<i>CCAP at Licensed Homes</i>	0
<i>CCAP at Certified Homes</i>	24
<i>CCAP at Registered Providers</i>	70
Public preschool enrollment	194
<i>3 and 4 year olds with disabilities</i>	108
<i>At-risk 4 year olds at or below 150% of the federal poverty level</i>	75
Other	11
Head Start enrollment	110
<i>3s and 4s with disabilities</i>	3
<i>3s and 4s income eligible</i>	107
Other	0
2010-2011 Public kindergarten enrollment	580

Third Grade Assessment Results

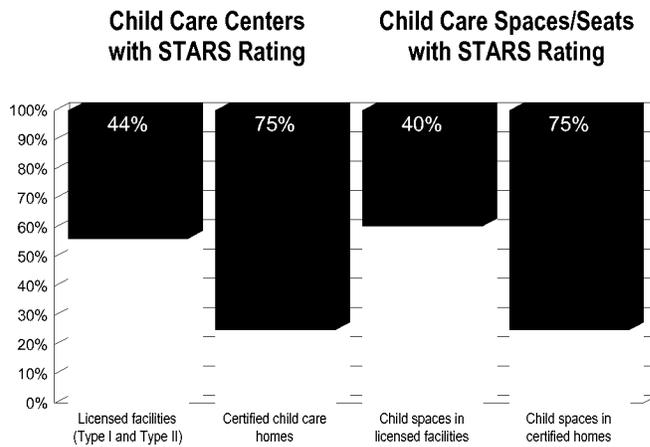
Below are the percentages of 3rd grade students who scored proficient or distinguished in the 2011-12 school year. They were kindergarteners in the 2008-09 school year.

	County	State
Math	42.2%	42.8%
Reading	50.6%	49.4%

Early Care and Education Programs

STARS for KIDS NOW Rating

Early child care facilities can voluntarily participate in the STARS for KIDS NOW rating. A higher quality rating means better child-to-caregiver ratios, program curriculum, child care staff training, program regulatory compliance, and personnel policies.



	STARS	Not STARS
Licensed facilities (Type I and Type II)	18	14
Certified child care homes	1	3
Child spaces in licensed facilities	2,288	1,496
Child spaces in certified homes	6	18

Early Care and Education Workforce

The Commonwealth supports the early care and education workforce with training, scholarships, credentials, and other professional development programs. The counts below are for 2011-2012.

Professional Development of Early Care and Education Workers	FY 2011-2012
Child Care Commonwealth Credential (Credentials approved/renewed)	18
Child Development Associate KIDS NOW (Mini-grants for CDA credential fees)	16
Kentucky Trainer's Credential (Credentials approved/renewed)	24
Director's Credential (Credentials approved)	35
Early Childhood Development Scholarship (ECE worker pursuing degree or credential in college)	16
Scholarships for Professional Training (Unduplicated paid invoices for non-college training)	28

Families, Health and Services

Select Indicators	County	State
Children under five years old	2,949	6.0% 6.4%
Children living below 100% poverty line	1,000	27.4% 29.5%
Children living below 150% poverty line	1,219	33.4% 41.6%
Homeless children in the public school grades K-3	122	5.2% 4.6%
Children with substantiated child abuse/neglect	91	0.9% 1.5%
Households with a non-English language in home	1,191	5.7% 5.6%
Births to mothers who are not high school graduates	316	17.0% 20.6%
Births to teenage girls 15-19 years old	243	48* 50*
Low birth weight babies (born less than 5.5 pounds)	200	11.0% 9.0%
Preterm babies (born before 37 weeks of pregnancy)	234	13.0% 12.0%

* Rate per 1,000 females ages 15-19

Services Provided to Families and Children

The Governor's Office of Early Childhood, Cabinet for Health and Family Services, and local agencies provide support to at-risk families and children. These services promote healthy growth and development, assist with disabilities, subsidize early education, and more.

Number Receiving Support Services in the County

Children receiving Medicaid insurance	3,724
Children receiving KCHIP health insurance	493
Children receiving child care subsidies	1,190
Families served by the First Steps program	91
Families served by the Health Access Nurturing Development Services (HANDS) home visitation program	107

KIDS NOW Initiative

The Governor's Office of Early Childhood and Early Childhood Advisory Council (ECAC) guide KIDS NOW (Kentucky Invests in Developing Success NOW) using community resources, public-private partnerships, and collaborative planning to:

- support and strengthen families
- assure that all children grow to their full potential
- provide high quality, accessible, affordable early care and education options
- promote greater awareness of the importance of the first years for the well-being of all Kentucky's citizens.

Community Early Childhood Council

Franklin County CECC

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<http://kidsnow.ky.gov/Mobilizing-Communities>
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Go to <http://kcews.ky.gov/reports/earlychildhoodprofile/> or <http://kidsnow.ky.gov/School Readiness/Pages/profiles.aspx> for sources, technical descriptions of each data element in this profile, notes for how to use this report, and links to other sources of information for the early childhood community.

Overview of Kentucky's Early Childhood Professional Development Framework



Kentucky Invests in **D**eveloping **S**uccess

May 2011

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THE KENTUCKY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT FRAMEWORK

August 2008

Updated May 2011

The Kentucky Early Childhood (EC) Professional Development (PD) Framework Plan (Townley & Newberry, 2002; revised 2003) as approved by the Early Childhood Development Authority. Copies of the approved plan are available at www.kidsnow.ky.gov.

Proposed revisions to the Kentucky EC PD Framework were submitted to and approved by the Early Childhood Development Authority in April 2008. Based on the approved recommendations, additional work was conducted by a statewide committee (July 2010 through February 2011) and revisions based on the work group were added in May 2011.

This document was developed through the Kentucky Partnership for Early Childhood Services at the University of Kentucky in collaboration with the Division of Child Care, Department of Public Health, and Kentucky Department of Education, Division of Early Childhood Development. Some information included in the document was adapted from the Kentucky Early Childhood (EC) Professional Development (PD) Framework Plan (Townley & Newberry, 2002).

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INTRODUCTION

In 2002, Kentucky launched a plan for the development of a statewide Professional Development Framework (Townley & Newberry, 2002) that included key components to address the needs for education, training, and credentialing of early care, intervention, and education professionals in Kentucky. This plan represented months of work with input from numerous stakeholders across the state. Specific information about the planning and approval process for the PD Framework, including the numerous contributors, is available in the documents *Early Childhood Professional Development: Creating a Framework for Kentucky, 2002, 2003*, and *Kentucky Early Childhood Professional Development Framework: Recommendations for Expansion to Include Technical Assistance Services, 2008* (www.kidsnow.ky.gov).

This document provides an overview of the Kentucky Early Childhood Professional Development (PD) Framework that includes existing programs and supports, as well as the components of the PD Framework plan that have been implemented across the state. All elements of the PD Framework have been endorsed by the Kentucky Early Childhood Development Authority. The EC Development Authority is a legislative established public agency and political subdivision of the Commonwealth of Kentucky and is charged with making recommendations to the Governor about expenditures from the Early Childhood Development Fund in support of the KIDS NOW Initiative.

What is Professional Development?

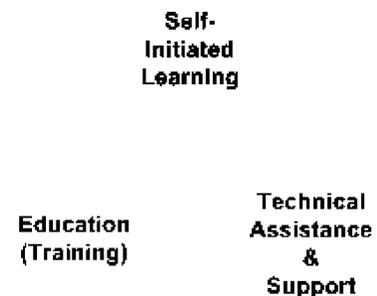
For Kentucky, professional development includes structured teaching and learning experiences to support the acquisition of knowledge and skills and the implementation of knowledge and skills in the work environment. Professional development is an ongoing process of continuous improvement that increases job related knowledge and skills, and is intentional and purposeful to support specific outcomes related to practice.

The overall purpose of professional development is to support the professional growth and development of those working with young children and families. Therefore, this definition of professional development recognizes three distinct but integrated components: 1) structured educational experiences, 2) structured technical assistance and support, and 3) self-guided learning.

Defining and delineating the critical components of professional development is the first step in helping the early care, intervention and education system identify key outcomes to be achieved. High quality professional development experiences should be designed to lead to:

- ◆ all early care, intervention, and education staff being competent, confident, highly qualified, and able to implement practices consistently and with a high degree of fidelity;

Figure 1. Critical Components of Professional Development



- ◆ consistency in the use of high quality practices and programming across the state;
- ◆ continuous quality improvement, with staff who are able to manage change and effectively use available resources;
- ◆ high quality services to children and families; and
- ◆ measurable improvements in outcomes for children.

To help reach these outcomes, it is important that opportunities exist for all staff to access professional development, including ancillary staff who may work with children and families (e.g., teacher assistant or aide/paraprofessional, bus/van drivers, kitchen staff, therapists, directors, family service workers). It also is important to ensure that those providing professional development opportunities use a wide variety of strategies and techniques that match the learner's needs.

As a way to help achieve these outcomes, the Kentucky Early Childhood Professional Development Framework defines five levels of professional accomplishment and the training, technical assistance, credentialing and articulation requirements to support each level. The framework includes:

- ◆ Early Childhood Core Content that describes what early childhood professionals should know and be able to do.
- ◆ Credentials and Degrees for early care, intervention and education professionals.
- ◆ A seamless training track to support professionals in building knowledge and competence from level to level.
- ◆ The provision of support services or technical assistance to help staff implement and sustain skills and practices in the work environment.
- ◆ Articulation agreements that support the transfer of credit across education and training.
- ◆ A scholarship program at the college and non-college level for early childhood professionals.
- ◆ A Professional Development Registry that supports the documentation of credentials, scholarships, and awards.
- ◆ Training Registries to support documentation of training across programs and providers.

Each of the components of the Kentucky Early Childhood Professional Development Framework is presented and described in the following sections of this document.

**Figure 2. The Kentucky
Early Childhood
Professional
Development Framework**

EARLY CHILDHOOD CORE CONTENT

The Kentucky Early Childhood (EC) Core Content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. EC Core Content is the foundation for determining training content, course content, and competency standards for professional performance. The EC Core Content was developed using existing professional resources that put forth standards (i.e., Kentucky Interdisciplinary Early Childhood Education programs, Child Development Associate functional area competency standards, Head Start, Family Child Care, American Public Health, National Association for the Education of Young Children, and the Division for Early Childhood of the Council for Exceptional Children). The EC Core Content is provided in Appendix A and is also available for free download at www.kidsnow.ky.gov.

The EC Core Content is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time. To that end the EC Core Content:

- ◆ Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.
- ◆ Includes a mechanism for linking various early childhood education and training programs.
- ◆ Provides for continuous progress and professional development.

The EC Core Content covers seven essential competency subject areas of early childhood education and each area is organized into five levels of increasing mastery. Individuals planning early childhood education and training programs can use the EC Core Content to correlate program content with the expected skill levels and desired competency outcomes of the participants.

LEVELS OF EC CORE CONTENT

Professionals in the field of early care, intervention, and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next, thus the competencies build on one another. All competencies are referenced within the early childhood literature and most have been cited from similar documents from other states.

The levels of competencies are not awards or a certificate, but may correlate with existing certificates or awards. Each level assumes greater knowledge and skill than previous levels; however, an individual level should not be seen as limited to a particular job or position of employment.

Table 1. Early Childhood Core Content Level Descriptions

LEVEL I	Knowledge & skills across all seven content areas for professionals at the initial level, which includes entry into the field & a Commonwealth Child Care Credential.
LEVEL II	Knowledge & skills across all seven content areas for professionals with a Child Development Associate Credential.
LEVEL III	Knowledge & skills across all content areas for professionals from CDA to Associate degree.
LEVEL IV	Knowledge & skills across all content areas for professionals with a Bachelor degree.
LEVEL V	Knowledge & skills across all content areas for professionals above a Bachelor degree.

Level I. Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and, legibly write notes on children's developmental skills. They must also:

- ◆ be able to verbalize their awareness of physical and biological processes in the natural environment;
- ◆ display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
- ◆ demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;
- ◆ demonstrate fundamental, coordinated small and large muscle skills in physical movements and games; and
- ◆ demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.

Level II& III. At this level, practitioners may become lead teachers or administrators. They must:

- ◆ demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
- ◆ show evidence of basic computer literacy and internet search skills;
- ◆ possess literacy, speaking, interpersonal, and leadership skills sufficient to effectively conduct parent meetings, relate to a board of directors, write descriptive newsletters, and construct detailed curriculum plans that include individual children's developmental goals; and,
- ◆ master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky's rapidly increasing Hispanic populations.

Levels IV&V. At these levels, practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

SUBJECT AREAS COVERED

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific EC Core Content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

Child Growth and Development. Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same

time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.

Health, Safety, and Nutrition. These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

Professional Development/Professionalism. Adults providing early care, intervention and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.

Learning Environments and Curriculum. Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care, intervention and education must know how to offer an organized, inviting accessible and interactive environment that has many diverse and appropriate materials, activities, and experiences. Adults support staff-to-staff communication, team work, and staff-family communication.

Child Assessment. Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior, systematically report on them to appropriate staff and family members, and use the information gathered to plan developmentally appropriate experiences and activities.

Family and Community Partnerships. Understanding the roles that family members and others play in children's lives is vital for early childhood interventionists and educators. They must be able to integrate the following concepts:

- ◆ Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
- ◆ A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
- ◆ Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships, and knowledgeable referrals.

Program Management and Evaluation. Adults providing early care, intervention and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

CREDENTIALS, DEGREES AND CERTIFICATION

Kentucky's Early Childhood PD Framework provides multiple opportunities to acquire increasing levels of professional credentials. Each credential represents a discrete entry/exit point, and each credential represents a building block to the next level of credentialing and competency.

In addition to the national Child Development Associate (CDA), three specific early childhood credentials are available in Kentucky. The credentials were created to acknowledge that differing competencies and skill areas are required for different aspects of the early childhood profession. Credential programs are offered in several kinds of education settings to recognize that different types of early childhood practitioners may wish to access education and training settings appropriate to their needs. Lead agencies/institutions are described in the context of each credential. The three early childhood credentials are:

- ◆ Commonwealth Child Care Credential
- ◆ Director’s Credential
- ◆ Early Care and Education Trainer’s Credential

Table 2. Credentials At-A-Glance

Credentials	Requirements	Content	Ongoing
Commonwealth Child Care Credential	60 clock hours of instruction, including field assignments	14 hours in child growth & development; 15 in learning environments/curriculum; 9 in health, safety & nutrition; 7 in family and community partnerships; 4 in child assessments; 6 in professional development; 5 in program management/evaluation	15 hours of additional training each year
Director’s Credential	12 college credit hours distributed in required areas. Meet	Regulations & laws; ethics; programming, supervision & staff development; health, safety & nutrition; financial management & marketing; community collaboration/resource management	15 hours of additional training each year
Trainer’s Credential (must be 21 years old)	educational requirements by level, participate in orientation & seminar	A credential or degree in early childhood or related field; training in adult learning theory and training design, and knowledge of early care, intervention and education resources and services in Kentucky.	Annual trainer updates & 45 hours of additional training every 3 years

COMMONWEALTH CHILD CARE CREDENTIAL

The Commonwealth Child Care Credential (CCCC) provides additional training to practitioners wishing to exceed the minimum training hours required by Child Care Licensing Regulations. The CCCC is a planned program of education and training based on the Core Competencies described in this report. The hours of instruction (60) are intended to fulfill half of the time requirements and skill mastery level necessary for the Child Development Associate Credential.

The Commonwealth Child Care Credential is awarded by the Division of Child Care. The credential is based on a common set of core competencies presented in the EC Core Content and aligns with the first 60 hours of the Child Development Associate (CDA) Credential. The chief requirement for the credential is 60 hours of instruction, including field assignments, to be completed within one year. This can articulate to (or be considered equal to) a 3-credit-hour college course. The 60 hours of instruction includes areas as presented in the Credentials-At-A-Glance Figure above.

Candidates for the credential may complete a CCCC/CDA non-college scholarship application and upon being approved are admitted to an approved Commonwealth Child Care Credential program. The scholarship is funded through KIDS NOW Scholarship (as funds are available).

Before the training is completed, the trainer conducts an exit assessment of the trainee using the nationally recognized Child Development Associate observation tool. After the assessment, the trainee and training organization write an action plan to promote the trainee's continued growth.

Those who have earned a Commonwealth Child Care Credential must obtain 15 clock hours of training each year to stay current in the field and to maintain the credential. Training for the Commonwealth Child Care Credential is conducted by agencies approved by the Division of Child Care. A list of approved training organizations can be found at <http://chfs.ky.gov/dcbs/dcc/>.

DIRECTOR'S CREDENTIAL

The Director's Credential is intended to provide education and development in the skill areas needed to manage an early childhood program. The program may be a discrete course of study or may build on the candidate's existing experience and proficiency through portfolio development or individualized assessment. Candidates work through the higher education institution of their choice for information related to the specific program of study for the Director's Credential.

Candidates who meet eligibility guidelines for the Early Childhood Scholarship Program may use this program as a resource for financial assistance with coursework leading to the award of a Director's Credential. The Director's Credential is awarded by the Division of Child Care upon successful completion of the requirements and upon recommendation by an approved higher-education institution.

Requirements include 12 college credit hours in early childhood education and related administrative subjects. These hours can be earned as part of a degree program in early childhood education *or* individuals may enroll specifically for Director's Credential course work. Course work may be offered by approved state technical or community colleges, or at universities or colleges offering Interdisciplinary Early Childhood Education (IECE) programs.

Major areas of core knowledge and competencies for the Director's Credential include regulations and laws; ethics; programming for families and children; supervision and staff development; health and safety; financial management and marketing; and, community collaboration/resource management.

Regulations and laws. This includes knowledge of the local, state and national laws and regulations that govern licensed child care providers (e.g., food service, the Americans with Disabilities Act). It also includes the ability to obtain information about the intent of those laws and regulations, as well as changes to them, from sources such as government agency web sites.

Ethics. This includes knowledge of ethical issues related to the financial operation of a center as well as dealings with children, families, and staff (e.g., confidentiality, compensation, the code of ethics for the National Association for the Education of Young Children). It also includes an understanding of individual rights and diverse backgrounds and how they affect relationships – so directors can handle daily challenges appropriately and without discrimination.

Programming for families and children. This includes a knowledge of theoretical, foundational, philosophical and historical perspectives in early childhood programming (such as developmentally appropriate practice, the primary caregiver system, constructivism, behaviorism, early intervention, Montessori, High Scope, Reggio, the activity-based approach); the ability to develop and implement appropriate action plans (such as inclusion plans, individual family service plans, and individual

education plans) to meet the individual needs of children; awareness of assessment tools for both children's development and programming; and understanding the effect of culture and environment on adults' beliefs regarding discipline and guidance as well as children's development and self-concept.

Supervision and staff development. This includes an understanding of managerial styles (such as authoritative, democratic, collegial) and personality in terms of motivating staff members for professional growth; the ability to supervise staff through planned programs; and, the ability to communicate effectively both verbally and in print and to truly listen.

Health and safety. This includes knowledge of local, state and national laws and regulations that provide for the mental and physical health of children, families, and staff; knowledge of how to implement those laws and regulations; awareness of the nutritional needs of children and food preparation procedures; and, the ability to find information about health and safety in order to provide resources to staff and families.

Financial management and marketing. This includes the comprehension of financial concepts and the ability to use financial tools to make a center financially viable or to expand the center; the ability to maintain accurate and complete financial reports and to project income; awareness of the local marketplace and how to assess supply and demand in the area to attract families, staff and financial supporters to the center; and, the ability to understand the role of the center in relation to the larger community in order to define and promote the center's image.

Community collaboration/resource management. This includes knowledge of resources in the community for young children and their families which go beyond early care, intervention and education; an understanding of how to help children and families gain access to these resources; and an understanding of how to collaborate with other groups and individuals to increase community resources.

TRAINER'S CREDENTIAL

The Kentucky Early Care and Education Trainer's Credential includes the competencies and standards for those who provide training to early childhood practitioners. The level of education, training, and experience of the trainer is correlated with the content levels at which training may be offered. At the more complex content and expected competency levels of the trainees, the qualifications for the trainer become more stringent.

Individuals who participate in training have a way to identify the level of content at which training will be delivered so as to key the selection of training to their individual needs and skill levels. Trainers have a way to individualize training content to meet specific skill levels of the trainees and competency areas of EC Core Content.

There are specific steps necessary to acquire a Trainer's Credential, including information related to levels of training and trainer qualifications that are necessary to maintain a multi-level training system. Specialty trainers who are highly qualified in a specific area related to children and families must meet defined credential requirements.

In general, all trainers must be at least 21 years old, meet the educational requirements, and have experience relevant to the following areas: child growth and development; learning environments and curriculum; health, safety and nutrition; family and community partnerships; child assessment; professional development/professionalism; and, program management/evaluation. They must also:

- ◆ participate in “The Introduction to Resources in Kentucky for Early Care and Education Trainer’s” (2 hours).
- ◆ complete a seminar in “Fundamentals of Effective Training” (15 hours).

The introduction and seminar are supported in part through KIDS NOW funds. The Trainer’s Credential is awarded by the Division of Child Care upon successful completion of the requirements and presentation of documentation.

Table 3. Trainer Levels

LEVELS	EDUCATION & EXPERIENCE	REQUIREMENTS¹:	PERMITTED TRAINING LEVELS	RENEWAL PERIOD
1	H.S. Diploma or equivalent At least 3 years related exp in field of early childhood	Complete Intro to Resources	Co-train single topic with credentialed trainer at higher training level	- Valid for three years - Non-renewable
2	At least a CDA with 3 years FT* experience in field of early childhood <u>OR</u> 10 years FT*related experience in relevant EC Core Content, including formal early childhood training equaling 45 clock hrs; or 4.5 C.E.U.s; or 3 college credit hours	Complete Intro to Resources Complete Fundamentals of Effective Training	Training hours as required by the Division of Regulated Child Care Commonwealth Child Care Credential training or initial 60 hours of CDA training through approved training organization Co-train higher (60-120 hours) CDA level with a level 4 & 5 Trainer through a approved training organizations Co-train 12 hours with a Level 4 or Level 5 trainer before training solo	Renewable every 3 years by application, including documentation of: Training in EC field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites
3	Associate degree in early childhood or the equivalent of 30 credit hours in early childhood coursework&3 years FT* related experience in early childhood field <u>OR</u> At least a Bachelor’s degree other than early childhood, & At least 1 year FT* related experience in EC field <u>OR For Healthy Start Consultants only</u> -Associate level degree in nursing, dietetics or other approved/related fields	Complete Intro to Resources Complete Fundamentals of Effective Training	Training hours as required by the Licensed Child Care Levels 1,2,& 3 on Rubric for Levels of Training/Professional Development Commonwealth Child Care Credential or CDA instruction, through an approved training contractor Train Levels 1,2,& 3 on the Rubric for Levels of Training/Professional Development, through an approved training organization	Renewable every 3 years by application, including documentation of:Training in EC field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites
4	At least a Bachelor’s degree in early childhood, &1 year FT* related experience in early childhood field <u>OR</u> At	Complete Intro to Resources Complete Fundamentals of	Training hours as required by the Division of Regulated Child Care, Levels 1,2,3,4 Train Levels 1,2,3 & 4 tracks	Renewable every 3 years by application, including documentation of: On-going training in EC

¹ All applicants must be at least 21 years of age.

LEVELS	EDUCATION & EXPERIENCE	REQUIREMENTS ¹ :	PERMITTED TRAINING LEVELS	RENEWAL PERIOD
	least a Bachelor's degree other than early childhood, <u>AND</u> at least 1 year FT* related experience in EC field, including the equivalent of 3 credit hours in child development <u>OR For Healthy Start Consultants only</u> - Bachelor degree in nursing, dietetics or other approved/related fields	Effective Training (OR submit documentation of equivalent training)	on Rubric for Levels of Training/Professional Development, through an approved training organization	field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 (3) C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites
5	At least a Masters degree in early childhood & 1 year FT* related experience in early childhood field <u>OR</u> At least a Masters degree in a field related to early childhood (non related not considered) & 3 credit hours in child development, <u>AND</u> 1 year FT* related experience in Early Childhood field <u>OR For Healthy Start Consultants only</u> - Master level degree in nursing, dietetics or other approved/related fields	Complete Introduction to Resources in Kentucky for Early Childhood Trainer's Complete Fundamentals of Effective Training (OR submit documentation of equivalent training)	Train at all training levels (1-5).	Renewable every three years by application, Remain updated on state & national early childhood issues. State updates available at websites.
SPECIALTY TRAINER	Current license, certificate, or credential & at least 3 years related experience in area of expertise in which topic is being trained		Special training ONLY in area of expertise; Training hours as required by the Licensed Child Care through an org ONLY in area of expertise	Renewable every three years by application, including proof of current license, certificate, or credential in area of expertise

Introduction to Resources in Kentucky for Early Care and Education Trainers

Introduction to Resources is required for all potential trainers, with the exception of Specialty Trainers. It provides an overview of the child care and early education systems in Kentucky and an introduction to the integration and articulation of training in the state. The overview includes, but is not limited to, types of child care in Kentucky; licensing and certification requirements for providers; agencies serving children and families; the KIDS NOW initiative; the STARS for KIDS NOW quality rating system; the Child Development Associate (CDA) Credential; and the Interdisciplinary Early Childhood Education (IECE) certification process (2 clock hours). Introduction to Resources is provided through Child Care Resource and Referral agencies across the state (www.kentuckypartnership.org/ccrr/).

Fundamentals of Effective Training

Fundamentals of Effective Training (FET) is a Kentucky designed 15 hour seminar required for all potential trainers with the exception of Specialty and Level 1 Trainers (KAR 922 2:240, Section 10).

Trainer's Credential candidates who have completed similar training in the previous 10 years may seek a waiver if the curriculum matches content and focus of the required seminar. FET includes, but is not limited to, principles of learning/barriers to learning; ethics and professionalism; needs assessment strategies; learning styles/cultural differences; designing and planning presentations; strategies for instruction; group dynamics and activities; creating and maintaining positive learning climates; and, effecting change in behavior. Acceptable equivalent training must cover areas included in FET (15 clock hours). FET is provided on a regular basis through the Training into Practice Project (TIPP) at the University of Kentucky (www.ihdi.uky.edu/tipp/).

Trainer Competencies

The competencies for a credentialed trainer include:

- ◆ adhering to training standards;
- ◆ demonstrating a thorough understanding of the principles of training adult learners as well as a knowledge of core content in early care, intervention and education;
- ◆ designing an effective environment for adult learning;
- ◆ demonstrating the ability to provide a variety of appropriate learning opportunities;
- ◆ analyzing training needs of participants;
- ◆ demonstrating the ability to plan and develop an appropriate training outline, as well as the ability to develop sequential training plans;
- ◆ demonstrating the ability to implement training techniques and strategies;
- ◆ selecting and incorporating appropriate reinforcement techniques for practical application; and
- ◆ designing evaluation strategies that are appropriate to the training delivered.

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION

The Interdisciplinary Early Childhood Education (IECE) Certificate is the state's teacher licensure program that allows early care and education professionals to teach children from birth through self-contained kindergarten (regular and special education) in public school and early intervention settings. Programs that lead to the IECE certificate are offered through Kentucky colleges and universities and are available at the bachelor and graduate levels. Certification requires at least a bachelor degree and oversight is provided by the Kentucky Education Professional Standards Board (EPSB). Ten Teacher Standards for Preparation and Certification reflect performances expected of educators within a variety of environments, including classrooms, childcare settings, the children's homes, hospitals, or any other natural environments. Within these environments, instruction will include individual child activities, parent-child activities, and instruction in small and large groups. IECE educators are expected to be knowledgeable of developmentally appropriate and research-based practices in facilitating experiences for all children, including those with disabilities and from diverse populations. These standards include:

Standard I: Designs/Plans Instruction

Standard II: Creates/Maintains Environments

Standard III: Implements Instruction

Standard IV: Assesses & Communicates Learning Results

Standard V: Reflects/Evaluates Teaching/Learning

Standard VI: Collaborates with Colleagues/Families/Others

Standard VII: Engages in Professional Development

Standard VIII: Supports Families

Standard IX: Demonstrates Implementation of Technology

Standard X: Provides Leadership Within School/Community/Profession

For more information about the IECE, contact the Kentucky Department of Education or Professional Standards Board at: <http://www.kyepsb.net/teacherprep/iecestandards.asp>.

TRAINING

Prior to implementation of the KY Early Childhood PD Framework, the system of training for early childhood professionals in Kentucky was a collection of workshops rather than a coordinated, comprehensive system. Child care licensing requires 15 hours of annual non-specified training (Type I and II), 9 hours for certified providers and a 6-hour mandatory initial Orientation curriculum, regardless of an individual's education or experience level. For the Kentucky Preschool Program, classified lead teachers (hired before 2004) are required to have 18 clock hours of training and certified lead teachers are required to have 4 days of professional development per year.

One of the major components of a professional development system is the acquisition of knowledge through education. There are a number of approaches that can be used to support education. These include (but may not be limited to):

- ◆ Training sessions offered at workshops, conferences, institutes
- ◆ Formal coursework
- ◆ Independent studies
- ◆ Distance education, such as webinars, online modules, conference calls, web-based courses/modules, web-based meetings, etc.
- ◆ Study groups
- ◆ Communities of practice/learning; networking

The current Kentucky Early Childhood Professional Development Framework provides specific recommendations on how education, training and credentials can be structured to support high quality practices across the early care, intervention and education system. A key characteristic of training and education within a professional development framework is that it typically involves learning experiences in contrived settings. During training, participants are often offered opportunities to practice skills through activities such as role playing, simulations, case studies and scenarios, critiquing videos, etc.

What is Training?

Training includes structured learning experiences designed to help the learner gain knowledge and /or skills that will increase the implementation of high quality practices.

The definition of high quality training being:

- ◆ Delivered by a trainer who has thorough content knowledge and understands the needs of adult learners;
- ◆ Based on needs assessment of what potential participants value and need to improve services;
- ◆ Matched to the learner's previous knowledge base and experience;
- ◆ Culturally sensitive;

- ◆ Focused on achievement-based outcomes or what participants expect to happen as a result of the training; and
- ◆ Involves the use of evidence-based practice and recommended standards in both content and approach.

LEVELS OF TRAINING

The following five training levels describe the knowledge base that trainees are assumed to have as well as the content for each level of training. The levels correspond to the trainer levels, EC Core Content and articulation plans. The training levels serve as a tool for the trainer and others who are planning workshops, institutes, and conferences and to training participants when selecting training.

Level 1. Participants have limited knowledge and experience in early childhood education. Training focuses on basic concepts, philosophy and vocabulary in EC Core Content areas and related needs of the learner. Participants will be able to tie these to concrete examples and do introductory work in basic skills. Evaluation will show increased knowledge.

Level 2. Participants may have a Child Development Associate (CDA) Credential and two years of experience. They have basic knowledge and experience in early childhood education. Training focuses on EC Core Content areas and early childhood standards, including essential concepts, theory, philosophy and an extended vocabulary. Participants will be able to show that they understand how to apply concepts and skills, giving examples and details. They will also demonstrate the basic use of critical skills. Evaluation will show some measurable skills and increased knowledge.

Level 3. Participants may have an associate degree in field of early childhood education, three years of experience, and already have competence in curriculum planning. Training focuses on EC Core Content areas and early childhood standards, deepening to include related concepts, theories, philosophies, and vocabulary. Training begins to address teacher performance standards. Participants will be able to show general knowledge and critical skills as well as to demonstrate interpersonal communication skills. Evaluation will show several measurable skills and increased knowledge.

Level 4. Participants have at least a four-year degree in early childhood education or a related field plus two years of experience. They already have competence in the area and are working toward expansion and refinement of their knowledge and critical skills. Training focuses on EC Core Content areas or related areas, identified needs and early childhood and teacher performance standards. Training continues to expand knowledge and vocabulary and includes basic research. Participants will be able to show broad knowledge of content areas; effective application of vocabulary, concepts and skills; effective interpersonal communication skills with supporting examples and sufficient detail; and broad use of skills in content areas. Evaluation will show many skills or new knowledge and may include ongoing self-study.

Level 5. Participants have a four-year degree in early childhood education and advanced study plus four years of experience including the supervision or teaching of others. Participants have competence in content areas and are working toward extensive refinements and critical thinking skills. Training includes more advanced research. Participants will be able to show effective, insightful use of supporting examples, and/or relevant details with extensive use of critical skills. They will also be able to evaluate and synthesize information and make general applications. Evaluation will show multiple skills or new knowledge and may include ongoing self-study.

Table 4. Overview of Training Levels

Training Levels	Level 1	Level 2	Level 3	Level 4	Level 5
Description of training level	Develop basic knowledge <i>(assuming knowledge & experience are at or below Commonwealth Child Care Credential)</i>	Develop skills <i>(assuming basic knowledge & experience at level of CDA plus two or 3 years experience)</i>	Expand ability to develop curriculum <i>(assuming competence in curriculum planning at level of associate degree plus 3 years experience)</i>	Master skills for achieving identified goals <i>(assuming competence in content area at level of bachelor's degree plus two years experience)</i>	Modify skills for more effective application <i>(assuming competence at level of bachelor's degree plus advanced study & 4 years experience, including supervision &/or teaching)</i>
Training objectives	EC Core Content & related learner needs	EC Core Content, standards & related learner needs	EC Core Content, standards & teacher performance	EC Core Content, teacher & program standards	EC Core Content & teacher/leadership standards
Training focus	Basic concepts, philosophy & vocabulary	Essential concepts, theory, philosophy & extended vocabulary	Related concepts, theories & philosophies & further expanded vocabulary	Basic research in addition to expanded vocabulary, concepts, theory & philosophy	More advanced research building on learner's knowledge of EC Core Content
Demonstration of knowledge & skills	Can give concrete examples of basic vocabulary & concepts, demonstrate basic skills	Can correctly apply concepts & critical skills, giving examples & details	Can show interpersonal communication skills related to content as well as knowledge of content & other critical skills	Can effectively apply vocabulary, knowledge, concepts & skills to content; can show effective interpersonal communication skills with supporting examples, sufficient detail & broad use of skills	Can show extensive, consistent & effective application of skills to address issues & solve problems; integrate & expand concepts; use supporting examples &/or relevant details with critical skills; evaluate & synthesize information & make general applications
Evaluation	Finds increased knowledge	Finds some measurable skills & increased knowledge	Finds several measurable skills & increased knowledge	Finds many skills or new knowledge (through evaluation & ongoing self-study)	Finds multiple skills or new knowledge (through evaluation & ongoing self-study)

KENTUCKY STANDARDS OF TRAINING FOR EARLY CHILDHOOD PROFESSIONALS

In order to provide high quality training in early childhood care, intervention, and education in Kentucky, standards in planning sessions and programs of study should be followed. Early care, intervention, and education professionals seek and receive training in a variety of formats including workshops, programs of study resulting in a credential, and college and university offerings. For each training and education format, the trainer may use the following objectives to guide and plan his/her work.

Standard I: Promotes Professionalism

Promotes professionalism in the early childhood field by:

- ◆ Applying knowledge, skills and processes acquired through professional development to the instruction techniques.
- ◆ Aiding the early care, intervention and education professional to establish priorities for professional growth through a joint analysis of the participant's performance.
- ◆ Encouraging participation in professional organizations and activities.

Standard II: Demonstrates Knowledge of Content

Demonstrates knowledge of EC Core Content areas in Early Childhood Care and Education by:

- ◆ Relating knowledge in the trainer's area of expertise to the adult learners' ability levels.
- ◆ Integrating content knowledge to real world applications and current issues.

Standard III: Designs/Plans Instruction

Understands and develops sequential training plans by:

- ◆ Providing instruction that enables providers to apply knowledge and skills to make positive changes in the work environment.
- ◆ Creating learning experiences that actively involve the learner with hands-on activities whenever feasible; solely watching videos without follow-up activities does not constitute best practices for delivering quality instruction.

Standard IV: Creates/Maintains Learning Climate

Demonstrates ability to plan and develop appropriate training outline by:

- ◆ Showing flexibility and creativity in developing training methods and procedures.
- ◆ Using and organizing multimedia resources.
- ◆ Organizing materials in a logical and sequential manner.

Standard V: Implements/Manages Instruction

Demonstrates ability to provide a variety of appropriate learning opportunities for adult learners by:

- ◆ Considering various learning styles, cultural differences and barriers to learning.
- ◆ Using and developing multiple learning/teaching strategies that are appropriate to participants' learning levels.

Standard VI: Assess and Communicates Learning

Evaluates training effectiveness through feedback received by:

- ◆ Assessing knowledge gained, attitudes changed and/or skills obtained through appropriate methods (Examples: Pre and post-tests, end- of -session evaluations, hands-on activities, etc.).
- ◆ Making appropriate changes to instruction based upon feedback and assessment results.

Standard VII: Collaborates with Colleagues/Parents/ Others

Analyzes training needs of the community by:

- ◆ Inviting colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- ◆ Utilizing collaboration to create situations that enhance participants' learning.
- ◆ Recognizing differing viewpoints.

KENTUCKY DEPARTMENT OF EDUCATION PD STANDARDS

For programs administered through the Kentucky Department of Education, professional development is considered high quality when it meets the definition of professional development in 704 KAR 3:035 – Section 1(1) and Section 4(2) and all of the Kentucky Department of Education Professional Development Standards which are consistent with the federal criteria in Section 9101 of No Child Left Behind. Schools and districts will determine if the professional development for teachers, administrators and other school staff meets the following definition and standards for high quality professional development. All standards need to be applied in the context of the audience for professional development (PD) to qualify as high quality PD. The Department of Education recognizes that the extent to which professional development meets each standard may vary.

Standard 1: Professional Development is aligned with:

- ◆ local school and district goals and priorities as reflected in the school or district improvement plan or individual professional growth plans;
- ◆ Kentucky's Standards and Indicators for School Improvement; and
- ◆ Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

Standard 2: Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to-day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content.

- ◆ *PD is sustained, intensive, classroom-focused and is on in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, and increased student performance; and*
- ◆ *PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher needs and student needs.*

Standard 3: Professional Development focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students' well-being. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.

Standard 4: Professional Development actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional practices and skills that reduce barriers to learning, close achievement gaps, and improve student

Standard 5: Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student

performance (e.g., instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).

Standard 6: Professional Development is data and results driven focused on increasing teachers, administrators, and others' effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development.

Standard 7: Professional Development fosters an effective ongoing learning community that supports a culture and climate conducive to performance excellence.

Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student's needs.

Standard 9: Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance.

Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.

Standard 11: Professional development is grounded in the critical attributes of adult pedagogy.

STATE TRAINING ORGANIZATIONS AND SERVICES

The major regional organizations that provide training and TA services to early care, intervention and education professionals across the state include the following.

Child Care Resource and Referral Agencies (CCR&R). Nine CCR&R agencies, funded through the Cabinet for Health and Family Services, Division of Child Care, coordinate and support early care and education providers in accessing training and/or professional development opportunities. More information about CCR&R services can be found at: www.kentuckypartnership.org/ccrr/

Early Childhood Regional Training Centers (RTC). Five Early Childhood Regional Training Centers, funded through the Kentucky Department of Education, Division of Program Standards, School Readiness Branch, have staff available across the state to offer technical assistance and training to public preschool teachers and staff. RTC staff offer regional trainings/workshops, on-site consultations, lending libraries of materials, annual statewide and regional collaborative institutes. More information about RTCs can be found at:

<http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Preschool+Regional+Training+Centers.htm>.

Child Care Health Consultants. Child Care Health Consultants (a part of Healthy Start in Child Care), funded through the Cabinet for Health and Family Services, Department of Public Health, Early Childhood Development Branch, provide education and technical assistance to child care providers across the state in order to promote a healthy and safe environment for young children in out-of-home settings. Education is provided to address the health, safety, nutrition and social /emotional needs of young children. Child Care Health Consultants are available through local health departments on a regional basis to provide services to all counties. More information about Child Care Health Consultation can be found at: www.kentuckycchc.org.

TECHNICAL ASSISTANCE

A key component of a professional development system is the provision of support services or technical assistance to help staff implement and sustain skills and practices in the work environment. The provision of TA and support requires collaborative relationships. At a minimum, collaboration is required between the TA provider and the TA recipient. In addition, there may be times when collaboration between agencies that provide TA is required to adequately and effectively meet the TA recipient's needs. Such collaborative relationships are encouraged and must be thought about ahead of time to ensure that respect, confidentiality, and mutually agreed upon goals are all part of the collaborative relationship.

There are a number of approaches that can be used to provide technical assistance and support. General technical assistance services can be described as having the following defining characteristics:

- Short-term in nature
- Designed to share general information and/or resources
- Generally occurs off-site (via phone, email, mail)

What is Technical Assistance? *Technical Assistance is a collaborative, relationship-based model of assistance and support designed to:*

- *Identify, select, or design evidence-based solutions to address problems, needs or goals,*
- *Adopt or adapt knowledge to practice, and*
- *Effectively implement solutions customized to meet the needs of clients.*

In addition to general TA services, two specific models of technical assistance have been identified for use in Kentucky: Coaching and Consultation. To support the use of these models, defining characteristics have been developed across a number of critical elements of TA. These characteristics are designed to support coordination of TA services across the various agencies and programs providing technical assistance in the state.

**Mentoring is a common approach used in Kentucky, therefore defining characteristics for mentoring have been included to help differentiate mentoring from the other two adopted models of TA.*

Defining Characteristics			
Critical Element	Coaching	Consultation	Mentoring*
Focus	Topical - Goal Specific (e.g., child-specific behaviors)	Topical - Problem Based (e.g., developing agency policy)	Holistic
Client	Individual or Group	Individual or Group	Individual
Delivery	Primarily face-to-face	Various	Various
Relationship	Assigned or Requested	Assigned, Requested, or Mandated	Self-Selected
Timeframe	Varies based on topic	Short-term	Long-term
TA Provider	Skill Based; may be internal or external to the client's setting (home, classroom, etc.)	Content Expertise; external to the client's setting (home, classroom, etc.)	Similar professional role but mentor has more experience; may be internal or external to the client's setting (home, classroom, etc.)
Feedback Loop	Regular feedback with client's supervisor; can inform job performance evaluation process	Involvement of client's supervisor	Falls outside job performance evaluation process
Approach	Structured with Modeling and Demonstration	Structured / Facilitate a Prescribed Problem-Solving Process	Informal
Content	Evidence-Based	Evidence-Based	Experience-Based
Results	Improved professional disposition, skills, and behavior	Implementation plan (e.g., training, policy change)	Personal and professional growth

A variety of delivery methods can be used to provide TA. These consist of both off-site and on-site methods and include (but may not be limited to) the following.

- ◆ Telephone
- ◆ E-mail
- ◆ Discussion Boards
- ◆ Fax
- ◆ Video-Conferencing
- ◆ Program Visits

Strategies that can be used to support clients within and across TA models include (but may not be limited to) the following.

- ◆ Sharing written, video and audio materials
- ◆ Demonstrations
- ◆ Modeling
- ◆ Video-Modeling
- ◆ Communities of Practice/Learners

TA PROVIDER COMPETENCIES/SKILLS

Similar to trainers, those providing technical assistance and support need specific skills in order to implement TA effectively. To support high quality implementation of TA services across the state, the following recommendations for educational level and competencies of TA providers have been identified. Technical assistance providers in KY should:

- have a minimum of a Bachelor's degree in early childhood or a related field.
- meet specific skills and competencies organized into three major areas.

Establishing and Maintaining a Relationship with the Client

1. Communicates effectively and demonstrates respectful, receptive, and active listening.
2. Demonstrates respect for differing opinions and individual, community, and organizational cultures.
3. Engages in collaborative approach to resolving conflict.
4. Maintains confidentiality throughout the TA process.
5. Recognizes client as an integral participant/partner in identifying needs and developing an action plan to address those needs.

Content Knowledge

1. Documents broad base of knowledge, skill, and experience in topic areas for which they are responsible.
2. Demonstrates knowledge of current trends, research, and evidence-based practices in areas of expertise/topic areas for which they are responsible across multiple settings.
3. Demonstrates knowledge of applicable federal and state standards and regulations, including the Kentucky Early Childhood Standards and Kentucky Professional Core Content.
4. Continues professional development on at least one technical assistance delivery model.
5. Utilizes knowledge of adult learning principles.
6. Keeps up to date on local, state, and national resources.

Professionalism/Effective TA Practices

1. Adheres to professional standards in area of discipline.
2. Recognizes own limits of knowledge and experience in providing services, not accepting assignments outside those limits.
3. Seeks growth in areas of limited knowledge.
4. Establishes and maintains professional boundaries, especially when serving in more than one role.
5. Sets and carries out own professional development goals.
6. Participates in professional activities to enhance own growth.
7. Reflects regularly on own practice, including personal and professional effectiveness.
8. Fulfills professional commitments in a timely and trustworthy manner.
9. Develops a professional network system of support and feedback.
10. Documents and articulates TA activities and outcomes.
11. Develops and embeds new knowledge and skills to build staff/program capacity.
12. Adapts content to context, based on early childhood setting.

Continuum of TA services: Matching Level to Need & Outcome

TA activities should be conducted, recorded, and reported consistently. In addition, it is important that the intensity of the TA provided be matched to the level of need and the outcomes that have been identified by the TA recipient. Therefore, the level and intensity of TA may vary from low (brief encounters) to high (intense on-site support over time), with the intent to provide support to staff in effectively implementing a practice or set of practices. When providing support, it is important to remember that TA should be aligned with education and/or training to support the transfer of knowledge and/or skills into the work environment. This means that further areas for education and training may be identified as part of the TA process.

Figure 3. Level and Intensity of TA



MEASURING AND EVALUATING THE IMPACT OF TECHNICAL ASSISTANCE AND SUPPORT

Just as it is important to evaluate the effectiveness of training, it is also critical to evaluate technical assistance. By developing a plan to measure the impact and effectiveness of the TA and support provided and implementing that plan, the TA provider will obtain valuable information to direct future efforts. The key components of this evaluation process are addressed below.

Critical Levels of Evaluation

In keeping with the levels of evaluation outlined in the Fundamentals of Effective Training (FET) curriculum for credentialed trainers, four levels of evaluation are important to consider when designing TA evaluation.

1. Obtaining the **TA recipient's reactions** to the TA and support involves allowing the TA recipient to evaluate TA immediately following receipt of assistance. Determining the information desired and developing a written comment sheet that can be submitted anonymously allows the TA recipient to provide honest reactions to the assistance received.
2. Evaluating the **TA recipient's learning** may mean conducting a before and after measurement of knowledge and/or skills identified as needing improvement.

3. Measuring the **TA recipient's change in behavior** involves determining if the desired skill has been implemented and maintained over time. A follow-up appraisal may be required at some agreed upon time in the future to determine if the TA recipient is continuing to utilize the new knowledge and/or skill.
4. Determining the **results** of the TA and support identifies the impact that the acquisition and implementation of new knowledge and/or skills has on both the quality of the early care, intervention and education environment and ultimately on children and/or families served. For instance, improvement in utilization of proper diapering techniques may result in decreased instances of gastrointestinal illnesses in a classroom.

TA Provider Self-Reflection

Self-reflection on the part of the TA provider is important for continuous quality improvement. Considering the relationship with the TA recipient and how this relationship impacted his/her receptiveness to support, the opportunities available to practice new skills, and future opportunities and approaches that may be helpful are all important aspects of reflection. Additionally, it is important to include in the evaluation plan some concept of how information obtained from evaluation methods will be utilized to improve the provision of TA and support.

Link to the TA Recipient's Goals and Outcomes

As discussed previously, the TA provider and recipient should establish specific client goals and outcomes for the TA provision. Therefore, mechanisms should be put into place collaboratively between the TA provider and recipient to formally measure the degree to which the assistance and support aided in meeting those identified goals and outcomes.

ARTICULATION

Articulation is the process by which students or trainees transfer credits for course work from one training session or academic institution to another. In the past, barriers to articulation in the field of early childhood education in Kentucky have hindered the development of a seamless system of professional development. The PD Framework includes a process which meshes the system for credentialing and training of early childhood professionals. It includes five levels of competency, each of which articulate into the next level. At lower levels of competency, the completion of a particular credential, program or certificate equivocates, or transfers, as college credit. Thus, students can transfer their training hours between secondary schools, community and technical colleges, training programs, and four-year institutions. The academic credits are transferable to an Interdisciplinary Early Childhood Education program and count toward IECE degree credit hours.

Individual higher education institutions will ensure that students hold the requisite levels of competency for each credential or certificate earned. Course titles or course numbers are not required to be identical across academic institutions or training entities.

ARTICULATION LEVELS

Level 1 (CCCC). Individuals must:

- ◆ Meet requirements for the Commonwealth Child Care Credential, which include 60 clock hours of training, including field-based assignments **OR**
- ◆ Complete an advanced program at a secondary school (i.e., high school or vocational school), Discover College (an alliance of high schools and community and technical colleges in Daviess County which offers training for college credit) or similar institution.

The EC Core Content competencies at Level 1 should be met with either option. An exit assessment is required for either option. The assessment is the responsibility of the institution that is providing the program. Each option earns 3 hours of college credit, and each transfers to Level 2.

Level 2 (CDA). Individuals must:

- ◆ Meet the requirements for the Child Development Associate Credential (CDA) as verified by the Council for Early Childhood Professional Recognition in Washington, D.C., including 120 clock hours of training.
- ◆ CDA recipients meet minimum EC Core Content competencies at Level 2. A candidate continuing in an Interdisciplinary Early Childhood Education degree program can expect to meet all EC Core Content competencies at Level 2. The credential transfers as a minimum of 6 semester hours of college credit to Level 3A.

Level 3A (Post-Secondary Certificate). Individuals must:

- ◆ Complete 18 to 21 semester hours in IECE content (which can include relevant secondary school or CDA credit) plus 12 to 15 semester hours in general education. A certificate of completion can be earned at a technical college, community college or 4-year college or university. Training must include practicum and field experience, and the recipient must demonstrate increasing levels of competency identified for IECE teacher performance standards at Level III, as well as the ability to integrate and apply content. This certificate transfers to Level 3B.

Level 3B (Associate's Degree). Individuals must:

- ◆ Complete an additional 12 to 15 semester hours in IECE content plus an additional 15 to 18 semester hours in general education, resulting in an associate degree. The degree can be earned at a technical college, community college or 4-year college or university. Training must include practicum and field experience, and the recipient must demonstrate increasing levels of competency identified for IECE teacher performance standards at Level III, as well as the ability to integrate and apply content. The EC Core Content at Level 3 can be met at the completion of the associate degree. All training transfers to Level 4 and can be articulated with 4-year-degree programs in IECE.

Level 4 (Baccalaureate Degree). Individuals must:

- ◆ Complete an additional 60 to 64 semester hours in IECE content and meet the other requirements of the degree-granting institution to receive a bachelor's degree. The course work must include field experiences, practicum and/or student teaching. Recipients must demonstrate the high level of competency identified for IECE performance standards and an increased ability to integrate and apply content, as well as to generate strategies for improving the performance of self and children. The EC Core Content competencies at Level 4 should be met at the completion of the bachelor's degree.

Level 5(Master's Degree).Individuals must:

- ◆ Meet requirements for a master’s degree to obtain initial teaching certification or to complete advanced studies. Course work for the degree must include field experiences, practicum, student teaching and/or internship. Recipients must demonstrate the highest level of competency identified for IECE teacher performance standards and a high level of ability to synthesize, integrate and apply content. The EC Core Content competencies at Level 5 will be met at the completion of the master’s degree.

Table 5. Articulation Levels and Requirements

Articulation Levels	Level 1	Level 2	Level 3A	Level3B	Level 4	Level 5
Requirements	Obtain Commonwealth Child Care Credential or complete advanced program at secondary school, Discover College or similar institution	Obtain CDA & meet minimum level of competencies for all IECE teacher performance standards for Level 2	Obtain CDA including 18 to 21 college credit hours in IECE content plus 12 to 15 college credit hours in general education	Obtain associate’s degree including 12 to 15 college credit hours in IECE content, 15 to 18 hours in general education & field experience	Obtain bachelor’s degree including additional 60 to 64 hours in IECE content & field experience	Obtain master’s degree, including field experience
Minimum Credits	3 hours of college credit (either option) which transfer to Level 2	6 hours of college credit which transfer to Level 3	Credit hours transfer to Level 4	Credit hours transfer to Level 4 & will be articulated with 4-year bachelor’s program in IECE		

SCHOLARSHIPS

KIDS NOW Early Childhood Development Scholarships are available for early care and education professionals. Recruitment of potential scholars, assistance with enrollment and award procedures, and dissemination of training and education information is facilitated by a Professional Development Counselor located in Kentucky Community and Technical Colleges sites across the state. A list of the PD Counselors is available at www.kentuckypartnership.org. The role of the Professional Development Counselor is to support the scholar in the successful completion of a planned program of study and to assist the scholar in the planning and implementation of a Professional Growth Plan specific to the individual’s goals and needs. The Professional Development Counselor facilitates the application processes for the Related Expenses and Milestone Achievement Awards.

The Early Childhood Development Scholarships to obtain college credits are administered by the Kentucky Higher Education Assistance Authority (KHEAA). The Early Childhood Development

Scholarships to obtain the Commonwealth Child Care Credential and Child Development Associates Credentials outside a higher education institution are administered by the Division of Child Care.

All scholarships are awarded based on the availability of funds and on the adherence of the scholar to eligibility guidelines for the Early Childhood Development Scholarship and on the eligibility requirements of the specific training or education program in which the candidate is enrolled.

KIDS NOW EARLY CHILDHOOD DEVELOPMENT COLLEGE SCHOLARSHIPS & AWARDS

These KHEAA-administered scholarships are for early care and education professionals who will take college-credit courses to obtain the Child Development Associate's Credential, associate or bachelor's degrees in early childhood development, or the Director's Credential. The scholarships may be used at Kentucky colleges and universities approved by the Early Childhood Development Authority. After courses are successfully completed, the scholar may apply to be reimbursed for related expenses at the amount specified by the Early Childhood Development Authority.

In addition, eligible applicants for scholarships must be employed at least 20 hours per week in a participating early childhood facility *or* provide training at least 12 times a year in early childhood development *or* be employed as an preschool associate teacher (teacher assistant or paraprofessional) in a state-funded preschool program; *and*

- ◆ Be enrolled in a maximum of nine credit hours per academic term in an approved program; or
- ◆ Be enrolled in an approved CCCC or CDA program; and commit to further service (ranging from working an additional 6 months to an additional year) in the center supporting the training.

The scholar also may be eligible for a Milestone Achievement Award on receipt of the credential or degree; 90 percent of the award is paid by the state, and 10 percent by the employer.

DIVISION OF CHILD CARE NON-COLLEGE SCHOLARSHIPS, AWARDS, GRANTS

The Division of Child Care offers a non-college scholarships and awards, as well as grants to support improved quality in early care and education settings, each of which is described below.

Non-College Scholarship Program

The Commonwealth Child Care Credential /Child Development Associate Scholarship Program is administered by the Cabinet for Health and Family Services, Department of Community Based Services, Division of Child Care. The program provides financial assistance to the extent funds are available, in the form of scholarships for those seeking the Commonwealth Child Care Credential (CCCC) and the Child Development Associate (CDA) Credential. Scholars must complete all CCCC and CDA training within a 24-month period.

Training programs for the CCCC (60 clock hours) and CDA (120 clock hours) are available through training organizations approved by the Division of Child Care. Scholarships are available for this training. In addition, employers must commit to paying for book expenses up to \$50 for Term 1 (first 60 clock hours) and for Term 2 (second 60 clock hours).

Eligible applicants for scholarships must be employed at least 20 hours per week in a participating early childhood facility or employed as an associate teacher in the state-funded preschool program and commit to continue employment for six (6) months at the participating early childhood facility upon

obtaining the Child Development Associate (CDA); or one (1) year upon obtaining an Early Childhood Associate Degree or the Kentucky Early Childhood Development Director's Credential, paid for in part by a scholarship; or six (6) months at a participating early childhood facility and one (1) additional year at an early childhood facility located in Kentucky upon obtaining the early childhood credential or a baccalaureate degree, paid for in part by a scholarship.

Awards

Milestone Achievement and Related Educational Reimbursement Awards. Milestone Achievement Award is a monetary award paid to early care and education professionals participating in the KIDSNOW non-college and/or college scholarship program(s) upon completion of an Early Care and Education credential or degree. Ninety percent of the award is paid by the state, and 10 percent is paid by the employer. The Related Educational Reimbursement Expense is a monetary award paid to early care and education professionals participating in the KIDSNOW college scholarship program upon successful completion of a scholarship semester/term. Only scholars enrolled in a college or university (KHEAA) scholarship program are eligible to receive a Related Educational Expense Award. Non-college scholars are not eligible.

Grants

Child Development Associate's Credential (CDA) and Child Development Associate's Credential (CDA-K) Mini Grant: Mini-grants for the assessment fee for the Child Development Associate's Credential are available regardless of whether the CDA is obtained through college credit or non-college-credit courses. The Division of Child Care administers these grants. Candidates can apply through their local PD Counselor.

Recipients awarded a CDA (Child Development Associate) or CDA-K (Child Development Associate KIDSNOW) Mini-Grant have the \$325.00 Direct Assessment Fee paid to the Council for Professional Recognition on their behalf. All CDA candidates must meet eligibility guidelines. The regular CDA Mini-Grant is available to individuals working in settings that include infant toddler and preschool classrooms, family child care homes, and those serving as home visitors. CDA-K Mini-Grants are available only to CDA-K recipients.

National Association for the Education of Young Children (NAEYC) Mini-Grant:

Child Care programs receiving a NAEYC Mini-Grant have the On-Site Validation fee paid to the National Association for the Education of Young Children (NAEYC) on the program's behalf. Candidates must meet eligibility guidelines. The On-Site fee is based on program level. The NAEYC Mini-Grant is available to Kentucky Licensed Type I Centers. An applicant must request the DCC-207 NAEYC Mini-Grant Application from their local PD Counselor.

National Association for Family Child Care (NAFCC) Mini-Grant: The NAFCC Mini-Grant pays up to \$495.00 for the 2-part Accreditation fee, (\$247.50 Application fee and \$247.50 Observation fee) to the National Association for Family Child Care (NAFCC) on behalf of eligible candidates. The NAFCC Mini-Grant is available to Kentucky Certified Family Child Care Homes and Licensed Type II Homes. An applicant must request the DCC-206 NAFCC Mini-Grant Application from their local PD Counselor.

KENTUCKY DEPARTMENT OF EDUCATION TRAINEESHIP SCHOLARSHIP

The Kentucky Department of Education provides special education scholarships that can be used for teachers pursuing the IECE certification in state-funded preschool programs. The Traineeship scholarships are available for lead teachers in the public school preschool program or preschool/Head Start blended programs who hold a bachelor's degree but not an IECE certification. The funds pay for up

to 90% of tuition for up to six college credit for four consecutive semesters. Additional information is available at: <http://traineeship.nku.edu>.

Table 6. Kentucky Credentials and Degrees Scholarship Supports

	CCCC (60 clock hours)*Contr acted Instruction	CDA* (GED Prerequisite) Contracted Instruction	Funda- mentals of Effective Training (FET)*	CDA (GED Prerequisite) College Credit Program*	ASSOCIATE DEGREE OR TECHNICAL COLLEGE PROGRAM*	Bachelor's Degree*	Director's Credential* (2- or 4-year College)
Tuition Expense Who Pays	State funding of \$210 per person to approved contractor for 60 clock hour instructional program.	State funding of \$420 per person to approved contractor for 120 clock hour instructional program. \$325 mini grant per person for assessment fee paid by the State.	State funding for FET with registration fee by participant.	State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a KY college or university. (Maximum award amount of \$1,400 per award.)** \$325 mini grant per person for assessment fee paid by State.	State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a KY college or university. (Maximum award amount of \$1,400 per award year.**)	State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a KY college or university. (Maximum award amount of \$1,400 per award year.**)	State funding for 9 credit hours per term for amount of tuition charged per credit hour amount for an approved* early childhood program at a KY college or university. (Maximum award of \$1,400 per award year.**)
Text Book Expense/ Employer Commitment	Paid by employer, actual cost up to \$50 for CDA essential text (term 1).	Paid by employer, actual cost up to \$50 for CDA essential text (term 1) & actual cost up to \$50 for CDA packet (term 2).	Release time	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.
Related Educational Expenses Reimbursement	\$0	\$0	NA	\$50:state funds at satisfactory*** completion of each semester, up to 3 times/yr.	\$100:state funds at satisfactory*** completion of each semester, up to 3 times/yr.	\$100:state funds at satisfactory** completion of each semester, up to 3 times/yr.	\$100:state funds at satisfactory** * completion of each semester up to 3 times/yr.

	CCCC (60 clock hours)*Contracted Instruction	CDA* (GED Prerequisite) Contracted Instruction	Funda- mentals of Effective Training (FET)*	CDA (GED Prerequisite) College Credit Program*	ASSOCIATE DEGREE OR TECHNICAL COLLEGE PROGRAM*	Bachelor's Degree*	Director's Credential* (2- or 4-year College)
Milestone Achievement Award	\$100:90% state funds - 10% employer	\$250:90% state funds - 10% employer	NA	\$250:90% state funds - 10% employer	\$300:90% state funds - 10% employer	\$500:90% state funds - 10% employer	\$300:90% state funds - 10% employer
Recipient Commitment (Upon Completion Of Each Level)	Additional 6 months in sponsoring center.	Additional 6 months in sponsoring center.	NA	Additional 6 months in sponsoring center.	Additional year in sponsoring center.	Additional 6 months in sponsoring center, + additional year in KY child care.	Additional year in sponsoring center.

*Available to individuals employed at least twenty hours weekly in a participating eligibility early childhood facility, employed to provide training 12 times a year, employed at least 20 hours per week providing direct instruction as a preschool associate teacher (704 KAR 3:420) in a state-funded preschool (KRS 157.3175) & ineligible to receive professional development funds through state or federal funds (11 KAR 16:001– 16:060). **Award year is July 1 to June 30 of any year. ***Satisfactory completion means a grade of “C” or better in each course taken during a term of enrollment.

EARLY CHILDHOOD TRAINING REGISTRY SYSTEMS

There are two major training registries systems used by early care, intervention and education professions in Kentucky: The Early Care and Education Training Records Information System(ECE-TRIS) and TrainingFinder Real-time Affiliate Integrated Network (TRAIN).

EARLY CARE AND EDUCATION TRAINING RECORDS INFORMATION SYSTEM(ECE-TRIS)

ECE-TRIS was developed to provide a centralized database to track and store individual training records for early care and education professionals in Kentucky. ECE-TRIS is maintained through Eastern Kentucky University (EKU) and use of the system is free to child care providers.

ECE-TRIS supports early care and education providers in meeting the regulatory requirement for Training Maintenance of Records(922 KAR 2:240 Section 16) by providing an easily accessible, centralized location for training records. ECE-TRIS information is made available to the Cabinet for Health and Family Services upon request. Training Information forms, Training Cover Pages, Registration forms and contact information can be found on the ECE-TRIS website <http://tris.eku.edu/ece>.

Creating and Accessing Records

Early Care and Education professionals can access, view and/or print their training records at any time. ECE-TRIS documents training for Licensed, Certified or Registered early care and education providers as well as programs participating in the STARS for KIDS NOW program. ECE-TRIS records also will assist individuals with professional development planning.

Information on individual Early Care and Education Professionals (training attendees) is collected via a Participant Form that is distributed at training sessions by credentialed trainers. Training data are entered by staff at established training agencies and/or by ECE-TRIS staff.

The ECE-TRIS program is designed to support program directors as they work with staff to develop professional development plans and verify that staff has met training requirements such as those for Licensing, Certification, and STARS for KIDS NOW, as well as the Commonwealth Child Care Credential or Trainer Credential renewals.

TRAINFINDER REAL-TIME AFFILIATE INTEGRATED NETWORK (TRAIN)

Train, a project of the Public Health Foundation with funding from The Robert Wood Johnson Foundation, participating states and the Centers for Disease Control and Prevention, is an on-line training management system for registration and record keeping of the training session offered through First Steps to early intervention providers across the state. The Kentucky site is managed through the Department of Public Health. TRAIN is designed to serve the majority of the U.S. public health workforce. TRAIN can be accessed at www.train.org.

Creating and Accessing Records

Early Intervention providers can register as a TRAIN user and then use TRAIN to search for on-site or distance learning courses, create a personal learning record of competency-based training, and register online for training sessions and courses.

WEB SITE RESOURCES

Child Care Resource and Referral Services - <http://www.kentuckypartnership.org/ccrr/>

Division of Child Care – <http://chfs.ky.gov/dcbs/dcc/>

Early Care & Education Training Registry & Information System (ECE-TRIS) <https://tris.eku.edu/ece/>

First Steps Technical Assistance Teams - <http://chfs.ky.gov/dph/firstSteps/helpfulstaff.htm>

Healthy Start in Child Care - <http://chfs.ky.gov/dph/ach/ece/healthystart.htm>

Kentucky Department of Education - <http://www.kde.state.ky.us>.

Kentucky Partnership for Early Childhood Services - <http://www.kentuckypartnership.org>

Early Childhood Regional Training Centers - <http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Preschool+Regional+Training+Centers.htm>.

Training into Practice Project - <http://www.ihdi.uky.edu/tipp/Default.aspx>

TrainingFinder Real-time Affiliate Integrated Network (TRAIN) – www.train.org

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APPENDIX A – EC CORE CONTENT

Kentucky's Early Childhood Core Content

The Kentucky Early Childhood Core Content (Revised 2004) provides general direction for what early childhood educators need to know and be able to do in order to work effectively with young children and includes expectations for assessment and evaluation across five levels, from entry into the field to professionals with advanced degrees. At the entry level, professionals are expected to participate in and support the collection of assessment data. As professionals gain more experience and training, they are expected to implement assessment processes within the classroom or program and use the data collected to make appropriate instructional and programmatic decisions. At the advanced level, professionals are expected to choose appropriate assessment tools based on program goals, supervise and mentor staff in using assessment information, and use data gathered throughout all phases of the assessment system in program design, evaluation and reporting. Specific core competencies are presented below. Specific information about the Early Childhood Professional Core Content is available on the KIDS NOW website at <http://www.kidsnow.ky.gov>

Early Childhood Core Content

Core content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. Core content is the foundation for determining training content, course content, and competency standards for professional performance.

The Core Content plan is drawn from existing professional resources that put forth standards, such as the Kentucky Interdisciplinary Early Childhood Education program, the Child Development Associate functional area competency standards, and the national accreditation standards of the National Association for the Education of Young Children, the National Association for Family Child Care, and the Head Start Program Performance Standards. Competencies are individually referenced from the early childhood literature or are cited from similar documents from other states. A complete reference list and a list of other resources consulted are included following the Core Content.

The Core Content plan is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time.

The Core Content Work Group created a plan that:

- Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.
- Includes a mechanism for linking various early childhood education and training programs.
- Provides for continuous progress and professional development.

The Core Content plan covers seven essential competency subject areas of early childhood education. Each area is organized into five levels of increasing mastery.

Those individuals who are planning early childhood education and training programs may wish to use the Core Content plan to correlate program content with the expected skill levels and desired competency outcomes of the participants.

The Core Content plan, initially approved in 2002, has been reviewed by various practitioners and faculty and revised during Spring 2004. It will be reviewed and revised every five years hereafter.

Professionals in the field of early care and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next; thus the competencies build on one another. While skills generally progress from implementing recommended practices to planning programs and procedures to evaluating practices and resources, not all skills and knowledge in the field of early childhood are completely linear and not all begin at the entry level. Therefore, some skills that may seem similar (e.g., planning) may be initiated at differing levels, depending on the content.

These Levels of competencies are not awards or a certificate, but may overlap existing certificates or awards. Each level assumes greater knowledge and skill than the previous level; however, an individual level should not be seen as limited to a particular job or position of employment.

Level I - represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across all seven content areas for professionals with a Child Development Associate Credential.

Level III- represents knowledge and skills across all content areas for professionals from CDA to AA degrees.

Level IV - represents knowledge and skills across all content areas for professionals with a BA degree.

Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Levels

- 1) **Level 1.** Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and legibly write a logical, organized lesson plan. They must also:
 - be able to verbalize their awareness of physical and biological processes in the natural environment;
 - display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
 - demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;

- demonstrate fundamental, coordinated small and large muscle skills in physical movements and games;
 - demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.
- 2) **Level 2.** At this level, practitioners may become lead teachers or administrators. They must:
- demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
 - show evidence of basic computer literacy and internet search skills;
 - possess literacy, speaking, interpersonal, and leadership skills sufficient for effectively conducting parent meetings, relating to a board of directors, writing descriptive newsletters, and constructing detailed curriculum plans that include individual children’s developmental goals; and,
 - master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky’s rapidly increasing Hispanic populations.
- 3) **Levels 3, 4 and 5.** At these levels practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

In reality, the best early childhood educators are lifelong learners. Because of their long association with curious and uninhibited children, they may naturally take advantage of new opportunities for investigation.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific core content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

- 1) **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child’s developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children’s rates and styles of development.
- 2) **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they

must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

- 3) **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.
- 4) **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child’s emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.
- 5) **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child’s growth and development. Educators must be able to observe, assess, interpret, and document children’s skills and behavior and systematically report on them to appropriate staff and family members.
- 6) **Family and community partnerships** – Understanding the roles that family members and others play in children’s lives is vital for early childhood educators. They must be able to integrate the following concepts:
 - Children develop within the context of their families, which may take many forms. Families are the primary influence on children’s development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
 - A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
 - Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.
- 7) **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

Early Childhood Core Competencies: Child Growth and Development

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Knowledge of Theory and Development</i>	<ul style="list-style-type: none"> ▪ Discuss at least three general principles of development that provide the basis for planning age appropriate programs for young children.¹ 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of basic differences in assumptions underlying major theories and basic practice compatible with the theories of development relative to children birth to six. Such theories include (but need not be limited to) those of <i>Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner</i>.¹ 	<ul style="list-style-type: none"> ▪ State examples of how child development principles and theories influence aspects of program planning and implementation, such as guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space. Developmental theories include (but are not to be limited to) those of <i>Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner</i>.¹ 	<ul style="list-style-type: none"> ▪ State the theoretical rationales for program planning; across all areas of development, that incorporate knowledge of both age-level characteristics and of developmental characteristics of individual children.² 	<ul style="list-style-type: none"> ▪ Provide guidance to ensure that practitioners understand developmental principles and incorporate the theories of <i>Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner</i> (among other theorists) as they plan, implement, understand, and evaluate guidance goals and practice, curriculum experiences, inclusion of families, and design of the physical space.²

	<ul style="list-style-type: none"> ▪ Describe basic behavioral characteristics of children of various ages and stages, including the social/emotional, physical/motor, adaptive, communicative, and cognitive areas of development.¹ 	<ul style="list-style-type: none"> ▪ Describe comprehensive behavioral characteristics of the various ages and stages, including the social/emotional, physical/motor, adaptive, communicative and cognitive areas of development.¹ 	<ul style="list-style-type: none"> ▪ Describe behavioral, age-related examples of interrelationships between areas of development.¹ 	<ul style="list-style-type: none"> ▪ Evaluate guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space for evidence of the inclusion of developmental theories and principles.² 	<ul style="list-style-type: none"> ▪ Provide guidance to ensure that practitioners are able to incorporate knowledge of developmental characteristics into their interactions with children and to ensure that both age-level characteristics and the unique characteristics of individual children are respected and appreciated.²
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Early Childhood Core Competencies: Child Growth and Development (continued)

	Level I : Pre-CDA/ Commonwealth Child Care Credential	Level II: CDA All items in Level 1, plus	Level III: Associates All items in Levels 1 and 2, plus	Level IV: Bachelors All items in Levels 1, 2 and 3, plus	Level V: Masters All items in Levels 1, 2, 3 and 4, plus	
<i>Application of Theory and Development</i>	<ul style="list-style-type: none"> ▪ Demonstrate knowledge that young children are diverse with regard to different: <ul style="list-style-type: none"> – rates of development, – individual interests, – special needs, – temperaments, – languages, – cultures, – and learning styles.^{1,3} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge that children are diverse through incorporating this knowledge into interactions with children in home and center-based programs.¹ 	<ul style="list-style-type: none"> ▪ Plan and implement curriculum activities that reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles in home and center-based programs.¹ 	<ul style="list-style-type: none"> ▪ Plan, implement, and evaluate comprehensive programming that incorporates all areas of development as well as knowledge of both age-level characteristics and developmental characteristics of individual children.² 	<ul style="list-style-type: none"> ▪ Evaluate the activities that early childhood practitioners plan and implement in home and center-based programs to ensure that activities reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles.² 	
			<ul style="list-style-type: none"> ▪ Demonstrate awareness of indicators for early intervention based on knowledge of child development.⁴ 	<ul style="list-style-type: none"> ▪ Implement, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention.⁴ 	<ul style="list-style-type: none"> ▪ Plan, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention.^{3,4} 	
						<ul style="list-style-type: none"> ▪ Apply theoretical and research knowledge to practice in early childhood settings.⁵ ▪ Critically examine alternative perspectives regarding crucial and foundational issues in the field.⁵

Early Childhood Core Competencies: Health, Safety and Nutrition

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ When abuse or neglect is suspected, follow program procedures for reporting. 	<ul style="list-style-type: none"> ▪ Identify, document, and report suspected abuse and neglect to appropriate persons.^{6,3} 			
<ul style="list-style-type: none"> ▪ Monitor safe use of indoor and outdoor equipment by children.^{3,6} ▪ Verbalize and demonstrate procedures for supervising children's activities to prevent illness and injury.^{3,6} 	<ul style="list-style-type: none"> ▪ Describe and check for safe environments and potential health hazards.⁶ 	<ul style="list-style-type: none"> ▪ Use adaptive equipment appropriately with supervision.⁷ 	<ul style="list-style-type: none"> ▪ Communicate appropriate use of adaptive equipment to staff and families.⁷ 	
<ul style="list-style-type: none"> ▪ Follow regulations regarding health, safety and sanitation across multiple settings.⁶ 	<ul style="list-style-type: none"> ▪ Describe and participate in techniques and strategies that promote the physical and emotional health of adults and children.⁸ ▪ Recognize indicators of potential mental and physical health problems and report indicators to supervisor.⁶ 	<ul style="list-style-type: none"> ▪ Apply health promotion concepts in children and staff through health, safety, and nutrition practices.⁶ 	<ul style="list-style-type: none"> ▪ Design and implement health, safety, and nutrition education for families, children, and staff.⁶ ▪ Implement appropriate health assessments and recommend referral and ongoing follow-up to appropriate community health and social services.⁹ ▪ Develop, or update as needed, health, safety, nutrition, and sanitation policies and procedures.⁶ 	<ul style="list-style-type: none"> ▪ Collaborate with advisory groups or other community groups to identify health, safety, nutrition, and sanitation issues that impact children.⁶

Early Childhood Core Competencies: Health, Safety and Nutrition (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Practice procedures for emergencies including first aid and CPR.^{3,6} ▪ Practice procedures for the following situations: fire, tornado, earthquake and man-made disaster.¹⁰ 	<ul style="list-style-type: none"> ▪ Implement professionally recommended adaptations for children with special needs pertaining to emergency procedures, including first aid and CPR.³ 	<ul style="list-style-type: none"> ▪ Participate in planning for special health needs.⁷ ▪ Develop a written plan for responding to emergencies for children who have been identified as having special health needs and be able to react appropriately.^{6,7} 	<ul style="list-style-type: none"> ▪ Collaborate with specialists and families to develop and implement plans (i.e., IFSPs, IEPs, Family Partnership Agreements, special health plans) for children with developmental, emotional, and/or physical health care concerns or needs.^{6,11,12} 	
<ul style="list-style-type: none"> ▪ Demonstrate proper techniques for preventing communicable diseases, including hand washing, diapering, cleaning, and sanitizing.^{3,6} ▪ Follow a morning health check and identify potential health concerns.⁶ 		<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for morning health checks and for identification of health concerns.⁴ 		
<ul style="list-style-type: none"> ▪ Follow regulations for appropriate response to and documentation of children's injuries.^{3,6} 		<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for documentation of children's injuries. 		

Early Childhood Core Competencies: Health, Safety and Nutrition (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Follow regulations/written policies for administration of medications.^{3,6} 		<ul style="list-style-type: none"> ▪ Develop procedures for storing, administering, and documenting usage of medications.⁶ 		
<ul style="list-style-type: none"> ▪ Demonstrate basic principles of oral health care with children.⁶ 		<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for a comprehensive oral health care program. 		
<ul style="list-style-type: none"> ▪ Practice principles for SIDS prevention.⁶ 				
<ul style="list-style-type: none"> ▪ Know food guide pyramid guidelines.^{3,6} ▪ Follow regulations for food storage, preparation, serving, and clean-up.³ 	<ul style="list-style-type: none"> ▪ Identify basic nutrition concepts and follow recommendations for mealtime.¹³ ▪ Implement, with supervision, appropriate feeding procedures and adaptations for cultural preferences.⁴ 	<ul style="list-style-type: none"> ▪ Create menu plans for children, including children with special dietary concerns, that are age-appropriate and meet federal guidelines.⁶ ▪ Identify nutritional issues appropriate to the age and special needs of children, including feeding procedures, food choices and amounts, and cultural preferences.⁷ 		
	<ul style="list-style-type: none"> ▪ Identify current health trends in society using research-based knowledge and information. 		<ul style="list-style-type: none"> ▪ Incorporate appropriate practices into program in response to current health trends. 	<ul style="list-style-type: none"> ▪ Analyze, evaluate, and apply current theory and research to health, safety, nutrition, and sanitation policies and procedures.^{4,6}

Early Childhood Core Competencies: Professional Development/Professionalism

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Maintain confidentiality.^{3,14,15,16} 	<ul style="list-style-type: none"> ▪ Practice self-evaluation to determine professional growth and performance, using <i>KY's Early Childhood Core Content</i> and other appropriate materials to assist in identifying areas of need.^{2,15,20,21} ▪ Develop, maintain, and continuously use a resource file or portfolio as documentation of growth and performance.^{2,3,19} 	<ul style="list-style-type: none"> ▪ Seek out professional relationships to enhance professional growth (e.g., securing a mentor).¹⁸ 	<ul style="list-style-type: none"> ▪ Seek out knowledge to improve practice.² <ul style="list-style-type: none"> ▪ Accept advice and constructive criticism to improve practice.¹⁸ ▪ Mentor colleagues and assistants.⁴ ▪ Support staff development through active listening; observation and constructive feedback; conferences; and the development of professional growth plans which reflect the results of self-assessment and performance reviews.^{2,22,23} ▪ Assist staff and assistants in selecting appropriate professional development formats and opportunities (e.g., observation, reading, training sessions, etc.) that are related to their individual growth plans. 	<ul style="list-style-type: none"> ▪ Evaluate personal performance and set goals to advance knowledge of the field.¹³ ▪ Explore models of professional development and opportunities to promote others' professional growth.¹⁸ ▪ Design staff development opportunities for colleagues¹⁸. ▪ Employ adult learning principles in supervising and training other adults.^{2,20}
<ul style="list-style-type: none"> ▪ View self as a learner.^{14,17} ▪ Participate in professional development (i.e., credentials, degrees) as required for each level to improve performance and to expand personal knowledge of child development, interdisciplinary practices, and family-centered services.^{2,3,15,18} ▪ Develop and implement a written professional development plan.^{2,15,19} 				

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Join organizations for professional development.¹⁸ 	<ul style="list-style-type: none"> ▪ Actively participate in organizations for professional development.^{18,23} 	<ul style="list-style-type: none"> ▪ Disseminate knowledge at local, state, regional, and national conferences.¹⁸ 	<ul style="list-style-type: none"> ▪ Take leadership roles in professional organizations.⁵ ▪ Show evidence of effective professional leadership by: <ul style="list-style-type: none"> ○ Communicating the importance of the early years and the role of quality early childhood educators in children’s development with families, colleagues, and the community. ○ Supervising, coaching, mentoring, and training staff and volunteers. ○ Presenting at local, state, and national conferences. ○ Identifying and supporting the professional development of staff and volunteers.^{2,5,19,20}
<ul style="list-style-type: none"> ▪ Follow code of ethics.^{9,24,25} 	<ul style="list-style-type: none"> ▪ Identify and report potentially unethical practices to supervisor.¹⁶ 	<ul style="list-style-type: none"> ▪ Articulate and use a professional code of ethics for making professional decisions.¹⁶ 	<ul style="list-style-type: none"> ▪ Articulate professional values and implement ongoing professional self-reflection to improve practice.¹⁸ 	
<ul style="list-style-type: none"> ▪ Recognize symptoms of “burnout” and seek assistance when appropriate.¹⁶ 	<ul style="list-style-type: none"> ▪ Implement strategies for preventing “burnout”.¹⁶ 	<ul style="list-style-type: none"> ▪ Recognize causes of “burnout” and develop strategies to prevent.¹⁶ 	<ul style="list-style-type: none"> ▪ Assess effectiveness of “burnout” strategies for self and colleagues and make appropriate changes based on data. 	

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, and assessment.^{15,24,25} 	<ul style="list-style-type: none"> ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, assessment, and inclusionary practices.^{15,17,23,24} 		<ul style="list-style-type: none"> ▪ Integrate knowledge of historical, philosophical, psychological, and social foundations of education, including early childhood education, into planning and decision-making.¹⁸
	<ul style="list-style-type: none"> ▪ Demonstrate awareness of other disciplines (e.g., physical therapy, occupational therapy, speech, nursing, special education) for collaboration.^{14,24,25} 	<ul style="list-style-type: none"> ▪ Demonstrate working knowledge of other disciplines in order to facilitate collaboration with colleagues, community members, families, and administrators^{24,26} and enhance transitions for children and families. 	<ul style="list-style-type: none"> ▪ Assure compliance with regulations and laws for children, families, and individuals with special needs (e.g., IDEA, ADA) through adaptations to environment and curriculum and through staff training.^{15,20} 	
<ul style="list-style-type: none"> ▪ Demonstrate job satisfaction and genuine interest in young children and their families.^{3,16} 	<ul style="list-style-type: none"> ▪ Demonstrate commitment to child advocacy.^{15,20,24} 			<ul style="list-style-type: none"> ▪ Support community initiatives and advocate for early childhood legislation at the local, state and national levels for improving quality in early childhood and early childhood special education fields.^{22,27}
<ul style="list-style-type: none"> ▪ Demonstrate dependable, responsible behavior including teamwork.^{19,24} 			<ul style="list-style-type: none"> ▪ Facilitate group problem solving of ethical dilemmas.¹⁶ 	

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
		<ul style="list-style-type: none"> ▪ Describe the relationship between theory and practice.^{16,17} ▪ Identify current trends in early childhood education.¹⁶ 	<ul style="list-style-type: none"> ▪ Engage in critical analysis, assessment, and reflection of teaching practices and the behavior of children on a regular basis to improve competence, both for personal and professional growth and for the benefit of children and families.^{2,16} ▪ Make program decisions based on professional standards and position statements of professional organizations.¹⁶ ▪ Evaluate current trends in early childhood education and revise practice as appropriate.¹⁶ 	<ul style="list-style-type: none"> ▪ Critically review and apply child development theories, position statements, research and recommended practices in the program.²
		<ul style="list-style-type: none"> ▪ Gain knowledge of professional and community resources.² 		
				<ul style="list-style-type: none"> ▪ Engage in action research by systematically studying own teaching or children.⁴

Early Childhood Core Competencies: Learning Environments and Curriculum

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Space and Furnishings</i>	<ul style="list-style-type: none"> ▪ Assist in arranging furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).^{3,28} 	<ul style="list-style-type: none"> ▪ Arrange furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).²⁸ 	<ul style="list-style-type: none"> ▪ Organize space into identifiable areas that encourage active involvement, self-initiative, responsibility, and a growing sense of autonomy (e.g., variety of centers, adequate and varied materials, appropriate storage, labels).²⁴ 		<ul style="list-style-type: none"> ▪ Articulate how the arrangement of the environment reflects the philosophy of the program.²⁹
		<ul style="list-style-type: none"> ▪ Arrange environment to promote physical development, in both indoor and outdoor environments.^{3,13} ▪ Arrange space to encourage appropriate communication. 	<ul style="list-style-type: none"> ▪ Organize environment to facilitate positive interactions between children and adults. 		
		<ul style="list-style-type: none"> ▪ Organize environment to include large group areas, small group areas, quiet areas, and interest areas, with areas for quiet and active play separated.^{13,28} ▪ Implement and use outdoor environments and natural settings as an integral part of a child's active and quiet learning.^{3,24} 		<ul style="list-style-type: none"> ▪ Organize and use the outdoor environment and natural settings as an integral part of a child's active and quiet learning.²⁴ 	

	<ul style="list-style-type: none"> Model strategies, techniques, and methods which foster and ensure a physically and psychologically safe environment that promotes children’s development and learning.⁹ 	<ul style="list-style-type: none"> Provide well-arranged indoor and outdoor space which meets developmental needs of all children, including adaptive and assistive technology.⁹
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Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Space and Furnishings (continued)</i>	<ul style="list-style-type: none"> Maintain materials and equipment in arranged environments to allow and encourage appropriate independence, promote physical development, and encourage appropriate curriculum. 	<ul style="list-style-type: none"> Maintain and/or obtain equipment.^{14,15,19} Rotate materials and equipment to encourage planned and spontaneous activities.^{28,30} 	<ul style="list-style-type: none"> Organize environment to include a variety of materials and equipment.¹³ 	<ul style="list-style-type: none"> Plan for and use materials that recognize and value diversity as a strength in children and families.^{2,28} 	
	<ul style="list-style-type: none"> Demonstrate use of materials, such as blocks, etc., for play.⁴ 	<ul style="list-style-type: none"> Demonstrate knowledge that children learn through interactive play with materials, other children, and adults in their immediate environments in home and center-based programs.^{3,31} Describe how materials, such as blocks, water, sand, books, and puzzles, and experiences, such as music and practical life, are used for play and learning in home and center-based programs.³¹ 			<ul style="list-style-type: none"> Evaluate the program planning and implementation process of early childhood practitioners in various settings to ensure that practitioners demonstrate knowledge that children learn through interactive play with materials, children, and adults in their immediate environments.³¹

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Personal Care and Routines</i>	<ul style="list-style-type: none"> ▪ Follow established routines for adults and children in regard to diapering, toileting, eating, dressing, tooth brushing, sleeping, and general hygiene.^{16,25,32} 	<ul style="list-style-type: none"> ▪ Identify and implement developmentally appropriate nutrition, feeding, and self-help strategies for children on an individual basis.^{3,14} 			<ul style="list-style-type: none"> ▪ Ensure that staff incorporate routine tasks (e.g., diapering, toileting, eating, dressing, and sleeping) into the program in a relaxed, reassuring, and individualized manner based on developmental needs.⁵
	<ul style="list-style-type: none"> ▪ Assist in implementation of plans to make toileting, feeding, and the development of other independent skills a positive experience for children. 	<ul style="list-style-type: none"> ▪ Implement plans to make toileting, feeding, and the development of other independent skills a positive experience for children. 	<ul style="list-style-type: none"> ▪ Plan with families to make toileting, feeding, and the development of other independent skills a positive experience for children.²³ 		<ul style="list-style-type: none"> ▪ Ensure cooperative planning with parents to make toileting, feeding, and the development of other independent skills a positive experience for children.⁵
	<ul style="list-style-type: none"> ▪ Assist in appropriate use of physical positioning and management techniques to support children with physical and health disabilities. 			<ul style="list-style-type: none"> ▪ Use appropriate physical positioning and management techniques to support children with physical and health disabilities.²⁰ 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Language and Literacy</i>	<ul style="list-style-type: none"> ▪ Respond positively to children’s attempts to communicate.^{3,14,16} ▪ Use and respond to verbal and nonverbal communication techniques.^{20,32,33} 	<ul style="list-style-type: none"> ▪ Promote activities that provide time for children to respond through open-ended questions.²³ 	<ul style="list-style-type: none"> ▪ Plan activities and experiences that encourage the development of communication skills, both auditory and verbal, appropriate for young children.²³ 	<ul style="list-style-type: none"> ▪ During communication activities, ensure a balance of listening and talking appropriate for age and abilities of children.^{2,28} ▪ Develop strategies and methods to assist children in the use of alternative and augmentative communication systems.²⁰ 	
	<ul style="list-style-type: none"> • Encourage children to engage in meaningful conversation.^{3,14,32} 	<ul style="list-style-type: none"> • Conduct developmentally appropriate conversations.^{14,33} ▪ Implement daily intentional experiences with speaking and listening and immersion in an environment where oral and written language is used in meaningful ways by children and adults.^{32,33,34} 		<ul style="list-style-type: none"> ▪ Design activities to encourage children to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups; in what way two pictures are the same or different).²⁸ 	
		<ul style="list-style-type: none"> ▪ Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.^{3,25} 			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Language and Literacy (continued)</i>	<ul style="list-style-type: none"> ▪ Engage in early literacy experiences with children, such as daily adult-child book reading, songs, and rhymes.^{32,34} 	<ul style="list-style-type: none"> ▪ Select age-appropriate print materials and activities to support early literacy skills.³² ▪ Conduct developmentally appropriate activities that support a print-rich environment, in which children learn about books, literature, and writing.^{3,14,32,33} 	<ul style="list-style-type: none"> ▪ Plan early literacy experiences for children across all domains of the curriculum.⁴ 	<ul style="list-style-type: none"> ▪ Facilitate activities to link children’s spoken communication with written language (e.g., write down what children dictate and read it back to them; help them write a note to parents).^{28,30,33} ▪ Facilitate and evaluate the effectiveness of children’s early literacy experiences (e.g., adult-child book reading, intentional experiences with speaking and listening, immersion in an environment where oral and written language is used in meaningful ways by children and adults).³⁴ 	<ul style="list-style-type: none"> ▪ Evaluate activities that practitioners plan and implement to ensure that they demonstrate daily adult-child book reading, experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.²
		<ul style="list-style-type: none"> ▪ Provide activities and materials appropriate to children’s age for phonemic/phonological awareness (e.g., rhyming words, matching sounds, syllable discrimination) and alphabet recognition.^{32,33} 			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Language and Literacy (continued)</i>		<ul style="list-style-type: none"> ▪ Assist colleagues, parents, and volunteers to promote children’s early literacy experiences. 	<ul style="list-style-type: none"> ▪ Explain to colleagues and families how children’s early literacy experiences begin with daily adult-child book reading, intentional experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.³⁴ 		<ul style="list-style-type: none"> ▪ Collaborate with others in promoting language and literacy. ▪ Work with administrators to understand the goals, objectives and outcomes of emergent literacy.
					<ul style="list-style-type: none"> ▪ Articulate, analyze, evaluate, and apply current theory and research on emerging trends in language acquisition, development, and emerging literacy.¹⁶

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Activities and Materials</i>	<ul style="list-style-type: none"> ▪ Support children in making choices individually and cooperatively.²⁴ 	<ul style="list-style-type: none"> ▪ Provide opportunities for children to make choices individually and cooperatively.^{3,24} ▪ Facilitate activities and routines for children to express growing independence and self-reliance, (e.g., the ability to make choices and initiate own activities).^{3,35} 			
<i>Activities and Materials (continued)</i>	<ul style="list-style-type: none"> ▪ Support children in opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).³¹ 	<ul style="list-style-type: none"> ▪ Provide children with opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).^{3,31} 	<ul style="list-style-type: none"> ▪ Implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ 	<ul style="list-style-type: none"> ▪ Plan and develop meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ 	<ul style="list-style-type: none"> ▪ Develop and model meaningful integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ ▪ Evaluate the use of meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular

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					areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement to meet the needs of all children. ⁵
	<ul style="list-style-type: none"> ▪ Follow program rules, routines, and activities, following children's lead.²⁴ 		<ul style="list-style-type: none"> ▪ Plan and implement program rules, routines, and activities, using children's input.²⁴ 		
<i>Activities and Materials (continued)</i>		<ul style="list-style-type: none"> ▪ Assist in planning and implementing developmentally and functionally appropriate individual, small and large group activities, which include teacher-designed and child-initiated experiences, based on the needs and interests of all young children.^{9,20,24} 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally and functionally appropriate individual, small and large group activities.^{9,20,24} ▪ Implement both adult-directed and child-initiated activities, based on the needs and interests of all young children.³⁵ 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally and individually appropriate curricula and instructional practices based on assessment knowledge of individual children, the community, and curricula goals and content.^{5,9,20} 	<ul style="list-style-type: none"> ▪ Apply and provide rationale for daily practice, based on how it relates to theories of child development.^{4,36}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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	<ul style="list-style-type: none"> ▪ Use non-biased activities and materials.^{3,14} 	<ul style="list-style-type: none"> ▪ Implement and adapt activities that reflect developmental and individual needs of children identified through ongoing assessment, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Agreement goals.^{2,12,15} 	<ul style="list-style-type: none"> ▪ Routinely incorporate activities and materials that represent and respect gender, age, roles, culture, and ethnicity.³⁰ ▪ Adapt the curricula to meet individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, Family Partnership Agreement goals.^{2,15} 	<ul style="list-style-type: none"> ▪ Provide activities and materials that address individual learning styles, varied developmental needs, and cultural diversity.²⁴ 	<ul style="list-style-type: none"> ▪ Ensure that staff is individualizing curricula by adapting to individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Plan outcomes.^{2,15}
<i>Activities and Materials (continued)</i>		<ul style="list-style-type: none"> ▪ Provide a variety of age appropriate materials and activities that encourage problem solving.^{3,14,33} 	<ul style="list-style-type: none"> ▪ Ensure that a variety of materials are available across a variety of interest centers (e.g., small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors and indoors).^{28,30} 	<ul style="list-style-type: none"> ▪ Incorporate experiences for children to construct their own knowledge in culturally familiar ways, through various strategies which include problem solving and inquiry experiences.²⁴ 	<ul style="list-style-type: none"> ▪ Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity,

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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					solve problems, and make decisions. ⁵
				<ul style="list-style-type: none"> ▪ Create a caring community of learners, supporting children’s individual development and learning, constructing appropriate curriculum, assessing children’s learning and development for the purpose of planning, and establishing reciprocal relationships with families.¹³ 	
<i>Activities and Materials (Motor)</i>	<ul style="list-style-type: none"> ▪ Support a variety of activities which promote large and small muscle development.^{14,25,31,32,33} 	<ul style="list-style-type: none"> ▪ Assist in planning and offer a variety of activities which promote large and small muscle development.^{3, 14,25,31,32} 	<ul style="list-style-type: none"> ▪ Plan and implement many and varied activities for gross and fine motor play, both indoors and outdoors, as defined in daily lesson plans and curriculum.²⁸ 	<ul style="list-style-type: none"> ▪ Develop and implement on a daily basis developmentally and individually appropriate activities that enhance fine motor skills.^{28,30} ▪ Develop and implement on a daily basis developmentally and 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate activities to enhance fine motor skills.^{28,30}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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				individually appropriate indoor and outdoor curricular activities that enhance gross motor skills and coordination. ^{28,30}	<ul style="list-style-type: none"> Ensure and evaluate the daily implementation of developmentally and individually appropriate indoor and outdoor curricular activities to enhance gross motor skills and coordination.^{28,30}
	<ul style="list-style-type: none"> Support children’s use of a variety of age appropriate block play opportunities.¹⁴ 	<ul style="list-style-type: none"> Assist in planning and offer a variety of age appropriate block play opportunities.¹⁴ 			
	<ul style="list-style-type: none"> Support children’s use of appropriate art materials and experiences.^{14,32,33} 	<ul style="list-style-type: none"> Assist in planning and offer appropriate art materials and experiences.^{3,14,32} 			
	<ul style="list-style-type: none"> Support children’s use of developmentally appropriate music experiences.^{14,32,33} 	<ul style="list-style-type: none"> Assist in planning and offer developmentally appropriate music and movement experiences.^{3,14,32} 			
<i>Activities and Materials (Sensory)</i>	<ul style="list-style-type: none"> Support children’s opportunities to explore their senses (e.g., sand and water play, art and music experiences, exploration of textures).^{3,14,32} 	<ul style="list-style-type: none"> Offer and implement many and varied activities for children to explore and develop their senses, both indoors and outdoors (e.g., sand and water play, music experiences, clay, collage) 	<ul style="list-style-type: none"> Plan many and varied activities for sensory development, both indoors and outdoors, as reflected in daily lesson plans and curriculum.¹⁴ 	<ul style="list-style-type: none"> Ensure that developmentally and individually appropriate curricular activities are provided on a daily basis to enhance children’s learning through all of 	<ul style="list-style-type: none"> Ensure that staff provide many and varied materials for sensory exploration and development.^{28,30} Evaluate the provision of developmentally

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		materials, textures). ^{14,32}		their senses. ^{28,30}	and individually appropriate curricular activities to enhance children’s learning through all of their senses. ^{28,30}
			<ul style="list-style-type: none"> ▪ Implement sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.²⁰ 	<ul style="list-style-type: none"> ▪ In collaboration with related service personnel, plan sensory stimulation programs, as appropriate, for children with special needs.²⁰ 	<ul style="list-style-type: none"> ▪ Ensure that staff provide sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.²⁰
			<ul style="list-style-type: none"> ▪ Implement experiences for sensory learning through projects that are integrated across the curriculum and extend over a period of time.²⁸ 	<ul style="list-style-type: none"> ▪ Plan opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.²⁸ 	<ul style="list-style-type: none"> ▪ Ensure that staff provide opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.²⁸
<i>Activities and Materials (Social/ Emotional)</i>	<ul style="list-style-type: none"> ▪ Model respect for self and others.³⁷ 	<ul style="list-style-type: none"> ▪ Offer and support an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.^{32,33,37} 	<ul style="list-style-type: none"> ▪ Plan and implement an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, 	<ul style="list-style-type: none"> ▪ Ensure and evaluate an environment to assist children in developing respect for self and others, self-control, and self-direction.³⁷ 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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				<ul style="list-style-type: none"> ▪ Provide opportunities, daily routines, and materials which foster caring, helping, cooperating, and negotiating.^{33,35} 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the provision of opportunities which foster caring, helping, cooperation and negotiation.
				<ul style="list-style-type: none"> ▪ Provide space for children to be alone to enhance development of concentration, independence, and relaxation.²⁸ 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the provision of space for children to be alone.²⁸
<i>Cognitive</i>	<ul style="list-style-type: none"> ▪ Encourage the development of cognitive skills by providing concrete experiences. ▪ Engage children in play that encourages curiosity, exploration, and problem solving.^{32,33} 	<ul style="list-style-type: none"> ▪ Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of the children.^{3,33} 	<ul style="list-style-type: none"> ▪ Demonstrate awareness that individual cognitive development is related to a child's earliest experiences. ▪ Integrate cognitive development into the arts and all curricular areas. ▪ Support and scaffold learning activities for children so they can develop thinking skills. 	<ul style="list-style-type: none"> ▪ Describe how cognitive development and other areas of development interrelate. ▪ Plan, implement, evaluate, and modify curriculum to encourage children to construct knowledge. ▪ Encourage children to reflect and build on previous learning to develop and refine thinking skills.⁴ 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the implementation of activities that are consistent with cognitive growth.⁴ ▪ Articulate, analyze, evaluate, and apply current theory and research on promoting cognitive development.

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<i>Cognitive (continued)</i>	<ul style="list-style-type: none"> ▪ Support planned math, science, and nature exploration in response to children’s emerging interests.^{32,33} 	<ul style="list-style-type: none"> ▪ Guide math, science, and nature exploration in response to children’s emerging interests.³ 	<ul style="list-style-type: none"> ▪ Plan and implement math, science, pretend, and nature exploration activities in response to children’s emerging interests and cognitive development.³ 		
		<ul style="list-style-type: none"> ▪ Facilitate children’s exploration of concepts such as space, time, shape, size, and quantity in meaningful ways.^{32,33} ▪ Facilitate activities and opportunities appropriate to children’s development that promote counting and number concepts.^{32,33} 	<ul style="list-style-type: none"> ▪ Plan activities and opportunities appropriate to the children’s developmental levels that promote exploration of shapes, sizes, space, measurement, and time.³² ▪ Provide opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences.^{32,33} 	<ul style="list-style-type: none"> ▪ Evaluate the appropriateness and effectiveness of activities and opportunities for promoting exploration of shapes, sizes, space, measurement, and time. ▪ Evaluate the appropriateness and effectiveness of opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences. 	
		<ul style="list-style-type: none"> ▪ Maintain adult’s role as facilitator or partner in play.^{3,32} 			
		<ul style="list-style-type: none"> ▪ Provide materials and opportunities for children to imitate and engage in pretend and 			

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	dramatic play. ^{32,33}				
<i>Interaction— Adult/ Child and Child/ Child</i>	<ul style="list-style-type: none"> ▪ Demonstrate behavior that communicates the importance of each child.^{3,14} 	<ul style="list-style-type: none"> ▪ Encourage feelings of empathy and respect for others^{3,14,32,33}. 		<ul style="list-style-type: none"> ▪ Articulate the importance of relationships to children’s development and learning.³⁸ 	
	<ul style="list-style-type: none"> ▪ Foster children’s sense of security.^{14,32} 		<ul style="list-style-type: none"> ▪ Facilitate children’s sense of security during transition through linkages with and visitation to the new setting/staff. 		
	<ul style="list-style-type: none"> ▪ Communicate frequently with each child, both verbally and non-verbally (e.g., calm voice, smiles, touch, embraces, child’s eye level).^{3,14,32} 				
		<ul style="list-style-type: none"> ▪ Recognize a variety of child behaviors according to individual development levels.⁴ 	<ul style="list-style-type: none"> ▪ Respond appropriately to a variety of child behaviors, recognizing individual development levels.¹³ 		<ul style="list-style-type: none"> ▪ Ensure that staff respond appropriately to a variety of child behaviors, recognizing individual development levels.

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			<ul style="list-style-type: none"> ▪ Utilize modeling and various prompting techniques to facilitate children’s interactions with their environment.²⁴ 		
<i>Interaction— Adult/ Child and Child/ Child</i>				<ul style="list-style-type: none"> ▪ Provide developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative 	<ul style="list-style-type: none"> ▪ Articulate the rationale for developmentally appropriate interactions that include play, small group projects, open-ended questioning,

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>(continued)</i>				<p>learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.^{5,32}</p>	<p>group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.⁵</p>
				<ul style="list-style-type: none"> ▪ Provide assistance during conflict resolution, problem solving, friendship development, and other social interactions, which are based on the child's ability to understand.^{29,32,36} 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Interpersonal Interaction</i>	<ul style="list-style-type: none"> ▪ Follow regulations regarding behavior guidance.^{3,10,25} 				
<i>and Guidance</i>	<ul style="list-style-type: none"> ▪ Treat all children equitably and fairly.²⁵ ▪ React consistently to children's behavior.³⁰ 	<ul style="list-style-type: none"> ▪ Use positive guidance techniques and behaviors to help children act responsibly (e.g., consistent, kind, redirecting, modeling).³⁵ ▪ Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management.^{9,14,29,39} 	<ul style="list-style-type: none"> ▪ Provide consistent, clear rules, which are explained to children and understood by adults.^{23,32} 	<ul style="list-style-type: none"> ▪ Embed opportunities into the normal routine to teach conflict resolution skills based on the child's ability to understand at different ages.³⁶ 	<ul style="list-style-type: none"> ▪ Ensure the use of positive techniques of guidance that include redirection, elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism.^{4,5}
		<ul style="list-style-type: none"> ▪ Assist with methods of behavior support and management appropriate for young children with special needs.⁹ 	<ul style="list-style-type: none"> ▪ Implement, in collaboration with related service personnel, methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).⁹ 	<ul style="list-style-type: none"> ▪ Work collaboratively with related service personnel to plan and document methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).⁹ 	<ul style="list-style-type: none"> ▪ Ensure that staff implement guidance practices appropriate to each child's personality and individual development.

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
		<ul style="list-style-type: none"> ▪ Recognize signs of emotional distress in young children and follow procedures.^{9,3} 			
<i>Program Structure and Management</i> <i>(Individual Needs)</i>	<ul style="list-style-type: none"> ▪ Follow basic daily schedule that is familiar to children.^{3,28} 	<ul style="list-style-type: none"> ▪ Implement a schedule that meets children’s need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child-chosen and teacher-directed activities, for a substantial part of day.^{14,28} 	<ul style="list-style-type: none"> ▪ Plan a schedule that meets children’s need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child chosen and teacher directed activities, for a substantial part of day.²⁸ ▪ Arrange variations of schedules, activities, and materials to meet individual needs (indoor and outdoor).²⁸ ▪ Prepare and organize materials to implement daily lesson plans.²⁰ 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally and individually appropriate curricula and instructional practices.^{5,9} 	<ul style="list-style-type: none"> ▪ Incorporate evaluation, planning, and management procedures that match learner needs.²⁰
	<ul style="list-style-type: none"> ▪ Support children’s transition between activities.^{3,14} 	<ul style="list-style-type: none"> ▪ Implement procedures that help children make smooth transitions from one activity to another.¹⁴ 	<ul style="list-style-type: none"> ▪ Plan procedures that help children make smooth transitions from one activity to another.¹⁴ 	<ul style="list-style-type: none"> ▪ Develop transition plans to support children’s movement between activities.¹³ 	<ul style="list-style-type: none"> ▪ Evaluate procedures to help children make smooth transitions between programs and within classroom events.^{14,15,27,29}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
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<i>Program Structure and Management</i> <i>(Individual Needs)</i> <i>(continued)</i>	<ul style="list-style-type: none"> ▪ Assist in implementation of program’s curriculum and philosophy of learning. ▪ Demonstrate knowledge of <i>KY’s Early Childhood Standards</i>. 	<ul style="list-style-type: none"> ▪ Describe program’s curriculum and philosophy of learning. ▪ Utilize community resources to enrich curriculum.^{3,19,25} ▪ Demonstrate knowledge of <i>KY’s Early Childhood Standards</i> and its relationship to daily activities. 	<ul style="list-style-type: none"> ▪ Articulate various early childhood curricula approaches. ▪ Use a variety of strategies to encourage children’s physical/motor, social/emotional, aesthetic, and cognitive/language development.²³ ▪ Use <i>KY’s Early Childhood Standards</i> as a guide to plan appropriate activities and experiences based on children’s developmental progress. 	<ul style="list-style-type: none"> ▪ Evaluate critical attributes of various curricula approaches and potential outcomes for children. ▪ Select intervention, curricula and methods for children with specific disabilities.⁹ ▪ Use strategies for facilitating maintenance and generalization of skills across learning environments.²⁰ 	<ul style="list-style-type: none"> ▪ Ensure the use of pedagogically sound and legally defensible instructional practices.²⁰ ▪ Recognize the differences in adult and early childhood learning styles and apply knowledge to practice.^{16,17}
		<ul style="list-style-type: none"> ▪ Use technology for efficiency in basic program management activities.² 	<ul style="list-style-type: none"> ▪ Select and use computer software to meet the management needs of the program.² 	<ul style="list-style-type: none"> ▪ Identify and use human, material, and technological resources to keep abreast of the changing early childhood field.⁵ 	
		<ul style="list-style-type: none"> ▪ Utilize computer software to promote developmental skills of children, when 	<ul style="list-style-type: none"> ▪ Select and plan for use of computer software to promote 	<ul style="list-style-type: none"> ▪ Ensure the appropriate use of computer software and technology to assist in 	<ul style="list-style-type: none"> ▪ Work, in collaboration with related service personnel, to evaluate

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
		appropriate to their age and abilities. ⁴⁰	developmental skills of children, when appropriate to their ages and abilities. ⁴⁰ <ul style="list-style-type: none"> ▪ Implement assistive technology for children with special needs, in collaboration with related service personnel.^{2,27} 	meeting the developmental and special needs of individual children. ^{2,9} <ul style="list-style-type: none"> ▪ Implement appropriate use of technology, including adaptive and assistive technology, in collaboration with related service personnel.⁹ 	the appropriate use of technology and computer software to meet the developmental and special needs of individual children. ²
<i>Program Structure and Management (Adult Interaction)</i>	<ul style="list-style-type: none"> ▪ Cooperate with team members to implement daily activities.²⁸ 	<ul style="list-style-type: none"> ▪ Identify individual roles and responsibilities specific to daily routines, adult and child interactions, child supervision and guidance.^{25,28} 	<ul style="list-style-type: none"> ▪ Cooperate with team members to develop and implement daily activities.²⁸ 	<ul style="list-style-type: none"> ▪ Develop team strategies to plan for children’s group and individual needs.^{5,28} 	<ul style="list-style-type: none"> ▪ Administer, supervise, and consult with, or instruct other adults.^{2,20}
	<ul style="list-style-type: none"> ▪ Collaborate daily with team members to share child-related information.²⁸ 				
			<ul style="list-style-type: none"> ▪ Identify and utilize appropriate community resources (e.g., mental and physical health agencies, educational programs—museums, libraries, and available social services).^{3,25} 		
<i>Family/ Staff</i>	<ul style="list-style-type: none"> ▪ Conduct informal daily communications with 	<ul style="list-style-type: none"> ▪ Provide families with administrative information (e.g., parent handbooks, 		<ul style="list-style-type: none"> ▪ Establish culturally and linguistically diverse, family-friendly strategies of 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	families. ^{3,28}	fees, hours of operation, transition procedures) in writing. ^{3,28}		communication with families through regular newsletters, bulletin boards, telephone calls, and other similar measures. ^{2,5}	
	<ul style="list-style-type: none"> ▪ Develop a positive, collaborative relationship with families.^{3,5,9} 		<ul style="list-style-type: none"> ▪ Foster partnerships between parents and staff to facilitate family and child interactions as the primary contexts for learning and development.^{9,37} 		
<i>Family/ Staff (continued)</i>			<ul style="list-style-type: none"> ▪ Plan for transition by linking children’s current developmental and learning experiences and teaching strategies with those of the next educational setting.⁹ 	<ul style="list-style-type: none"> ▪ Communicate options for programs and services at the next level and assist the family in planning for transition. ⁹ 	<ul style="list-style-type: none"> ▪ Design and evaluate processes and strategies that support transition among hospital, home, and infant/toddler, preschool and primary programs.^{9,20}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
				<ul style="list-style-type: none"> ▪ Engage families in the assessment process of observing and recording children’s development and learning.⁵ 	<ul style="list-style-type: none"> ▪ Provide guidance for observing, recording, and assessing young children’s development and learning for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.⁵ ▪ Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.²⁰
				<ul style="list-style-type: none"> ▪ Implement a range of family oriented services based on a family’s identified resources, concerns, priorities, and, as appropriate, due process safeguards.^{9,20} 	
				<ul style="list-style-type: none"> ▪ Develop, monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, IEP, or Family Partnership Agreement.^{15,24} 	

Early Childhood Core Competencies: Child Assessment

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Record Keeping Tools</i>	<ul style="list-style-type: none"> ▪ Assist with collection of information about each child’s development.⁴ 	<ul style="list-style-type: none"> ▪ Participate with supervision in developmental screening and classroom/instructional assessment of children’s social, emotional, physical, communicative, and cognitive development.^{41,42} ▪ Observe, collect, and record information about children across all areas of development and their families in a non-judgmental and unbiased manner.^{9,14,24,42} 	<ul style="list-style-type: none"> ▪ Supervise screening, classroom/instructional assessment of children, and documentation of information collected across all areas of development.⁴² 	<ul style="list-style-type: none"> ▪ Integrate informal assessment information with formal assessment data, ensuring that authentic procedures have been used during assessment.⁵ 	<ul style="list-style-type: none"> • Communicate major theories, research, and issues relevant to observation and assessment.¹⁶
	<ul style="list-style-type: none"> ▪ Implement appropriate use of techniques for assessing young children, such as observation and anecdotal records.⁴² 	<ul style="list-style-type: none"> ▪ Model and implement appropriate methods for assessment of children’s social/emotional, physical, communication, and cognitive development.⁴² 	<ul style="list-style-type: none"> ▪ Plan for and supervise the use of appropriate methods for assessment of children’s social/emotional, physical, communication, and cognitive development.^{41,42} 	<ul style="list-style-type: none"> ▪ Select, create, adapt, and use multiple modes and methods of assessment which are sensitive to the unique cultural and learning needs of each child.^{2,42} ▪ Select, administer, and evaluate instruments and procedures for a continuous assessment system, based on program goals and compliance with established criteria and standards, taking into consideration specific exceptionalities.^{5,9,20,42} 	<ul style="list-style-type: none"> • Establish criteria, procedures, and documentation methods for assessment that are systematic, multidisciplinary, and based on everyday tasks.^{16,42,43} • Ensure the selection and administration of assessment instruments and procedures for a continuous assessment system based on program goals and established criteria and standards.^{9,42}

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Record Keeping Tools</i> <i>(continued)</i>				<ul style="list-style-type: none"> ▪ Collaborate with related service personnel in the administration of diagnostic instruments, when indicated.⁴² 	<ul style="list-style-type: none"> • Administer diagnostic instruments to assess children as indicated, through screening, observation, and interview, in keeping with appropriate training and in collaboration with the family and other professionals.⁴²
		<ul style="list-style-type: none"> ▪ Have knowledge of and use the <i>KY's Early Childhood Continuous Assessment Guide</i> for assessment of children. 	<ul style="list-style-type: none"> ▪ Use <i>KY's Early Childhood Continuous Assessment Guide</i> as a tool in planning a continuous assessment system for a program. 		
		<ul style="list-style-type: none"> ▪ Communicate assessment information to families and other appropriate professionals in written and oral form and document.^{14,42} 			
		<ul style="list-style-type: none"> ▪ Collect and maintain records from a variety of assessment sources (e.g., screening, observation, interviews, portfolios) concerning the progress in growth, health, and behavior in each area of development.^{3,16,25,42} 			

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Assessment and Team Collaboration</i>	<ul style="list-style-type: none"> ▪ Participate as a team member in planning, coordinating and implementing assessment procedures.⁴² 	<ul style="list-style-type: none"> ▪ Participate and collaborate as a team member with other professionals in conducting family-centered assessments for all children, including children with exceptional learning needs.⁹ 		<ul style="list-style-type: none"> ▪ Promote and demonstrate team collaboration in planning, coordinating, implementing, and evaluating assessment procedures.⁴² 	<ul style="list-style-type: none"> ▪ Identify and ensure the existence of structures supporting intra-agency/interagency collaborations, including agreements, referrals, and consultation.²⁰
			<ul style="list-style-type: none"> ▪ Involve families in assessing and planning for all children.^{9,42} 	<ul style="list-style-type: none"> ▪ Assist families in identifying resources, priorities, and concerns related to their child's development, incorporating where appropriate into child and family outcomes.⁹ ▪ Communicate to families assessment information and relevant activities that may be embedded into the family's daily activities and routines.^{2,9} ▪ Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, the IEP, and/or the Family Partnership Agreement.^{9,15,12} 	<ul style="list-style-type: none"> ▪ Ensure staff is sharing assessment information and relevant activities that may be embedded into the family's daily activities and routines.²
				<ul style="list-style-type: none"> ▪ Articulate that various types of assessment procedures are used across a variety of settings.^{20,41} 	

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Assessment and Team Collaboration (continued)</i>			<ul style="list-style-type: none"> ▪ Articulate that authentic assessment measures which address multiple developmental areas are used for classroom/ instructional assessment and that information gathered is used to plan curriculum, instruction, and individual and group learning goals.⁴¹ 	<ul style="list-style-type: none"> ▪ Use <i>KY's Early Childhood Standards</i> as a framework for determining overall progress of children's development. 	<ul style="list-style-type: none"> ▪ Ensure that assessment and curriculum are integrated throughout the program and that assessment is consistent with and relevant to the goals, objectives, and content of the program.^{41,42}

Early Childhood Core Competencies: Family and Community Partnerships

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Demonstrate confidentiality relative to all aspects of the lives of individual children and their families.^{3,14,16,35} 				
	<ul style="list-style-type: none"> ▪ Demonstrate awareness of individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices and language.^{3,16,19,24,25,35} 	<ul style="list-style-type: none"> ▪ Demonstrate respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices, and language.^{16,19,23,24,35} 		<ul style="list-style-type: none"> ▪ Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.²⁰
	<ul style="list-style-type: none"> ▪ Respect the family's role as primary decision-maker for their child.^{14,35} 	<ul style="list-style-type: none"> ▪ Assist families in making their own decisions, accessing services, finding their own resources, and becoming independent of professionals.⁴¹ 		
<ul style="list-style-type: none"> ▪ Follow the program's plan for maintaining written and verbal daily communication with families.^{3,16,19,25,35} 	<ul style="list-style-type: none"> ▪ Conduct effective home visits with families to share information, report progress, and demonstrate developmentally appropriate techniques, in the home language whenever possible.^{14,24,25,35} ▪ Conduct parent conferences in collaboration with the program director and other staff, in the home language whenever possible.^{3,14,24,25,35} 	<ul style="list-style-type: none"> ▪ Plan and implement effective family meetings, considering adult learning principles and the interests and needs of families in the home or center-based program.^{2,24,26,35} 		

Early Childhood Core Competencies: Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Show a warm, welcoming attitude toward families and their involvement in the life of the center, child care home, or school.^{3,19,35} 	<ul style="list-style-type: none"> ▪ Assist families and children to become acquainted with the program and the staff on the child's first day.^{3,14,24,25} 	<ul style="list-style-type: none"> ▪ Assist families to become active participants on the educational team.²⁰ 	<ul style="list-style-type: none"> ▪ Foster alternative models and methodologies for family support and involvement.^{3,5,19,35} ▪ Provide opportunities to families and the community to be members of an advisory board that assists in policy setting and program evaluation.^{3,5,19,35} 	
	<ul style="list-style-type: none"> ▪ Respond empathetically and knowledgeably to families' feelings and concerns regarding child care, guidance, and their children's development, using the home language whenever possible.^{14,24,25,35} 	<ul style="list-style-type: none"> ▪ Incorporate the role of families' cultures, religions, and child rearing practices into the program.⁴ ▪ Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health and experiences.^{2,24,26,35} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge sufficient to serve as a culturally responsive resource to families for information regarding child development and child rearing.^{5,24,35} ▪ Anticipate and negotiate potential conflicts in philosophies and child rearing practices between self, the program, and diverse parents.^{5,19} 	
	<ul style="list-style-type: none"> ▪ Show awareness of community resources^{19,35}. ▪ Provide relevant information to families regarding community resources.^{3,14,24,25,35} 	<ul style="list-style-type: none"> ▪ Develop positive learning opportunities for families.⁴⁴ 		
	<ul style="list-style-type: none"> ▪ Collaborate with families to support transition of children.^{2,25} 			

Early Childhood Core Competencies: Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
			<ul style="list-style-type: none"> ▪ Actively involve families in the assessment of their children’s development and communicate results in everyday language, using the home language whenever possible.² 	<ul style="list-style-type: none"> ▪ Ensure that child assessment is shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns.⁴⁵
		<ul style="list-style-type: none"> ▪ Identify the potential impact on the family of a child with special needs.²⁴ 	<ul style="list-style-type: none"> ▪ Collaborate with families in providing intervention strategies, including assistive technology, that promote development and learning for children with diverse needs and abilities.^{2,5,19,35} 	<ul style="list-style-type: none"> ▪ Ensure the provision of a range of family-oriented services based on each family’s identified resources, priorities, and concerns.²
			<ul style="list-style-type: none"> ▪ Effectively supervise and evaluate support staff in their work with families.^{5,19} 	
		<ul style="list-style-type: none"> ▪ Implement and interpret to other adults the program’s policies and procedures related to parents and families, including transition.^{2,24,26} 		
				<ul style="list-style-type: none"> ▪ Apply and/or conduct research that addresses families & communities.¹⁹ ▪ Apply research information regarding family systems and stresses to daily practice with families and children.^{2,5,19,24}
				<ul style="list-style-type: none"> ▪ Provide leadership through teaching, research, and advocacy for issues across the field of family and community involvement in early childhood development and education.¹⁹

Early Childhood Core Competencies: Program Management/Evaluation

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Adhere to program policies and regulations and assist with maintaining individual child records.^{14,15,19} 	<ul style="list-style-type: none"> ▪ Implement program policies and regulation requirements.^{3,14} ▪ Maintain and update individual child records.^{3,14,15,19} ▪ Maintain staff records required by program policies and regulations.^{3,14,15} 	<ul style="list-style-type: none"> ▪ With the family's permission, ensure that child's records are transferred for transition purposes in a timely manner. 		
<ul style="list-style-type: none"> ▪ Assist with program evaluation by providing input.² 	<ul style="list-style-type: none"> ▪ Become knowledgeable of various nationally recognized program and management/supervision evaluation tools.⁴² 	<ul style="list-style-type: none"> ▪ Utilize nationally recognized program evaluation tools appropriately (e.g., NAEYC Accreditation Classroom Observation Book, 2003; ECERS-R, 1998; ELLCO, 2002; McWilliam & Winton, 1990; ITERS-R, 2003).^{28,30,42,46,47,50} 	<ul style="list-style-type: none"> ▪ Apply professional guidelines/mandates in program evaluation.^{2,42} ▪ Design and ensure program evaluation, based on overall program goals, to determine if outcomes have been met and to ensure continuous and comprehensive quality of the total environment for children, families and the community.^{5,42} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the theoretical and practical intent of various program evaluation tools, so that appropriate instruments and strategies that are sensitive to culture and individual learning styles and abilities are used for enhancing program quality.^{5,15,24,42,48}
	<ul style="list-style-type: none"> ▪ Obtain feedback from families and staff for program evaluation.⁴² 	<ul style="list-style-type: none"> • Communicate program evaluation outcomes to staff and families.⁴² 	<ul style="list-style-type: none"> ▪ Involve families, other team members, community, patrons, and advisory boards in evaluation of programs.^{2,15} 	<ul style="list-style-type: none"> ▪ Ensure that the concerns and input of families and other stakeholders are reflected in program evaluation outcomes and result in appropriate modifications and adaptations in practice to accommodate the needs of the program, children, families, staff, and community.²⁹

Early Childhood Core Competencies: Program Management/Evaluation (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Orient new or substitute staff^{3,14,25}. 			
			<ul style="list-style-type: none"> • Develop plan to implement program changes that is reflective of program evaluation data^{29,42,48}. 	
				<ul style="list-style-type: none"> • Demonstrate an understanding of one's own managerial style and the impact on motivating, leading and supervising various staff^{21,49}.
				<ul style="list-style-type: none"> ▪ Promote an inclusive program, based on current research and coordination of services, personnel, and resources, which results in healthy growth and development for all children and which supports families and staff^{27,48}.

Core Content References

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5. National Association for the Education of Young Children (NAEYC) (2003). NAEYC Standards for early childhood professional preparation: Advanced programs. In *Preparing early childhood professionals: NAEYC's standards for programs*, Ed. M. Hyson, pp. 65-91. Washington, DC: Author. Retrieved July 22, 2004, from http://www.naeyc.org/profdev/prep_review/advanced_standards.pdf
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Monthly Message:



KENTUCKY GOVERNOR'S OFFICE of EARLY CHILDHOOD

What does school
readiness in
Kentucky look like?

How can families
help their
child become
ready?

Language &
Communication
markers of
Kindergarten
readiness.

Where can I find
more resources
about child
development?

Help your child understand the world around them
... one piece at a time



Ten Language & Communication markers of Kindergarten Readiness

- 1) Knows full name and is learning home address
- 2) Is learning to write his or her first and last name
- 3) Uses pictures to tell stories and describes uses for objects
- 4) Speaks in five or six word sentences
- 5) Can respond to 'how' and 'where' questions
- 6) Demonstrates understanding of prepositions (in, on, over)
- 7) Tells what common things are made of and understands what opposites are
- 8) Follows three-step directions
- 9) Reads common words from a familiar environment
- 10) Points words out and emphasizes sounds

What is school readiness in Kentucky?

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.

Go online at bit.ly/school-readiness to download the entire school readiness definition.

Where can I find more resources?

Visit us online bit.ly/kykidsnow

• Use the PBS Child Development Tracker for information on the stages of growth found at bit.ly/development-tracker.

• Download Kentucky Partnership's Early Childhood Services guide at bit.ly/childhood-services

• Learn more about your child's development with the Developmental Timeline found at bit.ly/parenting-counts-timeline.

How can families help their child?

• Read to your child every day. Encourage your child to read to you!

• Encourage your child to draw.

• Introduce new words

• Talk about the weather with your child. Is it sunny or cloudy? Hot or cold?

• Give your child something to write about.

• Encourage your child to write his/her name

• Make every moment a learning moment. Have conversations with your child every day about the world around them!

Monthly Message:



**KENTUCKY GOVERNOR'S
OFFICE of EARLY CHILDHOOD**





A Publication of the
Kentucky Governor's
Office of Early Childhood

Building a Strong Foundation for School Success

The Kentucky Early Childhood Standards: Helping at Home

You are important! Whether you are a parent, guardian or caregiver, your child needs your help and support to be successful. This “Parent Guide” was designed to support you and your child’s success.

What is 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. 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.

Kentucky schools will be using a common kindergarten entry screener to determine a child’s readiness for school in the five developmental areas listed below. However, the screener will **not be used** to determine whether a child is eligible to attend kindergarten.



Kentucky recognizes that there are five developmental areas for school readiness:

- Approaches to learning
- Health and physical well-being
- Language and communication development
- Social and emotional development; and
- Cognitive and general knowledge

Why does Kentucky screen for school readiness?

To inform school districts, parents, and communities about early learning.

To make informed policy decisions to support early learning experiences for young children.

To establish local goals for program improvement.

To begin collecting data for the Kindergarten through 3rd grade Program Evaluation.

Look in the back of this Guide for more details.

This guide was created based on the Kentucky Early Childhood Core Content Standards. It provides information about the standards, what the standards mean and ways you can help your child develop important skills. Highlighted in this guide is “Approaches to Learning.”

What is “Approaches to Learning”?

The way a child engages in learning experiences is referred to as their “Approaches to Learning.”

- Every child learns differently.
- Each child’s approach to learning is unique to each child.
- Some children may be reserved and thoughtful when first engaging in learning experiences while other children eagerly join in new activities.



Research identifies Approaches to Learning as one of the most “powerful predictors of later success in school.”

This means that young children that develop an interest and joy in learning go on to have later success in school.

Approaches to Learning has three components:

Initiative and Curiosity – How curious is a child about learning? How does a child engage in and initiate learning experiences?

Persistence and Attentiveness – How persistent is a child when engaging in activities? Does a child continue in tasks that are challenging or frustrating?

Cooperation – Does a child play in groups or pairs based on interest?

Examples of Approaches to Learning using the three components:

Jillian looks intently at the top of a “jack in the box” as the handle is turned by her big brother. (Initiative and Curiosity)

Dakota tugs on his mother’s skirt when he wants to be picked up. (Persistence and Attentiveness)

Philip takes turns using cups, bowls and spoons in the sand. (Cooperation)

Throughout this guide, you will see suggestions on how you can recognize and foster your child’s Approaches to Learning in boxes just like this one. Each page includes activities that you can do with your child to encourage them to learn in ways that will keep them interested and engaged.

Cognitive Standard

Explores the environment to gain information.

Moving around and exploring helps your child to understand his/her world. It involves learning and problem solving.



What does it mean?

- Babies and toddlers want to actively explore their environment through all of their senses.
- Babies and toddlers are curious and like to investigate their surroundings.
- Babies and toddlers learn through play and exploration.
- Babies and toddlers watch and may try to imitate what they see and hear.
- Babies and toddlers develop preferences for people and things.
- Babies and toddlers begin to understand the purpose of objects and materials in their daily environment.



What are some things you can do with your child?

- Provide a safe and healthy environment for children to explore (covered outlets, gated steps, and dangerous materials locked up).
- Provide children safe and interesting materials with which to play (pots and pans, rattles, shape sorters, blocks). Use materials that vary in texture, color, size, and shape. Use materials that let your child fill, dump and sort (rice/sand/water play).
- Encourage your child to explore – watch and comment as your child tries out new things.
- Watch and learn from your child about their interests. Provide materials in which your child seems to have an interest. For toddlers, check out picture books from the library on topics of interest such as animals, toys and family members.
- Support your child's preference for a special toy (such as a blanket or stuffed animal). Let them talk about their special toy on outings with the family.
- Allow children the opportunity to play and repeat activities (knocking over the blocks or reading the same book several times.)
- Have conversations with your child. Even before he/she can talk, he/she can communicate and learn from your words.
- Talk with your child about the function of objects as you and your child use them during the course of daily routines (cups, plates, cars, etc).
- Play games with your child (imitate sounds, peek-a-boo, pat-a-cake or I spy).
- Limit television. Very young children learn from playing with real objects that they can handle and explore. TV is not recommended for children under 24 months of age.
- For toddlers, provide pretend play materials, like telephones, play kitchens, and cars. Pretend with your child and use make-believe.
- Take your infant or toddler on outings. Talk about the things that you see at the grocery store and walking in the neighborhood.
- Engage in activities that involve a sequence of events (peek-a-boo) to allow your child to anticipate



Approaches to Learning: Initiative and Curiosity

Providing your child with many toys, floor time, and for infants – tummy time when they are awake – helps your child to be curious about how toys work and about what is in the room they are playing in.

communication

Birth to Three

Communication Standards

Demonstrates communication skills in order to express herself/himself.

Listening and observing skills and responds to the communication of others; and interest and engages in early literacy activities.



Your child's ability to express herself/himself as well as understand others. It involves speaking, listening, and is the foundation for later reading and writing.

What does it mean?

- Infants and toddlers learn about talking and communicating by interacting with their families and the other people who take care of them. They learn from playing games (like peek-a-boo) with others and "talking" with them even before they are able to speak.
- Infants and toddlers typically respond to language through making sounds (cooing and babbling) and eye contact. They express themselves in many ways, by using sounds, gestures, movement, and words.
- Infants and toddlers learn from listening and often understand much more than they can express.
- Toddlers begin to use simple gestures and then words to express themselves (such as bye-bye and mama). Eventually, they begin to use phrases to express their wants and needs.



What are some things you can do with your child?

- Talk to your child throughout the day. Talk about the things that you see everyday. Babies really like to listen to people when they use high voices and short sentences.
- Respond to your child's attempts to communicate with you. Have conversations with your toddler about their day. Expand on your toddler's words by describing objects ("Let's play with the blue car") or events ("We are going for a walk in the neighborhood").
- Be patient and listen to your child as he/she "talks" to you – whether that be through sounds, gestures, or words. Give them time to let you know how they are feeling or what they need.
- Make eye contact with your child as you are talking with them so that they know that they are special and you are interested in talking with them.
- Use single words to label and describe objects.
- Avoid baby talk. Limit using words that are stated incorrectly (ba-ba for bottle or wa-wa for water). This can be confusing for children when they are learning new words.
- Read your child's cues. Talk when he/she is ready to listen and provide quiet time and time to rest when needed.
- Read to your child. Allow babies and toddlers to interact with books in a variety of ways. Babies may like to chew on books so provide safe, soft books like bathtub books. For toddlers, provide more durable board books with lots of pictures and few words.
- Cuddle your baby or toddler while you are reading with him/her.
- Talk about the stories that you read. Point to the pictures and describe them. For toddlers, ask them questions about the pictures or story.
- Sing songs with your child. Most children love music with interesting words and repetition, like "Wheels -on-the-Bus."
- Repeat and expand on the words your child uses. Toddlers often use one word to represent an idea ("Ball" for "I want the ball"). You can add to their words by stating a sentence such as "Yes, you want the blue ball."
- Use gestures (waving hand for bye-bye) accompanied by words when communicating with your child.
- When your child is able, provide him/her the opportunity to scribble. Use large crayons and plain paper. Talk about him/her work and display it in your home.



Approaches to Learning: Persistence and Attentiveness

When you respond to your infant's eye contact, cry or babbling, you are gaining the trust and attentiveness of your infant. When you have a "conversation" with your toddler, you are letting him/her know that they are important. The longer these "conversations" are, the more attentive your child becomes.

creative expression

Birth to Three

Creative Expression Standard

Demonstrates interest and participates in various forms of creative expression.

Your child's interest, enjoyment, and participation in musical and artistic activities is important to building their language, in making decisions, and in communicating with others.



What does it mean?

- Babies and toddlers enjoy the natural beauty around them.
- Toddlers enjoy creating their own art using crayons, chalk and other materials.
- Babies and toddlers enjoy listening and participating in musical activities, such as singing songs and dancing.
- Toddlers learn from pretending and “play acting” their experiences.
- Participating in art activities provides children an opportunity to be creative and develop important thinking skills.
- Very young children show preferences for music and respond to music with their body.
- Children express themselves using their bodies (stomping their feet for "no" or "flying" like an airplane with their arms).



What are some things you can do with your child?

- Talk about the natural beauty in your environment, such as flowers and trees.
- Provide your child with opportunities to use art materials – like large crayons, markers, plain paper, glue and sidewalk chalk. Talk about your child's creations and praise his/her work.
- Expose your child to a variety of different kinds of blocks, soft blocks for infants and wooden blocks for older toddlers. Encourage your child to build and create things.
- Draw your child's attention to art. Point out pictures in children's books. Talk about and describe the pictures.
- Play music for your child. Use more than children's music; expose them to jazz, country and classical.
- Sing songs throughout the day. Repeat familiar songs that your child particularly likes. Sing songs with movements ("Head, Shoulders, Knees, and Toes"). Dance and sing with your child playfully. Do not worry if you do not know words – make them up and your child will sing along.
- Provide your child with opportunities to play with musical instruments. Make your own instruments (an old coffee can as a drum), these are just as interesting as toys you can buy in the store.
- Hold your baby or toddler in your arms and move with your child to music. Gently bounce your child in time to the rhythm. Babies love being held and moving along with you.
- Dance to music. You can dance with your infant and also teach fun dances to your toddler (such as the Hokey-Pokey).
- For toddlers, play pretend. Ask your child to play the mommy or daddy while you play the child.
- Provide pretend play toys such as telephones, dolls and hats.
- Give your toddler opportunities to create and build things including crayons and paper, blocks, and paint.



Approaches to Learning: Initiative and Curiosity

When your infant or toddler uses paint or markers on plain paper and you comment on how the colors changed when they overlapped, your child will try to make that happen again. They will be curious to see if they can make the color change again!

physical/motor development

Birth to Three

Physical/Motor Development Standard

Demonstrates motor skills in daily activities and adaptive/self care routines.



Your child's body uses large muscles to walk and run. Your child uses small muscles when they draw with crayons or markers and cut paper with scissors or tear the paper with their hands.



What does it mean?

- Babies and toddlers grow steadily in height, weight, muscle strength and coordination, and head size.
- Babies and toddlers eagerly explore their surroundings using the large muscles in their body.
- Babies and toddlers gradually develop strength and coordination in the small muscles of their hands and fingers to grasp and handle objects.
- Babies and toddlers gain more and more ability to use their eyes, hands, and fingers together to reach out and take hold of objects they want.
- From about three months of age, babies put everything in their mouths. They are using hand-eye coordination as well as exploring with their other senses.



What are some things you can do with your child?

- Feed your baby or toddler nutritious liquid or solid food for his/her age so their body will grow strong and healthy. Breastfeed if possible for the first four to 12 months.
- Check with your health care professional for advice on the right kinds of foods to give your child at various ages. Avoid foods with too much fat and sugars.
- To ensure your baby or toddler's good health, give him/her plenty of water to drink throughout the day. Avoid sugary drinks and sodas.
- Let your toddler feed themselves with their hands and then with a spoon. Gradually they will learn to be less messy. Make clean-up easier with newspaper or plastic under their chair.
- Take your baby or toddler for regular medical check-ups and immunizations to promote healthy development and prevent illness.
- Provide a safe, clean, flat floor space for your child to freely squirm, roll over, crawl, and walk.
- Use safety gates, electrical outlet plugs, and pads on sharp edges of furniture to prevent injuries.
- Provide a few simple toys for gross motor play, such as lightweight balls and push-pull toys.
- Compliment your child on the skills they are learning. They will want to do even more when they see your smile and hear your approving words.
- Make sure your baby or toddler has interesting playthings to handle. Clean, safe household objects such as plastic sets of measuring cups, spoons, and mixing bowls work as well as more expensive toys.
- Be patient when your baby playfully grabs your hair, your eyeglasses, or earrings. Your child is trying out their new ability to grasp what they see with their small hand and finger muscles. Take off your personal items that might attract their curiosity. This stage will pass!
- Give your toddler playthings that help their small muscle coordination such as shape-sorting toys, child books with stiff cardboard pages, wooden puzzles with knobs, large crayons and paper for drawing, and plastic or wooden blocks to stack.
- Always be on the lookout to remove small items that your child could pick up, put in his/her mouth, and cause choking. If an object fits inside a toilet paper tube, it is too small for your baby or toddler under the age of three years to have. Examples of dangerous food items are whole grapes, nuts, uncooked vegetable pieces, and whole hot dogs.
- Let your child feed their self, even though he may be messy at first. Coordination between your child's hand and the spoon, their eyes, and the dish improves with practice.
- Give your toddler simple clothing with easy fasteners that he/she can practice taking off and putting on.

Approaches to Learning: Cooperation

When your child helps put their own clothes on, he/she is not just cooperating with you but also using their large and small muscles to put on the clothes and button, zip, or snap.

Social/Emotional

Birth to Three

Social/Emotional Standard

Demonstrates trust and engages in social relationships; and sense of self.



Your child's feelings about themselves, as well as developing relationships with others will be very helpful in all other areas of his/her development.

What does it mean?

- Infants recognize and prefer the adults in their life that care for them the most.
- Infants may become upset when unfamiliar people approach them.
- Infants and toddlers want to be with their primary caregivers and often go to them when they need emotional support.
- Infants and toddlers develop relationships with other adults and children. They enjoy interacting and playing with them.
- Infants and toddlers experience a wide array of feelings and emotions. Infants often express these through facial expressions and body movements. Toddlers may use words.
- Young children learn ways to calm themselves. Infants may use a pacifier while toddlers may have a special stuffed animal.
- Toddlers recognize their own accomplishments. For example, they may clap when they go to the potty by themselves.
- Toddlers begin to understand rules and will follow simple ones most of the time.





What are some things you can do with your child?

- Respond to your infant's cries and soothe them. Do not be afraid of spoiling infants, they need your attention.
- Calm your child if they become upset by an unfamiliar person. Use soft tones and reassure him/her that everything is okay.
- Encourage your toddler to try new things. Let your child know that you will be there if he/she needs you.
- Provide your child with opportunities to interact with other children and assist them in doing so. Be sure to provide guidance (gentle hands) and adequate supervision for these play times.
- Be sure that any type of out-of-home child care experience is of high quality.
- Ask your infant or toddler questions about themselves ("Where's your nose?") and encourage them to respond.
- Encourage your child to express feelings. Provide your child with the words to label her emotions "You are mad!"
- Support your child's efforts to calm down. Provide special stuffed animals or toys when you are leaving to help keep them calm.
- Acknowledge your child's accomplishments ("Wow-look at that tower!") and celebrate the successes.
- Provide simple, straightforward rules for your toddler to keep them safe (Feet on the floor). Too many rules can be confusing and frustrating to a young child.
- Give toddlers simple choices ("Do you want to wear the red shirt or the blue one?").

Approaches to Learning: Persistence and Attentiveness

Help your child continue to build relationships with others by responding to their points, eye gazes, cries, and words. Your child's persistence in communicating builds his/her relationship with those important people in their life. This is the basis for all other learning as your child grows older.



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.**

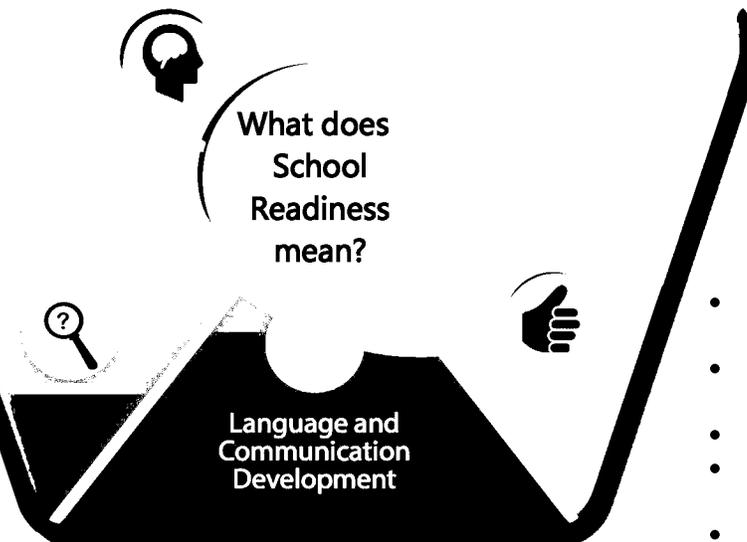


- Sorts and classifies objects
- Is learning to identify basic colors
- Is learning to recognize name and general shapes
- Counts up to 30
- Counts sets of objects up to 10

Health and
Physical Well-Being



- 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

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.

In 2003, Kentucky released the Kentucky Early Childhood Standards. These standards were developed to help early childhood programs across the state understand appropriate expectations for young children from birth to age five. Using the standards as a guide, programs can improve the quality of their services by providing children with appropriate experiences that support their overall growth and development.

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A complete and detailed list of the early childhood standards can be found at <http://kidsnow.ky.gov>

Photos and permissions submitted by the following: Linda Avery, Community Action of Southern Kentucky Head Start Program, Katie Curry, Leigh Ann Earlywine, Allison Haley, Mike Hancock, Joe Meyer, Kevin Middleton, Lena and Gabe Nickell, Melissa Rossine Photography, Terry Tolan and Jennifer Watson.

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For Children
Three and Four

PARENT GUIDE

BUILDING A STRONG FOUNDATION
FOR SCHOOL SUCCESS : THE KENTUCKY
EARLY CHILDHOOD STANDARDS



**KENTUCKY
GOVERNOR'S
OFFICE of
EARLY CHILDHOOD**



A Publication of the
Kentucky Governor's
Office of Early Childhood

Building a Strong Foundation for School Success

The Kentucky Early Childhood Standards: Helping at Home

You are important! Whether you are a parent, guardian or caregiver, your child needs your help and support to be successful. This “Parent Guide” was designed to support you and your child’s success.

What is 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. 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.

Kentucky schools will be using a common kindergarten entry screener to determine a child’s readiness for school in the five developmental areas listed below. However, the screener will **not be used** to determine whether a child is eligible to attend kindergarten.



Kentucky recognizes that there are five developmental areas for school readiness:

- Approaches to learning
- Health and physical well-being
- Language and communication development
- Social and emotional development; and
- Cognitive and general knowledge

Why does Kentucky screen for school readiness?

To inform school districts, parents, and communities about early learning.

To make informed policy decisions to support early learning experiences for young children.

To establish local goals for program improvement.

To begin collecting data for the Kindergarten through 3rd grade Program Evaluation.

Look in the back of this Guide for more details.

This guide was created based on the Kentucky Early Childhood Core Content Standards. It provides information about the standards, what the standards mean and ways you can help your child develop important skills. Highlighted in this guide is “Approaches to Learning.”

What is “Approaches to Learning”?

The way a child engages in learning experiences is referred to as their “Approaches to Learning.”

- Every child learns differently.
- Each child’s approach to learning is unique to each child.
- Some children may be reserved and thoughtful when first engaging in learning experiences while other children eagerly join in new activities.

Research identifies Approaches to Learning as one of the most “powerful predictors of later success in school.”

This means that young children that develop an interest and joy in learning go on to have later success in school.



Approaches to Learning has three components:

Initiative and Curiosity – How curious is a child about learning? How does a child engage in and initiate learning experiences?

Persistence and Attentiveness – How persistent is a child when engaging in activities? Does a child continue in tasks that are challenging or frustrating?

Cooperation – Does a child play in groups or pairs based on interest?

Examples of Approaches to Learning using the three components:

Jillian looks intently at the top of a “jack in the box” as the handle is turned by her big brother. (Initiative and Curiosity)

Dakota tugs on his mother’s skirt when he wants to be picked up. (Persistence and Attentiveness)

Philip takes turns using cups, bowls and spoons in the sand. (Cooperation)

Throughout this guide, you will see suggestions on how you can recognize and foster your child’s Approaches to Learning in boxes just like this one. Each page includes activities that you can do with your child to encourage them to learn in ways that will keep them interested and engaged.

arts & humanities

Three and Four

Arts and Humanities Standard

Participates and shows interest in a variety of visual arts, dance, music and drama experiences.

Your child's experiences with visual arts, music, dance and drama will enhance their problem solving skills, encourage relationships with others, and extend their attention span with activities they enjoy.



What does it mean?

- Opportunity to engage in many types of creative art processes.
- Developing skills in creating various types of art, dance, music, and drama (theater, dramatic play, puppets).
- Opportunities to participate in the creative art process through many activities that involve art (painting, drawing), music, dance, and drama.

What are some things you can do with your child?

- Provide many different types of art opportunities for your child, including painting, play-doh, and drawing. Provide your child with a variety of art materials (markers, paint, glue, blank paper, etc.) and space to engage in "messy art."
- Comment on and display your child's art. Be sure to let your child know how special these creations are.
- Expose your child to art created by others – take your child to museums and talk about the pictures, look at picture art books together and talk about them.
- Offer your child experiences with a wide variety of music, including jazz, country and classical.
- Sing along and dance with your child. Encourage your child to describe the music.
- Sings songs with movements together, such as "I'm a Little Teacup" or "Itsy-Bitsy Spider."
- Attend different types of dance performances with your child and talk about these experiences.
- Provide opportunities for your child to play with musical instruments.
- Provide props for your child's pretend play such as dress up clothes or a play kitchen set.
- Pretend with your child and play different roles with them.
- Encourage your child to put on plays, puppet shows, and other types of performances for you and your family.
- Use different voice inflections as you read with your child. Help them act out the characters after a story is finished.



Approaches to Learning: Initiative & Curiosity

Encourage your child to explore different ways to make a collage (a collage is art work made of various materials) using paper scraps, ribbon, yarn, glue, tape, and any other items you find lying around. This allows your child to take initiative in their planning and follow through with their artistic idea.

english/language arts

Three and Four

English/Language Arts Standard 1

Demonstrates general skills and strategies of the communication process.

Your child's communication skills include the ability to express himself/herself, as well as understand others.

What does it mean?

- Ability to use gestures or symbols, such as pictures, to communicate with others.
- Ability to talk with others including expressing feelings and asking questions.
- Use of simple sentences to express themselves.
- Learning more and more words to describe and understand the world around them.



English/Language Arts Standard 2

Demonstrates general skills and strategies of the listening and observing process.

Your child's communication skills include the ability to listen to others and learn by observing.

What does it mean?

- Ability to listen and understand the speech of others.
- Ability to follow simple directions.
- Ability to watch, listen and understand what is being said.

What are some things you can do with your child?

- Encourage your child to draw. Ask your child to tell you about their picture.
- Respond to your child's gestures or movements.
- Have conversations with your child throughout the day. Be sure to listen and respond to your child's statements and questions. Introduce new words when appropriate.
- Patiently answer your child's questions even if you have answered them many times before.
- Ask your child about their feelings. Provide them words if they do not have the vocabulary needed to express their emotions. In addition to words like "happy" and "sad", use words like "frustrated", "relieved", and "angry."
- Ask your child questions about their environment ("Why do you think that happened?") or ("What do you think will happen next?"). These types of questions provide an opportunity for your child to add new thoughts and to lengthen conversations. Questions such as these do not have just one right answer so your child can really explore their own ideas.
- Model correct grammar when you talk with your child. Although your child will make grammatical errors, you do not need to correct them directly, but rather model the appropriate grammar.



Approaches to Learning: Persistence and Attentiveness

Responding to your child's gestures allows your child to be persistent in their communicating of their wants and needs with you.

What are some things you can do with your child?

- Have conversations with your child. Be sure to ask what, when, where, why, and how questions.
- Ask your child questions about what they see around them.
This includes asking questions while in the grocery store, standing in a backyard, or riding the bus.
- Provide new experiences for your child to observe and learn new words, like taking a trip to the airport or to the children's museum.
- Let your child help with simple chores. Your child can help put their toys in a basket, put their shoes in the closet, and help put the towels in the cabinet.
- Talk to your child as you work around the house. "I am going to put the clothes in the washing machine. Can you help me put them in?"

Approaches to Learning: Cooperation

When your child helps with work around the house, such as gathering dirty laundry and loading the washing machine, and you do it together, you are teaching cooperation skills needed when working towards a common goal.

English/Language Arts Standard 3

Demonstrates general skills and strategies of the reading process.

Your child's increasing skill and interest in books, letters and sounds will help him/her become a better reader in elementary school.



What does it mean?

- Enjoys and participates in storybook reading.
- Beginning to understand the basic concepts of pre-reading including learning that reading is left to right on the page, reading is from the top to bottom of a page, reading a book goes from the front to the back of a book, and that words have meaning.
- Know about and able to identify some letters of the alphabet, especially those letters in his/her name.
- Pays attention to how words sound, including rhyming and playing with words.

What are some things you can do with your child?

- Read to your child every day. Make reading part of your bedtime routine. Be sure to cuddle with your child and make reading together enjoyable for both of you.
- While reading to your child, ask your child questions about the story, the pictures, and what he/she thinks will happen next. Talk about the events in the story. If there are people, places, or events in the story that relate to your everyday experiences, talk about these connections. For example, when reading "The Very Hungry Caterpillar", talk about the story as well as those times that you have seen caterpillars outside or have eaten similar foods.
- Provide your child with a wide variety of books. Take them to the library and let him/her choose different types of books and stories.
- Use books-on-tape/CDs as a way to read stories in a different way. Typically, you can check these out from the library. Help your child to learn to use the book and tape/CD, and follow the instructions.
- Encourage your child to read to you. Ask your child to look at the pictures and tell you the story.
- After you have read a story, act it out with your child with each of you playing different roles. Talk about the events in the story with your child and do art activities together that illustrate events in the story.
- Read yourself. Children are more likely to read if they see their family members and caregivers reading the newspaper, magazines and books.
- Talk to your child about the letters of the alphabet but make it fun! Use alphabet books, puzzles, or just the letters in your child's name. Talk about the letters that you see in your environment – on signs, books, and notes that you write.
- Have fun rhyming with your child. Sing rhyming songs and read rhyming books together.



Approaches to Learning: Persistence and Attentiveness

Include reading a story as part of your child's bedtime routine. Even if you do not finish the story in one sitting, reading a little more each day helps your child to be more attentive in listening and talking about the book.

English/Language Arts Standard 4

Demonstrates competence in the beginning skills and strategies of the writing process.

Your child is using crayons and other writing utensils with increasing skill.



What does it mean?

- The understanding that writing is an important part of communication. Letters and words have meaning and can be used to let other people know things.
- Early abilities to write begin with scribbles and eventually leads to the ability to write letters and words.

What are some things you can do with your child?

- Encourage your child to write. Provide many different types of writing supplies to make writing interesting, such as different types of paper, markers, pencils and crayons. Do not worry if your child is not writing all the letters right yet. Those scribbles are good practice for all of the writing he/she will be doing later on in school.
- Ask your child to tell you about their writing. Often times children will tell you their intention and then you can write their words next to their writing.
- Give your child something to write about. Making a birthday card for Grandmother or writing a note for the teacher are meaningful experiences.
- Encourage and praise your child for their writing efforts. Be sure to display his/her work.
- Comment on the writing and print that you see in your home on cereal boxes, recipes, and on the computer. Point out and read this print to your child as you are going throughout your day.
- Encourage your child to write his/her name. Help with the spelling as needed, and you can write it out as well.



Approaches to Learning: Initiative and Curiosity

When your child “writes” their thoughts on paper and then tells you their “story,” he/she is taking initiative.

Health and Education Standard

Demonstrates health/mental wellness in individual and cooperative social environments.

Your child is learning about self-care routines, such as hand washing. It also includes your child's social skills, such as getting along with others and playing together.

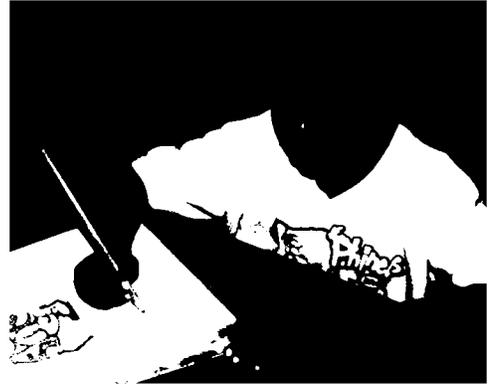


What does it mean?

- Ability to care for some of their own needs, such as hand washing and eating healthy foods.
- Developing relationships with other children, including the ability to play together and to work together in a group.

What are some things you can do with your child?

- Assist your child (if needed) in meeting his/her basic health needs like tooth brushing and hand washing.
- Provide opportunities for your child to make healthy choices. ("Would you like apples or peaches with your lunch today?")
- Plan things together with your child. Talk about how you will spend your day and what is going to happen next. Plan trips together, such as to the library or to church.
- Provide your child with opportunities to play with other children. Be sure to supervise these play experiences and help children resolve their own conflicts that may come up. Help children use words to solve their problems rather than hitting or pushing.
- Talk to your child about their friends. Provide opportunities for your child to spend time with his/her selected friends.
- Model cooperation for your child and talk about how you help your friends and family.
- Encourage your child to be helpful and assist others. For example, picking up their toys when playing at a friend's house or helping to do the laundry at home are ways children show cooperation.



Approaches to Learning: Cooperation

When children work together and complete a task, such as picking up toys or helping with the laundry, they are showing cooperation.

mathematics

Three and Four

Mathematics Standard

Demonstrates general skills and uses concepts of mathematics.

Your child is growing in their understanding of numbers, shapes, and patterns in their daily environment. This will help them with math skills needed in elementary school.



What does it mean?

- Understanding numbers and how they can be used for counting.
- Understanding shapes and how things are organized in space.
- Making comparisons and recognizing patterns and the very beginning understanding of measurement.

What are some things you can do?

- Count with your child during daily activities. Count the number of towels to be folded or the number of cookies you need for your friends.
- Have your child help with activities at home like setting the table.
- While playing with your child, provide opportunities for him/her to make comparisons. For example, ask your child who has the most paper or who has the least amount of juice.
- Point out numbers in your environment and talk about how they are used. This includes speed limit signs, clocks, and prices on a menu or on items in the grocery store.
- Talk about shapes with your child. Concentrate on shapes that you see in your home (the door is a rectangle and the window is a square). Shape books can also be fun!
- While talking with your child, use words that deal with spatial relationships like "under", and "over" as well as words that deal with time like days of the week, yesterday, or tomorrow.
- Play matching games with your child. Games like "Memory" help your child to build his/her matching skills.
- Encourage your child to describe objects and sort them. For example, sorting pennies and nickels into different piles or sorting the blue and red cars into different play garages.
- Provide your child with opportunities to explore measuring - using measuring cups and scales can be enjoyable and a learning experience. Also let your child "measure" things in fun ways. For example, "How many shoes long is your bed?" or "How many hops does it take to get to the kitchen?"



Approaches to Learning: Initiative and Curiosity

When your child completes different and fun ways to measure things, this shows an interest and persistence in the use of math concepts, such as asking your child how many hops it takes until he/she gets to the kitchen or how many shoes long the bed measures.

physical education/gross and fine motor skills

Three and Four

Physical Education/Gross and Fine Motor Skills Standard

Demonstrates basic gross and fine motor development.

Your child's ability to move his/her body. Includes moving large muscles, such as walking and running, as well as gaining control of small muscle movements, such as scribbling and cutting.



What does it mean?

- Coordination skills that help your child run, jump, and skip.
- Using hands and fingers to do small tasks, such as buttoning, grasping, zipping or writing.

What are some things you can do with your child?

- Provide daily opportunities for your child to play outside. Take your child to the park or local playground and encourage him/her to climb on the play structures, with your supervision.
- Provide your child with opportunities to play with balls, ride trikes and bikes, and play outdoor games that include hopping, skipping, and galloping.
- Provide daily opportunities for your child to develop small muscles in activities such as creating things with Play Doh, Legos, and scissors and paper.
- Encourage your child to dress themselves, including zippers, buttons, and snaps. Provide assistance when needed.



Approaches to Learning: Persistence and Attentiveness

When your child keeps trying to button, to zip, or to snap, they are using their small hand muscles that are also used to write. They are being persistent in doing this task on their own.

Science Standard

Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Your child's growing understanding of the natural world and how to solve problems. This includes curiosity about how objects in their environment work as well as how living things grow and thrive.



What does it mean?

- Fostering your child's growing understanding of the world around them.
- Supporting children's natural curiosity about how things work.
- Ability to solve simple problems.



What are some things you can do with your child?

- Provide many different rich experiences for your child. Spend time with your child in the garden, at the grocery store, outside going for a walk, and at the petting zoo. Talk about these experiences and encourage your child's curiosity.
- Ask your child about how things they see, smell, or touch are alike or different. Ask your child about how their favorite colors, their toys and art supplies might be alike or different.
- Help your child in finding answers to their questions about nature and how things work ("What's thunder?" or "How do you think we make ice?"). Use dictionaries, the internet, or books as ways to answer these questions.
- Provide your child with opportunities to play with and examine a wide variety of tools, such as magnets, scales, and magnifying glasses.
- Encourage your child to go out and explore nature. Take walks, catch bugs, and dig in the dirt. Talk to your child about these experiences, encourage them to ask questions and help them in finding answers to these questions. Have children document these experiences through drawing or writing. For example, "Draw a picture of the bugs that you found in the dirt last night."



Approaches to Learning: Initiative and Curiosity

When your child spends time digging in the dirt and making “discoveries” or spends time catching bugs and talking about them, your child is being curious about the world around them and taking the initiative to learn something new.

social studies

Three and Four

Social Studies Standard

Demonstrates basic understanding of the world in which they live.

Your child's understanding of the roles of the people in the environment (family, community helpers, etc.) as well as your child's understanding of time is important in order for them to understand their community.



What does it mean?

- Ability to identify family, friends and strangers.
- Understanding time as related to the past, present and future.
- Understanding that people come from different places.
- Ability to understand simple rules.



What are some things you can do with your child?

- Spend time with your child reflecting on their past and future experiences. Talk about what they did at grandma's house last week and their plans for a play date with a friend the next week.
- Point out changes in the environment to your child and talk about them with your child – talk about the changing leaves in the fall and the heat in the summer.
- Introduce your child to maps. Let your child play with your maps and help them draw maps of their world, like a map of their room or a map to the backyard.
- Expose your child to money and its function. Have your child help you pay for the groceries at the grocery store and play with "fake money" in their room.
- Set reasonable limits for your child and help your child to follow the limits. Help your child understand that their behavior has consequences. "You'll need to pick up the blocks that you've knocked off the table because we won't have room for the game on the floor."
- Help your child understand and follow the rules in different settings. For example, "We use quiet voices in the library."
- Provide predictable routines for your child. Predictability helps your child to understand what is going to happen next.
- Have conversations with your child about your family. Drawing pictures of family members and talking about the relationships that exist such as father, mother, sister, brother, aunt, uncle, etc.
- Use everyday opportunities to talk about how people are the same and different. Consider differences in food choices ("I like pizza and you love hamburgers.") as well as differences in skin color, language, and ability.



Approaches to Learning: Persistence and Attentiveness

When your child follows a map of the backyard to find the "treasure" waiting, he/she is being persistent and attentive in following the "clues" to the "treasure."

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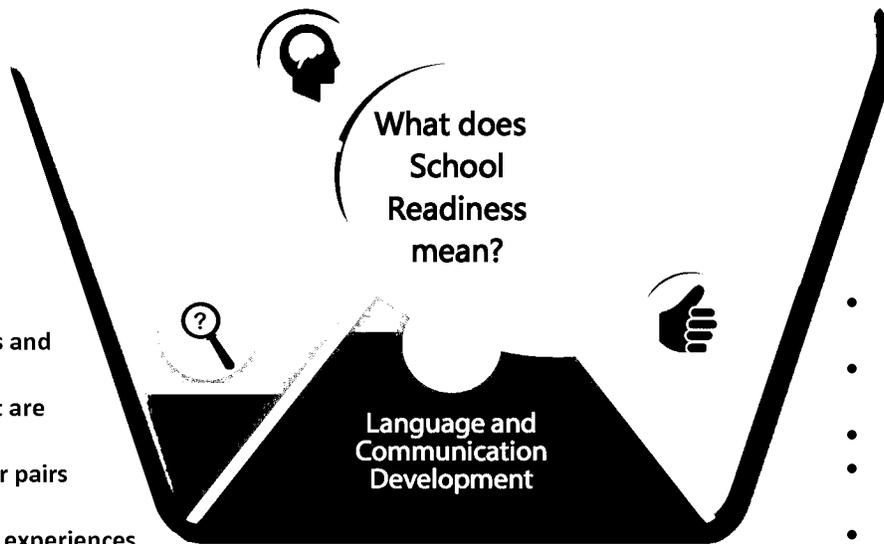


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- Counts sets of objects up to 10

Health and
Physical Well-Being



- Child is curious
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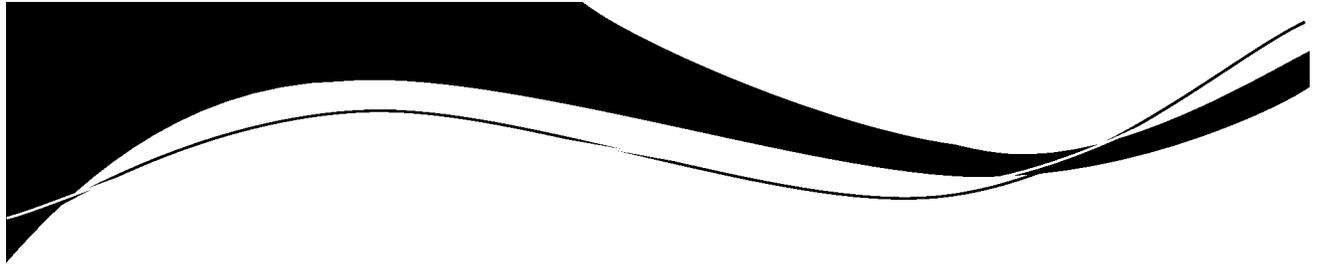


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Head Start State Collaboration Office





Kentucky STARS for KIDS NOW Process Evaluation: Final Report

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Child **TRENDS**

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Child **TRENDS**

The Process Evaluation of Kentucky STARS for KIDS NOW was initiated by the Kentucky Department for Community Based Services, Division of Child Care to provide an examination and assessment of existing STARS components and to provide a basis for recommendations to improve STARS implementation statewide. This Executive Summary provides an overview of key findings, strengths of the existing system and recommendations for areas to target for taking STARS to the next level of effectiveness.

Kentucky is unique nationally in its investment in a process evaluation to address a set of comprehensive questions about the functioning of its QRIS after operating for over a decade. For example, Kentucky is the first QRIS in the nation to engage in a systematic, empirical examination of alternative models for the STARS rating process. The use of evaluation data to reflect on options for revisions and enhancement to STARS is a model that will be useful for other QRIS to follow. The findings provide the Department for Community Based Services, Division of Child Care with a comprehensive set of potential targets for improvements as STARS enters its second decade. The Evaluation also identifies existing processes that are working well and areas of strength on which revisions and modifications can be based.

The Evaluation questions and activities focused on five broad, interrelated components of STARS:

- The quality standards and measurement strategies
- The rating structure and process for assigning STARS levels
- The technical assistance provided to promote improvement, and
- The outreach methods to promote STARS to providers and to parents
- The collaboration, coordination, and administrative processes most supportive for STARS.

This Summary is organized around the five components. For each component, key findings are presented and recommendations are offered that consider the current STARS context and implications for policy and regulatory changes. The potential cost implications of the recommendations are not explored fully in the Summary or the full report and will need to be addressed in follow up discussions based on the findings.

Further details about the research questions, methods and findings can be found in each of the chapters in the report. Only brief summaries are provided here.

How do current STARS standards align with existing quality frameworks?

The standards used in a QRIS are a critical element of the system as they define the structure features and elements of practice that will be rated. They also provide the basis for quality improvement activities in the system. The standards that are included in a QRIS need to be research-based, measurable and represent a concise but rigorous set of benchmarks for programs to achieve. The standards also need to be differentiated by program type to reflect the different opportunities and constraints on quality in different settings. To date, there is not one set of empirically-validated standards, differentiated by program type, that are recommended for inclusion in a QRIS. Instead, the process for selecting standards typically relies on expert panels and workgroups with input from outside experts and community stakeholders (Zellman & Perlman, 2008). Indeed, this process was used for developing the original STARS standards, and the resulting standards (with revisions) have been incorporated into regulations (Howard, 2011). One goal of the Process Evaluation was to examine the current STARS standards and identify how well the requirements match established standards and expectations for the aspect of quality that are most important for programs, families and children. This analysis involved the development of a crosswalk that systematically compared the grid requirements (including the Environment Rating Scales) with other quality frameworks used to guide best practice in Kentucky including the Kentucky Early Childhood Quality Self-Study (QSS), the Kentucky Early Childhood Core Content (ECCC), national accreditation standards and quality standards included in other state QRIS as recorded by the Compendium of Quality Rating Systems and Evaluations (Tout et al., 2010). The crosswalk identified strengths and gaps in the current standards. Highlights of this analysis and the resulting recommendations are described below. The recommendations should be reviewed in light of the current national context in which the majority of existing quality rating systems have not yet developed the full range of standards outlined below.

Strengths of the STARS standards:

- **The STARS standards are differentiated by program type.**
 - Similar to other QRIS nationally, STARS articulates a set of program standards that are differentiated by program types including Type 1 and Type 2 child care centers as well as Certified Family Homes.
 - This is an important recognition of the need to monitor and provide support quality in different types of early care and education settings using a common framework but articulating quality requirements that are appropriate for the setting.
- **The STARS standards demonstrate alignment with three quality areas: program structure, children’s experiences in the environment, and health and safety.**
 - The STARS standards (as well as items from the Environment Rating Scales and licensing regulations) address three foundational quality domains that are

essential to providing children with a structured, healthy environment for learning.

- The domains of program structure, children's experiences in the environment, and health and safety are important because they address the structural features in the setting that promote optimal exploration and interaction with the environment and that support early childhood staff/personnel in their work environment.

Recommendations:

- **Consider inclusion of STARS standards that more fully address curriculum used in an early childhood program.**
 - Current grid requirements and Environment Rating Scale items sufficiently address aspects of children's learning environment by focusing on providing opportunities and appropriate materials and activities that can promote learning. However, these requirements do not focus on curricular features identified in the QSS that address the quality and nature of the interactions between the teacher, child and the curriculum components which research suggests is most closely linked to positive outcomes for young children.
 - Additionally, current standards do not require demonstration of curricula that are research-based or aligned with the Kentucky Early Learning Standards.
 - Specific recommendations to consider:
 - Incorporate a progressive set of standards that require programs to work towards the use of a curriculum framework that is aligned with the Kentucky Early Learning Standards.
 - Additional standards could address the training staff/providers have received related to curriculum or the extent to which the curriculum in use is aligned to child assessments.
 - Consider integrating additional observational measures which could tap interactions between children and teachers that are grounded in a strong curriculum (in center-based settings). Several states use the Classroom Assessment Observation Scoring System (CLASS; Pianta, La Paro & Hamre, 2008); however, it should be noted that this measure is appropriate only for center-based settings serving children over age three. At present, there are limited observational assessments to tap high quality curriculum implementation across settings and across ages.
 - Integration of standards related to curriculum would require corresponding adjustments to the technical assistance provided.
- **Consider inclusion of STARS standards that address appropriate assessment of children's growth and development.**
 - Current STARS grid requirements do not include a focus on the use of appropriate early childhood assessment methods and tools.
 - Specific recommendations:
 - Incorporate new standards to document providers' use of a research-based assessment tool. For example, Level 1 and 2 providers could work towards

the use of child assessments to guide daily instruction/activities/lessons. Level 3 and 4 providers could work towards the use of an assessment from a state approved list/ research-based from approved list.

- Further standards could be developed specifying that staff have received training on assessment processes and that assessment results are shared with parents and are used to guide individualized instruction and program planning.
 - The development of new assessment standards may be guided by *Kentucky's Early Childhood Continuous Assessment Guide* and the results of the Early Childhood Outcomes Initiative.
 - Integration of standards related to assessment would require corresponding adjustments to the technical assistance provided.
- **Consider inclusion of STARS standards that address screening and referral.**
 - Grid requirements related to screening and referral are distinct from those addressing assessment. Currently, STARS grid requirements do not include standards related to the use of appropriate early childhood screeners that can assist staff and other professionals in identifying developmental issues that may need further assessment.
 - Specific recommendations:
 - Incorporate new standards related to screening and referral that are separate from assessment standards and specify the use of appropriate screening tools to inform appropriate referrals as needed.
 - Additional standards could include requirements such as an expectation that staff have received training on using screening tools appropriately, the screening tools are used within a specific timeframe of child's enrollment/specified frequency throughout the year; and that results are shared with parents and are used to guide individualized instruction and program planning.
 - Integration of standards related to screening and referral would require corresponding adjustments to the technical assistance provided.
 - **Consider inclusion of STARS standards that address provisions for children with special needs**
 - The Environment Rating Scales cover some elements of provisions for children with special needs but typically only at a score of five or above on individual items.
 - State licensing standards include specific provisions related to children with special needs, but these standards are designed to address the basic health and safety of children with special needs.
 - Specific recommendations:
 - Incorporate new standards that require providers to support children with special needs and their families. For example: designs activities and instruction that support goals in IEP/IFSPs, and involve families in planning to meet the needs of their child(ren).

- Additional standards could include the development of a written plan to refer parents to appropriate social, mental health, educational, wellness, and medical services.
 - Integration of standards related to screening and referral would require corresponding adjustments to the technical assistance provided. Specifically TA that is tailored to meet the needs of directors/program administrators and TA designed for providers/classroom teachers.
- **Consider inclusion of STARS standards that address stronger elements of family involvement/family partnerships.**
 - Currently, STARS requires programs to provide up to four parent involvement activities a year. Minimal guidance is offered related to the quality, structure, or objectives for engaging parents and families. The STARS standards are similar to most QRIS in this domain because the extant research base is insufficient for providing guidance on appropriate standards and indicators.
 - Specific recommendations:
 - Incorporate new standards that help providers authentically engage and develop relationships with families. These standards can be incorporated into STARS in the following three ways:
 - Progressive standards increasingly require providers to offer opportunities for families to engage in more authentic and enriching ways (i.e. parent advisory board, regular teacher meetings, parent survey).
 - Standards that include required and optional activities, establishes a set of core activities that STARS deems are required of all providers, and a separate list of optional activities that providers can earn extra points for as they are able.
 - Categorical standards require Level 1 and 2 providers to select two or three activities from a predetermined subset of categories. Level 3 and 4 programs may be required to select five to six activities across all categories. These categories could include, for example, communication with families, family resources, facility-wide family activities, and individual family activities.
 - Integration of standards related to family involvement would require corresponding adjustments to the technical assistance provided.

What options for alternative measures could be identified?

In addition to a review of the standards, the evaluation team reviewed the set of observational measures currently in use in STARS. A recommendation was made in November 2010 to begin the process of transitioning from the Family Day Care Rating Scale (FDCRS; Harms & Clifford, 1989) to the revision that was published in 2007. The Family Child Care Environment Rating Scale – Revised (FCCERS-R; Harms, Cryer & Clifford, 2007) was updated to be more appropriate for the range of age groups in family child care (which include infants, toddlers, preschoolers and school-age children), is more sensitive to cultural and socioeconomic diversity, and incorporates items on provisions for children with special needs into the main scale items and indicators. In addition, the authors will be phasing out support for the FDCRS. The transition preparation and planning in STARS are well underway.

What rating process and structure could produce a valid rating for programs that accurately reflects and differentiates quality levels?

Currently, the STARS grid and corresponding rating process uses a block structure in which all grid requirements in a level must be met before a rating at the subsequent level can be considered. If one requirement at the next highest STARS level is not met, a facility is assigned the lower level. Nationally, the bulk of QRS use a block structure to produce ratings (Tout et al., 2010). As described in Chapter 1, the majority of Type 1 facilities are rated currently at a Level 2, while Certified Family Homes are distributed evenly across Levels 1, 2 and 3 (but not Level 4). The Evaluation found that nearly half of Type I facilities and about one-third of Certified Homes did NOT plan to apply for a higher STARS level at their next rating because of challenges meeting grid requirements at the higher levels. Two activities were conducted to gather information about how the current grid requirements and structure relate to the distribution of facilities across STARS levels and to analyze options for revision of the structure. First, a sample of providers across all levels was interviewed to determine which grid requirements were met above their current STARS level. This analysis produced an understanding of the most challenging indicators in STARS as well as those on which there is little variation (because the majority of providers are able to meet them). It also produced an understanding of strengths of the current structure. Second, data from the grid requirement analysis were used to create new, hypothetical rating levels for programs based on four alternative QRIS models. Results from these models were analyzed across program types to compare actual QRIS level with the hypothetical level achieved in the alternative model. Building on the results from these two activities, recommendations were developed. The strengths of the current system and recommendations to consider are provided below.

Strengths:

- **The current rating structure is transparent and clear for programs.**

- Programs report that they understand the grids and the process of moving from one level to the next. This is a strength of a block rating design because the levels and their requirements are transparent for the participants.
- **Programs are clearly meeting quality standards above their current rating level.**
 - The findings that many programs report that they meet standards at a higher level in STARS is a strength. Many programs in STARS engage in practices at a higher level of quality that can benefit children and families. This is an important finding to build upon when considering revisions of the structure.

Recommendations

- **Review grid requirements that relate to the Child Development Associate credential, and consider revising the weighting and/or its stringency in STARS.**
 - In the current STARS structure, the Level 4 requirement for a CDA-level-staff to be in a classroom at all times poses a significant barrier to achieving higher STARS levels.
 - Placement in STARS and the weighting could be reconsidered to reflect the current status of the research on this indicator which would not necessarily support a requirement for a CDA-level staff to be in the room at all times.
- **Review grid requirements that relate to the Environment Rating Scales at Level 4 and consider revising the requirement, the weighting and/or placement in STARS.**
 - The grid requirement related to the ERS at Level 4 in STARS is an average score of 6.0. Recognizing a score above a 5.0 or 5.5 at the highest level of the QRIS is atypical among QRIS nationally, with most recognizing 5.0 (or lower) at the highest level.
 - Recognizing an average score of 5.0 or 5.5 would be above the average levels of quality observed in national studies of early childhood care and education settings (for example, the study of prekindergarten conducted by the National Center for Early Development and Learning and the Head Start FACES studies).
- **Engage in a process to consider a hybrid rating structure for STARS.**
 - The models presented in Chapter 6 of this report describe three optional structures for a hybrid rating process. Hybrid models combine the use of blocks and points in the designation of rating levels. Data from the Evaluation indicate that providers are meeting indicators above their current STARS level. A hybrid model offers an opportunity for the STARS level of a provider to reflect the quality indicators met at a higher level by awarding points for those indicators. There are different options for how the points are awarded and aggregated.
 - The selection of the most appropriate model for Kentucky will depend upon decisions on a number of dimensions, including:
 - The addition of new grid requirements in the areas of curriculum, assessment, provisions for children with special needs and family involvement/family partnerships. Decisions must be made about whether

and how to include these new grid requirements. The relative importance of certain indicators can be signaled by placing them within a block or by weighting indicators with a standard multiplier or a higher number of available points.

- The level of interest in designating levels within quality categories as well as designating an overall quality level. The availability of more information about quality within domains (through a points model or a hybrid model that incorporates levels within each domain) may be helpful to parents. Alternatively, it may provide too much information to some parents who are looking for a more straightforward rating.
 - The desire for a simple structure or a more complex structure. A simple structure (for example, a simple block or points model) would be more transparent and easier to understand, but it may not have the ability to reflect a more nuanced combination of quality components. A more complex structure (for example, with weighted indicators or blocks within levels) and may allow for more fine-grained distinctions to be drawn between programs at different levels, thus resulting in greater validity of the levels. However, greater complexity will produce a greater likelihood of error in ratings calculations and requires additional resources to support data management processes.
- **When an alternative model has been developed, consider a process for requesting feedback from external reviewers who can provide quantitative and qualitative input on the new model.**
 - The process for requesting input from external reviewers on new or revised QRIS indicators or structures will be facilitated by developing an online process for review.
 - The online strategy has been used in at least two other QRIS to assist reviewers with the process of providing feedback and to provide the opportunity for automatic aggregation of feedback on the new model(s).
 - **Consider articulating a separate set of grid requirements for Type I school-age programs.**
 - School-age care providers report that grid requirements specifying early childhood credentials (for example, the Child Development Associate credential or the Commonwealth Child Care Credential) are particularly difficult for them to meet.
 - Early childhood credentials may not be aligned with best practices in school-age settings. As Kentucky moves toward implementation of a School-Age Credential, this can be incorporated into STARS grid requirements for school-age facilities.

How can the STARS Technical Assistance process be enhanced?

A central activity in a QRIS is the provision of technical assistance for programs to support their quality improvement. To gather information about the STARS Technical Assistance system, data were gathered from STARS Quality Coordinators (SQC), Professional Development Counselors (PD Counselors) as well as providers in Type I facilities, Certified Home Providers and School-Age Care programs to provide an understanding of the technical assistance that is provided and received in STARS. In this section, strengths of the current system are identified and recommendations are developed with the aim of further supporting and enhance STARS Technical Assistance.

Strengths

- **Providers report positive experiences with their SQCs. They are pleased with the level of attention and support they receive in STARS.**
 - The providers participating in the Evaluation reported positive experiences with their SQCs. In addition to providing information about the types of activities they participated in with their SCQ, providers also spoke about the motivational role of the SQC in supporting and encouraging their participation in STARS. Personal relationships that allowed providers to feel comfortable reaching out to their SQC with questions and concerns were cited by providers of each type and across each STARS level.
 - Providers report receiving a variety of technical assistance from the SCQs. The SCQs provide coaching to assist with meeting Environment Rating Scale indicators. They also provide general support and information about STARS requirement, training opportunities and funding opportunities.
- **SQCs provide a variety of technical assistance supports and improvement strategies.**
 - SQCs report engaging in a wide variety of activities to support the providers on their caseload. These activities include the provision of resources on particular topics and on training, completing needs assessments and professional development plans, assisting with paperwork, observing the provider at work and giving them feedback and modeling best practices. SQCs report spending the most time and seeing the most benefit from activities related to improving scores on the Environment Rating Scales and observing providers in their work with children. These findings indicate that SQCs have a solid basis for engaging providers in more in-depth work related to curriculum and assessment for example.

Recommendations

- **Continue providing an infrastructure that fosters positive relationships between SQCs and providers in STARS.**

- The current TA system is well poised to meet the challenges of assisting providers in meeting new standards and/or learning about a new rating process. SCQs can build upon the positive relationship they have developed with the providers they serve to help them understand new requirements. Building upon this strength as any changes are made will help ensure a smooth transition.
- **In coordination with adopting new STARS quality standards, identify options for using the positive relationship developed between SQCs and providers as a springboard for promoting an increased focus on improving practices that relate to children’s development.**
 - As new standards are included in STARS, the need for rigorous technical assistance on practices that support children’s development will increase. It will be important to develop additional tools that SQCs can use to assess providers’ needs and strengths and to identify individualized strategies that will be most effective in working with providers at all stages of need.
- **Support implementation of new technical assistance activities by offering intensive training, coaching and supportive supervision.**
 - As new STARS standards and/or revised rating structures are introduced, SCQs, PD Counselors and other technical assistance staff will need targeted training on the new requirements and strategies for assisting providers. Best practices in implementation also suggest that offering a coach to support TA staff and a supportive supervision process (for example, accompanying TA staff on visits to facilities).

What strategies can increase provider participation in STARS?

Encouraging high rates of provider participation is essential to a QRIS because it supports parents’ use of the system and the possibility that they will have rated programs to choose from when they search for early care and education settings. High rates of participation also increase confidence among administrators and key stakeholders that more children with the greatest needs for high quality care will have options available to them (assuming coordinated initiatives to help them access and afford high quality options). In this section, the Evaluation draws upon existing STARS data and interviews with providers participating in STARS to identify strengths and propose recommendations for increasing provider participation.¹

Strengths

- **Participation in STARS is steadily increasing.**

¹ Interviews with providers who are not participating in STARS were not conducted and represent a gap in this analysis.

- According to data from the Human Development Institute at the University of Kentucky, participation of eligible programs in STARS has steadily increased and was at 40% in September, 2011.
- This participation rate is significantly higher than the average rate documented in other voluntary QRIS (Tout et al., 2010).
- **Rating process changes initiated by the Department for Community Based Services, Division of Child Care in 2010 appear to facilitate greater participation in STARS.**
 - Changes made in 2010 to more efficiently link rating and licensing of programs appear to have facilitated an increasing number of programs in STARS.
 - The changes reduced duplication of efforts among the different components of the rating process and allowed for a quicker and more efficient designation of the rating.

Recommendations

- **Focus outreach efforts with providers on the opportunity to engage in quality improvement.**
 - Providers reported that program improvement is one of their primary motivations for participating in STARS. Smaller proportions of providers report that increased recognition/marketing and financial resources are their primary motivations.
- **Harder-to-engage providers who have not “bought into” STARS may be encouraged by opportunities to receive targeted technical or financial assistance (including provision of free training and materials) to meet grid requirements.**
 - Providers who are participating in STARS report that meeting grid requirements and the Environment Rating Scale indicators are the most challenging aspects of STARS participation. These may be serving as particular challenges for providers who have chosen not to enroll in STARS

What strategies can be targeted to Kentucky parents to increase their use of STARS?

The Department for Community Based Services, Division of Child Care invested in a telephone survey of a random sample of over 500 Kentucky households to understand their current use of early care and education arrangements, their perceptions of the arrangements they use, the cost of their arrangements and their awareness of and use of Kentucky STARS for KIDS NOW. In this section, findings from the Kentucky Household Survey are described to demonstrate strengths of the current system and to support recommendations for increasing the use of STARS by parents in Kentucky.

Strengths

- **Parents are eager for information about quality and to use STARS ratings.**
 - Parents see value in a Quality Rating and Improvement System. When STARS was explained to respondents participating in the survey, 2/3 of them reported that

a higher STARS level would be “very important” in choosing a child care provider. Nearly 80% of respondents said that a higher STARS level would influence their decision if they were to choose a different provider from their current one. Finally, when asked how important STARS is in selecting child care (as one example in a list of possible influences), 86% of respondents reported that STARS is either “very important” or “somewhat important” in selecting child care arrangements. This was the case even though 77% of that group had not actually used STARS.

Recommendations

- **Increase marketing efforts to inform parents of Kentucky STARS for KIDS NOW.**
 - The Household Survey findings revealed that 17% of respondents have heard of Kentucky STARS for KIDS NOW,
 - At this point, the use of STARS is limited by the lack of awareness by parents rather than by the lack of interest or seeing the value of STARS. The majority of parents would use STARS if the information was available to them when choosing care arrangements.
 - Efforts to increase marketing could include statewide strategies such as radio or TV ads, and a focus on helping social service (for example, the child care subsidy program) and early childhood programs inform parents of STARS. Only 4-6% of parents reported that their provider shared information about STARS with them, either verbally or written, or that they were aware of their providers’ current STAR level.

- **Align marketing campaigns with the qualities parents value in early care and education arrangements.**
 - The Household Survey provides information on aspects of care that parents value the most. Knowledge of factors that influence parents’ child care decisions can inform how STARS might be marketed most effectively. For example, when asked about what they look for in selecting a care provider, nearly 100% of respondents reported that a caregiver who provides reliable services, who they can trust, and who they feel comfortable with are “very important” factors in their decision about early care and education. And, nearly 100% of respondents reported that factors such as a caregiver with special training, who helps their child do well in school, who provides engaging learning activities, and the overall quality level of a program were either “very important” or “somewhat important” in choosing care.
 - Although factors related to reliability, trust and comfort may be more difficult to capture in a quality rating than factors related to qualifications and learning activities, it is important to keep in mind parents’ values when considering marketing and outreach.
For example, since parents highly value feeling trust and comfort with a caregiver, marketing might focus on indicators that relate to STARS family communication requirements.

- Parents also value caregiver training and learning activities, suggesting that teacher education and training and the learning environment are also important aspects of STARS to market to parents.
- **Target outreach strategies to parents who are currently making early care and education choices.**
 - The Household Survey found that parents are generally satisfied with the arrangement they are currently using. Ninety percent of respondents reported that their current provider is their preferred, number one choice for child care. In addition, over 75% of respondents reported that they believe that their child “usually” or “always” experiences positive experiences at care such as getting a lot of positive, individual attention, appropriate activities, and that their child likes their provider. However, there is also evidence that parents have difficulty finding care arrangements. Only 58% of respondents felt that there were good choices for child care or early childhood education where they live (with 33% reporting that there were no good choices). While 49% reported no difficulty in finding the type of care or program that they wanted, one third reported at least some difficulty in finding care (including 8% reporting a lot of difficulty) and 15% had not found the child care or program they wanted. It seems that although parents typically feel satisfied once they have made a child care choice, many parents could use assistance in finding care arrangements that meet their expectations.
 - As a result, STARS marketing approaches are likely to be more effective with parents who are in the process of choosing a care arrangement than with parents who already have a care arrangement. Coordinating approaches with child care referral services and with other early childhood service providers (for example, pediatricians) may increase the success of these efforts.

A final set of goals of the Evaluation was to determine the extent to which the multiple activities in a QRIS that relate to the rating process and the technical assistance process are coordinated and delivered in a manner that is efficient, effective, and non-duplicative. The Evaluation also focused on understanding the administrative systems and processes that support and monitor ongoing activities including data entry by SQCs. Recommendations were developed based on findings from interviews with Technical Assistance staff, Raters, and providers. In this section, strengths of the current system are identified and recommendations are proposed related to each strength.

Strengths and Recommendations

- **Providers in STARS perceive the rating process to be fair. Acknowledge and build on providers’ overall perception that the STARS rating process is fair as any changes are made to STARS.**
 - The majority of providers interviewed in the Evaluation reported that the STARS rating process is totally or mostly fair. Providers stated that the STARS grid

requirements are clear and appropriate. Some also stated that SQCs are helpful in explaining the process to providers. It will be critical to build upon the success of STARS in garnering this positive perception by providers.

- **The coordination of technical assistance and supports for providers is functioning well. Acknowledge and build on providers' reports of positive experiences working with multiple Technical Assistance staff.**
 - Overall, providers report that they hear consistent messages about quality from the different technical assistance partners they work with on quality improvement. Type I centers were more likely to report positive experiences, so it will be important to continue to improve upon coordination of messages with Certified Home providers.

- **TA staff are positive about their role in the system and their working relationships with each other. Acknowledge and build upon the positive perceptions of collaboration and coordination reported by SCQs and PD Counselors.**
 - SCQs and PD Counselors report that they have good working relationships with each other. This is a strength of current technical assistance efforts.

- **Provide ongoing opportunities for training on STARS and opportunities for input on STARS design and processes from Raters and SQCs.**
 - Raters and SQCs express an interest in having additional opportunities to learn about STARS requirements and to provide their input and feedback on features of STARS. It will be beneficial to offer these opportunities to engage these critical members of the STARS rating and technical assistance process.

- **STARS is supported by strong data systems that provide opportunities for tracking trends, managing the effective delivery of services and for validating the system's effectiveness. Continue to support these systems and their vital role in continuous program improvement of STARS.**
 - The data systems used to support STARS management and tracking are a strength of the system. They offer administrators and contract managers the opportunity to monitor important trends in quality ratings and to track the delivery of services that are provided. These functions are critical for assessing the validity of the overall system and its effectiveness in achieving its goals for families and children.

As the Department for Community Based Services, Division of Child Care reflects upon these findings and considers strategies for taking STARS into its second decade, it will be important to continue grounding the planning in the goals that have been set by for an effective system: one “that is 1) consistently implemented across the state; 2) designed with appropriate checks and balances to ensure reliability and validity of the system; 3) non-duplicative and uses resources wisely; and 4) transparent to all involved.” These goals highlight a commitment to continuous improvement of the system, focusing on the experiences of participants and users of the system,

and ultimately, to administering a system that achieves the goal of providing high quality care to families and children in Kentucky.

The Process Evaluation of Kentucky STARS for KIDS NOW was initiated by the Kentucky Department for Community Based Services, Division of Child Care to provide an examination and assessment of existing STARS components and to provide a basis for recommendations to improve STARS implementation statewide.

Kentucky is unique nationally in its investment in a process evaluation to address a set of comprehensive questions about the functioning of its QRIS after operating for over a decade.

The Evaluation questions and activities focused on five broad, interrelated components of STARS:

- The quality standards and measurement strategies
- The rating structure and process for assigning STARS levels
- The technical assistance provided to promote improvement, and
- The outreach methods to promote STARS to providers and to parents
- The collaboration, coordination, and administrative processes most supportive for STARS.

This chapter provides an overview of STARS for KIDS NOW and brief information on the context for Evaluation. Details are provided about the specific research questions, methods and data sources used in the Evaluation.

STARS for KIDS Now is Kentucky's statewide voluntary Quality Rating and Improvement System (QRIS) for early care and education programs. All licensed Type I and Type II facilities and Certified family child care homes are eligible to be rated. The rating system is comprised of four levels and provides a set of quality standards against which programs are measured. In order to achieve a particular level, a program must meet all the requirements of that level and all the requirements of the lower levels. The quality standards for Type I facilities fall into four categories: Ratios, Curriculum, Training, and Personnel. The quality standards for Type II facilities and Certified homes also fall into four categories: Ratios, Curriculum, Training, and Business Practices.

Compliance with standards is verified through documentation of practices and observation of the program. The observation includes time for document review and administration of the appropriate Environment Rating Scale(s): Early Childhood Environment Rating Scale-Revised (ECERS-R)², Infant/Toddler Environment Rating Scale-Revised (ITERS-R)³, the Family Child

² Harms, T., Clifford, R.M., & Cryer, D. (2005). *Early Childhood Environment Rating Scale (Rev. Ed.)*. New York: Teachers College Press.

³ Harms, T., Cryer, D., & Clifford, R.M. (2006). *Infant/Toddler Environment Rating Scale (Rev. Ed.)*. New York: Teachers College Press.

Care Environment Rating Scale-Revised (FCCERS-R)⁴, and the School-Aged Care Environment Rating Scale (SACERS).⁵

Programs that enroll in STARS are eligible to receive technical assistance and support through the Quality Enhancement Initiative. This includes the provision of a STARS Quality Coordinator (SQC) who will explain the STARS rating requirements and process, assist the program in conducting an assessment of its needs and areas of improvement, provide technical assistance to improve program quality, and shepherd the program through the STARS rating process. Once a program is rated, it is eligible for a STARS Achievement Award. Additional funds may also be available to some programs to support their ongoing achievement and service to low-income children.

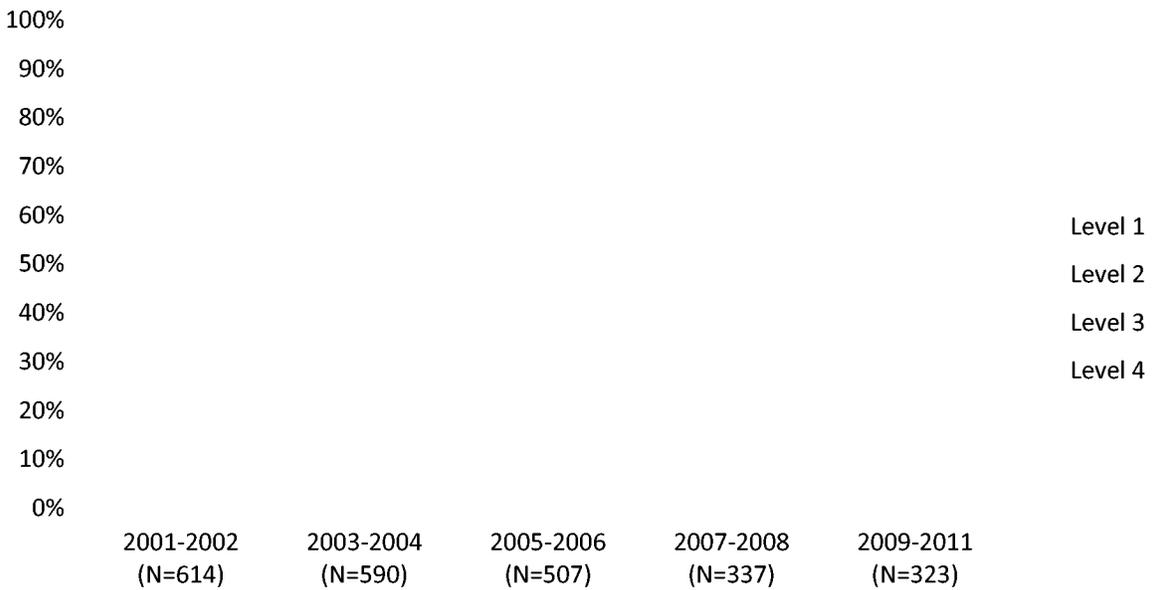
Since the beginning of STARS in 2001, 2,371 programs have been rated at least once by STARS and a total of 5,951 ratings have been issued. As of May 25, 2011 there were 865 programs currently rated by STARS. Below, we examine these programs and ratings in more detail.

Figure 1.1 shows the distribution of first-time ratings in each of five time periods. It shows that at all times in the history of STARS, the majority of child care programs have entered STARS with a Level 1 rating. Since 2009, however, it has become more common for programs to enter STARS at Level 2 or higher, with nearly 30% of programs entering STARS at Level 2 and another 10% entering at Level 3 or 4.

⁴ Harms, T., Cryer, D., & Clifford, R.M. (2007). Family Child Care Environment Rating Scale (Rev. Ed.) New York: Teachers College Press.

⁵ Harms, T., Jacobs, E.V., & Romano, D. (1995). The School-Age Care Environment Rating Scale. New York: Teachers College Press.

Figure 1.1. Distribution of First-Time STARS Rating Levels over Time



Source: DCC Administrative Ratings Data, as of May 13, 2011.

Of the 2,371 child care programs that have been rated at least once by STARS, 65% have been rated more than once. Figure 1.2 shows how the distribution of STARS levels changes as programs are rated a second, third, and fourth time.

Figure 1.2. Distribution of Levels as programs are re-rated



Source: DCC Administrative Ratings Data, as of May 13, 2011.

In Figure 1.2, it is noteworthy that on average, just over 70% of programs enter STARS at Level 1, but only 42% of programs receive a Level 1 rating in their second rating. The percentage of

Level 1 programs decreases as programs are re-rated while the percentage of programs at Levels 2, 3 and 4 increases.

To better understand where these changes are occurring, Figure 1.3 shows which programs are improving from their first rating to their second rating and by how many levels.

Figure 1.3. Change in Level from First Rating to Second Rating, by First Rating Level



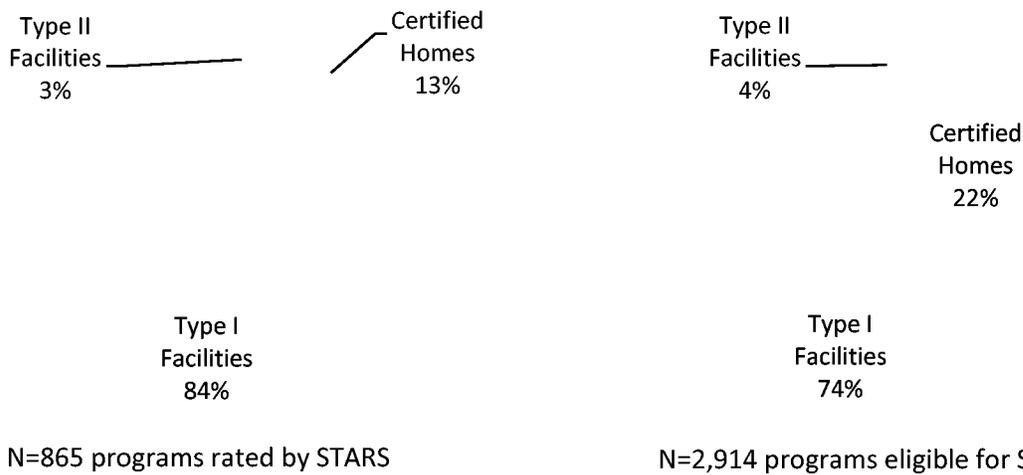
Source: DCC Administrative Ratings Data, as of May 13, 2011.

As Figure 1.3 shows, Level 1 programs are the most likely to improve from their first rating to their second, with 35% improving by one level to receive a Level 2 rating and 8% improving by two levels to receive a Level 3 rating. Nearly a quarter (24%) of programs that initially receive a Level 2 rating improve to a Level 3. Programs that begin at Level 3 are the least likely to experience a change in their Level from their first to their second rating, which is not surprising since very few programs reach Level 4. It can be seen that one third of programs that receive a Level 4 rating initially are unable to maintain that level and drop to a Level 3 in their second rating.

While Kentucky STARS is open to Type I facilities, Type II facilities, and Certified homes, different types of facilities have different experiences in STARS. This section examines the differences in participation rates by facility type and differences in STARS levels by facility type.

Figure 1.4 shows the distribution of facility type among the 2,914 child care programs in Kentucky that were eligible for STARS as of May 25, 2011 compared to the distribution of facility type among the 865 STARS-rated programs.

Figure 1.4. Licensed and Certified Child Care Facilities Eligible for STARS and Participating in STARS



Source: Quality Tracking System – current facility data, as of May 25, 2011.

As Figure 1.4 demonstrates, the distribution of facility types among STARS-rated programs is similar to the distribution of facility types in the larger eligible population in that Type I facilities make up the largest portion of the facilities. However, Type I facilities are participating in STARS at a higher rate (34%) than Type II facilities (24%) or Certified Homes (17%). The resulting overall rate of participation, as of May 25, 2011, was 30%. This participation rate is comparable to average participation rates in other states with a voluntary QRIS system⁶. Data from September, 2011 from the Human Development Institute at the University of Kentucky indicated a participation rate of 40%. The participation rate in STARS appears to be improving in recent months.

⁶ Tout, K., Starr, R., Moodie, S., Soli, M., Kirby, G. & Boller, K. (2010). ACF-OPRE Report. Compendium of Quality Rating Systems and Evaluations. Washington, D.C. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

Figure 1.5. STARS levels of Currently Rated Type 1 facilities and Certified homes

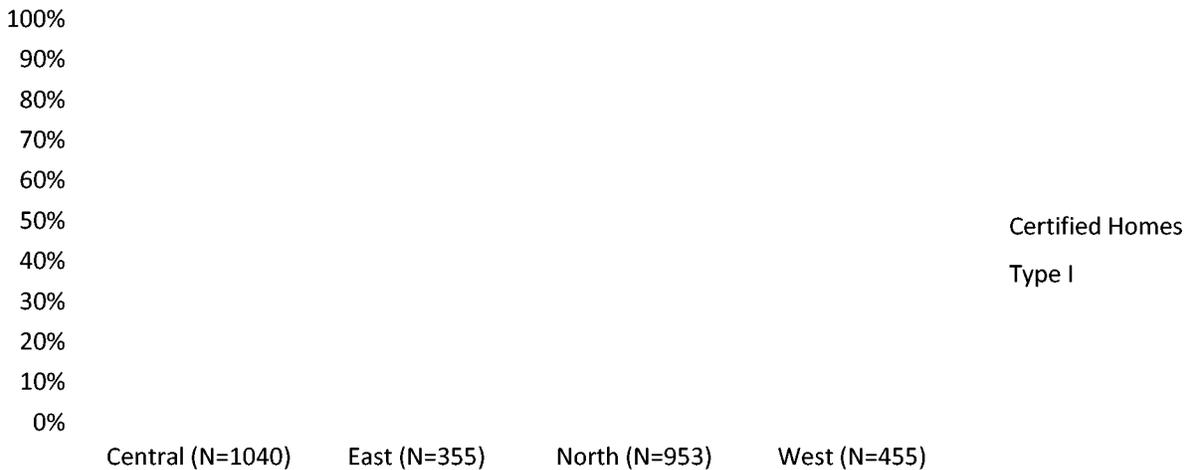


Source: Quality Tracking System – current facility data, as of May 25, 2011.

Figure 1.5 demonstrates the distribution of facilities across level. Type I facilities are concentrated in Level 2, while Certified Homes are more evenly distributed. Type II facilities were excluded from this analysis because the number of Type II facilities participating is so small.

Just as differences are found by facility type, difference in STARS participation and STARS levels are also noted by region. Differences by region are seen in Figure 1.6.

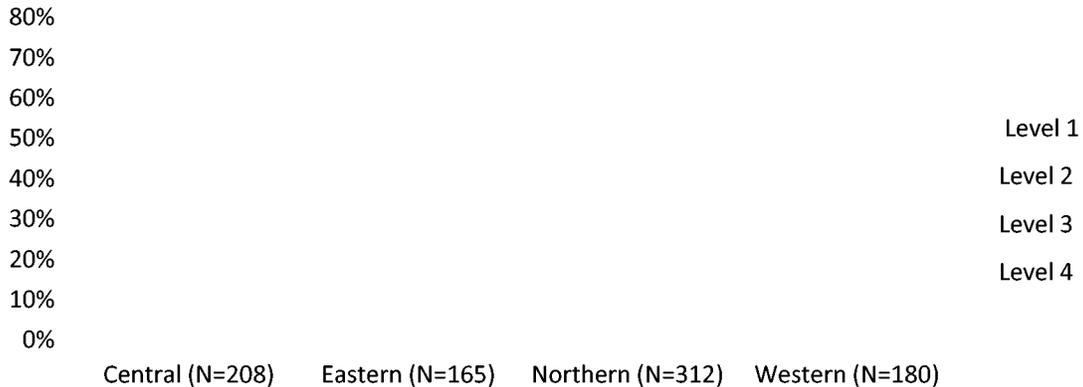
Figure 1.6. Participation Rate of Certified Homes and Type I Facilities by Region



Source: Quality Tracking System – current facility data, as of May 25, 2011.

For both Certified homes and Type I facilities, participation is lowest in the central region and highest in the Eastern Region. Notably, the Central region has both the lowest participation rate and also the highest number of eligible programs. The East region has both the highest participation rate and the lowest number of eligible programs.

Figure 1.7. Distribution of STARS levels by region



Source: Quality Tracking System – current facility data, as of May 25, 2011.

Figure 1.7 presents the distribution of STARS levels across regions. While Level 2 is the most common rating across all regions, there are some notable differences by region. The Northern and Western regions look very similar to one another, while the Eastern region shows a different pattern, a difference that is statistically significant (Chi-square, $p < .001$) with a more equal distribution across Levels 1, 2, and 3. The Central region also shows a significantly different pattern, with a higher concentration of programs at Level 2. In other words, the region with the highest participation rate shows the most equal distribution of programs across STARS levels while the region with the lowest participation rate shows the most unequal distribution of programs across STARS levels.

This brief review of basic STARS details reveals important trends that serve as context for the process evaluation. First, programs tend to enter STARS at lower levels (one or two). While programs do improve over time in their STARS level, the bulk of programs remain at the lower levels of the rating system, and very few programs achieve a level four. The participation rates for STARS is in the middle to high range of other voluntary QRIS and, after hitting a plateau in recent years, appears currently to be on an upward trend.

Child Trends was contracted by the Kentucky Department for Community Based Services, Division of Child Care to conduct a process evaluation of STARS. The Department for Community Based Services, Division of Child Care defines an effective Quality Rating and Improvement System (QRIS) as one “that is: 1) consistently implemented across the state; 2) designed with appropriate checks and balances to ensure reliability and validity of the system; 3) non-duplicative and uses resources wisely; and 4) transparent to all involved.” The purpose of the process evaluation is to examine existing components of STARS, assess the degree to which they meet the stated criteria for an effective QRIS, and make recommendations for improvements.

The evaluation consists of five components that focus on the STARS quality standards and measurement strategies, rating structure and process for assigning STARS levels, technical assistance to promote improvement, outreach methods to promote STARS to providers and to parents, the collaboration, and the coordination and administrative processes that are most supportive for STARS. The evaluation also focused on Kentucky’s Child Care Resource and Referral system. The questions and plans for each component were developed in collaboration with staff from the University of Kentucky and the Kentucky Department for Community Based Services, Division of Child Care.

This section lists the research questions addressed in each component of the evaluation and a note about the section of this report in which descriptions of the findings are described in this Evaluation report.

Component 1: Quality Standards and Measurement Strategies. How well do current STARS standards align with existing quality frameworks? Which improvements can be made to the current STARS measurement strategy?

Findings:

- Appendix 1: Recommendation on updating observational measures of quality used in STARS
- Appendix 2: Crosswalk comparing STARS and other quality frameworks

Component 2: Rating Structure and Process. For Assigning Quality Levels. What rating structure and process will effectively produce a valid rating that reflects the quality of programs and will promote participation by programs across star levels?

Findings:

- Chapter 2: Motivation to Participate and Perceptions of the Rating Process

- Chapter 3: STARS Grid Requirement Challenges
- Chapter 5: Collaboration and Coordination in the STARS Technical Assistance System
- Chapter 6: Alternative Rating Structures

Component 3: Technical Assistance. What recommendations can be made to enhance the STARS technical assistance process?

Findings:

- Chapter 4: Technical Assistance Provided to and Received by STARS Programs
- Chapter 5: Collaboration and Coordination in the STARS Technical Assistance System
- Chapter 7: Administrative Processes

Component 4: Methods to Promote Participation in STARS. What recommendations can be made to administrative processes that would enhance STARS participation? What strategies can be used to engage parents in using STARS?

Findings:

- Chapter 9: Findings from the Kentucky Household Survey
- Appendix: Development of a Plan for Implementation of a Kentucky Child Care Workforce Survey

Component 5: Collaboration, Coordination and Administrative Processes. What processes promote provision of services that are coordinated and delivered in a non-duplicative, efficient and effective way?

Findings:

- Chapter 5: Collaboration and Coordination in the STARS Technical Assistance System
- Chapter 7: Administrative Processes

Child Care Resource & Referral Evaluation. In what ways is the current CCR&R system meeting the needs of providers, community stakeholders and parents across the state? How could services and supports be improved?

Findings:

- Chapter 8: Evaluation of the Child Care Resource and Referral System

The Kentucky STARS process evaluation draws upon multiple pre-existing data sources for its analyses, including:

- Kentucky Early Childhood Quality Self Study

- Kentucky Early Childhood Core Content
- National Accreditation Standards
- Compendium of Quality Rating Systems and Evaluations
- Kentucky Child Care Licensing Regulations
- The Early Care and Education Training Records Information System (ECE-TRIS)
- Student evaluations of trainings offered through the CCCR&R
- The Department for Community Based Services, Division of Child Care's QRS/CQS system (Child Care Data System).
- The Quality Enhancement Initiative's Quality Tracking System

To complete the evaluation, the research team also collected new data in the following ways:

- Telephone interviews with child care providers
- Telephone interviews with STARS Quality Coordinators
- Online survey of Professional Development Counselors
- Online survey of STARS Quality Coordinators about their use of QTS
- Online survey of STARS Raters
- Telephone interviews with key CCR&R staff
- Telephone Interviews with CCR&R stakeholders
- Online survey of child care providers about their experiences with CCR&R
- Household Survey

Each of these data sources is described in greater depth below.

Kentucky Early Childhood Quality Self Study (QSS)

The QSS was created in 2005 by the Kentucky Department Education. It is a tool early care and education (ECE) providers can use to assess their own efforts toward adopting research-based practices and policies demonstrated to support program quality and successful outcomes for young children. Since center-based ECE providers in Kentucky have been encouraged to use this document to assess their quality, it was important to examine the QSS indicators and their alignment with the STARS grid requirements. The QSS includes 257 quality indicators that focus on the following five categories of quality including: Program Structure and Personnel; Child Experiences in the Environment; Child Experiences with Curriculum and Assessment; Health, Safety, and Nutrition; and Family and Community Involvement.

Kentucky Early Childhood Core Content (ECCC)

The ECCC was created by the Kentucky Department of Education in 2004. It outlines the specific skills, knowledge, and competencies early childhood educators should integrate into their practice to promote positive outcomes for young children. Since early care and education providers are encouraged to use the ECCC to help set their professional goals, it was helpful to compare this document to STARS requirements. The ECCC identifies a set of specific skills and abilities early childhood care providers should attain for each of five credential levels ranging

from no credential to degrees above a bachelor's. The ECCC is divided into seven subject areas, including: child growth and development; health, safety, and nutrition; professional development, professionalism; learning environments and curriculum; child assessment; family and community partnerships; and program management and evaluation.

National Accreditation Standards

Though there are several accrediting organizations, we compared the STARS grid requirements to the National Association for Family Child Care (NAFCC) and the National Association for the Education of Young Children (NAEYC). The purpose of this comparison was to determine the aspects of quality programs at the highest STARS level are required to demonstrate in addition to those on the STARS grid in order to obtain national accreditation.

Compendium of Quality Rating Systems and Evaluations

The Office of Planning, Research, and Evaluation in the Administration for Children and Families sponsored the development of a recently released Compendium of Quality Rating Systems and Evaluations (Compendium), which profiles 26 efforts nationwide to measure, monitor, and promote high-quality child care. The Compendium provides a wealth of descriptive and comparative information that can be used to help the early care and education community understand various approaches and strategies used to develop QRIS. We compared the state profiles in the Compendium to STARS requirements in order to identify broad categories of quality that may not be captured by STARS.

Kentucky Child Care Licensing Regulations

In addition to the resources identified above, the research team reviewed the Kentucky Child Care Licensing Regulations in order to ensure and understanding of requirements providers must meet in order to be eligible for STARS.

The Early Care and Education Training Records Information System (ECE-TRIS)

The evaluation team plans to conduct analyses of administrative data from the Early Care and Education Training Records Information System (ECE-TRIS), Kentucky's professional development registry for early care and education providers. Data to be analyzed includes CCR&R trainings offered, provider use of trainings, and provider training evaluations.

Student Evaluations of CCR&R Trainings

The evaluation team examined student evaluations of CCR&R trainings collected over the last year by local CCR&R agencies.

The Department for Community Based Services, Division of Child Care's QRS/CQS system (Child Care Data System)

This data includes ERS scores, grid scores, and final star ratings for 5,951 ratings issued since 2001. For more details, see Chapter 6.

The Quality Enhancement Initiative's Quality Tracking System

This data includes:

- Facility Data – Current program characteristics
- TA Plan Data – TA plans and the ratings that followed them
- Needs Assessment Data – Results of the Needs Assessment conducted with providers at the start of a TA cycle
- High Low Needs Dimensions Data – Results of the High Low Needs Dimensions tool completed by QEI staff at the start of a TA cycle

Telephone interviews with providers

The evaluation conducted interviews with participating providers in order to obtain information about:

- how participating providers perceive the STARS rating structure and process,
- how providers perceive their own abilities and needs, and
- how providers perceive the technical assistance supports available to them.

With the help of STARS staff in Kentucky, Child Trends identified four geographical areas (each containing one or two administrative regions) to include in data collection. These geographical areas are: KIPDA, Pennyryle and Purchase, Lake Cumberland and Cumberland Valley, and Bluegrass and Northern Kentucky. Because so few Type II facilities participate in STARS, Type II facilities were excluded from the sampling strategy. Our intention was to interview one program per region at levels 3 & 4 and two programs per region at levels 1 & 2 for both Certified Homes and Type I Facilities. Child Trends intentionally chose to interview more programs at Levels 1 and 2 in order to collect more information about what challenges prevented these programs from scoring at higher levels and what technical assistance they receive and what additional supports are needed.

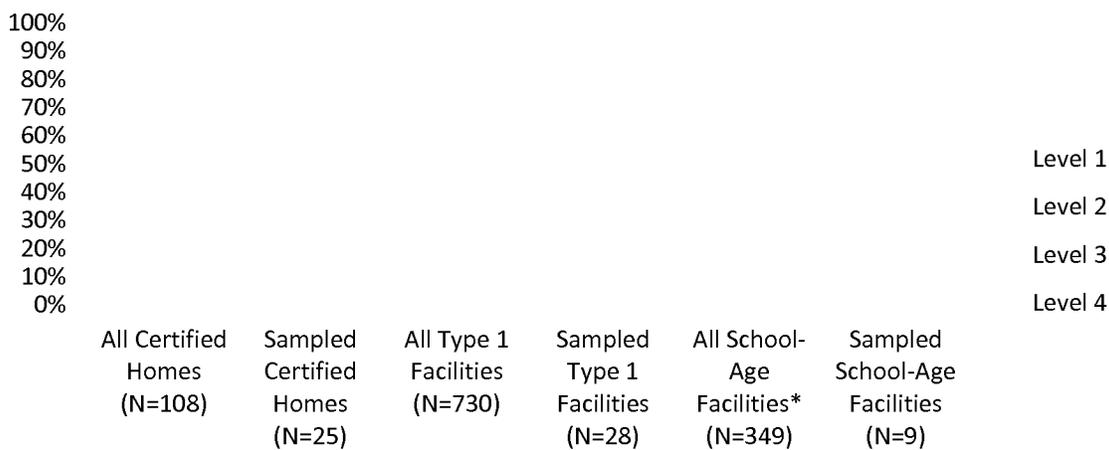
The evaluation also identified an additional sample of 8 to 10 Type 1 facilities that serve only (or primarily) school-age children. While small, this sample allows the evaluation to consider the unique perspective of School-Age Type I facilities as distinct from other Type 1 facilities.

Programs were deemed eligible for selection if they had a STARS rating that was issued on or before 1/25/2011 and if that rating did not expire before 3/15/2011. Eligible programs in the identified geographical regions were randomly assigned an interview priority number. Child Trends researchers contacted the programs first by mail and then by phone and invited them to be a part of the study in order of this assigned priority number. When there were not enough eligible Level 4 programs available or willing to participate in the interviews, additional Level 3 programs were recruited to participate. When there were not enough eligible Level 1 programs available or willing to participate in the interviews, additional Level 2 programs were recruited to participate. When a sufficient number of programs had been reached at each level in each region, no additional programs were contacted. Therefore, not every program had the opportunity to participate. In total, telephone interviews were conducted with a sample of 25

Certified Homes, 28 Type I Facilities that serve primarily non-school-age children, and 9 Type 1 School-Age Facilities. Interviews occurred in February and March 2011 and lasted, on average, 35 to 45 minutes. Providers received a \$20 gift card upon completion of the interview as a token of appreciation for their time.

It is important to note that because of this sampling strategy, the sample of interviewed programs is not necessarily representative of the full population of rated programs (See Figure 8 below). Notably, for Type 1 facilities, a lower proportion of Level 2 programs and a higher proportion of Level 4 programs were included in the sample than are represented in STARS overall.

Figure 1.8. Distribution of sampled facilities compared to distribution of all STARS facilities



Source: Distribution among all STARS facilities is derived from the Quality Tracking System – current facility data, as of March 9, 2011.

*Whether a facility serves primarily School-Age facilities could not be consistently determined using QTS facility data. Instead, we used DCC Ratings data April 4, 2011 and pulled all programs that had only a SACERS conducted (no ECERS or ITERS) and were currently rated. In our interview recruitment process, we found that some of these programs did serve other age groups, so we consider this distribution to be only an estimate.

Interviews were conducted by Child Trends staff with the director of the program or with the person most closely involved with the STARS rating process. Interview questions were designed to collect information about:

- the program’s characteristics,
- the director/lead provider’s characteristics,
- the director/lead provider’s perceptions of the STARS process,
- the program’s ability to meet current STARS indicators above their current STARS level (the interview assumed that programs met all the indicators required for their current STARS level),
- the program’s use of other best practices in child care,
- the services and supports provided by the SQC,

- and the quality improvement services and supports provided by other individuals and organizations in Kentucky.

Some interview questions required interviewees to choose from among a preset list of possible answers. For example, when a provider was asked if her program currently met a STARS indicator, if the program did not, she was then asked how easy or difficult it would be to meet that indicator. The respondent could choose from the following responses: Very easy, Somewhat easy, Neither easy nor difficult, Somewhat difficult, or Very difficult. Findings from these questions are reported on in a quantitative manner.

Other interview questions were open-ended, allowing respondents to answer more freely. Responses to these questions were examined using qualitative analysis strategies.

Telephone interviews with STARS Quality Coordinators

Interviews were conducted with STARS Quality Coordinators to obtain information about:

- how SQCs perceive the STARS rating structure and process (and its impact on program participation)
- how SQCs perceive the abilities and needs of participating programs,
- the technical assistance supports that SQCs provide,
- and how SQCs are collaborating with other individuals and organizations to support child care programs.

STARS Quality Coordinators were interviewed about their practices and experiences with a single program or provider rather than requesting that SQCs generalize about their practices across the providers they work with. This approach facilitated the interview process and allowed the evaluation team to collect more specific examples of the assistance that SQCs provide. Because the evaluation team had identified a subsample of programs for interviewers, these programs were selected to be the subjects of the SQC interviews.

The SQC of each of the interviewed programs was contacted and asked to complete an interview about their experience with that particular program. This also allowed the evaluation to compare the responses of STARS Quality Coordinators with the responses of the providers when appropriate. Two of the interviewed providers reported that they had not worked with a SQC at all within the last year. In these two cases, we did not attempt to interview the assigned SQC about the program. In another two cases, the SQC declined to complete the interview because they had not worked with the program enough to be able to report on supports provided or to speak intelligently about the program's needs and motivations.

Because interviews with SQCs were based on the sample of interviewed programs, a SQC could be interviewed more than once if she served more than one of the sampled programs. A total of 58 interviews were conducted in March and April 2011 with 16 STARS Quality Coordinators. Each of the 16 interviewed SQCs completed between one and seven interviews.

Thus, when reporting on the findings from these interviews, we will not be describing the number of SQCs that expressed a particular view but rather the number of programs whose SQC held a particular view.

SQCs in our sample have been working as a SQC for an average of 4.7 years, with 19% of the 16 interviewed SQCs reporting that they have worked as an SQC since the beginning of STARS (11 years). These SQCs reported having, on average, 18 years of experience in the Early Care and Education field, with a quarter reporting more than 25 years in the field. Most SQCs (87%) had at least a bachelor's degree, although not all degrees were in an ECE-related field.

Online survey of Professional Development Counselors

An online survey of Professional Development Counselors (PD Counselors) was administered in order to obtain information about:

- the services and supports PD Counselors offer providers,
- the extent to which PD Counselors have a good working relationship with CCR&Rs, SQCs, and community colleges, and
- PD Counselor's insights on how well aspects of the STARS system of technical assistance work together to support providers.

The anonymous survey consisted of 25 questions, both multiple choice and open-ended. Nearly all (13 out of 15) PD Counselors completed the survey in late April or early May 2011. Since the survey was administered anonymously, responses cannot be directly linked to individual CCR&Rs, SQCs, community colleges, geographical areas, or administrative regions. Instead, data collected from this survey can be used to identify consistent themes among PD Counselors' experiences and their unique perspectives on how well different technical assistance agencies and individuals work together within STARS.

Online survey of STARS Quality Coordinators about their use of QTS

An online survey of STARS Quality Coordinators (SQCs) was administered in order to obtain information about:

- How SQCs currently use and perceive QTS
- Challenges that SQCs face in using QTS
- How SQCs would like to utilize QTS and its data

The survey consisted of 17 questions, primarily multiple choice questions but with a few open-ended responses. Most SQCS (19 out of 25) completed the survey in July 2011.

Online survey of Kentucky Regional STARS Raters (Raters)

An online survey of Kentucky Regional STARS Raters (Raters) was administered in order to obtain information about:

- average hours spent on specific activities,
- resources and support they received,

- processes they engaged in to maintain reliability,
- rater's interest in continuing education and further professional development opportunities, and
- perceptions of changes to STARS.

The anonymous survey consisted of 41 questions, both multiple choice and open-ended. All seven Raters completed the survey in July 2011. Since the survey was administered anonymously, responses cannot be directly linked to individual CCR&Rs, SQCs, community colleges, geographical areas, or administrative regions. Instead, data collected from this survey can be used to identify consistent themes among Raters' experiences and unique perspectives on their participation in STARS.

Telephone interviews with CCR&R staff and other stakeholders

Telephone interviews were conducted with at least one staff member from each of the CCR&Rs in Kentucky to assess their perceptions of parent use of CCCR&R services, their primary roles and responsibilities, and their collaboration with other stakeholders and partners. Fifteen Kentucky CCR&R employees were interviewed (n=15); nine agency directors and six staff members from smaller agencies that do not have their own director.

Fifteen stakeholder interviews were conducted with representatives of Community Early Childhood Councils, Family Resource and Youth Services Centers, Child Care Health Consultants, Early Childhood Mental Health Specialists, Institutes of Higher Education, and Regional Training Centers. Possible interviewees were e-mailed requesting their participation in the study. Based upon the response of various stakeholders, additional possible interviewees were contacted until at least one stakeholder had been interviewed from each collaboration agency, for a total of 15 respondents. Stakeholders were asked about their collaboration with CCR&Rs.

Online survey of child care providers

Online surveys were sent child care providers who had taken a CCR&R training in the past year. The surveys included questions on provider awareness of, perceptions of, and use of CCR&R services. Results are based on 75 respondents, working with at least 11 different CCR&Rs, who consented to participate and answered at least two survey questions.

Household Survey

A statewide telephone survey of households in Kentucky was completed in July, 2011. Households with at least one child age twelve years or under who used some type of non-parental care were eligible for the survey. A total of 501 households participated in the survey. The survey asked eligible families to report on several topics: Type of non-parental care used, awareness of resources, aspects of child care selection, parent perception of current care, how families pay for child care, resources used for child care, and child and family characteristics. Findings will inform program administrators and policy-makers on what parents value and how

they make their child care decisions, what services parents use, and how services can be better marketed to parents.

Workforce Survey

A survey of the early care and education workforce will provide demographic information about the workforce, as well as information on wages, benefits, supports in the workplace, and the need for professional development opportunities. The workforce survey will go beyond data that is collected about programs in the Market Rate Survey (i.e., programs hours, children served) to describe characteristics of the workforce, their background, their needs, and the supports provided to them. The information gained about the needs of practitioners will help in planning for professional development opportunities that are accessible to all practitioners. Information about the workforce also has the potential to act as a starting point for discussions to develop/revise initiatives to improve the workforce and working conditions (i.e. increased wages, benefits, education levels) that may link to improved outcomes. For example, information about the workforce, their background, needs, and use of professional development opportunities can inform how Kentucky STARS for KIDS NOW might best serve practitioners toward the goal of improving program quality. The evaluation team provided data collection protocols that can be used to conduct a Workforce Survey in the spring of 2012.

Qualitative data collected in the evaluation through open-ended responses in a telephone or electronic interview were analyzed by reviewing interview notes and coding for common themes. Some data were coded directly during the interview using predetermined categories. These responses were reviewed and tabulated. When possible, responses to particular themes were quantified to determine prevalence.

Throughout this report, different strategies are used to group the responses. In some instances, the responses of providers from all 58 interviewed programs are reported. In other instances, the responses of a particular subgroup of programs are reported, such as the 28 Type 1 Facilities interviewed or the 25 Certified Home providers interviewed.

To describe the prevalence of particular responses or themes, systematic conventions and terms were used as shown in Table 1.1.

Table 1.1. Qualitative terminology and corresponding parameters to describe the prevalence of responses, by provider type

All	100%	62	58	28	25	13	9
Most	50% ~ 99%	31-61	29-57	13-27	13-24	7-12	5-8
Many	26% ~ 49%	15-30	14-28	7-12	7-12	4-6	4
Several	4 programs ~ 25%	4-14	4-14	4 - 7	4-7	N/A	N/A
A few	3 programs	3	3	3	3	3	3
A couple	2 programs	2	2	2	2	2	2

For example, if 35 SQC responses indicated that the SQC met monthly with the program in question, then we would report, “According to SQCs, most programs were visited monthly.” Similarly, if 6 school-aged facilities reported being motivated to participate in STARS by a desire for technical assistance and 3 specifically named the desire for consultation on the SACERS, then we would report, “Most School-Aged facilities reported being motivated to join STARS by a desire for technical assistance, and a few specifically expressed interest in consultation on the SACERS.”

The report is organized into the following chapters:

- Chapter 2 – Motivation to Participate and Perceptions of the Rating Process
- Chapter 3 – STARS Grid Requirement Challenges
- Chapter 4 – Technical Assistance Provided to and Received by STARS programs
- Chapter 5 – Collaboration and Coordination in the STARS Technical Assistance System
- Chapter 6 – Alternative Rating Structures (with descriptions of four alternative models)
- Chapter 7 – Administrative Processes (focusing on Raters and STARS Quality Coordinators)
- Chapter 8 – Child Care Resource and Referral
- Chapter 9 – Results of the Kentucky Early Care and Education and School-Age Care Survey
- Chapter 10 – Summary and Recommendations

As of May 2011, approximately 30 percent of Kentucky's early childhood education (ECE) programs (including preschools, licensed child care centers, certified family child care and regulated family child care homes) were participating in STARS for KIDS Now. Recognizing that a significant portion of available programs are not included in STARS, the Kentucky Department for Community Based Services, Division of Child Care has stated that one of the goals of the process evaluation is to improve STARS processes so that the system is consistently implemented across the state and participation is increased. Achieving this goal requires an understanding of the specific aspects of the rating process that either promote or inhibit participation in STARS.

The purpose of this chapter is to identify those elements of the rating process that were challenging for providers and to understand what motivated them to overcome these challenges. The data presented here were collected through phone interviews with Type I, Type I School-Age (SAC), and Certified home providers, as well as their STARS Quality Coordinators (SQC). While these data represent a sample of providers currently participating in STARS, their perspectives can help inform efforts to attract additional programs and develop further supports for those entering the system and moving through the rating process.

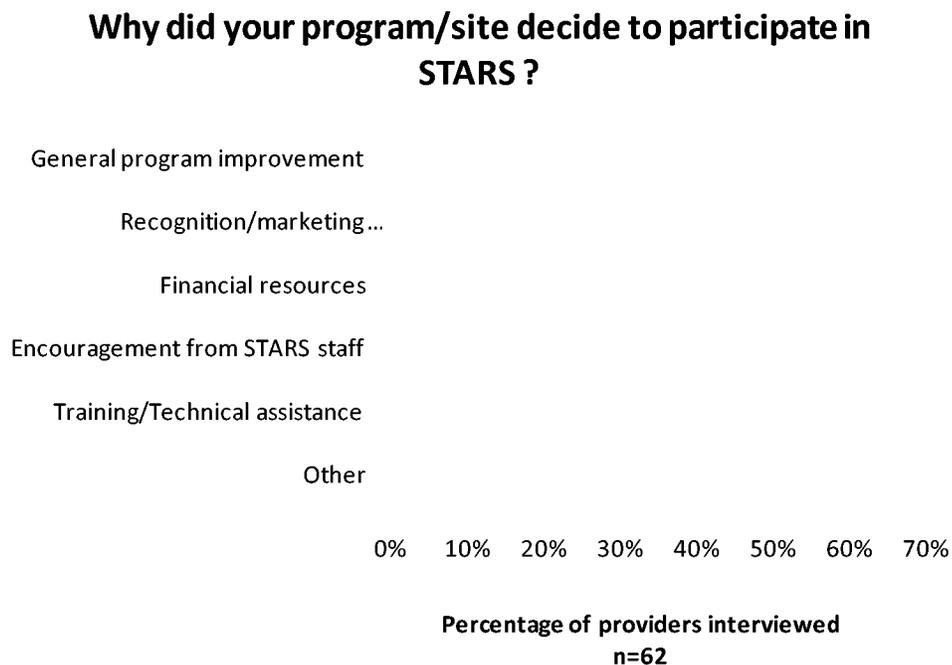
To briefly anticipate the findings, the following key themes emerged from this analysis:

- Providers reported that program improvement was the main reason they chose to participate in STARS.
- Many providers felt that participation in STARS was important to parents/families; however, other providers reported that parents/families were not aware of STARS.
- Providers frequently reported that training and ERS scores presented the biggest challenges to meeting their current STARS level.
- Most providers reported that the STARS rating process was fair. The few who said it was unfair stated that the rating process resulted in an inaccurate representation of their program's quality.

This chapter is organized into three sections. Sections I and II highlight providers' motivation to participate in STARS for KIDS Now and their perceptions of the STARS rating process. These sections also include information about what SQCs believe motivated providers to participate in STARS and the challenges they believe providers face. The third section of the memo provides a summary of these findings and offers suggestions about how this information might support the Department for Community Based Services, Division of Child Care's work to expand STARS participation and increase the quality of care for children in Kentucky.

Type I, SAC, and Certified home providers (n=62) were asked to identify their primary motivation for participating in STARS. Their responses were coded into one of seven preliminary categories: 1) So that parents/families would be able to see that we are committed to quality; 2) Access to training and technical assistance; 3) Additional financial resources; 4) General desire to think more about program improvement; 5) For Marketing purposes and/or competition; 6) Other (please specify); and 7) Don't know. These codes were then analyzed in STATA. The analyses resulted in a slightly different set of final response categories that are presented in Figure 2.1.

Figure 2.1. Providers' report of primary motivation for participating in STARS



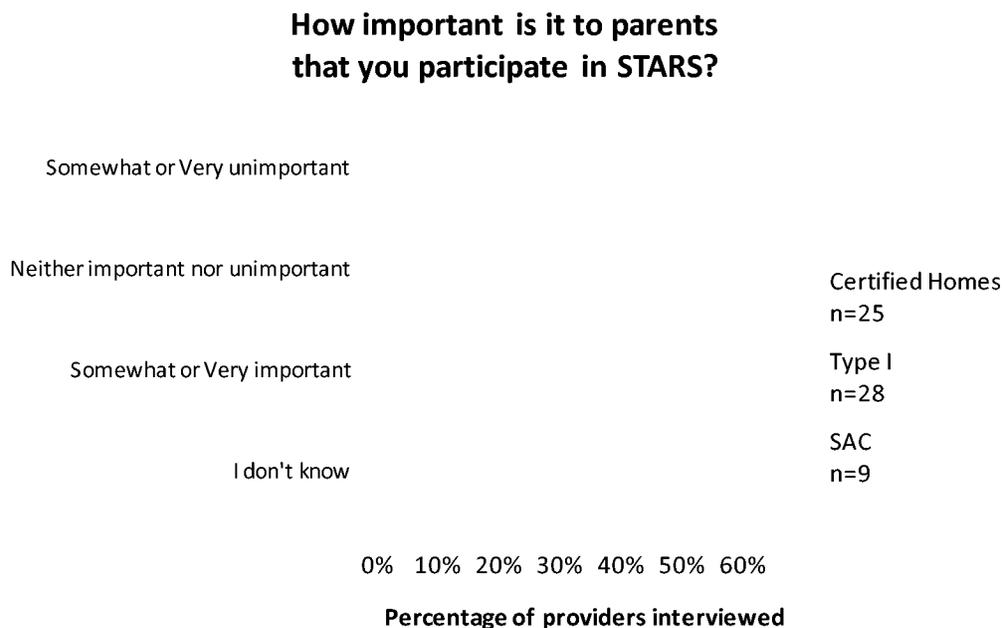
Over 40 percent of providers said that they joined STARS out of a general desire to think more about program improvement. One Certified home provider elaborated on this motivation by saying “it seems like the best way to increase my ability and knowledge, have more information, to do things correctly without second-guessing myself. I wanted to have someone to call who would have real answers for me about how things should be done.” Approximately 23 percent of providers interviewed said that they joined STARS in order to gain recognition as a child care program that is committed to quality. These providers reported that participation in the STARS system would demonstrate to parents/families that they provide higher quality child care than programs not participating, and would be an advantage in terms of marketing and competition. Financial resources, in the form of grants for program materials and professional development

scholarships were cited by 13 percent of providers as their primary motivation to join STARS, and 8 percent of providers said that they spoke with members of the STARS staff that encouraged them to join. Access to training and technical assistance provided by STARS was cited by 3 percent of providers as their main motivation to participate in the system.

Several interviewees provided “other” reasons for deciding to participate in STARS. For example, a couple providers had prior experience with the STARS system and wanted to join once employed in a new location. A few providers stated that they felt participating in the STARS system benefited children’s development and would lead to increased school readiness.

The importance parents and families place on a facility’s STAR rating may offer additional motivation for providers to join the system. For this reason, Certified home, Type I, and SAC providers were asked: “In your opinion, how important is it to parents that you participate in STARS?” Their responses were coded as very unimportant, somewhat unimportant, neither important nor unimportant, somewhat important, very important, or I don’t know. Figure 2.2 highlights providers’ perceptions about the importance of STARS participation to parents/families, and how those perceptions vary by program type.

Figure 2.2. Providers’ report of importance of STARS participation to parents

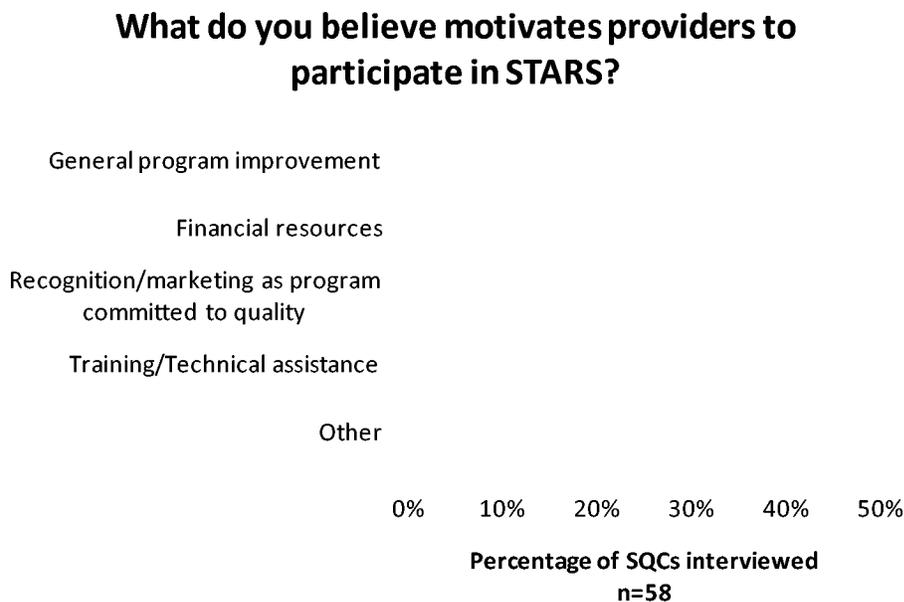


Twenty-eight percent of Type I providers and 35 percent of SAC providers said that they felt their participation in STARS was either “somewhat or very unimportant” to parents. Thirty-six percent of Certified home providers reported their participation in STARS as “somewhat or very unimportant” to parents. A few Type I providers suggested that their participation is unimportant to parents/families due to a lack of awareness of the STARS system and its relationship to child care quality. A Certified home provider said that perhaps STARS participation is unimportant to parents because they are only familiar with the setting in which their child receives care.

Forty-two percent of Type I providers and 41 percent of SAC providers reported that STARS participation was either “somewhat or very important” to parents. Almost half (48 percent) of Certified home providers reported that they believed their participation in STARS was very important to parents. Several of the Certified home providers interviewed said that parents ask about STAR level when they call to inquire about the program and that it's comforting to parents that providers are committed to improving their quality through participation in the system.

STARs Quality Coordinators (SQC; n=58) were asked: “what do you believe is [provider name]’s motivation for participating in STARS for KIDS Now?” Similar to what providers reported, almost half (45 percent) of the SQCs stated that “general program improvement” was a primary motivation for participating in STARS (see Figure 2.3).

Figure 2.3. Quality Coordinators’ report of provider motivation to participate in STARS



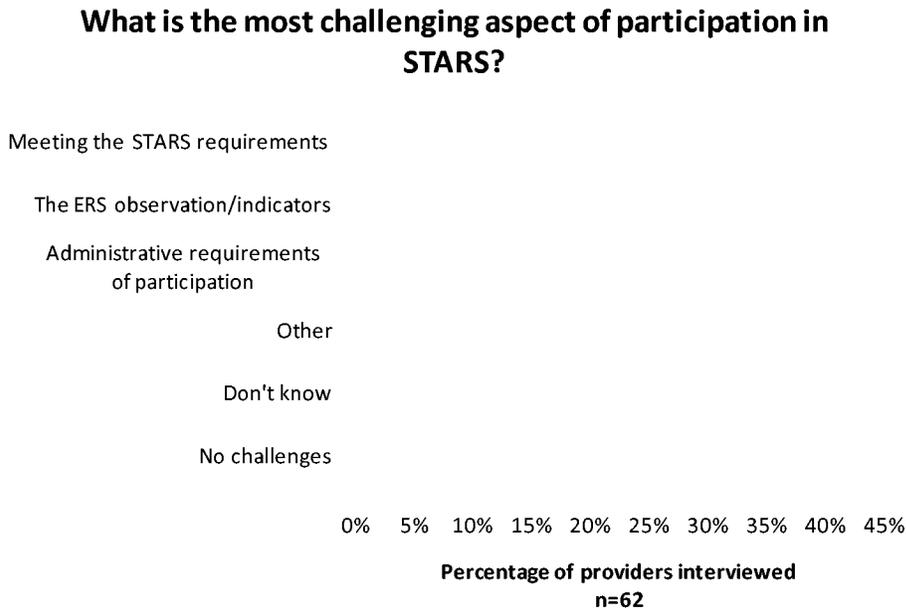
Twenty-two percent of SQCs interviewed suggested that the additional financial resources provided through the STARS system motivated providers to participate, which is slightly more than the 13 percent of providers reporting financial incentives as the main reason they chose to join STARS. Twelve percent of SQCs reported that recognition as a high-quality child care program motivated some of the providers they work with to participate in the system. Providers and SQCs reported access to training and technical assistance as a motivation to join STARS with similar frequency (3 percent).

Several SQCs cited “other” aspects of STARS participation that they believe motivated providers to join. According to one SQC, a provider who received a Success by Six grant was eligible to receive additional funding and technical assistance if she became STAR-rated. The SQC for a preschool for visually impaired children said that the providers wanted to show that high-quality child care is possible for this specific population. A few SQCs said that programs administered by an agency that encourages STARS participation, such as Head Start or the Community Action Council, are often required to join the system.

An additional goal of the process evaluation is to provide information that can help the Department for Community Based Services, Division of Child Care ensure that the STARS rating process produces a rating that reflects the quality of programs and promotes participation in the system across star levels. To address this goal, Type I, SAC, and Certified home providers were asked several questions regarding their perceptions of the current rating process, including the aspects of the process that they found most challenging, the barriers they overcame to achieve their current rating and whether or not they believed the current rating process was fair.

Providers (n=62) were asked: “What is the most challenging aspect of participation in the STARS for KIDS Now system?” Their responses were coded into one of seven initial categories and entered into STATA. Further analysis of these data resulted in the response categories presented in Figure 2.4.

Figure 2.4. Providers' report of challenges to participating in STARS



Responses to this question generally indicate the STARS requirements and ERS indicators are the most challenging aspects of STARS for providers. Many providers said that meeting the STARS requirements was the most challenging aspect of participation. The challenges these providers described included the additional time and financial resources needed to meet STARS requirements in addition to specific requirements such as training hours and credentials. For example, a Type I provider stated that meeting the credential requirements for staff was particularly difficult due to high staff turnover at her center. She said “I have two girls starting classes now to get their CDA, but by the time they get them they're here for a short time and then they're gone.” Similarly, a SAC provider said that the CDA requirements at Level 3 were challenging for her program because “It's hard to get staff to take classes and then once they do they are geared to early childhood and we lose a lot of our CDA people to early childhood centers rather than after school.” For one Certified home provider, meeting clock hour requirements by attending trainings was a challenge because her child care program is open 24 hours a day. According to a few interviewees, factors that were out of their control affected their ability to meet specific requirements. For instance, two SAC providers indicated that they would like to move up to higher star levels, but were unable to do so because the school system prohibits the program from offering paid vacation to staff. Level 1 providers were less likely than either Level 2 or Level 3 providers to say that specific requirements presented the most challenges in the STARS rating process.

Many other providers indicated that the ERS observation and indicators were the most challenging aspect of participation in STARS. Several providers said that having additional people at the site during observations was challenging because it disrupted the day's routine and affected both the provider's and the children's behavior. The rating observation was particularly challenging for one Level 1 Certified home provider who said, "I'm always afraid I'm going to mess up. I have to prepare myself mentally and emotionally for the rating. I get overwhelmed and feel a lot of internal pressure." Specific ERS requirements were also challenging for a few providers. For instance, a Montessori school provider mentioned that dramatic play items are not usually found in Montessori classrooms, but are required to be present to receive a higher score on the ERS. Another provider said that having a large block area was not applicable in her program that serves visually impaired children.

Several administrative requirements of STARS participation, including paperwork and documentation of completed requirements, are most challenging. In addition, Level 1 providers, both Certified home and Type I, were more likely than Levels 2, 3, or 4 providers to report this apprehension to have observers present as the greatest challenge in the rating process.

Many Type I, SAC, and Certified home providers reported "other" challenges in the current rating process. A few Type I providers described difficulties in meeting requirements when there were discrepancies between the administration of their program and STARS. Another Type I provider stated that there were also discrepancies between her program's national accreditation and STARS. She said, "One says that you should have things hanging from the ceiling while the other says you should not. There are some major aspects of the room that they don't agree on." Similarly, a Certified home provider said it was difficult for her to keep the state regulations separate from STARS requirements and that she often confused the two. Other challenges cited include receiving input on the program from parents and keeping children engaged in learning.

Challenges in Meeting Current STARS Level

Type I (n=28), SAC (n=9), and Certified home interviewees (n=25) were also asked; "What was the biggest challenge you've overcome so far to get your current rating?" Some of their responses to this open-ended question pertain to the rating process itself, while others speak to grid requirements that may have posed challenges, including specific indicators of the ERS and training requirements.

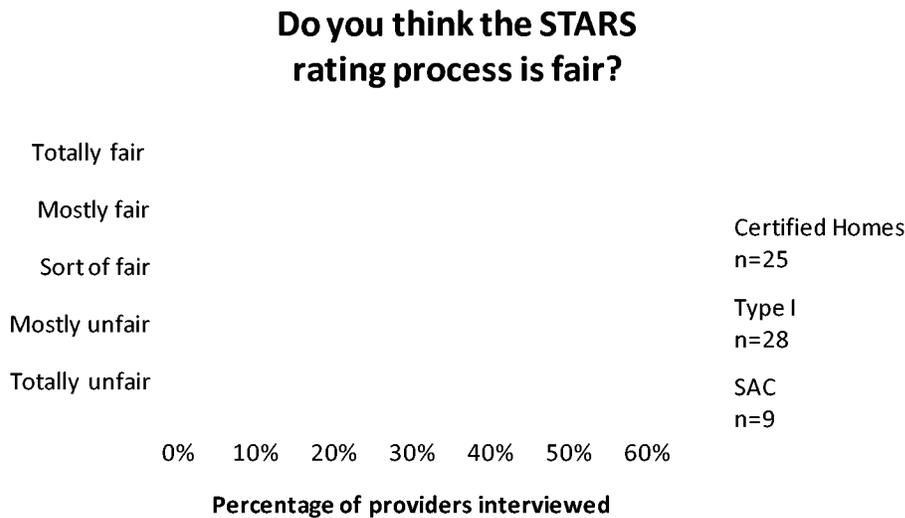
The requirements of the ERS also posed challenges for several Type I and Certified home providers. For Level 2 Certified home providers, the main challenges were remembering the ERS toileting procedures and meeting the requirements for outdoor play space. Type I and SAC providers at Levels 2 and 3 reported that the expense of purchasing materials for centers, including multi-cultural dolls, materials for math activities, and blocks was a challenge. In addition, two Level 2 SAC providers said that it was difficult to set up clearly defined centers in their settings due to space limitations. A couple Type I providers said they believed mistakes

were made during the ERS rating process, and that these issues presented the biggest challenge in achieving their current STAR level.

A few Type I providers across STARS levels, including those in School-Age facilities, also said that meeting training requirements was particularly challenging. A Level 4 provider explained that the challenge lies in having adequate resources to maintain high-quality staff and provide them with appropriate training and benefits. A Level 3 provider said that having to go back to school to get the Kentucky Director’s Credential while managing multiple businesses was a significant challenge. A few Certified home providers also reported that meeting training requirements was a challenge in obtaining their current star level. A Level 2 Certified provider said “I thought I was able to get a 3, but I didn’t have all my training done yet because I thought I had more time to get it finished. Now I have to wait another year to apply for a rating.”

In addition to asking providers about challenges they face in the STARS rating process, interviewees were also asked whether or not they perceived the process to be fair. Figure 2.5 demonstrates the variation in provider perceptions of fairness across program types.

Figure 2.5. Providers’ report of the fairness of the STARS rating process



Most Certified home providers interviewed said they felt the STARS rating process was either “mostly fair” or “totally fair.” Several of these providers stated that the process was fair because the STARS requirements were appropriate expectations and benefited the children in their care. A few Certified providers said that the process was fair because STARS offers training and

assistance to meet the requirements even though some of the requirements may be challenging to meet.

However, a few of the Certified home providers reported that the STARS rating process was only “sort of fair.” A couple of providers reported that they felt the rating was an unauthentic representation of the quality of their program. One provider said, “I know that there are daycare providers who aren’t as qualified as me but are better at meeting the silly requirements, like labeling boxes of things...It seems like there should be a better way to measure us than a one-day observation. Anyone can be good for a day.” Another Certified home provider said that certain ERS requirements were especially challenging for family child care providers. She said, “when it comes to the playground, making it safer is expensive and when you’re not a big facility, it’s expensive to purchase all that to get it right.”

Almost half of Type I providers said the rating process was “mostly fair”, and several said it was “totally fair.” Again, these providers reported that the STARS requirements were clear and appropriate and were beneficial to the children and to the program staff. A few also said that their SQC was helpful and understanding in explaining the process and helping providers prepare for the rating.

Several Type I providers reported that the process was “mostly unfair” because they believe the raters are inconsistent. For example, one provider said, “I think it’s up to each rater because some will rate you higher on some things that others won’t.” Others said it is unfair because the requirements, particularly those that pertain to paid leave, are challenging and are geared more towards large centers. In the words of one provider, “To me, I don’t think that being able to give vacation time and holidays has anything to do with the quality of care the kids get.”

Most SAC programs said they perceived the STARS rating process to be “mostly fair” or “totally fair.” Most SAC providers agreed that the expectations of the STARS system were appropriate and that they were well prepared for the rating. One provider said “With all the pre-visits that I received, I felt like I had all the tools and resources and all the knowledge that I needed to in order to be successful and have a successful rating.” A provider who reported that the process was only “somewhat fair” said that “I think the STARS process focuses on early childhood, which is fine for our kindergarteners, but they have a hard time making that leap to school-agers and what’s appropriate for a school-ager.”

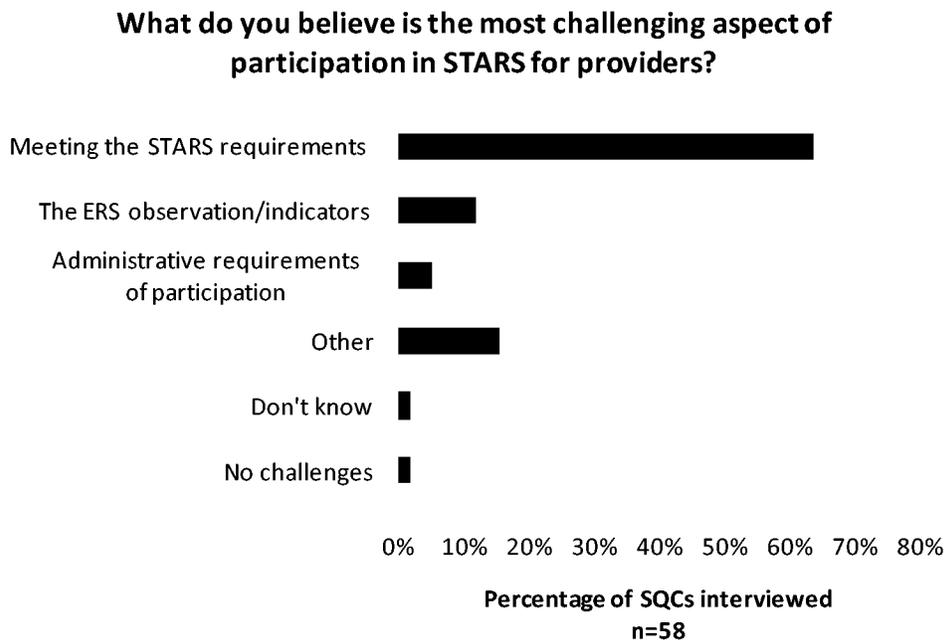
SQCs were asked “what do you believe is the most challenging aspect of STARS participation for [provider name]?” Their responses were coded into similar categories as those used for providers. Figure 2.6 shows that two-thirds of SQCs responded with a specific STARS requirement that was difficult for a provider to meet. Training and staff credentials were the requirements most frequently cited by SQCs as challenging for providers. Another SQC said it

was difficult for a Certified home provider to complete the required training hours because the provider is in a rural setting and did not have access to convenient training opportunities. According to the SQC for a Type I provider, requiring 50 percent of center staff to have a Commonwealth Child Care Credential (CCCC) was particularly challenging for that provider.

The ERS indicators were also cited by several SQCs as challenging for providers. For instance, the SQC for a Certified provider said it was a challenge for that provider to get a 4.5 on the FCCERS-R. According to a few SQCs, finding space for learning centers and outdoor play was challenging for some providers. In addition, apprehension about having STARS observers on site was reported as a challenge for providers by a few SQCs interviewed.

Several SQCs perceived “other” challenges related to program setting/type. For instance, an SQC for a Certified home provider reported that it was a challenge for the provider to care for infants and children with special needs without the help of an assistant. The SQC for a faith-based Type I center reported that finding and using an appropriate curriculum was challenging. Another SQC stated that her work with Spanish-speaking providers was challenging due to language barriers.

Figure 2.6. Quality Coordinators’ report of providers’ challenges to participating in STARS



The provider and SQC perspectives described here offer valuable information about how STARS processes may be improved to increase participation and address current challenges. Data from this sample show that joining STARS is largely seen as a way to improve program quality, which implies that positive messages about the outcomes of participation are reaching these providers.

The providers in this sample were mixed in their perception of parent awareness of STARS. Some perceive that STARS is important to parents and families, but others believe that parents do not have a good understanding of the system and its purpose. Additional outreach to families may help to increase STARS participation, as more parents learn to consider STAR rating when choosing care for their children.

It appears that many of the challenges providers in this sample describe are due to their program's setting and factors they deem out of their control. These challenges include making space in one's home for child care equipment and materials, finding time for training despite busy work schedules, and managing the expectations of multiple monitoring and support agencies. Providers who struggle with these issues might benefit from further individualized assistance to overcome these challenges and move up to higher STAR levels.

The Kentucky STARS for KIDS Now evaluation also addressed the ways in which the current STARS grid might be improved to ensure that the grid requirements reflect program quality and promote participation across STARS levels. Revisions to the current grid require a deeper understanding of providers' ability to meet the specified requirements and advance to higher STARS levels. The purpose of this chapter is to examine providers' perceptions of the ease with which they can meet the current grid requirements, including those at higher levels. This chapter will present information about the STARS grid requirements that are consistently challenging for providers and those for which there is little variability. It will also highlight what may be preventing providers from completing more difficult requirements and what incentives might further motivate them to advance within the system. All of this information can be used to inform future changes to the current grid and to guide targeted technical assistance.

The key findings in this chapter include:

- Many providers in this sample met ratio and family involvement indicators at higher STARS levels
- The ERS, clock hours of training, credential, and accreditation requirements are reported as the most challenging for Certified home, Type I, and Type I School-Age programs in this sample
- Financial incentives were most frequently cited as motivation to achieve higher STARS levels

This chapter is divided into three sections. The first section highlights the grid requirements at higher STARS levels that Certified Home, Type I, and Type I School-Age providers reported meeting (in an interview with the evaluation team). This section will also discuss how easy or difficult providers believe it would be to meet the requirements they reported that they have not yet met. The second section addresses challenges to "moving up the grid" highlighting providers' perceptions of the barriers that prevent them from moving up to higher STARS levels. This section also highlights incentives that providers reported might motivate them to advance to higher levels. The final section provides a summary of these data and recommended next steps.

Certified home (n=25), Type I (n=28) and Type I School-Age (SAC; n=9) providers at Levels 1, 2, and 3 were asked whether or not they met individual requirements at the next highest STARS level. For instance, Level 1 providers were asked: "Does your program have an annual written ERS improvement plan?" If a provider responded that they had not met the requirement in question, they were then asked to rate the ease with which they believed they could complete it. These responses were coded on a 5-point scale: 1=very easy, 2=somewhat easy, 3=neither easy nor difficult, 4=somewhat difficult and 5=very difficult. If, for example, a Level 1 provider

responded that it would be “very easy” to meet a Level 2 requirement, they were also asked to report how easy or difficult it would be to meet a Level 3 requirement, and so on. If a Level 2 provider responded that meeting a Level 3 requirement would be “very difficult,” it was assumed that meeting a Level 4 requirement would also be difficult. Level 4 providers were asked to report on both the grid requirement and category that were the easiest to meet, and those that were the most difficult to meet.

When reviewing the findings from this analysis, it is important to note that providers are asked to self-report on the indicators at the levels above their current STARS level. There are limitations to this approach as described in the Methods section of this report. Missing data also present another limitation to consider. Grid requirements for which there are insufficient data are not included in this analysis.

Analyses of interview data showed that Level 1, 2, and 3 providers already met several requirements at higher levels (Figure 3.1). For example, at Levels 1 and 2, over three-fourths of Certified home providers, almost one-half of Type I providers, and all SAC providers reported that they meet Level 3 ratio requirements. Similarly, at Levels 1, 2, and 3, three-fourths of Certified home, one-half of Type I, and approximately two-thirds of SAC providers said they already meet Level 4 ratio requirements.

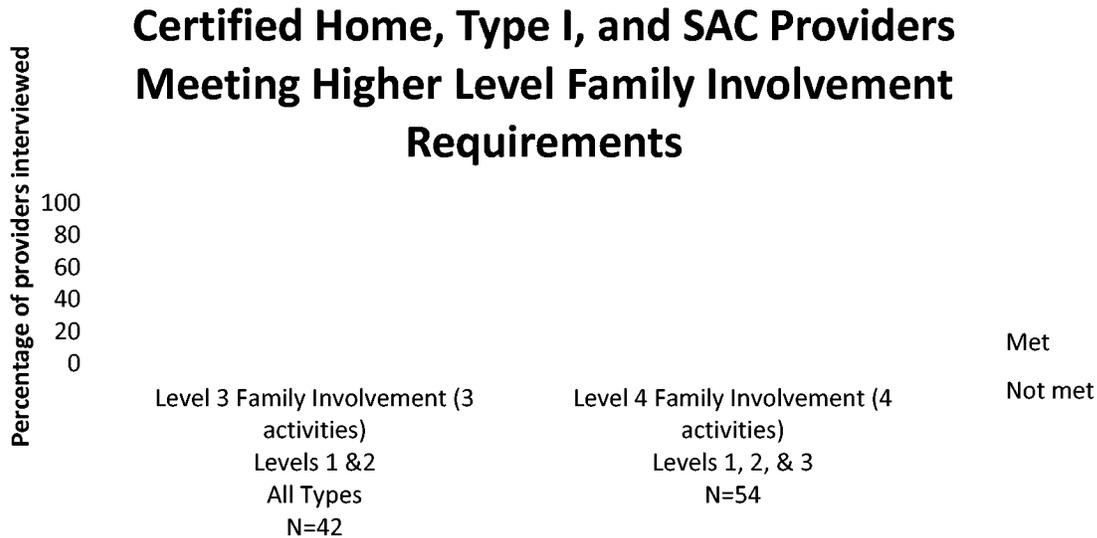
Figure 3.1. Proportion of providers meeting higher-level ratio requirements



Many providers across program types also reported that they met family involvement requirements at higher levels (Figure 3.2). All providers in this sample offered at least two

family involvement activities per year (a Level 2 requirement), and over two-thirds of all Level 1 and 2 providers reported that they offered at least four family involvement activities per year (a Level 4 requirement). Three-fourths of Level 1 Type I providers said they have a written plan for family involvement (a Level 2 requirement), and all Level 2 SAC providers said they have a documented procedure to collect feedback on the program from families (a Level 3 requirement).

Figure 3.2. Proportion of providers meeting higher-level family involvement requirements



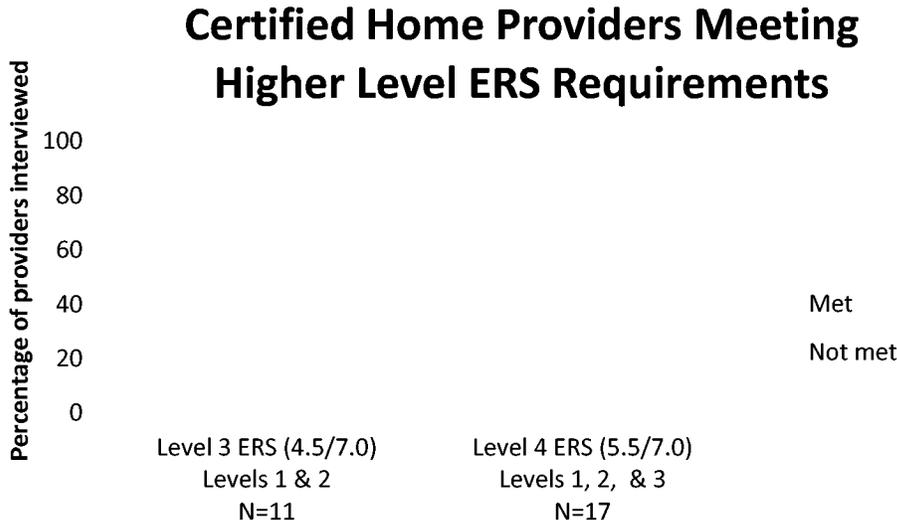
Other grid requirements appeared to present greater challenges for the providers in this sample. The requirements at higher levels that were more frequently reported as “not met” by providers across program types include Environment Rating Scale (ERS) scores, training hours, credentials, and accreditation. These requirements are discussed in further detail below.

The majority of data on providers’ completion of the STARS grid requirements were self-reported. Administrative data on ERS scores collected from the Kentucky Department for Community Based Services, Division of Child Care were used to determine whether providers met ERS requirements at higher levels.

Certified Homes

Figure 3.3 shows the percentage of Certified home providers who met ERS requirements at levels 3 and 4.

Figure 3.3. Percentage of Certified Home providers meeting higher-level ERS requirements

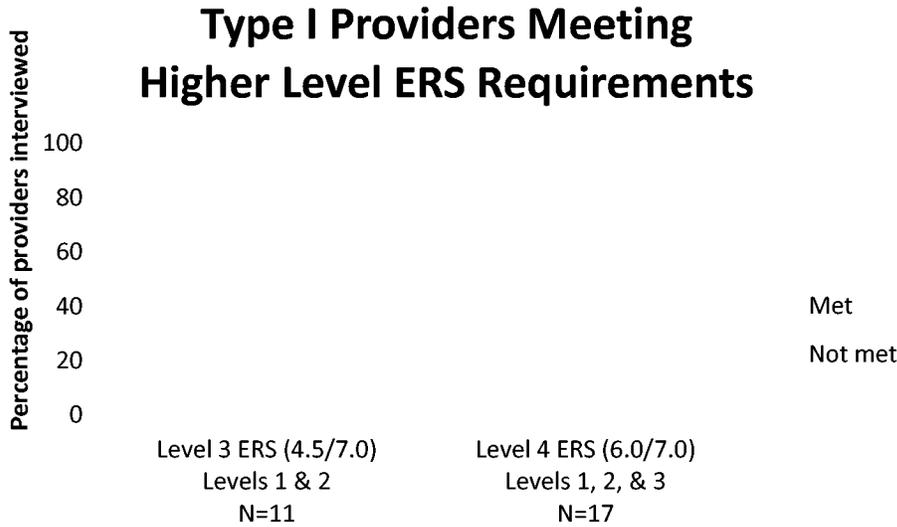


At the time of the interviews, six Level 1 Certified home providers had not yet received an ERS rating. The remaining Level 1 providers already met the Level 2 ERS requirement (at least 3.0/7.0). Over one-half of Level 2 providers met the Level 3 ERS requirement (at least 4.5/7.0), and about one-third said it would be somewhat or very easy to meet. Less than one-fifth of Level 2 and 3 Certified home providers already met the Level 4 ERS requirement (5.5/7.0). Over half of Level 1, 2, and 3 providers who did not meet the Level 4 requirement said it would be somewhat or very difficult to get a 5.5 on the ERS, while one-half said it would be somewhat/very easy to achieve.

Type I Facilities

Figure 3.4 shows the percentage of Type providers who reported meeting ERS requirements at higher levels.

Figure 3.4. Percentage of Type I providers meeting higher-level ERS requirements



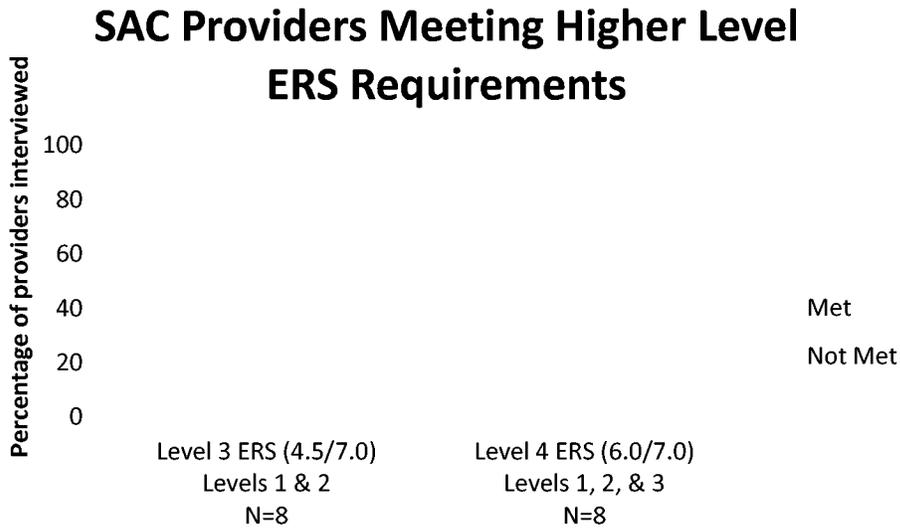
Six Level 1 Type I providers had not yet received an ERS rating at the time of the interviews. Approximately one-third of Level 1 and 2 providers received an ERS score of 4.5 or higher (Level 3 requirement). A little over one-fourth of Level 1 and 2 providers who had not met the Level 3 ERS requirement said it would be somewhat or very difficult to do so. Two Level 1 and 2 providers said it would be somewhat or very easy to get a 4.5 on the ERS.

No Level 1, 2, or 3 providers received a 6.0 on the ERS (Level 4 requirement). Approximately one-fourth of Level 1, 2, and 3 said it would be somewhat/very easy to achieve the Level 4 ERS requirement, while almost two-thirds said it would be somewhat/very difficult. The remainder were neutral about their ability to meet the higher ERS requirement (saying it would be “neither easy or hard”).

School-Age Care Facilities

Figure 3.5 shows that one-half of Level 2 SAC providers received an ERS score of 4.5 or higher (Level 3). Two providers said it would be somewhat/very easy to obtain a score of 4.5 on the ERS, and one provider said it would be somewhat/very difficult. No Level 2 or 3 SAC providers met the Level 4 ERS requirement (6.0/7.0), and almost all providers said it would be somewhat/very difficult to do so.

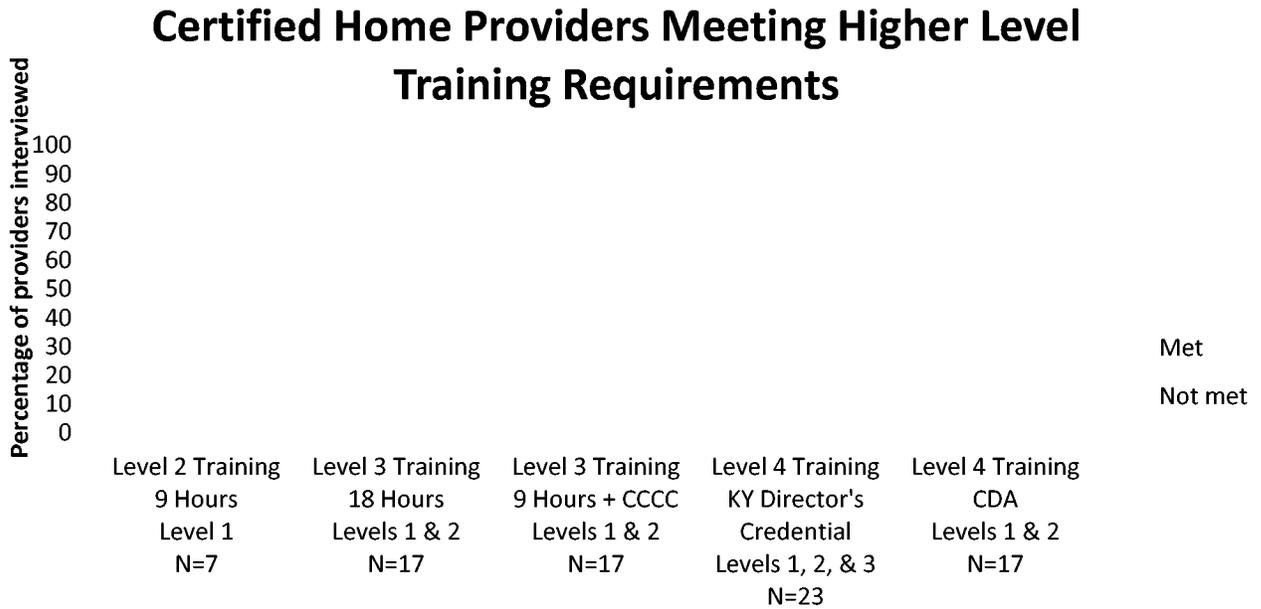
Figure 3.5. Percentage of SAC providers meeting higher-level ERS requirements



Certified Homes

Almost all Level 1 providers reported that they complete at least 9 clock hours of training or more per year (Figure 3.6). The one Level 1 provider who did not meet this requirement said it would be somewhat/very easy to meet that requirement. One-third of Level 1 and 2 providers complete at least 18 clock hours of training (a Level 3 requirement). Those who did not meet the Level 3 requirement said it would be somewhat/very easy to complete 18 hours or more of training per year. A little over one-third of Level 1, 2, and 3 providers have a Kentucky Director’s credential (a Level 4 requirement). Two Level 1, 2, and 3 providers several said it would be somewhat/very difficult to obtain a Director’s credential, and about one-fifth said it would be somewhat/very easy.

Figure 3.6. Percentage of Certified Home providers meeting higher-level training requirements



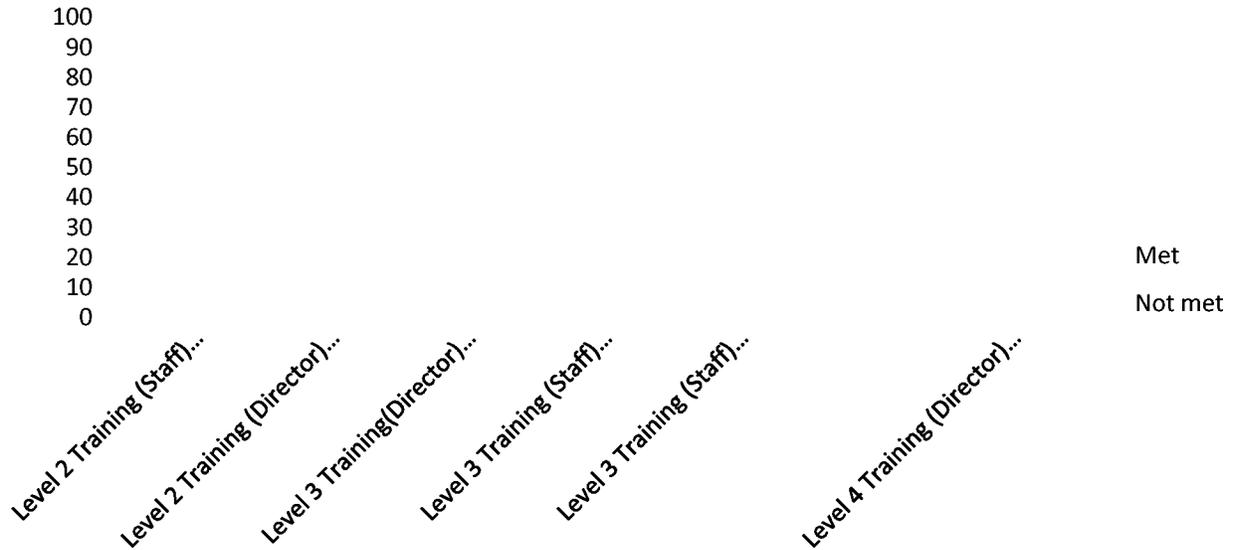
Over one-third of Level 1 and 2 Certified home providers have a Child Development Associate (CDA) credential (Level 3 providers are required to have this credential by their 4th year in STARS, and all Level 4 providers must have it). One-third of Level 1 and 2 providers said it would be somewhat/very difficult to obtain a CDA, and only one provider said it would be somewhat/very easy.

Type I Facilities

Figure 3.7 shows that three-fourths of Level 1 Type I providers reported that the staff in their programs complete at least 15 hours of training annually (a Level 2 requirement). A little over one-third of Level 1 providers said they complete at least 18 hours of training annually (a Level 3 requirement). A little over one-third of those who do not complete at least 18 hours said it would be somewhat/very difficult to meet this requirement, and one provider said it would be somewhat/very difficult. Almost one-third of Level 1 and 2 providers reported that they meet 24 hours of training for directors annually (a Level 3 requirement). About one-fourth reported that it would be somewhat/very easy to achieve Level 3 director training requirements, and almost one-third said it would be somewhat/very difficult. The remainder said it would be neither easy nor difficult.

Figure 3.7. Percentage of Type I providers meeting higher-level training requirements

Type I Providers Meeting Higher Level Training Requirements



About one-fourth of Level 1 and 2 providers reported that their staff had a Commonwealth Child Care Credential (or higher). Only two providers said it would be somewhat/very easy to meet this requirement, while a little over one-half said it would be somewhat/very difficult. Approximately one-third of Level 1, 2, and 3 providers reported that there was one person (at minimum) with a CDA in each classroom at all times (a Level 4 requirement). The majority of providers who did not meet this requirement said it would be somewhat/very difficult to meet.

School-Age Care Facilities

Almost one-half of Level 2 SAC providers reported that they complete at least 24 hours of director training annually (a Level 3 requirement). About one-fourth of Level 2 providers said it would be somewhat/very easy to meet this requirement, and one-fourth said it would be somewhat/very difficult. Only one Level 2 SAC provider reported that there is one person (at minimum) with a CDA in each classroom at all times (a Level 4 requirement). Almost all SAC providers who have not met this requirement said it would be somewhat/very difficult to do so. One-third of Level 2 and 3 SAC providers have a Kentucky Director’s credential. One-third of those who did not meet this requirement said it would be somewhat/very easy to obtain a Director’s credential, and one provider said it would be somewhat/very difficult.

Figure 3.8. Percentage of SAC providers meeting higher-level training requirements

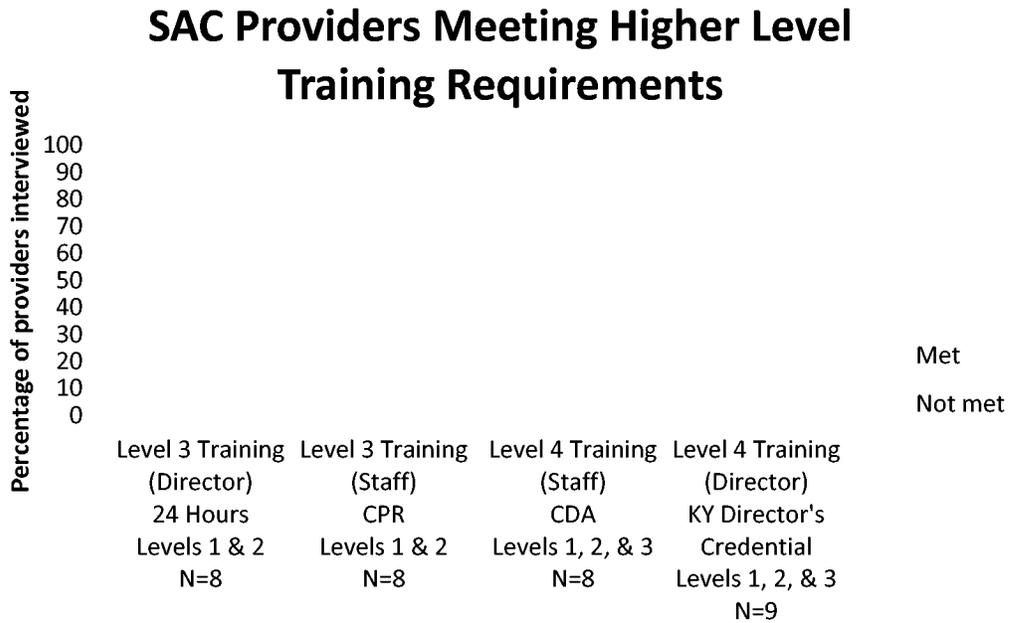
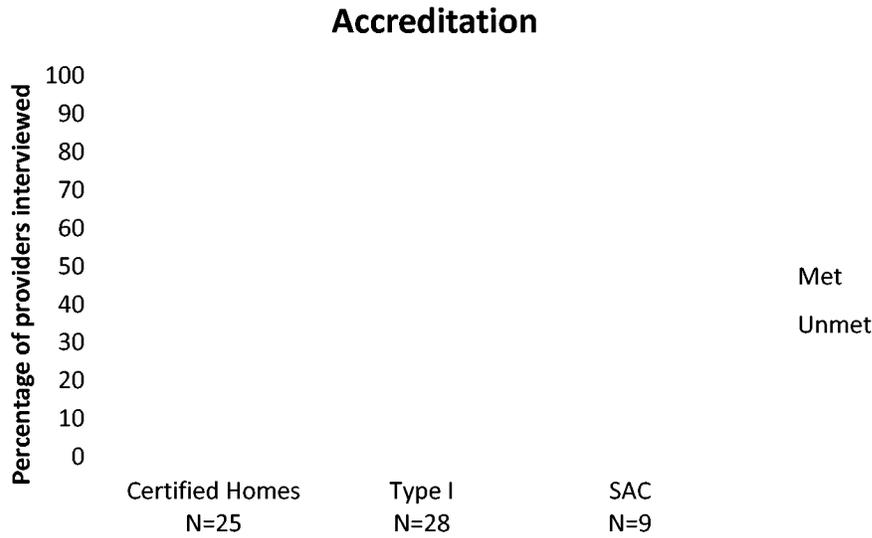


Figure 3.9 shows the percentage of all providers who reported that their program was accredited by a nationally-recognized accrediting body.

Figure 3.9. Percentage of providers reporting that their program was accredited by a nationally-recognized accrediting body



Certified Homes

Only one Level 1, 2, or 3 Certified home provider is accredited by a nationally-recognized accrediting body (a Level 4 requirement). Less than one-fifth of Level 1, 2, and 3 providers said it would be somewhat/very easy to become accredited, and about one-fifth said it would be somewhat/very difficult. More than half of the Level 1, 2, and 3 providers who are not already accredited said they did not know how easy or difficult it would be to meet this requirement.

Type I Facilities

Over three-fourths of Level 1, 2, and 3 Type I providers are not accredited. Type I providers were not asked to report the ease with which they believe they could meet this requirement.

School-Age Care Facilities

None of the SAC providers in this sample are accredited by a nationally-recognized accrediting body. SAC providers were not asked to report how easy or difficult it would be to meet this requirement.

Certified Homes

Due to the fact that Level 4 providers have already completed all of the STARS grid requirements, these providers were asked to report on the STARS levels that were the easiest and the hardest to achieve. The Level 4 Certified home providers in this sample both reported that Level 3 was the easiest to achieve and that Level 4 was the most difficult. Family involvement

activities were the easiest requirement for these providers to complete, and the ERS rating was the most difficult.

Type I Facilities

Two Level 4 providers said that Level 3 was the easiest to achieve, and one provider said that Level 2 was the easiest. Level 4 was the hardest to achieve for two Type I providers, and one provider said that none of the levels were particularly difficult to achieve.

The easiest requirements for Level 4 Type I providers included family involvement and personnel. One provider explained that her program's administrative agency already offered staff paid vacation time, so meeting that requirement was not difficult. The hardest requirements for Level 4 providers were maintaining training hours and meeting all of the ERS indicators.

Certified Homes

Interview respondents were asked to report on the STARS level they planned on applying for at their next rating. Approximately 65 percent of Level 1, 2 and 3 Certified home providers said they would apply for a higher level. These providers were also asked to describe any challenges they anticipated in moving up to that higher level. A couple Level 1 providers reported that they needed to work on room arrangement and setting aside space for equipment. A couple Level 3 Certified home providers said that the cost of accreditation would be a challenge. Several other providers stated that they either did not know what challenges might arise or that they did not anticipate any particular challenges. The Certified providers who were not planning on applying for a higher STARS level reported that the training hours, Director's credential, and accreditation requirements prevented them from being able to achieve higher levels.

Type I Facilities

Fifty-two percent of Type I providers reported that they planned on moving up to higher STARS level at their next rating. The majority of these Type I providers said that getting additional credentials and training hours would be a challenge in moving up to a higher level. Those who were not planning on moving up to a higher level said that the requiring a provider with a CDA in each classroom at all times was particularly challenging. A few Level 2 providers said that they could not reduce their adult-child ratios to achieve a Level 3. A few other providers reported that the accreditation requirement prevented them from moving up the grid.

School-Age Care Facilities

The majority of SAC providers (8 out of 9) were a Level 2 at the time of the interviews. One of the SAC providers reported that they would apply for a Level 3 at their next rating but that the clock hours of training would be challenging for staff. Several SAC providers said that they were not able to move up to a Level 3 because their program could not offer paid leave to its staff.

Another SQC provider said they could not move up to a Level 3 until one more staff member received a CCCC. The remaining SAC providers reported that their facilities were shared spaces, and therefore they were unable to make necessary changes to achieve a higher STARS level.

The qualitative information collected from providers reiterates the findings that suggest that the ERS, training and credential, and accreditation requirements are significant challenges that providers must overcome before advancing to higher STARS levels.

When asked what types of incentives would motivate them to achieve higher STARS levels, most providers cited additional financial resources. For example, a Type I provider said “If I was going for a 4 [the incentive] would be money because I would need help paying for the insurance.” One Type I provider said it would be motivating “if we could offer a salary increase for those that do get their credentialing or if there was a higher position we could give them.” Another Type I provider reported that as a “mid-range price center” she needed additional funding to maintain Level 3 or 4 ratios. A few Certified home providers reported that additional financial resources would enable them to purchase the equipment and supplies necessary to receive a higher score on the ERS. Several providers across program types reported that increased scholarships would motivate them to receive additional training hours and enroll in coursework related to early childhood education.

While financial incentives were the most frequently cited motivation to achieve higher STARS levels, free training, additional materials for children such as books and toys, and recognition as a high-quality program would motivate providers to complete additional requirements and advance to higher STARS levels.

The interview data presented in this chapter provide valuable information about the STARS grid requirements that are “easy” for Certified home, Type I, and SAC providers to meet. According to the providers in this sample, ratio and family involvement requirements at Levels 3 and 4 are not particularly challenging.

The ERS score requirements at higher STARS levels do appear to present challenges for the providers in this sample. Clock hours of training, credential requirements, and accreditation also appear to be challenging for providers, particularly due to time and financial constraints. Most providers in this sample reported that they would be motivated to move up to higher STARS levels if they received additional financial incentives.

These findings can ultimately be used to inform discussions about revisions to the current STARS grid as well as technical assistance strategies that will support providers' success within the STARS system.

Enhancing the STARS system of technical assistance is an important goal of the process evaluation. Addressing this research question requires an examination of how STARS technical assistance and support is implemented by STARS Quality Coordinators (SQC), received by providers, and coordinated throughout the system. The purpose of this memo is to highlight insights gathered from SQCs, Professional Development Counselors (PD Counselors), Type I facilities, school-aged care (SAC) and certified home providers about the STARS technical assistance provided and received.

This chapter is organized into seven sections, as outlined below. The first three sections describe overall patterns in the types of technical assistance providers received from SQCs, CCR&Rs, and other individuals or agencies they identified to help them improve the quality of their program. The next three sections report the technical assistance PD Counselors and SQCs reported providing to programs. The last section compares responses providers reported when asked about the technical assistance they received from their SQC to the needs SQCs identified among those same providers.

A summary of findings from each section of analysis is described briefly below:

- I. Technical Assistance Providers Received from SQCs.** All providers, to varying degrees, reported that they received technical assistance to help them prepare for the STARS review process. This includes support such as conducting a practice ERS, completing an interim report or a needs assessment, or assisting with paperwork. Providers also frequently reported their SQC was readily available to answer questions, and offered them information about trainings and grant opportunities. Almost all providers indicated that they received high quality support from their SQC.
- II. Technical Assistance Providers Received from CCR&Rs.** About one-third of all respondents indicated that they do not interact with their CCR&R. The remaining two-thirds of providers indicated that training was the main support they received from their CCR&R. Some differences emerged by type. Several certified home providers reported that their CCR&R also helped them with referrals and/or connected them to other community resources.
- III. Technical Assistance Providers Received from Other Resources.** The Cabinet for Health and Family Services was the most common resource providers identified when

asked about other supports they had received, specifically the Health Access Nurturing Development Services (HANDs) and Healthy Start programs. Other responses included Children's Inc. and Early Childhood Councils.

IV. Technical Assistance Provided by Professional Development Counselors. Most PD Counselors reported that on a daily or weekly basis they help providers select appropriate degree or credential programs. Other daily or weekly activities that about two-thirds of the responding PD Counselors indicated that they engaged in frequently include helping programs apply for the KY Early Childhood Scholarship, complete scholarship forms, meet STARS requirements, or apply for Milestone Achievement Awards.

V. Technical Assistance Provided by SQCs. The ERS played a strong role in helping SQCs identify providers' needs and was the primary focus of technical assistance SQCs reported providing to programs. Specific examples include helping providers identify specific strategies to improve their ERS score, conducting the ERS and giving providers feedback on their strengths and weaknesses, and discussing effective room arrangement.

VI. Additional Supports, Activities, Topics, and Strategies Utilized by SQCs. SQCs reported they engaged in a specific set of activities or supports related to the STARS evaluation process with almost all providers. Among the specific STARS activities and supports identified by the interviewer, SQCs indicated they spent the most time developing an improvement plan based on the recent ERS score for almost half of the providers. When asked if they provided support on a specific set of topics, 'health and safety practices' was most frequently identified. In addition, SQCs reported that they engaged in the following strategies when working with almost all providers: observing the provider at work and giving them feedback on their practices; discussing tasks or improvements that need to be done; and providing and reviewing written materials or resources.

VII. Alignment between Technical Assistance Provided by SQCs and Received by Programs. SQCs were asked about specific providers' greatest needs, and providers were asked about the technical assistance they received from their SQC in the past year. When compared together, there was some alignment between responses, which may indicate that expectations about technical assistance between these pairs was clearly communicated and met, or were at least evident to both the provider and the SQC.

Most Type I, certified home, and school-aged providers (n = 62) participating in the study have been working with their SQC for less than three years and have been participating in STARS, on average, for four years. Most providers indicated that they communicated with their SQC at least once a month, typically by phone, though email and site visits were also frequently mentioned. In addition, a few Type I providers reported that their SQC was on their local Early Childhood Council, and that these regular meetings provided another opportunity for them to connect with their SQC.

Each provider was asked a series of questions to better understand the types of technical assistance (TA) they have received and who has provided them with technical assistance. The section below includes analysis of the following questions: What services or supports did (insert SQC name) provide in the last year? Toward what goal? How would you describe the quality (effectiveness/usefulness) of the services you received? Responses to each of these open-ended questions were first coded then categorized based on key themes. Coded responses were quantified during analysis to determine overall patterns in the data. Qualitative terms such as “most”, “many”, “several”, and “a few” are used to provide the reader with an indication of how frequent particular responses were mentioned. The methods section of this report provides a key for understanding how these qualitative terms were defined.

Type I Facilities

When asked what services or supports their SQC provided to them in the last year, Type I providers (n = 28) identified a range of different types of supports that fell into three common categories, listed below in order of most to least common response:

- 1) On-call support and information;
- 2) Preparation and support for STARS review; and
- 3) Individualized technical assistance related to the ERS requirements.

On-call support and information. Most Type I providers reported their SQC was a regularly utilized resource for their program and that their SQC was readily available to answer questions. This was the most commonly referenced activity in this category and the most common type of support Type I providers indicated their SQCs offered overall. For example, one provider indicated, “she's always been very good if I had a question or concern, she's always tried to help” or another commented, “I have had questions I couldn't get answered from anyone else. She has helped me so much on all kinds of things.”

Many of these providers also indicated their SQC checked in with them regularly, and a few noted that they provided them with moral support and encouragement. In addition to being readily available to answer questions, many Type I providers also commented on the type of information SQCs provided to them. A few reported their SQC gave them general information about STARS or provided STARS promotional materials, and many indicated they provided useful information about training or funding opportunities. One provider remarked about her SQC, “she also called me up and reminded me to apply for a mini grant, came out and brought me some information to give to my parents about the STARS program, and put a sign outside to let the neighbors know that we are in the STARS program.”

Preparation and support for the STARS review process. When discussing supports related to preparing for the STARS evaluation process, many providers made comments such as, “she made several visits to the center to help us prepare for our STARS visit,” or “she has done ERS in all our rooms.” Many providers made similar comments, indicating their SQC helped them by conducting the ERS or helping to prepare for the ERS, assisting with an interim report, or developing an improvement plan. Many providers also indicated their SQC helped them with paperwork, such as, “she checked over my notebooks, answered questions, especially when the changes occurred with STARS and licensing and helping us to understand what that meant for us” or “she helps with the binder making sure we are putting things in there that need to be in there.” One provider indicated that her SQC provided a great service to her by, “obtaining the STARS forms in an electronic format so that I didn’t have to write everything out.” This provider indicated that obtaining electronic copies of the forms was a significant relief as it made the STARS process faster and easier for her.

Individualized technical assistance related to the ERS requirements. Individualized technical assistance was mentioned in discussions about SQC helping programs meet specific ERS indicators. For example, one Type I provider reported, “she has come out and stayed in the classroom with my teachers and gave them suggestions on how to improve the quality of our teaching.” Or, “she did everything for us from sitting to talk about what we need to do differently to coming and helping us to paint.” Others reported supports related to optimal room arrangement, helping to identify materials that needed to be purchased, and providing advice on what trainings to attend to fulfill ERS requirements. For example, “she has helped us problem solve and brainstorm creative ways to meet the requirements on the ERS that we were having problems with.” This type of tailored technical assistance was frequently reported as on-site assistance.

Quality of Technical Assistance Received

Providers were asked to comment on the quality of the services they received from their SQC. Almost all Type I providers reported the supports and services they received were high quality, making comments such as “excellent” or “effective and useful.” Others expanded on this by

adding, for example, “she's my anchor, she helps me more than anybody, if it wasn't for [her], I don't know what I would do,” and “she has jumped through hoops to help us get to 4 STARS.” There were, however, a few comments that might be considered neutral or negative. These include statements such as, “I don't think she was hard enough on me to prepare me for what I was getting into” or “she made me feel nervous, when instead I hoped that she would put me at ease and give me the confidence that yes we can do this.”

Certified Home Providers

Certified home providers (n = 25) also reported that their SQC offered a range of different types of supports. These supports are discussed below, again reported from most to least common:

- 1) Preparation and support for STARS review, inclusive of addressing specific ERS requirements;
- 2) General program support and information; and
- 3) Information about training and funding.

Preparation and support for STARS review. Providing assistance with filling out STARS paperwork was the most commonly referenced activity in this category and the most common type of support certified home providers indicated their SQCs offered overall. Other assistance and support provided included activities such as, helping to prepare or review the STARS binder, providing technical assistance related to specific STARS requirements, helping to prepare for the ERS rating and/or conducting practice ERS observation(s), and providing information about STARS.

Several certified home providers also indicated that their SQC provided technical assistance related to specific STARS requirements. Providers made comments such as, “she helped me with safeguards, and helped me with sanitation/diapering requirements,” or, she “gives me ideas for family involvement,” and “she helped me figure out which supplies I needed, and which ones I already had that could be used as learning tools.” In addition to paperwork support and assistance related to specific STARS requirements, many certified home providers indicated that their SQC either conducted an ERS for them or assisted them in preparing for the ERS. One provider indicated her SQC, “looks at my environment, and goes over ERS scores with me,” or another commented, “she came out to do a review and made a list of ideas for things I could do cheaply to improve my ERS score”

General program support and information. Like Type I facilities above, several certified home providers indicated that their SQC was readily available to answer questions. Certified home providers offered comments such as, “anything I need to know, she may not have the answer but she knows where to go to get it,” or, “anything I need, I can call her whenever,” and “she's loving and communicative, I can always call.”

Other activities included in this category were mostly unique to certified home providers, including helping providers understand quality care; providing moral support and encouragement; providing support in running a business such as scheduling, planning, management and organization; and helping to find resources on the internet and in the community. Comments made by providers in this category include, “she’ll sit here with me and help me understand all this [information about providing quality care]” or, “she knows who in the community is the person to ask” and, she has “explained things I don’t understand.” A few providers indicated that their SQC was a great source of professional support and encouragement, making comments such as, she “tells me how to be more professional” or, “she taught me to not give up when I get frustrated,” and “she is very encouraging, I wasn’t going to go for a Level 4, but she encouraged me.”

Information about training and funding. In addition to the activities listed above, several certified home providers indicated that their SQC informed them about trainings or funding opportunities. A few providers also indicated their SQC introduced them to the STARS PD Counselor.

Quality of Technical Assistance Received

When asked about the quality of the supports and services offered, almost all certified home providers had positive responses. These comments included examples such as, “she goes beyond her duties... she wants everyone to be in STARS, she has that motivation about herself, promotes you to do better, if you have a problem, she’ll help,” or, “she adds a personal touch, when you add all the requirements/guidelines, that personal touch means a lot.” Only a few providers made neutral or negative comments about the quality of the support they received from their SQC. Examples include, “hit and miss, when she’s into it, she can be really helpful. Other times, she seems really rushed, uninterested,” or when asked what type of support was provided, another provider said, “nothing really, she just looked at my book and signed a piece of paper cause I did everything myself.”

School-Aged Care Facilities

Technical assistance and support provided to SAC providers (n = 9) was very specific to the STARS rating process. Most SAC providers indicated that their SQC helped them address specific ERS requirements and/or prepare for a STARS evaluation. For example, SAC providers indicated that their SQC provided, “Technical assistance with setting up the space, preparing it for the STARS evaluation,” or that she, “Goes over everything, does a [practice] ERS on us, and tells us what we need to change and improve,” and “worked with us on our room arrangement.” Other activities SAC providers mentioned include providing assistance with paperwork, providing trainings, and being readily available to answer questions.

When asked about the quality of the services received, SAC providers had mostly positive perceptions about their SQC. For example, “unbelievable, she’s phenomenal” or “very very thorough.” Though there were also a few neutral and negative comments, such as, “when she is

there, I think it is great, her feedback is excellent and has really helped us to improve and change to get our rating. The problem I have had is her busy schedule and making appointments and her not showing” or, “she gave us some information that wasn't right when our STARS rater came in, but most of the time she's very good and thorough and gives us all kinds of feedback.” One SAC provider also commented, “the only reason we use [our SQC] is because we have to, zero benefit.”

Examining the technical assistance offered to providers by STARS level may inform an understanding of how needs differ across STARS ratings and how SQCs adapt the technical assistance they offer to different providers. Data collected through the telephone interviews indicate that there are differences in the technical assistance Type I, certified homes, and school-aged providers (n = 62) reported receiving by STARS level. The differences are however, as may be expected, most noticeable between Level 1 and Level 4, and less so between Levels 2 and Level 3.

Almost all Level 4 Type I and certified home providers (no Level 4 SAC providers were sampled) reported that their SQC provided individualized technical assistance that was specific to preparation for the STARS rating process. For example, reviewing the STARS binder and helping with STARS paperwork, conducting practice ERS, and checking in regularly to address questions about the review process. In comparison, the most common response among Level 1 certified home and Type I providers was that their SQC was always readily available to answer questions or offer general encouragement and support. Providing general information about STARS, available trainings, or grant opportunities was also a common support identified by many Level 1 providers.

Responses were similar across Level 2 and Level 3 providers, as the most common response among these two levels related to addressing specific ERS requirements. For example, room arrangement and rearranging the physical space were commonly reported as topics SQCs addressed with providers. Other topics included obtaining age appropriate materials, safety, health, and sanitation issues. Level 2 and Level 3 providers also both frequently reported that their SQC provided assistance in completing paperwork and that their SQC was readily available to answer their questions.

Certified homes, Type I, and school-aged providers were asked about technical support and resources they received from their local CCR&R (n = 62). The section below includes an analysis of the following questions: Have you received any services/supports from your local Child Care Resource and Referral agency? What kinds of services/supports? Toward what goal(s)? How long have you been working with your CCR&R? Over the course of one month,

how often do you interact with CCR&R? How do you interact with the CCR&R primarily? (Phone, email, onsite visits, etc.)How would you describe the quality (effectiveness/usefulness) of the services you received? Responses to each of these open-ended questions were coded then categorized based on key themes.

About one-third of all respondents indicated that they do not interact with their CCR&R. Among the programs that do work with their CCR&R, providers indicated that they have been working with their CCR&R for six years or more and that they communicate with their CCR&R, mostly by phone a few times a month. Communication with the CCR&Rs also included regular email notifications and monthly newsletters.

Provision of trainings was the most commonly reported type of support offered to certified home, Type I, and SAC providers by CCR&Rs. In addition to trainings, Type I and SAC providers mentioned supports such as use of the lending library and the availability of CCR&R staff to answer questions about state regulations and licensing.

Certified home providers mentioned they received trainings as a primary support but also mentioned other services that Type I and SAC providers did not. For example, several certified home providers (n = 25) indicated that their CCR&R connected them to the Child and Adult Care Food Program and provided referrals to families seeking child care. A few certified home providers also indicated that their CCR&R was their “primary source of support,” or, “anytime I have a problem I call them. She's like a counselor to me, I call about everything.”

Overall, providers from each of the three setting types had positive things to say about the quality of the trainings and services they received from their CCR&R. Comments included, “good,” “effective and useful,” and “it's top quality.” Neutral and negative comments mentioned by a few providers included responses such as, “no complaints,” “fine,” “interactions are not that great,” and “not as helpful as she could be.”

After asking about support provided by SQCs and CCR&Rs, and any additional supports SQCs or CCR&Rs connected programs to, participants (n= 62) were also asked, Have you received any other services/supports in order to improve the quality of your program? If so, how did you get connected with this support? For example, Has anyone other than your SQC helped you with:

- 1.Health and Safety practices
- 2.Room Arrangement
- 3.Lesson Plans
- 4.Family Involvement Strategies
- 5.Age Appropriate Practices
- 6.Daily Schedule

7. Interactions with Children

Responses to each of these open-ended questions were coded then categorized based on key themes.

The most common response among Type I, SAC providers, and especially among certified home providers (n = 62) was resources from the state Cabinet for Health and Family Services. Several providers mentioned specific programs that were provided to them such as the Health Access Nurturing Development Services (HANDs) and Healthy Start, in which trained individuals came to their programs to teach children about topics such as hand washing and fire safety. Other services offered by the Health Department identified in the interviews include the Nutritional and Physical Activity (NAPSAC) program, and trainings related to mental health and foster care.

Another common response among certified home providers (n = 25) was Children Inc., a non-profit organization that partners with early childhood professionals to provide training and resources to support children's school readiness. One provider indicated that this program, "helps with clock hours of training, going over the Kentucky standards... they get materials for me, keep me up to date on changes in state requirements... they are my primary source of support." Using Children's Inc. as a primary source of support was echoed by a few other certified home providers.

A few certified home and Type I providers (n = 53) indicated that their local Early Childhood Council (EC Council) provided them with useful resources. One certified home provider commented, "I get a lot of my information from an email that [my EC Council] sends out. That's the most useful. It's their monthly newsletter and it's fabulous!" Another certified home provider indicated that her local EC Council was her "primary support system." A Type I provider indicated that she "got a mini-grant from my early childhood coalition to purchase materials."

Though less frequently mentioned, other sources of support identified in the interviews include: the local library, mental health consultants or trainings, speech and occupational therapists, and Head Start.

When asked how the SAC, certified home, and Type I providers got connected to these resources, responses included having a prior contact with the program or previously attending one of the trainings, a connection made through the EC Council, mailings, or in few cases, programs receive services "because we were in STARS."

Professional Development Counselors (n = 13) were asked, through an electronic survey, about the frequency (Daily; Weekly; Monthly; Quarterly; or Annually) they engage in the following activities:

- 1) Helping programs/providers meet their STARS training requirements;
- 2) Helping programs/providers apply for Milestone Achievement awards;
- 3) Working with an SQC(s) on specific program/provider professional development needs;
- 4) Helping providers develop a Professional Development Plan to meet licensing standards; Helping providers identify appropriate credential/degree programs (non-college Commonwealth Child Care Credential, CDA, College CDA, AA, BA, MA); Helping providers apply for the Kentucky Early Childhood Scholarship;
- 5) Helping providers complete scholarship forms through the Kentucky Higher Education Assistance Authority including FASFA forms;
- 6) Connecting providers with other financial supports for coursework or training; Conducting the final checklist resulting in a STARS rating;

Working with Child Care Resource and Referral agencies, local training agencies, and/or local community colleges/universities to ensure providers can access the trainings they need; and Communicating with community colleges/universities to help providers enroll in credential/degree programs.

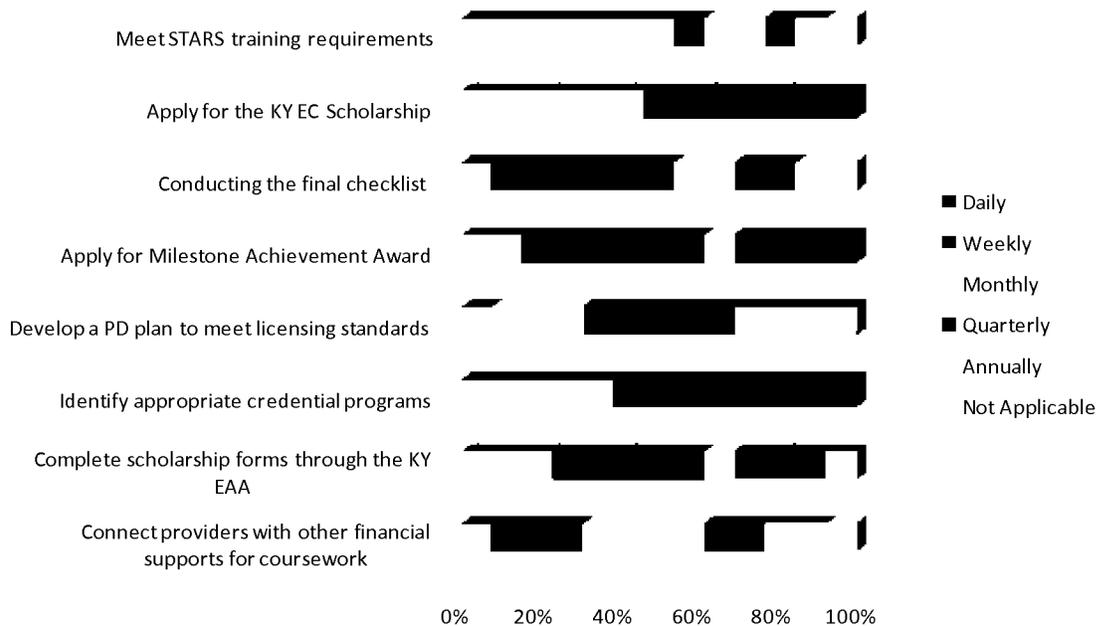
PD Counselors were also asked, What activities are missing from this list that you engage in frequently? The following section also includes an analysis of responses to the following questions: How many providers are you currently working with? How many programs have you conducted at least one site visit with in order to communicate your role as a Professional Development Counselor? If you could change one thing about the system of professional development technical assistance and support offered to programs/providers what would it be?" Most of the data collected in the PD Counselor Survey was quantifiable and therefore reported below as a percentage of all respondents. A few items, such as, What activities are missing from this list that you engage in frequently, were first coded then categorized based on key themes.

Almost all PD counselors indicated that they were currently working with a range of 100-200 providers and that they had conducted a site visit with most of the providers they work with. About two-thirds of the responding PD Counselors indicated that they helped providers apply for the Kentucky Early Childhood Scholarship or complete paperwork for coursework on a daily or weekly basis. Helping scholars identify appropriate credential programs was also a daily or weekly activity for all PD Counselors.

Half of the PD Counselors reported that they helped providers meet their STARS training requirements on a daily basis and half report that they conduct the final checklist for the STARS rating on a weekly basis. Working with providers on specific professional needs was a daily

activity for half of the PD counselors, and a monthly activity for the other half. About two thirds helped programs apply for Milestone Achievement awards on a daily or weekly basis.

Figure 4.1. Professional Development Counselors’ reported frequency of engagement in activities to assist child care providers (n=13)



PD Counselors were also asked about any activities they engaged in frequently that were not included in the survey. Responses varied greatly among participants. Several responses were related to Child Development Associate (CDA) credential, for example, "visiting both non-college CDA classes at least twice per year to explain credential processes and promotion of college scholarship," or, "helping students apply for CDA mini-grants," and "CDA advising, such as doing their on-site assessments." Other common responses were related to processing paperwork related to, for example, the Commonwealth Child Care Credentials and renewals, related education awards, textbook reimbursements. Others also mentioned activities they engaged in to promote or engage scholars in obtaining credentials or scholarships.

Responses varied when asked about the frequency in which they collaborate with CCR&Rs or local community colleges. About half of the PD Counselors indicated that they worked with their CCR&R on monthly basis, the other half reported communication on a daily or weekly basis. One third of respondents communicated with community colleges on a daily basis. The remaining two-thirds reported communication on a weekly or monthly basis.

Figure 4.2. Professional Development Counselors' reported frequency of working with others (n=13)



PD Counselors were also asked, "If you could change one thing about the system of professional development technical assistance and support offered to programs/providers what would it be?" Some comments were specific to coursework and scholarships, including, "increase tuition money to keep pace with rising tuition rates" and, "that forms would be a little more user friendly. Some of the wording on the scholarship application is a bit confusing. Some of the forms look so much alike that providers get them confused." Other comments were related to the CCR&R and community colleges including, "make some changes with R&R...Bad reputation with many providers in my areas...I feel it harms my relationship with the providers at times. They often associate me with them or the state licensing until they get to know me." And, "I would like to see the college advisors be better informed about the Early Childhood programs and be available for advising in late April, May, June and July. My fall scholars have a hard time registering for classes because no one is available to help them during the summer months."

The SQCs of almost all participating certified home, SAC, and Type I facilities (n= 58) were interviewed about their perceptions of individual program needs and the types of support they have provided to address these needs. The following section analyzes responses SQCs provided to the following questions: Over the past year, what were the program's greatest needs? How were these needs identified? To what extent has the program utilized the resources that have been provided? The interview also included a series of questions about specific types of support, strategies, activities, and topics the SQC may have incorporated into their technical assistance. Responses to each of these open-ended questions were coded then categorized based on key themes.

Type I Facilities

SQCs offered numerous examples for the greatest needs they identified among Type I facilities (n = 28). The most commonly reported needs as identified SQCs include:

- **Preparing for, explaining, or conducting the ERS.** This category included activities such as helping programs identify strategies to improve their ERS score, conducting the ERS and giving providers feedback on their strengths and weaknesses, and talking with all the staff members to be sure they were comfortable and ready for the ERS ratings visit.
- **Providing guidance on trainings or training requirements.** This includes helping to find free trainings, conducting trainings for programs on topics such as the early childhood standards, and helping programs properly calculate the completed and needed training hours for their staff.
- **Addressing room arrangement and physical environment issues.** For example, re-arranging or repurposing rooms to use space more effectively, or providing guidance on playground safety issues.
- **Serving as a sounding board for questions, concerns, and fears.** SQCs indicated that one of their primary functions was to be responsive to a variety of provider requests and needs related to STARS, allaying the concerns of staff members, or answering questions related to specific changes or requirements.

SQCs mentioned other activities they engaged in with a few programs which include, utilizing developmentally appropriate materials and instructional techniques, assisting with the interim report, providing assistance with staffing, and addressing licensing issues.

Certified Homes

SQCs working with certified home providers (n = 24) identified a wide range of needs, primarily focused on preparing for the STARS evaluation process. Specifically, these supports include:

- **Individualized TA related to ERS requirements.** Many SQCs indicated that the ERS was a primary area of need for FCC providers. For example, utilizing effective discipline strategies, incorporating developmentally appropriate curriculum and materials, setting up a daily schedule, addressing health and safety issues, and effective room arrangement.
- **Providing guidance on trainings or training requirements.** For example, SQCs indicated that they helped several providers find free trainings, connect to resources to assist them with credentialing, and one SQC indicated that she had provided on-site coaching to help providers implement effective teaching strategies covered in a training the provider attended.

Other areas of support provided by SQCs included assisting with the completion of interim reports, addressing licensing issues, and creating an improvement plan.

SAC Facilities

Needs identified by the SQCs of the few SAC providers (n = 6) focused on space or room arrangement issues, completing the interim report, identifying mini-grant opportunities and trainings.

Across all provider types, SQCs (n = 58) indicated that the primary strategy they used to identify needs was the ERS for about two-thirds of the providers with which they work. Some SQCs elaborated on this by saying that they used a combination of observations and the formal ERS, or the ERS to inform an improvement plan. Other SQCs indicated that the process of preparing for an ERS evaluation provided an opportunity to work with programs to identify needs. Use of the needs assessment was another common strategy identified by SQCs working with several different types of providers. Using the needs assessment was followed by SQCs indicating that needs were often identified either by the program or collaboratively through regular communication. For example, SQCs made comments such as, “usually she’ll tell me what some of her needs are,” or “some things we identified collaboratively,” and, “a lot of it was just sitting down and listening to her.”

When asked if providers were utilizing the resources and supports provided to them, SQCs (n = 58) had positive things to say about the level of engagement they observed among most providers. Across all provider types, SQCs indicated that about one quarter of providers they worked with did not utilize resources that they were provided, or that they were not engaged in the STARS process. Some SQCs clearly indicated that the provider was “minimally” engaged or that the resources were utilized, “very little.” In other cases it was not as clear why the provider was not engaged. For example, one SQC felt that the provider did not “really seek out [STARS] because they have their own resources,” or in other cases it was the lack of provider responsiveness to the SQC that prompted their belief that the provider was not engaged. Otherwise, SQCs made comments such as, “she follows through to the ‘T’, you tell her something and she does it,” or “we’ve changed a lot of things in their buildings, they were a good program but they’ve become a better program through teamwork, it’s not just me.”

All SQCs (n = 58) were asked a several sets of questions about whether or not they had engaged in specific technical assistance activities, supports, addressed specific topics, or utilized specific strategies when working with providers (n = 58). After each question set, participants were asked which item they spent the most time on, and which item they perceived was most helpful to the provider. Results are summarized in Table 4.1 and discussed in more detail below. There were no open-ended questions in this section, therefore frequencies are reported for all items.

Table 4.1. Quality Coordinators' perceptions of supports, activities, topics and strategies

Supports, Activities, Topics, and Strategies utilized by SQCs (n = 58)			
	SQCs who reported "Yes" to the following items	SQCs who reported they spent the most time on the following items ¹	SQCs who reported that the following items were the most helpful to the provider ¹
	(%)	(%)	(%)
Supports. Have you done any of the following in your effort to support the program?			
Completed a needs-assessment	88%	21%	31%
Assisted with professional development plans	79%	19%	7%
Provided information about available training opportunities and scholarships	81%	5%	12%
Completed STARS paperwork	100%	22%	26%
Reviewed STARS standards	91%	21%	31%
Activities. Have you done any of the following activities?			
Conducted an ERS assessment	83%	31%	15%
Helped develop a Plan of Action	86%	24%	19%
Helped develop an Improvement Plan based on the recent ERS score	83%	43%	50%
Conducted a final walk-through	79%	4%	15%
Topics. Have you offered support or provided resources on any of the following topics			
Health and safety practices	90%	25%	15%
Room arrangement	78%	18%	21%
Lesson plans	67%	12%	13%
Family involvement strategies	34%	2%	2%
Age appropriate practices	84%	6%	12%
Daily schedule	69%	8%	8%
Interactions with children	71%	22%	26%

Strategies. When you are working with this provider, do you use any of the following strategies or approaches?

Modeling best practices	52%	15%	15%
Observing the provider at work and giving them feedback on their practices	90%	49%	47%
Team teaching or assisting in their provision of child care	26%	4%	5%
Discussing tasks or improvements that need to be done	91%	16%	18%
Providing and reviewing written materials or resources	88%	16%	15%

1. Percentages add to 100% for each category: Supports, Activities, Topics, or Strategies.

SQCs reported they engaged in one or more supports or activities specifically related to STARS with almost all providers. When asked which of the activities listed above SQCs spent the most time on with providers, helping to develop an improvement plan based on the recent ERS score was the most frequently cited response (43 percent of programs), followed by conducting an ERS assessment (31 percent of programs), and developing a plan of action (24 percent of programs). Among all the activities listed above, SQCs indicated that they believed developing an improvement plan based on the recent ERS score was the most beneficial activity for providers (50 percent of programs), followed by completing a needs assessment (31 percent of programs) and reviewing STARS standards (31 percent of programs).

SQCs were also asked if they had provided support to programs on a specific set of topics identified by the interviewer. Respondents indicated that they had provided support on health and safety practices (90 percent of programs), age appropriate practices (84 percent of programs), and room arrangement (78 percent of programs) for the majority of providers they work with. SQCs also indicated that they talked with about two-thirds of providers about lesson plans or the daily schedule, whereas offering support on family involvement strategies was the least common response (34 percent of programs). SQCs reported that they spent the most time on health and safety practices (25 percent of programs) and thought the support they offered on interactions with children were the most beneficial to providers (26 percent of programs).

While asking SQCs about the activities they engage in and topics they cover with providers, interviewers also asked if they used a specific set of strategies, identified by the interviewer, when working with providers. SQCs indicated that they used the following strategies with nearly 90 percent of participating providers: observing the provider at work and giving them feedback on their practices; discussing tasks or improvements that need to be done; and providing and reviewing written materials or resources. Modeling of best practices and team teaching or assisting in their provision of child care were the least common responses (52 percent and 26 percent, respectively).

As discussed above, SQCs were asked about specific providers' greatest needs, and providers were asked about the technical assistance they received from their SQC in the past year. It is not expected that the responses from all SQCs their corresponding providers would always demonstrate a one-to-one match when responding to this question. However, exploring the alignment between the responses to these two questions may provide insight on participants' perceptions of the technical assistance relationship between providers and SQCs.

Among Type I facilities, there were 28 pairs of providers and SQCs (n = 28) that provided answers to the question about either TA provided or received. Of the 28 pairs, half of the responses matched on at least one activity. For example, an SQC identified one provider's greatest needs as, "working on achieving the level 4 rating, ERS, physical environment and room arrangement." When asked about technical assistance the SQC had provided, the provider said, "she has jumped through hoops to help us get to 4 STARS. She has helped us problem solve and brainstorm creative ways to meet the requirements on the ERS that we were having problems with." Or, another SQC identified safety on the playground as an issue in her comment, "I would say in the safety category, playground issues." The provider indicated, "the playground was a specific goal to get it up to where it needed to be, fix some things on it, replace some things."

About one-third of the 22 certified home provider and SQC pairs provided similar responses to questions about technical assistance provided and received. Responses included activities such as completing interim reports, assisting with mini-grants, and identifying trainings. Four out of six SAC and SQC pairs provided responses that reflected similar technical assistance activities, which included activities such as room arrangement or conducting the ERS.

While there are limitations to the degree this data can be interpreted, examining possible explanations about when perceptions of technical assistance do not match may be important for distinguishing where there are real gaps in communication and expectations, and where there are not. One way to interpret this data is to consider that half of Type I facilities, one-third of certified home providers, nearly all SAC providers, and their assigned SQC provided consistent responses to questions about the technical assistance that was provided and received. This may indicate that the expectations about technical assistance between these dyads were clearly communicated and met, or were at least evident to both the provider and the SQC. Yet, it may also be important to consider when and why perceptions of technical assistance do not align. For example, one SQC reported providing assistance related to several program needs such as, "helping with their interim report, providing training on early childhood standards, assistance with applying for a STARS grant, and answering questions of alignment of STARS date with licensing date." When the provider was asked what technical assistance they had received she reported, "none."

The absence of a match between the provider and the SQC should not necessarily be interpreted as a lack of communication between the SQC and the provider. It is important to note that SQCs were asked to have notes or records on hand when they were interviewed about specific providers, therefore the specificity of the SQCs' notes may have made it easier to recall program needs. In addition, differences between the language providers and SQCs used to describe technical assistance received and provided made it difficult to interpret if respondents were referring to the same activity. For example, one provider said, "she comes up and we discuss certain things and she's very helpful when I have questions." This provider's SQC said she had assisted them with their, "curriculum and daily schedule, making sure it is age appropriate, talking with them about their training hours, finding free trainings to their location so they do not have to travel so far." Here the provider's level of specificity is too vague to determine if the respondents were both describing the same activity.

Overall, providers and SQCs generally reported a consistent set of technical assistance activities as part of their participation in STARS. Providers mentioned several activities that their SQC assisted them with that were primarily driven by the need to address a specific STARS grid or ERS requirement. SQCs also reported that the ERS played a primary role in determining providers' needs and the technical assistance they offered. This varied somewhat by provider type. In addition to receiving support related to the STARS review process, certified home providers commonly reported supports such as helping them understand quality care; moral support and encouragement; and support on how to run a business. Also, in addition to preparing for a STARS rating, Type I facilities commonly reported that their SQC helped them to address a specific indicator on the ERS such as room arrangement or materials. While the quality of support providers reported receiving from SQCs was almost entirely positive, the few negative or neutral comments reported may indicate a breakdown in communication for isolated pairs of providers and SQCs.

This analysis also revealed a number of other individuals and agencies that provide support to providers. Most notably, services and resources provided by the Cabinet for Health and Family Services, Early Childhood Councils, and Children's Inc. CCR&Rs were most frequently associated with providing trainings to all provider types. For many certified homes, CCR&Rs also connected them to families in need of care or other community resources. In addition, PD Counselors reported spending a significant amount of time helping providers meet their STARS training requirements or conducting a final checklist for the STARS rating. The relationships between providers, SQCs, and other individuals and agencies will be investigated further in the next section of this report, which examines collaborative relationships and the degree of coordination and within the STARS technical assistance system.

How the different components of the STARS technical assistance system work together is one research question guiding the analysis of data collected through the process evaluation. The purpose of this chapter is to highlight insights gathered from STARS Quality Coordinators' (SQC), Professional Development Counselors (PD Counselors), Type I facilities, School-Aged Care (SAC) providers, and certified family home providers about the degree of collaboration and coordination within the STARS technical assistance (TA) system. This memo is organized into three sections. The first section highlights providers' perceptions of coordination and collaboration among TA providers. The second and third sections discuss SQCs' and PD Counselors' perceptions of the TA system.

The following key themes emerged from this analysis:

- A common set of technical assistance supports and resources were frequently identified by providers and SQCs as providing an important function in the TA System. The most frequently mentioned entities include: Early Childhood Councils (EC Councils), resources provided by the Cabinet for Health and Family Services, CCR&Rs, and Children's Inc.
- Most providers indicated that they had positive experiences working with multiple technical assistance providers. The few SAC and certified home providers who had encountered challenges described confusion between STARS and licensing requirements or resistance SAC providers encountered when trying to work with their EC Council.
- Most SQCs and PD counselors indicated that they had a good relationship with their CCR&R. However, about half of the PD counselors reported challenges in working with their community colleges, and one SQC reported challenges working with her CCR&R, which impacted several of her programs.

Providers were asked about their experiences working with different technical assistance providers. The section below includes an analysis of the following questions: Can you describe your experience working with multiple support services? This question was followed by a series of prompts such as, What are the areas in which the services you receive overlap? How have you

seen these people, agencies or individuals work together to help you? and Do you feel like you and your staff hear a consistent message about what defines quality and how your program can improve its quality? Responses to each of these open-ended questions were first coded then categorized based on key themes. Coded responses were quantified during analysis to determine overall patterns in the data. Qualitative terms such as “most”, “many”, “several” and “a few” are used to provide the reader with an indication of how frequent particular responses were mentioned. The methods section of this report provides a key for understanding how these qualitative terms were defined.

Experiences Working with Multiple TA Providers

Type I Facilities

Most Type I providers (n = 28) reported that they heard a consistent message about quality, whether they perceive different TA partners working together or not. For example, “I’ve never had them together but I know they support each other,” or, “I’ve seen them work together, and yea, I feel that I got a consistent message,” and “Yes they all work well together and are on the same page... sometimes [it] means we have a different approach, but all are working towards the same goal.”

A few Type I providers indicated that they heard conflicting messages or felt frustrated working with multiple supports. For example, one provider indicated, “it’s always felt like the STARS program especially [our SQC] has always been working with us, trying to help us improve (like a cheerleader for us), and our licensing agency feels like they’re working against us at times. The inconsistencies are kind of difficult sometimes. I know they work on trying to be as consistent as possible. I know it can be kind of difficult.” Or another Type I facility provider offered, “It is frustrating to work with so many different sets of often competing criteria for quality - STARS, licensing, Classroom of Excellence, NAEYC. It is especially frustrating with even small changes are made to one set of requirements that are not compatible with other sets of requirements.”

Certified Homes

Many certified home providers (n = 24) viewed the different types of support they received as a benefit. However, several also described some challenging or frustrating experiences they had. Those who had positive experiences commented that they particularly appreciated different perspectives on quality, even though this meant they might hear different messages. For example, “It’s good. You learn something different from everyone. Everyone provides different resources” and “They cover different things, so it works fine. Some overlap works fine.” Some providers were able to give specific examples of how TA providers work together, as in the following comment, “[They are] definitely working together to help me. The trainer for the food program (from the extension office) worked with the food program coordinator to get more help for us. And my SQC is working with the Healthy Child specialist” and from another provider, “I like having people I can depend on, help me grow professionally, [my SQC] and [the PD Counselor] are working together.”

Several certified home providers also indicated that it was challenging to keep track of multiple and different requirements, felt they heard conflicting messages, or that working with multiple TA providers caused a distraction to their provision of care. For example, “Some days when people are in and out so much I want to go through the day without interruptions.” Other providers had a mix of positive and negative things to say about working with multiple technical assistance providers. For example, one provider commented that her experience was both, “great and horrible, we constantly have people coming in at the same time. It's great because if one person can't answer a question, there's somebody else you can call. It's difficult keeping things straight. It will help out greatly now that STARS and certification have the same expiration date.” Or, “[It's] pretty good, the more support the better. I like having a go-to person [Children Inc] but also other options. I like having someone who's focused on my needs, but with STARS it feels like they have their own agenda. And my questions are not as important to them. Whereas Children Inc will find out the info that I need and call me right back.”

A few certified home providers also mentioned specific frustrations with conflicting messages between specific ERS requirements and state licensing requirements, particularly around sanitation issues. For example, “You know how to act, depending on the name on their badge when they show up to your door. STARS and the state need to get together and agree on these things. For example, hand washing, whether or not you can wash your hands at the kitchen sink, changing diapers, whether the TV can be on while other things are happening, etc.” Or, “What the state wants and what STARS wants are sometimes not the same. With hand-washing, what the state told me was that I do not have to wash the infant's hands before the diaper-changing, but afterward, but with STARS, you have to wash them before and after.”

School-Age Care Facilities

All SAC providers (n = 9) had generally positive things to say about their experiences working with multiple technical assistance providers, whether they perceive the different partners working together or not. Examples include, “That is the only way we survive. When you're a small agency, we have to have multiple resources and agencies to survive. I feel they work together” Or, “It's great to know that so many people are willing to help and the sole purpose is providing outstanding services to our children.”

Awareness of Other Supports that are Not Currently Utilized or Available

All providers were also asked, Are you aware of any supports or resources that are available to you, but you are not currently utilizing? If the respondent identified resources in this question, they were then asked, *Why didn't you use these resources?* All participants were also asked, What resources would be helpful, but are not available to you? Responses to these open-ended questions were first coded then categorized based on key themes.

Across all provider types, most could not identify a resource they knew was available to them but they were not currently utilizing. This was particularly true for certified homes (n = 25) and SAC providers (n = 9) where only a couple respondents identified additional resources. About

one-third of Type 1 facilities (n = 28) were able to identify a resource that they were aware of but not currently utilizing. Examples of such resources across provider types include the Cabinet for Health and Family Services, Early Childhood Councils, national and local NAEYC, and CCR&Rs.

When asked why the provider (n =18) was not currently using the identified resource, many indicated lack of time to access the resource or that they did not need that particular resource at the time. Providers did not report any specific challenges outside of their control that prevented them from accessing these resources, with the exception of a couple SAC providers. One of these providers, when talking about why she did not access her local Early Childhood Council said, “They're not helpful and they're not friendly. Their training is not geared toward school-age.” Another SAC provider offered, “I don't think [the Early Childhood Councils] are set up right.”

Providers (n = 62) were also asked to describe any resources that would be helpful to them but were not currently available. Most providers said there was “nothing” they could think of or, “I don't know.” Among those that did respond, access to more or higher quality trainings was a common response among Type I facilities. For example, “I have no access to high quality training in this area. National conferences are too expensive.” Or, “The main resources would be different types of trainings that we could attend that would be different than what we have been attending.” Access to free materials was also mentioned by a few Type I facilities. Responses from SAC and certified home providers for resources that would be helpful to them (but were not currently available) ranged from financial resources, to having a nurse available to call ask questions, and additional resources for working with a child with special needs.

In addition to those responses listed above, a unique theme emerged among the certified home and SAC providers when asked about the additional resources they needed. A few of these providers indicated some confusion or frustration about STARS or with STARS and state requirements. For example, one SAC provider said the following, “I'd like to get the state people all on one page. It's difficult with all the different programs they're on and with all the different trainers coming in. It would be nice to get somebody to answer [my] questions.” Another SAC commented, “I guess the one thing I don't understand ...is why we do licensure and STARS. I think it would be a money saving strategy if they could be combined. I think they both have the same goal which is to have a safe and developmentally appropriate care.” In addition, two certified home providers offered, “I would love for someone who understands FCC to come and give me advice on how to make things better. Mostly they come to observe and tell me what's wrong, but don't tell me what would be good.”

SQCs (n = 16) were interviewed about programs that they worked with. A total of 58 interviews were completed (with each SQC completing between one and seven interviews) The interview included questions about the other individuals or agencies with which SQCs collaborate.

Examples include: Do you know of any other individuals/ agencies that are providing resources or support to this provider? Have you collaborated with other individuals/ agencies to help this provider? Are there individuals or agencies that you would like to collaborate with to help this provider? What obstacles prevent you from collaborating with other individuals/ agencies to help this provider? Responses to these open-ended questions were coded then categorized based on key themes.

SQCs consistently identified a few common individuals or agencies who they knew were supporting the providers they were currently working with. Local CCR&Rs and EC Councils were most frequently mentioned, followed by First Steps, services provided by the Cabinet for Health and Family Services (HANDS, Healthy Start, Health Consultants), and Head Start. SQCs also mentioned that several programs were working with Children's Inc or "a food program." When asked if the SQC had referred the provider to any resources or supports, responses were similar to those listed above, including the EC Council, STARS PD Counselor, local CCR&R, and Healthy Start or other resources from the Cabinet for Health and Family Services. Not all SQCs referred providers to other resources nor did they all indicate a reason for making the referral. Though, some respondents offered reasons such as, "she had questions about hand washing so I told her about how [Healthy Start] does trainings" or, "I referred her to the R&R to make sure her profile was updated in case parents called in for referrals for child care." Another explained why she had not made any referrals, "they haven't really needed anything that I could refer them to."

SQCs were also asked if there were any technical assistance providers they wanted to collaborate with but currently were not. Answers were again, similar to those listed above, including CCR&Rs, Healthy Start and Child Care Health Consultant, and Children's Inc. When asked if there were any challenges they faced in coordinating or collaborating with other partners, most SQCs said there was no challenge, but it was something they just had not done. Some indicated a lack of time or that there was not a pressing need to collaborate with the individuals or agencies they identified.

One SQC reported that she had encountered challenges working with the local CCR&R, which inhibited her from collaborating in a way that would benefit a number of the providers she worked with. In an interview about one Type I facility she indicated that she had, "zero relationship with the CCR&R there." Or in another interview about a Type I facility she indicated, "They just pretty much refuse to work with me or work with the program. Just today I had to refer someone in my area to a CCR&R out of another ad district because they are desperately in need of information and couldn't get a call back. From what I'm told from other providers, there are supposedly only a handful of folks that they do work with, so the majority of providers they don't assist. This is only in this one region."

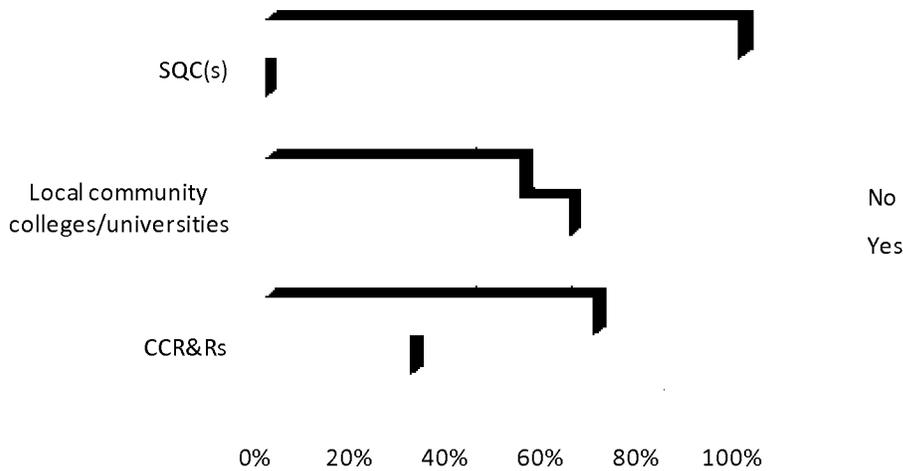
PD Counselors (n = 13) were asked about their experiences collaborating with other individuals and agencies. The electronic survey included the following questions related to collaborative partnerships with SQCs: Please indicate the extent to which you agree or disagree with the following statement, *“I have a good working relationship with the SQC(s) in my region.”* When providers have questions about their professional development plans, how often does the SQC(s) refer *the provider to you?* How often do you communicate with SQC(s) about providers’ professional development needs? Data collected from the PD Counselor Survey was quantifiable and therefore reported below as a percentage of all respondents. Respondents who indicated that they had encountered a challenge were asked to, “Please explain.” A few were select quotes from these open-response questions were included in this memo to exemplify challenges encountered by PD Counselors.

All PD Counselors indicated that they had a good working relationship with the SQC(s) they work with and that they communicated with them at least weekly. When asked if they had ever encountered any challenges, none of the PD Counselors indicated they had experienced any problems working with their SQC. All PD Counselors also reported that they felt SQC(s) referred the providers they work with to the PD Counselor for their professional needs all or most of the time.

The survey also asked about PD Counselors’ relationships with CCR&Rs. Questions included: Do you have a good working relationship with all, most, a few or none of the Child Care Resource and Referral (CCR&R) staff in your region? How often is the CCR&R in your region receptive to your suggestions about the trainings providers need and/or request? Have you had any problems working with the CCR&Rs in your region?

All PD Counselors also indicated that they had a good relationship with all or most of the CCR&Rs they work with; however, participants provided mixed responses to questions about challenges they had encountered when working with their CCR&R. For example, about half of the respondents indicated that their CCR&R was receptive only some of the time to their suggestions about the trainings providers needed and requested. Or, while most indicated they did not have any problems with their CCR&R, about half indicated they had encountered challenges or resistance. For example, one PD Counselor offered, “Sometimes there is negativity towards those of us working in the KIDS NOW program, but things seem to be getting better.” Or, another PD Counselor indicated it was challenging to work with the CCR&R because, “As a member of a community early childhood council, ideas are not accepted if they are not endorsed by the CCR&R.” Another indicated they had not received needed paperwork from the CCR&R.

Figure 5.1. Percent of PD Counselors who reported they had encountered challenges working with the following individuals or agencies (n = 13)



Finally, PD Counselors were asked about their relationships working with staff at local community colleges and universities. The questions in this section included:

- Do you have a good working relationship with all, most, a few or none of the staff at the local community colleges/universities who help coordinate the Kentucky Early Childhood Scholarship and/or the coursework providers need?
- How often do you communicate with individuals at the local community colleges/universities who help coordinate the Kentucky Early Childhood Scholarship and/or the coursework providers need?
- In your opinion, do the local community colleges/ universities make the process for accessing the coursework providers need and/or request very easy, easy, neither easy nor difficult, difficult, or very difficult?
- Have you had any problems working with local community colleges/universities?

When initially asked about the relationship PD Counselors had with their local community colleges or universities, all respondents also indicated they had a positive working relationship. However, about half of the respondents reported that they had encountered challenges. For example, many said it was “difficult” or “neither easy nor difficult” for providers to access the coursework they need or request from the local community college or university. About half also reported that they had problems working with their local community colleges due to a lack of rapport or communication, for example, “The department head is unavailable and has a negative attitude with several of my scholars....She is not approachable. I have to smooth things over so these providers will not drop out of college.” Or, “Some advisors have been hard for scholars to

reach but then scholars are being told they are waiting too late to register for classes...” and “They do not understand or see the value of early childhood.”

Overall, most providers, SQCs, and PD Counselors had positive perceptions about how they experienced collaboration and coordination within the system of technical support. Early Childhood Councils, resources provided by the Cabinet for Health and Family Services, and CCR&Rs were identified by providers and SQCs as important entities providing support to many programs. Children’s Inc was also frequently mentioned as an important support for certified homes. If explicit connections have not already been formed between these programs and STARS, it may be important to establish a more formal relationship in order to build upon the strength of this coordination and continue to provide collaborative benefits to programs.

At the same time, a few providers, SQCs, and PD Counselors indicated they had encountered challenges working with some support systems. While not the majority, it may be worth carefully considering the experiences of respondents who identified challenges. Some SQCs and PD Counselors reported resistance or lack of communication when working with their CCR&Rs. Some PD Counselors also indicated challenges in working with their local community colleges/universities. Some providers reported that they heard conflicting messages, particularly SAC and certified home providers, related to STARS and licensing requirements. These providers indicated a lack of understanding about the difference between the two sets of requirements, or that they believed some of the requirements conflicted with the other. Further exploration into areas where the partnerships between STARS, EC Councils, CCR&R, are working well and where they are not is a topic that may be explored further in the CCR&R survey planned for future surveys.

The goal of the work presented in this chapter is to inform a discussion of alternative rating structures for Kentucky STARS for KIDS Now. To accomplish this goal, we will discuss, model and analyze alternative rating structures. First, the chapter provides a theoretical review of possible rating structures. Second, data from child care facilities currently participating in STARS are used to predict how facilities might score in alternative rating structures. Finally, the “results” of the alternative rating structures are compared to each another and to the current rating structure.

As a preview of the key findings of the chapter, we highlight the following points about the four alternative models presented:

- Model 1 is an example of a points system, constructed using the current STARS standards. We find that using the same standards in a different structure, programs score much higher in a points system than in a block system.
- Model 2 is an example of a hybrid system, where categories are designed as a block system and overall STARS ratings are assigned based upon point Levels. In this model, facilities must achieve lower Level standards within a category before moving to higher-Level standards. We find that facilities again score higher in a hybrid system than in a block system.
- Model 3 is another example of a hybrid system, where Levels 1 and 2 are block systems and Levels 3 and 4 are assigned based upon earning points for higher-Level requirements. Facilities score higher in this hybrid than they did in the current STARS structure, with the exception of Level 1 programs which were not able to move past Level 1.
- Model 4 is designed the same way as Model 3 with the addition of several new indicators. Facilities do not score as highly as they did with Model 3. Adding new quality indicators presents a challenge for some programs but not for others who report that they already meet the higher standards.
- By modeling different STARS ratings structures, we find that facilities are meeting grid requirements above their current grid Level. Facilities score better when given the opportunity to get credit for higher-Level indicators without having first to complete all lower-Level indicators.

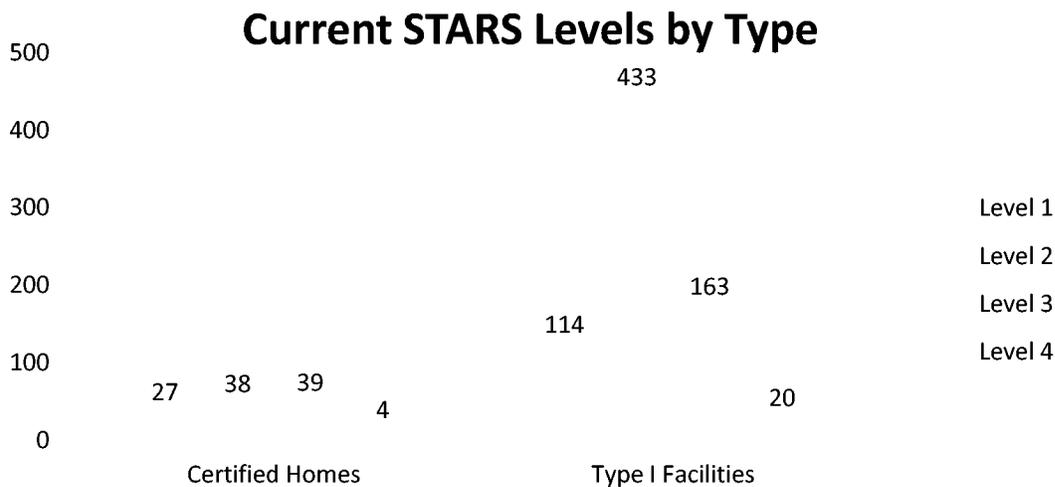
The designs or rating structures used in QRIS typically use one of three approaches: building blocks, points, or some combination of the two. In a building block design, all of the standards in

one Level must be met before moving on to the next higher Level. In a points system, points are earned for each standard and are then added together so that each rating Level represents a range of possible total scores (Tout, Starr, Soli, Moodie, Kirby, & Boller, 2010). In the QRIS Compendium which reviewed 26 QRIS, twelve used building blocks, and seven used points. Five QRISs used a combination or hybrid approach which incorporates elements of both blocks and points. The Compendium found that QRIS with a building blocks system or combination system were more likely to have a higher proportion of child care facilities rated at the lower Levels of the scale. It appears that a building block system provides a higher threshold for receiving a rating at the top one or two Levels of the QRIS (Tout et al., 2010).

Kentucky STARS for KIDS NOW currently uses a building block structure. Consistent with the analyses presented in the QRIS Compendium, more Type I Facilities in Kentucky STARS are rated at lower levels than at higher Levels (See Figure 6.1). The prevalence of programs at the lower levels is not as significant for Certified Homes except when comparing Level 4 providers to those at lower levels.

This chapter provides models for how STARS could be restructured as a points system or as a combination system, and provides analysis of how changes in the rating structure would likely impact the distribution of facilities across levels. The models outlined here are based primarily on the current STARS indicators but are also informed by the structure and indicators used in other state QRIS and in the Quality Self Study Crosswalk completed by Child Trends for the process evaluation. These models were designed to demonstrate a range of options for alternative rating structures and prototypes for Kentucky to consider.

Figure 6.1. Current STARS Levels by Facility Type



In this section, we present four rating structures and an analysis of how programs currently participating in STARS would score in each model.

As described in Chapter 1, the data to conduct these analyses were gathered through interviews. Certified Home (n=25), Type I (n=28) and School-Age Care (SAC; n=9) providers at Levels 1, 2, and 3 were asked whether or not they met individual requirements at the next highest STARS Level. Responses were coded (met, not met) and quantified according to the model specifications described below and in Appendix A.

Model 1 translates the Kentucky STARS block system into a point system, using Minnesota’s QRIS pilot, Parent Aware, as a guide (Minnesota Parent Aware: QRIS Profile, April 2010). Using the existing STARS grid requirements, point values were generally assigned incrementally (e.g., a current Level 3 indicator has a higher point value than a Level 2 indicator). Because so many indicators are currently located in the Curriculum category, that category was split into two categories. A new category, Family Involvement, was created (and also exists in all subsequent models). The points possible in each category and the distribution of points by STARS Level vary slightly by facility type. The number of points assigned to each indicator was determined by the evaluation team for the purpose of modeling alternative rating structures, not as a direct recommendation for STARS.

The Model 1 scoring systems for Type I Facilities and Certified Homes are as follows:

Category	Points Possible for Certified Family Child Care	Points Possible for Type I Facilities
Ratio	6	6
Family Involvement	4	6
Curriculum	9	9
Training	11	12
Personnel	4.5	Not Applicable
Business Practices	Not Applicable	5
TOTAL	34.5	38

See Appendices for Model 1 scoring details by category.

Analysis of Model 1

Ratios. In the Ratio category, most Certified Homes (72%) and most Type I Facilities (61%) received the full 6 points. The majority of Certified Homes (64%) were awarded all of the 4 points possible for the Family Involvement category. Similarly, most Type I Facilities (71%) attained the full 6 points possible. Therefore, participating facilities are meeting the ratio and family-related indicators at all levels of difficulty.

Curriculum. Scores in the Curriculum category (which includes the Environment Rating Scale scores and accreditation) were more broadly distributed. Most facilities (88% of Certified Homes and 79% of Type I Facilities) are not accredited, and therefore could earn at most 4.5 points (out of 9) in this category. Facilities that are accredited tended to also score well on the other Curriculum category requirements, with the result that no facility scored between 4.5 and 8 points.

Training. Scores in the Training category were also broadly distributed. Certified Homes were fairly evenly distributed across the 11 point range. Type I Facilities were also scoring along the 11 point range, with slightly more facilities (36%) scoring at the high end with 10 or more points.

Business Practices. In the Business Practices category, 64% of Certified Homes attained at least 3.5 out of 4.5 possible points.

Personnel. In the Personnel category, 64% of Type I Facilities received 3 points or less out of 5 possible points.

When examining the total points facilities received for Model 1, Certified Homes scored between 6.5 and 32.5 total points and Type I Facilities scored between 5.5 and 38 points. These point ranges were then grouped into the following STARS Levels:

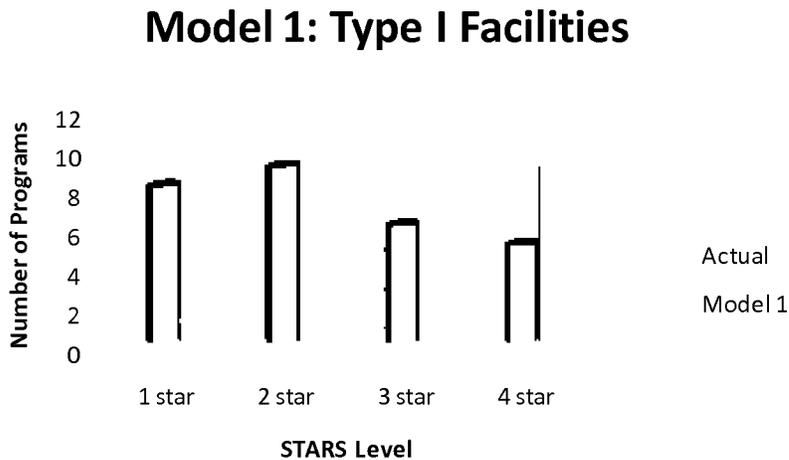
STARS Level	Certified Homes	Type I Facilities
1	3 – 11.9 points	3 – 12.9 points
2	12 – 19.9 points	13 – 20.9 points
3	20 – 27.9 points	21 – 28.9 points
4	28 – 34.5 points	29 – 38 points

Consistent with findings from the QRIS Compendium, facility ratings shifted up to higher STARS Levels when the rating structure was changed from a building blocks structure to a points system. For Certified Homes, just over half the Level 1 facilities moved up to at least Level 2; half the Level 2 facilities moved up to Level 3, and one Level 3 facility moved up to Level 4 (See Figure 6.2). For Type I Facilities, most Level 1 facilities moved up to at least Level 2; half of Level 2 facilities moved up to Level 3, and two-thirds of Level 3 facilities moved up to Level 4 (See Figure 6.3).

Figure 6.2. Hypothetical Model 1 distribution of STARS Levels compared to actual STARS Levels for CFCC (n=25)



Figure 6.3. Hypothetical Model 1 distribution of STARS Levels compared to actual STARS Levels for Type I Facilities (n=28)



Summary of Model 1

It is clear that translating Kentucky STARS current block system into a point system results in more facilities receiving higher STARS ratings. Using a points system allows facilities to receive credit for all of the indicators they are meeting across varying levels of quality, even when they may be unable to meet some indicators at lower levels. The flexibility of a points system may be interpreted as a benefit or a drawback. Proponents of a points system might say that a points system allows facilities more individual paths to higher quality, provides incentives for facilities to improve their quality in whatever way they can, and acknowledges the quality practices of facilities even when a facility cannot meet every indicator or chooses not to meet certain indicators. In contrast, proponents of a building block approach might say that a QRIS captures those elements of quality that are not optional, and that in a points system facilities are no longer held accountable for these foundational standards of quality. In response to these divergent opinions, a different rating structure called a “combination” or “hybrid system” has evolved.

Model 2 is a hybrid system based on Miami-Dade’s Quality Counts (Miami-Dade Quality Counts: QRS Profile, April 2010). This model has category levels designed in a block system and overall STARS Levels designed in a points system. In other words, in each category, a facility must meet all the indicators at Level 3 (and all lower levels) to reach Level 3 in that category. Within this system, for example, a facility can be a Level 1 for Ratios, a Level 3 for Family Involvement, a Level 2 for Curriculum, a Level 2 for Training, and a Level 4 for Personnel. A facility then receives 1 to 4 points for each category, based on the level achieved.

These category points are added together to create a total number of points, which is then used to assign that facility an overall STARS Level.

There are two versions of scoring for Model 2—an unweighted version in which all the categories are worth 4 points and a weighted version in which certain categories are worth more than others. Weighting categories is an option for signaling that certain categories may be more critical to overall quality than others. This set of weights is loosely based on the point proportions from Model 1. The varying weights assigned to each category were decided upon by the evaluation team for the purpose of modeling alternative rating structures not as a direct recommendation for STARS.

The Model 2 scoring system is as follows:

Model 2 Unweighted

Category	Maximum Points (for all facility types)
Ratio	4
Family Involvement	4
Curriculum	4
Training	4
Personnel	4
TOTAL	20

Model 2 Weighted

Category	Maximum Points for Certified Homes	Maximum Points for Type I Facilities
Ratio	4 x 1.5	4 x 1.5
Family Involvement	4	4 x 1.5
Curriculum	4 x 2.5	4 x 2.5
Training	4 x 3.25	4 x 3.25
Personnel	Not Applicable	4 x 1.25
Business Practices	4 x 1.75	Not Applicable
TOTAL	40	40

See Appendices for scoring details by category for both facility types.

Analysis of Model 2

Ratio. In the Ratio category, the majority of Certified Homes (72%) and Type I Facilities (57%) received 4 stars. Similarly, most Certified Homes (64%) and Type I Facilities (71%) were awarded 4 stars in the Family Involvement category. As in Model 1, these findings suggest that the indicators in these categories are relatively easy for facilities to meet.

Curriculum. In contrast, few facilities received 4 stars in the Curriculum category; 8% of Certified Homes and 18% of Type I Facilities. Again, because very few facilities are accredited, very few are able to reach this highest Level.

Training. Facilities' scores were evenly distributed across levels in the Training category. More Certified Homes (32%) than Type I Facilities (18%) received 4 stars. Centers were prevented from reaching 4 stars because of the indicators that specify requirements for staff (as opposed to indicators concerning the Director's training and credentials). We can hypothesize that the training indicators for Type I Facilities, like "50% of staff having a Commonwealth Child Care Credential" and "a minimum of one CDA or higher in each classroom," are difficult for facilities since they involve multiple staff members' education levels and schedules. Achievement of these indicators is challenged by staff turnover. Homes are less likely to have these challenges in meeting the indicators in the Training category.

Business Practices. Most (60%) Certified Homes received 3 or more stars in the Business Practices category. The remaining Certified Homes (40%) were evenly distributed across 1 and 2 star levels.

Personnel. Over half (54%) of Type I Facilities received 3 or more stars in Personnel. The remaining Type I Facilities (46%) achieved 2 stars in this category.

On average, Certified Homes and Type I Facilities received similar STARS ratings by category in Model 2. Table 1 depicts the average STARS ratings by category for home-based and center-based facilities.

Table 6.1. Average STARS rating by category for Model 2 (n=53)

Category Stars	Average Stars for Certified Homes	Average Stars for Type I Facilities	Overall Average
Ratio	3.56	3.25	3.37 
Family Involvement	3.12	3.36	3.25 
Curriculum	2.28	2.39	2.34 
Training	2.52	2.36	2.43 
Personnel/Business Practices	2.72	2.79	2.75 

Combining all of the category totals and using the unweighted scoring system for Model 2, STARSs are awarded using the following scale:

Level	All Facilities
1 STARS	5-7 points
2 STARS	8-12 points
3 STARS	13-17 points
4 STARS	18-20 points

With scoring unweighted and equal across categories, facilities scored much higher in Model 2 than under the current STARS system. For Certified Homes, most Level 1 facilities moved up to Level 2; all Level 2 facilities moved up to at least Level 3; and most Level 3 facilities moved up to Level 4. For Type I Facilities, nearly all Level 1 facilities moved up to at least Level 2; just under half of the Level 2 facilities moved up to a Level 3; and one Level 3 facility moved up to a Level 4.

As mentioned earlier, another option is to weight the quality categories as a signal of their priority. In the weighted version of Model 2, total points ranged from 11.5-40 for Certified Homes and 12.75-40 for Type I Facilities. These points were then divided into STARS Levels using the following scales (see the next page):

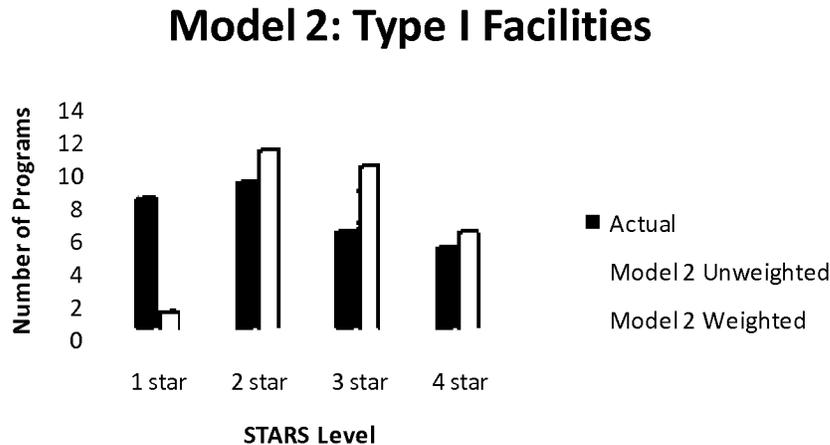
Level	Certified Homes	Type I Facilities
1 star	7 – 10.9 points	8 – 14.9 points
2 star	11 – 20.9 points	15 – 24.9 points
3 star	21 – 30.9 points	25 – 33.9 points
4 star	31 – 40 points	34 – 40 points

Again, the weighted Model 2 results show that several facilities shifted up in the STARS system. For Certified Homes, less than half of Level 1 facilities moved up to a Level 2; all but one Level 2 facilities moved up to at least Level 3; and all but one Level 3 facilities moved up to Level 4 (See Figure 6.4). For Type I Facilities, most Level 1 facilities moved up to Level 2; less than a quarter of Level 2 facilities moved up to Level 3; and one facility at Level 3 moved up to Level 4 (See Figure 6.5).

Figure 6.4. Hypothetical Model 2 (unweighted and weighted) distribution of STARS Levels compared to actual STARS Levels for CFCC (n=25)



Figure 6.5. Hypothetical Model 2 (unweighted and weighted) distribution of STARS Levels compared to actual STARS Levels for Type I Facilities (n=28)



Summary of Model 2

As in Model 1, facilities are earning higher scores in Model 2 than they do in the current STARS system. Results vary significantly, however, between the weighted and unweighted versions of Model 2. Certified Homes are receiving higher ratings in the weighted system, while Type I Facilities are receiving higher ratings in unweighted system. In other words, Type I Facilities are scoring better when all categories are given equal weight. This indicates that the categories assigned higher weights in the weighted version (such as Training) are more challenging for these facilities. In contrast, the finding that Certified Homes are receiving higher ratings in the weighted system signifies that more are meeting the indicators in the heavily weighted categories (such as Training), amounting to higher ratings.

Since Model 2 allows STARS ratings by category level, in addition to overall STARS rating, it provides more detailed information about each facility’s quality. As seen in Minnesota’s Parent Aware, having category stars can be used as a marketing strategy for facilities (Parent Aware Rating Materials, 2008). For example, if a parent was looking a facility that used a rigorous curriculum but placed a lower priority on ratios, they could seek a facility with 4 stars in the Curriculum category without regard for the facility’s score in the Ratios category.

Model 3 is a hybrid rating system informed by Iowa’s Quality Rating System (Iowa Child Care Quality Rating System: QRIS Profile, April 2010), where Levels 1 and 2 are designed as a block system and Levels 3 and 4 are designed as a points system. In other words, all requirements in Level 1 must be achieved to earn a Level 1 rating and all requirements in both Level 1 and Level 2 must be met in order to earn a Level 2 rating. After a facility has met all the requirements of

Levels 1 and 2, the facility earns points for each indicator it meets, and points can be combined in any way, regardless of category. Level 3 is reached by earning a specified number of points, regardless of which points were earned, and Level 4 is reached by earning a higher number of points.

Three slight changes to the Kentucky STARS grid indicators are tested in Model 3. First, facilities may receive points for having more than four annual family involvement activities. Second, directors and providers may receive an additional point for having a bachelor’s degree. These changes were informed by practitioners’ responses to interview questions (many providers reported having more than four family involvement activities) and trends in other QRIS (most give points for education Levels higher than a CDA) (Tout et al., 2010). Lastly, facilities receive points for small increases in their ERS scores. In Model 3, facilities may receive 1 point for each 0.5 point increase in their overall ERS score.

The Model 3 scoring systems for Certified Homes and Type I Facilities are as follows:

Category	Maximum Points for Certified Homes	Maximum Points for Type I Facilities
Ratio	5	5
Family Involvement	4	4
Curriculum	10	9.5
Training	8	10
Personnel	n/a	4
Business Practices	4	n/a
TOTAL	31	32.5

Analysis of Model 3

Over a quarter of all facilities (28% of Certified Homes and 29% of Type I Facilities) were not able to meet the requirements of Level 2 and did not have the opportunity to gain points to move to higher levels in Model 3. For the remainder of this section, we will be reporting on the points earned by those facilities that had already met all the requirements for Level 2.

Ratio. In the Ratio category, over three-quarters (78%) of Certified Homes received all available points and only one facility received zero points. Type I Facilities did not score quite as high, as only half (55%) received all available points and nearly a third (30%) received zero points.

Family Involvement. The points facilities earned for the Family Involvement category ranged from zero to four. In contrast to the Ratio category, Type I Facilities scored better than Certified Homes in the Family Involvement category. Of the family child care Certified Homes eligible to receive points, one facility received zero points, and 50% of Certified Homes received all

available points. Alternatively, no eligible Type I Facilities received zero points and 70% received all available points.

Curriculum. Scores in the Curriculum category were clustered at the bottom and top of the possible range of scores – with few facilities scoring in the mid-range – because half the points in this category are awarded for accreditation. For Certified Homes, only 17% of eligible Certified Homes are accredited so only 17% could score more than 4.5 points. Most accredited facilities also scored very high on the ERS, the other source of points in the Curriculum category, and therefore earned all - or nearly all - available points. Type I Facilities displayed a similar pattern, where accredited facilities scored all – or nearly all – available points, while the majority of facilities (70%) are unaccredited and received 3 or fewer points.

Training. In the Training category, scores for both Certified Homes and Type I Facilities were distributed across the available point range, with the largest group of facilities scoring at the high end of the scale. Among family child care Certified Homes, a third of facilities received zero or one point, a quarter of facilities received around half the available points, and 45% earned all or nearly all the available points. Type I Facilities’ scores were also widely distributed across the 10 point scale, with 30% receiving all or nearly all available points.

Business Practices. As in earlier models, family child care Certified Homes scored very well in the Business Practices category, with 89% of eligible Certified Homes receiving 3 or 4 points in this category.

Personnel. In comparison, in the Personnel category, Type I Facilities’ scores were distributed relatively evenly between 0 and 4 points, with the greatest frequency of facilities (35%) obtaining all 4 points.

Total points received for Model 3 ranged from 1.5 to 30 for Certified Homes and 0.5 to 32.5 for Type I Facilities. These points were then divided into STARS Levels using the following scale:

Level	Certified Homes	Type I Facilities
1 star	completed all Level 1 requirements	completed all Level 1 requirements
2 star	completed all Level 1 & Level 2 requirements	completed all Level 1 & Level 2 requirements
3 star	completed all Level 1 & Level 2 requirements and earned 10-19.99 points	completed all Level 1 & Level 2 requirements and earned 10-23.99 points
4 star	completed all Level 1 & Level 2 requirements and earned 20-31 points	completed all Level 1 & Level 2 requirements and earned 24-32.5 points

Model 3 results show that Level 1 facilities remain at Level 1 while facilities at other levels are able to move up. Because no indicators changed from the actual Kentucky STARS grid to the proposed Model 3 grid for Level 1, and all Level 1 indicators must be met in Model 3 before moving to Level 2 (just as in the current grid), it is expected that all Level 1 facilities remained Level 1 in Model 3. For Certified Homes, nearly all Level 2 facilities moved up to at least Level 3 and nearly all Level 3 facilities moved up to Level 4 (See Figure 6.6). For Type I Facilities, just over half of Level 2 facilities moved up to Level 3, and one Level 3 facility moved up to Level 4 (See Figure 6.7).

See Appendices for scoring details by program type.

Figure 6.6. Hypothetical Model 3 distribution of STARS Levels compared to actual STARS Levels for CFCC (n=25)

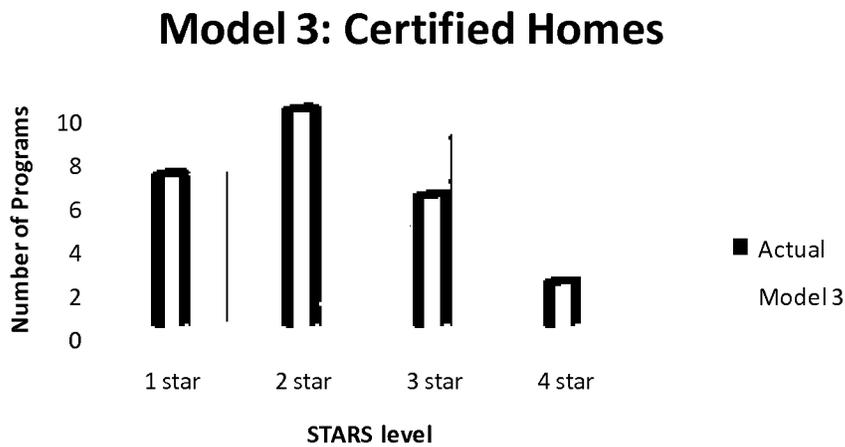
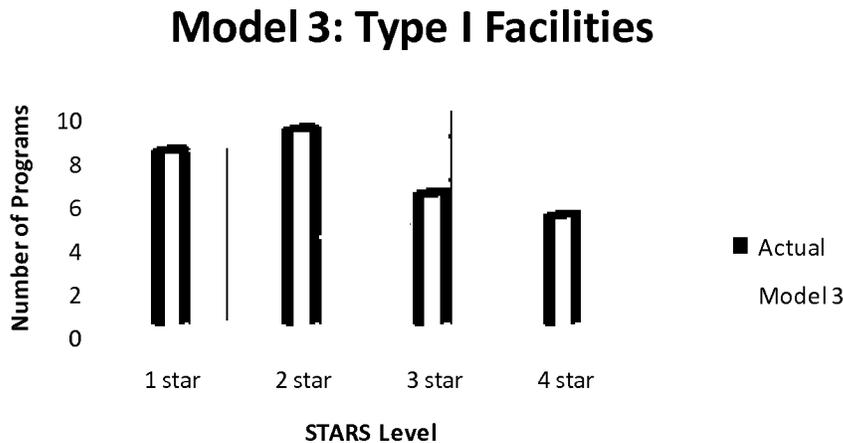


Figure 6.7. Hypothetical Model 3 distribution of STARS Levels compared to actual STARS Levels for Type I Facilities (n=28)



Summary of Model 3

Model 3 shows an interesting variation of results from the previous two models. As expected, the number of Level 1 facilities did not change from the actual STARS rating to the proposed Model 3. The most noticeable shift is the high percentage of Level 2 facilities that moved to higher STARS Levels in Model 3 for both Certified Homes and Type I Facilities, leaving very few facilities at Level 2. The greatest change from the actual STARS rating to the Model 3 ratings seemed to be captured in Level 2 facilities having already achieved several higher level requirements on the STARS grid, and Model 3 allows for those facilities to receive credit for completing these, despite not achieving all the current requirements for either Level 3 or Level 4.

Using the same hybrid rating structure as Model 3, Model 4 includes new indicators. These indicators were developed using the findings from the Quality Self Study Crosswalk. The QSS Crosswalk identified alignment opportunities between STARS rating indicators and other quality frameworks (the QSS, the Kentucky Early Childhood Core Content, national accreditation standards, and other QRIS) consistently emerging in the following areas: family and community involvement, professional development, curriculum, screening and assessment, and children with special needs. In an effort to address these opportunities, new indicators were tested in Model 4 (See Table 2). These new indicators were added to Model 4 with some required at Levels 1 and 2 and most optional for points towards Levels 3 and 4.

It is important to note that there were methodological limitations to developing the new indicators tested in Model 4. In order to get data points for these indicators, interview questions were developed to gauge the degree to which facilities were engaged in best practices identified

in the Quality Self Study. The responses to these questions were then coded into categories. These categories resulted in the proxy indicators included in Model 4. The information that can be gathered through interview questions is of a different kind and quality than the information that would be gathered as part of a quality documentation process in a QRIS. Due to these limitations, the proxy indicators used in Model 4 are not necessarily indicators recommended for actual use in a QRIS.

Table 6.2. Quality Self Study Indicators translated into grid indicators by category for Model 4

Quality Self Study Indicators	Proxy Indicator	Model 4 Category
<p>3.4 Curriculum planning involves preparation and reflects intentionality.</p> <p>3.4.1 Teachers have opportunities to plan.</p> <p>3.4.8 Teachers consider children’s abilities, interests and needs as they decide on materials and activities.</p> <p>3.4.4 Current and research-based curriculum resources are available on site for planning.</p> <p>3.4.2 Teachers gather assessment information for every child in the classroom.</p> <p>4.4.1 Individual child health and developmental status is determined as a part of program practice.</p> <p>1.4.1 Program administrator ensures participation in Child Find activities in order to identify children with atypical development needing further evaluation.</p>	<p>Activities planned a day in advance. (Level 1)</p> <p>Activities planned one week in advance. (Level 2)</p> <p>Activities planned one month in advance. (Optional for points)</p> <p>Use a research-based curriculum. (Optional for points)</p> <p>Informally assess children’s development. (Level 2)</p> <p>Formally assess children’s development using a research-based assessment tool. (Optional for points)</p> <p>Formal assessments of each child takes place at least quarterly. (Optional for points)</p> <p>Refer all children for regular screenings. (Optional for points)</p> <p>Provisions for special needs assessments on-site. (Optional for points)</p>	<p>Curriculum & Assessment</p>

Quality Self Study Indicators	Proxy Indicator	Model 4 Category
5.1.3 Families assess program effectiveness and family satisfaction on an ongoing basis.	Parents provide input on the facility's family involvement plan. (Optional for points)	Family Involvement
5.3 Family priorities are identified and are integrated into program and service delivery.	Parent feedback informs facility changes or professional development plans. (Optional for points)	
1.2.5. All staff develop, update, and follow a professional development growth plan. The ECCC is intended to be used by providers to help set their professional goals	The Kentucky Early Care and Education Core Content is used to help develop professional development plans. (Optional for points)	Training

In addition to adding new indicators, some other parts of the grid were changed in Model 4.

- Since all facilities in the current sample had coordinated at least one annual activity involving parental or family participation, and most facilities reported providing more family involvement activities than were required at their STARS Level, Model 4 sets a higher standard for family involvement activities. No points are awarded for offering fewer than two family involvement activities and, as in Model 3, points can be earned for offering up to six such activities.
- A new category, Environment & Interactions, is introduced in Model 4 as a more global measure of quality. Scores in this category are determined solely by a facility's accreditation status and ERS score, with points awarded incrementally for ERS scores above 3.5.
- The Curriculum category is expanded to include measures of a facility's use of a research-based curriculum and assessment of child development and therefore renamed the Curriculum and Assessment category.

Table 6.3. Percent of facilities reportedly meeting new indicators in Model 4

Category	New indicator/Change to grid	Met by percent of Certified Homes	Met by percent of Type I Facilities
Curriculum & Assessment	Activities planned a day in advance. (Level 1)	0%	0%
	Activities planned one week in advance. (Level 2)	64%	44%
	Activities planned one month in advance. (Optional for	36%	56%

Category	New indicator/Change to grid	Met by percent of Certified Homes	Met by percent of Type I Facilities
	points)		
	Use a research-based curriculum. (Optional for points)	0%	29%
	Informally assess children's development. (Level 2)	32%	25%
	Formally assess children's development using a research-based assessment tool. (Optional for points) ⁷	16%	54%
	Formal assessments of each child takes place at least quarterly. (Optional for points)	28%	21%
	Refer all children for regular screenings. (Optional for points)	12%	54%
	Provisions for special needs assessments on-site. (Optional for points)	4%	34%
Family Involvement	Parents provide input on the facility's family involvement plan. (Optional for points)	44%	57%
	Parent feedback informs facility changes or professional development plans. (Optional for points)	24%	86%
	Coordinate more than 4 activities involving parental or family participation. (Optional for points)	8% had 5 36% had 6 or more	64% had 6 or more
Training	The Kentucky Early Care and Education Core Content is used to help develop professional development plans. (Optional for points)	40%	64%
	Director/provider has a bachelor's degree	4%	32%

⁷ The 2009 Kentucky Child Care Market Rate Study also asked facilities about their use of an assessment tool. The study found that 24% of Type I Facilities and 3.6% of Certified Homes were using a screening and assessment tool (Rous, Singleton, Cox, Booth & Gross, 2009). Our findings are much higher, which may reflect a difference in sampling or a difference in how the question was asked.

The Model 4 scoring system is as follows:

Category	Maximum Points for Certified Family Child Care	Maximum Points for Type I Facilities
Ratios	2	2
Family Involvement	4	5
Curriculum & Assessment	9	9
Training	8	8
Personnel	Not applicable	4
Business Practices	3	Not applicable
Environment & Interactions	7	6
TOTAL	33	34

See Appendices for scoring details by facility type.

Analysis of Model 4

In Model 4, about one-sixth (14%) of Type I Center facilities received 0 stars because they did not meet the requirements at of Level 1. More than a third of all facilities (48% of Certified Homes and 32% of Type I Facilities) were not able to meet the requirements of Level 2 and did not have the opportunity to gain points to move to higher Levels in Model 3. For the remainder of this section, we will be reporting on the points earned by those facilities that had already met all the requirements for Level 2 and thus were eligible to earn points toward Levels 3 and 4.

Ratio. As in previous models, most facilities received all points in the Ratio category (69% of Certified Homes and 53% of Type I Facilities). Since facilities consistently meet these ratio requirements, Model 4 has given the Ratio category less total points than all other categories to give less weight to this category.

Family Involvement. In the Family Involvement category, Certified Homes were distributed evenly across the available point range; about one-fourth (23%) received zero or 1 point, over a third (38%) received around half of the points, and another third or so (38%) earned all or nearly all the available points. Most Type I Facilities (80%) scored at the high end of the scale, attaining 4 or 5 points (out of 5 possible points) in this category.

Curriculum & Assessment. The Curriculum and Assessment category underwent the most changes of any category in Model 4. With the addition of several new indicators across all Levels, it is not surprising that many facilities did not receive high scores in this category. This is especially true for Certified Homes—a fourth (23%) received zero points, three-fourths (77%)

received 1 to 3 points, and no facilities received over 3 points (when 9 points were possible). No Certified Homes received higher points for this category because none reported meeting the new indicator for using a research-based curriculum (which is worth 3 points). Type I Facilities were less negatively affected by the new indicators and received a range of scores from zero to the full 9 points. A quarter (27%) of Type I Facilities received 3 points or less, 40% received 4 to 6 points, leaving a third of facilities (33%) that attained 4 to 9 points.

Training. Facility scores in the Training category were distributed across the range of 8 possible points. One-sixth (15%) of Certified Homes earned zero points, the same number (15%) received 1 to 4 points, and most (69%) attained 5 to 8 points. In contrast, no Type I Facilities received zero to 2 points in this category. The group of Type I Facilities was split, with about half (53%) receiving 3 to 5 points and the other half (47%) receiving 5 to 8 points.

Business Practices. In the Business Practices category, over half (54%) of Certified Homes received 1 or 2 points, and just under half (46%) received the full 3 points.

Personnel. In the Personnel category, a few (13%) Type I Facilities received zero points, about half (47%) earned 1 to 3 points, and over a third (40%) received the full 4 points available.

Environment & Interactions. In the last category, Environment and Interactions, the highest percentage of Certified Homes received 3 or 3.5 points (46%) and the highest percentage of Type I Facilities received 5.5 or 6 points (40%). A third (31%) of Certified Homes received 1 to 2.5 points and a fourth (23%) earned 6 or 7 points. About a third (27%) of Type I Facilities received zero points and another third (33%) of Type I Facilities received 1.5 or 2 points for their ERS scores.

Total points received for Model 4 ranged from 6 to 26 for Certified Homes and 4 to 32 for Type I Facilities. These indicator points were summed and point ranges were grouped into the following STARS Levels:

Level	Certified Homes	Type I Facilities
1 stars	completed all Level 1 requirements	completed all Level 1 requirements
2 stars	completed all Level 1 & Level 2 requirements	completed all Level 1 & Level 2 requirements
3 stars	completed all Level 1 & Level 2 requirements and earned 12-21 points	completed all Level 1 & Level 2 requirements and earned 12-22 points
4 stars	completed all Level 1 & Level 2 requirements and earned 22-33 points	completed all Level 1 & Level 2 requirements and earned 23-34 points

Model 4 results are notably different from Models 1-3 particularly because, for some facilities, ratings are moving down. The findings show that almost 50% of facilities are either receiving a 1

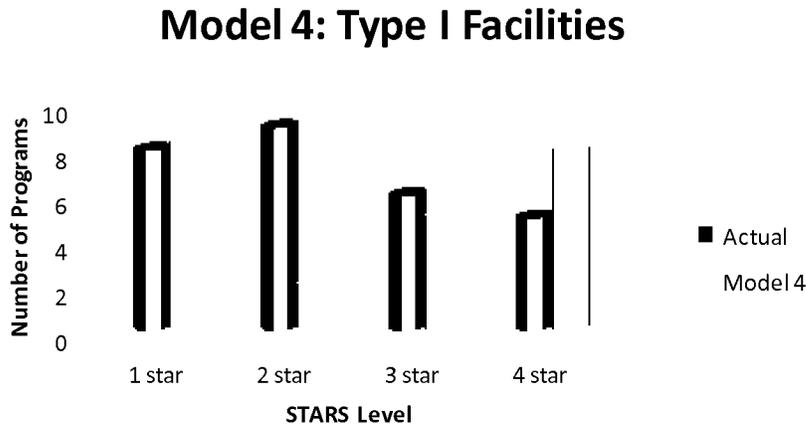
star or have 0 stars because they are not meeting the indicators at Level 1. Nevertheless, 45% of facilities still received a 3 or 4 star rating.

For Certified Homes, an equal number of Level 2 facilities moved up and down a Level. One Level 3 facility and one Level 4 facility moved down (See Figure 6.8). For Type I Facilities, three Level 1 facilities received zero stars because they did not meet the new indicators at Level 1. These facilities were not meeting the requirements for having 50% of staff trained in CPR/First aid and/or having a classroom roster. There was a variety of movement for Level 2 facilities, with some moving up and some moving down. A few Level 3 facilities moved up to a Level 4 and all Level 4 facilities stayed at the highest rating. (See Figure 6.9).

Figure 6.8. Hypothetical Model 1 distribution of STARS Levels compared to actual STARS Levels for CFCC (n=25)



Figure 6.9. Hypothetical Model 1 distribution of STARS Levels compared to actual STARS Levels for Type I Facilities (n=28)

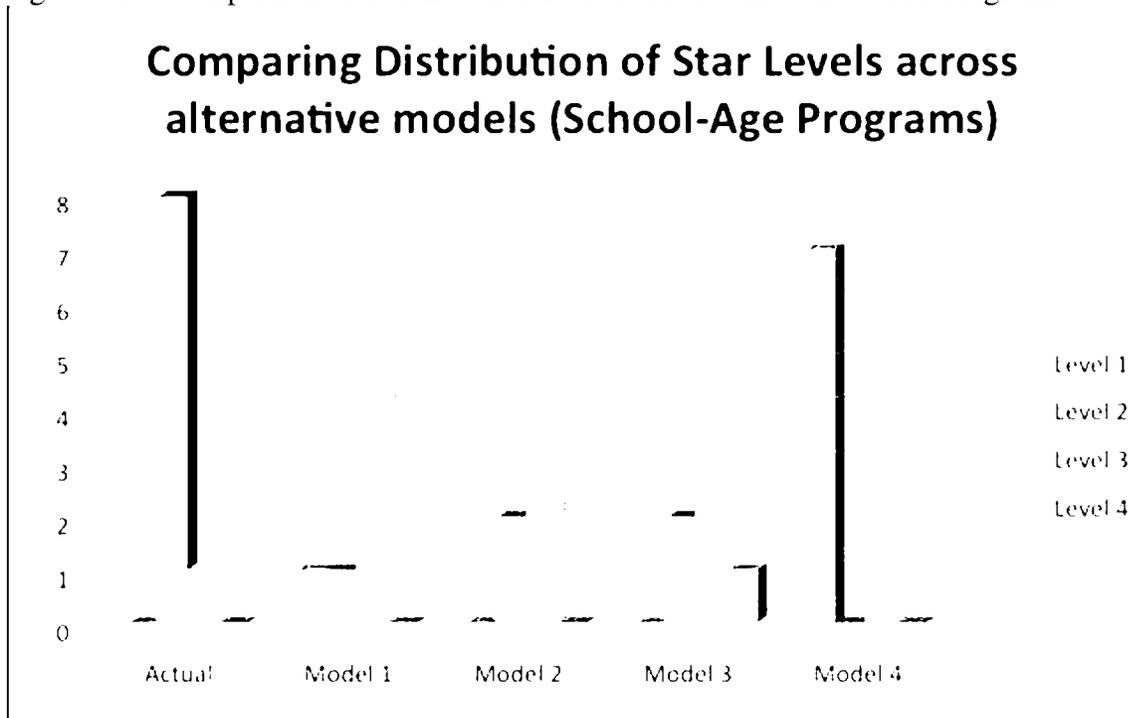


Summary of Model 4

The new indicators in Model 4 presented a challenge for some facilities. Since these indicators were unfamiliar, it is not surprising that several facilities were not practicing them simply because they have never been asked to do so. On the other hand, it is striking that almost half of the facilities received 3 or 4 STARS ratings despite the fact that there were additional indicators to meet. This illustrates that many facilities in Kentucky STARS are ready to be challenged by new indicators and standards.

There are several facilities participating in STARS that are categorized as Type I Facilities but are unique in that they are exclusively providing care to school-age children. In order to obtain more information about these School-Age Care Facilities’ experiences in STARS and how they may vary from other Type I Facilities, a small sample of 9 school-age facilities was interviewed. The STARS Level distribution of the interviewed facilities (8 out of 9) was heavily skewed towards Level 2 facilities, but this is a fairly representative sample as the majority of school-age only facilities in STARS are rated a Level 2 (See Chapter 1 for details about current STARS Levels). Figure 6.10 illustrates how these facilities scored when run through the proposed Models 1-4.

Figure 6.10. Comparison of Star Levels across alternative models – SAC Programs



In Models 1 and 2, most facilities moved up from a Level 2 to a Level 3. These increases in ratings mirror those of Certified Homes and Type I Facilities in these same models. Using a points/hybrid system increased STARS Levels for SAC Facilities. This is most likely due to the flexibility of Models 1 and 2 that makes indicators that are difficult for these types of facilities optional, such as having a person with a CDA at all times in each classroom/group—an indicator which 88% of SAC Facilities did not meet.

The distribution of SAC Facilities in Model 3 is also similar to that of Certified Homes and Type I Facilities. Many of the Level 2 SAC Facilities moved to Level 3, suggesting that these facilities met higher level indicators on the STARS grid but were stuck at Level 2 because they could not meet all Level 3 indicators.

Lastly, facilities scored the lowest in Model 4, with almost all facilities receiving a Level 1 rating. This is not surprising, as the Model 4 grid added new indicators. For example, 67% of School-Age Type I Facilities do not meet the indicator for using a research-based curriculum and 78% of facilities do not assess children’s development (either informally or formally).

Ultimately, SAC Facilities received higher ratings when given the option of obtaining points for higher level indicators, especially when those indicators were more applicable to their work in school-age settings (such as in Models 1-3).

Figures 6.11 and 6.12 show the distribution of STARS Levels for both Type I Facilities and Certified Homes across all of the proposed models.

Figure 6.11. Comparison of Star Level across alternative models – Certified Homes

Comparing Distribution of Star Levels across alternative models (Certified Family Child Care Homes)

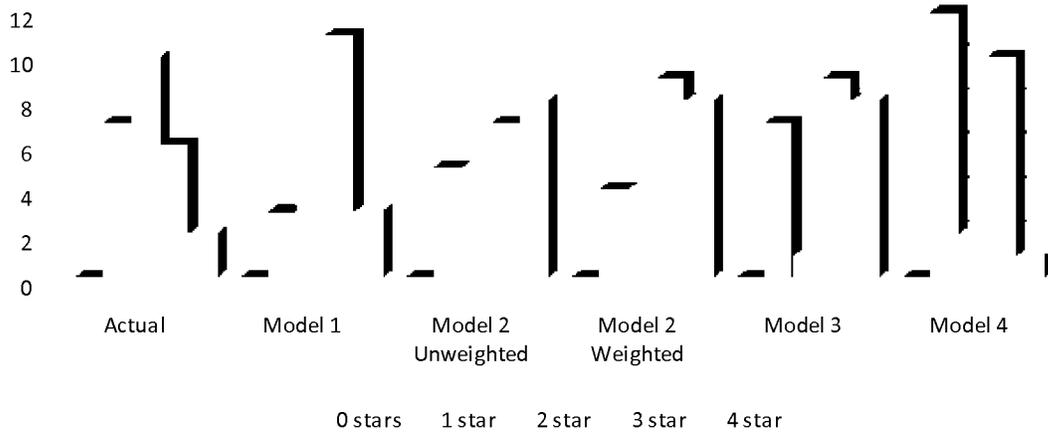
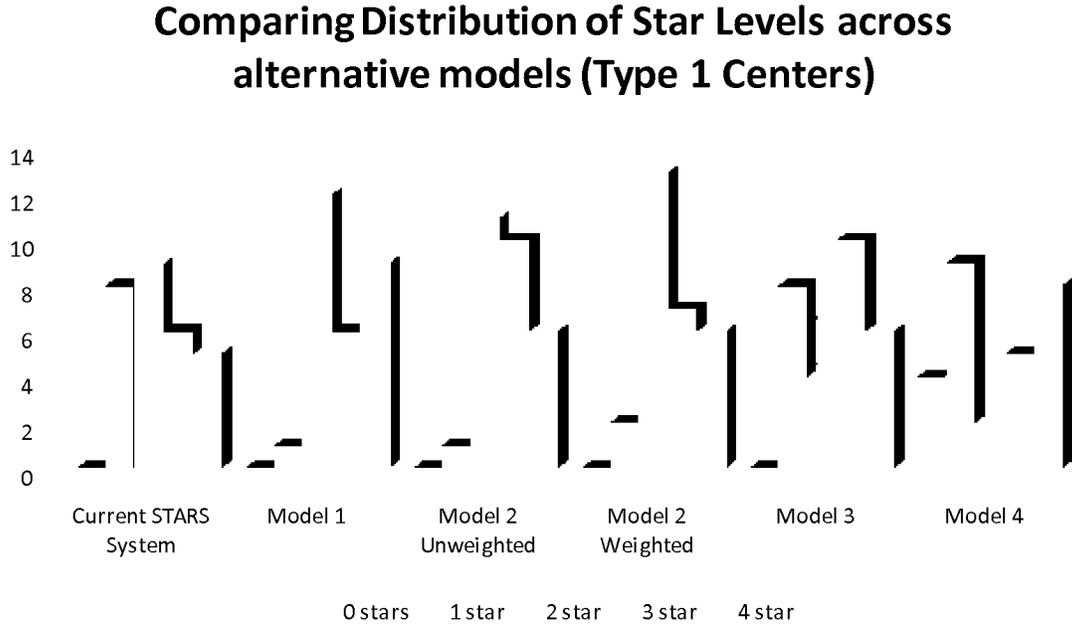


Figure 6.12. Comparison of Star Levels across alternative models – Type I Centers



Interview methodology

The interview methodology used for collecting the data presented is not comparable to a rating process. Questions were developed to elicit easy responses from interviewees and lessen interviewer burden. For example, participants were asked, “Looking at the grid for Level 3, do you currently meet these ratio requirements?” rather than asking them to list the number of children in each age group, the number of staff in each classroom, etc. In contrast, a rating process would involve observing in classrooms and having supporting documentation to determine whether or not a facility met Level 3 ratio requirements. Therefore, while responses were proxies for achievement of grid indicators, it is important to keep in mind that the questions were developed for interview purposes and are not comparable to rating verification processes.

Nature of self-report

Because our interviews relied on self-report data, it is uncertain if proposed scores and ratings are accurate. Providers may have inflated their scores by claiming to be implementing best practices, even when not demonstrating these practices for outside observers. Alternatively, many providers reported not currently achieving indicators but claimed it would be either “easy” or “somewhat easy” to meet this requirement. In other words, if certain, new indicators were required of facilities (such as in Model 4) then providers would have the motivation to achieve these requirements and their scores may be higher than our models demonstrated. In general,

self-report is always a limitation of interview methodology. Here provider report showed great variation, therefore the concern for inflated self-report is minimal.

Challenges translating a block system into a point system

Because points systems eliminate the requirement for facilities to achieve all indicators at previous levels before receiving credit for higher level indicators, facilities have the opportunity to reach higher levels than they would in a block system. For these reasons, when using a points system states have more indicators (than exist in most block systems) in order to balance out the difficulty of the points system. In other words, a Level 4 facility in a block system essentially has a “perfect score.” A points system adds more indicators so that a Level 4 facility can fall within a range of points while still meeting high standards. Therefore, since indicators were not added in Models 1-3, they could only function to make it easier for facilities to score higher in STARS. In an attempt to balance this, additional indicators were added to Model 4, which in turn typically led to facilities not scoring as highly as they had in Models 1-3.

Assumption of linearity amongst indicators

A limitation of the current models in this analysis and of QRIS rating structures in general is an assumption of linearity amongst quality indicators. In QRIS, indicators are arranged to increase in difficulty as facilities move up Levels; however certain indicators may not necessarily be linear in this way. For example, the number of family involvement activities is often incremental, such as requiring one activity at Level 1 and four activities at Level 4—but the research does not exist to support that four activities are actually four times “better” than having just one activity. New research in the early childhood field is aimed at understanding whether there are thresholds of quality at which children’s outcomes improve, and this research will have important implications for QRIS indicator design.

Looking across the models and analyses presented in this chapter, we conclude the following:

Facilities are meeting indicators above their current level.

The models consistently show that facilities report meeting grid requirements that exceed their current rating level. When given the opportunity to receive points for meeting indicators, facility ratings increased. Recognizing facilities for achieving indicators higher than required is a potential avenue to motivate facilities to join STARS and keep facilities in STARS motivated for continuous improvement.

Facilities are achieving new indicators.

Even with new indicators added in Model 4, many facilities still received Level 3 and 4 ratings. This finding demonstrates that not only are some facilities meeting grid requirements higher than their current level, they have quality practices in place that do not exist in the STARS grids.

It is important to design rating structures that differ by facility types.

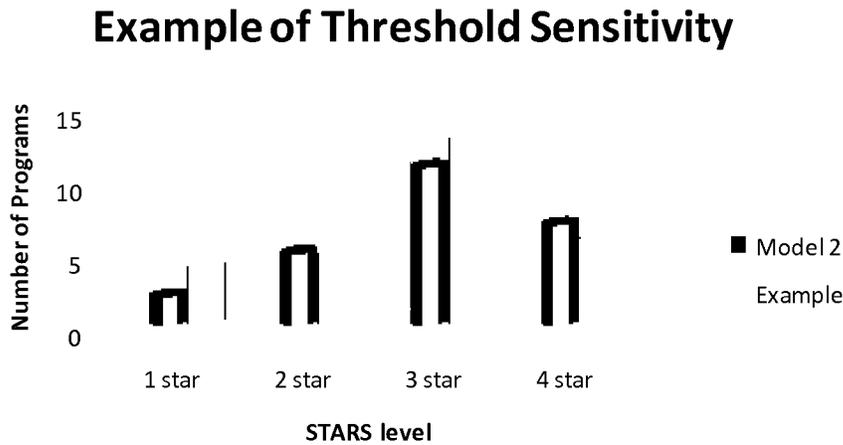
The models consistently show differences by facility type. For example, Certified Homes received varying ratings and reported meeting fewer of the new indicators (in Model 4) compared to Type I Facilities. Therefore, it is important for Kentucky STARS to continue to have separate grids for these facility types and to carefully gauge the potential differential effects by facility type if changes are made. In addition to Type I Facilities and Certified Homes, through the modeling it is evident that school-age facilities in STARS may need differentiation as well. Most SAC Facilities are scored at a Level 2 which may indicate a problem in achieving higher Levels. The grid requirements could be adapted for SAC Facilities by creating a different grid or adding provisions to the Type I Facility grid.

Sensitivity of thresholds.

The exercise of modeling alternative rating structures illustrated the high stakes associated with setting thresholds. QRIS that use points/combo systems are usually required to set thresholds at both the indicator-level and star-level; indicators are assigned point values and then ratings are assigned based on range of points facilities receive. Through the analysis conducted for this chapter, it became clear that each indicator decision needs serious consideration because even simple adjustments have consequences for the final level a facility can achieve. In order to demonstrate the sensitivity to slight changes in the models, a modification was made to the point ranges determining STARS Levels in the unweighted version of Model 2 for Certified Homes. By simply increasing the range for Level 1 by one point and adjusting the other ranges accordingly, there was a significant decrease in 4 STARS facilities (see Figure 6.13). With this slight change, two Level 3 facilities were unable to advance to Level 4 and no Level 2 facilities reached Level 4.

Level	All Facilities	EXAMPLE
1	5-7 points	5-8 points
2	8-12 points	9-13 points
3	13-17 points	14-18 points
4	18-20 points	19-20 points

Figure 6.13. Example of threshold sensitivity



This example illustrates the circumstances and sensitivity of setting thresholds for hybrid rating structures. If STARS were to consider making changes to their current system, caution should be used during the process of setting thresholds. It may also be advisable to have pilot phase if a new rating structure is being introduced in order to gauge the effects it may have on facility rating outcomes.

Currently, the early childhood field lacks empirical evidence to inform assigning specific weights to quality indicators or developing levels and thresholds of quality. QRIS developers make design decisions using the existing research which provides general, but not specific guidance. The current exercise of modeling alternative rating structures illustrates the need for a careful and consistent design (or re-design) strategy that takes into account the sensitivity of point cut-offs and their impact on facility rating outcomes.

At a meeting in June 2011, the Kentucky Department for Community Based Services, Division of Child Care and the leadership of the Quality Enhancement Initiative at the University of Kentucky expressed an interest in examining current administrative processes in STARS, with the intent to support best practices and improve organizational support for these best practices whenever possible. Two focus areas were prioritized for this examination:

- the workload of and support for Regional STARS Raters
- the experience of STARS Quality Coordinators with the Quality Tracking System.

One reason to prioritize these areas is that both of these groups experienced a change in the way their work is conducted. In July 2010, STARS rating policy changed in order to align STARS rating visits with annual licensing visits. This change also more clearly delineated the roles that licensing surveyors, QEI staff, and STARS Raters would play in the rating process. Also in July 2010, the Quality Tracking System was redesigned to collect much more detailed information about the technical assistance provided by SQCs. The new design required that SQCs collect and enter data that had not previously been requested.

The goal of this chapter is to understand how these changes affected the work that was expected of both raters and SQCs, and the implications of these findings for how administrators (both in DCC and QEI) might support the staff who are responsible for implementing these key features of the STARS program.

This chapter is organized into three sections. Section I is focused on the Regional STARS Raters; Section II examines the relationship between SQCs and the Quality Tracking System; and Section III summarizes the findings and proposes next steps.

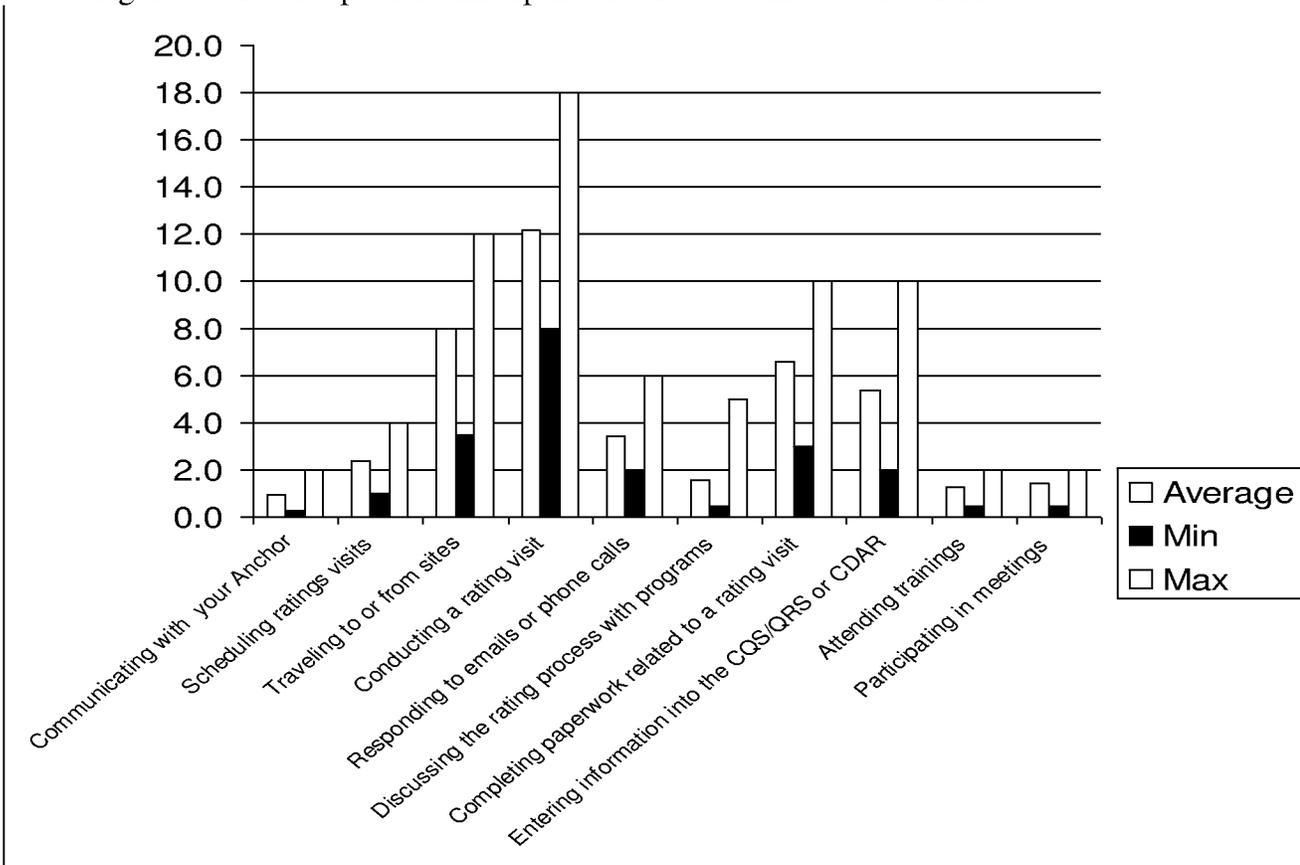
The Kentucky Regional STARS Raters (Raters) are a critical component of the STARS system. This small group of individuals conducts all the ratings visits for STARS participating facilities. The purpose of this section of the report is to highlight findings from an electronic survey administered to Raters (n=7) that covered the following topics: their role, their responsibilities, how their role and responsibilities were affected by the change in policy that occurred in July 2010, resources and supports they had received, and their future professional development.

Raters were asked about how the July 2010 changes impacted their role as a STARS Rater. Two of seven raters reported that the changes were helpful and made their job easier. One Rater reported that the changes were not helpful and made their job more complicated. The remaining

Raters had mixed feeling about the July 2010 changes. For example, while a few of these raters reported that their job has been easier due to the changes, they also felt that it did not create any positive changes for improved quality care. When asked how these changes affected providers, most Raters again indicated that the process was generally easier for providers, but were not certain that the changes helped to increase classroom quality. One rater felt the changes, “allow providers to receive a STARS rating when STARS standards are not being met.”

Raters reported that on average, they conducted 11-12 ratings visits per month. All perceived that their current caseload was “just right.” Raters were then asked to report the number of hours they spent during an average week on the set of activities reported in the chart below. On average, raters reported spending the most time on conducting ratings visits (12 hours per week) and traveling to sites to conduct ratings visits (8 hours). Raters reported spending approximately 6 hours per week completing paperwork and about 5 hours per week entering data into the Child Care Data System. They reported spending 3 hours per week on average responding to emails and phone calls. Figure 7.1 below shows the average amount of time spent on each activity, as well as the minimum and maximum reported hours for each.

Figure 7.1. Rater reports of time spent on various work-related activities.



When asked what other activities they participate in, Raters reported activities such as attending marketing events or other meetings to promote STARS such as state fairs, Early Childhood Council Meetings and other community events.

When asked if Raters could change one thing about their current roles or responsibilities, they commonly noted that they would like to have a greater role in determining what their role and responsibilities should be and to be involved in discussions about future changes to STARS.

Raters were provided with a list of items such as materials obtained at trainings or state resources and were asked to identify which was the most helpful when they had a question or faced a challenge. The “All About the ECERS-R/ITERS-R” books were identified by nearly all Raters as the most helpful resource. When asked what other resources would be helpful, Raters identified their interest in trainings with the developers of the ERS and more face-to-face meetings with other Raters.

When asked to select a statement that reflected the support they have received as a Rater and whether they know who to call with question, almost all selected, “I have received some support in my role as a STARS rater, but I don’t always feel that I have someone to call when I have questions or face a challenge.” In addition, a few Raters expressed the challenges of being isolated from their colleagues. When asked in the survey if they had anything else to share about their experiences, one Rater reported, “I enjoy the autonomy of working alone in such a large region but at the same time am challenged by the fact that I don't have much face-to-face peer time.”

Nearly all Raters indicated “other Raters” were their primary source of support when they had a question or faced a challenge. Nearly all Raters reported that they had a good working relationship with their Anchor and most felt comfortable all or most of the time contacting their Anchor when they had questions about a ratings visit. Not all Raters were comfortable approaching their supervisor when they had a question about a ratings visit. While a little more than half felt comfortable all or most of the time to contact their supervisor, the remaining Raters felt comfortable approaching their supervisor never, rarely, or only some of the time. When asked to identify other individuals Raters communicate with regularly to support them in their role, a few identified an SQC, DCC Staff or the RPM for their region.

All Raters gave examples of trainings they would like to receive, such as trainings by the authors of the ERS, trainings related to changes to STARS, trainings on ways to improve customer service, and trainings related to their specific role as raters. In this last example, the Rater reported that they attended a “mandatory reporting training” but felt they had not received any specific training on their role as a Rater. Raters again emphasized the importance of face-to-face meetings with other Raters, DCC staff, Anchors, SQCs and other STARS team members.

Raters were asked to report on their general experience with reliability visits and how these visits impact how they conduct a Ratings visit. Two thirds of the Raters reported that the reliability visits “Alerted [them] to a few items [they] are scoring incorrectly.” The remaining third felt that the reliability visits did not “necessitate changes to their scoring.” Raters’ confidence in the reliability of their scoring was further echoed in a question that asked them to rate the degree to which they felt they had to change their typical approach to scoring when they were doing a reliability visit. Nearly all Raters felt they changed their typical scoring approach very little or not at all during a reliability visit. Raters were asked about their perceptions of the reliability process and the degree to which it was stressful or beneficial to their own practice. Again, nearly all Raters reported that the reliability visits affirmed that they were using the tool correctly and were a positive/helpful part of their job. Raters reported that the most helpful aspects of the reliability visits included learning new information about the ERS and seeing situations from different perspectives. The few Raters that identified aspects of the reliability visits that were least helpful include times when there were disputes or unclear areas, or if messages about reliability were not consistent.

Raters were asked to report their current education status and their interest in future professional development. Nearly all Raters reported that their highest level of education received was a Bachelor's degree and almost all reported that they did not have a CDA. When asked if they were interested in pursuing further professional development responses included obtaining or completing a master's degree, becoming a certified trainer, pursuing a teacher's credential program or just generally furthering their education in child development.

Raters had mixed feelings about the helpfulness of the July 2010 changes and how these changes impacted their role as a STARS Rater or providers' participation in STARS. While many indicated that the changes were helpful to both Raters and providers, they also felt that the changes did not create positive changes for improving the quality of care.

Raters indicated that they conducted 11-12 ratings visits per month and that this caseload seemed to be "just right." Raters also reported that on average they spent the majority of their time each week on ratings visits (12 hours per week) or traveling to sites to conduct the rating (8 hours per week).

Most Raters reported that when they faced a challenge or had a question about a ratings visit they turned to the "All About the ECERS-R/ITERS-R" books or contacted another Rater. Nearly all Raters reported that they had a good working relationship with their Anchor and most felt comfortable all or most of the time contacting their Anchor when they had questions about a ratings visit.

Overall Raters felt very comfortable with reliability visits and viewed these visits as a positive part of their job. Raters reported that these visits helped them learn or understand new aspects of the measurement tools.

Almost all Raters indicated they had a Bachelor's degree and almost all reported they were interested in pursuing further professional development such as obtaining a master's degree or becoming a certified trainer.

STARS Quality Coordinators are responsible for the majority of data that is entered into the Quality Tracking System, and their data entry responsibilities have increased since July 2010. To understand more about how STARS Quality Coordinators experience QTS and the data entry process, an online survey was conducted in July 2011. In total, 19 of 25 SQCs completed at least part of the survey.

To determine to what extent SQCs are using QTS as a tool for their own recordkeeping, SQCs were asked, “What is the primary way that you keep track of where things stand with the facilities you work with?” They were asked to choose between the following options:

- I remember details about programs but don’t write them down on paper or in QTS.
- I take notes in a notebook or binder.
- I use my time log and/or calendar to keep track.
- I keep my notes in QTS.
- Other

No SQCs reported that they took only mental notes. SQCs were nearly evenly divided between reporting that QTS is their primary note-taking strategy, that their calendar or time log is their primary note-taking device, and that they keep notes using their own notebook or binder (N=19).

SQC were asked what kind of information they take notes on most often, and were instructed to choose no more than three of the following options:

- The date on which you met with (or talked to) a provider
- The length of the meeting
- The purpose/content of the meeting
- Materials/resources that you provided during the meeting
- The things that the provider agreed to do before the next meeting
- The things that you agreed to do before the next meeting
- The questions the provider asked
- Other, please explain: _____

All or nearly all SQCs said that they report on the date of the visit/meeting/call and the purpose/content of the meeting. SQCs reported that they more often take notes on the things that they themselves had agreed to do before the next meeting than on things that the provider had agreed to do before the next meeting.

Over a third of SQCs (37%) reported that they enter data into QTS on a daily basis. Another quarter of respondents (26%) said that they enter data into QTS weekly. All others (37%) reported entering data twice monthly, monthly, or less frequently (N=19).

The survey asked SQCs (N=19) how important they believe QTS data entry is to their work as an SQC. The majority of SQCs reported that data entry is either “very important” (37%) or “somewhat important” (32%) to their work. The remaining third of SQCs reported that data entry is “not very important” (16%) or that they do not know how important data entry is (16%).

SQCS were also asked, “From your perspective, what is the primary or most important purpose of QTS?” Responses were then qualitatively coded and revealed four themes that were mentioned by at least two SQCs. These themes are (in order from most to least commonly reported):

- Management (The purpose is for management to track what’s happening and run reports.)N=8
- Facilitate work (The purpose is for SQCs to have the information they need to serve providers.) N=5
- Accountability (The purpose is to make sure SQCs are doing what they’re supposed to do.) N=3
- Research (The purpose is to analyze the data to learn what’s effective.) N=2

All five SQCs who reported that the most important purpose of QTS is to facilitate their own work also reported that QTS data entry is “very important” to their work, a significant difference from other SQCs ($p<.001$). Moreover, SQCs who reported that the primary purpose of QTS is management (and provided no other purpose) were significantly less likely to say that QTS data entry is “very important” ($p<.05$).

Entering data into QTS appears to be a burden for some but not all SQCs (N=19). About half of all SQCs said that entering data into QTS was either “somewhat burdensome” (26%) or “very burdensome” (26%), while the other half reported that data entry is either “not much of a burden” (21%) or “no burden at all” (26%). Those who reported that QTS data entry is “very important” were significantly less likely to report that data entry is “somewhat burdensome” or “very burdensome” ($p<.01$).

To understand what might make data entry challenging for SQCs, they were asked how often they find that each of the following presents a challenge: internet access, navigating the QTS database, knowing how to answer questions appropriately, knowing how much detail to provide, and having time available to enter data.

Table 7.1. Number of SQCs reporting challenges to QTS data entry

Internet access	4	5	9	0
Navigating the QTS database	4	3	8	3
Knowing how to answer questions appropriately	2	5	8	3
Knowing how much detail to provide	3	6	8	1
Having time available to enter data	1	5	8	4

SQCs (N=18) reported that the most commonly encountered challenge is having time available to enter data (66% reported that this is sometimes or usually challenging). Respondents also reported being frequently challenged by knowing how to answer questions appropriately and by navigating the QTS database (in each, 61% of SQCs reported that this is sometimes or usually challenging).

SQCs were asked, “When entering data into QTS, how easy or difficult is it to provide each of the following data elements: the Interview Based Needs Assessment, the STARS Overview completion date, the date of TA plan development, the date of TA plan completion, the estimated level of intensity, the actual level of intensity, the objective for Technical Assistance, their action steps, the materials/ resources needed for each session, the hours of TA provided, the type of contact, the type of TA, and the High Low Needs Checklist?”

Table 7.2. The ease or difficulty of entering designated data elements

Interview Based Needs Assessment	39%	22%	6%	22%	11%
STARS Overview Completion Date	50%	28%	17%	6%	0%
Date of TA plan development	56%	11%	11%	17%	6%
Date of TA plan completion	44%	11%	6%	22%	17%
Estimated Level of Intensity	22%	6%	28%	39%	6%
Actual Level of Intensity	22%	28%	11%	33%	6%
Objectives for Technical Assistance	22%	33%	22%	17%	6%
Action Steps (N=17)	28%	17%	39%	11%	0%
Materials/Resources	28%	17%	44%	11%	0%
TA hours	28%	11%	22%	39%	0%

Type of contact	33%	17%	11%	28%	11%
Type of TA	28%	17%	6%	39%	11%
High Low Needs Checklist	28%	6%	17%	39%	11%

Based on average answers to these questions, the easiest items were: the STARS Overview completion date, and the date of TA plan development. The most difficult items were: the estimated level of intensity, the High Low Needs Checklist, and the type of TA. All but one respondent (17 out of 18) reported that answering at least one of these items was either “somewhat difficult” or “very difficult.” The average difficulty level reported by respondents is significantly correlated with the extent to which they report that data entry is a burden ($p < .01$).

Respondents were then asked to explain what makes these items difficult. The items most often commented on were the High Low Needs Matrix, the type of TA, and the estimated intensity of TA. When responding about the type of TA, SQCs said:

- “There are lots of things listed that don't apply often and a lot of things not listed that I do frequently. SQC's should have say so into what the drop down boxes say as we are in the field doing the actual TA.”
- “The types of contact and TA do not cover a lot of what we do. Generally I leave type of TA blank.”
- “I'm not totally sure what is wanted or what some of the TA I do is categorized as.”
- “All types of TA are not listed.”
- “The types of TA are not always listed on our choices.”

When responding about the High Low Needs Matrix, SQCs reported:

- “The high low needs checklist really doesn't encompass a lot of what we see/work with with programs or we may not know some of the answers.”
- “Sometimes the High Low Needs Matrix does not fit the program or give a true indication of the need.”
- “The High Low Needs Matrix questions does not apply well to certified or Type II Family child care homes. I think the questions should be revisited to get more pertinent information.”
- “It often doesn't have options involving director/supervisor effects on staff. I often feel like it is making a program seem low need, when I know very well they will be a high need program.”

When responding about the estimated level of intensity, SQCs said:

- “It can be hard to estimate the level and actual level of intensity or a program may need a lot of work, but not want you to come and help them, or have low intensity, but want you there all the time.”
- “Sometimes you cannot estimate the level of intensity until you really start working with the program.”

- “I don't really know how difficult a program is going to be to work with until I work with them for a while. Many directors can give an enthusiastic first impression then not follow thru.”

Other notable comments include:

- “The action steps section is difficult to navigate. Also action steps change often and it is repetitive to update the TA plan and log the additional contacts in the contacts section. All TA plans follow the same flow originally so it is pointless to enter the steps over and over.”
- “A QTS training would clear this things up immensely.”

SQCs were asked, “Is it more difficult to take notes/enter data for some facilities/providers than for others?,” and “If so, what is it about these facilities or providers that makes data collection and entry more difficult?” Less than half of respondents (8 of 18) reported that data entry is more difficult for some facilities/providers than for others, but among those who did report a difference, two themes emerged. First, five SQCs noted that some providers/directors are more cooperative and forthcoming, while others may make it difficult for the SQC to know (and therefore document) what is happening in the facility. For example,

- “Some programs it is hard to get information from them, either they talk about everything other than what you need, or when you ask them how things are going they will tell you "fine".”
- “Confusing/dishonest directors make entering data challenging.”

Second, two SQCs noted that when providers/directors call them more frequently, it can be difficult to document the high number of interactions. For example,

- “Very high need or just needy programs with very frequent contact often leads to missing data entry due to the # of contacts involved.”

Most SQCs reported that the QTS User Guide is “somewhat helpful” (50%) or “very helpful” (6%), and 17% of respondents reported that they didn’t know about the QTS User Guide (N=18). When asked what would make the User Guide more helpful, two SQCs suggested that the guide be updated to reflect changes in QTS, and two SQCs suggested that it could provide more detailed instructions or checklists to indicate what data needs to be collected and when.

The survey asked respondents (N=18) how helpful it is to look at the QEI Quarterly Reports. A small group of SQCs (17%) did not know that these reports were available and another 44% report knowing about the reports but not looking at them. Of the remaining respondents (39%) who report looking at the QEI Quarterly Reports, nearly all found them “somewhat helpful.”

To understand what kind of data SQCs might find helpful, the survey asked: “If the following information were available to you, how helpful would you find it?”

Table 7.3. SQCS perceptions of the helpfulness of information that could be retrieved from QTS

The average number of hours you spend with a facility per cycle	6%	17%	44%	17%	17%
The average number of hours that all SQCs spend with a facility per cycle	11%	44%	17%	17%	11%
The most common types of TA you reported	0%	22%	44%	22%	11%
The most common types of TA that all SQCs reported	0%	28%	28%	33%	11%
The percentage of facilities you serve that have joined STARS	11%	6%	28%	17%	39%
The percentage of facilities served by all SQCs that have joined STARS	17%	11%	22%	22%	28%
The percentage of facilities you serve that have improved their STARS rating	6%	6%	22%	22%	44%
The percentage of facilities served by all SQCs that have improved their STARS rating	11%	11%	17%	22%	39%
The type(s) of TA most highly associated with improvement in STARS	0%	6%	22%	6%	66%

On average, respondents (N=18) reported that the data they would find most helpful was the type(s) of TA most highly associated with improvement in STARS (66% of respondents said “extremely helpful”) and the percentage of facilities you serve that have improved their STARS rating (66% said either “extremely helpful” or “very helpful”). Other helpful data include: the percentage of facilities served by all SQCs that have improved their STARS rating, the percentage of facilities you serve that have joined STARS, and the percentage of facilities served by all SQCs that have joined STARS.

The majority of STARS Quality Coordinators (69%) responding to the online survey believe that QTS data entry is either very or somewhat important to their work. Yet, STARS Quality Coordinators report challenges in working with the Quality Tracking System. For example:

- Most SQCs report that QTS is not their primary case management tracking tool.
- About a third of SQCs report that they enter data into QTS infrequently (twice monthly or less often).
- A third of SQCs report either that data entry is “not very important” or that they don’t know how important data entry is.
- Over half of responding SQCs reported that data entry is “somewhat” or “very” burdensome.

Some SQCs use QTS for their own work and perceive data entry to be less of a burden than other SQCs.

- All five SQCs who reported that the most important purpose of QTS is to facilitate their own work also reported that QTS data entry is “very important” to their work, a significant difference from other SQCs ($p < .001$).
- SQCs who reported that QTS data entry is “very important” were significantly less likely to report that data entry is “somewhat burdensome” or “very burdensome” ($p < .01$).
- The average difficulty level of data entry reported by respondents is significantly correlated with the extent to which they report that data entry is a burden ($p < .01$).

SQCs could benefit from additional/refresher training on the purpose and use of QTS.

- Most SQCs reported being frequently challenged by knowing how to answer questions appropriately and by navigating the QTS database (in each, 61% of SQCs reported that this is sometimes or usually challenging).
- All but one respondent (17 out of 18) reported that at least one of 13 key data elements was somewhat or very difficult to answer, and some SQCs specifically requested additional training on QTS.

SQCs would like to have more access to certain kinds of data that QTS can produce.

- When asked about QTS Quarterly Reports, some SQCs (17%) did not know that these reports were available and other (44%) reported knowing about the reports but not looking at them.
- Two-thirds of SQCs reported that if they had information about the type(s) of TA most highly associated with improvement in STARS, this information would be “extremely helpful.”
- Similarly, two-thirds of SQCs said it would be either “extremely helpful” or “very helpful” to have information on the percentage of facilities that they serve that have improved their STARS rating.

Across these two data sources and groups of respondents, three common themes emerged that may have implications for STARS administrative processes. First, both Raters and SQCs expressed some uncertainty about their altered responsibilities and an interest in receiving additional explanation or training on the reason for and value of recent policy changes.

Second, both Raters and SQCs expressed interest in being a part of future conversations about the tools and processes with which they work most closely. Because STARS Raters play such a critical role in the rating process, STARS administrators may benefit from the input of Raters when making decisions about changes to the STARS standards and rating process. Similarly, because SQCs are the primary providers of technical assistance, their insights about data collection and work with providers will be beneficial to efforts to more clearly conceptualize and define the data elements that make up QTS.

As part of the Kentucky STARS for KIDS NOW Process Evaluation, the Kentucky Department for Community Based Services, Division of Child Care (DCC) requested an evaluation of the Child Care Resource and Referral (CCR&R) System in Kentucky. The purpose was to provide information about how the CCR&R system serves early care and education practitioners, parents, and stakeholders throughout the state. Data were collected from several sources. Each data source and sample is described before results are presented throughout the chapter. Data sources include:

- Surveys of participants in CCR&R trainings,
- Interviews with CCR&R staff,
- Interview with CCR&R stakeholders,
- Administrative data from the Early Care and Education Training Records and Information System (ECE-TRIS), and
- Secondary data analyses of data collected earlier in the STARS evaluation. Secondary analyses included items from the household survey, STARS provider and STARS Quality Consultants (SQC) interviews, and Professional Development (PD) Counselor surveys.

The evaluation focused on three aspects of the CCR&R System: Provider recognition and use of CCR&R services, parent recognition and use of CCR&R services, and collaboration between the CCR&R and community stakeholders. Each section is informed by multiple data sources, providing a variety of perspectives from the early care and education community. These perspectives allow for conclusions to be drawn and recommendations to be made concerning the CCR&Rs' provision of services to practitioners, parents, and community stakeholders.

Much of the data analyzed here is qualitative. In order to describe the prevalence of particular responses in a consistent way, systematic conventions and terms were used. For example, “a couple” will always be used to refer to two respondents; “a few” will always be used to refer to three respondents, and “many” will be used to refer to 26% to 49% of respondents. For a more detailed description, refer to the table at the end of Chapter 1.

The following key themes emerged from this qualitative analysis and will be discussed in this chapter:

- The service most often provided to child care practitioners by CCR&R agencies is training. Over 12,000 child care practitioners in Kentucky receive training from a local CCR&R agency each year. These practitioners receive, on average, 10.5 hours of training per year from their local CCR&R and the majority of practitioners are satisfied with the training they receive.

- Mentoring, coaching, and other forms of technical assistance are sometimes provided by local CCR&R agencies, but few practitioners report using these services. CCR&R staff would like to provide this service more often.
- CCR&R agencies serve both practitioners and parents by providing parents with referrals to child care practitioners. About 45% of practitioners report benefitting from CCR&R referrals provided to parents, while less than a third of parents are aware that a referral service is available or which agency provides it.
- Staff members from CCR&R agencies are aware that services for parents are both limited and under-utilized and would like to improve their outreach to parents.
- All interviewed staff members from CCR&R agencies report collaborating with STARS Quality Coordinators, Professional Development Counselors, and Early Childhood Councils. Most reported collaborating with Regional Training Centers, Institutes of Higher Education, Family Resource Centers, Health Consultants and Mental Health Consultants, and Licensing Surveyors. Collaborations with independent trainers and other training organizations, the United Way, and HANDS Home Visitors were less common.
- STARS Quality Coordinators were asked about the extent to which they collaborate with local CCR&R agencies in their work with individual providers. Most reported that, while there are no particular challenges preventing collaboration, they typically do not collaborate with local CCR&R agencies in this capacity.
- Professional Development Counselors reported positive overall relationships with the CCR&R agencies and staff but also reported some challenges to collaboration.
- Although collaborative relationships are generally positive, some challenges have emerged. Such challenges are often attributed to difficulties with communication across agencies, not understanding which agencies offer which services, and competition/duplication between agencies that offer similar services.
- While collaboration can be challenging, stakeholders in the ECE system report that collaboration is beneficial for meeting the needs of practitioners, families, and children.

To understand what services and supports are being offered to and received by child care providers, findings were drawn from four data sources: an online survey of child care providers, telephone interviews with the directors/lead providers of programs with STARS ratings, the Early Care and Education Training Records Information System (ECE-TRIS), and interviews with staff at local Child Care Resource and Referral agencies. Findings are presented by data source and then synthesized at the end of this section.

An online survey was developed to collect feedback from child care providers about the supports and services offered by CCR&Rs. A list of 12,292 individuals who attended training in the state of Kentucky was obtained from the ECE-TRIS data system on August 31st, 2011. From this list, a random sample of individuals in each ADD region (Audobon, Child Care Council, 4C, Comprehensive Community, Eastern KY CCC, Licking Valley, Northeastern KY, Purchase, and WKU) were invited via email to complete the survey. The first batch of invitation emails (15 per region) were sent on September 10th, 2011. Because the response rate was low, additional invitations were sent over the next several weeks. Ultimately, between 186 and 206 individuals in each region were invited to complete the survey. For each batch, a reminder email was sent one week later. As of October 18th, 2011, 111 individuals had answered at least one survey question. The sample of respondents was then limited to only providers who had consented to participate in the survey and had answered at least two questions. Of the 89 providers that met these criteria for inclusion, 84.3% reported working with a CCR&R. Because of the topic of the survey, it may be that providers who did not work with a CCR&R were less likely to complete the survey. Therefore, this rate of CCR&R use may be overstated. The analyses below are based on the 75 respondents who consented to participate, reported working with a CCR&R and answered at least two survey questions.

Characteristics of Survey Respondents

Before discussing practitioner perceptions of CCR&R services and supports, it is important to understand the characteristics of the child care practitioners who completed the survey.

Table 8.1 provides an overview of which CCR&R agencies respondents designated as the primary one with which they work.

Table 8.1. Distribution of respondents across CCR&Rs

Western Kentucky University CCR&R	16.0%
Purchase Area CCR&R	5.3%
Northeast Kentucky Area Development Council, Inc.	8.0%
Eastern Kentucky Child Care Coalition	9.3%
Community Coordinated Child Care (4C)	13.3%
Audubon Area CCR&R	14.7%
Buffalo Trace CCR&R/Licking Valley C.A.P., Inc.	5.3%
The Child Care Council of Kentucky	16.0%
Community Coordinated Child Care	1.3%
Eastern Kentucky Child Care Coalition R&R – Lake Cumberland	1.3%
4C of Northern Kentucky	4.0%

Eastern KY Child Care Coalition (Berea Satellite)	0.0%
Other	4.0%

Source: Online survey of child care practitioners in Kentucky, Fall 2011.

Respondents represent at least 11 CCR&Rs, with strongest participation by child care practitioners that work with the Child Care Council of Kentucky, Western Kentucky University CCR&R, Audubon Area CCR&R, and Community Coordinated Child Care (4C).

Table 8.2 provides the distribution of respondents providing care across facility types. The majority of respondents (85%) provide care in a licensed Type I Center.

Table 8.2. Distribution of respondents across facility type

Licensed Type I Center	85.3%
Certified Family Child Care Home	5.3%
Licensed Type II Center	2.7%
Registered Family Child Care Home	2.7%
Other/Unknown	4%

Source: Online survey of child care practitioners in Kentucky, Fall 2011.

As shown in Table 8.3, about half of all respondents self-identify as a Director, Assistant Director, Owner, or Site Coordinator of a center-based program, and about one-third of respondents self-identify as a lead or assistant teacher in a center-based program. About 10% self-identify as family child care providers. Those who selected “other” (9.3%) were asked to describe their position. Responses ranged widely in this group.

Table 8.3. Positions held by survey respondents

Director, Assistant Director, Owner, or Site Coordinator of a center-based program	49.3%
Lead teacher in a center-based program	24.0%
Assistant teacher in a center-based program	8.0%
Family child care provider	9.3%
Other (substitute teacher, infant-toddler specialist, family service advocate, etc)	9.3%

Source: Online survey of child care practitioners in Kentucky, Fall 2011.

Although most respondents were providing care in a Type I facility, the respondents varied widely in their years of experience and their educational attainment. About half of respondents (48%) had been working in the ECE field for ten years or less while the other half (52%) had been in the field for more than ten years (see Table 8.4 for details). On average, providers reported 14.1 years of experience in the field.

Table 8.4. Years of experience in ECE field

Less than five years	18.3%
Five to ten years	29.6%
Eleven to twenty years	31.0%
More than twenty years	21.1%

Source: Online survey of child care practitioners in Kentucky, Fall 2011.

While educational attainment varies widely, it is worth noting that in this sample, 37% of respondents had a BA or higher. This high level of education may be explained by the fact that nearly half of the respondents are Directors or in other administrative positions within Type I facilities.

Table 8.5. Highest level of education

High School diploma or GED	19.2%
Some college	16.4%
Some college credits in early childhood or related field	16.4%
2-year degree (AA)	6.8%
2-year degree (AA) in early childhood or related field	4.1%
4-year degree (BA)	15.1%
4-year degree (BA) in early childhood or related field	11.0%
Graduate work (beyond BA)	5.5%
Graduate work (beyond BA) in early childhood or related field	5.5%

Source: Online survey of child care practitioners in Kentucky, Fall 2011.

Table 8.6 below shows the number of training hours that respondents reported completing each year. Respondents reported completing on average 20.6 hours of training per year. Notably, lead teachers in Type I centers are required to complete at least 15 hours of Cabinet-approved training each year and providers in certified family child care homes are required to complete at least 9 hours of Cabinet-approved training each year. Half of respondents who self-identified as family child care providers reported completing fewer than the nine required hours of training each

year. All respondents who self-identified as lead teachers in a center reported completing at least the 15 required hours of training each year.

Table 8.6. Training hours completed each year

Less than 9 hours	5.5%
9 to 14 hours	5.5%
15 to 18 hours	45.8%
19 to 25 hours	27.7%
30 or more hours	15.3%

Source: Online survey of child care practitioners in Kentucky, Fall 2011. When respondents gave a range of hours, the median value of the range was used.

Child Care Practitioner Perceptions of CCR&R

To begin, we ask about the quality and intensity of the practitioner’s relationship with the CCR&R. Respondents were asked “How long have you been working with your local Child Care Resource & Referral agency (in any capacity)?” On average, respondents reported working with their local CCR&R for 8.1 years. See Table 8.7 for details.

Table 8.7. Length of relationship with local CCR&R agency

Less than five years	38.6%
Five to ten years	35.7%
Eleven to twenty years	21.4%
More than twenty years	4.3%

Source: Online survey of child care practitioners in Kentucky, Fall 2011.

Responses to this question were then considered as a portion of the time the respondent reported having spent in the field of early childhood care and education. The result is a measure of the percentage of a provider’s career during which they have been working with their local CCR&R (see Table 8.8). Nearly half of respondents (45.5%) reported having worked with their local CCR&R for at least 75% of their ECE career, while the remaining 55% of respondents were divided fairly evenly between less than a quarter of their career, 25% to 50% of their career, and 50% to 75% of their career.

Table 8.8. Length of relationship with CCR&R compared to years of experience in ECE field

Less than a quarter of their career	18.2%
25% to 50% of their career	19.7%
51 to 75% of their career	16.7%
Over 75% of their career	45.5%

Source: Online survey of child care practitioners in Kentucky, Fall 2011.

Respondents were asked, “How do you typically interact with the CCR&R?” and could provide more than one response (meaning that the numbers below will sum to more than 100%). As seen in Table 8.9, nearly two thirds of respondents reported that phone and email are the primary modes of communication (65.2% of respondents for each). On-site visits were also mentioned, but less frequently (39.4% of respondents). Other less frequently cited answers include: Attending trainings, regular mail, or only through the center’s director.

Table 8.9. Typical mode of communication with CCR&R

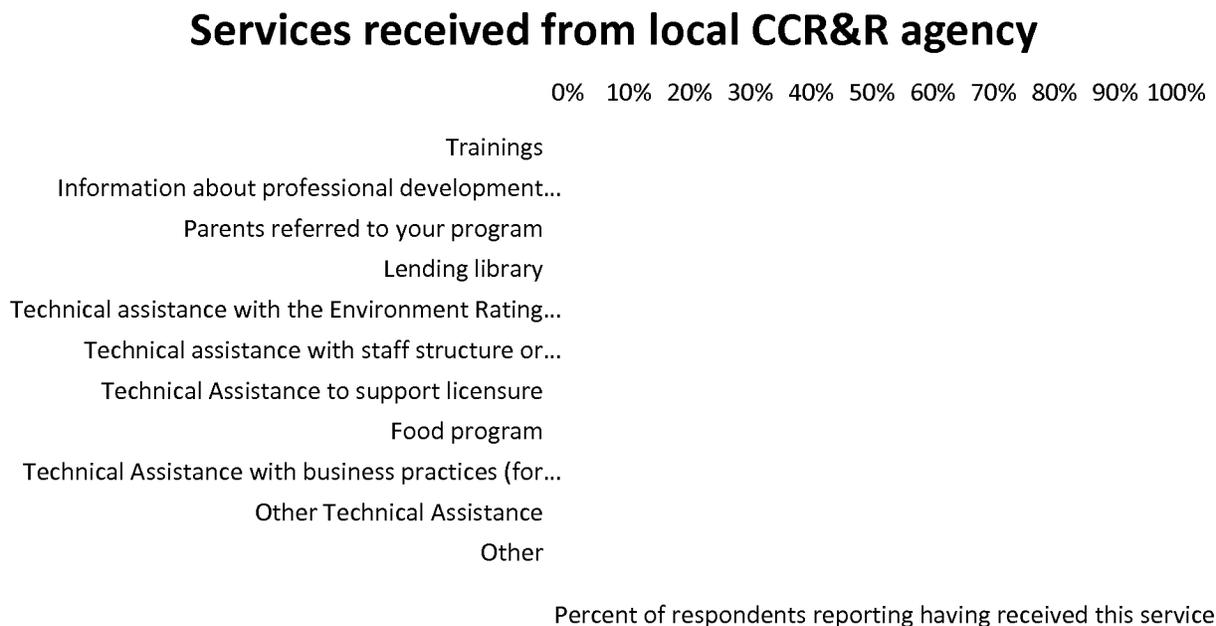
Phone	43
Email	43
On-site visits	26

Source: Online survey of child care practitioners in Kentucky, Fall 2011.

To understand which CCR&R services and supports are most frequently utilized, respondents were provided with a list of potential services and supports and were asked to indicate all services they receive from their local CCR&R. Many respondents identified more than one service received, and nearly every respondent reported receiving training from their local CCR&R. It is important to remember, however, that this sample was obtained from a list of practitioners who are in ECE-TRIS (and therefore must have received training from a CCR&R). As show in Figure 8.1, the services most likely to be received by respondents are:

- Trainings (96.0%)
- Information about professional development opportunities (76.0%)
- Parents referred to your program (45.3%)
- Lending library (42.7%)
- Technical assistance with the Environment Rating Scales (34.7%)
- Technical assistance with staff structure or reduction of teacher-to-child ratios (21.3%).

Figure 8.1. Percent of respondents reporting having received this service from their local CCR&R agency



Source: Online survey of child care practitioners in Kentucky, Fall 2011.

Respondents were then asked to identify which of these activities was the primary service received from their local CCR&R. Here, respondents could choose only one answer. They were also asked which of these activities was the next (second) most frequent service/assistance they receive from their local CCR&R agency. Most respondents (72.5%) reported that Training is the primary service they receive from their local CCR&R. Other frequently cited services include: Information about professional development opportunities (reported as most frequent or second most frequent by 20.6% of respondents), Parents referred to your program (reported as most frequent or second most frequent by 17.6% of respondents). “Lending library” and “Technical Assistance with the Environment Rating Scales” were each reported by 7.4% of respondents as the most frequent or second most frequent. When all types of Technical Assistance are combined, 45.3% of providers report having received some form of technical assistance. Nearly half the respondents (45.7%) did not identify having received more than one type of service or assistance (N=70).

Respondents were then asked what goals they hope to achieve by using this service, how often they use this service, the usefulness of the service, and how this service could be improved. Of those who identified training as a frequent support (n=55), frequently cited goals included:

- Providing higher quality care (13 respondents),
- Meeting training requirements for licensing (9 respondents), and
- Staying up to date on the latest trends & regulations (7 respondents).

Over two-thirds of respondents who identified Trainings as a frequent service reported that they use this service at least five times a year (38.2% said five to ten times per year, 25.5% said monthly and 3.6% said weekly.) Others reported receiving trainings from their local CCR&R two to three times a year (23.6%) or less than once a year (9.0%).

Respondents were asked to rate the effectiveness/usefulness of this service on a scale from “Not useful” to “Very useful” and to explain their answer. Most respondents who identified Training as the service they receive most frequently or second-most frequently reported that this service is “Very Useful” (61.1%) or “Somewhat useful (20.4%). Less than 20% of these respondents reported that training is “Neutral,” “Somewhat not useful,” or “Not useful.” Finally, respondents were asked what could make this service more useful. Responses were coded to reveal several themes, identified by at least three respondents:

- More variety in the trainings offered,
- Better communication about what trainings are available,
- More advanced courses for higher level students,
- More trainings explicitly aimed at Directors, and
- Lower costs for registration.

Of the 14 respondents who identified “Information about professional development opportunities” as a frequent support, 8 respondents reported on the goals they hope to achieve by using this service. Similar to respondents who identified training as a frequent support, these respondents reported the desire to provide higher quality care for children (3 respondents), and the need to meet training requirements for licensing (2 respondents). Just over half of these respondents (54.6%) reported using this service at least five times per year (36.4% said five to ten times per year and 18.2% said monthly). The remaining respondents (45.5%) reported using this service two to three times per year. Most respondents reported that obtaining information about professional development opportunities is “very useful” or “somewhat useful” (38.5% each). Few respondents provided feedback on what would make this service more useful, so no themes could be identified.

Of the 14 respondents who identified any form of Technical Assistance as a frequent support, all found this support to be “somewhat useful” (29%) or “very useful” (71%). Because this category includes a variety of kinds of technical assistance, no common goal was identified. These respondents reported receiving Technical Assistance as often as monthly and as rarely as less than once per year, with the largest portion (43%) reporting receiving technical assistance two or three times per year. Respondents did not offer any clear suggestions for how to make this service any more useful.

Of the 12 respondents who identified “Parents referred to your program” as a frequent support, few reported a goal they hoped to achieve by using this service. Those who did most often reported wanting to stay at full capacity. These respondents reported getting referrals as frequently as weekly and as rarely as less than once per year, with the largest portion (40%) reporting getting referrals two to three times per year. This service was highly valued, with over

90% of respondents reporting that this service is “somewhat useful” (25%) or “very useful” (66.7%). Again, respondents did not offer any clear suggestions for how to make this service any more useful.

Finally, respondents were asked whether there are other services they would like to receive from the CCR&R. Of the 20.3% of respondents who indicated that they would like additional services, two themes emerged: Providers are interested in more free or low-cost trainings and more information about the services and supports that are available through the CCR&R.

Summary of findings from the online survey of child care providers

In a sample of 89 child care practitioners (85% of whom work in Type I facilities and 49% of whom hold administrative roles), the vast majority (84%) report working with a local CCR&R. We note, however, that providers who do not work with a CCR&R may have been less likely to take the survey, so this participation rate may be overestimated.

Nearly all surveyed providers (96%) report having received training from their local CCR&R, and most (76%) report having received information about professional development opportunities. Just under half (45%) of the surveyed respondents report that their local CCR&R has referred parents to their program. Other services identified by at least 20% of respondents include: use of the CCR&R’s lending library, technical assistance with the Environment Rating Scales, and technical assistance with staff structure or reduction of teacher-to-child ratios. Nearly half the respondents (46%) did not identify having received more than one type of service or assistance (N=70).

Of those providers who identified CCR&R trainings among the two services they receive most frequently, most (81.5%) found CCR&R trainings to be somewhat or very useful. They reported that trainings would be more useful if there were more variety in the trainings offered (including advanced courses for higher level students and classes specifically designed for Directors), better communication about what trainings are available, and lower registration fees.

Although fewer than half of respondents reported receiving parent referrals from their local CCR&R, nearly all who identified parent referrals among the two services they receive most frequently found parent referrals to be somewhat or very useful (91.7%).

Less than half of respondents reported receiving any form of technical assistance from their local CCR&R. Notably, however, every provider who identified technical assistance among the two services they receive most frequently found this service to be somewhat or very useful.

Overall, this survey revealed that providers receive two or three primary services and supports from their local CCR&R, and are generally --but not universally-- satisfied with the service(s) that they receive. One fifth (20.3%) of providers identified additional services that they would like to receive from their local CCR&R. Several providers stated that they are not sure what else is available or what else it is possible for the CCR&R to provide.

As part of the STARS Process Evaluation, a sample of child care providers from STARS-rated facilities were interviewed by phone in early 2011. It is important to note that the sample was designed to answer particular questions about the STARS rating process and is not representative of all providers in Kentucky. To learn more about the sample of included programs, refer to Chapter 1.

In this portion of the Evaluation, 62 providers from Certified homes and Type I facilities were asked about technical support and resources they received from their local CCR&R. As is described in Chapter 4, the following questions were asked of providers: Have you received any services/supports from your local Child Care Resource and Referral agency? What kinds of services/supports? Toward what goal(s)? How long have you been working with your CCR&R? Over the course of one month, how often do you interact with CCR&R? How do you interact with the CCR&R primarily? (Phone, email, onsite visits, etc.) How would you describe the quality (effectiveness/usefulness) of the services you received?

About one third of all respondents indicated that they do not interact with their CCR&R. Among the programs that do work with their CCR&R, providers indicated that they have been working with their CCR&R for six years or more and that they communicate with their CCR&R a few times a month, mostly by phone. Communication with the CCR&Rs also included regular email notifications and monthly newsletters.

Provision of trainings was the most commonly reported type of support offered by CCR&Rs. In addition to trainings, a few providers from Type I facilities mentioned supports such as use of the lending library and the availability of CCR&R staff to answer questions about state regulations and licensing.

Moreover, several certified home providers indicated that their CCR&R connected them to the Child and Adult Care Food Program and provided referrals to families seeking child care. A few certified home providers also indicated that their CCR&R was their “primary source of support.”

Overall, providers were positive in their reports about the quality of the trainings and services they received from their CCR&R. Comments included, “good,” “effective and useful,” and “it’s top quality.” Neutral and negative comments mentioned by a few providers included responses such as, “no complaints,” “fine,” “interactions are not that great,” and “not as helpful as she could be.”

As described in Chapter 5, all interviewed providers were also asked, Are you aware of any supports or resources that are available to you, but you are not currently utilizing? and What resources would be helpful, but are not available to you?

Across all provider types, most could not identify a resource they knew was available to them but they were not currently utilizing. However, about one-third of Type 1 facilities were able to identify a resource that they were aware of but not currently utilizing. Examples of such resources across provider types include the Cabinet for Health and Family Services, Early Childhood Councils, national and local NAEYC, and CCR&Rs.

Providers (n = 62) were also asked to describe any resources that would be helpful to them but were not currently available. Most providers said there was “nothing” they could think of or, “I don’t know.” Among those that did respond, access to more or higher quality trainings was a common response among Type I facilities. Other desired resources named by respondents include: Access to free materials, financial resources, having a nurse available to call and ask questions, and additional resources for working with a child with special needs.

Summary of findings from Telephone Interviews with STARS providers

In summary, findings from phone interviews with STARS-rated providers produced similar findings to the online survey of providers described above. Trainings are the most common form of support received from CCR&Rs, with all other kinds of supports (lending library, technical assistance, the food program, and parent referrals) mentioned far less frequently. Perceptions of the CCR&Rs are generally --but not universally-- positive, and most providers are not able to identify additional supports or services that they would like to receive.

Provider use of training

Another way to assess how providers are using CCR&R services is to look at what trainings are offered and how often providers are attending trainings. To examine these topics, data were obtained from Kentucky’s professional development registry, the ECE-TRIS system. ECE-TRIS is a database that contains individual training records for early care and education practitioners in Kentucky. Data were downloaded on August 31st, 2011, and included information about trainings offered and training participants between September 1st, 2010 and August 31st, 2011.

There were 12, 292 participants in CCR&R trainings during the 12-month period leading up to August 31st, 2011. This group averaged 10.5 training hours during that year (range 0-143, SD = 14.45). Most of the participants worked in Type I Licensed Centers (see Table 8.10).

Table 8.10. Number of training participants working in each program type from September, 2010 through August, 2011

Type I - Licensed Center	9,480
Registered Child Care Provider	894
Licensed Head Start	612
Certified Family Child Care Homes	391
Type II - Licensed Home	136
Head Start	24
Total	11,537

Source: ECE-TRIS database, downloaded August 31st, 2011.

Training offered by CCR&R

There were 3,960 trainings offered by CCR&Rs during the 12 month period, of which 3,327 actually occurred (633 of them were canceled). Each training may consist of more than one session, but results in one certificate of completion. The most common format was face-to-face, although trainings were also offered online or as independent studies (see Table 8.11). There were 41,747 total attendees (including duplicates).

Table 8.11. Format of trainings offered through CCR&R from September 2011 through August 2011

Face-to-Face	3052
Independent Studies	839
Web-based Online Training	56
Teleconference Learning	13
Total Trainings Offered	3960

Source: ECE-TRIS database, downloaded August 31st, 2011.

Trainings were offered through CCR&Rs across the state. The most trainings were offered by KIPDA 4C, Bluegrass CCR&R, and 4C of Northern Kentucky, although several other CCR&Rs also offered many trainings (see Table 8.12).

Table 8.12. Trainings by sponsoring agency from September 2011 through August 2011

KIPDA 4C	775
Bluegrass CCR&R	618
4C Northern Kentucky	406
Green River CCR&R	328
Pennyrile CCR&R	255
Eastern KY Child Care Coalition: Kentucky River	244
Eastern KY Child Care Coalition: Cumberland Valley	241
Lincoln Trail 4C	224
Licking Valley Community Action Program, Inc.: Gateway/Buffalo Trace	218
Eastern KY Child Care Coalition: Big Sandy	180
CCR&R: Purchase	163
Eastern KY Child Care Coalition-Lake Cumberland	156
Northeast Kentucky Area Development Council, Inc.-FIVCO	88
CCR&R at WKU - Barren River	63
Eastern KY Child Care Coalition: Central Office	1
Total Trainings Offered	3960

Source: ECE-TRIS database, downloaded August 31st, 2011.

The trainings covered a variety of topics, with the learning environment and curriculum as the topic most frequently covered (see Table 8.13).

Table 8.13. Trainings by content from September 2011 through August 2011

Learning environment and curriculum.	1104	732
Health, safety, and nutrition.	430	497
Child growth and development.	396	650
Professional development/professionalism.	358	135
Program management and evaluation.	233	178
Family and community partnerships.	135	182
Child assessment.	119	153

Source: ECE-TRIS database, downloaded August 31st, 2011.

Participant Satisfaction with Trainings

At the end of CCR&R trainings, participants are asked to fill out a training evaluation. They are asked to rate seven items on a scale from “very poor” to “very good”. Items include the clarity of the presentation, the trainer’s knowledge and general performance, and the usefulness of the materials (for a complete list of items, see Table 8.14). Participants are also asked to rate their overall satisfaction with the training. Responses for 27,885 evaluations are presented in Tables 8.14a and b.

Table 8.14a. Responses for 27,855 training evaluations from September 2011 through August 2011

The presentation was clear and to the point	< 1%	< 1%	3%	14%	82%	4.79
The usefulness of the handouts/written materials	< 1%	< 1%	3%	17%	78%	4.76
The trainer’s knowledge about the content	< 1%	< 1%	2%	11%	85%	4.84
Your knowledge on this topic before the training	1%	4%	31%	34%	29%	3.86
Your knowledge on this topic after the training	< 1%	< 1%	2%	23%	74%	4.72
The performance of the trainers	< 1%	< 1%	2%	12%	84%	4.83
The chances that you will apply something that you learned to your work or family life	< 1%	< 1%	2%	15%	81%	4.78

Source: Early Care and Education Training Evaluation Report (for training participants between September 1st, 2010 and August 31st, 2011) received from ECE-TRIS staff on August 31st, 2011.

Table 8.14b. Responses for 27,855 training evaluations from September 2011 through August 2011

Which of the following best reflects your satisfaction with the training?	< 1%	2%	30%	57%
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Source: Early Care and Education Training Evaluation Report (for training participants between September 1st, 2010 and August 31st, 2011) received from ECE-TRIS staff on August 31st, 2011.

The majority of participants rated all aspects of the training very positively and indicated that they learned something from the training (mean report of knowledge about the content rose from 3.86 before the training to 4.72 after the training). Eighty-seven percent reported that they were

either “satisfied” or “highly satisfied” with the training. It is important to note, however, that such favorable response may be affected by the nature of the evaluation scale. That is, the training evaluation tool might not be asking questions in a way that would elicit negative responses.

Summary of findings from ECE-TRIS data

The ECE-TRIS system provides several metrics to examine use of CCR&R training in Kentucky. In a 12-month period ending August 31, 2011, 3960 trainings were offered by CCR&R agencies throughout Kentucky. There were 12,292 total participants making up 41,747 training attendees (participants attended more than one training). On average, participants took 10.5 hours of training during the year. According to training evaluations, participants are satisfied with the trainings and overwhelmingly rate aspects of training in a positive manner.

One goal of the Kentucky Child Care Resource and Referral Agency (CCR&R) evaluation was to examine the ways in which the current CCR&Rs are meeting the needs of parents and families, providers, and other community stakeholders across the state. To this end, telephone interviews were conducted with at least one staff member from each of the CCR&Rs in Kentucky to assess their perceptions of parent use of CCCR&R services, their primary roles and responsibilities, and their collaboration with other stakeholders and partners. Fifteen Kentucky CCR&R employees were interviewed (n=15); nine agency directors and six staff members from smaller agencies that do not have their own director. This section provides a summary of the interview data and highlights the ways in which CCR&R staff believes services for parents/families and child care providers in Kentucky might be improved.

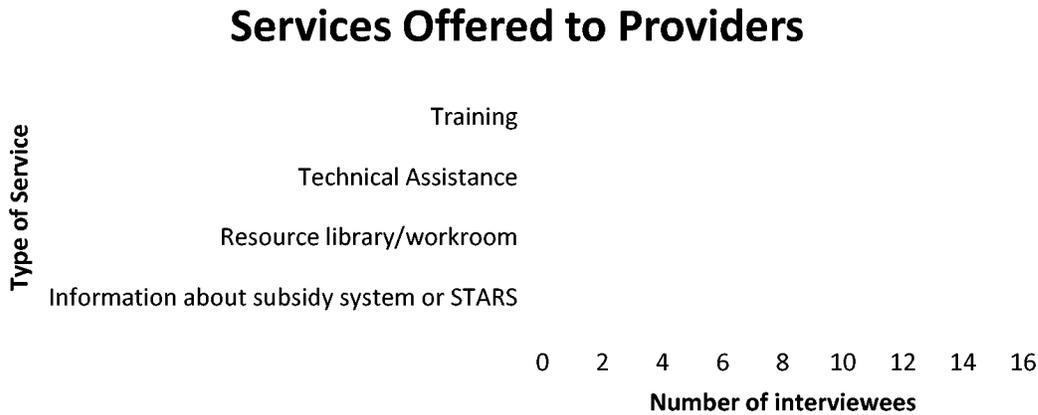
Child Care Resource and Referral Agency Services for Providers

Interview participants were asked about the services they offer to child care providers. The questions in this section of the interview included:

- What services do you offer to providers?
- Thinking about [particular service for providers],
 - Please describe your role [or your agency’s role] in providing this service.
 - How often would you say your agency engages in this activity (e.g., annually, quarterly, monthly, weekly, daily)?
- What, if anything, would you like to see improved in the services your agency offers to providers?
- What do providers need most to support their practices with children?

CCR&R staff were asked to name all the services that their agency offers to providers. The following services were named by at least two interviewees: training, technical assistance, a resource library or workroom for providers to use, and information about the subsidy system or the STARS for KIDS NOW system (Figure 8.2).

Figure 8.2. Services offered to providers



Source: Child Trends Interviews with Kentucky CCR&R Staff (N=15)

Training. All interviewees stated that their local agency holds trainings for child care providers. The majority of interviewees said that trainings are held weekly, and can include “basic classes required by the state,” leadership seminars for center directors, age-specific workshops (school-age children or infants and toddlers), and orientations for new early childhood education providers. One interviewee also mentioned that her CCR&R’s annual training plan is designed to cover all of the Kentucky Core Content areas. Child Development Associate (CDA) and Commonwealth Child Care Credential classes are also offered by a few of the CCR&Rs in this sample.

Training is offered in several different formats. Most participants said that trainings take place at CCR&R offices; however a few mentioned that training can take place on-site at the child care facility. One participant said her agency also occasionally holds telephone conferences for training purposes, and a few agencies have developed online independent study training modules as well.

Technical Assistance. Technical assistance such as modeling practices on-site or answering questions about licensing regulations by phone is offered by most (87%) of the CCR&R agencies interviewed. A couple of interview participants stated that they provide TA to current providers as well as those thinking about opening a child care business. A few said that TA is offered if a facility experiences a licensing deficiency. One interviewee reported that if a facility has been cited for several things and is in “immediate sanctions status,” they receive more intensive TA.

Some of the CCR&R staff interviewed stated that the TA offered varies according to the different needs of facilities. A few participants said that on-site coaching was a strategy they use to assist providers in answering their questions, help them get prepared for a STARS rating, or to simply observe and make recommendations for program improvements. One provider described the Coaching to Quality project, in which CCR&R staff mentor providers, conduct classroom

observations, and perform child assessments in order to improve school readiness in low-income areas and increase the number of facilities participating in STARS.

About half of the interview participants said that TA is provided weekly, and a few said that TA services are provided daily. A couple of participants said their agency provides TA monthly, and one stated that TA was provided on an as-needed basis.

Improvements to CCR&R services for providers

Several CCR&R staff members in this sample reported that child care providers need more professional development opportunities and individualized, on-site technical assistance in order to support their practices with children. When asked about the ways in which the CCR&Rs might improve upon the services offered to providers some interview participants said they would in fact like to be able to provide more on-site coaching and mentoring. One interviewee said, “Coaching is shown to have benefits for maintaining quality and establishing a relationship with the child care program. I wish that we had the resources to have lengthier, more substantial relationships with providers.” Another said, “I would like to be able to do more hands-on work and more mentoring. I’d like to have more opportunities to model good practice.” A few of the CCR&R staff members stated they would like to make other improvements including the ability to hire more staff to provide technical assistance to providers and to do more outreach within their communities to engage more providers in the services they offer.

Summary of findings from Interviews with staff at local CCR&R agencies

All interviewed CCR&R staff report that their agency provides training for providers and most report that their agency offers technical assistance to providers. All other services were offered by fewer than half of interviewed CCR&Rs. Trainings offered by CCR&R agencies cover a variety of topics and are usually offered in a classroom format at the CCR&R facility, but some agencies are offering trainings on-site at child care facilities or via teleconferencing. Technical assistance, when offered, is generally not part of a formal program but rather designed to help individual providers with specific needs.

When asked how to improve the services offered to providers, the most common theme among interviewees was the belief that child care providers in Kentucky would benefit from additional coaching and mentoring opportunities.

The primary support that CCR&R agencies give to child care providers is training. Nearly all surveyed providers report receiving training, and all interviewed CCR&R staff report that their agency provides it. Most providers are satisfied with the training they receive (80% of surveyed providers reported that the trainings were “somewhat helpful” or “very helpful” and providers reported being “satisfied” or “highly satisfied” on 87% of training evaluations in ECE-TRIS).

Most interviewed CCR&R staff (87%) report that their agency offers some form of technical assistance to providers and 45% of providers report receiving some form of technical assistance. This is the service that providers find most helpful.

Just under half (45%) of the surveyed respondents report that their local CCR&R has referred parents to their program, though none of the interviewed CCR&R staff named referrals as a service provided to programs/providers. Although CCR&R staff see parent referrals as a service they offer to benefit parents (see description below), many providers see this as a service that benefits them and find it to be very helpful.

Less than half of CCR&R staff named the CCR&R's lending library/resource center as a service offered to providers, and less than half of providers reported using this service.

While providers are generally satisfied with the services they receive, some providers say that they would like to receive additional services from their local CCR&R. While providers are generally unclear about what other services they want or need, CCR&R staff report wanting to provide more one-on-one supports (technical assistance) to providers.

To understand what CCR&R services and supports are being offered to and received by parents, findings were drawn from two data sources: the 2011 Kentucky Early Care and Education Household Survey and interviews with staff at local Child Care Resource and Referral agencies. Findings are presented by data source and then synthesized at the end of this section.

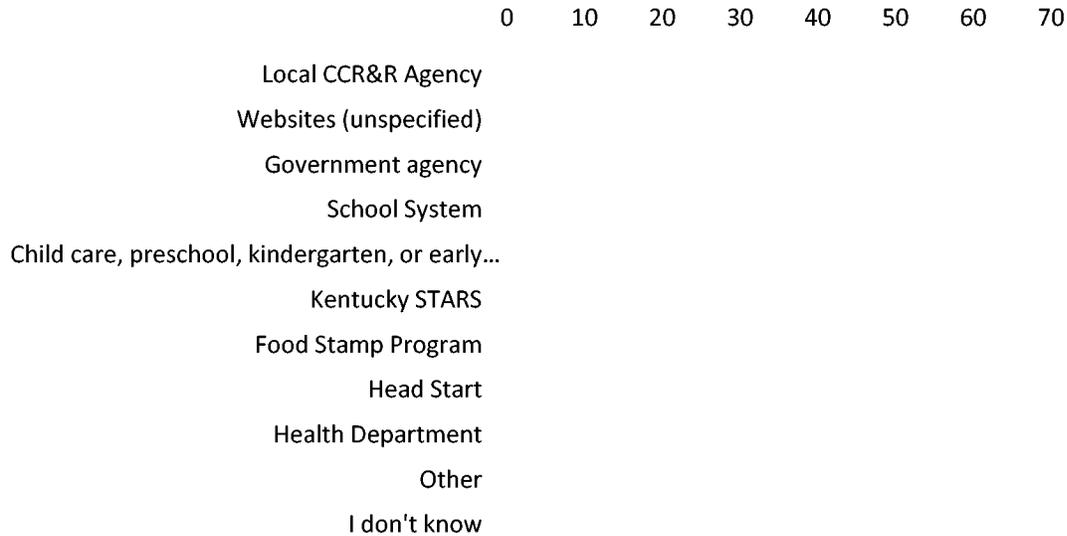
The Kentucky Early Care and Education Household Survey was conducted in the spring and summer of 2011. It was a random digit dialing survey of 501 households in Kentucky with children under age 12 who use some type of non-parental care. The survey asked parents questions about how they learn about, select, and use non-parental care. Two items from the ECE Household Survey provide information on parent recognition of CCR&R services in their region. Parents were asked two questions about their awareness of resources that could potentially be provided by the CCR&R:

- Have you heard of any organizations or websites you can go where you can get a list of child care providers?
- Have you heard of any organizations or websites where you can get information on the quality of child care?

When asked if they had heard of any organizations/websites that offer a list of child care providers, 144 (29%) of respondents responded yes. Those 144 respondents were then asked a

follow-up question: “What is this organization or website called?” Responses are presented in Figure 8.3.

Figure 8.3. Responses to question “What is this organization or website [that offers a list of child care providers] called?”

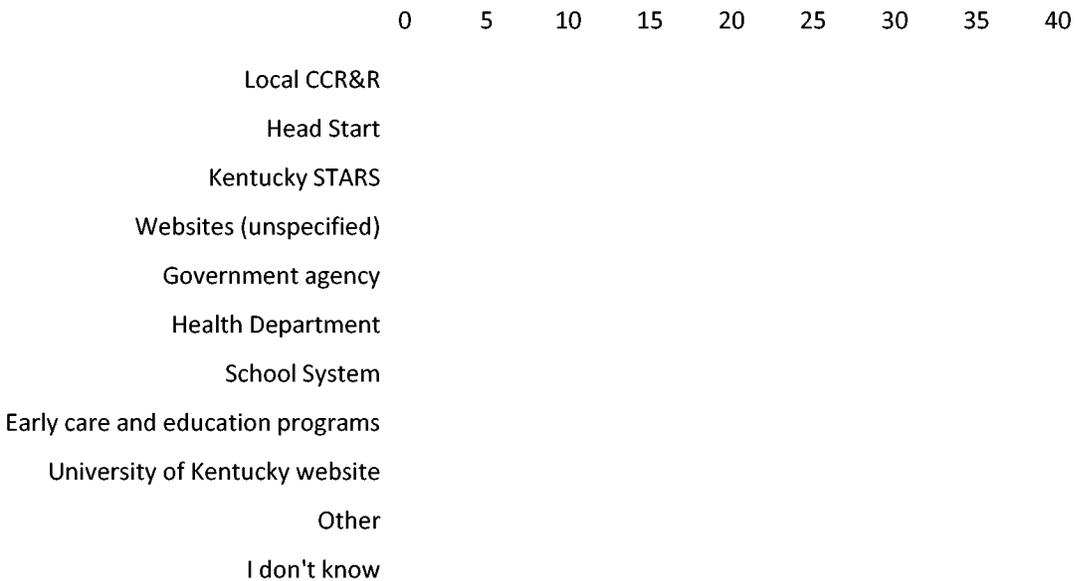


Source: 2011 Kentucky Household Survey (N=501)

The most frequent response ($n = 60$) was “I don’t know.” Thus, only 84 respondents to the ECE Household survey were able to name an organization or website that they believe offer a list of child care providers (some provided more than one response). Of these, the most frequent response ($n = 19$) was a local CCR&R agency. Other respondents mentioned websites, school systems, Kentucky STARS, government agencies such as the Department of Health and Human Services, and others. Altogether, there is little evidence that parents can recall specific organizations or websites where they can obtain a list of child care providers. Of those who can, however, CCR&R is the most likely response.

When asked if they had heard of any organizations/websites that offer information on the quality of child care, 83 (17%) of respondents responded yes. Those 83 respondents were then asked a follow-up question: “What is this organization or website called”? Responses are presented in Figure 8.4.

Figure 8.4. Responses to question “What is this organization or website [that offers information on the quality of child care] called?”



Source: 2011 Kentucky Household Survey (N=501)

Again, the most frequent response ($n = 37$) was “I don’t know.” Only 46 respondents to the ECE Household survey were able to name an organization or website that they believe offer information on the quality of child care (some provided more than one response). Of these, the three most frequent responses (for each, $n = 11$) were: Local CCR&R, Head Start, and Kentucky STARS. Other respondents mentioned websites, government agencies, school systems and others. Similar to the first set of responses in this section, there is little evidence that parents can recall specific organizations or websites where they can obtain information on the quality of child care. Of those who can, however, CCR&R is one of the more frequent responses.

Summary of findings from the 2011 Kentucky Early Care and Education Household Survey

In sum, according to the Kentucky Household Survey sample ($n = 501$), less than 5% of parents who use non-parental care in Kentucky can name the CCR&R when asked where they can find lists of child care providers or information about the quality of child care. Efforts to improve marketing of CCR&Rs could be useful in increasing parents’ awareness and recognition of what CCR&Rs do. This is a theme that is echoed in the CCR&R staff interviews in the next section.

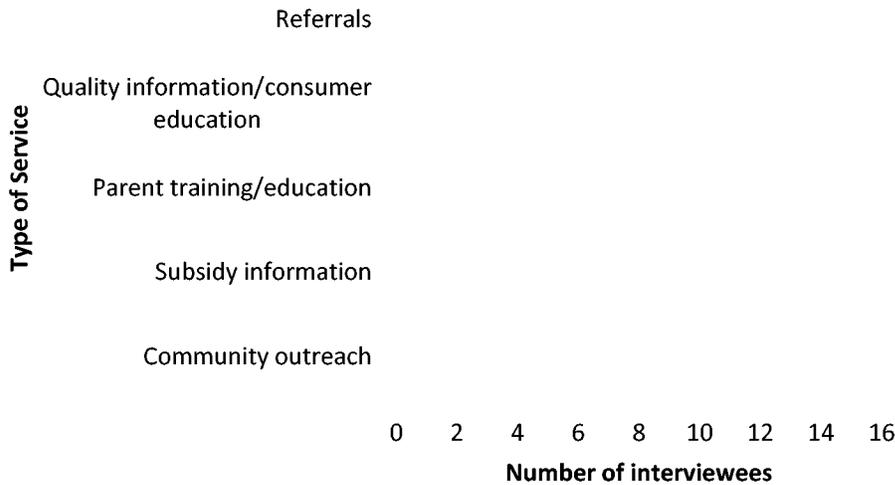
A second set of questions for CCR&R focused on the services provided to parents. All of the interview participants stated that parents/families are one of the primary populations served by CCR&Rs in Kentucky. The interviewees were asked the following questions about the services they provide for parents/families:

- What services do you provide to parents?
- Thinking about [name service],
 - Please describe your role in providing this service.
 - Would you say you provide this service less than monthly, monthly, weekly, a couple of times a week, or daily?
 - Do you collect any data about how many parents use this service? If possible, please estimate the proportion of parents who use this service out of the population of parents who could benefit from this service (e.g. very few, some, about half, most, almost all).
- What, if anything, would you like to see improved about the services your organization provides to parents?
- What resources do parents need to help them find appropriate child care?

The services provided to parents/families (Figure 8.5) by the CCR&Rs in this sample include referrals for child care, information about child care quality and consumer education, parent training or educational services for parents, child care subsidy information, and community outreach.

Referrals. All 15 participants stated that they provide referrals for parents/families seeking child care. Referrals are managed in several different ways: most CCR&Rs maintain a database that can be accessed when a parent/family calls the agency or performs their own online search. Several interview participants stated that the list of potential child care options provided for parents/families is based on their specific needs including the age of the child/children, the hours of the day, and the days of the week the parents/families need care. One participant said that her agency has recently developed an iPhone application called KidsMatter, through which parents can locate child care providers based on their location, ages served, preferred care type, and STARS for KIDS NOW rating.

Figure 8.5. Services provided to parents/families



Source: Child Trends Interviews with Kentucky CCR&R Staff (N=15)

About half of the interview participants stated that their CCR&R provides referrals daily. A few said they provide referrals a couple of times a week, a few said referrals are given weekly, and one replied that referrals are done on a monthly basis. Of the parents/families who are eligible for this service, most interviewees (9 out of 16) said that some parents use the service, a few said that very few use the service, and a couple said that about half of eligible parents use the referral services offered by CCR&Rs.

Child care quality information/consumer education. Most interview participants stated that they provide parents/families with information about the quality of child care options or other information that may help them make an informed decision about a care setting for their child/children. One participant said that when her CCR&R makes a referral, they send the parent/family a brochure that offers suggestions about selecting high-quality child care and provides information about developmental milestones based on the child/children’s age(s). Information about STARS for KIDS NOW, Kentucky’s quality rating and improvement system (QRIS) is also included with these resources. Most of the interviewees said that they maintain lists of child care providers that participate in STARS and provide this to parents/families whenever a referral is made, which occurs daily or weekly in most cases.

Parent training/education. Training and educational opportunities are provided for parents/families by about half of the CCR&R agencies interviewed. One interviewee whose agency provides monthly trainings for parents stated that they are usually provided in collaboration with other organizations such as school districts, social service agencies, or other counseling programs. She stated that these training events are related to parenting and are typically for young parents or parents involved in other social services. One interviewee recently

received a grant to provide trainings on financial literacy, but this activity is in its early stages and no additional information was provided. Another interview participant said her CCR&R sends a monthly newsletter to child care providers that includes an article related to child development that providers can distribute to parents/families. A few other participants said that parent training/education is provided on a monthly basis and a few said that these services are provided weekly. The remaining respondents who cited these services among those they offer said that they are either just starting to provide these services or will be starting soon.

Child care subsidies. Providing information about both state and local subsidy eligibility is another service that some CCR& staff said they offer to parents/families. A couple of the interview participants also process subsidy payments for child care providers on a monthly basis.

Community outreach. A few CCR&R staff members interviewed said that they participate in community events such as back-to-school nights or events focused on children's transition to kindergarten. At these events CCR&R staff hand out child development information, parenting information, and information about the services CCR&Rs provide. Another participant said that she presents information at community council meetings about CCR&R services so it can be relayed to parents/families and child care providers. A couple of participants said community outreach occurs on a monthly basis, and one said it occurs a couple of times a week.

Other. One CCR&R staff member in this sample also reported that her agency provides a lending library for parents that contains books on child development and parenting skills. Another described a partnership between her CCR&R, The National Association of Child Care Resource and Referral Agencies (NACCRRA) and the Department of Defense, through which child care providers on military posts can receive assistance with accreditation and quality improvement supports. The frequency with which these activities occur was not described.

Usage of CCR&R services by parents/families

In response to the question, "What resources do parents need to help them find appropriate child care?" most interviewees cited information on child care quality and "what to look for" when selecting care. However, those interviewees who reported that they offer this information said that they believe only some of the eligible parents/families are accessing this service. Several interview participants said they believe some parents/families are utilizing their child care referrals, but a few said that they believe very few of the parents/families who might benefit from this service are using it.

Of those interviewees who reported that they offer parents/families information on the child care subsidy system in Kentucky, one said she believes about half of eligible parents/families are utilizing this information, and another said that most eligible parents/families in her region are accessing it. The remaining interviewees reported that they do not know how many parents/families are seeking subsidy information. According to a couple of the interviewees, very few parents/families are attending the parenting education and training workshops that are offered by CCR&Rs in their regions. One interviewee said that some parents/families are

participating in these workshops, and the remainder said that they were unsure the extent to which the parenting workshops they offer are being utilized. Overall, the data collected on parent/family usage of CCR&R services suggests that utilization varies across regions and agencies, and that several CCR&Rs are not collecting these data.

Improvements to CCR&R services for parents/families

The 15 CCR&R staff members in this sample were asked “What, if anything, would you like to see improved about the services your organization provides to parents/families?” Some of the participants said they would like to have more direct contact and interaction with parents. One participant said, “I would like us to have more access to parents. I think we are a pretty well-kept secret despite the fact that we advertise or speak to any group we can possibly think of.” Another said, “I like to see parents coming to our trainings. They’re welcome to come and we often tell child care providers that parents can come to the trainings.”

A few other participants said they would like additional resources to offer services to parents/families. One interviewee stated that her agency does not have enough staff to provide parenting classes and she would like to increase the program’s capacity to do so. Another staff member said, “I think that we would like to do more. We have limited resources and resources are an issue in really doing even more intensive things.”

A few participants cited additional outreach and marketing as an improvement they would like to see. In the words of one participant, “I think the vast majority of people do not know that CCR&Rs exist and can provide those services. Some type of marketing campaign I feel would be best suited. We try to do a lot on a local level but it’s impossible to get the word out all the time.” Another said, “Our biggest challenge is reaching more parents so they know about the service.”

Other improvements to services for parents/families mentioned by interviewees include streamlining the state’s subsidy system and ensuring that all parents receive information about child care quality when a referral is made.

Summary of findings from interviews with staff at local CCR&R agencies

The CCR&R staff members interviewed for this study offered valuable information about how their services reach parents/families in Kentucky. Some of the key findings from this interview include:

- referrals for child care and information on child care quality are the services most often provided to parents/families by the CCR&Rs interviewed;
- usage of CCR&R services by parents/families varies across regions, but some of the interview participants believe that many parents/families who might benefit from their services are not utilizing them; and,
- the CCR&R staff members in this sample would like increased interaction with parents/families and more opportunities for outreach and marketing their services.

Most parents have not heard of any organization or website where they can go to get a list of child care providers and less than 4% of surveyed parents were able to name their local CCR&R as such a place.

Staff at local CCR&R agencies readily acknowledge that many parents are unaware of the services that they offer: referrals to child care providers, information about child care quality, and—less frequently—parent education and training. CCR&R staff would like to increase their engagement with families and parents and suggest that additional resources be used for outreach and marketing of their services for parents.

To understand how local CCR&R agencies are collaborating and partnering with other community stakeholders, findings were drawn from four data sources: interviews with staff at local Child Care Resource and Referral agencies, interviews with STARS Quality Coordinators, a survey of Professional Development Counselors, and interviews with community stakeholders. Findings are presented by data source and then synthesized at the end of this section.

There are a number of other agencies, organizations, and individuals working to support early care and education providers in Kentucky. One of the goals of this Evaluation was to better understand the extent to which CCR&Rs are engaged with these other support systems and to identify the services that may be offered to providers through collaborative arrangements. The 15 interview participants in this sample were asked the following questions to capture the nature and scope of interactions they may have with other early childhood support staff and stakeholders:

- Do you have a good working relationship with the [name of agency, organization, or individual] in your region?
- How often do you communicate with the [name of agency, organization, or individual] in your region?
- What topics do you communicate about?
- Have you had any problems working with the [name of agency, organization, or individual] in your region? If yes, please describe the challenges you have faced.
- How might collaboration between your agency and the [name of agency, organization, or individual] be improved?

Type and frequency of collaborations

STARS Quality Coordinators (SQC). All 15 interview participants reported that they work in collaboration with SQCs. Most interviewees said that they have positive working relationships

with either all or most of the SQCs in their region and that they communicate either weekly or monthly. The topics that the CCR&R staff members in this sample communicate about with SQCs vary from interpretation of licensing regulations to needs assessments for individual child care programs. One interviewee said that she coaches providers alongside the SQC in her region to prepare them for the STARS rating process. A couple of interviewees reported that they interact with SQCs most often at community meetings (e.g., Early Childhood Council meetings and regional collaboration meetings).

Professional Development (PD) Counselors. All 15 CCR&R staff members interviewed said that they work with Professional Development counselors and most reported that they have good working relationships with either all or most of the PD counselors in their region (a few interviewees said that their region has only one PD counselor). Most interview participants communicate with the PD counselor(s) either weekly or monthly, while one interviewee said she communicates with the PD counselor(s) in her region every two to three months. About half of the interviewees said they typically communicate with PD counselors about registering providers for CDA and CCCC classes offered through the CCR&Rs, and several mentioned that they work with PD counselors to promote the scholarship program for these credentials and other higher degrees.

Early Childhood Councils (ECCs). All 15 interview participants reported that they work in collaboration with the Early Childhood Councils in their region, and most reported that they had a good working relationship with either all or most of the ECCs. Several interviewees said that their interactions with the ECCs occur largely at monthly regional meetings, although a few said they communicate with the ECCs on a weekly basis. About half of those CCR&R staff members interviewed said that they communicate with ECCs about trainings that they provide or trainings that the ECC requests on behalf of the providers in that region. One participant reported that in some counties within her region, the CCR&R is the primary training entity for all the trainings that take place within the ECCs. Some interviewees said they communicate with ECCs about available grants and may collaborate to develop grant proposals. A couple interview participants reported that their communication with ECCs varies depending on the local projects the ECCs have developed, and a couple mentioned that they serve in leadership positions on the Councils in their region. Other topics of communication between CCR&Rs and ECCs mentioned include STARS participation, child care subsidy supply and demand, and local community events attended by both groups.

Regional Training Centers. Most interview participants said that they collaborate with one of the five Regional Training Centers (RTCs) in Kentucky, although a couple interviewees said that this collaboration is rare. Some interviewees reported that they communicate with RTCs every two to three months, and a few said that communication between their CCR&R agency and the RTCs occurs monthly. Of the interviewees who reported working with the RTCs, most said that they had positive relationships with the training centers and that they typically communicate about provider training needs or training sessions that they develop collaboratively. A couple interviewees reported that they present at the RTC annual conference, and one said that her

CCR&R agency distributes advertising materials about RTC programs to the providers she serves.

Independent trainers and other training organizations. About half of the CCR&R staff members interviewed said that they work with independent trainers in their region and some reported that they work with other training organizations as well. The working relationships between these entities were typically positive; some of the CCR&R staff members interviewed reported that their agencies contract with many independent trainers and seek out independent trainers to cover topics in which their CCR&R staff does not have expertise. A few other interviewees said that they help to promote training events held by other organizations or put regional conferences sponsored by other organizations on their training calendars and websites. Communication between the CCR&R staff members in this sample and independent trainers and training organizations in Kentucky occurs every two to three months for some interviewees. The remaining interviewees communicate with these entities either monthly or weekly.

Institutes of Higher Education. Most of the participants in this sample collaborate with Institutes of Higher Education in Kentucky, and most reported that they had a good working relationship with colleges and universities in their region. A couple of interviewees reported that they work with IHEs only two to three times a year, and some reported that collaboration occurs either every two to three months or monthly. A couple of participants reported daily interaction with IHEs because their agency is located at a university or the university is the primary funding source for the agency. A few participants reported that they recruit trainers from the IHEs and that the IHE maintains the database that tracks the training that registered/licensed child care providers receive. A few CCR&R staff members reported that they work closely with early childhood education professors at Kentucky colleges and universities to promote CDA classes, continuing education units (CEUs), and scholarships for higher degrees.

United Way. About half of those CCR&R staff members interviewed said they work with United Way in their region and that the working relationship is between the two agencies is positive. For those who do work with United Way, the frequency of communication between the two agencies varies; for some communication occurs weekly, for one participant communication occurs rarely, for one participant it occurs every two to three months, and for another participant there is daily communication between her CCR&R and United Way. The nature of the collaborations between the CCR&Rs and United Way varies across regions; one interviewee said that United Way was the primary funding source for her agency and that she works directly with United Way staff on child care advocacy and policy initiatives. Another described a mentoring project her CCR&R is working on with United Way to enhance quality in local child care programs. One interview participant said that her communication with United Way is limited and typically involves e-mail correspondence about United Way projects that she forwards on to providers.

Family Resource Centers. Most CCR&R staff members interviewed reported that the work in collaboration with Family Resource Centers. About half of the interviewees said that they have good working relationships with FRCs, and some reported that they have good relationships with

most of the FRCs in their region. Communication between the CCR&R staff in this sample and the FRCs typically occurs every two to three months or every month and often involves outreach and advertising for CCR&R services at the FRCs, providing parenting information to families, or referring parents/families to child care programs. A few interviewees reported that they interact with the Family Resource Centers most often at the monthly Early Childhood Council meetings in their region.

Health Consultants and Mental Health Consultants. Most interview participants said that their CCR&R has a positive working relationship with either all or most of the health consultant(s) in their region (in one region there is only one health consultant). Communication with the health consultants typically occurs every two to three months or every month and focuses on playground safety, nutrition, licensing regulations and program deficiencies, and provider training recommended by the health consultants. Collaboration between mental health consultants and the CCR&R staff members in this sample occurs somewhat less frequently but is considered positive. The CCR&R interviewees reported that they typically communicate with the mental health consultants in their region about provider referrals for their services or specialized trainings the consultants can provide (e.g., training on behavior modification or fetal alcohol syndrome for parents/families). A few CCR&R staff members reported that they serve on the Early Childhood Councils with the mental health consultants in their region.

Health Access Nurturing Development Services (HANDS) Home Visitors. The HANDS home visiting program is a voluntary statewide home visitation program for first-time parents administered by the Department for Public Health (DPH) through local health departments. Only a few interview participants reported that they collaborate with the HANDS home visitors in their region. A couple of CCR&R staff members reported that this collaboration occurs at the monthly Early Childhood Council Meetings or regional collaborative meetings every two months. The remaining participants said they communicate monthly with HANDS staff about training needs or available resources for parents/families.

Licensing Surveyors. Most interviewees reported that they have good working relationships with either all or most of the licensing surveyors in their region. The frequency of communication between surveyors and the CCR&R staff in this sample varies; a few communicate with surveyors every two to three months, a few communicate every month, a few communicate weekly, and a couple of interview participants reported that they communicate with licensing surveyors on a daily basis. Most of the CCR&R staff in this sample who communicates with licensing surveyors said that they call surveyors to ask questions about changes to the licensing regulations or to discuss ways to decrease licensing deficiencies. One participant reported that she talks to the licensing surveyors in her region about facilities that are suspended or closed and how that affects children in the subsidy program. Some interviewees said that they develop training and technical assistance programs based on the licensing regulations that are the most difficult to meet and often ask surveyors to provide these trainings.

Challenges to Collaboration

The interview data shows that overall, collaborative relationships between the Child Care Resource and Referral agencies and other early care and education organizations/individuals in Kentucky are positive. However, some interview participants did describe challenges they faced when working with other early childhood entities in the state. These challenges generally involved communication issues, difficulties with overlapping responsibilities, and inconsistencies in service delivery. For instance, one interviewee said of the SQCs in her region, “There may have been some miscommunication with one of them in terms of what’s expected. I maybe feel that the SQC refers providers to things when they should have asked the R&R.” Another interviewee described challenges that arose when working with the SQCs by saying, “They do a lot of training for the contract with child care providers, which I see as a conflict of interest on their part. If you’re evaluating a site, and you’re providing TA and you’re also providing the training that’s a conflict.” Another CCR&R staff member reported that in working with the SQCs, “Most of the challenges came with communication at first and also consistency with the program. Mostly if we were working with programs that had expressed they wanted to get STAR rated, they would make appointments that would get cancelled often, or they wouldn’t get back to us. But I’d say that’s improved.”

Duplication of services for parents/families and providers appeared as a challenge in collaborative arrangements between the CCR&R staff members and health/mental health consultants as well. One participant said of her work with health consultants, “Over the years we have had horrible... duplication of everything from training to referrals to misinformation to not collaborating. They aren’t allowed to charge for their training, we don’t have any choice. That’s been a huge obstacle”. Another said, “Early on, the health specialists were offering a lot of training and it seemed not to be only specific to mental health field. That was a little rocky at first but when people got to understand their purpose, the identification and evaluation of children, they dropped the training.”

Improving collaboration between CCR&Rs and other agencies/organizations

The 15 CCR&R staff members in this sample offered several suggestions in response to the questions about how collaboration between their agencies and other early childhood organizations might be improved. The duplication of services posed a challenge for some interviewees, as there are several other agencies and organizations that offer technical assistance and training for child care providers in Kentucky. As such, some interview participants said that it would be helpful if each organization had more clearly defined roles. For instance, one interviewee said, “Having some type of meeting structure to understand what exactly R&Rs are mandated to provide and basically defining roles and responsibilities would be good.” Another said, “More clearly defined roles on who is responsible for what as far as TA for child care providers would be helpful.”

Some interviewees said that more frequent communication with other agencies and organizations that support child care providers might improve collaboration. A couple participants suggested quarterly regional meetings of all early childhood training and TA organizations so that

“everyone is on the same page and knows what everyone else is doing.” A few interviewees reported that they were unaware of the services provided by HANDS home visitors, for example, and that more frequent interaction might result in more opportunities for collaboration. Similarly, one participant said that in working with the Regional Training Centers (RTCs), “We might go to one another for a specific purpose but we don’t know the full range of services on their end.”

A few CCR&R staff members interviewed said that they think CCR&R agencies should not be separate from other supports for early care and education providers. In the words of one interviewee: “Frankly, I think the STARS work should be embedded in the R&Rs. It was and I think it should be, that’s no slight on the job they’re doing I think they’re doing a fine job. The R&Rs are the places where people come. Providers know us, it’s community-based, and they used come to us for all things about building quality and licensing. Now, it’s like if you want to talk about quality talk to the SQC and to fix a licensing issue talk to the R&R. Separating building quality and licensing doesn’t make sense... it should all be on one continuum. I think providers feel frustrated there are two separate entities.” Another said of her work with SQCs, “I think if they had better travel planning and quite frankly if they were housed with us we could get a lot more done. When we were housed together, we accomplished an incredible amount.” Some interview participants also offered specific suggestions about how collaboration with child care licensing surveyors might be improved. According to one interviewee, the licensing surveyors are not present enough in the community due to large service areas. Another said “At one point, there was some discussion about CCR&R staff being able to travel with a licensing surveyor to see the survey from their perspective. I think that would be an excellent idea. Also, some joint training of staff I think would be helpful.” Similarly, an interviewee said, “I think it would really help us if we could go out on surveys with them and they could go with us on TA visits. We’ve always wanted to do that but there again were budget issues and the workload.”

Additional suggestions for improving collaboration cited by interviewees include increasing awareness among pre-service providers about the services CCR&Rs offer, increasing the diversity of groups involved in the Early Childhood Councils, and brainstorming better ways to spread training resources across communities.

Summary from CCR&R Staff Interviews

Most CCR&Rs have good working relationships with the other early care and education agencies and organizations in Kentucky. Interviewees believe that collaboration between agencies might be improved by increased communication and clearer definitions of the role each organization plays in providing support to child care programs. Overall, the CCR&R staff members interviewed expressed their commitment to the services they provide for parents/families and child care providers, and were eager to develop new strategies to improve and increase those services.

As part of the STARS Process Evaluation, interviews were conducted with 16 STARS Quality Coordinators by phone in early 2011. It is important to note that these 16 SQCs completed the interview in reference to their work with a particular program, and thus could be interviewed more than once in order to obtain information about their work with multiple programs. In total, 58 interviews were conducted with SQCs. Note that the sample of programs about which the SQCS were interviewed was designed to answer particular questions about the STARS rating process and is not representative of all providers in Kentucky. To learn more about the sample of included programs and how SQC interviews were completed, refer to Chapter 1. When reporting on findings from these interviews, we describe the number of programs whose SQC held a particular view, not the number of SQCs who held a particular view.

For 58 providers/programs, SQCs were asked questions about the other individuals or agencies with which they collaborate to serve the provider/program in question. Examples include: Do you know of any other individuals/ agencies that are providing resources or support to this provider? Have you collaborated with other individuals/ agencies to help this provider? Are there individuals or agencies that you would like to collaborate with to help this provider? What obstacles prevent you from collaborating with other individuals/ agencies to help this provider?

Local CCR&Rs and EC Councils were the two agencies that SQCs most often reported as also working with the provider in question. Generally, SQCs reported that they were not collaborating directly with CCR&Rs. However, when asked if there were any challenges they faced in coordinating or collaborating, most SQCs said there was no challenge, but it was something they just had not done. Some indicated a lack of time or that there was not a pressing need to collaborate with CCR&Rs. One SQC reported that she had encountered challenges working with the local CCR&R, which inhibited her from collaborating in a way that would benefit a number of the providers she worked with. These findings are described in more depth in Chapter 5.

To understand more about the technical assistance and supports provided to programs in STARS, an online survey was administered to 13 Professional Development Counselors in spring of 2011. Among other questions, the survey included questions about PD Counselors' relationships with CCR&Rs. Questions included: Do you have a good working relationship with all, most, a few or none of the Child Care Resource and Referral (CCR&R) staff in your region? How often is the CCR&R in your region receptive to your suggestions about the trainings providers need and/or request? Have you had any problems working with the CCR&Rs in your region?

All PD Counselors indicated that they had a good relationship with all or most of the CCR&Rs they work with; however, participants provided mixed responses to questions about challenges they had encountered when working with their CCR&R. For example, about half of the respondents indicated that their CCR&R was receptive only some of the time to their suggestions about the trainings providers needed and requested. Or, while most indicated they did not have

any problems with their CCR&R, about half indicated they had encountered challenges or resistance.

Professional Development Counselors were more likely to report having encountered challenges or resistance from CCR&R staff than from SQCs, but less likely to report challenges with CCR&R staff than with partners at local community colleges/universities. Again, these findings are described in more depth in Chapter 5.

Summary of findings from interviews with SQCs and a survey of PD Counselors

Most SQCs report that they do not frequently collaborate with CCR&Rs, and therefore have not encountered any difficulties with the CCR&Rs. In contrast, PDCs are more likely to be collaborating with a local CCR&R and also more likely to have encountered challenges or resistance in this relationship.

There are several early childhood agencies that potentially collaborate with the CCR&Rs across Kentucky. The purpose of these interviews was to better understand the nature of the collaborations between CCR&Rs and other early childhood stakeholders. The interview contained general questions about the stakeholder agency, perceptions of CCR&R services, collaboration between the stakeholder agency and CCR&Rs, and suggestions both for improved collaboration and for improved early care and education services provided in Kentucky.

Interview Sample

From a list of 977 stakeholders, a sample of interviewees was randomly selected. This sample included one to three representatives from each of the following types of CCR&R stakeholders: Community Early Childhood Councils, Family Resource and Youth Services Centers, Child Care Health Consultants, Early Childhood Mental Health Specialists, Institutes of Higher Education, and Regional Training Centers. Possible interviewees were e-mailed requesting their participation in the study. Based upon the response of various stakeholders, additional possible interviewees were contacted until at least one stakeholder had been interviewed from each collaboration agency, for a total of 15 respondents.

CCR&R Stakeholders

General descriptions of the six types of stakeholders that were included in the interview sample are highlighted below. For this portion of the interview, respondents were asked to answer the following descriptive questions about their agencies:

- Please describe your role in [your agency].
- What would you say are the primary populations served by your agency?
- What would you say are the primary services provided by your agency?

Community Early Childhood Councils. Community Early Childhood Councils (CECCs), which are part of the KIDS NOW initiative, are composed of individuals from either one or multiple counties who come together with the common goal of improving the lives of young children and their families. Members are local community members, which can include parents, providers, CCR&R employees, and other early childhood agency employees. Together members concentrate on the community's early childhood needs and strengths.⁸ According to interviewed CECC respondents (n=3), the primary populations served by the councils are providers, community resource members, and children. One respondent mentioned that the overall goal is to provide better child care. Various initiatives are undertaken to achieve this goal, including purchasing educational games and materials for programs, providing start-up mini-grants for new licensed centers and certified homes, and providing mini-grants to existing facilities to work toward higher STARS ratings. Additionally, CECCs offer trainings to early childhood providers to ensure that providers have access to the necessary trainings to have successful programs, such as CPR and first aid. In addition to the overall goal of improving the lives of young children, different councils have their own missions. For example, one chairperson of a CECC specifically mentioned that a mission on the forefront of her council is to make the community more aware of the Kentucky STARS for KIDS NOW system.

Family Resource and Youth Services Centers. Family Resource and Youth Services Centers (FRYSC), located within schools across the state, aim to “remove nonacademic barriers to learning as a means to enhance student academic success.”⁹ The interviewed FRYSC respondents (n=3) reported that the primary populations served by FRYSCs are a combination of school staff, families within the community, and other community partners. For the most part, though, FRYSCs seem to work primarily with students at their school and their parents. Each center has certain components that they are required to meet as a part of the grant they receive from the school. The particular programs and services offered by each center vary depending on the needs of the served families and the availability of resources, among other factors.² One coordinator at a FRYSC highlighted specific services they provide in collaboration with CCR&Rs, which included providing referrals to families who need afterschool care for school-age children or who need child care for younger siblings of the school-age children. For the children enrolled in the school, the FRYSCs try to help children get their basic needs met. Two examples of this mentioned by respondents were: having a dentist come in and do dental screenings for children, and providing referrals to outside agencies.

Child Care Health Consultants. Child Care Health Consultants (CCHCs) are a part of the Healthy Start in Child Care initiative, which began in July 2000 as a part of KIDS NOW.¹⁰ CCHCs work with child care providers to promote the topics of health, safety, and nutrition. The

⁸<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Community+Early+Childhood+Councils.htm>

⁹ <http://chfs.ky.gov/dfrcvs/frysc/>

¹⁰ <http://chfs.ky.gov/dph/mch/ecd/healthystart.htm>

primary populations served by CCHCs (n=1) are child care providers. The primary services provided by CCHCs are trainings and technical assistance related to health, safety, and nutrition.

Early Childhood Mental Health Specialists. The positions of Early Childhood Mental Health Specialists (ECMH Specialists) were created as a part of KIDS NOW in FY2003. ECMH Specialists work across multiple counties in a region to provide mental health services for young children. They work to build “regional capacity to better meet the social, emotional and behavioral needs of eligible children and their families.”¹¹ Interviewed ECMH Specialists (n=2) said the primary population served was all children birth to five years of age needing mental health assessments. The primary services provided by ECMH Specialists are assessment and treatment of children birth to five. Typically, specialists work with children in the clinic and provide medication referrals for children ages 3 and older. Occasionally, the mental health specialists are able to get into child care facilities, but because of how limited the number of mental health specialists is they are mostly working with their caseload in the clinic. Additional services offered include conducting trainings for CCR&Rs, interventions for caregivers, and parent trainings.

Institutes of Higher Education. There are a number of Institutes of Higher Education across Kentucky, some of which are state-supported institutions and others that are institutions that are licensed to operate in Kentucky.¹² Interviewed faculty and staff at Institutes of Higher Education (n=3) reported the primary populations they served were either current child care providers or students attempting to obtain certification to become a child care provider. The primary service of Institutes of Higher Education is providing coursework to students. Some of these students are attempting to obtain certification or credentials, including licensure or a Director’s Credential. Other students are only enrolled in classes for credit.

Regional Training Centers. There are five Early Childhood Regional Training Centers (RTCs) in Kentucky that each provide training and technical assistance to roughly one-fifth of the state.¹³ According to the interviewed representatives of RTCs (n=3), the primary population served is publically funded preschool programs, including their teachers, assistants, and administrative staff. The primary services provided by RTCs are training and technical assistance for early childhood preschool programs. Some RTCs offer a regional training conference once a year.

Services provided by CCR&Rs

For this portion of the interview, stakeholder respondents were asked the following questions about populations served and services provided by CCR&Rs:

- What would you say are the primary populations served by the CCR&R agencies throughout Kentucky?

¹¹ <http://mhmr.ky.gov/dbh/Early%20Childhood%20MH.asp>

¹² <http://cpe.ky.gov/institutions/>

¹³ <http://www.education.ky.gov/kde/instructional%20resources/preschool/for%20preschool%20coordinators%20and%20teachers/preschool%20regional%20training%20centers.htm>

- What would you say are the primary services provided by the CCR&R agencies throughout Kentucky?

Primary populations of CCR&R

The majority of all interviewed stakeholders reported that child care providers are the primary population served by CCR&R agencies throughout Kentucky. Many others also mentioned parents and families.

Primary services provided by CCR&R

Many respondents reported training as the primary service provided by CCR&Rs. The second most commonly mentioned CCR&R service was providing referrals and information to parents seeking child care. Additionally, various types of stakeholders mentioned other examples of services provided by CCR&Rs. For example, one CECC chairperson mentioned specifically that CCR&Rs help child care programs to stay within state regulation, which may involve providing TA to individual programs. Another CECC chairperson noted that CCR&Rs help with fundraising for various programs. A FRYSC coordinator reported that CCR&Rs provide information on various child care issues, including information regarding abuse prevention and funding for child care. One FRYSC coordinator commented that the role of the CCR&R was very similar to her own, such that both CCR&Rs and FRCs help with referrals to other agencies for anything from health to counseling. An Interdisciplinary Early Childhood Education Coordinator at an institute of Higher Education noted that whenever students want to open a child care center, she refers them to the CCR&Rs. There, the students gain a thorough understanding of what they will be doing and what the process will require. Lastly, a director of an RTC reported that CCR&Rs provide TA to child care providers in an effort to improve the overall quality of child care programs. These efforts include not only training but also offering professional development and sharing information across agencies.

Collaboration with CCR&Rs

Stakeholders were asked the following questions aimed to capture the purpose and content of their collaboration with CCR&R agencies:

- In your current role, how would you describe the purpose of the interactions you have with the CCR&Rs?
- What topics do you communicate about?

Community Early Childhood Councils. Collaboration between CCR&R employees and CECCs varies across counties, with some CCR&Rs acting only as the fiscal agent for the local CECC (assisting with the writing and executing of grants) and others working more closely to organize trainings and compile information to pass along to parents in the community. One chairperson in particular mentioned that her professional interaction with the CCR&Rs was limited to simply signing the paperwork to approve the grants put together by the CCR&Rs. She said, "I just sign off on that. There's not a lot of input." Similarly, the regularity of CCR&R employees' attendance at council meetings and the role they play on the council also varies across counties.

Because many council chairpersons are also child care providers, their interactions may include discussion of both council business and their own child care facility.

Family Resource and Youth Services Centers. Most interactions between Family Resource Centers and CCR&Rs are either based around trainings or meeting the needs of the families seeking resources, which typically means helping families find child care. One family resource center mentioned working with the CCR&Rs to organize a yearly collaboration for local child care providers.

Child Care Health Consultants and Mental Health Specialists. CCHCs attend collaboration meetings with CCR&Rs. At these meetings, CCR&R employees inform consultants of any relevant programs on which they are working. Some counties collaborate with CCR&Rs to organize health fairs, trainings, and other activities in the community. Similarly, most communication between CCR&Rs and ECMH Specialists centers on organizing trainings. Typically ECMH Specialists and CCR&Rs will collaborate to select a topic for the training. Also, if a parent seems to need additional early childhood mental health resources, Specialists may refer them to CCR&Rs.

Institutes of Higher Education. Institutes of Higher Education collaborate with CCR&Rs as general resources for students or to seek answers to specific questions, such as about students' CDAs. One interview respondent said, "I refer people to them when they want to complete their CDA requirements. If they've taken all the coursework through us and they want to start the next step of getting their CDA, then I send them to the CCR&R to start that process." Occasionally, CCR&R employees may come into college or university classrooms as guest speakers or to provide resources to the classrooms. Because many students in classes at the Institutes of Higher Education working with CCR&Rs plan to become child care providers, faculty at the Institutes of Higher Education try to make students aware of CCR&Rs as a resource in the early childhood community for such services as training. In some cases, faculty at Institutes of Higher Education conduct trainings for CCR&Rs. One faculty member at an Institute of Higher Education specifically mentioned an outside project that she works on with the CCR&R in her region. The project is funded by an external grant, but it facilitates active collaboration between the university and the local CCR&R.

Regional Training Centers. The main goal of collaboration between regional training centers and CCR&Rs is to limit duplication of services to increase efficiency. They two agencies typically collaborate on trainings, which includes cross-training each other when one organization has expertise on a particular subject. In addition to topical trainings, some RTC's mentioned working with CCR&Rs to organize training conferences.

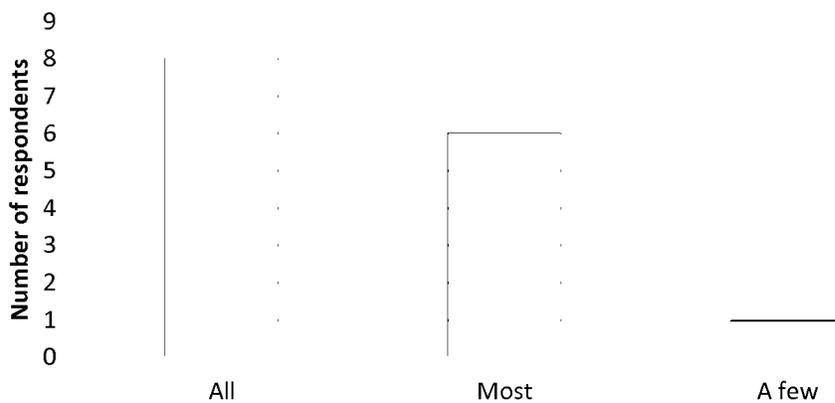
Quality of Collaboration with CCR&Rs

For the following section, stakeholders were asked to describe the quality of their collaboration with CCR&Rs. The summarized responses are based on the following interview questions:

- Do you have a good working relationship with all, most, a few or none of the CCR&R staff in your region?
- How often do you communicate with the CCR&R staff in your region?
- Have you had any problems working with the CCR&R staff in your region? If yes, please describe the challenges you have faced.
- What has been the benefit of working with the CCR&R staff in your region?

Almost all interviewed stakeholders reported having a good working relationship with either “all” or “most” CCR&R staff in their region. One respondent reported having a good working relationship with “a few” CCR&R staff in their region (see Figure 8.6).

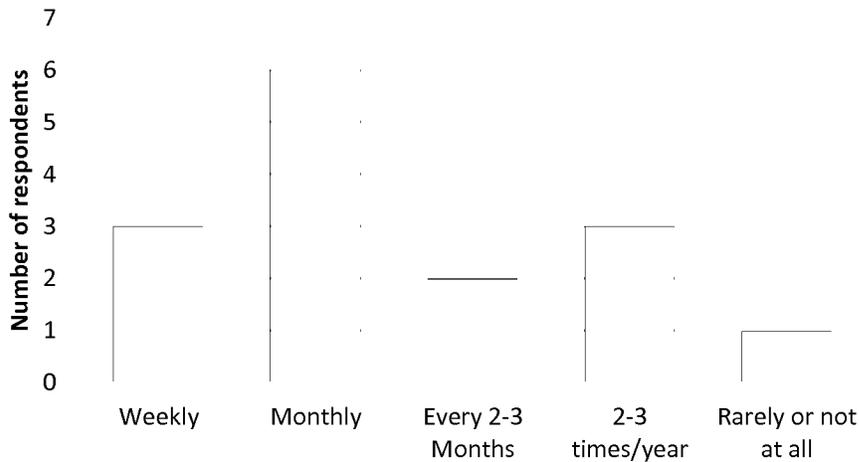
Figure 8.6. Working relationships with CCR&R staff



Source: 2011 Child Trends Stakeholder Interviews (N=15)

The frequency with which interviewed stakeholders interacted with CCR&R staff in their regions varied. The most commonly reported response was “monthly,” but respondents also answered that they communicated weekly, every two to three months, two to three times per year, and rarely or not at all (see Figure 8.7).

Figure 8.7. Frequency of communication with CCR&R staff



Source: 2011 Child Trends Stakeholder Interviews (N=15)

Challenges in Working with CCR&Rs

The majority of respondents said that they did not have any problems working with CCR&R agencies. No interviewed ECMH Specialists or employees at FRYSCs noted having any problems working with CCR&Rs. Those stakeholders that did report that they had problems typically mentioned isolated incidents.

Benefits of Working with CCR&Rs

The main benefit of working with CCR&Rs mentioned by the interview respondents was the helpful collaboration between their agencies. Specifically, FRYSCs and RTCs reported that interagency resource and information sharing was a beneficial part of working with CCR&Rs. Additionally, one RTC noted that collaboration with CCR&Rs ensures that they do not duplicate services and instead provide "a consistent message to practitioners regardless of funding stream." A benefit reported by Institutes of Higher Education was that collaborating with CCR&Rs offers people varying approaches in addressing their concerns and challenges. They also said that CCR&Rs are a valuable resource for individuals wanting to start-up a child care facility, because CCR&Rs offer accurate and detailed information about what starting a facility entails. One ECMH Specialist said that most importantly, the benefit of collaboration is that early childhood agencies have the same goals "to better serve the birth to five population."

Suggestions for Improved Collaboration

The most frequent suggestion for improved collaboration was better communication. These communication suggestions included possibly meeting more frequently and subsequently sending out meeting notes so that everyone can be informed. Another suggestion for better communication was inviting employees from other agencies, such as CCR&Rs, to come to staff meetings. Lastly, one director at an RTC suggested that CCR&Rs have better funding so that they can afford to have free training, which would aid in alleviating some competitive training issues. The respondent said, "We completely understand them needing to generate income the way they are currently funded. But it creates a conflict when we're asked not to allow their constituents to participate [in our trainings] when that really is counter to our mission."

Suggestions for Improved Services for Parents and Providers

For the final portion of the interview, stakeholders were asked the following questions relating to suggestions for improved services for parents and providers:

- What, if anything, would you like to see improved in terms of early care and education services provided to parents in Kentucky?
- What, if anything, would you like to see improved in terms of services offered to early care and education providers in Kentucky?

In terms of improving services offered to parents, several respondents mentioned the importance of providing more information to parents and more marketing surrounding the STARS system. One CECC chairperson suggested that STARS have more commercials or blurbs during baseball games. The individual noted that once parents saw STARS advertised more, "they'd pay attention when they got information about it [in the future]." Similarly, a faculty member at an Institute of Higher Education suggested putting blurbs in the local newspaper. Lastly, an FRYSC interviewee suggested that parents receiving benefits, such as subsidies, should be held more accountable to attend informational events and resource fairs. She said, "It doesn't make much sense to offer all these benefits if [parents are] not doing on their end what they need to be doing."

When asked what they would like to see improved in terms of services offered to providers, several respondents mentioned improving the quality of child care. These suggestions included having more encouragement and benefits for early childhood providers to obtain their CDAs, providing more money to programs, and facilitating provider attendance at trainings by providing substitute teachers. Another general suggestion was simply to keep providers continually informed about what trainings and programs are available to them. Lastly, a CCHC suggested that "more health related classes be mandatory for [providers]. For example, all providers [should] have to have a medication safety class every year."

Summary of findings from interviews with Community Stakeholders

In conclusion, the majority of interviewed stakeholders had positive relationships with the CCR&Rs with which they worked. They generally agreed that child care providers were the

primary population served by CCR&Rs and that trainings were the primary service provided. The collaborative relationships tended to vary based upon both the type of stakeholder and the county or region in which the agency was located. In those few instances when interviewees mentioned having challenges working with CCR&Rs, the incidents typically were isolated. Ultimately, the survey respondents generally expressed gratitude for their working relationship with the CCR&Rs and felt that they shared a common goal of improving early care and education services in the state of Kentucky.

Most discussions of collaboration with community stakeholders centered on services for child care providers – nearly always training – rather than services for parents. However, some stakeholders discussed the possibility of collaborating in outreach efforts and education efforts directed at parents.

Community stakeholders, STARS Quality Coordinators, Professional Development Counselors, and CCR&R staff agree that their relationships with one another are generally positive. However, all also agree that collaboration is sometimes challenging among organizations with missions that share an overall goal of improving the quality of care for children, but often do not have a common approach to accomplishing this goal. At the same time, challenges may also arise when more than one agency is offering a service and they find themselves competing rather than collaborating. To improve collaboration, stakeholders suggest staying in close communication with one another to reduce duplication of services and clarifying each agency's role to avoid miscommunication and improve each agency's ability to refer clients to other agencies.

Currently, local CCR&R agencies are serving child care providers primarily by offering trainings. Providers are very aware of the trainings that are available to them, but report that they would find these trainings more helpful if the information about them were communicated more clearly, the registration fees were lower, and there were a wider variety of trainings offered.

Most providers are not receiving any additional supports from their local CCR&R beyond training and professional development. Some local CCR&R agencies are offering technical assistance, and this service is highly appreciated by the minority of providers who are receiving it. CCR&R staff report that they believe that providers would benefit from additional technical assistance, but that they do not have the resources to offer this support.

Local CCR&R agencies are serving parents primarily by offering referrals to child care providers. However, according to the 2011 Kentucky Early Care and Education Household Survey, less than 30% of parents have heard of an organization or website where they can get a list of child care providers. Most parents are not aware of the possibility of getting referrals from

their CCR&R, nor are they getting this important information anywhere else. This is an important opportunity for improving services in Kentucky's CCR&R system.

Local CCR&R agencies are already working in partnership with other community stakeholders, and have generally positive relationships with these partners, but these relationships could be improved if a) communication were more regular and intentional, and b) more attention were paid to avoiding duplication of services. Targeting these aspects of relationships may assist CCR&Rs in collaborating more fully and better serving the practitioners and families for whom they are working.

Early care and education and school-age care arrangements in Kentucky play an important role in the lives of children under 12. Children participate in these diverse settings while their parents work or before or after school. They may be cared for by family or friends, some of whom receive payment and some who provide free care. They may be cared for in Head Start programs or child care centers in their community. They may be cared for by licensed family child care providers who offer care in their home.

The purpose of this report is to provide information on the patterns of early care and education and school-age care arrangements used by families in Kentucky, how they found their arrangements, how families perceive the settings they use, and how they pay for the arrangements. The goal of collecting and presenting this information is to provide the Kentucky Department for Community Based Services, Division of Child Care (DCC) with a portrait of child care use in Kentucky that can be used when developing child care policies and programs.

Overall, Kentucky has approximately 850,000 children under age 14. One-third of these children are under age 5. Many of these children have parents in the labor force. Nearly 63% of all parents with children less than 6 years of age are in the labor force, as are 67% of parents with children ages 6 to 17 years. Over half (55%) of all women age 16 or older participate in the labor force. The median household income is just over \$40,000 per year, and approximately 18% of the population is below the poverty level.

Early Care and Education Arrangements in Kentucky

According to the 2011 Kentucky Child Care Market Rate Survey, there were 2,816 licensed and certified facilities in Kentucky (Rous, Singleton, Hooks, Booth & Gross, 2011). These facilities include Type 1 (child care centers) and Type 2 (large group child care homes) and certified family child care homes. At the time the Market Rate Survey was conducted, there were also 1,620 registered, non-licensed providers in Kentucky. In addition, Head Start Program Information Report data indicates that there were over 17,000 Head Start/Early Head Start slots available for eligible children in Kentucky.¹⁴

Across all facilities, approximately 33% report providing care to children with disabilities (Rous et al., 2011). Nearly three-quarters (73%) of facilities report serving diverse children. Statewide,

¹⁴ http://www.clasp.org/admin/site/publications_states/files/HSDData2010KY.pdf

the racial/ethnic background of diverse children in child care facilities was reported as 11.5% African-American, 3.2% Hispanic, 1.5% Asian, 5.7% multi-racial and 8.8% other.

A Focus on Quality

STARS for KIDS NOW is Kentucky's voluntary Quality Rating and Improvement System (QRIS) which provides quality ratings of programs to parents to help support child care decision-making as well as offering technical assistance and supports to facilities to help improve the quality of care available in Kentucky. STARS for KIDS NOW enrolls Type I and Type II facilities as well as Certified Family Homes. As of September, 2011, approximately 40% of eligible facilities are participating in STARS.

In addition to STARS for KIDS NOW, the Department for Community Based Services, Division of Child Care administers the Kentucky Partnership for Early Childhood Services which includes the Child Care Resource and Referral agencies. A variety of professional development services are also available to support child care providers in improving their training and education.

Access to Early Care and Education and School-Age Arrangements

The Kentucky Department for Community Based Services, Division of Child Care also administers the Child Care Assistance Program (CCAP) which provides subsidies to eligible children to attend child care arrangements while their parent(s) work or participate in education or training. In State Fiscal Year 2010, over 43,000 children were served by CCAP with expenditures of over \$160 million.¹⁵

Survey Background

As part of a broader process evaluation of Kentucky STARS for KIDS NOW, requested by the Kentucky Department for Community Based Services, Division of Child Care (DCC), the Kentucky Early Care and Education and School-Age Household Survey (the Household Survey) was conducted in part to inform STARS about how families understand and use STARS. Results can inform more effective marketing strategies to increase participation in STARS. The Household Survey will also serve to inform DCC on how families use non-parental care, their awareness of resources available to them, aspects of child care selection, parent perceptions of care, how families pay for child care, and basic child and family characteristics of those families using child care in Kentucky. Findings will provide information to program administrators and policy-makers that can help them better serve families and their child care needs.

Households were selected through a random digit dialing system described in more detail below. Interviews were conducted by the Kentucky Survey Center using Computer Assisted Telephone Interviewing (CATI) programming. There were 501 interviews completed, and each respondent received a \$10 Walmart gift card as a thank you for their participation.

¹⁵ <http://chfs.ky.gov/dcbs/dcc/ccap.html>

Survey Development

Items in the survey were adapted directly from four state and national household surveys related to child care and child care decision making. These instruments include:

- Paths to Quality: A Child Care Quality Rating & Improvement System for Indiana (January, 2009)
- Minnesota 2009 Household Child Care Survey (April, 2009)
- Minnesota Child Care Choices Survey (July, 2009)
- National Household Education Survey (2005)

Nine key “modules” or research questions were identified based on these four surveys and the priorities of DCC as key topics for inclusion in the survey instrument. Items from each module were identified in the four surveys and were compared and considered. Items were chosen that addressed the key research questions in a clear, efficient manner that was consistent with other items in the survey. Items were adapted if necessary to align with the Kentucky context. The modules, which align with the sections of this report, were as follows:

1. Selecting the focal child (7 questions)
2. Care Outside the Home (37 questions)
3. Awareness of Resources (9 questions)
4. Child Care Selection (8 questions)
5. Perception of Current Care (4 questions)
6. Paying for Child Care (5 questions)
7. Resources Used (3 questions)
8. Child Characteristics (9 questions)
9. Family Characteristics (14 questions)

Sampling

Respondents were contacted using a modified, list-assisted Waksberg-Mitofsky Random-Digit Dialing method (RDD) giving every household telephone line in Kentucky an equal probability of being contacted. Households were screened for eligibility (Children 12 or under who had been in non-parental care in the past month). Calls were made from April 25 – July 29, 2011. Up to 15 attempts were made to each number in the sample. In addition, up to 10 scheduled call-backs were made to those we reached at an inconvenient time, and one refusal conversion was attempted. The basic disposition results of the surveys are in Table 9.1:

Table 9.15. Results of Random-Digit Dialing (RDD) process

Interviews completed	501
Refused (eligibility undetermined)	3,053
Not Eligible	10,117
Total Number of Contacts	13,671

The Kentucky Survey Center went to the original call records of all numbers called to determine what percentage of those with known eligibility status were in fact eligible. This turned out to be

a very small percentage. When this factor was applied to cases of unknown eligibility, an accurate response rate can be calculated. This is well known strategy in survey research and is generally regarded as an accurate method when a survey involves extensive eligibility screening. The AAPOR Response Rate 3 was 44.6%. The margins of error for a sample of this size is $\pm 4.4\%$ at the 95% confidence level.

Households from all 15 Area Development (AD) Districts in Kentucky were included in the sample. The breakdown of respondents by AD District is presented in Table 9.2.

Table 9.2. Percent of sample from each Area Development District in Kentucky

Purchase	4%
Pennyrile	5%
Green River	3%
Barren River	7%
Lincoln Trail	11%
Kentuckiana	6%
Northern Kentucky	5%
Buffalo Trace	3%
Gateway	8%
Fivco	8%
Big Sandy	11%
Kentucky River	8%
Cumberland Valley	9%
Lake Cumberland	8%
Bluegrass	5%

Interviewers asked to speak with the individual in the household 18 years of age or older who was most knowledgeable about the children living there. The interview continued if the household included a child 12 years of age or under who has been cared for by someone other than a parent in the last month. Demographic information for respondents and children in the sample are presented in this section.

Age, race, ethnicity, & language

The majority of respondents (88%) were parents of the child being asked about in the interview. Most were female (82%) and, on average, were 37 years of age.

Ninety-two percent of respondents identified themselves as Caucasian, 5% African/Black American, and 1% Asian American/Pacific Islander. Less than 1% of respondents identified themselves as either Native American or Hispanic American. Respondents who identified most closely with 2 or more racial or ethnic groups comprised about 1% of the sample.

Nearly all respondents reported speaking primarily English in their household (98%). One percent reported speaking both Spanish and English at home. See Table 9.3.

Table 9.3. Respondent demographics

Relationship to the selected child

Child	88%
Grandchild	9%
Stepchild	1%
Other relative	1%

Primary Race/Ethnicity

Caucasian	92%
African/Black American	5%
Native American	0%
Hispanic American	0%
Asian American/Pacific Islander	1%
Bi-racial or multi-racial	1%
Other	0%

Primary Language

English	98%
English and Spanish	1%
English and Urdu	< 1%
Other language	< 1%

Education Level

Eighth grade or lower	2%
Some high school	6%
High school graduate or GED	24%

Some college (include 2 year or less degree or technical college)	33%
College graduate (BA, BS)	19%
Post-graduate work or professional school	15%

Other Residents in Household

A spouse or partner	72%
One or more children age 13 or older	28%
Other relatives	12%
Non-relatives	2%

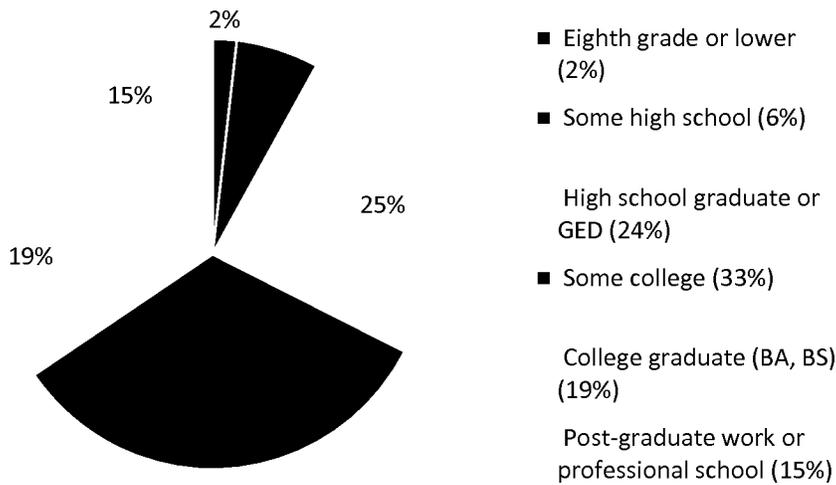
Regular Internet Access

Yes	90%
No	10%

Education

One-third of respondents reported having a high school education or less. Another third reported completing at least some college and 19% earned at least a Bachelor’s degree. Fifteen percent reported having attended or completed work in graduate or professional school (see Figure 9.1).

Figure 9.1. Highest level of education attained by respondent



Work Schedule

Nearly 70% of respondents reported working during the previous week. Twice as many respondents reported working the same schedule every week as compared to those whose hours varied on a weekly basis (n=159 vs. 80, respectively). Respondents worked, on average, 40.7 hours per week at all jobs combined (for those reporting more than zero hours). Just over half reported that their child’s care needs influenced their choice of a job or work schedule in some

way (55%). A similar percent of respondents said it was “somewhat” or “very easy” to leave work if their child got sick or needed attention unexpectedly (52%).

Income

Over half of respondents reported a total household income of less than \$50,000 per year, with 15% reporting less than \$15,000 annually. Twenty percent reported a total household income greater than \$50,000 and less than \$75,000 per year. Total household incomes exceeding \$100,000 were reported by 11% of respondents.

Household size & composition

In terms of household composition and size, the average household included between 2 and 3 people at least 13 years of age. Most respondents reported living with a spouse or partner (72%). In addition to the child 12 years of age or younger, 28% of respondents also lived with at least one child age 13 or older and 12% reported other relatives living in their same household. Nearly all respondents had regular internet access (90%).

Respondents were asked the birthdates of each child in the household 12 years of age or younger, as well as if any of these children had a special need. A special need was defined as any physical, behavioral, cognitive, or medical need that required special attention or specialized approaches. Any child age 12 or under identified as having a special need was selected as the focal child for the interview. In all other cases, the focal child was the child with the most recent birthday. In addition to child care information, basic demographic information was collected on each focal child (see Table 9.4)

Table 9.4.. Child demographics

Primary Race/Ethnicity

Caucasian	89%
African/Black American	4%
Native American	0%
Hispanic American	1%
Asian American/Pacific Islander	1%
Bi-racial or multi-racial	4%

Primary Language

English	98%
Spanish	0%
Other language	1%

Special Needs

Doctor or health professional has indicated the presence of special need(s) 15%

Ethnicity/Race

Eighty-nine percent of focal children were Caucasian, 4% African/Black American, 1% Asian American/Pacific Islander, and 1% Hispanic American. Two or more races or ethnicities were reported for 4% of focal children. Nearly all focal children spoke English at home (98%).

Health Status

The majority of respondents considered their child's health to be "very good" or "excellent" (26% and 60%, respectively). Only 1% felt that their child's health was poor. Thirteen percent of respondents reported that their child had received a service, such as an Individualized Family Service Plan (FSP), Individualized Education Plan (IEP) or special education, for a special need within the previous 2 months.

Children with Special Needs

Fifteen percent of respondents indicated that they have been told by a doctor or health professional that their child has a special need, including any physical, behavioral, cognitive, or medical need requiring specialized attention. Of these children identified as having special needs, the most common need reported was Attention Deficit/Hyperactivity Disorder (30%). Other special needs included a physical impairment (18%), a speech or language delay (14%), a developmental delay (9%), Autism (7%), or some other health impairment lasting at least 6 months (7%). For 75% of children with special needs, their ability to learn was affected by their disability or disorder. Sixty-eight percent of children with special needs were receiving services, the majority of which came from the child's local school district (52%). Health care (44%) and early intervention providers (27%) were other commonly cited sources of services used by children with special needs. See Table 9.5.

Table 9.5. Type, effect, & service receipt for children with special needs

Type of special need

A developmental delay	9%
A specific learning disability	5%
A speech or language delay	14%
Mental health concerns	4%
Blindness or another visual impairment	3%
An orthopedic impairment that may impede educational performance	2%
A physical impairment or disability	18%

Autism	7%
Attention deficit disorder, ADD, or ADHD	30%
Pervasive developmental disorder or PDD	2%
Another health impairment lasting 6 months or more	7%
Child's special need(s) affects ability to learn	
Yes	75%
No	25%
Child receives services for special need(s)	
Yes	68%
No	32%

This section presents data on the use of child care by type and by age group, as well as primary care arrangements and the use of multiple arrangements. Recall that families were only eligible for the survey if they used at least one type of non-parental care for a child age 12 years or under. For each type of care, respondents were asked if they used the care at least once a week during the past two weeks. Types of care included: School (K-12), before or after school care, center-based care (including Head Start, child care centers, and preschools), child care or babysitting in the home or in another person's home, and self or sibling care. Respondents were also asked how many hours per week the focal child usually spends in each arrangement. If the respondents said "yes" to child care or babysitting outside of the home, follow-up questions tried to discern whether the family used licensed family child care arrangements.

Number of child care arrangements

Respondents were asked what child care arrangements they used for all of the children age 12 years or under in the household. Fourteen percent use just one child care arrangement for their children, 44% use two arrangements, 31% use three arrangements, and 12% use four or five arrangements for their children (see Table 9.6). The average number of arrangements used in households was 2.44. The number of arrangements used did not vary significantly by income level.

Table 9.6. Number of child care arrangements used for all children in household

One	14%
Two	44%
Three	31%
Four	8%
Five	4%
Mean number of arrangements, including all children	2.44

Use of all types of care

Table 9.7 shows the types of care arrangements used for the focal child, by age group. Overall, the most common care arrangement was K-12 school (46%), followed by Family, Friend, and Neighbor (FFN) care in the child’s own home (41%), and child care in another person’s home (39%). Twenty percent of respondents reported using some type of center-based child care arrangement.

The largest age group of children in center-based care was 3-5-year-olds (40%), but other types of care were more evenly used among the different age groups. FFN care in the child’s own home ranged from 37% for 3-5-year-olds to 43% for children six and older. Care in another person’s home was highest for the 0-2 age group (45%) but was similar across the other age groups (37% - 39%). Before- and after-school care and self/sibling care were the least frequently used care arrangements and were used more often for older children.

Table 9.7. Use of child care by type and age of focal child

Types of child care	0-2 years (n = 94)	3-5 years (n = 139)	6-9 years (n=151)	10-12 years (n=113)	Total (n=497)
School K-12	0%	20%	75%	75%	46%
Before or after school program	0%	4%	17%	12%	9%
Child care center, preschool, or Head Start	18%	40%	13%	4%	20%
FFN in own home	38%	37%	43%	43%	41%
Grandparent	22%	20%	19%	15%	19%
Other relative (not including sibling)	7%	4%	7%	6%	6%
Non-relative	6%	8%	9%	7%	8%
Child care in other home	45%	39%	38%	37%	39%
Grandparent	29%	20%	24%	22%	23%
Other relative	3%	8%	5%	11%	7%
Non-relative	13%	10%	10%	4%	9%
Self/sibling care	1%	1%	3%	17%	5%

Note: Totals equal more than 100% because families reported using more than one arrangement.

An attempt was made to determine the use of licensed family child care arrangements. If respondents said that they used child care arrangements in another person's home, follow-up questions asked if care was provided by a "professional babysitter or nanny," if the person "provides child care for a living," and if the person cares for children other than the focal child at the same time. As defined in the Minnesota Child Care Choices Study,¹⁶ care was categorized as licensed family child care if the respondent said that care was provided outside the home by a professional babysitter or nanny or if the respondent said that the person did child care for a living and cares for additional children. Only 14 respondents (< 3% of the entire sample) fit these criteria. It is possible that children in arrangements in another person's home (particularly those cared for by non-relatives) are also in licensed/certified family child care settings, and therefore between 3-9% of children in the sample use this type of care. In either case, child care in another person's home is more often used by the younger age groups of children.

Use of care by income level

Child care use was also examined by income level. Low-income was based on the federal poverty guidelines for different household sizes. Low-income was initially defined as at or below 200% of the federal poverty guideline. However, using that benchmark put 79% of the full sample into the low-income sample. A more conservative metric was adopted by using the mid-point of the range of income reported (rather than the lower end), resulting in 64% of the sample being classified as low-income (and the other 36% was defined as higher-income). There were no significant differences between low-income and higher-income families in type of care used.

¹⁶ Forry, N., Blasberg, A., Tout, K, Isner, T., Carlin, C., & Davis, E. (2011). Minnesota Child Care Choices: Child Care Decision-Making and Perceptions of Quality. Minneapolis, MN: Child Trends & University of Minnesota.

Use of multiple care arrangements

As mentioned above, many families reported using multiple care arrangements on a regular basis. Table 9.8 presents the percentages of households using one or multiple arrangements for the focal child. The majority of families use more than one arrangement. There were no significant differences in uses of multiple care arrangements by income level.

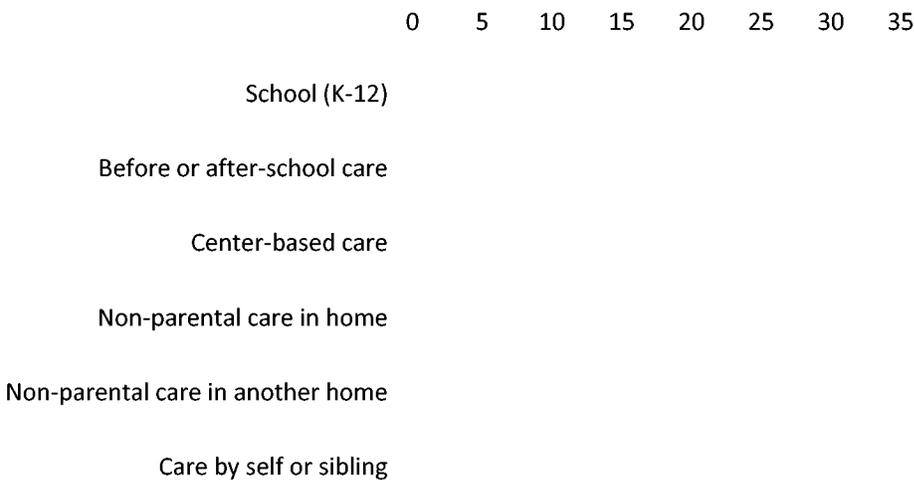
Table 9.8. Number of arrangements used for focal child

One arrangement	20%
Two arrangements	57%
Three arrangements	21%
Four arrangements	2%

Primary care arrangement

Respondents were also asked how many hours per week the focal child usually spends in each type of care arrangement. Average hours per week by type of care are presented in Figure 9.2. Children spent the highest average hours in school (K-12) followed by center-based care. Children typically spent the least amount of time in self or sibling care.

Figure 9.2. Mean hours per week by type of care for focal child



The primary child care arrangement was defined as the one in which the child usually spends the most hours per week. Overall, nearly half of respondents reported school (K-12) as the primary care arrangement (see Table 9.9). Fewer said that center-based care (16%), FFN in own home (19%), and child care in another person's home (17%) were the primary care arrangements for

the focal child. There were no significant differences in primary care arrangements by income level.

Table 9.9. Primary care arrangements by age group

	0-2 years (n = 74)	3-5 years (n = 126)	6-9 years (n=146)	10-12 years (n=107)	Total (n=453)
School K-12	0%	21%	75%	75%	47%
Before or after school program	0%	0%	1%	0%	< 1%
Head Start, child care center, preschool	23%	35%	5%	2%	16%
FFN in own home	38%	23%	9%	16%	19%
Child care in other home	39%	21%	10%	7%	17%
Self/sibling care	0%	1%	0%	0%	< 1%

Households using a subsidy [defined as getting help paying for child care from either the Child Care Assistance Program (CCAP) or from a social service or welfare agency, n = 47], had a significantly different pattern of primary care arrangement than families that were not using a subsidy, $X^2(5) = 13.75$, $p < .05$ (see Tables 9.10 and 9.11). Children 5 and under were more likely to be in a center-based program and less likely to be in care in another person's home in families that use a subsidy than in families that do not use a subsidy.

Table 9.10. Primary care arrangements of families who use a subsidy

Primary care arrangement	0-2 years (n = 10)	3-5 years (n = 16)	6-9 years (n=10)	10-12 years (n=11)
School K-12	0%	13%	50%	64%
Before or after school program	0%	0%	0%	0%
Head Start, child care center, preschool	50%	44%	20%	0%
FFN in own home	30%	25%	10%	9%
Child care in other home	0%	6%	10%	0%
Self/sibling care	0%	0%	0%	0%

Table 9.11. Primary care arrangements of families who do not use a subsidy

Primary care arrangement	0-2 years (n = 74)	3-5 years (n = 126)	6-9 years (n=146)	10-12 years (n=107)
School K-12	0%	21%	75%	75%
Before or after school program	0%	0%	1%	0%
Head Start, child care center, preschool	23%	35%	5%	2%
FFN in own home	38%	23%	9%	16%
Child care in other home	39%	21%	10%	7%
Self/sibling care	0%	1%	0%	0%

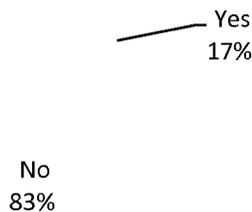
Overall, the majority of families report using multiple care arrangements for their children. The most frequent primary care arrangement was school (K-12) for children age six or older. Children ages 3-5 are likely to be in center-based care and children 0-2 are most likely to have either FFN care in the child’s home or child care in another person’s home as their primary arrangement. Primary care arrangements and use of multiple arrangements did not differ by income level. However, families using a subsidy were more likely to use center-based care for children ages 0-5 than families who do not use a subsidy.

Several items on the Household Survey addressed the awareness and use of Kentucky STARS for KIDS NOW as well as other factors affecting child care choices.

Awareness of Kentucky STARS for KIDS NOW

Respondents were asked if they had ever heard of Kentucky STARS for KIDS NOW. Seventeen percent of respondents said that they had heard of it (see Figure below), a rate comparable to awareness in other states with QRISs. This percentage did not vary at all by income group.

**"Have you ever heard of
Kentucky STARS for KIDS NOW?"**



Awareness of Kentucky STARS is somewhat low among respondents to the Household Survey. However, once the STARS program was explained, respondents were then asked to rate the importance of STARS level if choosing a child care provider. Over 70% of the sample responded that STARS level would be either “somewhat” or “very important” in choosing a child care provider (see Table 9.12). In addition, close to 80% of respondents said that if they were to choose a new provider in the future, Kentucky STARS level would influence their decision. In addition, when asked how important STARS is in selecting child care (as one example in a list of possible influences), 86% of respondents reported that STARS is either “very important” or “somewhat important” in selecting child care arrangements. This was the case even though 77% of that group had not actually used STARS.

Table 9.12. The importance of a higher level of STARS in deciding on a child care provider

Not important at all	5%
Somewhat unimportant	< 1%
Neutral	4%
Somewhat important	7%
Very important	66%

Taken together, the evidence suggests that parents have a lack of awareness but not a lack of interest in STARS. They report a high value on the potential of using STARS in decision-making. The majority of parents report that they would use STARS if the information was available to them when choosing child care arrangements.

Challenges to finding care

Several items in the survey addressed the difficulty that parents might experience when trying to find care arrangements for their children. Respondents were asked whether they thought they had good choices available for child care near where they live, and 58% said that, yes, they have good choices (see Table 9.13). Some respondents said that their choices are limited either because their child has an impairment or health problem (9%) or because their child has another issue, such as a behavioral issue (8%).

Eight percent of respondents reported that they experienced “a lot of difficulty” when finding the type of program they wanted. Just under half of the sample (49%) said they had no difficulty finding the type of program they wanted. Fifteen percent had not found the arrangement that they wanted.

- Difficulty finding care varied by income ($p < .001$). Ten percent of low-income families said they had “a lot of difficulty” finding care compared to of 6% of higher-income

families. Similarly, 47% of low-income families reported “no difficulty” compared to 54% of higher-income families.

- Twenty percent of low-income families reported that they had not found the child care program they wanted, compared to 6% of higher-income families.

Table 9.13. Perceptions of child care options and barriers to finding care

There are good choices for child care or early childhood programs near place of residence

Yes	58%
No	33%
Did not answer	9%

Their child has an impairment or health problem that limits his/her participation in any activity

Yes	11%
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This limitation is considered when choosing a child care arrangement
(N = 57)

Yes	75%
No	25%

Their child has other issues (e.g., behavioral issues) that make it hard to find a child care arrangement

Yes	8%
No	92%

When finding the type of child care or early childhood program they wanted, they experienced...

A lot of difficulty	8%
Some difficulty	12%
A little difficulty	13%
No difficulty	49%

They have NOT found the child care or program they wanted

	15%
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Important features of care

Respondents were asked to rate the importance of several factors that they might consider when choosing care (see Table 9.14). The most frequently rated “very important” factors were the level of trust and comfort with the caregiver and reliable services (97-99%). The overall quality of the program was the next highest (92%). Close to 90% of respondents said that helping their child in school and providing engaging learning activities were very important. Over 80% cited the Kentucky STARS rating level as “somewhat” or “very important” (see Table 9.15). Of those, 77% had never used STARS. As noted in the previous section, parents value STARS even if they have never used it or heard of it prior to the survey.

Table 9.14. Respondents' considerations in choosing child care arrangements

A caregiver or provider who has special training in taking care of children	79%	19%	2%
A caregiver who is a relative or family member	44%	38%	18%
A place close to home	75%	22%	3%
A reasonable cost	79%	18%	3%
A small number of children in the same class, home, or group	64%	32%	4%
A caregiver or provider who speaks your family's native language with your child	86%	12%	3%
A caregiver or provider that helps your child do well in school or when they start school	88%	11%	1%
Provides reliable services	97%	3%	< 1%
Provides engaging learning activities	88%	11%	1%
Cares for children of similar age	59%	33%	8%
Accepts child care subsidy	35%	29%	32%
Provides flexible hours	70%	25%	4%
Your level of trust with the caregiver	99%	1%	< 1%
Your level of comfort with the caregiver	98%	2%	< 1%
Keeping siblings together	39%	29%	31%
Recommendation of a friend or family member	48%	45%	8%
Church affiliation (for a faith-based program)	34%	41%	25%
Overall level of quality of center or home	92%	8%	< 1%
The Kentucky STARS for KIDS NOW rating – if rated somewhat or very important then ask the next two questions	50%	36%	11%

Table 9.15. Helpfulness of STARS for KIDS NOW in choosing child care arrangement

Helpfulness of STARS for KIDS NOW	Extremely helpful	Somewhat helpful	Not very helpful	Have not used
The information describing the quality ratings	4%	4%	1%	77%
The information available about specific providers	4%	5%	1%	77%

- There were several factors that differed by income level, $p < .05$ (see Table 9.16). Low-income families rated many factors as having greater importance than did higher-income families, including caregiver characteristics such as has special training and is a relative, and other factors such as location, cost, and flexible hours. Higher-income families

placed more importance than low-income families on having a small number of children in the same class, home, or group.

Table 9.16. Percent rating “very important” by income level

A caregiver or provider who has special training in taking care of children	83%	73%
A caregiver who is a relative or family member	49%	34%
A place close to home	79%	68%
A reasonable cost	85%	69%
A small number of children in the same class, home, or group	60%	72%
Cares for children of similar age	65%	49%
Accepts child care subsidy	47%	15%
Provides flexible hours	76%	59%
Keeping siblings together	46%	26%
Recommendation of a friend or family member	53%	39%
Church affiliation (for a faith-based program)	40%	24%
Kentucky STARS for KIDS NOW rating	60%	34%

Overall, low-income families tend to rate elements of a child care arrangement as very important and have a more difficult time finding an appropriate arrangement than do higher-income families.

Perception of current care

To understand respondents’ perceptions of the current primary care arrangement their child uses, a series of questions were asked regarding the frequency of the providers’ behaviors. Parents were asked how often the provider engages in behaviors such as talking with the parent, using a curriculum, and giving the child a lot of positive, individual attention. Results are presented in Table 9.17. Over 85% of respondents said that their child’s provider “usually” or “always”:
Talks with parent, provides a warm and caring environment, helps child get along with other children, and speak the family’s native language. Respondents were less likely to report that their children’s providers regularly use a curriculum, track child’s learning, have teachers with formal education and training, and enroll a diverse group of children.

Table 9.17. Respondents' ratings of frequency of provider behaviors

	Never	Rarely	Sometimes	Usually	Always
Talk with you	3%	2%	7%	8%	79%
Use a curriculum or planning tool for teaching	25%	8%	23%	13%	29%
Have a lot of books and learning materials	6%	3%	17%	15%	58%
Provide a warm and caring environment with positive relationships between teachers and caregivers and children	3%	0%	4%	8%	84%
Help your child get along with other children	3%	1%	10%	12%	74%
Track your child's learning and development using an screening or assessment tool	37%	9%	14%	8%	30%
Have teachers and caregivers with formal education and training to work with young children	34%	5%	11%	10%	38%
Have staff that are warm and friendly with your child	16%	1%	3%	9%	69%
Enroll children from different backgrounds, for example, race, ethnicity, and religion	35%	7%	13%	8%	35%
Have caregivers or teachers who speak your family's native language with your child	8%	1%	2%	4%	84%

- There were significant differences by income level for two items ($p < .05$). For “provide a warm and caring environment...”, both low-income and higher-income families responded “always” 84% of the time, but more higher-income families responded “usually” and more low-income families responded “sometimes”.
- For “track your child’s learning...”, higher-income families were more likely than low-income families to report this happening “usually” or “always” (30% vs. 10%).

Respondents were also asked to rate the experiences they perceive their child to be having in their primary care arrangement (see Table 9.18). The majority of respondents said that their child

experiences all items “usually” or “always”, with the exception of watching more than one hour of television per day.

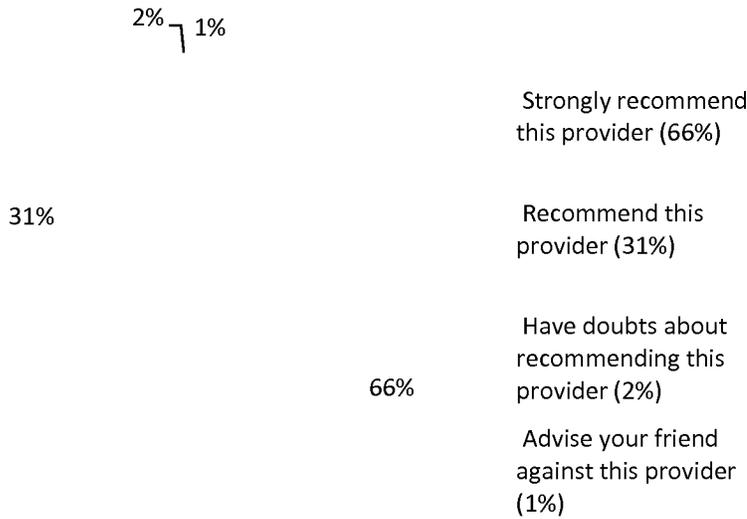
Table 9.18. Respondents’ perceptions of child’s experiences in primary care arrangement

	Never	Rarely	Sometimes	Usually	Always
My child gets a lot of positive, individual attention	1%	2%	10%	23%	65%
My child likes the caregiver or provider	1%	0%	4%	12%	83%
There are lots of creative activities such as art, music, dance, and drama	9%	5%	24%	16%	45%
The caregiver provides activities that are right for my child and fit my child’s needs	3%	3%	9%	18%	67%
My child is learning new things and new skills	2%	3%	17%	16%	61%
My child gets a chance to run around and play outside	3%	2%	11%	12%	71%
My child watches television more than one hour each day	16%	18%	30%	13%	23%

- Only one item differed significantly by income level. Low-income families were more likely than higher-income families to report that their “caregiver provides activities that are right for my child and fit my child’s needs” “always”, and higher-income families are more likely than low-income families to say that this is “usually” the case ($p < .05$).

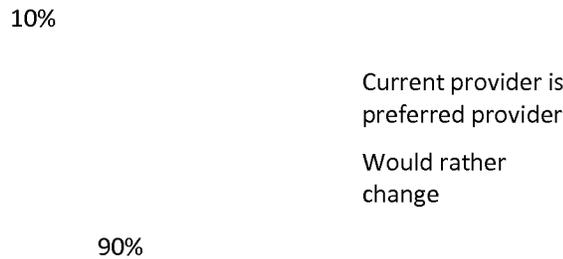
Respondents were also asked whether they would recommend their current provider to a friend with the same age child as them. The majority (66%) responded that they would strongly recommend their provider to a friend (see Figure 9.4). This finding did not differ by income level.

Figure 9.4. How respondents would recommend their current provider to a friend



Finally, respondents were asked if their current provider was their preferred provider or if they would rather change to a new provider. Ninety percent responded that they are currently with their preferred provider (see Figure 9.5). This finding did not vary significantly by income level.

Figure 9.5. Preference for current provider



Overall, respondents in the Household Survey tend to be satisfied with their current care provider. When asked about provider behaviors, the majority of respondents say that their provider “usually” or “always” provides a lot of books and learning materials, provides a warm and caring environment, and helps their child get along with other children. Parents were less likely to believe that providers used a curriculum, tracked children’s learning, or had formal education and training.

Most respondents also believe that their child is having positive experiences in the care arrangement such as receiving positive, individual attention and learning new skills. Finally,

nearly all respondents report that they are currently with their preferred, number one choice for a provider and that they would recommend their provider to a friend.

Child care expenses can make up a significant portion of a family’s budget, particularly for families with low incomes. Understanding how much families pay and the support they receive for child care costs is important information for assessing the affordability of early care and education for families and for developing policies to assist families with child care expenses. This section of the report provides descriptive details about the proportion of families who pay for child care, the amount that families pay, and the sources of support families use to assist with child care expenses.

When examining what families pay for child care, it is helpful to know what rates are charged by different facilities in Kentucky. The 2011 Kentucky Child Care Market Rate Survey (Rous, Singleton, Hooks, Booth & Gross, 2011) provides details about the rates charged by facilities of different types, for children of different ages across Kentucky. Table 9.19 provides a summary of the full-time daily rates; weekly rates can be calculated from these data. For example, the statewide median weekly rate for preschoolers in a Type 1 facility (child care center) is \$105. Looking across regions, the median weekly rate for preschoolers is \$90 in the East region, \$120 in the Central region, and \$95 in the West region. The median weekly rate for preschoolers in Certified Family Homes is \$97.50 statewide. The weekly rate is \$100 in the Central region and \$85 in the East and West regions.

Table 9.19. Median daily rates for full-time child care by facility type, child age, and region

	0-24 Months	2-4 Years	5+ Years	0-24 Months	2-4 Years	5+ Years	0-24 Months	2-4 Years	5+ Years
Statewide	24.00	21.00	18.60	20.00	20.00	17.00	21.00	19.50	18.00
East	20.00	18.00	16.50	19.00	16.00	16.00	18.00	17.00	17.00
Central	26.00	24.00	20.00	24.00	22.50	20.00	23.00	20.00	18.00
West	20.50	19.00	17.00	19.00	18.00	16.50	18.00	17.00	16.00

Source: Kentucky 2011 Child Care Market Rate Survey data. Table prepared for this report by the Kentucky Partnership for Early Childhood Service, Human Development Institute, University of Kentucky.

One benchmark for determining affordability of child care was set by the Administration for Children and Families in the U.S. Department of Health and Human Services in the Final Rule for the Child Care and Development Fund (45 CFR Parts 98 and 99).¹⁷ This benchmark set 10%

¹⁷ The Final Rule can be accessed at <http://www.acf.hhs.gov/programs/ccb/law/finalrul/fr072498.pdf>. Guidance about affordability of co-payments for child care appears on page 39960.

of family income as a reasonable metric for affordability that will allow families with low incomes to access child care. In this section, the percentage of income spent on out-of-pocket child care expenses is calculated.

Looking across families, 56% of households report out-of-pocket expenses for child care. Low-income families are less likely (49%) than higher-income families (69%) to report that they have out-of-pocket expenses for child care.

Table 9.20 provides details about the annual cost of child care for families, by household income, who pay out-of-pocket. These figures do not reflect payments that are made for child care by the Child Care Assistance Program, scholarships, assistance from family members outside the household, or other sources. It also does not reflect benefits the family may receive through the Child Care Dependent tax credit or through dependent care pre-tax flexible spending accounts offered by an employer. The figures are an average across different types of care and different hours of care (part-time and full-time).

Table 9.20. Average annual cost of child care by household income (among households reporting that they pay out-of-pocket for child care)

Percentage of households reporting any out-of-pocket costs	49%	69%	56%
Annual cost for focal child	\$2900	\$3721	\$3264
Annual cost for all children	\$5896	\$5781	\$5846
Annual out-of-pocket costs for the focal child as a percentage of household income	15%	5%	12%
Annual out-of-pocket costs for all children as a percentage of household income	26%	8%	20%

- Higher-income families pay significantly more each year for care for the focal child than low-income families (\$3,721 compared to \$2,900). There is no difference in the annual out-of-pocket child care costs for all children in the family between higher-income (\$5,781) and low-income (\$5,896) families.
- These differences in out-of-pocket cost between higher-income and low-income families are magnified when examining costs as a percentage of family income. Low-income families pay 15% of their income for child care costs for the focal child and over a quarter of their income for costs for all children in the household. This is significantly greater than the percentage of income spent in higher-income families for the focal child

(5%) and all children (8%). Overall, low-income families in Kentucky pay over 2.5 times the national benchmark for child care affordability.

Assistance to Pay for Child Care

Just under half of the families (45%) report that they receive some financial support (regardless of whether they have out-of-pocket expenses for child care). Families report a number of different sources of support for child care expenses (and some report assistance across more than one source). Across the sample, 14% report receiving assistance from relatives or friends and 12% report receiving a child care tax credit. Twelve percent report receiving assistance through a social service or welfare agency (8%) or the Child Care Assistance Program (CCAP; 4%). Smaller percentages report receiving assistance from employers (4%), child care providers (4%) or other sources (4%).

- Low-income families are significantly more likely to report receiving assistance from relatives and friends, a social service or welfare agency or CCAP, and other sources. See Table 9.21.

Table 9.21. Percent of households reporting the use of different sources of support for child care costs

Relative or friend	18%	7%	14%
Tax credit	11%	16%	12%
Social service or welfare agency	11%	2%	8%
Child Care Assistance Program	6%	1%	4%
Employer	4%	4%	4%
Child care provider	5%	3%	4%
Other	7%	3%	4%
No financial assistance	51%	62%	55%

Perception of child care cost burden

Families were asked if they could afford to maintain their current child care arrangement for the focal child if they did not receive assistance.

- The majority of higher-income families (88%) reported that they would be able to maintain the arrangement. In contrast, 53% of low-income families reported that they would be able to afford their arrangement.
- Similarly, when asked about the ease of paying for child care expenses, 19% of higher-income families with child care expenses reported that it is very or somewhat difficult to pay for child care compared to 37% of low-income families.

Of the respondents who reported working at least some hours each week ($n = 339$), the average number of hours worked at all jobs combined was 40.7 hours (range 5 – 96). When asked if the child care needs of the focal child affected their job choice or schedule in any way, 55% of respondents said “yes” and 44% said “no”. This finding did not differ significantly by income level. Respondents were also asked how easy it was for them to leave work if their child gets sick or needs them. Responses are presented in Table 9.23. For those who work, most reported that it is easy for them to leave work if necessary. Only 9% of respondents said it is difficult for them to do so. Responses did not differ significantly by income level.

Table 9.23. Reported ease of providing last-minute child care

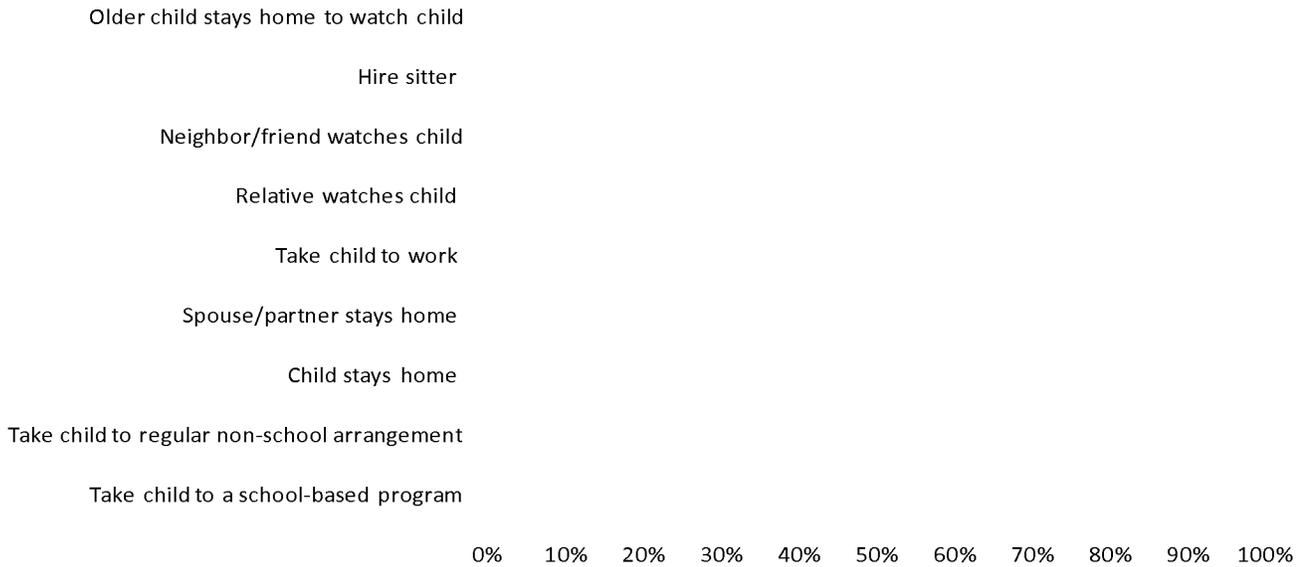
Very Easy	35%
Somewhat easy	17%
Not very easy	7%
Difficult	9%
Do not work	32%

- Low-income respondents worked significantly fewer hours per week than higher-income respondents ($M = 38.8$ and $M = 43$ respectively, $p < .01$).

Availability of support

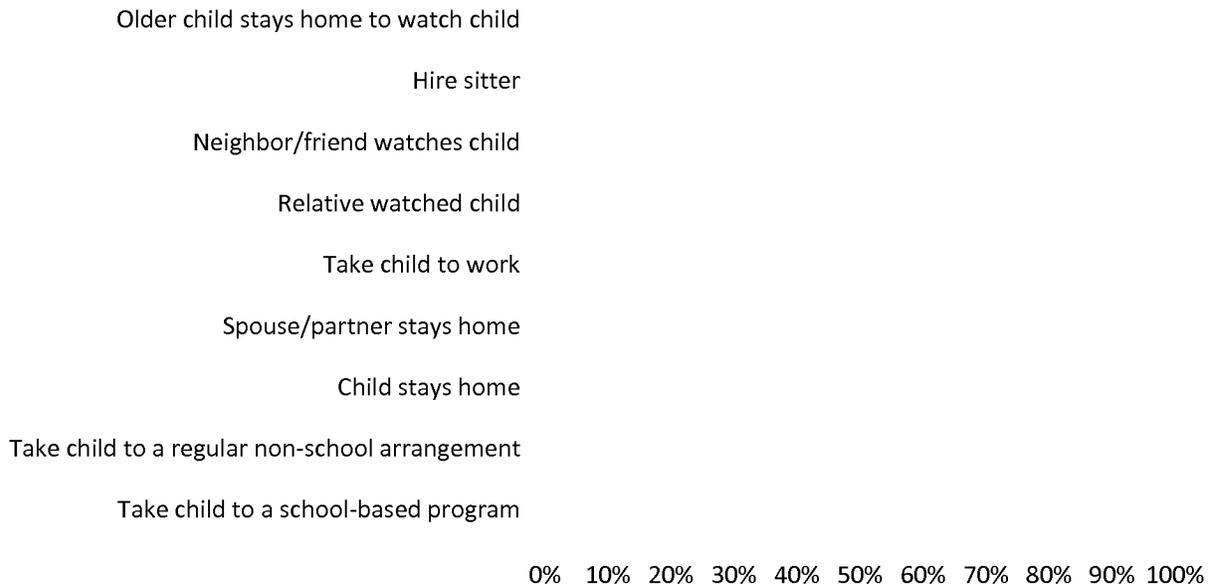
Respondents with children in school (K-12) were asked what usually happens for child care if there is no school on a regular weekday. Responses are reported in Figure 9.6. The most frequent responses were that the child stays home (32%) and that a relative watches the child (30%).

Figure 9.6. Child care arrangement typically used when there is no school on a regular weekday



- Low-income and higher-income families were equally likely to have a relative, friend, or neighbor watch their child. However, higher-income families were more likely than low-income families to take their child to a school-based program, hire a sitter or to have an older child watch their child. Low-income families were more likely than higher-income families to have their child stay home alone ($p < .01$, see Figure 9.7).

Figure 9.7. Child care arrangement typically used when there is no school on a regular weekday by income level



Respondents were asked whether they have friends or family who are able to support them in terms of providing child care at the last minute, providing child care regularly, and whether they can recommend a good provider to them. Responses are found in Table 9.24. The majority of respondents believe that they have these resources available to them.

- Low-income families were significantly less likely than higher-income families to believe that they had friends or family who could recommend a good child care provider to them ($p < .01$).

Table 9.24. Availability of last-minute child care support

Have friends or family who can provide care at the last minute if needed	85%	14%
Have friends or family who can provide child care regularly	59%	39%
Have friends or family who could recommend a good child care provider	64%	34%

The majority of the sample (68%) reported working at least some hours per week, and the average was full-time work (40 hours/week). The majority of working parents have alternative

care options if there is no school on a workday and feel supported in terms of child care needs by friends and family.

Low-income families tend to work fewer hours than higher-income families, have fewer alternative care options, and are less likely to have friends or family who could recommend a good child care provider to them.

Over five hundred parents and guardians of children age 12 and under who use some type of non-parental care in Kentucky were interviewed for the Household Survey. Information gathered about family use of non-parental care, their awareness of resources available to them, aspects of child care selection, and how they pay for child care will inform program administrators and policy-makers on how to best serve families and their child care needs. Key findings from the survey are summarized here:

- The majority of families who use child care in Kentucky use multiple care arrangements for their children.
- The most frequent primary care arrangement for children ages 6-12 is school (K-12).
- The most frequent primary care arrangement for children 3-5 is center-based care.
- The most frequent primary care arrangement for children 0-2 is either Family, Friend, and Neighbor (FFN) care in the child's own home or child care in another person's home.
- Primary care arrangements and the use of multiple arrangements do not vary by income level.
- Children 5 and under in families who use a subsidy are more likely to be in center-based care and less likely to be in FFN care in their own home or have care in another person's home than families who don't use a subsidy.
- 17% of respondents had heard of Kentucky STARS for KIDS NOW
- Respondents think that STARS ratings are important in choosing care.
- Low-income families tend to place a higher importance on several aspects of care and have a more difficult time finding care arrangements than higher-income families.
- Respondents are satisfied with their current care provider and believe that their child is having positive experiences in care.
- About half of low-income families and nearly 70% of higher-income families have some out-of-pocket child care costs.
- Low-income families pay a significantly higher percentage of their annual income to child care costs than higher-income families (15% vs. 5% for focal child, 26% vs. 8% for all children in the household).
- Low-income families are significantly more likely than higher-income families to use assistance from relatives or friends, a social service or welfare agency or CCAP to pay for child care.
- Low-income families have greater difficulty paying for child care than higher-income families.

- 68% of respondents work, averaging 40 hours per week.
 - Low-income families tend to work fewer hours than higher-income families, have fewer alternative care options, and are less likely to have friends or family who could recommend a good child care provider to them.
-
- Increase marketing efforts to inform parents of Kentucky STARS for KIDS NOW. Although only 17% of respondents had ever heard of Kentucky STARS for KIDS NOW, parents see the value in a Quality Rating and Improvement System and are interested in using STARS once they are made aware of it.
 - Align marketing campaigns with the qualities parents value in early care and education arrangements. Parents place high value on a caregiver who provides reliable services and whom they can trust. Parents also value educational aspects of care. These factors should be incorporated into marketing efforts.
 - Target outreach strategies to parents who are currently making early care and education choices. Parents are generally satisfied with their current arrangements, but could use assistance when looking for care arrangements.
 - Increase access of low-income families to high-quality care arrangements through subsidy or other assistance. Children in families who use a subsidy are more likely to be in center-based care than children in families who do not use a subsidy.
 - Target low-income families in accessing resources that can help them find appropriate care arrangements.

The Process Evaluation of Kentucky STARS for KIDS NOW was initiated by the Kentucky Department for Community Based Services, Division of Child Care to provide an examination and assessment of existing STARS components and to provide a basis for recommendations to improve STARS implementation statewide. This Executive Summary provides an overview of key findings, strengths of the existing system and recommendations for areas to target for taking STARS to the next level of effectiveness.

Kentucky is unique nationally in its investment in a process evaluation to address a set of comprehensive questions about the functioning of its QRIS after operating for over a decade. For example, Kentucky is the first QRIS in the nation to engage in a systematic, empirical examination of alternative models for the STARS rating process. The use of evaluation data to reflect on options for revisions and enhancement to STARS is a model that will be useful for other QRIS to follow. The findings provide the Department for Community Based Services, Division of Child Care with a comprehensive set of potential targets for improvements as STARS enters its second decade. The Evaluation also identifies existing processes that are working well and areas of strength on which revisions and modifications can be based.

The Evaluation questions and activities focused on five broad, interrelated components of STARS:

- The quality standards and measurement strategies
- The rating structure and process for assigning STARS levels
- The technical assistance provided to promote improvement, and
- The outreach methods to promote STARS to providers and to parents
- The collaboration, coordination, and administrative processes most supportive for STARS.

This Summary is organized around the five components. For each component, key findings are presented and recommendations are offered that consider the current STARS context and implications for policy and regulatory changes. The potential cost implications of the recommendations are not explored fully in the Summary or the full report and will need to be addressed in follow up discussions based on the findings. Further details about the research questions, methods and findings can be found in each of the chapters in this report. Only brief summaries are provided here.

How do current STARS standards align with existing quality frameworks?

The standards used in a QRIS are a critical element of the system as they define the structure features and elements of practice that will be rated. They also provide the basis for quality improvement activities in the system. The standards that are included in a QRIS need to be research-based, measurable and represent a concise but rigorous set of benchmarks for programs to achieve. The standards also need to be differentiated by program type to reflect the different opportunities and constraints on quality in different settings. To date, there is not one set of empirically-validated standards, differentiated by program type, that are recommended for inclusion in a QRIS. Instead, the process for selecting standards typically relies on expert panels and workgroups with input from outside experts and community stakeholders (Zellman & Perlman, 2008). Indeed, this process was used for developing the original STARS standards, and the resulting standards (with revisions) have been incorporated into regulations (Howard, 2011). One goal of the Process Evaluation was to examine the current STARS standards and identify how well the requirements match established standards and expectations for the aspect of quality that are most important for programs, families and children. This analysis involved the development of a crosswalk that systematically compared the grid requirements (including the Environment Rating Scales) with other quality frameworks used to guide best practice in Kentucky including the Kentucky Early Childhood Quality Self-Study (QSS), the Kentucky Early Childhood Core Content (ECCC), national accreditation standards and quality standards included in other state QRIS as recorded by the Compendium of Quality Rating Systems and Evaluations (Tout et al., 2010). The crosswalk identified strengths and gaps in the current standards. Highlights of this analysis and the resulting recommendations are described below. The recommendations should be reviewed in light of the current national context in which the majority of QRIS have not yet developed the full range of standards outlined below.

Strengths of the STARS standards:

- **The STARS standards are differentiated by program type.**
 - Similar to other QRIS nationally, STARS articulates a set of program standards that are differentiated by program types including Type 1 and Type 2 child care centers as well as Certified Family Homes.
 - This is an important recognition of the need to monitor and provide support quality in different types of early care and education settings using a common framework but articulating quality requirements that are appropriate for the setting.
- **The STARS standards demonstrate alignment with three quality areas: program structure, children’s experiences in the environment, and health and safety.**
 - The STARS standards (as well as items from the Environment Rating Scales and licensing regulations) address three foundational quality domains that are

essential to providing children with a structured, healthy environment for learning.

- The domains of program structure, children’s experiences in the environment, and health and safety are important because they address the structural features in the setting that promote optimal exploration and interaction with the environment and that support early childhood staff/personnel in their work environment.

Recommendations:

- **Consider inclusion of STARS standards that more fully address curriculum used in an early childhood program.**
 - Current grid requirements and Environment Rating Scale items sufficiently address aspects of children’s learning environment by focusing on providing opportunities and appropriate materials and activities that can promote learning. However, these requirements do not focus on curricular features identified in the QSS that address the quality and nature of the interactions between the teacher, child and the curriculum components which research suggests is most closely linked to positive outcomes for young children.
 - Additionally, current standards do not require demonstration of curricula that are research-based or aligned with the Kentucky Early Learning Standards.
 - Specific recommendations to consider:
 - Incorporate a progressive set of standards that require programs to work towards the use of a curriculum framework that is aligned with the Kentucky Early Learning Standards.
 - Additional standards could address the training staff/providers have received related to curriculum or the extent to which the curriculum in use is aligned to child assessments.
 - Consider integrating additional observational measures which could tap interactions between children and teachers that are grounded in a strong curriculum (in center-based settings). Several states use the Classroom Assessment Observation Scoring System (CLASS; Pianta, La Paro & Hamre, 2008); however, it should be noted that this measure is appropriate only for center-based settings serving children over age three. At present, there are limited observational assessments to tap high quality curriculum implementation across settings and across ages.
 - Integration of standards related to curriculum would require corresponding adjustments to the technical assistance provided.
- **Consider inclusion of STARS standards that address appropriate assessment of children’s growth and development.**
 - Current STARS grid requirements do not include a focus on the use of appropriate early childhood assessment methods and tools.
 - Specific recommendations:

- Incorporate new standards to document providers' use of a research-based assessment tool. For example, Level 1 and 2 providers could work towards the use of child assessments to guide daily instruction/activities/lessons. Level 3 and 4 providers could work towards the use of an assessment from a state approved list/ research-based from approved list.
 - Further standards could be developed specifying that staff have received training on assessment processes and that assessment results are shared with parents and are used to guide individualized instruction and program planning.
 - The development of new assessment standards may be guided by *Kentucky's Early Childhood Continuous Assessment Guide* and the results of the Early Childhood Outcomes Initiative.
 - Integration of standards related to assessment would require corresponding adjustments to the technical assistance provided.
- **Consider inclusion of STARS standards that address screening and referral.**
 - Grid requirements related to screening and referral are distinct from those addressing assessment. Currently, STARS grid requirements do not include standards related to the use of appropriate early childhood screeners that can assist staff and other professionals in identifying developmental issues that may need further assessment.
 - Specific recommendations:
 - Incorporate new standards related to screening and referral that are separate from assessment standards and specify the use of appropriate screening tools to inform appropriate referrals as needed.
 - Additional standards could include requirements such as an expectation that staff have received training on using screening tools appropriately, the screening tools are used within a specific timeframe of child's enrollment/specified frequency throughout the year; and that results are shared with parents and are used to guide individualized instruction and program planning.
 - Integration of standards related to screening and referral would require corresponding adjustments to the technical assistance provided.
- **Consider inclusion of STARS standards that address provisions for children with special needs**
 - The Environment Rating Scales cover some elements of provisions for children with special needs but typically only at a score of five or above on individual items.
 - State licensing standards include specific provisions related to children with special needs, but these standards are designed to address the basic health and safety of children with special needs.
 - Specific recommendations:

- Incorporate new standards that require providers to support children with special needs and their families. For example: designs activities and instruction that support goals in IEP/IFSPs, and involve families in planning to meet the needs of their child(ren).
 - Additional standards could include the development of a written plan to refer parents to appropriate social, mental health, educational, wellness, and medical services.
 - Integration of standards related to screening and referral would require corresponding adjustments to the technical assistance provided. Specifically TA that is tailored to meet the needs of directors/program administrators and TA designed for providers/classroom teachers.
- **Consider inclusion of STARS standards that address stronger elements of family involvement/family partnerships.**
 - Currently, STARS requires programs to provide up to four parent involvement activities a year. Minimal guidance is offered related to the quality, structure, or objectives for engaging parents and families. The STARS standards are similar to most QRIS in this domain because the extant research base is insufficient for providing guidance on appropriate standards and indicators.
 - Specific recommendations:
 - Incorporate new standards that help providers authentically engage and develop relationships with families. These standards can be incorporated into STARS in the following three ways:
 - Progressive standards increasingly require providers to offer opportunities for families to engage in more authentic and enriching ways (i.e. parent advisory board, regular teacher meetings, parent survey).
 - Standards that include required and optional activities, establishes a set of core activities that STARS deems are required of all providers, and a separate list of optional activities that providers can earn extra points for as they are able.
 - Categorical standards require Level 1 and 2 providers to select two or three activities from a predetermined subset of categories. Level 3 and 4 programs may be required to select five to six activities across all categories. These categories could include, for example, communication with families, family resources, facility-wide family activities, and individual family activities.
 - Integration of standards related to family involvement would require corresponding adjustments to the technical assistance provided.

What options for alternative measures could be identified?

In addition to a review of the standards, the evaluation team reviewed the set of observational measures currently in use in STARS. A recommendation was made in November, 2010 to begin

the process of transitioning from the Family Day Care Rating Scale (FDCRS; Harms & Clifford, 1989) to the revision that was published in 2007. The Family Child Care Environment Rating Scale – Revised (FCCERS-R; Harms, Cryer & Clifford, 2007) was updated to be more appropriate for the range of age groups in family child care (which include infants, toddlers, preschoolers and school-age children), is more sensitive to cultural and socioeconomic diversity, and incorporates items on provisions for children with special needs into the main scale items and indicators. In addition, the authors will be phasing out support for the FDCRS. The transition preparation and planning in STARS are well underway.

What rating process and structure could produce a valid rating for programs that accurately reflects and differentiates quality levels?

Currently, the STARS grid and corresponding rating process uses a block structure in which all grid requirements in a level must be met before a rating at the subsequent level can be considered. If one requirement at the next highest STARS level is not met, a facility is assigned the lower level. Nationally, the bulk of QRS use a block structure to produce ratings (Tout et al., 2010). As described in Chapter 1, the majority of Type 1 facilities are rated currently at a Level 2, while Certified Family Homes are distributed evenly across Levels 1, 2 and 3 (but not Level 4). The Evaluation found that nearly half of Type I facilities and about one-third of Certified Homes did NOT plan to apply for a higher STARS level at their next rating because of challenges meeting grid requirements at the higher levels. Two activities were conducted to gather information about how the current grid requirements and structure relate to the distribution of facilities across STARS levels and to analyze options for revision of the structure. First, a sample of providers across all levels was interviewed to determine which grid requirements were met above their current STARS level. This analysis produced an understanding of the most challenging indicators in STARS as well as those on which there is little variation (because the majority of providers are able to meet them). It also produced an understanding of strengths of the current structure. Second, data from the grid requirement analysis were used to create new, hypothetical rating levels for programs based on four alternative QRIS models. Results from these models were analyzed across program types to compare actual QRIS level with the hypothetical level achieved in the alternative model. Building on the results from these two activities, recommendations were developed. The strengths of the current system and recommendations to consider are provided below.

Strengths:

- **The current rating structure is transparent and clear for programs.**
 - Programs report that they understand the grids and the process of moving from one level to the next. This is a strength of a block rating design because the levels and their requirements are transparent for the participants.

- **Programs are clearly meeting quality standards above their current rating level.**
 - The findings that many programs report that they meet standards at a higher level in STARS is a strength. Many programs in STARS engage in practices at a higher level of quality that can benefit children and families. This is an important finding to build upon when considering revisions of the structure.

Recommendations

- **Review grid requirements that relate to the Child Development Associate credential, and consider revising the weighting and/or its stringency in STARS.**
 - In the current STARS structure, the Level 4 requirement for a CDA-level-staff to be in a classroom at all times poses a significant barrier to achieving higher STARS levels.
 - Placement in STARS and the weighting could be reconsidered to reflect the current status of the research on this indicator which would not necessarily support a requirement for a CDA-level staff to be in the room at all times.

- **Review grid requirements that relate to the Environment Rating Scales at Level 4 and consider revising the requirement, the weighting and/or placement in STARS.**
 - The grid requirement related to the ERS at Level 4 in STARS is an average score of 6.0. Recognizing a score above a 5.0 or 5.5 at the highest level of the QRIS is atypical among QRIS nationally, with most recognizing 5.0 (or lower) at the highest level.
 - Recognizing an average score of 5.0 or 5.5 would be above the average levels of quality observed in national studies of early childhood care and education settings (for example, the study of prekindergarten conducted by the National Center for Early Development and Learning and the Head Start FACES studies).

- **Engage in a process to consider a hybrid rating structure for STARS.**
 - The models presented in Chapter 6 of this report describe three optional structures for a hybrid rating process. Hybrid models combine the use of blocks and points in the designation of rating levels. Data from the Evaluation indicate that providers are meeting indicators above their current STARS level. A hybrid model offers an opportunity for the STARS level of a provider to reflect the quality indicators met at a higher level by awarding points for those indicators. There are different options for how the points are awarded and aggregated.
 - The selection of the most appropriate model for Kentucky will depend upon decisions on a number of dimensions, including:
 - The addition of new grid requirements in the areas of curriculum, assessment, provisions for children with special needs and family involvement/family partnerships. Decisions must be made about whether and how to include these new grid requirements. The relative importance

of certain indicators can be signaled by placing them within a block or by weighting indicators with a standard multiplier or a higher number of available points.

- The level of interest in designating levels within quality categories as well as designating an overall quality level. The availability of more information about quality within domains (through a points model or a hybrid model that incorporates levels within each domain) may be helpful to parents. Alternatively, it may provide too much information to some parents who are looking for a more straightforward rating.
 - The desire for a simple structure or a more complex structure. A simple structure (for example, a simple block or points model) would be more transparent and easier to understand, but it may not have the ability to reflect a more nuanced combination of quality components. A more complex structure (for example, with weighted indicators or blocks within levels) and may allow for more fine-grained distinctions to be drawn between programs at different levels, thus resulting in greater validity of the levels. However, greater complexity will produce a greater likelihood of error in ratings calculations and requires additional resources to support data management processes.
- **When an alternative model has been developed, consider a process for requesting feedback from external reviewers who can provide quantitative and qualitative input on the new model.**
 - The process for requesting input from external reviewers on new or revised QRIS indicators or structures will be facilitated by developing an online process for review.
 - The online strategy has been used in at least two other QRIS to assist reviewers with the process of providing feedback and to provide the opportunity for automatic aggregation of feedback on the new model(s).
 - **Consider articulating a separate set of grid requirements for Type I school-age programs.**
 - School-age care providers report that grid requirements specifying early childhood credentials (for example, the Child Development Associate credential or the Commonwealth Child Care Credential) are particularly difficult for them to meet.
 - Early childhood credentials may not be aligned with best practices in school-age settings. As Kentucky moves toward implementation of a School-Age Credential, this can be incorporated into STARS grid requirements for school-age facilities.

How can the STARS Technical Assistance process be enhanced?

A central activity in a QRIS is the provision of technical assistance for programs to support their quality improvement. To gather information about the STARS Technical Assistance system, data were gathered from STARS Quality Coordinators (SQC), Professional Development Counselors (PD Counselors) as well as providers in Type I facilities, Certified Home Providers and School-Age Care programs to provide an understanding of the technical assistance that is provided and received in STARS. In this section, strengths of the current system are identified and recommendations are developed with the aim of further supporting and enhance STARS Technical Assistance.

Strengths

- **Providers report positive experiences with their SQCs. They are pleased with the level of attention and support they receive in STARS.**
 - The providers participating in the Evaluation reported positive experiences with their SQCs. In addition to providing information about the types of activities they participated in with their SCQ, providers also spoke about the motivational role of the SQC in supporting and encouraging their participation in STARS. Personal relationships that allowed providers to feel comfortable reaching out to their SQC with questions and concerns were cited by providers of each type and across each STARS level.
 - Providers report receiving a variety of technical assistance from the SCQs. The SCQs provide coaching to assist with meeting Environment Rating Scale indicators. They also provide general support and information about STARS requirement, training opportunities and funding opportunities.
- **SQCs provide a variety of technical assistance supports and improvement strategies.**
 - SQCs report engaging in a wide variety of activities to support the providers on their caseload. These activities include the provision of resources on particular topics and on training, completing needs assessments and professional development plans, assisting with paperwork, observing the provider at work and giving them feedback and modeling best practices. SQCs report spending the most time and seeing the most benefit from activities related to improving scores on the Environment Rating Scales and observing providers in their work with children. These findings indicate that SQCs have a solid basis for engaging providers in more in-depth work related to curriculum and assessment for example.

Recommendations

- **Continue providing an infrastructure that fosters positive relationships between SQCs and providers in STARS.**
 - The current TA system is well poised to meet the challenges of assisting providers in meeting new standards and/or learning about a new rating process. SCQs can build upon the positive relationship they have developed with the providers they serve to help them understand new requirements. Building upon this strength as any changes are made will help ensure a smooth transition.
- **In coordination with adopting new STARS quality standards, identify options for using the positive relationship developed between SQCs and providers as a springboard for promoting an increased focus on improving practices that relate to children’s development.**
 - As new standards are included in STARS, the need for rigorous technical assistance on practices that support children’s development will increase. It will be important to develop additional tools that SQCs can use to assess providers’ needs and strengths and to identify individualized strategies that will be most effective in working with providers at all stages of need.
- **Support implementation of new technical assistance activities by offering intensive training, coaching and supportive supervision.**
 - As new STARS standards and/or revised rating structures are introduced, SCQs, PD Counselors and other technical assistance staff will need targeted training on the new requirements and strategies for assisting providers. Best practices in implementation also suggest that offering a coach to support TA staff and a supportive supervision process (for example, accompanying TA staff on visits to facilities).

What strategies can increase provider participation in STARS?

Encouraging high rates of provider participation is essential to a QRIS because it supports parents’ use of the system and the possibility that they will have rated programs to choose from when they search for early care and education settings. High rates of participation also increase confidence among administrators and key stakeholders that more children with the greatest needs for high quality care will have options available to them (assuming coordinated initiatives to help them access and afford high quality options). In this section, the Evaluation draws upon existing

STARS data and interviews with providers participating in STARS to identify strengths and propose recommendations for increasing provider participation.¹⁸

Strengths

- **Participation in STARS is steadily increasing.**
 - According to data from the Human Development Institute at the University of Kentucky, participation of eligible programs in STARS has steadily increased and was at 40% in September, 2011.
 - This participation rate is significantly higher than the average rate documented in other voluntary QRIS (Tout et al., 2010).
- **Rating process changes initiated by the Department for Community Based Services, Division of Child Care in 2010 appear to facilitate greater participation in STARS.**
 - Changes made in 2010 to more efficiently link rating and licensing of programs appear to have facilitated an increasing number of programs in STARS.
 - The changes reduced duplication of efforts among the different components of the rating process and allowed for a quicker and more efficient designation of the rating.

Recommendations

- **Focus outreach efforts with providers on the opportunity to engage in quality improvement.**
 - Providers reported that program improvement is one of their primary motivations for participating in STARS. Smaller proportions of providers report that increased recognition/marketing and financial resources are their primary motivations.
- **Harder-to-engage providers who have not “bought into” STARS may be encouraged by opportunities to receive targeted technical or financial assistance (including provision of free training and materials) to meet grid requirements.**
 - Providers who are participating in STARS report that meeting grid requirements and the Environment Rating Scale indicators are the most challenging aspects of STARS participation. These may be serving as particular challenges for providers who have chosen not to enroll in STARS

What strategies can be targeted to Kentucky parents to increase their use of STARS?

The Department for Community Based Services, Division of Child Care invested in a telephone survey of a random sample of over 500 Kentucky households to understand their current use of

¹⁸ Interviews with providers who are not participating in STARS were not conducted and represent a gap in this analysis.

early care and education arrangements, their perceptions of the arrangements they use, the cost of their arrangements and their awareness of and use of Kentucky STARS for KIDS NOW. In this section, findings from the Kentucky Household Survey are described to demonstrate strengths of the current system and to support recommendations for increasing the use of STARS by parents in Kentucky.

Strengths

- **Parents are eager for information about quality and to use STARS ratings.**
 - Parents see value in a Quality Rating and Improvement System. When STARS was explained to respondents participating in the survey, 2/3 of them reported that a higher STARS level would be “very important” in choosing a child care provider. Nearly 80% of respondents said that a higher STARS level would influence their decision if they were to choose a different provider from their current one. Finally, when asked how important STARS is in selecting child care (as one example in a list of possible influences), 86% of respondents reported that STARS is either “very important” or “somewhat important” in selecting child care arrangements. This was the case even though 77% of that group had not actually used STARS.

Recommendations

- **Increase marketing efforts to inform parents of Kentucky STARS for KIDS NOW.**
 - The Household Survey findings revealed that 17% of respondents have heard of Kentucky STARS for KIDS NOW,
 - At this point, the use of STARS is limited by the lack of awareness by parents rather than by the lack of interest or seeing the value of STARS. The majority of parents would use STARS if the information was available to them when choosing care arrangements.
 - Efforts to increase marketing could include statewide strategies such as radio or TV ads, and a focus on helping social service (for example, the child care subsidy program) and early childhood programs inform parents of STARS. Only 4-6% of parents reported that their provider shared information about STARS with them, either verbally or written, or that they were aware of their providers’ current STAR level.
- **Align marketing campaigns with the qualities parents value in early care and education arrangements.**
 - The Household Survey provides information on aspects of care that parents value the most. Knowledge of factors that influence parents’ child care decisions can inform how STARS might be marketed most effectively. For example, when asked about what they look for in selecting a care provider, nearly 100% of respondents reported that a caregiver who provides reliable services, who they can

trust, and who they feel comfortable with are “very important” factors in their decision about early care and education. And, nearly 100% of respondents reported that factors such as a caregiver with special training, who helps their child do well in school, who provides engaging learning activities, and the overall quality level of a program were either “very important” or “somewhat important” in choosing care.

- Although factors related to reliability, trust and comfort may be more difficult to capture in a quality rating than factors related to qualifications and learning activities, it is important to keep in mind parents’ values when considering marketing and outreach.

For example, since parents highly value feeling trust and comfort with a caregiver, marketing might focus on indicators that relate to STARS family communication requirements.

- Parents also value caregiver training and learning activities, suggesting that teacher education and training and the learning environment are also important aspects of STARS to market to parents.

- **Target outreach strategies to parents who are currently making early care and education choices.**

- The Household Survey found that parents are generally satisfied with the arrangement they are currently using. Ninety percent of respondents reported that their current provider is their preferred, number one choice for child care. In addition, over 75% of respondents reported that they believe that their child “usually” or “always” experiences positive experiences at care such as getting a lot of positive, individual attention, appropriate activities, and that their child likes their provider. However, there is also evidence that parents have difficulty finding care arrangements. Only 58% of respondents felt that there were good choices for child care or early childhood education where they live (with 33% reporting that there were no good choices). While 49% reported no difficulty in finding the type of care or program that they wanted, one third reported at least some difficulty in finding care (including 8% reporting a lot of difficulty) and 15% had not found the child care or program they wanted. It seems that although parents typically feel satisfied once they have made a child care choice, many parents could use assistance in finding care arrangements that meet their expectations.

- As a result, STARS marketing approaches are likely to be more effective with parents who are in the process of choosing a care arrangement than with parents who already have a care arrangement. Coordinating approaches with child care referral services and with other early childhood service providers (for example, pediatricians) may increase the success of these efforts.

A final set of goals of the Evaluation was to determine the extent to which the multiple activities in a QRIS that relate to the rating process and the technical assistance process are coordinated and delivered in a manner that is efficient, effective, and non-duplicative. The Evaluation also focused on understanding the administrative systems and processes that support and monitor ongoing activities including data entry by SQCs. Recommendations were developed based on findings from interviews with Technical Assistance staff, Raters, and providers. In this section, strengths of the current system are identified and recommendations are proposed related to each strength.

Strengths and Recommendations

- **Providers in STARS perceive the rating process to be fair. Acknowledge and build on providers' overall perception that the STARS rating process is fair as any changes are made to STARS.**
 - The majority of providers interviewed in the Evaluation reported that the STARS rating process is totally or mostly fair. Providers stated that the STARS grid requirements are clear and appropriate. Some also stated that SQCs are helpful in explaining the process to providers. It will be critical to build upon the success of STARS in garnering this positive perception by providers.
- **The coordination of technical assistance and supports for providers is functioning well. Acknowledge and build on providers' reports of positive experiences working with multiple Technical Assistance staff.**
 - Overall, providers report that they hear consistent messages about quality from the different technical assistance partners they work with on quality improvement. Type I centers were more likely to report positive experiences, so it will be important to continue to improve upon coordination of messages with Certified Home providers.
- **TA staff are positive about their role in the system and their working relationships with each other. Acknowledge and build upon the positive perceptions of collaboration and coordination reported by SCQs and PD Counselors.**
 - SCQs and PD Counselors report that they have good working relationships with each other. This is a strength of current technical assistance efforts.
- **Provide ongoing opportunities for training on STARS and opportunities for input on STARS design and processes from Raters and SQCs.**
 - Raters and SQCs express an interest in having additional opportunities to learn about STARS requirements and to provide their input and feedback on features of

STARS. It will be beneficial to offer these opportunities to engage these critical members of the STARS rating and technical assistance process.

- **STARS is supported by strong data systems that provide opportunities for tracking trends, managing the effective delivery of services and for validating the system’s effectiveness. Continue to support these systems and their vital role in continuous program improvement of STARS.**
 - The data systems used to support STARS management and tracking are a strength of the system. They offer administrators and contract managers the opportunity to monitor important trends in quality ratings and to track the delivery of services that are provided. These functions are critical for assessing the validity of the overall system and its effectiveness in achieving its goals for families and children.

As the Department for Community Based Services, Division of Child Care reflects upon these findings and considers strategies for taking STARS into its second decade, it will be important to continue grounding the planning in the goals that have been set by for an effective system: one “that is 1) consistently implemented across the state; 2) designed with appropriate checks and balances to ensure reliability and validity of the system; 3) non-duplicative and uses resources wisely; and 4) transparent to all involved.” These goals highlight a commitment to continuous improvement of the system, focusing on the experiences of participants and users of the system, and ultimately, to administering a system that achieves the goal of providing high quality care to families and children in Kentucky.

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Ratios	Family Involvement	Curriculum	Training	Personnel
6 points possible	6 points possible	9 points possible	12 points possible	5 points possible

Total points possible: 38

Programs must have current certification in good standing in order to participate. Points in all five categories of best practices are totaled (2 ½ points are guaranteed from licensing/level 1 standards in current system). Stars are awarded using the following scale:

- 1 star = 3 – 12.9 points
- 2 stars = 13 – 20.9 points
- 3 stars = 21 – 28.9 points
- 4 stars = 29 – 38 points

Scoring Details by Grid Category:

RATIOS	POINTS POSSIBLE																																																																																																		
Meet current licensing standard ratios.	½ point																																																																																																		
Post prominently in each classroom and maintain the above staff-to-child ratios and group size.	½ point																																																																																																		
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FAMILY INVOLVEMENT																																																																																																			
Coordinate activities involving parental or family participation.	If 1 activity, ½ point If 2 activities, 1 points If 3 activities, 1½ points If 4 or more activities, 2 points 2 points possible																																																																																																		
Documentation of a written plan for parental or family involvement.	2 points																																																																																																		
Documented family feedback procedure used annually.	2 points																																																																																																		

Total Possible Points for Family Involvement	6 points possible
CURRICULUM	POINTS POSSIBLE
Post prominently and maintain planned program of activities and daily schedule.	½ point
Environment Rating Scale <ul style="list-style-type: none"> • Average score of at least 3.0 • Average score of at least 4.0 • Average score of at least 4.5 • Average score of at least 6.0 	½ point 1 point 2 points 3 points 3 points possible
Have a written plan for improving your program's average Environment Rating Scale score	½ point
Have in each classroom a roster with first and last name of employee and each child enrolled in the center and cared for in that room.	½ point
Accreditation by Early Childhood Authority approved accrediting organization.	4 ½ points
Total Possible Points for Curriculum	9 points possible
Training	
Create and implement individual staff development plans for all staff annually.	½ point
Center offers staff opportunity to participate in KY Early Childhood Development Scholarship Program, if eligible.	1 point
Staff training <ul style="list-style-type: none"> • 15 clock hours annually of approved ECE training • 50% of staff have current CPR/First Aid training • 50% of staff have Commonwealth Child Care Credential or higher • Minimum of one CDA or higher in each classroom 	1 point ½ point 2 points 3 points 6 ½ points possible
Director training <ul style="list-style-type: none"> • 18 clock hours annually of approved ECE training • 24 clock hours annually of approved ECE training • CDA or higher • Kentucky Director's credential 	½ point ½ point 1 point 2 points 4 points possible
Total Possible Points for Training	12 points possible

PERSONNEL	
Annual staff evaluations	1 point
Paid leave <ul style="list-style-type: none"> • 6 days paid leave for employees with at least 6 months of employment • 11 days paid leave for employees after 1 year of employment 	1 point 1 point 2 points possible
Insurance <ul style="list-style-type: none"> • Pays at least 50% of the cost of a single health insurance plan for full-time employees. • Pays prorated amount towards a single health insurance plan for all employees. (Only applicable if program meets standard above.) 	1 point 1 point 2 points possible
Total Possible Points for Personnel	5 points possible

Ratios	Family Involvement	Curriculum	Training	Business Practices
6 points possible	4 points possible	9 points possible	10 points possible	4.5 points possible

Total points possible: 33.5

Programs must have current certification in good standing in order to participate. Points in all five categories of best practices are totaled (3 points are guaranteed from licensing/level 1 standards in current system). Stars are awarded using the following scale:

- 1 star = 3 – 11.9 points
- 2 stars = 12 – 19.9 points
- 3 stars = 20 – 27.9 points
- 4 stars = 28 – 33.5 points

Scoring Details by Grid Category:

RATIOS	POINTS POSSIBLE
Post prominently and maintains compliances with licensing capacity requirements	1 point
Employ an assistant if home cares for 6 or fewer children and more than 3 children are less than 24 months old	2 points
Maximum capacity of 9	3 points
Total Possible Points for Ratio	6 points possible
Family Involvement	
Coordinate activities involving parental or family participation.	If 1 activity, ½ point If 2 activities, 1 points If 3 activities, 1½ points If 4 or more activities, 2 points 2 points possible
Documentation of a written plan for parental or family involvement.	2 points
Total Possible Points for Family Involvement	4 points possible
CURRICULUM	
Post prominently a planned program of activities and daily schedule.	½ point
Environment Rating Scale <ul style="list-style-type: none"> • Average score of at least 3.0 • Average score of at least 4.0 • Average score of at least 4.5 • Average score of at least 5.5 	½ point 1 point 2 points 3 points 3 points possible
Have a written plan for improving your program's average Environment Rating Scale score	½ point
Achieve at least a 5 on the ERS portion pertaining to the use of television	½ point
Accreditation by state approved national accrediting organization	4 ½ points
Total Possible Points for Curriculum	9 points possible

TRAINING	POINTS POSSIBLE
Develop and implement a written plan for obtaining annual training	½ point
Training <ul style="list-style-type: none"> • 9 clock hours annually of approved ECE training • At least 1 person on duty is certified in infant and child CPR & First Aid • 18 clock hours annually of approved ECE training <ul style="list-style-type: none"> ○ If applicable, assistant must obtain 6 hours of approved ECE training & attend basic orientation training 	1 point ½ point 1 point 2 ½ points possible
Education <ul style="list-style-type: none"> • Commonwealth Child Care Credential • CDA or higher • Kentucky Director's credential 	1 point 3 points 3 points 7 points possible
Total Possible Points for Training	10 points possible
BUSINESS PRACTICES	
Written program policies	½ point
Maintain a written parent/provider agreement	½ point
Provide proof that a recordkeeping system is maintained	½ point
Provide families a written daily report for children age 2 and under	1 point
Parents provided with handbook that contains program's policies	1 point
Be a member of an early childhood professional organization	1 point
Total Possible Points for Business Practices	4.5 points possible

Unweighted Points System for all programs

Category	Maximum Points
Ratios	4
Family Involvement	4
Curriculum	4
Training	4
Personnel	4
TOTAL	20

Points in all five categories of best practices are totaled. Stars are awarded using the following scale:

- 1 star = 5-7 points
- 2 stars = 8-12 points
- 3 stars = 13-17 points
- 4 stars = 18-20 points

Weighted Points System for Type I Facilities

Category	Maximum Points
Ratios	4 x 1.5
Family Involvement	4 x 1.5
Curriculum	4 x 2.5
Training	4 x 3.25
Personnel	4 x 1.25
TOTAL	40

Weighted Points System for Certified Family Child Care Homes

Category	Maximum Points
Ratios	4 x 1.5
Family Involvement	4
Curriculum	4 x 2.5
Training	4 x 3.25
Personnel	4 x 1.75
TOTAL	40

Points in all five categories of best practices are totaled. Stars are awarded using the following scale for all program types:

- 1 star = 0 – 14.9 points
- 2 stars = 15 – 24.9 points

- 3 stars = 25 – 33.9 points
- 4 stars = 34 – 40 points

Category	1	2	3	4																																																																																																						
Ratios	Post prominently in each classroom and maintain current licensing staff-to-child ratios and group size.	Post prominently in each classroom and maintain the below staff-to-child ratios and group size.	<table border="1"> <thead> <tr> <th>Age</th> <th>Ratio</th> <th>Group Size</th> </tr> </thead> <tbody> <tr> <td>0-1</td> <td>1:4</td> <td>8</td> </tr> <tr> <td>1-2</td> <td>1:5</td> <td>10</td> </tr> <tr> <td>2-3</td> <td>1:8</td> <td>16</td> </tr> <tr> <td>3-4</td> <td>1:11</td> <td>22</td> </tr> <tr> <td>4-6</td> <td>1:12</td> <td>24</td> </tr> <tr> <td>6-12</td> <td>1:14</td> <td>28</td> </tr> </tbody> </table>	Age	Ratio	Group Size	0-1	1:4	8	1-2	1:5	10	2-3	1:8	16	3-4	1:11	22	4-6	1:12	24	6-12	1:14	28	Post prominently in each classroom and maintain the below recommended staff-to-child ratios consistent with National Association for the Education of Young Children (NAEYC).																																																																																	
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Category	1	2	3	4
Family Involvement	Coordinate at least one activity involving parental or family participation.	Documentation of a written plan for parental or family involvement. Coordinate at least two activities involving parental or family participation.	Documented family feedback procedure used annually. Coordinate at least three activities involving parental or family participation.	Coordinate at least four activities involving parental or family participation.

Category	1	2	3	4
Curriculum	Director or individual with decision making authority attend STARS Overview prior to program participation Post prominently and maintain planned program of activities and daily schedule. ERS: Agree to complete ERS at each	ERS: Average score of at least 3.0 <ul style="list-style-type: none"> • Maintain a minimum average ERS score of 4 by 4th year and beyond Have in each classroom a roster with first and last	ERS: Average score of at least 4.5	ERS: Average score of at least 6.0 Accreditation by Early Childhood Authority approved accrediting organization.

	applicable age group within 12 months, no minimum score 2nd year: written ERS improvement plan based on assessment findings in place	name of employee and each child enrolled in the center and cared for in that room.		
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Category	1	2	3	4
Training	Create and implement individual staff development plans for all staff annually.	Center offers staff opportunity to participate in KY Early Childhood Development Scholarship Program, if eligible. Staff training <ul style="list-style-type: none"> 15 clock hours annually of approved ECE training Director training <ul style="list-style-type: none"> 18 clock hours annually 	50% of staff have current CPR/First Aid training 50% of staff have Commonwealth Child Care Credential or higher Director training <ul style="list-style-type: none"> 24 clock hours annually of approved ECE training CDA or higher 	Minimum of one CDA or higher in each classroom Director training <ul style="list-style-type: none"> Meets approved national accrediting organization requirements <u>AND</u> 24 clock hours of training annually <u>AND</u> a Kentucky Director's Credential

Category	1	2	3	4
Personnel	In-house STARS for KIDS NOW Overview attendance sign-in sheet signed by ALL staff.	Annual staff evaluations	Paid leave <ul style="list-style-type: none"> 6 days paid leave for employees with less than one year of employment 11 days paid leave for employees after 1 year of employment 	<u>To Qualify for Enhancement Award:</u> <ul style="list-style-type: none"> Pays at least 50% of the cost of a single health insurance plan for full-time employees Pays prorated amount towards a single health insurance plan for part-time employees

Category	1	2	3	4
Ratios	Post prominently and maintains compliances with licensing capacity requirements	Post prominently and maintains compliances with licensing capacity requirements	Employ an assistant if the home cares for 6 or fewer children and more than 3 children are less than 24 months old	Maximum capacity of nine <ul style="list-style-type: none"> May care for up to 3 related children in addition to 6 unrelated

Category	1	2	3	4
Curriculum	Attend STARS Overview prior to program participation Post prominently and maintain planned program of activities and daily schedule. ERS: Agree to complete ERS at each applicable age group within 12 months, no minimum score 2nd year: develop written improvement plan in each area identified by the environment assessment as needing improvement	ERS: Average score of at least 3.0 <ul style="list-style-type: none"> Maintain a minimum average ERS score of 4 by 4th year and beyond 	ERS: Average score of at least 4.5 <ul style="list-style-type: none"> Achieve a score of at least 5.0 on the ERS portion pertaining to the use of television Provider limits use of TV to programs and video games regarded as good for children. No more than 2 hours per day. Activities are provided as an alternative while TV is on. 	ERS: Average score of at least 5.5 Accreditation by Early Childhood Authority approved accrediting organization. <u>To Qualify for Enhancement Award:</u> An average program score above 5.5 on family child care ERS

Category	1	2	3	4
Business Practices	Written program policies Maintain a written parent/provider agreement	Provide proof that a recordkeeping system is maintained	Provide families a written daily report for children age 2 and under Parents provided with handbook that contains program's policies	Be a member of an early childhood professional organization

Category	Maximum Points
Ratios	5
Family Involvement	4
Curriculum	9.5
Training	10
Personnel	4
TOTAL	32.5

Total points possible: 33.5

Points in all five categories of best practices are totaled. Stars are awarded using the following scale:

- 1 star = must complete all Level 1 requirements
- 2 stars = must complete all Level 2 requirements
- 3 stars = 10-23.99 points
- 4 stars = 24-32.5 points

Scoring Details by Grid Category:

Category	1 (required)	2 (required + Level 1)	Additional Points																																																																																																																							
Ratios	Post prominently in each classroom and maintain current licensing staff-to-child ratios and group size.		<p>Maintain a higher standard for staff-to-child ratios and group size. (2 points)</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Ratio</th> <th>Group Size</th> </tr> </thead> <tbody> <tr> <td>0-1</td> <td>1:4</td> <td>8</td> </tr> <tr> <td>1-2</td> <td>1:5</td> <td>10</td> </tr> <tr> <td>2-3</td> <td>1:8</td> <td>16</td> </tr> <tr> <td>3-4</td> <td>1:11</td> <td>22</td> </tr> <tr> <td>4-6</td> <td>1:12</td> <td>24</td> </tr> <tr> <td>6-12</td> <td>1:14</td> <td>28</td> </tr> </tbody> </table> <p>Programs can earn 2 points for meeting the criteria above and can earn an additional 3 points for maintaining the staff-to-child ratios recommended by the National Association for the Education of Young Children (NAEYC), shown below.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="10">Age</th> </tr> <tr> <th>6</th> <th>8</th> <th>10</th> <th>12</th> <th>14</th> <th>16</th> <th>18</th> <th>20</th> <th>22</th> <th>24</th> </tr> </thead> <tbody> <tr> <td>0-15 mo.</td> <td>1:3</td> <td>1:4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12-28 mo.</td> <td>1:3</td> <td>1:4</td> <td>1:4c</td> <td>1:4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>21-36 mo.</td> <td></td> <td>1:4</td> <td>1:5</td> <td>1:6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>30-48 mo.</td> <td></td> <td></td> <td></td> <td>1:6</td> <td>1:7</td> <td>1:8</td> <td>1:9</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-year-olds</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1:8</td> <td>1:9</td> <td>1:10</td> <td></td> <td></td> </tr> <tr> <td>5-year-olds</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1:8</td> <td>1:9</td> <td>1:10</td> <td></td> <td></td> </tr> <tr> <td>Kinder-garten</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1:10</td> <td>1:11</td> <td>1:12</td> </tr> </tbody> </table> <p>5 POINTS POSSIBLE</p>	Age	Ratio	Group Size	0-1	1:4	8	1-2	1:5	10	2-3	1:8	16	3-4	1:11	22	4-6	1:12	24	6-12	1:14	28		Age										6	8	10	12	14	16	18	20	22	24	0-15 mo.	1:3	1:4									12-28 mo.	1:3	1:4	1:4c	1:4							21-36 mo.		1:4	1:5	1:6							30-48 mo.				1:6	1:7	1:8	1:9				4-year-olds						1:8	1:9	1:10			5-year-olds						1:8	1:9	1:10			Kinder-garten								1:10	1:11	1:12
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Category	1 (required)	2 (required + Level 1)	Additional Points
Family Involvement	Coordinate at least one activity each year involving parental or family participation.	Documentation of a written plan for parental or family involvement. Coordinate at least two activities annually involving parental or family participation.	Documented family feedback procedure used annually. (2 points) Coordinate additional activities involving parental or family participation. (2 points) 3 activities annually – ½ point 4 activities annually – 1 point 5 activities annually – 1 ½ points 6 activities annually – 2 points 4 POINTS POSSIBLE
Category	1 (required)	2 (required + Level 1)	Additional Points
Curriculum	Director or individual with decision making authority attend STARS Overview prior to program participation Post prominently and maintain planned program of activities and daily schedule. ERS: Agree to complete ERS at each applicable age group within 12 months, no minimum score 2nd year: written ERS improvement plan based on assessment findings in place	Environment Rating Scale: Average score of at least 3.0 <ul style="list-style-type: none"> Maintain a minimum average ERS score of 4 by 4th year and beyond Have in each classroom a roster with first and last name of employee and each child enrolled in the center and cared for in that room.	Environment Rating Scale (5 points): Average score between 4.0 & 4.499 – 1 point Average score between 4.5 & 4.999 – 2 points Average score between 5.0 & 5.499 – 3 points Average score between 5.5 & 5.999 – 4 points Average score of at least 6.0 – 5 points Accreditation by Early Childhood Authority approved accrediting organization. (4.5 points) 9.5 POINTS POSSIBLE

Category	1 (required)	2 (required + Level 1)	Additional Points
Training	Create and implement individual staff development plans for all staff annually.	Center offers staff opportunity to participate in KY Early Childhood Development Scholarship Program, if eligible. Staff members receive 15 clock hours annually of approved ECE training Director receives 18 clock hours annually of approved ECE training	50% of staff have current CPR/First Aid training (0.5 points) 50% of staff have Commonwealth Child Care Credential or higher (1.5 points) Minimum of one CDA or higher in each classroom (3 points) Director has 24 clock hours annually of approved ECE training (1 point) Director 's Education (2 points) <ul style="list-style-type: none"> • Director has CDA or higher (1 point) • Director has BA in ECE-related field or higher (2 points) Director has a Kentucky Director's Credential (2 points) 10 POINTS POSSIBLE
Category	1 (required)	2 (required + Level 1)	Additional Points
Personnel	In-house STARS for KIDS NOW Overview attendance sign-in sheet signed by ALL staff.	Annual staff evaluations	Program offers 6 days paid leave for employees with at least 6 months of employment (1 point) Program offers 11 days paid leave for employees after 1 year of employment (1 point) Health Insurance (2 points): <ul style="list-style-type: none"> • Program pays at least 50% of the cost of a single health insurance plan for full-time employees. (1 point) • Program meets above standard and also pays prorated amount towards a single health insurance plan for all employees. (2 points) 4 POINTS POSSIBLE

Category	Maximum Points
Ratios	5
Family Involvement	4
Curriculum	10
Training	8
Personnel	4
TOTAL	31

Total points possible: 31.5

Points in all five categories of best practices are totaled. Stars are awarded using the following scale:

- 1 star = must complete all Level 1 requirements
- 2 stars = must complete all Level 2 requirements
- 3 stars = 10-19.99 points
- 4 stars = 20-31 points

Specific Details by Grid Category:

Category	1 (required)	2 (required + Level 1)	Additional Points
Ratios	Post prominently and maintains compliances with licensing capacity requirements	Post prominently and maintains compliances with licensing capacity requirements	Employ an assistant if the home cares for more than 6 children AND/OR if more than 3 children are less than 24 months old (2 points) Maximum capacity of nine (3 related children in addition to 6 unrelated children) (3 points) 5 POINTS POSSIBLE
Category	1 (required)	2 (required + Level 1)	Additional Points
Family Involvement	Coordinate at least one activity involving parental or family participation.	Documentation of a written plan for parental or family involvement. Coordinate at least two activities involving parental or family participation.	Coordinate additional activities involving parental or family participation. (4 points) 3 activities annually – 1 point 4 activities annually – 2 point 5 activities annually – 3 points 6 activities annually – 4 points 4 POINTS POSSIBLE

Category	1 (required)	2 (required + Level 1)	Additional Points
Curriculum	<p>Attend STARS Overview prior to program participation Post prominently and maintain planned program of activities and daily schedule.</p> <p>ERS: Agree to complete ERS at each applicable age group within 12 months, no minimum score</p> <p>2nd year: develop written improvement plan in each area identified by the environment assessment as needing improvement</p>	<p>ERS: Average score of at least 3.0 (Average score of 4 by 4th year and beyond)</p>	<p>Environment Rating Scale (5 points): Average score between 4.0 & 4.499 – 1 point Average score between 4.5 & 4.999 – 2 points Average score between 5.0 & 5.499 – 3 points Average score between 5.5 & 5.999 – 4 points Average score of at least 6.0 – 5 points</p> <p>Achieve a score of at least 5.0 on the ERS portion pertaining to the use of television (0.5 points)</p> <p>Accreditation by Early Childhood Authority approved accrediting organization. (4.5 points)</p> <p>10 POINTS POSSIBLE</p>
Category	1 (required)	2 (required + Level 1)	Additional Points
Training	<p>Develop and implement a written plan for obtaining annual training</p> <p>If provider has an assistant, the assistant must attend basic orientation training</p>	<p>At least 1 person on duty is certified in infant and child CPR & First Aid</p> <p>Provider receives 9 clock hours annually of approved ECE training</p>	<p>18 clock hours annually of approved ECE training for provider and 6 hours for assistant, if applicable. (2 points)</p> <p>Education (4 points)</p> <ul style="list-style-type: none"> • Commonwealth Child Care Credential (1 point) • CDA (3 points) • Bachelor’s degree in ECE-related field (4 points) <p>Provider has Kentucky Director’s Credential (2 points)</p> <p>8 POINTS POSSIBLE</p>
Category	1 (required)	2 (required + Level 1)	Additional Points
Business Practices	<p>Written program policies</p> <p>Maintain a written parent/provider agreement</p>	<p>Provide proof that a recordkeeping system is maintained</p>	<p>Provide families a written daily report for children age 2 and under (2 points)</p> <p>Parents provided with handbook that contains program’s policies (1 point)</p> <p>Be a member of an early childhood professional organization (1 points)</p> <p>4 POINTS POSSIBLE</p>

Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)																																																																																																																																														
Ratios	<p>Post prominently in each classroom and maintain current licensing staff-to-child ratios and group size.</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Ratio</th> <th>Group Size</th> </tr> </thead> <tbody> <tr><td>0-1</td><td>1:5</td><td>10</td></tr> <tr><td>1-2</td><td>1:6</td><td>12</td></tr> <tr><td>2-3</td><td>1:10</td><td>20</td></tr> <tr><td>3-4</td><td>1:12</td><td>24</td></tr> <tr><td>4-5</td><td>1:14</td><td>28</td></tr> <tr><td>5-7</td><td>1:15</td><td>30</td></tr> <tr><td>7 and older (before and after school)</td><td>1:16</td><td>30</td></tr> </tbody> </table>	Age	Ratio	Group Size	0-1	1:5	10	1-2	1:6	12	2-3	1:10	20	3-4	1:12	24	4-5	1:14	28	5-7	1:15	30	7 and older (before and after school)	1:16	30	<p>Maintain a higher standard for staff-to-child ratios and group size. (1 point)</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Ratio</th> <th>Group Size</th> </tr> </thead> <tbody> <tr><td>0-1</td><td>1:4</td><td>8</td></tr> <tr><td>1-2</td><td>1:5</td><td>10</td></tr> <tr><td>2-3</td><td>1:8</td><td>16</td></tr> <tr><td>3-4</td><td>1:11</td><td>22</td></tr> <tr><td>4-6</td><td>1:12</td><td>24</td></tr> <tr><td>6-12</td><td>1:14</td><td>28</td></tr> </tbody> </table> <p>Programs can earn 1 point for meeting the criteria above and can earn an additional 1 point for maintaining the staff-to-child ratios recommended by the National Association for the Education of Young Children (NAEYC), shown below.</p> <table border="1"> <thead> <tr> <th rowspan="2">Age</th> <th colspan="10">Group Size</th> </tr> <tr> <th>6</th> <th>8</th> <th>10</th> <th>12</th> <th>14</th> <th>16</th> <th>18</th> <th>20</th> <th>22</th> <th>24</th> </tr> </thead> <tbody> <tr><td>0-15 months</td><td>1:3</td><td>1:4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>12-28 months</td><td>1:3</td><td>1:4</td><td>1:4c</td><td>1:4</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>21-36 months</td><td></td><td>1:4</td><td>1:5</td><td>1:6</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>30-48 months</td><td></td><td></td><td></td><td>1:6</td><td>1:7</td><td>1:8</td><td>1:9</td><td></td><td></td><td></td></tr> <tr><td>4-year-olds</td><td></td><td></td><td></td><td></td><td></td><td>1:8</td><td>1:9</td><td>1:10</td><td></td><td></td></tr> <tr><td>5-year-olds</td><td></td><td></td><td></td><td></td><td></td><td>1:8</td><td>1:9</td><td>1:10</td><td></td><td></td></tr> <tr><td>Kindergarten</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1:10</td><td>1:11</td><td>1:12</td></tr> </tbody> </table> <p style="text-align: center;">2 POINTS POSSIBLE</p>	Age	Ratio	Group Size	0-1	1:4	8	1-2	1:5	10	2-3	1:8	16	3-4	1:11	22	4-6	1:12	24	6-12	1:14	28	Age	Group Size										6	8	10	12	14	16	18	20	22	24	0-15 months	1:3	1:4									12-28 months	1:3	1:4	1:4c	1:4							21-36 months		1:4	1:5	1:6							30-48 months				1:6	1:7	1:8	1:9				4-year-olds						1:8	1:9	1:10			5-year-olds						1:8	1:9	1:10			Kindergarten								1:10	1:11	1:12
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5-year-olds						1:8	1:9	1:10																																																																																																																																									
Kindergarten								1:10	1:11	1:12																																																																																																																																							
Curriculum & Assessment	<p>Have in each classroom a roster with first and last name of employee and each child enrolled in the center and cared for in that room.</p> <p>Post prominently and maintain planned program of activities and daily schedule.</p> <p>Activities planned a day in advance.</p>	<p>Informally assess children's development.</p> <p>Activities planned a week in advance.</p>	<p>Activities planned a month in advance. (1 point)</p> <p>Use a research-based curriculum. (3 points)</p> <p>Formal child assessment (3 points)</p> <ul style="list-style-type: none"> Formally assess children's development using a research-based assessment tool. (2 points) Formal assessments of each child take place at least quarterly. (1 point) <p>Refer all children for regular screenings. (1 point)</p> <p>Provisions for special needs assessments on-site. (1 point)</p> <p style="text-align: center;">9 POINTS POSSIBLE</p>																																																																																																																																														

Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Family Involvement	Coordinate at least two activities involving parental or family participation.	Documentation of a written plan for parental or family involvement. Coordinate at least three activities involving parental or family participation.	<p>Documented family feedback procedure used annually. (1 point)</p> <p>Coordinate additional activities involving parental or family participation. (2 points)</p> <p>4 activities annually – 1 point</p> <p>5 activities annually – 1 ½ points</p> <p>6 activities annually – 2 points</p> <p>Parents provide input on the program's family involvement plan. (1 point)</p> <p>Parent feedback informs program changes or professional development plans. (1 point)</p> <p style="text-align: center;">5 POINTS POSSIBLE</p>

Ratios	Curriculum & Assessment	Family Involvement	Training	Personnel	Environment & Interaction
2 points possible	9 points possible	5 points possible	8 points possible	4 points possible	6 points possible

Total points possible: 34

Programs must have current certification in good standing in order to participate. Points in all five categories of best practices are totaled. Stars are awarded using the following scale:

- 1 star = must complete all Level 1 requirements
- 2 stars = must complete all Level 1 & 2 requirements
- 3 stars = all level 1 & 2 requirements, 12-22 points
- 4 stars = all level 1 & 2 requirements, 23-34 points

Scoring Details by Grid Category:

Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Training	Create and implement individual staff development plans for all staff annually. 50% of staff have current CPR/First Aid training.	Center offers staff opportunity to participate in KY Early Childhood Development Scholarship Program, if eligible. Staff training <ul style="list-style-type: none"> • 15 clock hours annually of approved ECE training Director training <ul style="list-style-type: none"> • 18 clock hours annually 	Staff Education & Training (3 points) : <ul style="list-style-type: none"> • 50% of staff have Commonwealth Child Care Credential or higher. (1 point) • Minimum of one CDA or higher in each classroom. (2 points) Director Training & Education (4 points) : <ul style="list-style-type: none"> • 24 clock hours annually of approved ECE training (1 point) • Kentucky Director’s Credential (1 point) • Director has CDA or higher (1 point) OR Director has BA in ECE-related field or higher (2 points) The Kentucky Early Care and Education Core Content is used to help develop professional development plans. (1 point) 8 POINTS POSSIBLE
Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Personnel	In-house STARS for KIDS NOW Overview attendance sign-in sheet signed by ALL staff.	Annual staff evaluations	Paid leave (2 points) : <ul style="list-style-type: none"> • 6 days paid leave for employees with less than one year of employment. (1 point) • 11 days paid leave for employees after 1 year of employment. (1 point) Health Insurance (2 points) : <ul style="list-style-type: none"> • Program pays at least 50% of the cost of a single health insurance plan for full-time employees. (1 point) • Program meets above standard and also pays prorated amount towards a single health insurance

			<p>plan for all employees. (2 points)</p> <p>4 POINTS POSSIBLE</p>
Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Environment & Interaction	<p>Agree to complete ERS at each applicable age group within 12 months, no minimum score.</p> <p>2nd year: written ERS improvement plan based on assessment findings in place.</p>	<p>Average score of at least 3.5.</p> <ul style="list-style-type: none"> Maintain a minimum average ERS score of 4 by 4th year and beyond <p>Develop an annual ERS improvement plan.</p>	<p>Environment Rating Scale (3 points)</p> <ul style="list-style-type: none"> Average score of at least 4.5 (1½ point) Average score of at least 5.0 (2 point) Average score of at least 5.5 (2 ½ points) Average score of 6.0 or higher (3 points) <p>Accreditation by Early Childhood Authority approved accrediting organization. (3 points)</p> <p>6 POINTS POSSIBLE</p>

Ratios	Curriculum & Assessment	Family Involvement	Training	Business Practices	Environment & Interaction
2 points possible	9 points possible	4 points possible	8 points possible	3 points possible	7 points possible

Total points possible: 33

Programs must have current certification in good standing in order to participate. Points in all five categories of best practices are totaled. Stars are awarded using the following scale:

- 1 star = must complete all Level 1 requirements
- 2 stars = must complete all Level 2 requirements
- 3 stars = all level 1 & 2 requirements, 12-21 points
- 4 stars = all level 1 & 2 requirements, 22-33 points

Specific Details by Grid Category:

Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Ratios	Post prominently and maintains compliances with licensing capacity requirements.		Employ an assistant if the home cares for 6 or fewer children and more than 3 children are less than 24 months old. (1 point) Maximum capacity of nine (1 point) <ul style="list-style-type: none"> • May care for up to 3 related children in addition to 6 unrelated <p style="text-align: center;">2 POINTS POSSIBLE</p>
Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Curriculum & Assessment	Post prominently and maintain planned program of activities and daily schedule. Activities planned a day in advance.	Informally assess children's development. Activities planned a week in advance.	Activities planned a month in advance. (1 point) Use a research-based curriculum. (3 points) Formal child assessment (3 points) <ul style="list-style-type: none"> • Formally assess children's development using a research-based assessment tool. (2 points) • Formal assessments of each child take place at least quarterly. (1 point) Refer all children for regular screenings. (1 point) Provisions for special needs assessments on-site. (1 point) 9 POINTS POSSIBLE

Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Family Involvement	Coordinate at least two activities involving parental or family participation.	Documentation of a written plan for parental or family involvement. Coordinate at least three activities involving parental or family participation.	Coordinate additional activities involving parental or family participation. (2 points) 4 activities annually – 1 point 5 activities annually – 1 ½ points 6 or more activities annually – 2 points Parents provide input on the program's family involvement plan. (1 point) Parent feedback informs program changes or professional development plans. (1 point) 4 POINTS POSSIBLE
Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Training	Develop and implement a written plan for obtaining annual training.	At least 1 person on duty is certified in infant and child CPR & First Aid. Provider training <ul style="list-style-type: none"> 9 clock hours annually of approved ECE training 	18 clock hours annually of approved ECE training or Commonwealth Child Care Credential (1 point) <ul style="list-style-type: none"> If provider employs an assistant, they must obtain 6 hours of ECE training annually and attend basic orientation training in order provider to receive the point for clock hours. Kentucky Director's Credential (2 points) CDA in Early Childhood Education (3 points) OR BA in ECE-related field or higher (4 points) The Kentucky Early Care and Education Core Content is used to help develop professional development plans. (1 point) 8 POINTS POSSIBLE
Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Business Practices	Written program policies Maintain a written parent/provider agreement	Provide proof that a recordkeeping system is maintained	Provide families a written daily report for children age 2 and under. (1 point) Parents provided with handbook that contains program's policies. (1 point) Be a member of an early childhood professional organization. (1 point) 3 POINTS POSSIBLE

Category	1 (required)	2 (required + Level 1)	Points for Levels 3 & 4 (+Levels 1 & 2 requirements)
Environment & Interaction	<p>Agree to complete ERS at each applicable age group within 12 months, no minimum score.</p> <p>2nd year: develop written improvement plan in each area identified by the environment assessment as needing improvement.</p>	<p>Average score of at least 3.5</p> <ul style="list-style-type: none"> • Maintain a minimum average ERS score of 4 by 4th year and beyond <p>Develop an annual ERS improvement plan.</p>	<p>Environment Rating Scale (3 points)</p> <ul style="list-style-type: none"> • Average score of at least 4.5 (1½ points) • Average score of at least 5.0 (2 points) • Average score of at least 5.5 (2 ½ points) • Average score of 6.0 or higher (3 points) <p>Achieve a score of at least 5.0 on the ERS portion pertaining to the use of television (Provider limits use of TV to programs and video games regarded as good for children. No more than 2 hours per day. Activities are provided as an alternative while TV is on). (1 point)</p> <p>Accreditation by Early Childhood Authority approved accrediting organization. (3 points)</p> <p style="text-align: center;">7 POINTS POSSIBLE</p>

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Minneapolis, MN 55413
612-331-2223 ext 21

Date: January 21, 2011

To: (b)(6)

From: Child Trends' STARS for KIDS Now Process Evaluation Team

Re: Crosswalk comparing STARS and other quality frameworks

One goal of the Kentucky STARS for KIDS NOW process evaluation is to determine how well the current STARS grid requirements align with established standards and expectations for high quality early care and education practice. These established standards include frameworks already developed in Kentucky – the Kentucky Early Childhood Quality Self Study (QSS) and the Kentucky Early Childhood Core Content – as well as national accreditation standard and quality indicators included in other state Quality Rating and Improvement Systems (QRIS). In simple terms, the question that Kentucky wanted to address in the evaluation is “How well do the STARS grid requirements tap the aspects of quality that are most important for programs, families, and children?”

The purpose of this memo is to summarize Child Trends' efforts to compare Kentucky STARS for KIDS NOW (STARS) with other early childhood quality frameworks. This memo summarized the areas that emerged as strengths and those that were identified as opportunities for Kentucky to build upon in the current STARS system. In addition, this memo highlights examples of quality indicators used in other state QRIS that may be helpful as Kentucky considers adding or refining existing indicators or processes in STARS.

A few key themes emerged through the process of comparing STARS to other quality frameworks, highlighted briefly here and discussed in more detail below. STARS requirements align closely with other quality frameworks in areas related to program structure, child experiences in the environment, and health and safety requirements. However, the following quality components are either not included or not a primary focus of STARS as compared to other frameworks of quality:

- Family and community involvement
- Professional development
- Curriculum
- Screening and assessment
- Mental health
- Children with special needs
- Cultural and linguistic diversity

Approach

Before describing the key findings of our analysis, it is first helpful to describe how quality is defined in STARS. The STARS grids specify requirements for three types of care settings (Licensed Type I Centers, Licensed Type II Family Child Care Homes, and Certified Family Child Care Homes) at four levels of quality. Each care setting has up to 16 progressive requirements that must be met in order to attain each level of quality. The requirements for all three care settings at all levels of quality were included in this review. That is, across all three care settings there are 53 uniquely different requirements in the STARS grids that were included for comparison to indicators in other frameworks of early care and education quality. These 53 grid requirements do not include elements captured by the environment rating scales used by STARS.

The grid requirement that addresses the environment rating scale (ERS) requires programs to obtain a specific average score on either the Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms, Cryer, & Clifford, 2005); the Infant/Toddler Environment Rating Scale-Revised (ITERS-R; Harms, Cryer, & Clifford, 2006); or the Family Child Care Environment Rating Scale-Revised¹⁹ (FCCERS-R; Harms, Cryer, & Clifford, 2007). Indicators from these measures were included in this analysis, as these instruments assess aspects of children’s experiences in the classroom. These ERS each have the following seven subscales:

1. Space and Furnishings
2. Personal Care Routines
3. Language-Reasoning (for the FCCERS-R/ITERS-R: Listening and Talking)
4. Activities
5. Interactions
6. Program Structure
7. Parents and Staff (for the FCCERS-R: Parents and Provider)

The STARS rating system includes an average ERS score that is based on all seven subscales of the ECERS-R, ITERS-R, or FCCERS-R. Each indicator of quality within these seven subscales is rated from one to seven, where a rating of one is considered “inadequate” and a rating of seven is “excellent.” The ECERS-R includes 43 items, the ITERS-R includes 39 items, and the FCCERS-R includes 38 items of quality.

To clarify how the ERS were used in the analysis, Table 1 displays a sample item from the ECERS-R. The item is Space for Gross-Motor Play which is part of the Space and Furnishings subscale. The indicators are listed under each of the item levels (1, 3, 5 and 7) and are numbered accordingly. For

¹⁹ For the purposes of this memo, we assume that the most recent version of the ERS for family child care has been adopted.

example, indicator 1.1 is the first indicator listed under level 1. Each of these indicators (1.1 – 7.3) was examined in the process of comparing STARS to other quality frameworks.

It is important to note that scoring on the ERS assumes that all indicators under a given level and below have been met in order for that level to be scored. For example, if all three indicators up through level 5 were met (but none at level 7 were met), a score of 5 for the item is possible. If two of the three were met, the item would be scored a 4. If one or none were met at level 5, the item would be scored a 3. This cumulative scoring process is essential to understanding the ERS and how final scores are determined.

Table 1. Sample ECERS-R Item and Indicators One of the 43 ECERS-R quality items

7. Space for gross motor play ←						
1-Inadequate	2	3- Minimal	4	5- Good	6	7- Excellent
1.1. No outdoor space for play		3.1 Some outdoor space for play		5.1 Adequate space outdoors and some indoors		7.1 Outdoor space has variety of surfaces
1.2. Gross motor space is dangerous		3.2 Play space is generally safe.		5.2 Space is easily accessible		7.2 Outdoor space has weather protective elements
				5.3 Space is organized for multiple kinds of play.		7.3 Space has convenient features

Analysis

The STARS grid requirements and ERS indicators were compared to other frameworks that define components of early care and education quality, including:

1. Kentucky Early Childhood Quality Self-Study (QSS);
2. Kentucky Early Childhood Core Content (ECCC);
3. National accreditation standards;
4. Quality Standards included in state QRIS as described in the Compendium of Quality Rating Systems and Evaluation (Compendium).

In addition, when relevant, the discussion below also includes some analysis pertaining to how STARS aligns with the Kentucky Child Care Licensing regulations.

1. Quality Self-Study (QSS)

The QSS was created in 2005 by the Kentucky Department Education. It is a tool for early care and education (ECE) providers to assess their own efforts toward adopting research-based practices and polices demonstrated to support program quality and successful outcomes for young children. Since center-based ECE providers in Kentucky have been encouraged to use this document to assess their quality, it is useful to examine the QSS indicators and their alignment with the STARS grid requirements. The QSS includes 257 quality indicators that focus on the following five categories of quality:

- Program Structure and Personnel (32 indicators)
- Child Experiences in the Environment (118 indicators)
- Child Experiences with Curriculum and Assessment (55 indicators)

- Health, Safety, and Nutrition (40 indicators)
- Family and Community Involvement (12 indicators).

Though the QSS is primarily designed for center-based programs, QSS indicators were compared to the STARS grid requirements for Licensed Type I Centers, Licensed Type II Family Child Care Homes, and Certified Family Child Care Homes.

This analysis attempted to be as inclusive as possible when trying to determine a match between a STARS or ERS indicator and an indicator in the QSS. That is, if the intention of the QSS indicator was close to the intention of the STARS or ERS indicator, it was considered a match. For example, we determined that QSS indicator 3.2.5 Teachers keep current in professional knowledge was a close match for programs that receive a score of five or higher on ECERS-R item 43. Opportunities for professional growth. Programs that receive a score of five or higher for this ECERS-R item support teachers' efforts to keep current in professional knowledge by providing regular in-service training, maintain a good professional library, hold regular staff meetings that include professional development activities, and require teachers with less than an AA to continue with their formal education. Given that exact matches between the language used by STARS and other quality frameworks are rare, please keep this method of inclusion in mind when interpreting the results.

Please see the attached crosswalk, which is summarized in the sections below.

Alignment between the QSS indicators and STARS grid requirements

Less than 5 percent of QSS indicators aligned with STARS grid requirements. That is, only 12 of the 257 QSS indicators aligned with one of the 53 STARS requirements across the three care settings. [Note that this analysis does not include alignment between the QSS and ERS indicators, which is described in more detail below.] STARS requirements aligned to QSS indicators in the following way:

- Program Structure and Personnel (alignment between 8 of 32 QSS indicators)
- Child Experiences in the Environment (1 of 118 QSS Indicators)
- Child Experiences with Curriculum and Assessment (2 of 55 QSS indicators)
- Health, Safety, and Nutrition (1 of 40 QSS indicators)
- Family and Community Involvement (0 of 12 indicators)

Note there was no overlap between STARS grid requirements and QSS indicators related to Family and Community Involvement. The highest degree of consistency between the STARS requirements and the QSS indicators appeared in the Program Structure and Personnel category, in which there was alignment between 8 of 32 QSS indicators.

Alignment between the QSS indicators and ERS items

Next, we compared the QSS indicators to the ECERS-R, ITERS-R, and FCCERS-R, which are included in the STARS grid requirements as described above. Because the ERS assess global quality and contain a large number of indicators, it was expected that there would be a greater degree of alignment between the QSS indicators and the ERS items. Overall, 36 percent (92) of QSS indicators aligned to an ECERS-R, ITERS-R and/or FCCERS-R item. Though the QSS is designed for center-based programs the FCCERS-R was included for continuity of the review. Table 2 shows the alignment of STARS standards and ERS items as a percentage of total QSS indicators within each standard.

Table 2. ERS Alignment to QSS Indicators

QSS Standard	ECERS-R Items	ITERS-R Items	FCCERS-R Items
Program Structure and Personnel (32 indicators)	9 (28%)	9 (28%)	5 (16%)
Child Experiences in the Environment (118 indicators)	46 (39%)	33 (28%)	39 (33%)
Child Experiences with Curriculum and Assessment (55 indicators)	25 (45%)	19 (36%)	20 (36%)
Health, Safety, and Nutrition (40 indicators)	6 (15%)	5 (13%)	5 (13%)
Family and Community Involvement (12 indicators)	2 (17%)	2 (17%)	2 (17%)

When reviewing the attached crosswalk note the ERS scores that need to be obtained in order to achieve alignment between individual ERS items and QSS indicators. For example, QSS indicator 3.5.6: Literacy and language skills are encouraged through a variety of listening, speaking, reading, and writing activities aligns closely with the ECERS-R item 16: Encouraging Children to Communicate. However, a program would have to receive a score of five or higher on ECERS-R item 16 in order to align to QSS indicator 3.5.6. In fact, the majority of ERS items that align to the QSS require a score of five or higher in order to align to the QSS. Though there are no national ERS benchmarks, the majority of recent studies using ERS report average scores in the range of 3.0-4.25 (which means that scoring an overall average of 5.0 or higher happens infrequently).

Since inclusion is of particular interest to the Kentucky team, we conducted a separate scan of QSS indicators that address provisions for children with special needs to better understand the gaps or alignment with ERS items. There are ten individual indicators in the QSS that specifically address provisions for children with special needs. Six of these QSS indicators did not align to any ERS items. The four indicators that did demonstrate alignment each required an individual ERS item rating of greater than or equal to five. The 10 QSS indicators also do not align to any specific licensing standards listed in the “922 KAR 2:110 Child-care center provider requirements.” However, federal IDEA Part B and Part C regulations may address some of these indicators. For quick reference, these indicators are included in Table 3, with the corresponding required ERS rating.

Table 3. QSS Indicators related to Children with Special Needs

QSS Indicator	ERS Alignment
1.4.1 Program administrator ensures participation in Child Find activities in order to identify children with atypical development needing further evaluation	No alignment
1.4.2 Program administrator defines and informs staff of procedures for identifying and referring children with suspected or known disabilities according to the Individuals with Disabilities Education Act (IDEA).	No alignment
1.4.6 Administrators ensure that modifications are made in the environment, program, and schedule so that children with disabilities can participate appropriately in most activities with their peers.	ECERS-R Item 37. Provisions for children with disabilities (rating ≥ 5) ITERS-R Item 32. Provisions for children with disabilities (rating ≥ 5) FCCERS-R Item 34. Provisions for children with disabilities (rating ≥ 5)
1.4.7 Administrator ensures that due process procedures are made available by the program to the parents/guardians of children with disabilities.	No alignment
1.4.8. The Individual Family service Plan (IFSP) and/or Individual Education Program (IEP) for children with disabilities is ongoing, individualized, and meets regulations.	No alignment
1.4.9 Administrators ensure that there is more than one program option available for children with disabilities.	No alignment
2.2.10 All equipment, furnishings and materials used by children are appropriately sized, individually appropriate and include adaptations for inclusion of children with disabilities.	ECERS-R Item 2: Furniture for routine care, play and learning (rating ≥ 5) ITERS-R Item 2: Furniture for routine care (rating ≥ 5) FCCERS-R Item 2: Furniture for routine care, play, and learning (rating ≥ 5)
2.2.11 Appropriate equipment is provided for all children including those with disabilities.	ECERS-R Item 2: Furniture for routine care, play and learning (rating ≥ 5)
2.8.10 Staff maintain on-going communication and cooperation between teachers and administration at different programs to ensure the successful transitioning of all children including those with disabilities.	No alignment
2.9.11 Children with physical disabilities and/or special learning needs are included in the classroom socially and intellectually as well as physically.	ECERS-R Item 37: Provisions for children with disabilities (rating = 7) ITERS-R Item 32: Provisions for children with disabilities (rating ≥ 5) FCCERS-R Item 34. Provisions for children with disabilities (rating ≥ 5)

Alignment between the QSS Standards and both STARS and ERS

The degree of overlap between STARS, ERS, and QSS indicators described above provides one perspective on the level of alignment between these frameworks. A broader look at the alignment between QSS standards of quality may also be beneficial. As mentioned above, the QSS has five broad components of quality. Within each of these components there are individual standards, which are then

defined by individual indicators. The previous comparisons were conducted at the smallest level, i.e., at the STARS grid requirement or ERS and QSS indicator levels. Taking a step back and evaluating the overall alignment between the STARS requirements and ERS items to groups of QSS indicators (standards), provides insight on some important gaps between categories of quality measured by QSS, STARS and ERS. For this analysis, reference to "STARS" refers to both the grid requirements and the ERS.

- Program Structure and Personnel (6 standards)

Standards within this first QSS category have the highest degree of alignment with STARS compared to the other QSS quality categories. Four of the six QSS standards in this category demonstrate some alignment with STARS. The two standards that have little to no alignment to the STARS include:

- The program provides services that are inclusive of all children and is accountable for documenting and evaluating those services in accordance with state and federal laws and regulations and with program philosophy (Standard 1.4).
- The program administrator models and encourages professionalism and effective leadership to the staff and within the broader early childhood community (Standard 1.6).

- Child Experiences in the Environment (10 standards)

Three of the ten standards in this category demonstrate little to no alignment with STARS:

- Learning centers provide hands-on activities with real materials (Standard 2.3).
- The outdoor environment is an extension of the classroom where instructional activities occur daily (Standard 2.7).
- Adults promote a climate for a positive social environment by employing strategies that allow children to be successful and recognize children's attempts at socially acceptable behavior (Standard 2.9).

Three standards in this category demonstrate some alignment with STARS, however alignment requires individual ERS item scores of five or higher, in some cases a seven, or that the program receive a Level III or Level IV STARS rating:

- The use of passive media (TV, computer and/or video) is limited and is used only as curriculum enhancement (Standard 2.5).
- Safe, well planned space is provided outdoors for physical activities appropriate for young children (Standard 2.6).
- Staff promote a positive climate for learning and help children learn how to establish positive, constructive relationships with adults and other children (Standard 2.8).

- Child Experiences with Curriculum and Assessment (8 standards)

Three of the eight standards in this category demonstrate little to no alignment with STARS:

- Teachers have a philosophy of education that guides and directs appropriate daily practices and they contribute to the program's philosophy and goals (Standard 3.1).
- Curriculum planning involves preparation and reflects intentionality (Standard 3.4).
- Ethical, appropriate, valid, and reliable assessment is a cornerstone of quality early childhood programs (Standard 3.8).

Four standards in this category do demonstrate some alignment with STARS, however alignment requires individual ERS item scores of five or higher, in some cases a seven.

- Teachers practice and model professional qualities, behaviors and attitudes (Standard 3.2).
- Schedule provides learning experiences during all times, including play, routines and transitions (Standard 3.3).
- Teachers implement instruction that supports children in achieving learning goals (Standard 3.6).
- Teachers use positive guidance techniques to facilitate children’s development and learning (Standard 3.7)

- Health, Safety, and Nutrition (6 standards)

Five of six standards in this category demonstrate little to no alignment with STARS. However, many of these aspects are captured through licensing requirements, which is discussed below. These standards include:

- All staff are knowledgeable in health and safety procedures (Standard 4.1).
- When program transportation is provided, appropriate safety precautions are taken (Standard 4.3).
- Identification and maintenance of appropriate child health and developmental services are evident in program practice (Standard 4.4).
- Appropriate nutritional practices are evident in program practice (Standard 4.5).
- Appropriate early childhood mental health practices are evident in program practice (Standard 4.6).

- Family and Community Involvement (4 standards)

Three of four standards in this category demonstrate no alignment to STARS:

- Children and families’ unique needs are appreciated and reflected through relationships/interactions between the school and community (Standard 5.2).
- Family priorities are identified and are integrated into program and service delivery (Standard 5.3).
- Families are supported by the collaboration of the program with community resources (Standard 5.4).

The remaining QSS Standard 5.1 requires and individual ERS item scores of five or higher in some cases a seven:

- Family diversity is respected and incorporated into program activities, goals and evaluation (Standard 5.1).

Summary of the Quality Self Study and STARS Alignment Analysis

Some key themes emerge from this analysis for Kentucky’s consideration. The most noticeable gap in alignment between the STARS/ERS grid requirements and QSS indicators is related to the QSS standard “Family and Community Involvement.” This component of the QSS did not align well with the STARS/ERS. The STARS grid requires programs to keep track of the quantity of activities that include families (up to four), whereas the QSS provides indicators related to the quality of those interactions. For example, in the QSS, providers are asked to assess “if family priorities are identified and are integrated into program and service delivery or “children and families’ unique needs are appreciated and reflected

through relationships/interactions between the school and community.” The ERS indicators related to parent involvement are also not as specific as the QSS about how to engage families, which also contributes to the lack of alignment in this category. For example, a program that receives a score of seven on the “provisions for parents” item is one that asks parents for an evaluation of the program annually, refers parents to other professionals when needed, and involves parents in decision making roles. In comparison, the QSS goes into more detail about how to effectively engage families, which would not be captured by the ERS.

Another area for Kentucky to consider is related to health, safety, and nutrition. Four of the six QSS standards in this category did not align to STARS. However, the “922 KAR 2:120 Child-care center health and safety standards” do align with one-third (33%) of the QSS Health, Safety and Nutrition indicators. Two QSS topics in this category that did not align closely to the STARS/ERS or licensing requirements were related to health and developmental screening practices (Standard 4.4) and mental health support practices (Standard 4.6).

The Child Experiences with the Curriculum and Assessment QSS standard also presents some important considerations for informing revisions to STARS. There are eight standards in this category. Two of the eight standards did not align with any STARS/ERS indicators. These standards relate to the “ethical, appropriate, valid, and reliable [child and program] assessment” and “teacher’s philosophy of education.”

The remaining six standards related to Child Experiences with the Curriculum and Assessment demonstrate some alignment with STARS. However, programs would have to receive scores of five or higher on each of these individual items in order to align with the QSS. This may be particularly challenging for Level I or II programs, which currently comprise 79% of the STARS system. Specifically, these standards relate to curriculum aspects such as providing learning opportunities at all times, teachers acting as role models, intentional teaching, supportive teaching practices, and using positive guidance to facilitate children’s development and learning. Though some of these QSS standards are captured by the Kentucky Early Childhood Core Content, they are not specifically addressed by the STARS and may be an area for future attention.

2. Early Childhood Core Content

The Early Childhood Core Content (ECCC) was created by the Kentucky Department of Education in 2004. It outlines the specific skills, knowledge, and competencies early childhood educators should integrate into their practice to promote positive outcomes for young children. Since early care and education providers are encouraged to use the ECCC to help set their professional goals, it is helpful to compare this document to STARS. The ECCC identifies a set of specific skills and abilities that early childhood care providers should attain for each of five credential levels ranging from no credentials to degrees above a bachelor’s. The ECCC is divided into seven subject areas, identified below.

It is important to note that the ECCC focuses on individual teacher professional competencies whereas the STARS (inclusive of the ERS) focuses on program provisions and characteristics. However, comparing these documents does enable an assessment of the similarities or differences between the quality components emphasized by the two frameworks. Individual ECCC indicators were compared to the STARS grid requirements and ECERS-R indicators.

Since the structure and content of the ECERS-R, ITERS-R and FCCERS-R are very similar, for this analysis only the ECERS-R was used to represent the ERS used in STARS. The following is a brief description of how STARS (inclusive of the ERS) aligns to the ECCC across each of the seven subject areas:

- Child growth and development (20 ECCC Indicators)
No alignment was noted between the ECCC indicators, STARS grid requirements or ECERS-R indicators for this subject area.
- Health, safety, and nutrition (40 ECCC Indicators)
The STARS grid requires programs to have a license in good standing, which likely accounts for some alignment to indicators in the health, safety, and nutrition subject area of the ECCC. Otherwise, there is no alignment between these two frameworks. Seven ECERS-R indicators align to Level I, III, and IV ECCC indicators (18 percent).
- Professional development, professionalism (52 ECCC Indicators)
One STARS grid requirement, pertaining to individual staff development plans, relates to one indicator in the professional development subject area of the ECCC. Additionally, one ECERS-R indicator aligns to a Level I ECCC indicator.
- Learning environments and curriculum (216 ECCC Indicators)
This subject area had the greatest degree of alignment with the ECERS-R. This is expected, since many indicators in the ECERS-R are designed to assess the practices of the professionals in the care setting. In many cases, the language used by the ECCC is the same as the language used in the ECERS-R. Fifty-five ECERS-R individual indicators align to ECCC indicators in this subject area across all ECCC Levels (26 percent).
- Child assessment (33 ECCC Indicators)
No alignment was noted between the ECCC indicators and the STARS grid requirements or ECERS-R indicators for this subject area.
- Family and community partnerships (34 ECCC Indicators)
At higher STARS levels, the grid includes requirements for programs to develop a written plan for family involvement and document family feedback, which both align to ECCC indicators. Additionally, one ECERS-R indicator aligns to an ECCC indicator.
- Program management and evaluation (19 ECCC Indicators)
No alignment was noted between the ECCC indicators and the STARS grid requirements or ECERS-R indicators for this subject area.

Summary of Early Childhood Core Content and STARS Alignment Analysis

From this analysis the STARS (inclusive of the ERS) aligns most closely with two subject areas in the ECCC: health, safety, and nutrition; and learning environments and curriculum. STARS demonstrated little to no alignment with the remaining five subject areas.

3. Accreditation Standards

STARS requires Level IV programs to obtain accreditation from an approved accrediting organization. Though there are several accrediting organizations, we selected the National Association for Family Child Care (NAFCC) and the National Association for the Education of Young Children (NAEYC) for this analysis. The purpose of this comparison is to determine what aspects of quality programs at the highest STARS level are required to demonstrate in addition to those on the STARS grid in order to obtain national accreditation.

The 10 NAEYC accreditation standards are: Relationships, Curriculum, Teaching, Assessment, Health, Teachers, Family, Community, Physical Environment, and Leadership and Management. Each standard is defined by a list of criteria, which are each further defined by up to 20 additional indicators. All together, the NAEYC accreditation framework includes 418 criteria, outlined in a comprehensive and detailed 175 page manual.

The NAFCC accreditation standards are described in five parts: Relationships, Environment, Developmental Learning Activities, Safety and Health, and Professional and Business Practices. There are a total of 298 criteria within these standards. Due to the comprehensive nature of both the NAEYC and NAFCC requirements, we did not conduct a comparison between STARS (inclusive of the ERS) and these frameworks at the smallest indicator level. Instead, we looked generally at the criteria and topics covered by the accreditation standards and compared them to the categories of quality covered by STARS.

STARS and the national accreditation frameworks demonstrate the greatest degree of alignment with standards related to Health and Safety, and the Learning Environment. The accreditation standards for these categories are similar to KY licensing requirements, ERS items, and/or STARS grid requirements.

There is some alignment between STARS and the national accreditation frameworks related to Relationships, Curriculum, and Business Practices. In addition, though STARS does not include specific requirements that align to the Teacher standard, these accreditation requirements likely align to specific skills and competencies identified by the KY Early Childhood Core Content.

A few accreditation standards demonstrate little to no alignment to STARS. These include: Teaching (which differs from the Teacher standard in that it focuses more on pedagogy and program philosophy), Assessment, Community, and Families.

Further, when comparing NAEYC and NAFCC accreditation standards to the STARS grid requirements, we found that overall STARS (inclusive of the ERS) does not provide the same level of detail as the NAEYC and NAFCC accreditation frameworks in terms of the specific practices that should be in place to attain accreditation. Where the STARS might include one indicator about, for example, demonstrating a positive relationship with parents, the accreditation frameworks include 28 (NAEYC) criteria or 11 (NAFCC) indicators that describe how programs should demonstrate this requirement. This level of discrepancy in numbers of indicators or criteria is to be expected considering that most QRIS were

developed to serve as concrete and achievable steps between licensing and accreditation (rather than a comprehensive or exhaustive list of criteria to function in the same way accreditation functions).

Summary of Accreditation and STARS Alignment Analysis

Overall, STARS (inclusive of ERS) focuses on a few topics covered by accreditation, including health, safety and the learning environment. However, other areas important to accreditation do not align closely with STARS, including teacher professional development and teaching philosophy, assessment, and family and community involvement. As a result, programs that are pursuing best practices in these areas but have not yet attained accreditation do not receive credit for their efforts in the STARS system. Or, programs that are not currently a part of the STARS system may prefer to only seek accreditation and not invest the time and resources to participate in STARS. This may help explain why, for example, there are 117 NAEYC accredited center-based programs in Kentucky, but only an estimated 11 Level IV center-based programs participating in STARS. Closer examination of STARS alignment to national accreditation standards may help avoid these unintended consequences.

4. Compendium of Quality Rating Systems and Evaluations

The Office of Planning, Research, and Evaluation in the Administration for Children and Families sponsored the development of a recently released Compendium of Quality Rating Systems and Evaluations (Compendium), which profiles 26 efforts nationwide to measure, monitor, and promote high-quality child care. The Compendium provides a wealth of descriptive and comparative information that can be used to help the early care and education community understand various approaches and strategies used to develop QRIS.

To compare the Compendium to the STARS (inclusive of the ERS), we evaluated the broad categories of quality captured by STARS and compared them to the Quality Standards described by other states' QRIS.

Table 4 provides an overview of key areas for Kentucky's consideration. The Kentucky team initially indicated an interest in learning about how STARS compared to other state QRIS requirements related to curriculum and provisions for children with special needs. These Quality Standards were reviewed first. The Kentucky team also requested information about other common state QRIS quality requirements that were either not included or not a focus of STARS. In addition to curriculum and provisions for children with special needs, we identified family partnerships, assessment/screening, and cultural and linguistic diversity as areas that are not a primary focus of STARS. The section below provides a summary of how some states have approached the inclusion of requirements related to these Quality Standards in their QRIS.

Curriculum

Several of the 26 states included in the Compendium include specific indicators related to supporting the quality of the curriculum used by early care and education programs. Four QRIS require programs to use curriculum that align with the state early learning guidelines. In Maine, copies of the Early Learning guidelines must be on site, available to staff, and referenced during curriculum planning. Pennsylvania has developed a worksheet or "alignment tools" to assist programs in choosing curriculum that align to the state's early learning guidelines. Six QRIS²⁰ have designated particular curricula as "approved" for

²⁰ District of Columbia, Florida (Miami-Dade and Palm Beach), Minnesota, North Carolina, and Pennsylvania.

child care centers.²¹ For those states that create their own developmentally appropriate curriculum, a review process is often required to ensure that the curriculum used is meeting the QRIS standards. In Florida (Miami-Dade) and Minnesota, a panel is responsible for reviewing the curricula that are submitted for approval. Other processes include the use of a curriculum review checklist (Delaware), a review by mentors in the QRIS (Indiana), and a review of lesson plans (Ohio). While STARS does not require the use of a specific curriculum, the current requirements do not, for example, offer guidance to programs on how to select a research-based curriculum, require that programs utilize a curriculum that align to the state's early learning guidelines or utilize the QSS indicators related to the Children's Experiences with Curriculum and Assessment.

Children with Special Needs

Providing high-quality services to children with special needs is a quality standard found in eight of the QRIS profiled in the Compendium. Examples of indicators in these state systems include:

- specialized training for staff,
- screening procedures,
- planning for children with special needs,
- documentation of plans and activities,
- integration of children with their peers, and
- environmental accommodations for children with special needs.

It should be noted that most QRIS do not address children with special needs through a designated quality component or with more than a few quality indicators. However, some QRIS do include promising examples that Kentucky can review and consider. In California's (LA County) QRIS, there are numerous indicators related to the use of screening tools, sharing screening information with families, making referrals for children as needed, and using information from the Individualized Family Service Plan or Individualized Education Plan as well as family input to structure activities and services that are supportive of children's developmental needs. In Indiana, plans and environmental accommodations for children with special needs must be evident in terms of space arrangement, adaptation of materials, and inclusion in age-appropriate self-help activities. Vermont requires that providers complete training for caring for children with special needs and Virginia requires that early childhood programs coordinate with families, schools, or other agencies to transfer child records, including written information concerning a child's abilities, learning styles, and medical/safety concerns. While the ERS used in STARS include some provisions for children with special needs, specific attention to quality indicators related to this population of children could also be specifically addressed in the STARS grid.

Family Partnerships

Currently, 24 QRIS incorporate standards for building relationships with families. Family partnership dimensions included in QRIS typically address practices intended to support the development of positive relationships between programs and providers. These practices focus on:

- communication strategies,
- information sharing techniques,
- family participation in program and community events, and
- parent/family involvement in program development.

²¹ Creative Curriculum, High/Scope, Opening the World of Learning, and Houghton Mifflin Pre-K are among the most commonly recommended.

While the details described in each QRIS vary, the majority of rating systems include the following specific indicators of family partnerships:

- the use of bulletin boards to convey program information to parents/families,
- written communication between the program or provider and parents,
- parent-teacher conferences,
- activities for families whose children are enrolled in the program,
- a list of community resources for families,
- opportunities for parent participation in the program,
- the existence of a parent advisory board, and
- the use of surveys to gather feedback from parents.

The family partnership indicators currently included in QRIS represent a range of practices; some simply encourage ECE staff to offer information about the program and community to parents/ families, and some facilitate the two-way communication, mutual respect, and shared decision-making necessary for the development of a reciprocal partnership. In general, however, many family partnership standards may not be sufficient to promote implementation of integrated, meaningful practices. For instance, bulletin boards can be a valuable tool for providing information about a program's daily schedule, medical and nutrition information, and community events. Their inclusion in QRIS does not, however, require programs and providers to seek out information from families to improve support in the same way that a parent survey might. Some states include requirements in their QRIS that allow programs to decide what types of events best engage parent/family involvement in the ECE program and how many activities the program should offer. While this strategy supports program autonomy, it may not facilitate the most effective practices for engaging families and benefiting from families' strengths and knowledge about their children. In sum, indicator development in the domain of family partnership is still emerging, but there are some examples that Kentucky could consider if revision of this domain is desired.

Child Assessment

Documenting children's learning and growth through periodic structured observations, portfolios or other tools is recognized as a critical component of an early childhood curriculum, and is included in 11 QRIS. Four QRIS require that programs have a system in place for ongoing observational assessment.²² In Minnesota, programs earn points by using a research-based child assessment tool approved by an Assessment Committee. A few QRIS include indicators related to the use of developmental screening tools, used to identify children who may need a referral to determine if they have a developmental disability.²³ Child assessment can also provide valuable information for families, and many QRIS require that assessment results are shared with parents.²⁴ In addition, observations and assessment can assist programs with instructional planning for individual children. Currently, four QRIS require that assessment results are used as a means to individualize curriculum planning in order to meet children's unique needs.²⁵ The STARS grid requirements do not currently provide specific guidelines around the appropriate use and selection of assessment (see the QSS Standard 3.8 in the crosswalk). Reviewing the state practices described above, or the specific indicators identified by the QSS may be helpful in considering how this quality indicator could be added to STARS.

²² Delaware, Florida (Palm Beach), Mississippi, and New Mexico.

²³ California, LA County; Florida, Miami-Dade; Louisiana; and Ohio.

²⁴ CA (LA County), Florida (Miami-Dade and Palm Beach), Minnesota, Ohio, and Pennsylvania.

²⁵ Delaware, Florida (Miami-Dade), Maine, and New Mexico.

Cultural and Linguistic Diversity

In addition to the four focal areas discussed here, cultural and linguistic diversity emerged through this comparison as another area for Kentucky to consider. The extent to which QRIS include standards related to cultural and linguistic competence is an issue gaining increasing attention at the national level.²⁶ Currently, only five states include indicators related to cultural and linguistic diversity for centers. Three of the QRIS have an indicator(s) related to families' home languages and the need for staff or other resources for communicating with families. Louisiana's QRIS provides points for programs that receive training on cultural sensitivity. In Indiana, the child care environment must include representations of each child and family including age, abilities, cultures which might include books, pictures, photographs, music/songs, games, toys, dress up clothes/materials and foods. The ERS include some indicators related to cultural diversity. However, if this is a priority area for Kentucky, additional indicators could be added to the STARS grid.

²⁶ Bruner, C., Ray, A., Wright, M.S., & Copeman, A. (2009). Quality rating and improvement systems for a multi-ethnic society. Build Initiative.; Center for Law and Social Policy (March 2009). Support a diverse and culturally competent workforce. Reinvesting in Child Care: State Infant/Toddler Policies. Washington, DC: Center for Law and Social Policy.; National Association for the Education of Young Children (June 2009). Quality benchmark for cultural competence project. Washington, DC: National Association for the Education of Young Children.

Table 4: QRIS Compendium Quality Standards

QRIS Quality Standard	Common Indicators	State Examples
Curriculum	Alignment with state early learning guidelines	DE, ME, MN, PA
	Use of a research-based curriculum (approved by state)	DC, FL (Miami-Dade), FL (Palm Beach), MN, NC, PA
	Review process for curriculum (established by state)	FL (Miami-Dade), FL (Palm Beach), IN, MN, NM, NC, PA
Family partnerships	Use of bulletin boards	CA (LA County), DC, ME, MS, MO, NM, OK, TN
	Written communication between program or the provider and parents	CA (LA County), CO, DE, DC, ME, MS, MO, NH, NM, NC, OK, PA, TN
	Parent-teacher conferences during the program year	CA (LA County), CO, DE, DC, FLA(Palm Beach), FL (Miami-Dade), IN, IA, LA, ME, MS, MO, NH, NM, NC, OK, PA, TN
	Activities for families whose children are enrolled in the program	CA (LA County), CO, FL (Miami-Dade), FL(Palm Beach), KY, ME, MO, NM, OK, PA, TN
	List of resources in the community	CA (LA County), CO, DE, DC, LA, ME, OK, PA, TN
	Opportunities for parent participation in program	CA (LA County), CO, DE, DC, LA, ME, MD, MS, MO, NM, OK, VT
	Parent advisory board	LA, ME, MO, NC, TN
	Use of surveys to elicit information from parents	CO, DE, DC, FL (Palm Beach), FL(Miami-Dade), IN, KY, ME, MN, NH, TN, VT
Cultural and linguistic diversity	Communication in children’s home language	CA (LA County)
	Resources available to parents in family’s primary language	FL (Miami-Dade), FL (Palm Beach)
	Environment includes representation of each child and family	IN
	Training available for staff on cultural sensitivity	LA
Children with special needs	Program involves families in planning to meet the needs of their child(ren)	CA (LA County), DE, FL (Miami-Dade)
	Activities and instruction that support goals in IEP/IFSPs	CA (LA County), DE, PA, VA
	Accommodate children with special needs in space arrangement, adaptation of materials, inclusion of age-appropriate self-help activities	IN
	Written plan to refer parents to appropriate social, mental health, educational, wellness, and medical services	PA
	Providers complete training for caring for children with special needs	VT
Assessment/ screening	System in place for ongoing observational assessment	DE, FL (Palm Beach), MS, NM
	Use of a research-based assessment tool	MN
	Children are screened using a high quality, culturally and developmentally appropriate screening tool	CA (LA County), FLA(Miami-Dade), LA, OH
	Assessment information is shared with parents	CA (LA County), FL (Miami-Dade),

QRIS Quality Standard	Common Indicators	State Examples
	Assessment guides individual program planning	FL (Palm Beach), MN, OH, PA DE, FLA (Miami-Dade), ME, NM

Overall Summary and Discussion

Comparing the STARS grid requirements to other frameworks of quality is helpful for identifying areas where STARS excels and areas that could be the focus of future revisions. Comparing STARS not only to the Quality Self-Study, but also to the KY Early Childhood Core Content, national accreditation standards, licensing requirements, and other state QRIS' enabled our team to identify a few consistent themes. This section provides a summary of the key strengths and gaps of STARS and provides a few suggestions for next steps.

Three key aspects of STARS consistently aligned with other quality frameworks. These include: (1) program structure, (2) provisions for the care and learning environment, and (3) health, and safety requirements. STARS grid requirements related to business operations and management aligned closely with similar standards in other quality frameworks such as the accreditation standards and the QSS. Items related to children's experiences in the environment were addressed through ERS items and aligned to several items on the QSS, ECCC, and accreditation standards. Finally, many health and safety standards included in the QSS and accreditation standards were addressed by KY licensing requirements or the ERS. Overall these three components of STARS consistently aligned to the comparison frameworks used in this analysis.

Gaps in alignment between STARS and other quality frameworks consistently emerged in the following areas:

- Family and community involvement.** Though STARS requires programs to provide up to four parent involvement activities, little guidance is offered related to the quality, structure, or objectives for engaging parents and families. For example, the QSS includes indicators that describe how programs should integrate parents into the decision making aspects of the program, or how programs can understand, support, and integrate family culture and values into program practice. Similarly, the ECCC and the national accreditation frameworks discuss how programs and professionals can work to build reciprocal trust and relationships with parents and families. Neither the STARS grid requirements nor the ERS include indicators related to these aspects of program-family relationships. Further, there are no specific requirements related to engaging the community.

Kentucky might consider the following options if it is a priority to revise STARS to increase the focus on family and community involvement. As mentioned above, some states, like Kentucky, may prefer to let programs choose the specific activities they would like to offer to involve families. To help program more effectively engage parents and families, STARS and the related technical assistance support networks (SQC, R&R) could provide more information to programs about the key objectives and importance of building relationships with families. These support systems can also help programs tailor the specific types of activities they develop to engage

families to focus more on building reciprocal relationships that can better meet family and program needs. In addition, STARS could provide specific guidance for the family involvement plan that Level II (and above) programs are required to develop. Kentucky could draw upon the family involvement indicators described by the QSS or national accreditation frameworks to help develop revised criteria for these plans. These guidelines could also include specifications for community involvement. Further, Child Trends could assist Kentucky by conducting a more in-depth analysis of other state QRIS' to identify specific strategies used to measure and support program efforts to engage and support family and community involvement.

- **Professional development.** The STARS grid requirements outline the training hours and credentials providers need to attain to progress to different levels of quality. The grid requirements do not currently align with or encourage providers to utilize the Kentucky Early Childhood Core Content, which outlines specific early childhood provider competencies. Currently the highest STARS Level IV (Type I Center) programs are required to have at least one CDA teacher in each classroom, which is the lowest credential level in the ECCC. Unless there are other incentives to do so, providers in STARS may not see the value in utilizing the ECCC or pursuing advanced credentials if this framework is not connected to grid requirements. Connecting STARS more explicitly to the ECCC is an important first next step to ensuring both of these documents are working together to help guide practitioners' career advancement and, at the same time, program quality.

In addition, STARS Level IV programs are required to attain accreditation, from organizations such as NAEYC, which, for example, requires all teachers to have at least an associate's degree and 75 percent of all teachers to have bachelors degree in a child development field. Yet, the STARS (Type I Center) Level IV grid requirements only require 50% of providers to have an entry level degree. The lack of alignment between these requirements may create a disincentive for accredited programs to invest their time and resources to be a part of the STARS system. This may help explain why, for example, there are 117 NAEYC accredited center-based programs in Kentucky, but only an estimated 11 Level IV center-based programs participating in STARS. Closer examination of STARS alignment to the ECCC and national accreditation standards may help avoid these unintended consequences.

- **Curriculum.** STARS does not require programs to select a curriculum that, for example, aligns with Kentucky Early Learning Standards or is research-based. As a result the only guidance Level I through Level III programs receive about the curriculum they should use are the program activity specifications provided by the environment rating scales. It is also important to note that the ERS used by STARS (ECERS-R/ITERS-R/FCCERS-R) focus primarily on the provisions for early childhood learning, for example, ensuring the materials and space provided to children offers opportunities for learning. These ERS frameworks do not, however, focus on curriculum features identified in the Quality Self Study or national accreditation standards that address the quality and nature of the interactions between the teacher, the child, and the curriculum.

The Compendium offers a few state strategies for Kentucky to consider if increasing the focus of STARS on curriculum is a priority. For example, Kentucky could conduct a comparison between the state's early learning guidelines and a select group of commonly used early childhood curricula in order to offer programs a list of curricula that align to the state guidelines. Use of state aligned curricula could, for example, be required for Level II programs and above.

Alternatively, the state could offer programs a list of research-based curricula and support its use through STARS grid requirements. A more significant revision of STARS could also include exploring opportunities to integrate other classroom-based assessments that focus more on the quality of the teacher, child, and curriculum interaction than the ERS. For example, the Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2008) may be more adept at assessing these aspects of children's experiences with the curriculum than the ERS, and would more closely align to curriculum indicators described by the QSS, ECCC, and national accreditation requirements.

- **Screening and Assessment.** STARS does not currently include a focus on the appropriate methods, purposes, and tools for early childhood screening and assessment. Choosing an appropriate screening or assessment tool requires an understanding of the tool's purpose and an understanding of whether the tool is reliable and valid for the group of children whose development will be measured. The QSS, ECCC, national accreditation standards, and several state QRISs describe elements of a developmentally appropriate assessment system. The level of support and guidance offered to programs on the appropriate use and selection of assessment can range from broad guidance and support to the development of a robust early childhood assessment system. Broad guidance might include strategies such as adding STARS requirements about the use of a research-based screening or assessment tool, requiring that results are shared with parents, and that assessment and screening information guide program planning. In addition, Kentucky could develop a list of appropriate, research-based screening and assessment tools or make a stronger connection between STARS and the *Kentucky's Early Childhood Continuous Assessment Guide* and the work of the Early Childhood Outcomes Initiative to help guide program practice.
- **Mental Health.** Though health and safety standards are included in Kentucky licensing requirements and additionally through indicators collected as part of the ERS process, no guidance is provided to programs related to early childhood mental health screening and program support.

The QSS indicators related to this topic are largely related to staff training. To expand the STARS focus on mental health, Kentucky could both increase the role and presence of mental health consultants (MHCs) in programs and develop more explicit STARS requirements for programs to work with MHCs. Kentucky could also consider increasing public awareness about early childhood mental health to encourage parents to be stronger advocates in requesting programs to provide requisite screenings and services.

- **Children with special needs.** Specific provisions to support children with special needs and their families are not a primary focus of STARS. The ERS do collect some indicators related to inclusion, but as noted above, programs would need to receive item scores of five or higher to demonstrate best practice.

The QSS and the Compendium offer possible strategies for Kentucky to consider related to this quality area. For example, some state QRIS require programs to involve families in planning efforts to meet the needs of their child(ren); develop a written plan to refer parents to appropriate social, mental health, educational, wellness, and medical services; or require providers to complete training for caring for children with special needs. Additional ideas are offered by the

QSS. The QSS places emphasis on the role of the program administrator to ensure modifications are made to the physical environment and curriculum to insure the inclusion of all children, and that providers are making every effort to not only include children with special needs physically, but socially and mentally. While some of these requirements may be addressed through specifications in IDEA Part B or Part C or other state regulations, including them in the state QRIS may elevate the importance of inclusion and incorporating best practice into program operations and culture.

- **Cultural and linguistic diversity.** Though the ERS frameworks used by STARS do address some specific indicators related to culture and diversity, this quality component is not a primary focus of STARS. To increase the focus on cultural and linguistic diversity, Kentucky might consider including more requirements that encourage programs to communicate with children and families in the child’s home language, honor and incorporate diversity and culture in the curriculum, and include cultural awareness and sensitivity as a core training requirement for program staff.

In addition to the areas identified above, this analysis identified two potentially significant barriers for programs that are working to move from a Level II to a Level III and from a Level III to a Level IV. For programs at a Level II, increasing the teacher- or provider-child ratio to the levels required for all groups in the STARS Level III requires a significant amount of resources that may simply not be an option for programs. It is worth exploring if programs perceive the incentives for improving their ratios to attain Level III status are worth the resources required to do so. This is a topic that may be covered in the center director and provider interviews Child Trends is also conducting as a part of the STARS evaluation.

Programs trying to attain a Level IV rating may face further challenges in meeting the exhaustive list of accreditation requirements. Kentucky might consider keeping accreditation as a goal, perhaps rewarding accreditation with an “enhancement award,” but also including other ways to recognize quality at the highest level that may be more feasible for programs to achieve. STARS could include more specific requirements related to curriculum, assessment, and family partnerships. For example, some QRIS profiled in the Compendium require the highest level programs to fully implement an approved and developmentally appropriate curriculum and use an appropriate child assessment to guide individualized program planning and communication with families. Or, some states require the highest level programs to screen for social-emotional development issues or employ the systematic use of intentional teaching methods. Building more high-quality program requirements into the STARS grid may help close the gap between Level IV grid requirements and accreditation standards, and support more programs in their effort to integrate high-quality practices into their programs.

Next Steps

It is our hope that the analysis provides Kentucky with a number of options to consider during the next phase of work on the process evaluation.

Child Trends can assist with the following activities:

- Identification of priority areas for new or refined indicators in the next generation of STARS. This process may involve:
 - Engaging other national QRIS experts to review the crosswalk and to provide input on new or refined indicator options
 - Convening a meeting of experts

- Developing a summary of the research base on high priority areas and linkages to child outcomes
- Conduct further comparisons between the STARS grid requirements and other state QRIS grids
 - Conduct a more detailed analysis of the specific strategies states are currently using to support and promote high-quality practice related to specific quality domains
- Develop and pilot new STARS requirements

We look forward to working with Kentucky to explore these opportunities (and others) and to develop a set of action steps for the next phase of the process evaluation.

Key:
 1= Licensed Type I Centers
 2= Certified Family Child Care Homes
 3= Licensed Type II Family Child Care Homes
 L= Stars Level 1 through 4
 E=ECERS-R
 I=ITERS-R
 F=FCCERS-R

Quality Self Study Standards	Quality Self Study Indicators	STARS (TYPE I & II)	
		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
1. Program Structure and Personnel			
Standard 1.1: Employees have consistent written policies that provide guidance for expected workplace behavior and job performance feedback	1.1.1 There are written policies and procedures which define staff roles, responsibilities, and program practices to facilitate smooth operation of the program.	2: L1-4	
	1.1.2 Instructional and non-instructional staff are evaluated on performance.	1: L2-L4	
	1.1.3 There is a written orientation plan and material on file for orientation of staff which is completed within the first ninety (90) days of employment		
	1.1.4 The program has a written plan of staff development which defines at least the nature and extent of training planned for the current year. Training expands relevant staff skills and facilitates advancement on a career lattice.	1: L1-L4	
Standard 1.2: All staff have education, credentials, and experience sufficient to perform their job duties at increasing levels of competence.	1.2.1 The director of the program has education (e.g., child development or early childhood special education) or experience sufficient to provide appropriate leadership to the program.	1: L2; 2: L2-4; 3: L4	
	1.2.2. The director provides program leadership that includes planned progress toward continuous improvement		
	1.2.3. Each classroom has a qualified teacher in early childhood, through a degree or credential (CDA, Commonwealth Child Care Credential, AA, BS) or demonstrated competence through specific early childhood training and performance based evaluation.	1: L4; 3: L3-L4	
	1.2.4. Other staff who work directly with children have a high school diploma or GED, or are actively working toward a diploma or GED.		
	1.2.5. All staff develop, update, and follow a professional development growth plan.		
	1.2.6. Transportation staff meets state requirements (when transportation is provided by the program).		
Standard 1.3: The program has systems in place to ensure efficient and effective daily operations that maximize the use of available resources and enhances child well-being.	1.3.1 The director ensures compliance with licensing regulations and/or all laws and regulations that govern and apply to the setting or program.	1: L1-L4 2: L1-L4 3: L1-L4	
	1.3.2 Records are maintained at a designated site in a manner to ensure confidentiality of information.		
	1.3.3 The program has a resource group to advise and participate in program planning (i.e., an advisory board, parent group, community agency group, School Board or Site Based Decision Making Council).		
	1.3.4 A system is in place to track budget expenditures in all appropriate categories.	2: L2-L4 3: L2-L4	
	1.3.5 Administrator ensures that staff-to-child ratios and maximum group sizes provide sufficient supervision for safety and learning and are at least at levels defined by the appropriate program regulation.	1: L1-L4 2: L1-L4 3: L1-L4	
	1.3.6 Administrators implement appropriate measures to ensure the health and safety of children during program operation through written policies and procedures and through appropriate staff training.		
	1.3.7 Administrators ensure that when transportation is provided, appropriate safety precautions are taken.		
	1.3.8 The program has written cooperative agreements or contracts with early intervention and preschool programs within the service area.		

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Quality Self Study Standards	Quality Self Study Indicators	STARS (TYPE I & II)	
		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	1.3.9 The program has adequate equipment to manage program functions.		F38:Provisions for professional needs (rating ≥3)
	1.3.10 There is a systematic plan for volunteers when they assist in the center or classroom.		
	1.3.11 Sufficient current professional resources are available to all staff and are used to guide and improve program practices		E43: Opportunities for professional growth (rating ≥5) I39: Opportunities for professional growth (rating ≥5) F38:Provisions for professional needs (rating ≥3)
Standard 1.4: The program provides services that are inclusive of all children and is accountable for documenting and evaluating those services in accordance with state and federal laws and regulations and with program philosophy.	1.4.1 Program administrator ensures participation in Child Find activities in order to identify children with atypical development needing further evaluation		
	1.4.2 Program administrator defines and informs staff of procedures for identifying and referring children with suspected or known disabilities according to the Individuals with Disabilities Education Act (IDEA).		
	1.4.3 All enrollment documentation required by the program and by regulation is on file for each enrolled child.		
	1.4.4 Records are on file to document the children’s progress in the classroom.		
	1.4.5 Evaluation and assessment information and recommendations are shared with all people involved with the education and care of the child (with appropriate consents in place) in order to meet the individual needs in all environments.		
	1.4.6 Administrators ensure that modifications are made in the environment, program, and schedule so that children with disabilities can participate appropriately in most activities with their peers.		E37. Provisions for children with disabilities (rating ≥5) I32. Provisions for children with disabilities (rating ≥5) F34. Provisions for children with disabilities (rating ≥5)
	1.4.7 Administrator ensures that due process procedures are made available by the program to the parents/guardians of children with disabilities.		
	1.4.8. The Individual Family service Plan (IFSP) and/or Individual Education Program (IEP) for children with disabilities is ongoing, individualized, and meets regulations.		
	1.4.9 Administrators ensure that there is more than one program option available for children with disabilities.		
Standard 1.5: The work environment is conducive to adult needs and reflects required responsibilities.	1.5.1 Administrator ensures that there are provisions for meeting the personal needs of staff.		E39. Provisions for personal needs of staff (rating ≥3) I34. Provisions for personal needs of staff (rating ≥3)
	1.5.2 Administrator promotes work environment that establishes and maintains co-worker relationships of trust, respect, and cooperation.		E41. Staff interaction and cooperation (rating ≥5) I36. Staff interaction and cooperation (rating ≥5)
	1.5.3 Individual, convenient storage with security provisions for personal belongings is available for staff.		E39. Provisions for personal needs of staff (rating ≥3) I34. Provisions for personal needs of staff (rating ≥3)
	1.5.4 A locked cabinet is available for storing personal items belonging to volunteers.		E39. Provisions for personal needs of staff (rating ≥3) I34. Provisions for personal needs of

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		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
			staff (rating ≥3)
	1.5.5 Space is provided outside the classroom for staff breaks.		E39. Provisions for personal needs of staff (rating ≥3) I34. Provisions for personal needs of staff (rating ≥3)
	1.5.6 There is a separate adult bathroom.		E39. Provisions for personal needs of staff (rating ≥3) I34. Provisions for personal needs of staff (rating ≥3)
	1.5.7 A space with adult sized chairs is available for program purposes.		E39. Provisions for personal needs of staff (rating ≥3) I34. Provisions for personal needs of staff (rating ≥3)
	1.5.8 Staff has planned breaks away from the responsibilities of their classroom, based on their daily work schedule.		E39. Provisions for personal needs of staff (rating ≥3) I34. Provisions for personal needs of staff (rating ≥3)
	1.5.9 Staff is given regular time away from the responsibilities of the classroom to plan future activities and curriculum.		F38: Provisions for professional needs (rating ≥3)
Standard 1.6: The program administrator models and encourages professionalism and effective leadership to the staff and within the broader early childhood community.	1.6.1 The director identifies and adheres to high ethical and professional standards		
	1.6.2 The director actively participates in professional activities at the local, state, and national level.		F37: Opportunities for professional growth (rating ≥3)
	1.6.3 The director provides leadership to staff to reflect on and apply current research findings to improve teaching and program practices.		
2. Child Experiences in the Environment			
Standard 2.1: The physical facility provides a well-lit, well-maintained, safe space large enough for children to engage in developmentally appropriate activities.	2.1.1 The facility is maintained for the safety and wellbeing of children and adults.		E1: Indoor Space; (rating ≥3) E14: Safety Practices (rating ≥3) I1: Indoor Space; (rating ≥3) I11: Safety Practices (rating ≥3) F1: Indoor Space used for child care; (rating ≥3) F12: Safety Practices (rating ≥3)
	2.1.2 Space for play is clutter free.		E4: Room arrangement for play (rating ≥3) I4: Room arrangement (rating ≥5) F4: Arrangement of indoor space for child care (rating ≥3)
	2.1.3 The facility including all indoor and outdoor space is smoke free.		E13: Health practices (rating ≥5) I10: Health practices (rating ≥5) F11: Health practices (rating ≥3)
	2.1.4 Exposed electrical cords and outlets are covered.		E14: Safety practices (rating ≥3) I11: Safety practices (rating ≥3) F12: Safety practices (rating ≥3)
	2.1.5 Natural and artificial light are sufficient for each activity.		E1: Indoor Space (rating ≥3) I1: : Indoor Space (rating ≥3) F1: : Indoor Space (rating ≥3)
	2.1.6 Individual classrooms contain windows where children can easily view the outdoors.		

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		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	2.1.7 Facility and classroom entry/exits are controlled for the safety of all children		
	2.1.8 There are two exits from each classroom and each building location utilized by children.		
	2.1.9 Thermostat and control of windows is located within individual classrooms.		E1: Indoor Space (rating =7) I1: Indoor Space (rating =7) F1: Indoor Space (rating ≥3)
Standard 2.2: The indoor learning environment is safe and arranged to facilitate healthy, active learning by all children.	2.2.1 All areas of the room can be observed by an adult at any given time.		E4: Room arrangement for play (rating ≥3) I4: Room arrangement (rating ≥3) F4: Arrangement of indoor space for child care (rating ≥3)
	2.2.2 At least five (5) concept learning centers are clearly defined and are available to children on a daily basis.		E4: Room arrangement for play (rating =7)
	2.2.3 Area furnishings and materials are labeled with words and pictures easily understood by children.		
	2.2.4 There are clear pathways to accommodate wheelchairs, walkers, canes, and crutches as needed.		E1: Indoor space (rating ≥3) I1: Indoor space (rating ≥3) F1: Indoor space (rating ≥5)
	2.2.5 Noisy centers, such as blocks, are separated from quiet areas, such as library or book corner or sleep area by using physical space and/or furnishings.		E4: Room arrangement for play (rating ≥5) I4: Room arrangement (rating ≥5) F4: Arrangement of indoor space for child care (rating ≥5)
	2.2.6 Noisy centers contain some sound cushioning materials, such as carpets or rugs.		
	2.2.7 There are some quiet and cozy areas.		E3: Furnishing for relaxation and comfort (rating ≥3) I3: Provisions for relaxation and comfort (rating ≥5) F3: Provisions for relaxation and comfort (rating ≥3)
	2.2.8 There are quiet spaces accessible at all times for a child to be alone, if (s)he chooses.		E3: Furnishing for relaxation and comfort (rating ≥5); E5: Space for privacy (rating ≥3) I3: Provisions for relaxation and comfort (rating ≥5) F6: Space for privacy(rating ≥3)
	2.2.9 Space is available for children and adults to gather comfortably in a group for singing and movement activities story reading, and other group activities.		E1: Indoor space (rating ≥3) I1: Indoor space (rating ≥3)
	2.2.10 All equipment, furnishings and materials used by children are appropriately sized, individually appropriate and include adaptations for inclusion of children with disabilities.		E2: Furniture for routine care, play and learning (rating ≥5) I2: Furniture for routine care (rating ≥5) F2: Furniture for routine care, play, and learning (rating ≥5)
	2.2.11 Appropriate equipment is provided for all children including those with disabilities.		E2: Furniture for routine care, play and learning (rating ≥5)
	2.2.12 All teacher only materials are stored neatly, out of reach and view of children.		
	2.2.13 All furnishings in children’s play space are used with and by children.		
	2.2.14 Individual cubbies at children’s height are used for storing clothing and		

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		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	personal possessions.		
	2.2.15 All learning materials not in use are stored in organized spaces.		
	2.2.16 Play spaces, play equipment, and materials are accessible to all children.		E1: Indoor space (rating ≥5) I1: Indoor space (rating ≥5)
	2.2.17 By making accommodations, adapting activities, and using other strategies all children are integrated socially into the life of the program and are able to participate in all activities in the indoor environment.		
	2.2.18 In settings where rest is part of the schedule, mats/cots are stored for easy access (inside classroom space).		E2: Furniture for routine care, play, and learning (rating =7) I2: Furniture for routine care and play (rating =7) F2: Furniture for routine care, play, and learning (rating =7)
	2.2.19 In setting where rest is part of the schedule, children’s bedding is kept separated from other children’s bedding.		
	2.2.20 In settings where rest is part of the schedule, mats, cribs, and cots are spaced at least 3 feet apart for napping unless separated by a solid non-porous barrier.		E11: Naps/rest (rating ≥5) I8: Nap (rating ≥3) F8: Nap (rating ≥5)
	2.2.21 There is at least one crib on wheels located in each infant room.		
	2.2.22 Children’s art work and project materials are attractively displayed and exhibited at a level where all children can easily view those materials and are changed regularly.		E6: Child related display (rating ≥5) I5: Child related display (rating =7) F5: Display for children (rating =7)
	2.2.23 An awareness of diversity among individuals in terms of gender, culture, race, family structure and job roles is reflected in other materials such as posters or pictures, regardless of group composition.		E28: Promoting acceptance of diversity (rating ≥3) I24: Promoting acceptance of diversity (rating ≥3) F24: Promoting acceptance of diversity (rating ≥3)
	2.2.24 Displays are balanced with blank wall space.		
	2.2.25 Children’s work predominates. Teacher created displays are limited and relate to topics of current interest or focus.		E6: Child related display (rating ≥5) F5: Display for children (rating =7)
Standard 2.3: Learning centers provide hands-on activities with real materials.	2.3.1 A range of tasks of varying difficulty is provided.		
	2.3.2 On a weekly basis, staff rotate 3-5 materials in each center that promote discovery and problem solving.		
	2.3.3 A balance of realistic and pretend toy materials are available in learning center areas.		
	2.3.4 Additional materials are added to centers to reinforce concepts introduced during class activities.		
	2.3.5 Each learning center contains materials that represent and/or promote cultural diversity.		
	2.3.6 Children are allowed to use materials from one center to continue and expand their play in another center, as long as the materials are used in a safe manner and are returned when the child is finished.		
	2.3.7 Age-appropriate risk taking is supported by program adults while simultaneously using safe boundaries.		
Standard 2.4: A sufficient quantity of appropriately-sized furniture in good repair is provided for routine care and play.	2.4.1 All furniture is sturdy and in good repair and meets safety regulations.		E2: Furniture for routine care, play, and learning (rating ≥5) I2: Furniture for routine care and play (rating ≥3)

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		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
			F2: Furniture for routine care, play, and learning (rating ≥3)
	2.4.2 All seating is incorporated into the learning centers.		
	2.4.3 Each child has an assigned “cubby” labeled with words and pictures for storing personal belongings.		
	2.4.4 There are enough child-sized chairs and tables to seat all children.		
	2.4.5 There are sufficient low shelves so that learning materials are stored uncluttered and accessible to all children.		F4: Arrangement of indoor space for child care(rating =7)
	2.4.6 Adult chairs are provided to ensure children’s needs are met.		I2: Furniture for routine care and play (rating =7) F2: Furniture for routine care, play, and learning (rating ≥5)
Standard 2.5: The use of passive media (TV, computer and/or video) is limited and is used only as curriculum enhancement.	2.5.1 Passive media, TV, video, and/or computer software is limited to materials considered “good for children” and related to current units of instruction.	2: L3-4 3: L3-4	E27: Use of TV, video, and/or computers (rating ≥5) I23: Use of TV, video, and/or computers (rating ≥5) F25: Use of TV, video, and/or computers (rating ≥5)
	2.5.2 Passive media material has been previewed by adults prior to use.		
	2.5.3 Alternative activities are always available/accessible during use of passive media.		E27: Use of TV, video, and/or computers (rating ≥3) I23: Use of TV, video, and/or computers (rating ≥3) F25: Use of TV, video, and/or computers (rating ≥3)
	2.5.4 Staff are actively involved with children to help children develop critical thinking skills whenever passive media is used during program time.		E27: Use of TV, video, and/or computers (rating ≥5) E23: Use of TV, video, and/or computers (rating ≥5) F25: Use of TV, video, and/or computers (rating ≥5)
	2.5.5 Passive media is used as an infrequent event, rather than as a regular part of daily routines.		
	2.5.6 Computer software encourages creativity.		
	2.5.7 Time for TV/video viewing is limited.		E27: Use of TV, video, and/or computers (rating ≥3) F25: Use of TV, video, and/or computers (rating ≥3)
	2.5.8 TV/video/computer viewing as a planned activity is not used with children under age 3.		
Standard 2.6: Safe, well planned space is provided outdoors for physical activities appropriate for young children.	2.6.1 Outdoor play space is provided for infants/toddlers and preschoolers.		
	2.6.2 Outdoor play space is checked for hazards daily, prior to children’s use.		
	2.6.3 Program uses research resources for current guidelines on playground surfaces.		
	2.6.4 Cushioning material is maintained to insure appropriate depth at all times.		
	2.6.5 The outdoor area is surrounded by a safety fence at least four feet high with a working gate that locks and is wheelchair accessible.		F26: Active physical play(rating ≥3)

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		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	2.6.6 Children do not walk through roads, drives, parking lots or other hazardous areas to reach the playground.		
	2.6.7 There is sufficient space for various activities such as climbing, running, throwing/catching, and using wheel toys in outdoor play space.		
	2.6.8 Riding toys, such as tricycles, wagons, etc. are available with an accompanying appropriate hard surface for riding.		
	2.6.9 Hard surfaces have indicators for traffic flow.		
	2.6.10 Playground is accessible to all children regardless of ability.		F26: Active physical play(rating ≥3)
	2.6.11 Classroom has direct access to playground.		E7: Space for gross motor play (rating =7)
	2.6.12 Outdoor gross motor space has a variety of surfaces permitting different types of play.		E7: Space for gross motor play (rating =7) F26: Active physical play(rating =7)
	2.6.13 Outdoor area has some protection from the elements year round.		E7: Space for gross motor play (rating =7) F26: Active physical play(rating =7)
	2.6.14 Age-appropriate climbing equipment has written documentation that equipment meets Consumer Product Safety Commission (CPSC) guidelines and ASTM 1292 standards.		
	2.6.15 Landscaping is safe and non-toxic.		
	2.6.16 Toilet facilities are adjacent to the playground.		E7: Space for gross motor play (rating =7)
	2.6.17 Storage facilities are available near play space to house outdoor equipment.		E7: Space for gross motor play (rating =7)
	2.6.18 Sand and water play areas are covered and protected.		
Standard 2.7: The outdoor environment is an extension of the classroom where instructional activities occur daily.	2.7.1 Age appropriate sensory materials such as sand, water, bird seed or gravel are available outdoors.		
	2.7.2 Teachers use the outdoor classroom to introduce and conduct experiences that address the domains or content areas of the Kentucky Early Childhood Standards.		
	2.7.3 Teachers use outdoor activities to conduct experiences in art, movement, dramatic play and literacy.		
	2.7.4 Adults are actively engaged with children outdoors.		
	2.7.5 Children play outdoors daily when weather and air quality conditions do not pose a significant health risk.		
Standard 2.8: Staff promote a positive climate for learning and help children learn how to establish positive, constructive relationships with adults and other children.	2.8.1 Adults' communication with children shows respect for the child as a person, including nonverbal children or children whose home language is not English.		E32: Staff-child interactions (rating ≥5) I27: Staff-child interactions (rating ≥3) F32: Provider-child interactions (rating ≥5)
	2.8.2 Adults use non-verbal cues such as smiling and appropriate physical contact to nurture children's emotional development.		E32: Staff-child interactions (rating ≥5) I27: Staff-child interactions (rating ≥3) F32: Provider-child interactions (rating ≥3)
	2.8.3 Children and parents are greeted individually upon arrival and prior to departure.		E8: Greeting/departure (rating ≥5) I6: Greeting/departure (rating ≥5)

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		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
			F7: Greeting/departure (rating ≥5)
	2.8.4 Parent or person responsible for the child at pickup is acknowledged prior to departure.		E8: Greeting/departure (rating ≥5) I6: Greeting/departure (rating ≥3) F7: Greeting/departure (rating ≥5)
	2.8.5 Staff provide comfort and privacy for children as needed.		
	2.8.6 Staff consistently set clear limits and intervene to enforce consistent consequences.		E31: Discipline (rating ≥5) I28: Discipline (rating ≥5) F29: Discipline (rating ≥5)
	2.8.7 Staff talk to the children frequently throughout the day, during both routines and play using conversation, open-ended questions and leading statements.		E16: Encouraging children to communicate (rating=7) I27: Staff-child interactions (rating ≥5) F14: Helping children use language (rating ≥5)
	2.8.8 Communication promotes professional and respectful relationships.		E38:Provisions for parents (rating ≥3) F35: Provisions for parents (rating ≥3)
	2.8.9 Staff communication with parents promotes a caring community.		
	2.8.10 Staff maintain on-going communication and cooperation between teachers and administration at different programs to ensure the successful transitioning of all children including those with disabilities.		
	2.8.11 Staff actively involve children in solving their own problems and conflicts.		
	2.8.12 Staff explain children’s actions, intentions, and feelings to others.		
Standard 2.9: Adults promote a climate for a positive social environment by employing strategies that allow children to be successful and recognize children’s attempts at socially acceptable behavior.	2.9.1 Adults frequently use positive or nonjudgmental comments instead of general praise when referring to children’s activities.		
	2.9.2 Program is set up to avoid conflict and promote age-appropriate interactions.		
	2.9.3 Staff redirect competitive activities initiated by children.		
	2.9.4 Staff meet the needs of individual children to encourage participation.		
	2.9.5 Adults give choices only when choices exist.		
	2.9.6 Attention is frequently given when children are behaving well.		
	2.9.7 Staff use positive discipline methods effectively.		
	2.9.8 Time out is rarely used and NEVER used with children at a developmental age less than 3.		
	2.9.9 If used by staff, time-out is brief, always paired with problem-solving and with teaching the child the appropriate behavior.		
	2.9.10 Upon completion of removal from group (time-out), staff help children to successfully re-enter the group.		
	2.9.11 Children with physical disabilities and/or special learning needs are included in the classroom socially and intellectually as well as physically.		E37: Provision for children with disabilities (rating=7) I32: Provision for children with disabilities (rating≥5) F34: Provision for children with disabilities (rating≥5)
	2.9.12 Staff plan activities to ensure social success across all developmental and ability levels.		
	2.9.13 Adults listen to each child to determine if stress is occurring in the child’s life, which might be responsible for inappropriate behaviors, and staff		

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		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	intervenes when appropriate.		
	2.9.14 Children have opportunities to make choices in activity selection and other daily routines.		
	2.9.15 Relaxing sensory and expressive activities are provided to help children deal with stress.		
	2.9.16 Staff provide ample opportunities for children to plan and select many of their own activities.		
Standard 2.10: Personal self-care activities are promoted by appropriate facilities, materials and curriculum.	2.10.1 Daily schedule includes time and opportunity to practice self-help skills.		
	2.10.2 Warm running water, soap, and individual paper towels or automatic hand dryer are utilized.		E12: Toileting/diapering (rating ≥5) F10: Toileting/diapering (rating ≥5)
	2.10.3 A private area is accessible for changing diapers and is sanitized after each use.		
	2.10.4 The diaper changing table is located in a private area within each classroom.		
	2.10.5 The diaper changing table is convenient to use for both children and adults.		
	2.10.6 Changing tables are equipped with railings or barriers that extend at least 6" above the changing surface.		
	2.10.7 Bathrooms and toilets are sanitized daily.		E12: Toileting/diapering (rating ≥3) F10: Toileting/diapering (rating ≥5)
	2.10.8 Non-porous gloves are accessible for adult use in situations where adults are exposed to any body fluids.		
	2.10.9 Toileting facilities are located within the classroom.		
	2.10.10 Toileting facilities are adapted to the child's size and/or ability.		E12: Diapering/toileting (rating =7) F10: Toileting/diapering (rating =7)
	2.10.11 Child-sized sinks are accessible.		E12: Toileting/diapering (rating ≥3) I9: Diapering/toileting (rating =7)
	2.10.12 Hand washing sinks in room are provided within arms reach of the caregiver to diaper changing tables and toilets, and are separate from sink used for food related purposes.		
3. Child Experiences with Curriculum and Assessment			
Standard 3.1: Teachers have a philosophy of education that guides and directs appropriate daily practices and they contribute to the program's philosophy and goals.	3.1.1 Teachers give thought to and can describe their philosophy of teaching and caring for young children		
	3.1.2 Teachers understand children's developmental stages and growth and use this knowledge to implement developmentally appropriate practice.		
	3.1.3 Teachers understand and respond to children as individuals with unique strengths and challenges.		
	3.1.4 Teachers review the program's philosophy including mission values, policies and goals.		
	3.1.5 Teachers' classroom practices are guided by the program philosophy.		

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		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	3.1.6 Teachers effectively communicate the program's philosophy with families.		
Standard 3.2: Teachers practice and model professional qualities, behaviors and attitudes.	3.2.1 Early childhood educators follow an ethical code, such as the National Association for the Education of Young Children (NAEYC) Revised Code.		
	3.2.2 Teachers demonstrate dependable responsible behavior including teamwork.		E41: Staff interaction and cooperation (rating ≥3) I36: Staff interaction and cooperation (rating ≥3)
	3.2.3 Teachers and administrators recognize potential for burnout and develop prevention strategies.		
	3.2.4 Teachers develop and implement a written professional development plan.	1: L1-4 3: L1-4	E42: Supervision of staff (rating ≥5) I38: Supervision of staff (rating ≥5)
	3.2.5 Teachers keep current in professional knowledge.	1: L2-4 2: L2-4 3: L1-4	E43: Opportunities for professional growth (rating ≥5) I39: Opportunities for professional growth (rating ≥5) F37: Opportunities for professional growth (rating ≥5)
	3.2.6 Teachers advocate for early childhood by promoting the causes of children and families.		
Standard 3.3: Schedule provides learning experiences during all times, including play, routines and transitions.	3.3.1 Time scheduled indoors and outdoors allows children to independently explore all available activities at their own pace and allows for blocks of time.		E34: Schedule (rating ≥5) I29: Schedule (rating ≥5) F31: Schedule (rating ≥5)
	3.3.2 The schedule is planned so that children's individual needs are met and there is minimal waiting time between activities.		E34: Schedule (rating ≥5) I29: Schedule (rating ≥5) F31: Schedule (rating ≥5)
	3.3.3 Scheduled time is available for staff to converse with the parents, families and other professionals involved in each child's life.		E38: Provisions for parents (rating ≥5) E41: Staff interaction (rating ≥5) I36: Staff interaction and cooperation(rating ≥5) I33: Provisions for parents (rating ≥5) F35: Provisions for parents(rating ≥5)
Standard 3.4: Curriculum planning involves preparation and reflects intentionality.	3.4.1 Teachers have opportunities to plan.		
	3.4.2 Teachers gather assessment information for every child in the classroom.		
	3.4.3 Teachers review data and information about individual children and their families.		
	3.4.4 Current and research-based curriculum resources are available on site for planning.		E43: Opportunities for professional growth (rating ≥5) I39: Opportunities for professional growth (rating ≥5) F37: Opportunities for professional growth (rating ≥5)
	3.4.5 The learning objectives for each child and curriculum goals are guided by child development learning theory and validated by appropriate state and		

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Quality Self Study Standards	Quality Self Study Indicators	STARS (TYPE I & II)	
		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	federal standards.		
	3.4.6 Teachers decide on objectives for individual children and curriculum goals for groups of children.		
	3.4.7 Teachers systematically decide on the best processes for achieving individual goals/objectives, regardless of abilities, backgrounds, and differences.		
	3.4.8 Teachers consider children’s abilities, interests and needs as they decide on materials and activities.		
Standard 3.5: Curriculum reflects age appropriate subject content areas and activities that foster children’s engagement and active investigation.	3.5.1 Art materials are available daily for independent choice time and are regularly integrated into the schedule.		E20: Art (rating ≥3) I17: Art (rating ≥5) F17: Art (rating ≥5)
	3.5.2 Music is incorporated daily into group activities as well as through independent choice.		E21: Music (rating ≥3) I18: Music (rating ≥3) F18: Music and movement (rating ≥3)
	3.5.3 Children are given opportunities to pretend and engage in dramatic play.		E24: Dramatic play (rating ≥3) I20: Dramatic play (rating =7) F20: Dramatic play (rating ≥3)
	3.5.4 Gross motor activities are included in the daily schedule.		E34: Schedule (rating ≥ 3) I16: Active physical play (rating ≥ 5) F26: Active physical play (rating ≥ 3)
	3.5.5 Nutrition is addressed as an integrated part of the daily curriculum.		E10: Meals/snacks (rating =7)
	3.5.6 Literacy and language skills are encouraged through a variety of listening, speaking, reading, and writing activities.		E16: Encouraging children to communicate (rating ≥5) I13: Helping children use language (rating ≥5) F14: Helping children use language (rating ≥5)
	3.5.7 The curriculum includes activities to help educate young children about themselves and their community.		E28: Promoting acceptance of diversity (rating ≥5) I24 : Promoting acceptance of diversity (rating ≥5) F24: Promoting acceptance of diversity (rating =7)
	3.5.8 A variety of appropriate fine motor materials are accessible to children during free choice time.		E19: Fine Motor (rating ≥5) I15: Fine Motor (rating ≥3) F16: Fine Motor (rating ≥3)
	3.5.9 Construction areas are available for any child during free choice times.		E22: Blocks (rating ≥3) I19: Blocks (rating ≥3) F19: Blocks (rating ≥3)
	3.5.10 Science and nature concepts and materials are a part of the daily curriculum.		E25: Nature/Science (rating ≥5) I22: Nature/Science (rating ≥5) F22: Nature/Science (rating ≥5)
	3.5.11 Math concepts and materials are a part of the daily curriculum.		E26: Math/number (rating ≥5) F21: Math/number (rating ≥5)
Standard 3.6: Teachers implement instruction that supports children in achieving learning goals.	3.6.1 Teachers utilize instructional methods that are challenging and engaging for children at their level of development.		
	3.6.2 Teachers plan for child learning of the skills necessary for future academic success.		
	3.6.3 Children choose from among activities the teacher has organized or the		

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Quality Self Study Standards	Quality Self Study Indicators	STARS (TYPE I & II)	
		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	children have spontaneously initiated.		
	3.6.4 Teachers establish a climate where children are respected, nurtured and challenged.		E32: Staff-child interactions (rating ≥ 5) I27: Staff-child interactions (rating ≥ 5) F28: Staff-child interactions (rating ≥ 3)
Standard 3.7: Teachers use positive guidance techniques to facilitate children’s development and learning.	3.7.1 Teachers are actively engaged with children and model expected social behavior.		E33: Interactions among children (rating ≥ 5)
	3.7.2 Teachers plan and support an environment that matches the age, development, culture, life experiences, temperament, and ability of each child.		E6: Child-related display (rating ≥ 3) I5: Display for children (rating ≥ 3) F5: Display for children (rating =7)
	3.7.3 Teachers respect, understand and take into consideration each child’s life experiences, living situation, mood, culture, temperament, and individual needs.		
	3.7.4 Teachers use positive guidance techniques to assist children in acquiring and expanding developmentally appropriate social behaviors.		E31: Discipline (rating ≥ 5) I28: Discipline (rating ≥ 5) F29: Discipline (rating ≥ 5)
	3.7.5 Teachers accept accidents and mistakes as part of children’s learning and model how to fix mistakes.		
	3.7.6 Teachers support activities and provide opportunities for children to practice appropriate learning skills that foster independence and initiative.		
	3.7.7 Teachers regularly offer opportunities for children to practice appropriate social skills independently.		
	3.7.8 Teachers encourage children to engage in all activities/centers.		E37: Provision for children with disabilities (rating ≥ 5) I32: Provision for children with disabilities (rating ≥ 5) F34: Provision for children with disabilities (rating =7)
	3.7.9 Teachers utilize multiple strategies to facilitate successful learning, taking into consideration all aspects of child’s development.		
	3.7.10 Teachers set limits and intervene appropriately when necessary.		
	3.7.11 Adults employ verbal strategies that allow children to be successful and recognize children’s attempts at socially acceptable behavior.		
	3.7.12 Adults support children’s communication skills and interpersonal relationships.		E16: Encouraging children to communicate (rating ≥ 3) I13: Encouraging children to communicate (rating ≥ 3) F14: Helping children use language (rating ≥ 5)
Standard 3.8: Ethical, appropriate, valid, and reliable assessment is a cornerstone of quality early childhood programs.	3.8.1 All children are screened utilizing an appropriate developmental and/or health assessment according to program requirements.		
	3.8.2 Children are regularly assessed using developmentally appropriate methods based on individual child needs.		
	3.8.3 Continuous assessment results are used to plan appropriate group and individual learning activities.		
	3.8.4 The program is regularly evaluated for the purpose of documenting and		

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Quality Self Study Standards	Quality Self Study Indicators	STARS (TYPE I & II)	
		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	improving the quality of early care and education and other services provided for children and families. 3.8.5 Families are involved in all aspects of the assessment process.		
4. Health, Safety, and Nutrition			
Standard 4.1: All staff are knowledgeable in Health and Safety procedures.	4.1.1 An Emergency Bulletin Board with current information is within easy access of program staff and volunteers.		
	4.1.2 Child specific emergency information is current and confidentially maintained but within easy access of program staff.		
	4.1.3 All staff have current training in First Aid and CPR appropriate to age group.	2: L2-4 (One staff person)	
	4.1.4 Staff and volunteers are trained in the identification and prevention of the spread of communicable diseases.		
	4.1.5 Procedures are in place to assure that staff are adequately trained and prepared for children with special health care needs.		
	4.1.6 A written program handbook is given to families of enrolled children.		
Standard 4.2: Staff maintains a safe and healthy environment.	4.2.1 Physical space is maintained to promote optimal health outcomes for children.		E13: Health practices (rating ≥3) I10: Health practices (rating ≥3) F11: Health practices (rating ≥3)
	4.2.2 Adequate accommodations are provided for sick children.		
	4.2.3 Safety/maintenance check is completed on a daily basis to prevent injury or accidents.		
	4.2.4 Health education is demonstrated by staff in daily routines and is included in the curriculum.		
	4.2.5 Steps are taken to minimize the spread of contagious disease.		E13: Health practices (rating ≥3) I10: Health practices (rating ≥3) F11: Health practices (rating ≥3)
	4.2.6 Personal self-care activities are promoted by appropriate facilities and materials.		
	4.2.7 Teachers ensure that sanitary diapering/toileting procedures are maintained.		E12: Toileting/diapering (rating ≥3) I9: Toileting/diapering (rating ≥3) F10: Toileting/diapering (rating ≥3)
	4.2.8 Proper supervision of children is evident in program practices.		E30: General supervision of children (rating ≥3) I25: Supervision of play and learning (rating ≥3) F27: Supervision of play and learning (rating ≥3)
	4.2.9 Staff demonstrate a working knowledge of the organization and maintenance of the environment and its impact on the safety of children.		
Standard 4.3: When program transportation is provided, appropriate safety precautions are taken.	4.3.1 Vehicles used in transporting children are appropriately licensed, inspected and maintained.		
	4.3.2 All bus drivers have a commercial driver's license and receive the driver's training provided according to current Kentucky requirements.		

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Quality Self Study Standards	Quality Self Study Indicators	STARS (TYPE I & II)	
		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
	4.3.3 All transportation personnel implement exemplary health and safety practices.		
	4.3.4 Transportation procedures are implemented that consider the health and well-being of all children.		
	4.3.5 Staff and volunteers are trained in safety and health issues.		
Standard 4.4: Identification and maintenance of appropriate child health and developmental services are evident in program practice.	4.4.1 Individual child health and developmental status is determined as a part of program practice.		
	4.4.2 Programs provide health screening for all children.		
	4.4.3 All children with atypical developmental screening results receive rescreening and/or followup.		
	4.4.4 Program staff assist families with meeting children's health needs when an IFSP or IEP is implemented.		
	4.4.5 Families are involved in the health/safety aspects of the program.		
Standard 4.5: Appropriate nutritional practices are evident in program practice.	4.5.1 The nutritional needs of children are met through collaborative efforts with community health and social service agencies.		
	4.5.2 Nutrition is addressed as an integrated part of the daily curriculum.		E10: Meals/snacks (rating =7)
	4.5.3 Individual health/nutritional needs of children are taken into consideration daily.		
	4.5.4 Compliance with sanitation and safety laws is consistent and the results of sanitation and safety inspections are posted.		
	4.5.5 Families receive assistance with implementing and understanding good nutrition for their child.		
Standard 4.6: Appropriate early childhood mental health practices are evident in program practice.	4.6.1 Staff create nurturing and supportive environments for all children.		E37: Staff-child interactions (rating ≥3) I32: Provisions for children with disabilities (rating =7) F34: Provisions for children with disabilities (rating ≥5)
	4.6.2 Staff request information, observations and concerns about the child's developmental/social emotional behavior levels from family.		
	4.6.3 Staff share observations of the child with the family and plan together for continued progress.		
	4.6.4 Parents and staff discuss how to strengthen and nurture supportive environments in home and in the early childhood program.		
	4.6.5 Program staff plan for children's social/emotional needs prior to entry and exit of program.		
	4.6.6 Staff design and implement program practices that are responsive to the needs of the individual child and groups of children.		
	4.6.7 Program staff provide special help for each child's individual needs.		
	4.6.8 Staff demonstrate knowledge of risks in the lives of children under stress.		
	4.6.9 Staff use community mental health resources.		
	4.6.10 Staff promote child mental wellness by providing group and individual staff/parent education focusing on child development and mental health.		
5. Family and Community Involvement			
5.1: Family diversity is respected and incorporated	5.1.1 Respect for family values and the role of the family is reflected in		E38: Provisions for parents (rating

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Quality Self Study Standards	Quality Self Study Indicators	STARS (TYPE I & II)	
		Level 1-4 Criteria	ERS (ECERS-R, ITERS-R, FCCERS-R)
into program activities, goals and evaluation.	collaborative program planning and implementation for individual children and as part of the group.		≥5) I33: Provisions for parents (rating ≥5) F35: Provisions for parents (rating =7)
	5.1.2 The varied backgrounds and configurations of families are respected and considered in program planning and daily routines.		
	5.1.3 Families assess program effectiveness and family satisfaction in an ongoing basis.		E38: Provisions for parents (rating = 7) I33: Provisions for parents (rating = 7) F35: Provisions for parents (rating =7)
Standard 5.2: Children and families' unique needs are appreciated and reflected through relationships/ interactions between the school and community.	5.2.1 Education and training opportunities are made available to families.		
	5.2.2 Opportunities for informal contacts and networking for parents are supported by the program.		
	5.2.3 Smooth transitions to and from the program or classroom (First Steps, Preschool, Kindergarten) as well as class to class (e.g., infant to toddler) are planned to assist the child and the family as they adjust to new environments. Smooth transitions to and from the program or classroom (First Steps, Preschool, Kindergarten) as well as class to class (e.g., infant to toddler) are planned to assist the child and the family as they adjust to new environments.		
Standard 5.3: Family priorities are identified and are integrated into program and service delivery.	5.3.1 Families are supported in varied and flexible ways to interact and communicate with program staff.		
	5.3.2 Each family is given the opportunity to identify areas of family strengths, priorities and concerns.		
	5.3.3 Families of children with disabilities are informed of all available program options, of family rights and responsibilities as described in the law.		
Standard 5.4: Families are supported by the collaboration of the program with community resources.	5.4.1 Staff locate, obtain, and use community resources to address the priorities identified by the family.		
	5.4.2 Programs collaborate with existing resources in the community to advocate for children and families to increase program resources and support.		
	5.4.3 The comprehensive needs of children are met through collaborative efforts with community health and social service agencies.		

922 KAR 2:170. STARS for KIDS NOW Program for Type I licensed child-care centers.

RELATES TO: KRS Chapter 13B, 199.8941, 199.8943, 199.896(4), 42 U.S.C. 601-619, 45 C.F.R. 98
STATUTORY AUTHORITY: KRS 194A.050(1), 199.8941(1), 199.8943(2)

NECESSITY, FUNCTION, AND CONFORMITY KRS 194A.050(1) requires the Secretary of the Cabinet for Health and Family Services to promulgate administrative regulations necessary under applicable state laws to protect, develop, and maintain the health, personal dignity, integrity, and sufficiency of the individual citizens of the Commonwealth. KRS 199.8943(2) requires the Cabinet for Family and Health Services to promulgate an administrative regulation that implements a **voluntary quality-based graduated child care rating system** for licensed child care centers; agency time frames for review of quality ratings; an appeals process under KRS Chapter 13B; and a process for the reevaluation of quality ratings. KRS 199.8941(1) requires the Early Childhood Development Authority to develop a program of monetary incentives tied to participation in a quality rating system. This administrative regulation establishes criteria for implementation of the voluntary quality rating system for Type I licensed childcare centers, and establishes the amount of each monetary incentive awarded to a participant in the STARS for KIDS NOW Program.

**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)

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.

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

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.	<u>Domain</u> Counting and Cardinality	
Developmental Continuum Items		
<ul style="list-style-type: none"> Imitates rote counting using the names of the numbers. 	<u>(Domain) Counting and Cardinality</u> <u>(Cluster) Know number names and the count sequence.</u> 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).	<u>NOTES</u>
<ul style="list-style-type: none"> Counts in sequence to 5 and beyond. 	<u>(Domain) Counting and Cardinality</u> <u>(Cluster) Know number names and the count sequence.</u> 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<u>NOTES</u>
<ul style="list-style-type: none"> Arranges sets of objects in one-to-one correspondence. 	<u>(Domain) Counting and Cardinality</u> <u>(Cluster) Count to tell the number of objects.</u> 4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> 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. <u>(Cluster) Compare numbers.</u> 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.)	<u>NOTES</u>
<ul style="list-style-type: none"> Understands that a single object is always “one” regardless of size, shape, and other attributes. 	<u>(Domain) Counting and Cardinality</u> <u>(Cluster) Count to tell the number of objects.</u> 4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each 	<u>NOTES</u>

	<p>object with one and only one number name and each number name with one and only one object.</p> <p>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.</p>	
<ul style="list-style-type: none"> Counts concrete objects to 5 and beyond. 	<p><u>(Domain) Counting and Cardinality</u> (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.)</p>	<p><u>NOTES</u></p>
<ul style="list-style-type: none"> Uses math language to express quantity in everyday experiences. 	<p><u>(Domain) Counting and Cardinality</u> (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.) <u>(Domain) Measurement & Data</u> (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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> (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.</p>	<p><u>NOTES</u></p>
<ul style="list-style-type: none"> Compares concrete quantities to determine which has more. 	<p><u>(Domain) Counting and Cardinality</u> (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.)</p>	<p><u>NOTES</u></p>

<ul style="list-style-type: none"> Recognizes that a set of objects remains the same amount if physically rearranged. 	<p><u>(Domain) Counting and Cardinality</u> (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.</p>	<p><u>NOTES</u></p>
<ul style="list-style-type: none"> Realizes that the last number counted is the total amount of objects. 	<p><u>(Domain) Counting and Cardinality</u> (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.</p>	<p><u>NOTES</u></p>
<ul style="list-style-type: none"> Recognizes some numerals and associates number concepts with print materials in a meaningful way. 	<p><u>(Domain) Counting and Cardinality</u> (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).</p>	<p><u>NOTES</u></p>
<ul style="list-style-type: none"> Names and writes some numerals. 	<p><u>(Domain) Counting and Cardinality</u> (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).</p>	<p><u>NOTES</u></p>

Kentucky Early Childhood Standard (KYECS) <u>MATHEMATICS (3S AND 4S)</u>	Kentucky Core Academic Standard (KCAS) Math for Kindergarten	
Benchmark 1.2: Recognizes and describes shapes and spatial relationships.	<u>Domains</u> Geometry	
Developmental Continuum Items	Measurement and Data	
<ul style="list-style-type: none"> Recognizes some basic shapes. 	<u>(Domain) Geometry</u> (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.	<u>NOTES</u>
<ul style="list-style-type: none"> Creates and duplicates shapes. 	<u>(Domain) Geometry</u> (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. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	<u>NOTES</u>
<ul style="list-style-type: none"> Completes simple puzzles. 	<u>(Domain) Geometry</u> (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. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	<u>NOTES</u>
<ul style="list-style-type: none"> Identifies shapes. 	<u>(Domain) Geometry</u> (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 <i>above, below, beside, in front of, behind,</i> and <i>next to</i> . 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"). <u>(Domain) Measurement and Data</u> (Cluster) Describe and compare measurable attributes.	<u>NOTES</u>

	<p>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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>(Cluster) Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹</p> <p>¹ Limit category counts to be less than or equal to 10.</p>	
<ul style="list-style-type: none"> Recognizes parts of a whole. 	<p>(Domain) Geometry</p> <p>(Cluster) Analyze, compare, create, and compose shapes.</p> <p>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).</p> <p>6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>	NOTES
<ul style="list-style-type: none"> Recognizes the position of objects. 	<p>(Domain) Geometry</p> <p>(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to.</i></p>	NOTES
<ul style="list-style-type: none"> Uses words that indicate directionality, order and position of objects. 	<p>(Domain) Geometry</p> <p>(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to.</i></p>	NOTES

<p>Kentucky Early Childhood Standard (KYECS) MATHEMATICS (3S AND 4S)</p>	<p>Kentucky Core Academic Standard (KCAS) Math for Kindergarten</p>	
<p>Standard 1: Demonstrates general skills and uses concepts of mathematics.</p>		
<p>Benchmark 1.3: Uses the attributes of objects for comparison and patterning.</p>	<p>Domains Geometry Measurement and Data</p>	
<p>Developmental Continuum Items</p>		
<ul style="list-style-type: none"> Matches objects. 	<p>(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 <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. 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”).</p> <p>(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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>NOTES</p>
<ul style="list-style-type: none"> Sorts objects by one or more attributes. 	<p>(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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>(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.</p> <p>(Domain) Geometry (Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons,</p>	<p>NOTES</p>

	<p>cubes, cones, cylinders, and spheres).</p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p>	
<ul style="list-style-type: none"> Describes objects by one or more attributes. 	<p><u>(Domain) Geometry</u></p> <p>(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>2. Correctly name shapes regardless of their orientations or overall size.</p> <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>(Cluster) Analyze, compare, create, and compose shapes.</p> <p>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).</p>	<u>NOTES</u>
<ul style="list-style-type: none"> Recognizes, duplicates, and extends simple patterns. 	<p><u>(Domain) Measurement and Data</u></p> <p>(Cluster) Describe and compare measurable attributes.</p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>(Cluster) Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹</p>	<u>NOTES</u>
<ul style="list-style-type: none"> Creates original patterns. 	<p><u>(Domain) Measurement and Data</u></p> <p>(Cluster) Describe and compare measurable attributes.</p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>(Cluster) Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹</p>	<u>NOTES</u>

<p>Kentucky Early Childhood Standard (KYECS) MATHEMATICS (3S AND 4S)</p>	<p>Kentucky Core Academic Standard (KCAS) Math for Kindergarten</p>	
<p>Standard 1: Demonstrates general skills and uses concepts of mathematics.</p>		
<p>Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe</p>	<p>Domains Measurement and Data Counting and Cardinality Geometry</p>	
<p>Developmental Continuum Items</p>		
<ul style="list-style-type: none"> Compares and orders by size. 	<p>(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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>(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).</p> <p>(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.</p> <p>(Domain) Counting and Cardinality (Cluster) Count to tell the number of objects 4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> 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 	<p>NOTES</p>

	<p>number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <ul style="list-style-type: none"> Understand that each successive number name refers to a quantity that is one larger. 	
<ul style="list-style-type: none"> Uses tools to explore measuring. 	<p>(Cluster) Compare Numbers</p> <p>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</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p> <p>¹ Include groups with up to ten objects.</p>	NOTES
<p>COMBINED</p> <ul style="list-style-type: none"> Explores, compares, and describes length, weight or volume using nonstandard units. Explores, compares, and describes length, weight, or volume using standard units. 	<p>(Domain) Counting and Cardinality</p> <p>(Cluster) Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens.</p> <p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>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).</p> <p>(Domain) Measurement and Data</p> <p>(Cluster) Describe and compare measurable attributes.</p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>(Domain) Geometry</p> <p>(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p> <p>2. Correctly name shapes regardless of their orientations or overall size.</p>	NOTES
<p>COMBINED</p> <ul style="list-style-type: none"> Shows awareness of simple time concepts. Categorizes and sequences time intervals and uses language associated with time in everyday situations. 	<p>(Domain) Counting and Cardinality</p> <p>(Cluster) Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens.</p> <p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>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).</p>	NOTES

Kentucky Core Academic Standards

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.

(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, drawings¹, 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.

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?”*

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.

- Shows awareness of simple time concepts.
- Categorizes and sequences time intervals and uses language associated with time in everyday situations.

**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)

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.

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 is 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

<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.</p> <p>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • 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. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><u>NOTES</u></p>
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Kentucky Early Childhood Standard (KYECS) for three and four year olds

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.

Kentucky Core Academic Standard (KYCAS) for Kindergarten

(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.

NOTES

<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.</p> <p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • 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. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Language</u> (Cluster) Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Produce and expand complete sentences in shared language activities. <p>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>I</i>.</p> <ul style="list-style-type: none"> • 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. <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.</p> <p>Benchmark 2.1: Engages in active listening in a variety of situations.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Attends to adult or peer who is speaking/signing. • Follows simple directions. • Gains information through listening experiences. • Uses listening to interpret and apply meaning. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> • 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. <p>(Cluster) Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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. 	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.</p> <p>Benchmark 2.2: Observes to gain information and understanding.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • 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. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Reading</u> (Cluster) Integration of Knowledge and Ideas (Informational) 8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>**Math**</u> (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).</p> <p><u>**Math**</u> (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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Participates actively in story time. • Chooses reading activities. • Responds to reading activities with interest and enjoyment. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Reading</u> (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.</p>	<p><u>NOTES</u></p>
<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Handles books correctly, showing increasing skills in print directionality. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Foundational Skills</u> (Cluster) Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • 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. <small>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.</small></p> <p><u>(Strand) Reading</u></p>	<p><u>NOTES</u></p>

<ul style="list-style-type: none"> Understands that print has meaning. 	<p>(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.</p> <p>(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.</p> <p>(Cluster) Integration of Knowledge and Ideas (Informational) 8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	
<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.3: Demonstrates knowledge of the alphabet.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> 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. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Foundational Skills</u></p> <p>(Cluster) Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. </p> <p>(Cluster) Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). </p> <p>(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.</p>	<p><u>NOTES</u></p>

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 3.4: 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.

Kentucky Core Academic Standard (KYCAS) for Kindergarten

(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.

<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.5: Draws meaning from pictures, print, and text.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> Names features of a picture. Uses illustrations to tell major events of a story. Understands that text has a specific meaning. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Reading</u></p> <p>(Cluster) Key Ideas and Details (Literature)</p> <p>3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>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).</p> <p>(Cluster) Key Ideas and Details (Informational)</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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).</p> <p>(Cluster) Integration of Knowledge and Ideas (Informational)</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>(Strand) Speaking and Listening</u></p> <p>(Cluster) Presentation of Knowledge and Ideas</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.6: Tells and retells a story.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • 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. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Reading</u></p> <p>(Cluster) Key Ideas and Details (Literature) 2. With prompting and support, retell familiar stories, including key details.</p> <p>(Cluster) Key Ideas and Details (Informational) 2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>(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).</p> <p>(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).</p>	<p><u>NOTES</u></p>
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Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	<u>NOTES</u>
<p>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</p> <p>Benchmark 4.1: Understands that the purpose of writing is communication.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • 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. 	<p><u>(Strand) Writing</u> (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.</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>(Strand) Foundational Skills</u> (Cluster) Fluency 4. Read emergent-reader texts with purpose and understanding. <small>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.</small></p>	

Kentucky Early Childhood Standard (KYECS) for three and four year olds

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.

Kentucky Core Academic Standard (KYCAS) for Kindergarten

(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.

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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</p> <p>Benchmark 4.3: Explores the physical aspect of writing.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • 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). 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Writing</u> (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.</p> <p><u>(Strand) Foundational Skills</u> (Cluster) Print Concepts 1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • 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. <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><u>NOTES</u></p>
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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

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.

- 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

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.

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

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.

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.

- 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

Program Description

Outcomes and Performance Measures

Inputs



Activities



Initial



Intermediate



Longer-term



Leadership Partners

- Prichard Committee for Academic Excellence
- Toyota Motor Manufacturing Kentucky, Inc.
- United Way of Greater Cincinnati, Success By 6®
- United Way of Kentucky
- Governor's Office of Early Childhood

Collaborative Partners

- Parents/Caregivers
- School Districts/Teachers
- Family Resource Centers
- Evaluation Tools/Data
- Demographic data
- Parent Surveys (pre/post tests and overall feedback)

Other

- Schools (gymnasium/library/classrooms/cafeteria)
- Site Coordinator
- Workshop Facilitator
- Formalized Curriculum with Supporting Resources
- Website (bornlearning.org)
- Incentives for Parents (Door Prizes)
- Free meal and child care
- Guest Speakers (TBD by site coordinator or facilitator)

- Parent Recruitment (site coordinator will partner with school and other community partners to recruit and enroll families)
- Dinner (each workshop will begin with 30 min. dinner)
- Academy = Six 90 minute Instructional Workshops
 - Series Overview
 - How Children Learn
 - Nutrition & Health
 - Routines & Learning on the Go
 - Ready to Read: Building Your Child's Language Skills
 - Building Relationships
- Parent Networking/Sharing
- Practicing (parents practice learned skills with their child toward the end of each workshop)
- Parent survey administration
- Data Collection (school-level data team will analyze pre/post surveys for each workshop)

Parents learn about early childhood (0-6) development and begin to understand the importance of their child's environment being conducive to learning, beginning at birth.

*Parents demonstrate increased knowledge via data collected from pre/post surveys.

Parents become acquainted with their child's school and his/her teachers and begin to view their relationship with the school as a "partnership".

Parents use the acquired skills/information to capitalize on learning opportunities through everyday experiences.

*Parents optimize their child's learning opportunities by employing "born learning" strategies in their home and in other environments, i.e. the grocery store, etc.

The foundation for a strong parent-teacher relationship will be established based on a higher level of mutual respect and trust, which will lead to regular parent interaction with the school well before their child is enrolled.

Children experience increased quality learning opportunities, better preparing them for kindergarten entry and ultimately for life success beyond kindergarten.

Parents will demonstrate a healthy level of engagement in their child's school, once their child is enrolled, which will result in improved communication regarding the child's strengths and needs.

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

Health and
Physical Well-Being



- 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



What does
School
Readiness
mean?

Language and
Communication
Development



- 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



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.

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.)

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).

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.

ALIGNMENT OF STANDARDS AND BENCHMARKS

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 neighborhood/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.

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.

ALIGNMENT OF STANDARDS AND BENCHMARKS

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).

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,

ALIGNMENT OF STANDARDS AND BENCHMARKS

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.

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.

ALIGNMENT OF STANDARDS AND BENCHMARKS

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>).

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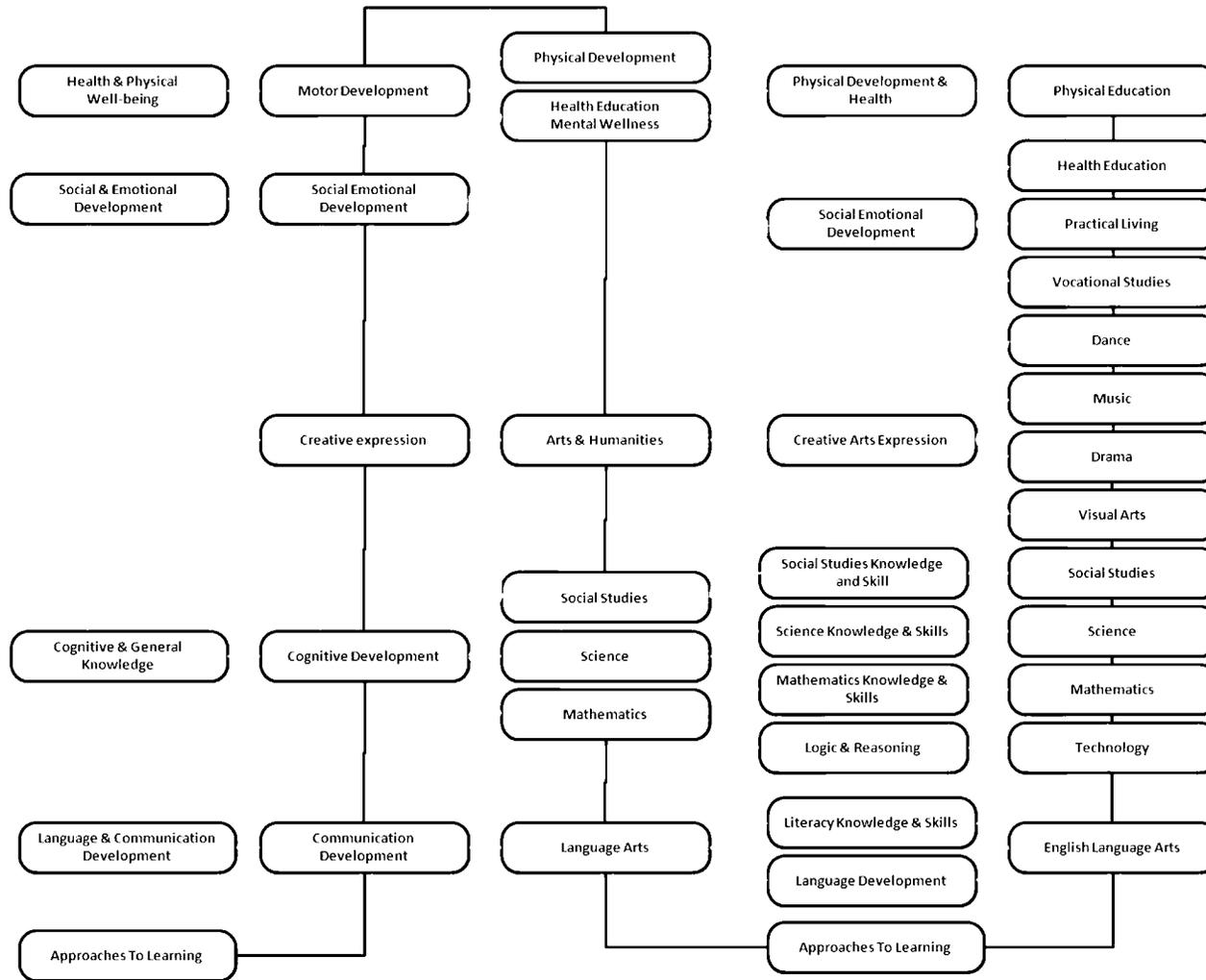
OVERVIEW OF STANDARDS

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.)

ALIGNMENT OF STANDARDS AND BENCHMARKS

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.

ALIGNMENT OF STANDARDS AND BENCHMARKS

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.

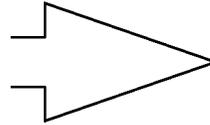
Benchmark 1.6: Knows that diversity exists in the world.

ALIGNMENT OF STANDARDS AND BENCHMARKS

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.

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.

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
<p>Uses senses to explore the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses play to explore objects in the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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”. 	
<p>Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Observes and/or imitates behavior.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Shows interest in listening to and repeating sounds.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Works toward an objective.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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 Education 1.3: 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
<p>Recognizes and shows preference for familiar people and things.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Locates an object that has been hidden from view.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Creates mental images of objects and people not in immediate environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Exhibits a sense of personal routines.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Identifies and investigates the physical qualities of living and nonliving things.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Categorizes objects based on physical or functional similarity.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Recognizes functional uses of items in the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses objects in realistic play - imitates the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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.

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
<p>Initiates communication by smiling and eye contact.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses gestures and movements to express self.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses movement or gestures to demonstrate understanding of vocalizations.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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?" 	
<p>Uses gestures or movements to solicit attention and/or to indicate wants and needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses eye contact, gestures, and/or movement to request item or assistance.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Uses movements and/or gestures to protest.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses gestures for greetings and conversational rituals.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Uses movement or behavior to initiate interaction with a person, animal, or object.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Varies pitch, length, and volume of vocalizations.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Makes new sounds, both vowels and consonants.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kai coos "aah" and "eeh" ● Elizabeth says "babababa" in play. (Approaches to Learning: Initiative and Curiosity) ● Nancy says "dada" when she sees her daddy. 	
<p>Squeals and laughs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Engages in vocal play and/or vocal turn-taking.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Uses specific vocalizations that have meaning to primary caregivers.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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." 	
<p>Uses sounds and words with inflected patterns in conversational manner.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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 “eeeeeh, eeeeeh, eeeeeeh.” (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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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
<p>Increases the number of single words used in vocabulary.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Uses name to refer to self.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When Dad asks, "Who's that in the mirror?" Elijah names "I-jah". ● When asked her name, Susan replies, "Susan Ann Browning." 	
<p>Uses phrases or short sentences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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." 	
<p>Uses pronouns to refer to self or others.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Talks about familiar people, story characters and events.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses 2-3 syllable words meaningfully.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Roger tells his grandma, "We moved to a 'partment' (apartment)." ● While looking at the orange juice box, Kathleen says, "It's delicious." 	

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
<p>Carries on a conversation.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Uses plurals.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Asks questions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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 Arts 1.3: 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
<p>Responds to sights and/or sounds. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Looks at speaker. Examples:</p> <ul style="list-style-type: none"> • 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) 	
<p>Prefers human voice. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Establishes joint attention. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Understands and responds to familiar words and/or alternative communication methods. Examples:</p> <ul style="list-style-type: none"> • 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) 	

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
<p>Attends to and enjoys short stories, rhymes, fingerplays, and songs. Examples:</p> <ul style="list-style-type: none"> ⊕ 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
<p>Responds to communication of others and to sounds in the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. <p>(Approaches to Learning: Persistence and Attentiveness)</p>	
<p>Responds to others' expressions or emotion.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Recognizes and responds appropriately to non-verbal signs and gestures.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Participates in turn-taking.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Responds appropriately to requests or directions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	

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
<p>Identifies objects on request.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Responds appropriately to several action words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Demonstrates understanding of several prepositions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Gary puts the toy car <i>under</i> the table when his brother tells him to hide it there. ⊕ When asked by his developmental interventionist, Marcos puts the block <i>in, on and under</i> the box. (Approaches to Learning: Cooperation) 	
<p>Demonstrates understanding of several pronouns.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Rebecca points to "<i>her</i>" spoon on request. ⊕ Tracy shouts, "<i>my</i> doll" when she sees Sharon touch it. ⊕ Nathan says, "<i>They</i> 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
<p>Responds to questions. Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Demonstrates understanding of many vocabulary words. Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Demonstrates understanding of some complex sentences. Examples:</p> <ul style="list-style-type: none"> ● 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.” 	
<p>Gains information from stories, rhymes, and songs being read/sung aloud. Examples:</p> <ul style="list-style-type: none"> ● 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.

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
<p>Looks at pictures and photos briefly.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Attends to and/or makes contact with age-appropriate book, when presented.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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 <i>Pat the Bunny</i> 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) 	
<p>Manipulates age-appropriate book.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Shows interest as age-appropriate book is read aloud.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Shawn gestures and babbles as her mother repeats the rhymes from the <i>Mother Goose</i> 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 <i>Down by the Bay</i> book to read again. 	
<p>Turns pages awkwardly by him/herself.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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 <i>Brown Bear, Brown Bear</i> while holding the book upside down. 	

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: <ul style="list-style-type: none"> ⊕ 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: <ul style="list-style-type: none"> ⊕ 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: <ul style="list-style-type: none"> ⊕ Janine supplies the missing word when her daddy pauses in the story. ⊕ Lucas repeats with the teacher <i>Hats for Sale</i> 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: <ul style="list-style-type: none"> ⊕ 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: <ul style="list-style-type: none"> ⊕ Martha listens to several board books that are read at one sitting. ⊕ Zachary listened to <i>Goodnight Moon</i> 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
<p>Grasps thick crayon/marker/other writing tool and scribbles.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Recalls specific people, actions, and/or activities in a story book.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Notifies that there are both print and pictures on a page.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Makes lines and shapes with a variety of writing tools to represent objects.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Shows preference to human voice.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Attends and respond to hearing a story, rhyme or song.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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 <i>Itsy, Bitsy, Spider</i> book. (Approaches to Learning: Persistence and Attentiveness) 	
<p>Participates in word games or fingerplays.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Sings or joins in on a specific story, rhyme or song.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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, <i>In the Small, Small Pond</i>. ● Daniel follows along in his Braille book while his grandpa reads Daniel's favorite Mother Goose rhymes. 	
<p>Repeats phrases from predictable, repetitive stories.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Callie listens to <i>One Fish, Two Fish, Red Fish, Blue Fish</i> and says "one fish" when she hears the phrase in the story. ● As her caregiver reads <i>Goodnight Moon</i>, Suni signs, "good night" each time it occurs in the story. ● Henry repeats, "<i>Brown bear, brown bear, what do you see?</i>" (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
<p>Asks to hear a specific story, rhyme or song.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Before rest time, Maya says, “I want to hear <i>Mi Familia</i>” 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) 	
<p>Create partial songs and rhymes.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Attends to bright and/or contrasting colors.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Attends to the facial expressions of adults.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Gazes at pictures, photographs, and mirror images.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Shows preferences for favorite colors.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Uses a variety of materials in exploring and creating visual art.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	

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
<p>Observes and describes visual art.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Responds to touch and motion.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Explores the movement of self and/or objects.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Shows enjoyment for rhythmic patterns.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Enjoys moving to music.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● John dances in his mother's arms when the music starts playing. ● Brayden continues to "dance" even after his teacher turns off the <i>Peter and the Wolf</i> music. (Approaches to Learning: Persistence and Attentiveness) ● Alicia begins swaying to the song and her sister takes her hands to dance. 	
<p>Exhibits an increased variety of movements to express self.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Responds to sounds, tones, and voices.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Responds to music.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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." 	
<p>Enjoys rhythms and song.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Prefers repetition of familiar songs and rhythmic patterns.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Expresses joy through music.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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.

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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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. 	

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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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
<p>Walks.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Climbs low objects.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Pushes and pulls toys while walking.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Kicks ball forward.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Walks up and down stairs placing both feet on each step.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Sits independently with balance.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Stands without support.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Moves from sitting to standing using hands.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Squats without falling.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Runs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Throws object while standing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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.

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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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
<p>Grasps and releases objects. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Passes objects from one hand to the other and changes position of objects within their hands. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Moves from using whole hand grasp to grasping with thumb and index finger with increasing control. Examples:</p> <ul style="list-style-type: none"> • 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.

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
<p>Verbally or physically asks for food or drink.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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). 	
<p>Assists in feeding routines.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Follows familiar sleep routines.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Seeks assistance with diapering/toileting.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Participates in dressing routines.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	

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: <ul style="list-style-type: none"> ➊ After changing her diaper, the teacher takes Wilma to the sink. Wilma holds her hands toward the water for washing. ➋ Joa Lin chews on the bristles of the toothbrush then lets her mommy brush her teeth. (Approaches to Learning: Persistence and Attentiveness) ➌ 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
<p>Responds to being held.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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) 	
<p>Uses eye contact to establish, maintain, and discontinue interactions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Recognizes familiar faces.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Exhibits separation anxiety.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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
<p>Use familiar adults as a base for exploration and for “emotional refueling”. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Shows concern for others and recognizes other’s needs. Examples:</p> <ul style="list-style-type: none"> • 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
<p>Observes other people. Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Engages in independent, parallel play. Contact with peers centers around toys and other objects. Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Shows enjoyment in interactions with others. Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Initiates social contact. Examples:</p> <ul style="list-style-type: none"> ● Lily smiles at her grandma as she comes into the room. ● Ellery waves his arms and hands and jabbars 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
<p>Develops friendship with peers.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Responds to praise or rewards from adults.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Develops sense of self as a separate person from others.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Identifies other people and their roles.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Focuses attention on others, notices likeness and differences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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
<p>Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ When Selena sees her daddy enter the room, she squeals and waves her arms to get his attention. (Approaches to Learning: Initiative and Curiosity) ✿ 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) 	
<p>Responds to emotional cues and social situations.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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) 	
<p>Expresses emotions towards familiar persons, pets, or possessions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Associates emotions with words and facial expressions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✿ 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.

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
<p>Seeks out ways to calm self. Examples:</p> <ul style="list-style-type: none"> ☛ 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) 	
<p>Develops self-regulation. Examples:</p> <ul style="list-style-type: none"> ☛ 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. 	
<p>Expresses sense of self (autonomy). Examples:</p> <ul style="list-style-type: none"> ☛ 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) 	
<p>Recognizes own accomplishments. Examples:</p> <ul style="list-style-type: none"> ☛ 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. 	

<p>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)</p>	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Understands authority and simple rules, including the consequences for not following rules. Examples:</p> <ul style="list-style-type: none"> ⊕ 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.

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.

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
<p>Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Observes and responds to artwork produced by other individuals and/or cultures.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Explores various ways of moving with or without music.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Performs simple patterns of dance while exploring with the element of beat.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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) 	
<p>Describes movement after participating in or watching others perform games or songs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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." <p>Eddie excitedly says, "I really stomped my feet hard." (Approaches to Learning: Persistence and Attentiveness)</p>	
<p>Responds to dance performance produced by other individuals and/or cultures.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Steven watches hula dancing and imitates the movement. ⊕ While watching a performance of <i>The Nutcracker</i>, Kya says, "That ballerina stood on her toes a long time." ⊕ After watching <i>Beauty and the Beast</i> 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.

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
<p>Explores various forms of musical expression through his/her senses. Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Uses fingerplays and/or songs to experiment with beat and time. Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.). Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Uses a variety of actions or sounds to explore drama.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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.” 	
<p>Performs simple elements of drama (e.g. audience, actors, stage, etc.).</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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) 	
<p>Attends and responds to drama performed by other individuals and/or cultures.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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
<p>Identifies or chooses object or person by pointing, physically touching or moving toward another.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Uses gestures and/or movements to initiate interactions or to get needs met.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Uses symbols or pictures as representation for oral language.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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
<p>Initiates communication to have needs met.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Responds meaningfully in conversations and discussions with peers and adults.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Asks many why, when, and where questions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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?” 	
<p>Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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, <i>If You Give a Mouse a Cookie</i>. 	
Uses more complex sentences, but grammar is still sometimes incorrect. Examples: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
<p>Attends to adult or peer who is speaking/signing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Follows simple directions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Gains information through listening experiences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Sarah tells her sister, “There are Three Bears in <i>Goldilocks</i>.” ⊕ 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) 	
<p>Uses listening to interpret and apply meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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.

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
<p>Uses many senses to explore and interpret the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Makes comparisons through every day experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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”. 	
<p>Makes predictions concerning everyday experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Draws conclusions from everyday experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Participates actively in story time.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. <p>(Approaches to Learning: Persistence and Attentiveness)</p>	
<p>Chooses reading activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. <p>(Approaches to Learning: Persistence and Attentiveness)</p>	
<p>Responds to reading activities with interest and enjoyment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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.

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
<p>Handles books correctly, showing increasing skills in print directionality.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Understands that print has meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Recognizes some letters of the alphabet.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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.” 	
<p>Recognizes some letters and words in print.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● As his Mommy is looking at the book with him, Calvin points to the letter “C” and signs “C”. ● Leshia 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) 	
<p>Identifies some known letters of the alphabet in familiar and unfamiliar words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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.

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
<p>Recognizes rhyming words. Examples:</p> <ul style="list-style-type: none"> ⊕ While reading Dr. Seuss' <i>Hop on Pop</i>, 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." 	
<p>Recognizes sounds that match. Examples:</p> <ul style="list-style-type: none"> ⊕ 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". 	
<p>Produces a rhyming word. Examples:</p> <ul style="list-style-type: none"> ⊕ 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." 	
<p>Discriminates separate syllables in words. Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	

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
<p>Makes some letter-sound connections.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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”. 	
<p>Identifies some beginning sounds.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Names features of a picture.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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.” 	
<p>Uses illustrations to tell major events of a story.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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 <i>A People House</i>, 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. 	
<p>Understands that text has a specific meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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 <i>The Polar Express</i>, 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
<p>Imitates act of reading in play.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Acts out main events of a familiar story.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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) 	
<p>Uses pictures and illustrations to tell and retell a story.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Uses prior experience to help make sense of stories.</p> <p>Examples:</p> <ul style="list-style-type: none"> • When the teacher read “Arthur’s Tooth” Meisha said, “I lost my tooth.” • After hearing <i>The Snowy Day</i>, Leandra said, “My brother and me made snow angels.” • Jim tells about his train trip after reading <i>Freight Train</i>. (Logic and Reasoning: Reasoning and Problem-Solving) 	

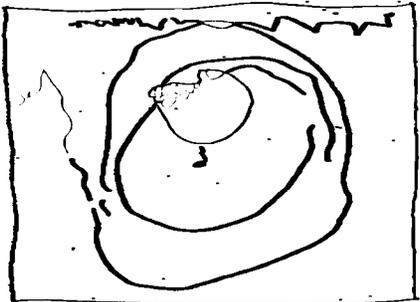
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.6: Tells and retells a story. (continued)	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Retells a story including many details and draws connections between story events.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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 <i>Stone Soup</i> 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
<p>Understands that an oral message can be represented by written language.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Understands there is a way to write that conveys meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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.” 	
<p>Understands that once an oral message is written it reads the same way every time.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Labels pictures or produces simple texts using scribble writing.</p> <p>Examples:</p> <ul style="list-style-type: none">• 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. 	
<p>Labels pictures or produces simple texts using letter-like forms.</p> <p>Examples:</p> <ul style="list-style-type: none">• Andre’s writing includes lines and circles.• Sybil draws a circle and says it is a dog. (Approaches to Learning: Persistence and Attentiveness) 	

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
<p>Uses scribble writing or letter-like forms to represent words or ideas.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) <div style="text-align: center;"> </div>	
<p>Writes recognizable letters.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Uses tools for writing and drawing. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Experiments with grasp when using a variety of writing tools. Examples:</p> <ul style="list-style-type: none"> • 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) 	
<p>Adjusts body position when writing. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Adjusts paper position when writing. Examples:</p> <ul style="list-style-type: none"> • 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. 	
<p>Shows some evidence of directionality (top to bottom, left to right). Examples:</p> <ul style="list-style-type: none"> • 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. 	

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| <ul style="list-style-type: none">➊ Dareen progresses to writing left to right with letters in correct order. (Approaches to Learning: Persistence and Attentiveness)➋ Julie places stickers from left to right on her paper. | |
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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/mental wellness in individual and cooperative social environments.	
Benchmark 1.1: Demonstrates independent behavior.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Follows routines independently. Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Takes care of personal health/safety needs with adult support as needed. Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Identifies healthy food choices. Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Describes self, using several basic characteristics (e.g., first and last name, gender, age, family, talents, skills, etc.). Examples:</p> <ul style="list-style-type: none"> ● 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/mental 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: <ul style="list-style-type: none"> ● 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
<p>Plays alongside rather than with other children.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Plays in groups or pairs based on similar interest.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Makes and maintains a friendship with at least one other child.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Participates in everyday classroom activities, may need adult direction.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.	
Benchmark 1.2: Shows social cooperation. (continued)	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Works in small group situations with teacher support.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Manages transitions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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) 	
<p>Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Accepts the consequences of one’s own actions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.	
Benchmark 1.2: Shows social cooperation. (continued)	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Can identify feelings, likes and dislikes, but may not be able to explain why.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Communicates emotions to peers in an appropriate manner.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Uses simple strategies to appropriately solve problems by self and within a group.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses multiple strategies to solve problems.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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." 	
<p>Provides simple but acceptable reasons for ideas in solving problems.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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." 	
<p>Asks for help from other sources when solving social and/or cognitive problems.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Accepts setbacks without giving up.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Attends to task.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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) 	
<p>Sets short term goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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." 	
<p>Projects self into the future.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ 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/mental 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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) ● Stanisha 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
<p>Uses math language to express quantity in everyday experiences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Compares concrete quantities to determine which has more.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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." 	
<p>Recognizes that a set of objects remains the same amount if physically rearranged.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Realizes that the last number counted is the total amount of objects.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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." 	
<p>Recognizes some numerals and associates number concepts with print materials in a meaningful way.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Names and writes some numerals:</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 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
<p>Recognizes some basic shapes.</p> <ul style="list-style-type: none"> ● 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. 	
<p>Creates and duplicates shapes.</p> <ul style="list-style-type: none"> ● 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. 	
<p>Completes simple puzzles.</p> <ul style="list-style-type: none"> ● 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. 	
<p>Identifies shapes.</p> <ul style="list-style-type: none"> ● 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) 	
<p>Recognizes parts of a whole.</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● “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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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
<p>Compares and orders by size.</p> <ul style="list-style-type: none"> ☛ 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. 	
<p>Uses tools to explore measuring.</p> <ul style="list-style-type: none"> ☛ 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. 	
<p>Explores, compares, and describes length, weight or volume using nonstandard units.</p> <ul style="list-style-type: none"> ☛ 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." 	
<p>Explores, compares, and describes length, weight, or volume using standard units.</p> <ul style="list-style-type: none"> ☛ 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. <ul style="list-style-type: none"> ⊕ 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. <ul style="list-style-type: none"> ⊕ 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
<p>Demonstrates body spatial awareness in relationship to stationary objects.</p> <ul style="list-style-type: none"> ● 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. 	
<p>Walks with skill.</p> <ul style="list-style-type: none"> ● Corey walks without watching his feet and can walk backwards. ● Martha walks heel-to-toe following the crack in the sidewalk. 	
<p>Runs with skill.</p> <ul style="list-style-type: none"> ● 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) 	
<p>Climbs, jumps, and/or hops with increased coordination, balance, and control.</p> <ul style="list-style-type: none"> ● 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. 	
<p>Experiments with galloping and skipping.</p> <ul style="list-style-type: none"> ● 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. 	
<p>Uses quick stops or changes in direction to avoid contact with moving objects or other people.</p> <ul style="list-style-type: none"> ● 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
<p>Executes movements that require a stable base.</p> <ul style="list-style-type: none"> ● 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. <p>(Approaches to Learning: Persistence and Attentiveness)</p>	
<p>Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.</p> <ul style="list-style-type: none"> ● 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. <p>(Approaches to Learning: Persistence and Attentiveness)</p>	

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
<p>Walks up and down stairs with alternating steps.</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Explores a variety of movements.</p> <ul style="list-style-type: none"> ⊕ 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
<p>Explores and manipulates objects in a variety of ways.</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Uses tools appropriately.</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Exhibits increasing strength and control.</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Performs tasks using more refined and dexterous motions.</p> <ul style="list-style-type: none"> ✿ 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
<p>Uses all five senses to examine objects with attention to detail.</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Describes objects in the environment using properties of objects.</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Describes objects in terms of similarities or differences.</p> <ul style="list-style-type: none"> ✿ 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
<p>Asks simple scientific questions.</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Observes and/or manipulates objects and events to answer simple scientific questions.</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Identifies objects that influence or affect other objects.</p> <ul style="list-style-type: none"> ⊕ 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
<p>Uses non-standard tools to explore the environment.</p> <ul style="list-style-type: none"> ⊕ 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." 	
<p>Uses standard tools to explore the environment.</p> <ul style="list-style-type: none"> ⊕ 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

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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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 dairy 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
<p>Asks questions and/or uses other resources to confirm observations.</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Makes reasonable explanations using resources, experiments, etc. independently.</p> <ul style="list-style-type: none"> ⊕ 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. 	
<p>Draws conclusions based on proved/disproved prediction.</p> <ul style="list-style-type: none"> ⊕ 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

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
<p>Recognizes the beginning and end of an event.</p> <ul style="list-style-type: none"> ⊕ Chris comes and sits on the circle time rug when the music stops. ⊕ Mykala claps at the end of a song. 	
<p>Recalls information about the immediate past.</p> <ul style="list-style-type: none"> ⊕ 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." 	
<p>Develops awareness that events occurred before the child's birth.</p> <ul style="list-style-type: none"> ⊕ 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) 	
<p>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.</p> <ul style="list-style-type: none"> ⊕ "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) 	
<p>Describes or represents a limited series of events in the correct sequence.</p> <ul style="list-style-type: none"> ⊕ 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) 	
<p>Experiments with general terms related to the elements of time.</p> <ul style="list-style-type: none"> ⊕ 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." 	
<p>Makes predictions about what may occur.</p> <ul style="list-style-type: none"> ⊕ 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
<p>Distinguishes through demonstration and/or description characteristics of the physical environment.</p> <ul style="list-style-type: none"> ✿ “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. 	
<p>Distinguishes different environments by the people or signs that are a part of that environment.</p> <ul style="list-style-type: none"> ✿ 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. 	
<p>Recognizes and uses a variety of objects and materials that represent the environment.</p> <ul style="list-style-type: none"> ✿ 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. 	

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
<p>Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.</p> <ul style="list-style-type: none"> • 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
<p>Recognizes the relationship between supply and demand.</p> <ul style="list-style-type: none"> ✦ “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.” 	
<p>Recognizes and uses objects for barter or trade.</p> <ul style="list-style-type: none"> ✦ 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) 	
<p>Recognizes the use of money as a means of exchange.</p> <ul style="list-style-type: none"> ✦ 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. <ul style="list-style-type: none"> ⊕ “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. <ul style="list-style-type: none"> ⊕ 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. <ul style="list-style-type: none"> ⊕ 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. <ul style="list-style-type: none"> ⊕ 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. <ul style="list-style-type: none"> ⊕ 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
<p>Recognizes the roles within his/her home.</p> <ul style="list-style-type: none"> ● 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. <p>(Approaches to Learning: Persistence and Attentiveness)</p>	
<p>Knows place in family structure.</p> <ul style="list-style-type: none"> ● 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.” 	
<p>Uses familiar relationships to make sense of the world.</p> <ul style="list-style-type: none"> ● 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.” <p>(Approaches to Learning: Initiative and Curiosity)</p>	

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
<p>Describes self and/or compares own descriptions with others' descriptions.</p> <ul style="list-style-type: none"> ● 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." 	
<p>Identifies and recognizes gender.</p> <ul style="list-style-type: none"> ● 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." 	
<p>Recognizes that people differ in language, dress, food, etc.</p> <ul style="list-style-type: none"> ● 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." 	
<p>Recognizes and identifies differences in personal characteristics and family makeup.</p> <ul style="list-style-type: none"> ● 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) 	
<p>Recognizes that different people have different roles and jobs in the community.</p> <ul style="list-style-type: none"> ● 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
<p>Recognizes and accepts similarities and differences.</p> <ul style="list-style-type: none"> ⊕ 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

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.

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.

Members of the 2002 Work Group

(b)(6)



(b)(6)

Members of the 2002 Writing Team

(b)(6)

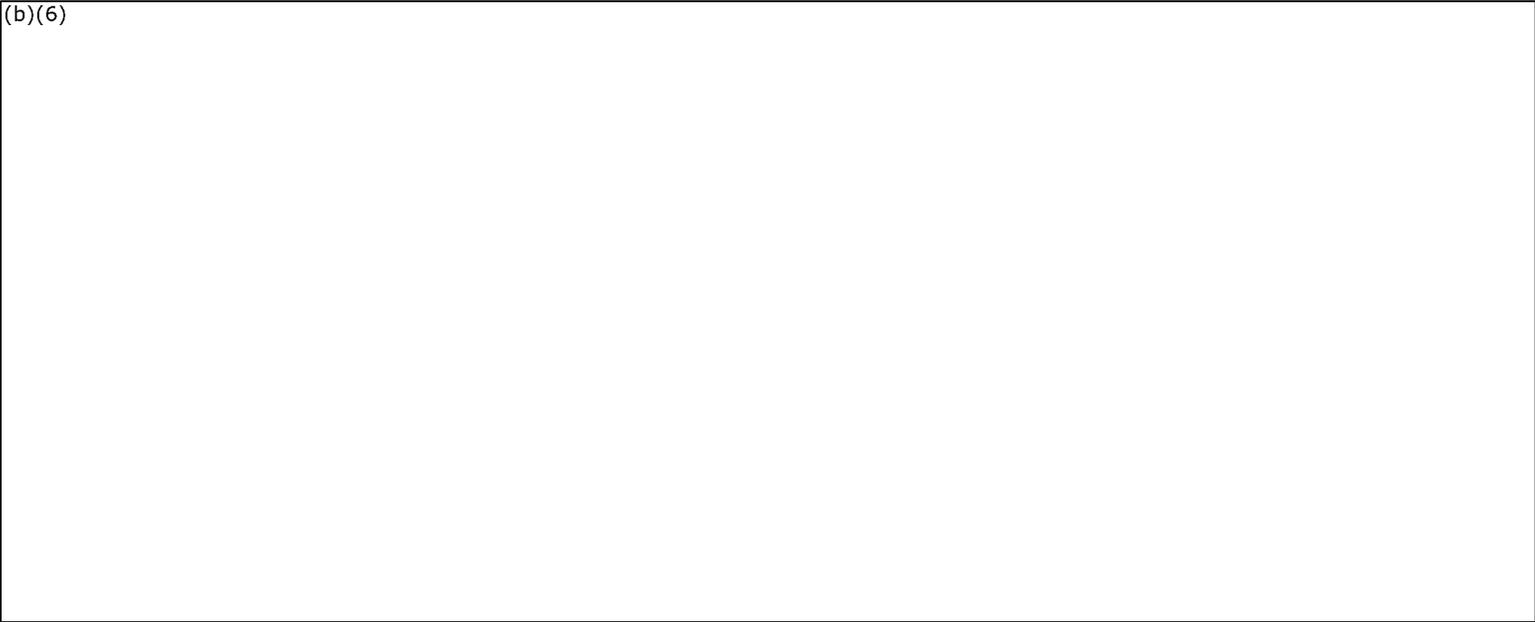
Members of 2007-2008 REVISION Work Group /Crosswalk / Writing Team

(b)(6)



Members of the 2012 Revisions Workgroup

(b)(6)



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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)

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)

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.

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

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.

****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.

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.

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.

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.

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

- 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

- 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.¹¹ (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.

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.

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

(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.

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.

(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)

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

- 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

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

- 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)

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:

- 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

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 standards¹ 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.

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**

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 practice⁵ and, in partnership with the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), curriculum and assessment guidelines⁶. NAEYC publications⁷ 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* report⁸, 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 partners¹⁴.

- 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.

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

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 development¹⁹. *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.

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.

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 Learn²⁴, and Neurons to Neighborhoods²⁵) 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

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 competence³⁰ 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.

- **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.

- **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

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 Conduct⁴⁰ 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 strategies⁴² 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.

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 Assessment⁴⁴ 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.

- **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 score⁴⁹. 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

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 NAEYC⁵² 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 development⁵⁴. 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.

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.

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.

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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.

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