

Kentucky Early Childhood Advisory Council Application

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Kentucky's Early Childhood Advisory Council

Application Abstract

Kentucky's Early Childhood Advisory Council represents the opportunity to develop a unified vision of early childhood development and education and a coherent system of state level management for the provision of services for children prenatal to school entry. The Council will advocate for the needs of children and families, promote accountability of programs in early childhood, and provide research and guidance on issues that affect Kentucky's children and families.

This application describes how the Governor will reorganize the Early Childhood Development Authority (ECDA), rename it the Early Childhood Advisory Council (ECAC), and re-purpose it to include the responsibilities of the ECAC as set forth in the Head Start Reauthorization Act.

The functions of the reorganized Council will include:

- Developing and promoting the vision for Kentucky's early childhood system;
- Advocating for improved quality of early childhood services;
- Strengthening state, regional, and local level coordination and collaboration among the various sectors and settings of early childhood programs in the State.
- Identifying opportunities for and barriers to coordination and collaboration among existing private, federal and state-funded early childhood programs.
- Conducting periodic statewide needs assessments on the quality and availability of programs and services for children from birth to school entry.

- Developing and implementing recommendations for:
 - Increasing overall participation of children;
 - The establishment or improvement of core elements of the State early childhood system, such as a statewide unified data collection system;
 - A statewide professional development system and career ladder for early childhood educators;
 - High-quality State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.
- Assessing the capacity and effectiveness of institutes of higher education in the state toward supporting the development of early childhood educators.
- Facilitating the development or enhancement of high-quality systems of early childhood education and care designed to improve school readiness.
- Establishing procedures for accountability and measurement of the success of programs that receive funds from the ECAC.

The Early Childhood Advisory Council will be attached for organizational purposes to the Office of the Governor.

The membership of the ECAC will have private and public representation that represents the key stakeholders and community partners in early childhood. A majority of its members will be appointed from private sector. Kentucky's ECAC will include at least 21 members.

Kentucky's Five Goals

1: Increase collaboration and coordination between programs and agencies of the early childhood system and delivery of services on a state, regional and local level.

Kentucky will increase the collaboration and coordination between state agencies, early childhood community stakeholders, schools, and early care and education providers, streamlining the delivery and increasing the quality of services.

2: Increase School Readiness

In Kentucky each child will enter school ready to engage in and benefit from early learning experiences that best promote the child's success. Our families and community partners will work together to provide environments and developmental experiences that promote growth and learning to ensure that all children are successful.

3: Improve Access to High Quality Early Care and Education

Kentucky will improve access to high quality early care and education programs for economically at risk families, the families of children presenting behavioral challenges, the families of children with disabilities, the children of immigrant families, English language learners and homeless families.

4: Develop and Implement a High Quality Professional Development System

Kentucky will develop and implement a high quality professional development system that is aligned with and integrated across pre-service 2- and 4- year institutions of higher education, and in-service training and technical assistance programs to support a high quality workforce in early care and education.

5: Develop Cross-Sector Longitudinal Data Systems

Kentucky will explore mechanisms for developing cross-sector longitudinal data systems that can be used in program planning, evaluation and policy development across early care, intervention and education programs in the Commonwealth.

Early Childhood Advisory Council

Background on Kentucky's Early Childhood System and Kentucky's Governance

Model of the Early Childhood Advisory Council

Kentucky has a history of successful, innovative initiatives in the field of early childhood development and education; from Head Start's inception in Kentucky in 1965 to the Kentucky Education Reform Act (KERA) in 1990 to the KIDS NOW initiative and legislation in 2000. Now, we have an opportunity to move closer to a seamless delivery system of early childhood services for our children through the creation of an Early Childhood Advisory Council (ECAC) as required by the Head Start reauthorization act.

The Governor's Task Force on Early Childhood Development and Education was established by executive order in 2009 and called to provide recommendations to the Governor on the formation of a unified vision of the Kentucky early childhood system and the delivery of services to families and children. This Task Force met monthly for the past year and a half and had the opportunity to participate in multiple subgroup sessions. The members heard presentations and differing perspectives on social and education issues and compared Kentucky's infrastructure and delivery system of early childhood services with that of states across the nation as it explored a wide range of policy positions on the best practices in governance, funding, and program supports.

These recommendations and those of the early childhood community are represented within Kentucky's ECAC governance, goals, and action plan.

Kentucky offers a wide range of services to families and children prenatal to school entry. (Governor's Task Force on Early Childhood Development and Education, 2010) These services are delivered through a variety of state governmental agencies, local government entities, health, mental health, and social service entities, non-profit and for-profit providers, and federally funded quasi-governmental entities. The sometimes disconnected nature of the delivery of the services hinders the ability to access services, decreases the overall system quality and limits the return on the public's investment in these services (Bruner, Wright, Gebhard, & and Hibbard, 2004; Satkowski, 2009).

Re-organizing the delivery of early childhood services under a common management structure is appealing at first glance, but involves logistical, financial and administrative issues of such significance as to interfere with and impede rather than improve the delivery of services. Funding a significant expansion of pre-school services is a desirable goal, unattainable in the current fiscal environment of the Commonwealth.

The envisioned purposes of the Commonwealth's Early Childhood Advisory Council (ECAC) are to provide vision, leadership, oversight, collaboration, advocacy and accountability for the delivery of early childhood services to children from birth (including pre-natal services) to school entry. The ultimate focus of the delivery of services is school readiness and child success (Governor's Task Force on Early Childhood Development and Education, 2010).

Kentucky will build upon its experience with the Early Childhood Development Authority (ECDA) and take advantage of that experience and the opportunities presented by the Head Start Reauthorization Act to accomplish these purposes by the reorganization and repurposing of the ECDA to fulfill the purposes of the ECAC as well as to continue many of the ECDA's traditional functions.

The ECDA is tasked with the expenditure of the 25% of Kentucky's tobacco settlement funds that have been earmarked for early childhood development and has the duty of developing a state plan on a biennial basis that identifies early childhood development funding priorities (KRS 200.703). This funding has supported the KIDS NOW initiative programs which include a focus on assuring maternal and child health, supporting families, and enhancing early care and education. Programs included in the KIDS NOW initiative function across state cabinets and are located in the Department for Public Health, the Department of Behavioral Health, Developmental and Intellectual Disabilities, the Commission for Children with Special Health Care Needs, the Department of Community Based Services, the Kentucky Department of Education, and the Kentucky Higher Education Assistance Authority.

The ECAC will expand on the collaborative efforts of the KIDS NOW initiative and will have the authority and status, to work across Cabinet, government and sector lines. The ECAC will have the ability to speak to elected officials, cabinet secretaries, educators and program directors in early childhood: to speak truth to power as one member of the Task Force noted.

Kentucky's Governance Model and Responsibilities of the ECAC

1. The Governor, by executive order or other appropriate action, will reorganize the Early Childhood Development Authority (ECDA), rename it the Early Childhood Advisory Council, and re-purpose it to include the responsibilities of the ECAC as set forth in the Head Start Reauthorization Act.
2. The functions of the reorganized Council will include:
 - a) Developing and promoting the vision for Kentucky's early childhood system;
 - b) Advocating for improved quality of early childhood services;
 - c) Strengthening state, regional, and local level coordination and collaboration among the various sectors and settings of early childhood programs in the State.
 - d) Identifying opportunities for and barriers to coordination and collaboration among existing private, Federal and state-funded early childhood programs.
 - e) Conducting periodic statewide needs assessments on the quality and availability of programs and services for children from birth to school entry.
 - f) Developing and implementing recommendations for:
 - I. Increasing overall participation of children in existing Federal, State, and local child care and early education programs, including outreach to underrepresented and special populations;
 - II. The establishment or improvement of core elements of the State early childhood system, such as a statewide unified data collection system;
 - III. A statewide professional development system and career ladder for early childhood educators;

- IV. High-quality State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.
- g) Assessing the capacity and effectiveness of institutes of higher education in the state toward supporting the development of early childhood educators.
- h) Facilitating the development or enhancement of high-quality systems of early childhood education and care designed to improve school readiness through one or more of the following activities:
 - I. Promoting school preparedness of children from birth through school entry;
 - II. Supporting professional development, recruitment, and retention initiatives for early childhood educators;
 - III. Enhancing existing early childhood education and development programs and services
 - IV. Carrying out other activities consistent with the State's plan and application.
 - V. Establishing priorities for programs and the expenditure of funds that include but are not limited to the following:
 - i. Implementation of public health initiatives identified by the General Assembly, including those listed in KRS 211.609 and KRS 199.8945.
 - ii. Provision of preconceptional and prenatal vitamins, with priority for folic acid for the prevention of neural tube defects;

- iii. Voluntary immunization for children not covered by public or private health insurance;
 - iv. Expanding availability of high-quality, affordable early child-care and education options; and
 - v. Increasing public awareness of the importance of the early childhood years for the well-being of all Kentucky's citizens.
- i) Establishing procedures for accountability and measurement of the success of programs that receive funds from the ECAC.
- 3. The Council will be attached for organizational purposes to the Office of the Governor or to the Office of the Secretary of the Education and Workforce Development Cabinet.
- 4. The membership of the ECAC should have private and public representation that represents the key stakeholders and community partners in early childhood. A majority of its members will be appointed from outside state government. Kentucky's ECAC is limited to no more than 21 members. The membership of the ECAC is suggested to include the following:
 - a) The Secretary of the Education and Workforce Development Cabinet, or his designee;
 - b) The Secretary of the Cabinet for Health and Family Services, or his designee;
 - c) An early childhood development advocate;
 - d) State Director of Head Start Collaboration

- e) Seven (7) private sector members knowledgeable about health, education and development of children aged birth to school entry who shall be appointed by the governor. At least one person should be appointed from each congressional district.
 - f) Three citizens at large of the Commonwealth who shall be appointed by the Governor.
 - g) One (1) nonvoting ex officio member from the House of Representatives who shall be appointed by and serve at the pleasure of the Speaker of the House;
 - h) One (1) nonvoting ex officio member from the Senate who shall be appointed by and serve at the pleasure of the President of the Senate;
 - i) Five persons representing the interests of families, School Boards; Head Start or Early Head Start; Child-care (profit, nonprofit, or family child-care); Child-care resource and referral agency or child-care subsidy agent; Department for Public Health; Agency administering services to children with disabilities; College or University Dean of Education; a local or statewide non-governmental funder of early childhood services.
5. The chair or co-chairs of the Council will be voluntary positions filled from the private or nonprofit sector.
 6. The chairs will have the authority to appoint non-members of the Councils to subcommittees or work groups of the Council.
 7. The Council will continue to receive the funding provided to the ECDA and should have the authority to request and receive funds from federal, philanthropic sources, private funds, as well as state funds.

8. Each Council member will be subject to the Governor's Executive Order on Executive Branch Ethics. (Amended Order Relating to Executive Branch Ethics. 2009) Issues concerning conflicts of interest must be submitted to the Executive Branch Ethics Commission for resolution.

Outcome

Establishing an Early Childhood Advisory Council provides the opportunity for the development of a unified vision of early childhood development and education and a coherent system of state level management for the provision of early childhood development and education services for families and children age birth to school entry. The Council will be able to advocate for the needs of children and families, promote accountability of programs in early childhood, and provide research and guidance on issues that affect Kentucky's children and families.

Kentucky has unique areas of need that the Council will be empowered to address. Historically, Kentucky has ranked the worst in the nation in oral health and over a third of Kentucky's young children have had a severe dental caries by school entry and over half never visited a dentist (Cecil, J.C. 2006). In addition to Kentucky's oral health issues, Kentucky has the unenviable position of being first in the nation in obesity among young adults and 4th in the nation in obesity among children (Christeson, W., Taggart, A. D., & Messner-Zidell, S., 2010). These two issues greatly inhibit a child's ability to succeed in school and in life. The ECAC will have the ability to address these needs and develop a plan of action to ensure that all children in the Commonwealth enter school healthy and ready to learn.

The work of the ECAC will build on the mission statement established by the KIDS NOW initiative which states that: *The future strength of the Commonwealth of Kentucky depends upon the education and healthy development of our youngest citizens.* Therefore, the Council's work 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 early years in the well-being of all Kentucky's citizens (KIDS NOW 20 Year Comprehensive Early Childhood Plan, 1999).

Objectives and Need for Assistance

Needs Assessment

The ECAC grant provides the Commonwealth with the ability to align state agencies and programs in the field of early childhood and increase collaboration and coordination between current systems to improve the quality and delivery of services.

While Kentucky has not developed a formal needs assessment, the state has a bevy of work on the specific needs of our children and families as well as the needs of the state infrastructure in ensuring a comprehensive system of early childhood. These assessments and Kentucky's demographics direct Kentucky's ECAC goals and objectives.

Table 1. Kentucky and U.S. Comparisons on Selected Demographic, Socioeconomic, and Service Delivery Variables.

	KENTUCKY	U.S.
Gender (under 5 years)		
Boys	51% (143,460)	
Girls	49% (139,176)	
Children under 5 in Poverty	28.3%	21.2%
Children under 5 without health insurance	8%	10%
Child Well-Being	40 th in nation	
Ethnicity (under 5 years)		
White-Caucasian	85%	58%
African-American	10%	15%
Hispanic-Latino	3%	20%
Asian and Alaskan	1%	4%
Child-Serving Programs		
Head Start	16,481	
Preschool (state funded) & Kindergarten	20,321	
# with IEP for social/emotional issues*	469	
Childcare	103,000	
Part C (early intervention)	11,000	
Child Welfare	2,020	
HANDS (home-visiting)	10,000	
Commission for Children with Special Health Care Needs (excluding EHDI only)	1,835	

	KENTUCKY	U.S.
Smoking During Pregnancy	24%	12%
Percent of Working Age People (16-64) Literacy Levels 1 or 2	38%	
Percent of Mothers with Perinatal Depression (HANDS Program Only)	28%	20%

*includes those children in the following disability categories: Emotional/Behavioral Disorder, Other Health Impaired, Autism, and Traumatic Brain Injury

According to the Kentucky Long-Term Policy Research Center (Childress et al, 2008) the following statistics apply to Kentucky in comparison to the nation and other states:

- “Kentucky has the nation’s ninth highest population of students eligible for free (44 percent) or reduced-price (9 percent) lunches, a reliable proxy for poverty and need.” (page 60)
- “Kentucky had the sixth highest rate of child poverty in the nation in 2007, up from 10th in 2006.” (page 63)
- Though the U.S. poverty rate has held steady at about 12.5 percent since 2003, the rate for Kentucky increased, fluctuating between 15.5 percent and 16.5 percent. (page 89)
- Kentucky is the most overweight state in the nation (69 percent are either overweight or obese), and our obesity rate continues to increase. Thirty-eight percent of Kentucky’s children and teens are overweight or obese, making our kids the most overweight in America. For children, being significantly overweight or obese can lower academic achievement and can result in adverse health

consequences, such as asthma, type 2 diabetes, depression, and sleep apnea, which can then lead to higher absenteeism and negatively affect their academic performance. (page 7)

- Kentucky has the nation's second highest 2006 rate of disability (20 percent) among working-age adults, those 21 to 64 years old. (page 16)
- "Kentucky's adult population made significant gains, as the portion with a high school diploma or higher rose from 65 percent in 1990 to 80 percent in 2006." But, the nation improved at a faster pace, rising to 86 percent. (page 52)
- "In 2007 alone, Kentucky's prison population grew 12 percent, the largest increase nationwide." (page 165)

In addition to the statistics above and their impact to children and families, Kentucky has other vulnerable child populations and child populations with high needs:

- According to the Kentucky Department for Community Based Services' Statewide Foster Care Fact Sheet (July 2010), nearly 7100 children are in Kentucky's foster care population with over 1100 of those children initially entering foster care age six or younger.

These statistics show the urgency of meeting the needs of Kentucky's children and families. The following goals were strategically planned to meet the needs of the Commonwealth's youngest citizens while providing long term benefit from the one time nature of the grant funding as well as addressing the sustainability of the work after the grant period.

Goal Statement # 1: Increase collaboration and coordination between programs and agencies of the early childhood system and delivery of services on a state, regional and local level.

Kentucky offers a wide range of services to families and children prenatal to school entry (Governor's Task Force on Early Childhood Development and Education, 2010). These services are delivered through a variety of state governmental agencies, local government entities, health, mental health, and social service entities, non-profit and for-profit providers, and federally funded quasi-governmental entities. The sometimes disconnected nature of the delivery of the services hinders the ability to access services, decreases the overall system quality and limits the return on the public's investment in these services (Bruner, Wright, Gebhard, & and Hibbard, 2004; Satkowski, 2009).

Goal Statement # 2: Increase School Readiness

Goal: In Kentucky each child will enter school ready to engage in and benefit from early learning experiences that best promote the child's success. Our families and community partners will work together to provide environments and developmental experiences that promote growth and learning to ensure that all children are successful.

School Readiness in Kentucky involves the whole child; approaches to learning, health and physical well being, language and communication development, social and emotional development, and cognitive and general knowledge. A child that is tired, hungry, has painful cavities, or is sick is unable to best benefit from a quality learning environment (Rous & Townley, 2006).

Many Kentucky children come to school ready to succeed, but a large percentage of children need intervention services or are at risk (economically or developmentally). Currently, over 20,000 children meet eligibility requirements and qualify for public preschool, meaning they are economically at risk or have need of intervention services to address identified disabilities (Buchanan, 2009).

The *Healthy Kentucky Smiles: A lifetime of Oral Health, Statewide Strategic Plan* studied Kentucky's oral health problems and found Kentucky has ranked the worst in the nation in oral health and over a third of Kentucky's young children have had severe dental caries by school entry and over half never visited a dentist (Cecil, J.C. 2006). In addition to Kentucky's oral health issues, Kentucky has the unenviable position of being first in the nation in obesity among young adults and 4th in the nation in obesity among children (Christeson, W., Taggart, A. D., & Messner-Zidell, S., 2010). These two issues greatly inhibit a child's ability to succeed in school and in life.

Quality early learning experiences and environments also play an integral role in preparing a child for success in life and in school (Rous & Townley, 2006). To better prepare children in Kentucky for school there must be increased access to quality programs that have been reliably evaluated for quality. In addition, programs must understand and be able to effectively use Kentucky's Early Learning Standards to support children's learning. The Governor's Early Childhood Task Force has identified the need to revalidate Kentucky's Early Childhood Standards and identify strategies and activities to help ensure they are widely understood and effectively used (Whitehouse-Miller, 2010).

Goal Statement # 3: Improve Access to High Quality Early Care and Education

Goal: Kentucky will improve access to high quality early care and education programs for all children and families, including economically at risk families, the families of children presenting behavioral challenges, the families of children with disabilities, the children of immigrant families, English language learners and homeless families.

Participation in STARS for KIDS Now Quality Rating System by licensed child care providers has remained at approximately 25% since soon after the system's inception in 2002. This means that many families in Kentucky are not able to access centers where quality is assessed through the STARS for KIDS Now Quality Rating System.

The KIDS Now Early Care and Education Evaluation Interim Report 2009 indicates that preschool children attending 3 and 4 star programs and who spend more time engaged with adults in language and reasoning activities do better on self help skills, are less likely to be depressed, and are less disruptive than children in 1 and 2 STARS for KIDS Now programs (Grisham-Brown, Gravil, Gao, & Townley, 2009).

The Interim Report recommends resources be directed toward improving the quality of Infant toddler care in Kentucky, which continues to be rated lower in quality than Kentucky's programs providing care for preschool aged children.

Kentucky public preschool provides intervention services and education to many children with special needs or those who are economically at risk. Kentucky's preschool education programs are available for all four-year-old children whose family income is no more than 150% of poverty; all three and four-year-old children with developmental delays and disabilities, regardless of income; and other four-year-old children as placements are available based on district decision (Barnett, et al. 2009).

Many families do not meet the guidelines for eligibility for public preschool but are unable to afford private, high quality preschool services. Currently, less than 36% of preschool age children in Kentucky are enrolled in Head Start or KERA preschool programs, with 1 in 5 children eligible for public preschool or Head Start not accessing the programs (Buchanan, 2009).

There are many isolated populations in Kentucky that do not access early childhood services at the same percentage as the general population.

Also, an increasing number of English Language Learners (ELLs) are enrolling in public preschool programs. Between 2006-2007 and 2008-2009, the number of ELL preschoolers increased from 817 to 1,308 students, a 60 percent increase over three school years. Current eligibility for public preschool does not specify ELLs, although increasing enrollments are seen in rural and urban areas. Public preschools and early education and care providers need additional resources to meet the needs of ELLs, in order to ensure that all children develop the foundational skills necessary to enter school ready to learn.

Kentucky's Ten year Plan to End Homelessness: Update 2009 indicates the number one barrier for homeless families is the inability to access mainstream services like quality child care.

Each of the Kentucky's six Regional Continuum of Care Ten-Year Plan Implementation Strategy documents cites the lack of mainstream programs for homeless children and youth as one of the greatest challenges facing those who are homeless, or at risk of becoming homeless.

Goal Statement # 4: Develop and Implement a High Quality Professional Development System

Goal: Kentucky will develop and implement a high quality professional development system that is aligned with and integrated across pre-service, 2- and 4- year institutions of higher education, and in-service training and technical assistance programs to support a high quality workforce in early care and education.

As a whole the professional development infrastructure in Kentucky provides requirements for continuing education with requirements of 28 hours for public preschool teachers and 15 hours required for child care providers. (Barnett et al. 2009, 922KAR2:110) There is limited coordination across programs and limited content and feedback from local Community Early Childhood Councils, STARS, and public schools to guide professional development training content. Professional development provides one of the vehicles for the practical application of a unified system of early childhood in the coordination of the systems by meeting the training needs.

The professional development of teachers is related to the quality of early childhood programs and program quality predicts developmental outcomes for children (National Research Council, 2001; Darling-Hammond, Wise & Klein, 1999).

The Kentucky Expanding Opportunities Workgroup, formed in 2009 completed the “State Perception of Inclusion Practices” assessment tool to document the need for quality full day/ full year early care and education services for young children with disabilities (birth to age five). Specifically the group identified a need for more professional development opportunities in the area of inclusion for early care and education providers and the need to increase the opportunities for the families of children with disabilities to attain leadership roles in the field (Trevor, E. 2009).

The KIDS NOW 2009 Early Care and Education Evaluation revealed challenges for continuing education for early childhood professionals. Areas of concern were shown at transition point from 2- to 4- year colleges, as well as challenges in attaining the interdisciplinary early childhood education certification (IECE), birth to three (Grisham-Brown, Gravil, Gao, & Townley, 2009).

Goal Statement # 5: Develop Cross-Sector Longitudinal Data Systems

Kentucky does not currently have mechanisms in place to reposit and use data across early childhood sectors and systems to make cross-sector policy and program decisions. Work between state agencies administering these programs and the P-20 Data Collaborative is in the planning stage and will ultimately serve as the practical application of the vision of a unified system of early childhood through collaboration and coordination. This data system will enable Kentucky to track performance, program quality, system resources, teacher performance, tracking the system, enabling feedback

between schools and early education and care providers, and providing information on the effectiveness of investments in programs and interventions.

Approach

Kentucky's Strategic Plan

Goal Statement # 1: Increase collaboration and coordination between programs and agencies of the early care and education system.

Goal: Kentucky will develop a collaborative service delivery system that enhances the quality of early care and education services.

Current Status

Kentucky offers a wide range of services to families and children prenatal to school entry. (Governor's Task Force on Early Childhood Development and Education, 2010) These services are delivered through a variety of state governmental agencies, local government entities, health, mental health, and social service entities, non-profit and for-profit providers, and federally funded quasi-governmental entities. The sometimes disconnected nature of the delivery of the services hinders the ability to access services, decreases the overall system quality and limits the return on the public's investment in these services (Bruner, Wright, Gebhard, & and Hibbard, 2004; Satkowski, 2009).

Local Collaboration and Coordination

Community Early Childhood Councils (CECCs) address the unique needs and strengths of local communities related to early childhood issues.

The CECCs are a vehicle for bringing together many community members to support issues of importance to children and families and to ensure that all children have access to quality early care and education environments. CECCs use new and existing relationships within communities to build and sustain supports for early childhood development. Efforts of the CECCs focus on mobilizing community partners to invest in the importance of quality early care and education in their local area.

The creation of the ECAC through the repurposing and restructuring of the Early Childhood Development Authority (ECDA) provides the opportunity to elevate the work and importance of the Authority. Currently, the ECDA is attached to the Division of Early Childhood, within the Kentucky Department of Education. By attaching the ECAC to the Office of the Governor, it is enabled to increase awareness of the needs of the early childhood community, and work across state agency and cabinet lines to increase collaboration and coordination of the system. The function and vision of the ECAC is focused on collaboration at the local level with the CECCs, at the regional level with the work of the professional development entities (e.g., Regional Training Centers, Child Care Resource and Referral Agencies), and at the state level with staff specifically designated to work with the state cabinets and private sector to increase coordination of services.

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
Further imbed collaborative skills in the content knowledge and competencies expected of early care and education professionals.	ECAC sub-committee/workgroup meets as needed	ECAC sub-committee/workgroup.	Sub-committee/workgroup reports makes recommendation	Year 2	Members serve on sub-committee. ECAC gives approval.
Imbed collaborative skills existing PD/TA systems that serves early care and education administrators.	ECAC sub-committee/workgroup meets as needed	ECAC sub-committee/workgroup.	Sub-committee/workgroup reports makes recommendations	Year 2	Members serve on sub-committee. ECAC gives approval.
The expectation of collaborative skills will be imbedded in all applicable personnel evaluations.	ECAC sub-committee/workgroup meets as needed	ECAC sub-committee/workgroup including state personnel cabinet staff.	Sub-committee/workgroup reports makes recommendations	Year 3	Members serve on sub-committee. ECAC gives approval.
The expectation of collaborative systems will be imbedded in all applicable program	ECAC sub-committee/workgroup meets as needed	ECAC sub-committee/workgroup including state cabinet staff responsible for local accountability	Sub-committee/workgroup reports makes recommendations	Year 3	Members serve on sub-committee. ECAC gives approval.

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
accountability measures.		.			
The expectation of collaborative systems will be imbedded in all applicable program quality measures.	ECAC sub-committee/workgroup meets as needed	ECAC sub-committee/workgroup including state cabinet staff responsible for program quality measures.	Sub-committee/workgroup reports makes recommendations	Year 3	Members serve on sub-committee. ECAC gives approval.
Feedback provided from kindergarten teachers and public schools to early childhood community based on kindergarten assessment	Workgroup to meet to provide recommendations and plan of implementation local and state level	Workgroup/sub-committee including legislators and state cabinet staff.	Develop state plan on providing assessment feedback to measure overall school readiness of Kentucky's children and provide feedback at local level.	Year 2	Members serve on sub-committee, ECAC to approve recommendations.
ECAC will build on the work of the ECDA and fund the Community Early Childhood Councils	ECAC will develop state budget for CECC grants and review RFP process.	ECAC	Increase collaboration at the local level between schools and early care and education providers. CECC grant reporting to show outcomes.	Annually	ECAC to approve funding of grant applications for CECCs.
ECAC will make recommendations for the reduction of institutional barriers to	ECAC sub-committee/workgroup meets as needed	ECAC sub-committee/Workgroup including legislators and state cabinet staff.	Sub-committee/workgroup reports makes recommendations	Year 3	Members serve on sub-committee. ECAC gives approval.

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
state and local collaboration .					
ECAC will conduct and annual collaboration and coordination survey.	ECAC advises state staff.	Staff assigned ECAC.	Results reported annually	Each year	Members consider results in applicable recommendations.

Goal Statement # 2: Increase School Readiness

In Kentucky, each child will enter school ready to engage in and benefit from early learning experiences that best promote the child’s success. Our families and community partners will work together to provide environments and developmental experiences that promote growth and learning to ensure that all children are successful.

Current Status:

The Governor’s Early Childhood Task Force has identified the need to revalidate Kentucky’s Early Childhood Standards and identify strategies and activities to help ensure they are widely understood and effectively used. The Task Force also addressed the need for a common definition of School Readiness in Kentucky. Over the course of several months and in consultation with experts in the field of early childhood development and assessment, they adopted a School Readiness Definition which addresses the five domains of childhood development: approaches to learning; health and physical well being; language and communication development; social and

emotional development; as well as cognitive and general knowledge (Whitehouse-Miller & Caywood, 2010).

Kentucky currently has data systems; including the P-20 Data Collaborative, **Technology-Assisted Observation and Teaming Support System (TOTS) and Kentucky Early Childhood Data System (KEDS)**, that can serve as the foundation **for an** inclusive data system to allow the state and communities to monitor children's continuous progress.

Kentucky has identified three state level outcomes and relevant indicators under each as a way to monitor and improve child and family outcomes.

- Children possess the foundations needed to succeed in school
- Schools ensure children's continuous progress
- Families and communities support lifelong learning

Using these indicators, the School Readiness Definition, and the Early Childhood Standards and Assessment Guide, the ECAC will work with the community stakeholders, Head Start, schools, early care and education providers, and state agencies, will ensure they have the resources available to measure school readiness of our children and increase awareness of the best practices and high quality environments that will improve the quality of early childhood for families and children across Kentucky.

Goal: In Kentucky each child will enter school ready to engage in and benefit from early learning experiences that best promote the child's success. Our

families and community partners will work together to provide environments and developmental experiences that promote growth and learning to ensure that all children are successful.

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
Revalidate Early Childhood Standards	ECAC sub-committee/ workgroup meets as needed	ECAC sub-committee/ workgroup including state EC experts	Sub-committee workgroup reports on revalidation of EC Standards and makes recommendations	Year 1	Members serve on sub-committee . ECAC gives approval.
Ensure Early Childhood Standards and School Readiness Definition are widely understood effectively used.	Increase PD opportunities regarding EC Standards for state and local EC partners	ECAC, CHFS and KDE staff	Data gathered on use of standards using ECE-TRIS system	Ongoing	ECAC monitors and advises.
Children possess the foundations needed to succeed in school	Longitudinal data system is used to ensure children's continuous progress toward mastery of the skills and knowledge in the EC standards	P-20 Data Collaborative	Children make statistically valid continuous progress toward mastery of the skills and knowledge in the EC standards	Year 3	ECAC monitors and advises.
Schools ensure children's continuous progress	ECAC sub-committee/ workgroup develops recommendations for increased support to school district personnel to ensure knowledge and use of best practices	ECAC sub-committee/ Workgroup, CHFS Child Care, Head Start /TA, KDE, RTCs, CCR&Rs	Increased number of children who make progress. Longitudinal Data System to be used to monitor outcomes.	Ongoing	ECAC monitors and advises.

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
Families and communities support lifelong learning	ECAC sub-committee/workgroup develops recommendations for increased family support	ECAC sub-committee/Workgroup, CHFS Child Care, Head Start /TA, RTCs, CCR&Rs	Increased number and quality of parent interactions as measured by STARS for KIDS Now, Head Start PIR and State Funded Preschool Program data	Ongoing	ECAC monitors and advises.

Goal Statement # 3: Improve Access to High Quality Early Care and Education

Kentucky will improve access to high quality early care and education programs for all children and families including children who are economically at risk, present behavioral and mental health challenges, have disabilities, come from immigrant families, are English language learners or are homeless.

Current Status:

Access to high quality early care and education programs for all children and families

The KIDS Now Early Care and Education Evaluation Interim Report 2009 (Grisham-Brown, Grivil, Gao, & Townley) indicates that preschool children attending 3 and 4 STARS for KIDS Now programs do better on self help skills and are less likely to be depressed, and are less disruptive than children in 1 and 2 STARS for KIDS Now programs. Research in these programs support the findings that positive relationships exist between children’s social and self-help skills and the global classroom quality, including environments rich in language and reasoning activities.

The Interim Report recommends resources be directed toward improving the quality of Infant toddler care in Kentucky, which continues to be rated lower in quality than Kentucky's programs providing care for preschool aged children. .

Statement of availability of STARS and Centers and Classrooms of Excellence

Participation in STARS for KIDS Now Quality Rating System by licensed child care providers has remained at approximately 25% the system's inception in 2002. This means that many families in Kentucky are not able to access centers where quality is assessed through the STARS for KIDS Now Quality Rating System. Improvements in quality can be driven through increased use of the STARS program throughout the state and increased awareness of the program by families as well as providers.

Classrooms of Excellence

The Kentucky Department of Education has established a process to identify high quality state-funded preschool classrooms. This voluntary process helps to ensure that the children of Kentucky enrolled in the State Funded Preschool Program have the highest quality possible in their early learning environments. Included in the process is an intensive self-study developed for both STARS programs and Classroom of Excellence that will evaluate the classroom environment, the qualification of the teachers as well as other characteristics of high quality.

Economically at risk families

The KIDS Now Early Care and Education Evaluation 2008 (Grisham-Brown, Gravil, Gao, & Missall) indicates that young children who receive child care subsidy (i.e. children under poverty guidelines) are being served in programs with the lowest scores on language and literacy measures. In addition, the infant/toddler child outcome study

showed that the lowest outcome scores are found in programs that serve the highest percentages of children receiving child care subsidy. This finding indicates an achievement gap already forming in Kentucky's youngest children and indicates the need for access to high quality early care and education for this vulnerable population.

Families of children presenting behavioral challenges

Kentucky System to Enhance Early Development (Kentucky Seed) needs assessment data indicate a need to develop a cadre of early childhood professionals trained to work with families of children presenting behavioral and mental health challenges. The Kentucky Seed needs assessment also indicates that lack of coordination between agencies serving the families of children presenting behavioral and mental health challenges is a barrier to family access to high quality early care and education programs.

The efforts of the Kentucky Initiative for Social Skills and Emotional Development (KISSED), the University of Louisville's Kent School of Social Work's Positive Behavior Support (PBS) program, the Early Childhood Mental Health Consultants, Child Care Health Consultants, and the work of the Devereux Foundation has demonstrated the utility of integration of early childhood mental health services with other program services.

Families of children with disabilities

The Expanding Opportunities Workgroup, formed in 2009 completed the "State Perception of Inclusion Practices" assessment tool to document the need for quality full day/ full year early care and education services for young children with disabilities (birth to age five).

Specifically the group identified a need for more professional development opportunities in the area of inclusion for early care and education providers and the need to increase the opportunities for the families of children with disabilities to attain leadership roles in the field.

Immigrant families and their children

The Kentucky Youth Advocates Brief on the issues confronting immigrant families and their children indicates that the barriers to immigrant families' access to high quality early care and education programs are:

- Cultural differences regarding the value of early care and education programs.
- Undocumented individuals often fear the process of enrolling their children in early childhood programs.
- Not all communities and programs conduct vigorous recruitment of the children of immigrant families.
- The everyday challenges of live confronting immigrant families serve as barriers to their children's enrollment in high quality early care and education programs

English language learners

The Kentucky Youth Advocates Brief on the issues confronting of immigrant families and their children indicates that language barriers make communication regarding enrollments and program participation difficult.

Kentucky's PreK-K English Language Learner (ELL) Reference Handbook (Bridges et al. 2009) documents the needs of Kentucky's ELL families which have been brought about by the dramatic increase in the numbers of children of ELLs families served in the state-funded preschool and federally funded Head Start programs.

Homeless families

Kentucky's Ten year Plan to End Homelessness: Update 2009 indicates the number one barrier is homeless families who are unable to access mainstream services like quality child care.

Each of the Kentucky's six Regional Continuum of Care Ten-Year Plan Implementation Strategy documents cites the lack of mainstream programs for homeless children and youth as one of the greatest challenges facing those who are homeless, or at risk of becoming homeless.

Goal: Kentucky will improve access to high quality early care and education programs for economically at risk families, the families of children presenting behavioral challenges, the families of children with disabilities, the children of immigrant families, English language learners and homeless families.

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
Kentucky will improve access to high quality early care and education programs	Develop statewide communication plan relating quality improvements to public and early childhood community. Align professional development,		Pre and post surveys following presentations of quality improvements will indicate understanding. The state's professional development	Ongoing	Council to approve communication plans. Monitor, advise.

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
	<p>monitoring systems.</p> <p>Develop statewide evaluation and improvement plan.</p> <p>Increase number of early care and education providers participating in STARS, Classrooms/Centers of Excellence and NAEYC Accreditation.</p>		<p>system will intentionally align with and be responsive to program monitoring results.</p> <p>Following the alignment of PD & monitoring systems a statewide evaluation will lead to a statewide improvement plan.</p> <p>The number of early care and education providers participating in STARS, Classrooms/Centers of Excellence and NAEYC Accreditation will increase.</p>	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p>	<p>Council members to serve on subcommittees and work groups.</p> <p>Monitor, advise. Council members to serve on subcommittees and work groups.</p> <p>Monitor, advise. Council members to serve on subcommittees and work groups.</p>
Kentucky will improve access to high quality early care and education programs	Increase awareness of assistance programs and KERA preschool eligibility.	Work Group of the ECAC and professional in the field of early childhood at state	Increase awareness of available programs through assistance.ky.gov and local community partners	Year 2	Establish a work group

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
for economically at risk families		and local levels.			
Kentucky will improve access to high quality early care and education programs for the families of children presenting behavioral challenges and mental health challenges	Increase quantity and quality of professional development relating to social emotional development for early care and education providers.		Statewide evaluation will indicate improved access to high quality early care and education programs for the families of children presenting behavioral challenges.	Year 3	Monitor, advise. ECAC to hear results of statewide evaluation.
Kentucky will improve access to high quality early care and education programs for the families of children with	Achieve Office of Special Education Programs targets for First Steps and Preschool. Increase quantity and quality of professional development relating to disabilities for early care and		Statewide evaluation will indicate improved access to high quality early care and education programs for the families of children with disabilities.	Year 3	Monitor, advise. ECAC to hear results of statewide evaluation.

Objectives	Activities	Person or Group Responsible	Measurable outcomes	Timeline	ECAC Council Function
disabilities	education providers.				
Kentucky will improve access to high quality early care and education programs for the children of immigrant families, English language learners.	Increase quantity and quality of ELL professional development for early care and education providers.		Statewide evaluation will indicate improved access to high quality early care and education programs for children of immigrant families, English language learners.	Year 3	Monitor, advise. ECAC to hear results of statewide evaluation.

Goal Statement # 4: Develop and Implement a High Quality Professional Development System

Kentucky will develop and implement a high quality professional development system that is aligned with and integrated across pre-service 2- and 4- year institutions of higher education, and in-service training and technical assistance programs to support a high quality workforce in early care and education.

Current Status:

Kentucky has a framework of professional development for early childhood professionals as part of Kentucky’s KIDS NOW initiative, (Townley & Newberry, 2002) but it is not widely accepted by all early care and education programs as a coordinated

system. While there is a level of coordination across programs for training there is limited integration of technical assistance. The ECAC will supply a comprehensive early childhood professional development system integrating programs currently in place, and creating collaboration with institutions of higher education (IHE). The ECAC will facilitate a professional development system with a unified focus and consistent quality review professional development standards across programs (Head Start, public preschool, early childhood education and care).

The proposed system will use the current trainer levels to deliver professional development to meet individual needs of early childhood staff, from high school diploma through master's level.

Institutes of Higher Education Collaboration and KIDS NOW Scholars Program:

The Kentucky Professional Development Framework includes specific guidance to support communication across credentials and degree-granting agencies and programs. For several years, Kentucky's early childhood faculty have been meeting with state leadership to promote articulation agreements, however, there has been limited progress in this area. The challenges include: need for flexible schedules and locations for non-traditional students, difficulty transitioning from 2- year to 4-year colleges, and lack of alignment between pre-service coursework and in-service expectations. While efforts to build partnerships that support connections between pre-service and in-service training have occurred, actual articulation agreements exist only in limited areas of the state.

Early Childhood Development Scholars Program

Through the KIDS NOW Early Childhood Development Scholars program, annually 1,200 child care and preschool assistant teachers have received funds to support their attainment of a credential or degree.

The KIDS NOW Early Care and Education Evaluation brought to light system weaknesses in supporting the increase of education attainment of early childhood professionals. Areas of concern were shown at transition point from 2- to 4- year colleges, as well as challenges in attaining the interdisciplinary early childhood education certification (IECE), birth to three (Grisham-Brown, Grivil & Townley 2009).

Many scholarship recipients 1) do not meet the minimum ACT score for acceptance into 4-year institutions, 2) have trouble passing the praxis exams as they don't have adequate reading and math skills and/or 3) complete the early childhood courses at the 2-year level and are left with general education courses requirements of a bachelors degree which they are unable to successfully complete due to lack of remedial math skills.

A greater support system for students navigating higher education institutions is needed to provide assistance with transition between Kentucky's community college system and Kentucky's 4 (four) year institutions, as well as help with course planning, financial aid, class work, and career planning (Bradley & Blanco, 2010). Professional development counselors are housed in Kentucky Community and Technical Colleges across the state, but have limited ability to impact articulation agreements and successful transitions.

The early childhood higher education partnership will be strengthened to develop and implement a plan for successful transitions and completion of pre-service training. The longitudinal data objective of the ECAC will expand use of outcome data of the Early Childhood Development Scholars program.

Child Care Resource and Referral (CCRRs) and Quality Enhancement Consultants

The CCR&Rs serve the child care community by providing assistance to families in finding child care to meet their needs, and providing training and technical assistance to child care providers to ensure they can meet licensing requirements and improve the quality of their programs. Due to vast numbers of child care providers and limited funding provided for CCRR services, they are unable to meet the demands for training at higher levels of the core content or provide training in high-need areas, such as children with complex medical needs, challenging behaviors, or disabilities. The CCRRs are an integral part of the early childhood professional development system able to build the capacity to coordinate and collaborate across training networks to meet the diverse needs of child care programs to support high quality.

The CCRRs are funded through the Department of Community Services (DCBS) in the Cabinet for Health and Human Services. Currently, the DCBS is in the process of building a hybrid distance learning platform to support CCRR agencies and other trainers in a) providing high quality training materials in key areas of need; and 2) supporting training entities in developing and implementing hybrid models of training (e.g., combination of on-site and off-site training opportunities through the use of discussion boards, webinars, teleconferences, etc.) in meeting the needs of providers.

This platform will be extended to and used by Head Start and state-funded Preschool training and technical assistance staff as trainings and standards are aligned.

The STARS Quality Coordinators (SQC) provide targeted technical assistance to licensed facilities wishing to participate in the STARS Quality Rating and Improvement. SQCs are housed in Kentucky Community and Technical College sites across the state and work closely with professional development counselors to support high quality services.

The CCR&Rs and the SQCs play a pivotal role in supporting and promoting high quality services and programs technical assistance services and supports to early care and education staff.

Child Care Health Consultation (CCHC)

Child Care Health Consultation is a program based in health departments to assist the child care community in addressing health and safety issues, such as communicable disease, nutrition and physical activity policies and practices, playground safety, staff development, and personal care scores on environmental rating scales. Child Care providers can access these services through a 1-800 number, website, and regional consultants. CCHC staff participates in the Community Early Childhood Councils and collaborate with Head Start, the Child Care Resource and Referral Agencies, and other early childhood care and education programs.

Early Childhood Regional Training Centers (RTCs)

The Early Childhood Regional Training Centers provide a range of services for the early childhood community including peer-to-peer training, consultation, technical

assistance, and materials to staff from local schools and other agencies operating programs for disabled and at-risk preschool children.

They also participate in regional collaborative conferences that include Head Start, early childhood education and care providers. All of the five (5) RTCs provide lending libraries that are available to all early care and education programs including pre-service teachers.

Head Start Training Technical Assistance Network

At a state, regional and local level the Head Start Training and Technical Assistance Network provides resources and individualized training to Head Start grantees that ensures high quality care and school readiness for children.

The Training and Technical Assistance System is comprised of a State Based Office that provides state level training and Grantee Performance Support to individual Head Start grantees.

The ECAC will be able to provide the leadership and support to pull the disparate systems of professional development together into a seamless system through recommendations and staff specifically designated to align the professional development system through coordination and collaboration.

Goal: Kentucky will develop and implement a high quality professional development system that is aligned with and integrated across pre-service, 2- and 4- year institutions of higher education, and in-service training and technical assistance programs to support a high quality workforce in early care and education.

Objectives	Activities	Person or Group Responsible	Measureable outcomes	Timeline	ECAC Function
Develop and implement a coordinated PD system	Align training for all early childhood education and care programs (Head Start, public preschool, and early education and care programs)	Work Group of the ECAC	Alignment completed	Year 1 Aug - Sept 2010	Approve alignment report of Work Group
	Meet with all network staff to share changes	State stakeholders	Meeting minutes and notes	Year 1 Oct 2010	Updates
	Train network staff on coaching, mentoring and consultation model	Appropriate program personnel	Pre and post participant training evaluation	Year 1 Nov 2010	Updates
Align pre-service and in-service systems	ECAC Work Group to include members of higher education, early childhood professionals, and state stakeholders as determined by the ECAC	Work Group		Year 2	Updates
	Develop a plan to support articulation and academic support for scholars			Year 2	Updates
Promote articulation agreements			Increase in the number of articulation agreements	Year 2	Support

Outcome

These measures will strengthen and increase capacity of the early childhood professional development system, while implementing a more coordinated approach for pre-service and in-service training.

Goal Statement # 5: Develop Cross-Sector Longitudinal Data Systems

Kentucky will explore mechanisms for developing cross-sector longitudinal data systems that can be used in program planning, evaluation and policy development across early care, intervention and education programs in the Commonwealth.

Current Status

With a larger focus on education and student tracking and reporting, and more stringent transparency requirements in general, longitudinal data systems are increasing in popularity amongst states. These systems track students as they progress through a state's education system, or move from school to school throughout the state. They can track performance, program quality, system resources, teacher performance, tracking the system, enabling feedback between schools and early education and care providers, and providing information on the effectiveness of investments in programs and interventions. However, these systems are generally limited to primary and secondary education.

Kentucky created a new initiative, the P-20 Data Collaborative, which models the Statewide Longitudinal Data System. This system differs in that it tracks a student

through early childhood to college and further, by linking early childhood programs, primary, secondary, postsecondary and certification data.

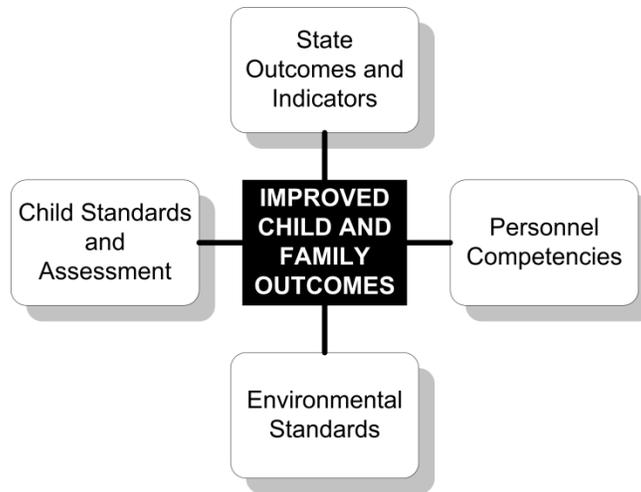
This initiative is a collaborative effort between the Kentucky Department of Education, the Education and Workforce Development Cabinet, the Council on Postsecondary Education, and the Education Professional Standards Board, and will include the Cabinet for Health and Family Services to the extent that resources are available. The system reports and analyzes data throughout an entire career span, thus evaluating the social services and education systems and allowing officials to better prepare children for success in life.

This shift towards a more comprehensive information system has the ability to increase families and children's ability to access services, increase overall system quality and the return on investment to these programs.

The P-20 Data Collaborative will link current data systems and provide a whole picture of an individual child as well as information on program and policy results at the community, regional, and state level.

Indicators of Success:

Kentucky has identified three state level outcomes and relevant indicators under each as a way to monitor and improve child and family outcomes. This includes the identification of four key dimensions of school success across early childhood sectors. Indicators of success have been identified across these dimensions and indicators have been approved and adopted by all early care and education agencies in the state. The four dimensions include: state level indicators, environmental indicators, personnel competencies, and child standards and assessment.



- State level outcomes and indicators were outlined and data sources for each indicator identified.
 - Children possess the foundation to succeed in school. Indicators include
 - 1) Infants are born healthy;
 - 2) Children have healthy growth and development;
 - 3) Children have access to high quality early care and education programs;
 - 4) Children at-risk receive appropriate services
 - Schools ensure children’s continuous progress. Indicators include:
 - 1) Educators are qualified and competent;
 - 2) Children make continuous progress;
 - 3) Children perform at high levels
 - Families and Communities Support Life Long Learning. Indicators include:
 - 1) Children live in economically secure families;
 - 2) Families have the skills and education to earn a living wage
- Environmental indicators of quality have been identified and published in the Quality Self-Study. These indicators serve as the foundation for current quality initiatives including the STARS for KIDS NOW Quality Rating System and the

Public Preschool Classrooms and Centers of Excellence designations (Townley, 2005).

- Personnel competencies have been identified through the state Early Childhood Core Content. These competencies address five levels of education and seven key subject areas. The core content embeds national and state standards across early care and education agencies (Professional Development Work Group, 2003).
- Child standards (early learning guidelines) (Kentucky's Early Childhood Standards, 2003 & 2009 Revised) have been developed across age spans, including birth to three years, three and four years of age, and aligned with entry level core content for the K-12 system. Specific plans are in place to refine the alignment to new common core standards developed through Council of Chief State School Officer and adopted by the state.

Kentucky has developed and implemented numerous agency-based data systems that support agency specific programmatic and policy decision making. Current data systems that may be linked within the P-20 Data Collaborative include:

Child Progress

- Kentucky has developed a state-wide system (Kentucky Early Childhood Data System or KEDS) for gathering curriculum based/criterion referenced assessment information to measure children's progress on the early childhood standards. District level reporting will be publicly available beginning in 2012 for children enrolled in public preschool programs and Head Start programs who provide public preschool services and those who receive early intervention

services through Part C. Plans are underway for exploring the how to support the inclusion of children who participate in child care programs.

Professional Development Tracking Systems

- A state-wide training registry system (Early Childhood Education – Training Registry and Information System or ECE-TRIS) is in place to track the in-service training of the child care workforce.
- The TRAIN system is in place to track the professional development of providers of health-based services in the state, including First Steps and HANDS – the state home visitation program)

Child and Student Data

- Infinite Campus is a web-based data system for districts, providing integrated tools needed to align student administration, improve stakeholder collaboration and individualize instruction. The system also serves as a transactional data warehouse. State-Funded Preschool student information is currently reported through Infinite Campus.
- The Technology-assisted Observation and Teaming Support System (TOTS) is an online child record, data collection, and service claims system used by First Steps. TOTS provides an electronic early intervention record that provides data for federal and state reporting, communication mechanisms for Individual Family Service Plan team members, management reports for compliance and performance monitoring at the state and regional levels, and claims processing for payment.

- The Division of Child Care currently tracks children and families who participate in the Child Care Subsidy program.

Student State-wide Longitudinal Data Systems

- The Kentucky Longitudinal Data System (KSLDS) provides a repository of data collected through the Kentucky Department of Education. The purpose of KSLDS is to provide meaningful data to improve instruction and overall effectiveness at all levels. KSLDS is also designed to streamline data collection and reporting to save time and resources and to eliminate the resource gaps between school districts across the state.

Quality Initiatives

- The Division of Regulated Child Care is in process of developing a new web-based licensing database to track licensed child care facilities and provide public data on the programs in good standing, as well as licensing deficiencies.
- The Division of Child Care is in the process of developing a web-based tracking system for the QRIS system, STARS for KIDS NOW, to provide up-to-date information on the status of participation of facilities in STARS and to track progress of programs within the system.

Kentucky does not currently have mechanisms in place to reposit and use data across early childhood sectors and systems to make cross-sector policy and program decisions.

Work between state agencies administering these programs and the P-20 Data Collaborative is in planning stage and will ultimately serve as the practical application of a seamless system of early childhood through collaboration and coordination.

Objective	Activities	Person or Group Responsible	Criterion for Success	Timeline	ECAC Council Function
Identify type and level of data to be included in a longitudinal data system.	1. Review state indicators and data sources to identify gaps and needed revisions	P-20 led State level workgroup of state, regional and local representatives across major early childhood systems	Data sources and variables identified for system.	Year 1 1 st and 2 nd Quarter	Review and approval of data sources and broad variables of interest.
	2. Identify key data elements within the revised state indicators			Year 1 2 nd Quarter	
	3. Identify current data available across systems.			Year 1 1 st and 2 nd Quarter	
	4. Explore capacity for and steps in sharing data across systems.			Year 1	
	5. Identify final set of data and sources for reposit			Year 1 3 rd and 4 th Quarter	
Identify sustainable maintenance funding for repository for cross-sector early childhood data	1. Identify existing agencies/groups that collect statewide and potential for expansion.	State level agency workgroup of all major early childhood agencies	Data repository agency sustainable funding and in place	Year 1	Support efforts to secure funding.
	2. Explore short-term and long-term costs and potential funding sources (federal, state, foundation)			Ongoing Years 1-3	
	3. Develop appropriate interagency agreements or MOUs for shared data			Year 1	
Establish processes for data	1. Develop guidelines and processes for the	State level agency workgroup of	Cross-sector policies,	Year 1 2 nd and 3 rd	Support efforts of state

Objective	Activities	Person or Group Responsible	Criterion for Success	Timeline	ECAC Council Function
entry and data extraction/reporting within repository	use of linked data (by whom and for what purposes)	all major early childhood agencies and representatives from repository agency	procedures and practices developed for data entry and use.	Quarter	team.
	2. Develop guidelines for formatting of exported data for repository use			Year 1 1st and 2 nd Quarter	
	3. Develop mechanisms for use of probability matching to link child/family level data across systems			Year 1	
	4. Develop agency specific guidelines for data reposit into the system			Year 1	
	Identifying Critical Questions		Identified critical questions in forming policy data	Year 2	Support and advise.
	Developing reports		Longitudinal Data System used to provide reports from data	Year 3	Support, review reports, request reports to develop policy recommendations

Sustainability

Plan to sustain this work beyond the grant period

The goals for Kentucky's Early Childhood Council were selected with the consideration of the one-time nature of the grant.

The specific goals:

1. Increase collaboration and coordination between programs and agencies of the early childhood system and delivery of services on a state, regional and local level.
2. Increase School Readiness
3. Improve Access to High Quality Early Care and Education
4. Develop and Implement a High Quality Professional Development System
5. Develop Cross-Sector Longitudinal Data Systems

The ECAC grant will build upon existing efforts of coordination to create a comprehensive system of early care and education for Kentucky. As mentioned in the Needs Section, there are many programs but not an efficient system for effective communication, delivery and coordination of the services. The ECAC will have the ability to align and coordinate programs across systems. One example of alignment is to implement an evaluation or study across programs for a clearer look at the effectiveness of the programs for desired child and family outcomes. Currently the majority of the programs under the KIDS NOW initiative have their own evaluation.

The ECAC can implement a comprehensive evaluation system based on goals that are identified in this proposal that will save dollars.

The first 3 years of the grant period the ECAC will develop and implement the governance structure. It is anticipated that some of the positions in this grant, such as the data analyst, have been created for the intensive work that will occur during that time and at the end of 3 years, the system will be in place and fully implemented. The ECAC will create, implement and provide oversight of the system and existing programs, such as KIDS NOW, will sustain it.

The action items and objectives of the goals are set to provide long term benefits from the three (3) year investment of the grant, to expand and add value to existing resources. The ECAC will develop the sustainability plan and have the authority to assure implementation of the activities that will move the early childhood programs in Commonwealth within an integrated system that will build capacity for improved programs and services.

Several barriers inhibit Kentucky's ability to have a comprehensive, coordinated system of early care and education for children, birth to five, and their families. On August 24, 2010, the Governor's Task Force on Early Childhood Development and Education was presented findings from its project, the Early Childhood Programs and Services Collaboration/Coordination Survey, an initial and informal survey of early childhood practitioners and providers across Kentucky. Top barriers to collaboration

and coordination among early childhood programs and services identified by the survey participants were:

1. Competition for money, resources, or consumers (27%);
2. Conflicting philosophies, missions, goals, or priorities (21%);
3. Partner participation that is inconsistent (14%);
4. Personal agendas, lack of flexibility, intolerance (11%); and
5. Too time consuming (6%).

These barriers affect all levels of the system from the state agencies to the local communities. The ECAC will address these barriers, and its proposed strategic plan and role within Kentucky will ensure that the ECAC is not negatively impacted by these barriers, but rises to meet or overcome these barriers in an effort to develop a comprehensive and coordinated system of early care and education.

Different state and federal funding requirements make program alignment and effective communication difficult. The competing missions of funding sources; differing rules, standards, and processes; lack of effective measuring tools; ownership; and responsibilities to funders create significant barriers to collaboration for state, regional, and local level programs and services. Further threat is posed by current budgetary constraints of state and local governments. The ECAC proposes to address these barriers through the dedication of a research policy analyst who will serve as a liaison between state and federal officials in an effort to foster resolution, common ground, and progress with a more coordinated system of early care and education.

Kentucky has implemented many successful programs such as the state-funded preschool program as a component of the Kentucky Education Reform Act, the KIDS NOW initiative, and the interdisciplinary early childhood teacher certification/IECE program, but despite these positive collaborative efforts, the survey identified an opportunity for improving collaboration and coordination among early childhood programs and services through the creation of a state level agency, a structure of governance. There are many programs across several cabinets and departments creating a fragmented system that is confusing to many and is not an efficient and effective use of resources. The ECAC offers to be the vehicle to realize the opportunity identified through the survey and resolve current limitations or deficits of state agencies.

Effective tools to inform the needs of communities and, later, to determine accomplishments made on behalf of the communities and the state are not readily available. Additionally, the culture of each community can curtail or enhance collaboration and coordination. Having a measurement of collaboration and coordination efforts will reinforce activities, directions, and future decision-making; hold partners accountable; and provide evidence of progress, a critical component to maintaining the investment of community partners. The ECAC's proposed plan incorporates a survey to measure collaboration and coordination and promises further support to local and regional communities regarding measurement.

The barriers to collaboration and coordination recently identified through a statewide survey of early childhood practitioners and providers, a project of the Governor's Task Force on Early Childhood Development and Education (August 24,

2010), are the known challenges at all levels of Kentucky's system of early childhood care and education. The ECAC presents an alternative to formerly address these barriers in Kentucky through its position within the state system and implementation of its proposed strategic plan.

Reason for Taking Proposed Approach

Kentucky has chosen these goals and this approach based upon our needs assessment, the status of our state's existing system of early childhood governance. The approach proposes to build upon the efforts and achievements of Head Start, state funded preschool, the KIDS NOW initiative, and the Governor's Task Force on Early Childhood and Development.

The proposed goal areas center on a governance structure that ensures:

- Increased collaboration between the programs and agencies of the early childhood system and delivery of services
- Kentucky's children enter school ready to engage in and benefit from early learning experiences.
- Improved access to quality early care and education programs for all children and families.
- A system of comprehensive professional development and technical assistance.
- Use of a longitudinal data system that drives state and local program improvement and policy development.

Efforts to Gain Public Comment

Kentucky's strategic plan was shared with the Governor's Early Childhood Task Force at the Task Force meeting on July 20.

At that meeting task force members voiced their concerns regarding sustainability, possible supplanting of effort and the need to emphasize quality services for *all* children.

The strategic plan has been posted at the Kentucky Department of Education website and linked to a survey tool in an effort to gather public comment. .

In addition a conference call, open to the general public, was conducted allowing additional public comment on Kentucky's strategic plan.

The comments of Task Force members, survey participants and conference callers resulted in changes to the report, some changing the direction of goals, others merely clarifying the report.

Staff and Position Data

Staff Descriptions

Position: Executive Director

Description: The individual in this position will be a passionate advocate for children and families, facilitating the work of the Early Childhood Advisory Council, dedicated to the practical application of a unified vision for early childhood education and development; incorporating all aspects of early childhood development and education systems.

Qualifications:

1. Preferred candidates will have at minimum a bachelor's degree, at least seven to ten years experience in the field of early childhood development and education advocacy.
2. A combination of the quantitative, analytical, and writing skills, relevant substantive knowledge, and policy research experience needed.
3. Excellent organizational and relationship building skills.
4. Excellent oral and written communication skills.
5. High productivity working under pressure and within time constraints.

Responsibilities:

1. Analysis and presentation of research required.
2. Provide knowledge of relevant literature.
3. Oversee drafting of research reports, policy briefs, conference presentations, and other dissemination products.
4. Direct development of research-based publications and public outreach to communicate the needs of the early childhood community and inform public dialogue.
5. Oversee development of demonstration projects to test ideas and promote systemic change.
6. Supervise the work of the Senior Research and Policy Analyst, Deputy Research and Policy Analyst, and the Longitudinal Data Analyst
7. Supervise staff work to provide research based reports and recommendations to the ECAC.
8. Will be housed in the Office of the Governor or the Office of the Secretary of the Education and Workforce Development Cabinet and report directly to the Governor and work in collaboration with the Governor's policy staff, Cabinet for Health and Family Services, Education and Workforce Development Cabinet, Kentucky Department of Education, State Head Start Collaboration Director, as well as, entities in and outside of state government to develop and implement the most efficient and far reaching comprehensive plan for the state's young children.
9. Will work with the Council to reach the goal of having all children ready to enter school with the skills necessary for them to succeed.
10. The Executive Director will use the recommendations provided in Governor's Task Force on Early Childhood Development and Education as well as the state's strategic plan for the ECAC as objectives.

Reports to: Governor of the Commonwealth of Kentucky

Position Goal: Will guide activities by which programs and services for children and their families will be better coordinated.

Salary to be established by the state's compensation and benefits plan.

Position: Deputy Director

Description: The individual in this position will be a motivated professional with excellent relationship building and leadership skills in addition to having a strong research and policy base, able to assist the Executive Director in implementing the strategic vision of the Early Childhood Advisory Council.

Qualifications:

6. Preferred candidates will have at least five years combined experience in communications and/or policy and data analysis.
7. Strong leadership and communications skills.
8. Knowledge and experience in using web-based strategies for both internal and external communications.
9. Knowledge of Kentucky's system of early childhood services.
10. Demonstration of ability to work collaboratively and in community.
11. A combination of the quantitative, analytical, and writing skills, relevant substantive knowledge, and policy research experience needed.
12. Excellent organizational and relationship building skills.
13. Extensive experience in the analysis of large data sets.
14. Excellent oral and written communication skills.
15. High productivity working under pressure and within time constraints.

Responsibilities:

11. Liaison between governmental agencies, early childhood advocates, community stakeholders, the Legislature and the ECAC.
12. Analysis and presentation of research required.
13. Work with research and longitudinal data staff to develop research briefs.
14. Serve as project director, leading the design and execution of rigorous policy research and program evaluation projects.
15. Seek and secure external funding for new and existing research and evaluation projects, including development of proposals and participation in grant writing activities.
16. Develop and manage research project budgets and staff on assigned projects.
17. Provide knowledge of relevant literature.
18. Assign and assist with the development of research reports, policy briefs, conference presentations, and other dissemination products with staff.
19. Develop research-based publications and public outreach to communicate the needs of the early childhood community and inform public dialogue.
20. Ability to develop demonstration projects to test ideas and promote systemic change.
21. Provide research based reports and recommendations to the ECAC as assigned.
22. Other duties as assigned.

Reports to: Executive Director

Position Goal: Will create, support, and oversee a program of early childhood policy research.

Salary to be established by the state's compensation and benefits plan.

Position: Research and Policy Analyst

Description: The individual in this position will be a motivated research professional able to build the organizational capacity for policy analysis and research development of the Early Childhood Advisory Council.

Qualifications:

16. Preferred candidates will have a master's degree, at least five to seven years experience in policy and data analysis, ability to see the big picture while understanding the related details, and a talent for working collaboratively.
17. A combination of the quantitative, analytical, and writing skills, relevant substantive knowledge, and policy research experience needed.
18. Excellent organizational and relationship building skills.
19. Extensive experience in the analysis of large data sets.
20. Excellent oral and written communication skills.
21. High productivity working under pressure and within time constraints;

Responsibilities:

23. Analysis and presentation of research required.
24. Work with longitudinal data staff to using statistical data to develop research briefs.
25. Execute writing of rigorous policy research and program evaluation projects.
26. Provide program process reports and financial reports to Administration for Children and Families, Division of Discretionary Grants.
27. Seek and secure external funding for new and existing research and evaluation projects, including development of proposals and participation in grant writing activities.
28. Develop research project budgets on assigned projects.
29. Provide knowledge of relevant literature.
30. Write research reports, policy briefs, conference presentations, and other dissemination products.
31. Develop research-based publications and public outreach to communicate the needs of the early childhood community and inform public dialogue.
32. Ability to develop demonstration projects to test ideas and promote systemic change.
33. Provide research based reports and recommendations to the ECAC as assigned.
34. Other duties as assigned.

Reports to: Executive Director

Position Goal: Will create, support, and oversee a program of early childhood policy research.

Salary to be established by the state's compensation and benefits plan.

Position: Professional Development Coordinator

Description: The individual in this position will be a motivated research professional able to build the organizational capacity for policy analysis and research development of the Early Childhood Advisory Council.

Qualifications:

- 22. Preferred candidates will have at minimum a bachelor's degree, at least three to five years experience in professional development and policy and data analysis.
- 23. A combination of the quantitative, analytical, and writing skills, relevant substantive knowledge, and policy research experience needed.
- 24. Possess extensive content knowledge of early childhood professional development systems in Kentucky.
- 25. Experience in program planning, development, and accountability.
- 26. Excellent organizational, leadership, and relationship building skills.
- 27. Excellent oral and written communication skills.
- 28. Ability to work on multiple projects simultaneously.

Responsibilities:

- 35. Work under the direction of the Senior Research and Policy Analyst on overall policy vision as well as special emphasis on professional development systems.
- 36. Analysis and presentation of research required.
- 37. Work with longitudinal data staff to using statistical data to develop research briefs.
- 38. Provide knowledge of relevant literature.
- 39. Work with Head Start Professional Development Coordinators, Division of Child Care Director, and Director of Early Childhood Development (KERA Preschool) and Kentucky's colleges and universities to align Kentucky's systems of early childhood professional development.
- 40. Write research reports, policy briefs, conference presentations, and other dissemination products.
- 41. Develop research-based publications and public outreach to communicate the needs of the early childhood community and inform public dialogue.
- 42. Ability to develop demonstration projects to test ideas and promote systemic change.
- 43. Provide research based reports and recommendations to the ECAC under the direction of the Senior Research and Policy Analyst.
- 44. Other duties as assigned.

Reports to: Senior Research and Policy Analyst

Position Goal: Will provide integral research and reporting to support a program of early childhood policy research and a plan of action on the coordination of Kentucky's early childhood professional development system.

Salary to be established by the state's compensation and benefits plan.

Position: Data Analyst

Description: The individual in this position will be responsible for data management, statistical analysis, and research support for the Early Childhood Advisory Council.

Qualifications:

1. Preferred Master's degree in demography, economics, public policy, sociology, or public health with special expertise in statistics.
2. Advanced statistical training and considerable experience with applied multivariate statistical analysis; ability to read, interpret, and transform statistical output.
3. Extensive experience in the management and analysis of large data sets.
4. Excellent oral and written communication skills.

Responsibilities:

1. Analysis and presentation of data required.
2. Work with Policy Research Staff to provide and manage data using statistical and database software.
3. Work with P-20 Data Collaborative to ensure data quality and executive strategy for data auditing.
4. Work with a variety of information systems and data files, including large and complex files: analyzing file structure, using and creating file layouts, transforming raw data into finished products.
5. Ensure compliance with policies & standards.
6. Other duties as assigned.

Reports to: Executive Director

Position Goal: To provide quality data and data analysis to be used by policy and research staff, the ECAC and its work groups to develop reports and recommendations on the system of early childhood in Kentucky.

Salary to be established by the state's compensation and benefits plan.

Position: Administrative Assistant

Description: Working under the supervision of the Executive Director, the full-time Administrative Assistant oversees and manages all office procedures and other tasks as assigned by the Executive Director.

Qualifications:

1. At least three (3) years experience in general office responsibilities and procedures.
2. Must be computer literate.
3. Good writing, analytical and problem-solving skills.
4. Knowledge of principles and practices of organization, basic office management, planning, records management and general administration.
5. Ability to communicate effectively.
6. Knowledge of the basic principles and practices of bookkeeping.
7. Ability to work well either alone or as part of a team.
8. Ability to operate standard office equipment, including but not limited to, computers, telephone systems, calculators, copiers and facsimile machines.

Responsibilities:

1. Oversee all aspects of general office coordination.
2. Maintain office and Council meeting calendar to coordinate work flow and meetings.
3. Answer telephones and transfer to appropriate staff member.
4. Open, sort and distribute incoming correspondence, including faxes and email.
5. Prepare responses to correspondence containing routine inquiries.
6. Perform general clerical duties to include, but not limited to, bookkeeping, copying, faxing, mailing and filing.
7. File and retrieve organizational documents, records and reports.
8. Coordinate and direct office services, such as records, budget preparation, personnel and housekeeping.
9. May conduct research, compile data and prepare papers for consideration and presentation to the Executive Director, staff and Council.
10. Set up and coordinate meetings and conferences.
11. Prepare agendas and make arrangements for committee, Council, or other meetings.
12. Attend Council, committee meetings or other meetings as requested in order to record minutes.
13. Compile, transcribe and distribute minutes of meetings.
14. Support staff in assigned project-based work.
15. Other duties as assigned.

Reports to: Executive Director

Position Goal: Maintain the records and daily office work of the ECAC.

Salary to be established by the state's compensation and benefits plan.

Budget Justification

Federal Resources

Equipment

- Kentucky is using federal grant funding to provide computers, printers, and general office supplies for the ECAC and staff.

Personnel

- The Council is utilizing federal funding to hire leadership and liaison positions for the office of the Council to implement the strategic vision and work to liaison between the local, regional, and state level governmental agencies, private sector, and early childhood advocacy groups to improve coordination and collaboration within the early childhood system and delivery of services as well as provide the policy and research driven work of the ECAC.

Travel

- Kentucky is applying federal funding to enable staff to travel across the state to identify barriers to and opportunities for collaboration between state agencies and the private sector at the state, regional and community level.

Printing Costs

- Federal funding is being applied to the printing costs of the Council for educational and meeting materials.

Data System

- Kentucky created a new initiative, the P-20 Data Collaborative, which models the Statewide Longitudinal Data System. This system differs in that it tracks a student through early childhood to college and further, by linking early childhood

programs, primary, secondary, postsecondary and certification data. This shift towards a more comprehensive information system has the ability to increase families and children's ability to access services, increase overall system quality and the return on investment to these programs.

- The P-20 Data Collaborative will link current data systems and provide a whole picture of an individual child as well as information on program and policy results at the community, regional, and state level.
- The federal funding will be used to build data linkages between systems and reposit data within the P-20 Data Collaborative.

Regional Collaborative Models

- To drive collaboration and coordination of early childhood community partners, the ECAC is applying federal funds to develop regional collaborative models to bring community stakeholders together and streamline the delivery of services prenatal to school entry.

Non Federal Resources

- Kentucky's ECAC is applying state general fund KERA preschool dollars to fulfill the 70% match as it aligns to the state's goal for increasing school readiness by providing intervention services for children who are at risk economically and those who have physical disabilities or developmental delays.

- In addition to KERA preschool funding, the Council is applying administrative costs with KIDS NOW to fund three (3) positions and is providing funding for scholarships for early childhood development professionals in line with professional development objective of the ECAC, as well as providing funding for Community Early Childhood Councils at the local level.

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Appendix A

Letter from the Governor

Appendix B

Organizational Chart

Appendix C

Kentucky Public Preschool (KERA Preschool) Budget

District	Preschool (with Supp 3's)
Statute/Law	KRS 157.3175 KRS 157.226
Budget Contact & Phone Number	Karen Wirth 502-564-1979
MUNIS Project #	1350
Adair County	334,136
Allen County	270,716
Anchorage Ind.	2,166
Anderson County	743,038
Ashland Ind.	219,112
Augusta Ind.	74,085
Ballard County	365,124
Barbourville Ind.	85,285
Bardstown Ind.	537,825
Barren County	824,399
Bath County	169,253
Beechwood Ind.	44,126
Bell County	142,913
Bellevue Ind.	153,541
Berea Ind.	193,883
Boone County	1,605,297
Bourbon County	215,057
Bowling Green Ind.	275,383
Boyd County	78,295
Boyle County	473,495
Bracken County	210,736
Breathitt County	675,376
Breckinridge County	67,406
Bullitt County	1,209,608
Burgin Ind.	62,475
Butler County	219,006
Caldwell County	283,961
Calloway County	377,045
Campbell County	537,560
Campbellsville Ind.	120,678
Carlisle County	265,781
Carroll County	98,608
Carter County	153,244
Casey County	157,909

Kentucky Public Preschool (KERA Preschool) Budget

Caverna Ind.	264,418
Christian County	1,298,769
Clark County	605,285
Clay County	343,458
Clinton County	369,517
Cloverport Ind.	89,070
Corbin Ind.	247,843
Covington Ind.	1,380,546
Crittenden County	120,014
Cumberland County	85,967
Danville Ind.	175,519
Daviess County	1,909,153
Dawson Springs Ind.	131,978
Dayton Ind.	249,482
East Bernstadt Ind.	193,618
Edmonson County	497,191
Elizabethtown Ind.	89,547
Elliott County	26,672
Eminence Ind.	72,553
Erlanger-Elsmere Ind.	272,855
Estill County	202,493
Fairview Ind.	76,866
Fayette County	3,230,790
Fleming County	123,910
Floyd County	265,963
Fort Thomas Ind.	82,133
Frankfort Ind.	94,509
Franklin County	576,223
Fulton County	13,819
Fulton Ind.	111,050
Gallatin County	269,733
Garrard County	253,223
Glasgow Ind.	273,375
Grant County	0
Graves County	471,874
Grayson County	531,558
Green County	0
Greenup County	123,095
Hancock County	254,533
Hardin County	1,976,631
Harlan County	497,320
Harlan Ind.	171,425

Kentucky Public Preschool (KERA Preschool) Budget

Harrison County	212,165
Hart County	475,247
Hazard Ind.	150,840
Henderson County	852,391
Henry County	333,415
Hickman County	283,786
Hopkins County	1,108,872
Jackson County	299,720
Jackson Ind.	65,898
Jefferson County	10,146,436
Jenkins Ind.	48,895
Jessamine County	867,839
Johnson County	14,624
Kenton County	2,021,969
Knott County	397,713
Knox County	560,696
LaRue County	192,973
Laurel County	640,457
Lawrence County	224,926
Lee County	27,384
Leslie County	267,369
Letcher County	106,539
Lewis County	372,376
Lincoln County	506,207
Livingston County	98,002
Logan County	876,203
Ludlow Ind.	36,403
Lyon County	58,893
Madison County	1,297,941
Magoffin County	16,586
Marion County	293,987
Marshall County	535,285
Martin County	44,653
Mason County	437,458
Mayfield Ind.	238,362
McCracken County	553,986
McCreary County	331,773
McLean County	189,639
Meade County	443,452
Menifee County	32,614
Mercer County	351,151
Metcalf County	237,688
Middlesboro Ind.	124,800
Monroe County	241,614

Kentucky Public Preschool (KERA Preschool) Budget

Montgomery County	449,034
Monticello Ind.	91,673
Morgan County	6,503
Muhlenberg County	559,710
Murray Ind.	102,130
Nelson County	418,171
Newport Ind.	102,840
Nicholas County	107,016
Ohio County	533,052
Oldham County	836,620
Owen County	255,956
Owensboro Ind.	798,209
Owsley County	14,433
Paducah Ind.	89,793
Paintsville Ind.	9,220
Paris Ind.	94,010
Pendleton County	611,599
Perry County	544,513
Pike County	190,558
Pikeville Ind.	41,139
Pineville Ind.	24,576
Powell County	256,541
Pulaski County	1,208,642
Raceland Ind.	43,756
Robertson County	29,137
Rockcastle County	268,215
Rowan County	678,992
Russell County	267,599
Russell Ind.	138,699
Russellville Ind.	269,914
Science Hill Ind.	105,040
Scott County	1,396,563
Shelby County	693,487
Silver Grove Ind.	117,407
Simpson County	290,099
Somerset Ind.	126,783
Southgate Ind.	69,579
Spencer County	311,905
Taylor County	305,082
Todd County	527,532
Trigg County	311,108
Trimble County	38,852
Union County	362,989
Walton Verona Ind.	137,640

**Kentucky Public Preschool (KERA
Preschool) Budget**

Warren County	1,937,900
Washington County	173,815
Wayne County	427,203
Webster County	339,609
West Point Ind.	14,489
Whitley County	382,632

**Kentucky Public Preschool (KERA
Preschool) Budget**

Williamsburg Ind.	94,507
Williamstown Ind.	376,266
Wolfe County	0
Woodford County	391,819
Totals	\$73,864,283