

XVII. APPENDIX TABLE OF CONTENTS

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

Page #	Attachment Title	Relevant Selection Criterion
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25	Table of letters of support from Early Learning Intermediary Organizations including early learning councils	Section (A)(3)
29	Letters of support from Early Learning Intermediary Organizations	Section (A)(3)
73	Table of letters of intent or support from other stakeholders (A)(3)-2a	Section (A)(3)
77	Letters of support or intent from other stakeholders	Section (A)(3)
197	The Executive Summary of the final report of the Governor's Task Force on Early Childhood Development and Education	Section (A)(1)
199	Madison County Early Childhood Alliance documents	Section (A)(1) Section (B)(4)
217	Kentucky's Early Childhood Continuous Assessment Guide	Section (A)(1)
218	Statewide School Readiness Definition	Section (A)(1)
219	STARS tiers	Section (A)(1) Section (B)(1) Section (C)(4)
222	Early Childhood Professional Development Framework	Section (A)(1) Section (A)(2) Section (C)(4) Section (D)(1)

315	Executive Order to establish the Early Childhood Advisory Council	Section (A)(2)
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332	Child Care Provider Requirements	Section (B)(5)
333	Child Care Provider Requirements Exemptions	Section (B)(5)
340	Kentucky Early Childhood Standards	Section (C)(1)
363	Field Guide to Early Learning Standards for Teachers	Section (C)(1)
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MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

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

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

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

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

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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

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

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

B. LEAD AGENCY RESPONSIBILITIES

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

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

C. JOINT RESPONSIBILITIES

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

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

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

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

Governor’s Office of Early Childhood

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

Selection Criterion	Participating Party	Type of Participation
(B)(1)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office 	<ul style="list-style-type: none"> • Representatives from each program will be on cross-agency work group to design integrated TQRIS, including: <ul style="list-style-type: none"> ○ Assessing existing sets of program standards and developing new, common set for integrated TQRIS ○ Analyzing research, and program and student data to inform system design ○ Cross-walking current standards with new integrated TQRIS program standards to determine minimum tier for each program type ○ Using analysis to determine tier reimbursement / incentive amounts
	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood 	<ul style="list-style-type: none"> • Review current funding structures, personnel, and program support structures and develop recommended implementation plan for integrated TQRIS • Oversee implementation of the integrated TQRIS
	<ul style="list-style-type: none"> • Head Start Collab Office 	<ul style="list-style-type: none"> • Support implementation of integrated TQRIS as specified in implementation plan (OEC in overall oversight role)
(B)(2) & Comp Pref Priority 2	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office 	<ul style="list-style-type: none"> • Same work group as above - cross-walk current standards with new integrated TQRIS program standards to determine minimum tier for each program type • Coordinate training of TQRIS raters (with OEC in leadership and overall oversight role) • Implement integrated TQRIS (see (B)(1) above)
	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood 	<ul style="list-style-type: none"> • Support Community Early Childhood Councils with outreach and education with key stakeholders regarding TQRIS • Codify integrated models and provide toolkits to support local implementation and innovation (ECAC subgroup) • Encourage and support the development of public-private partnerships to help fund improvement (ECAC subgroup)
(B)(3)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office 	<ul style="list-style-type: none"> • Same work group as above – Research and identify the rating tools for the integrated TQRIS, and develop training processes for TQRIS raters • Develop and launch the information dissemination plan to accompany


Selection Criterion	Participating Party	Type of Participation
(B)(4)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office 	implementation of the TQRIS <ul style="list-style-type: none"> • Same work group as above – Identify specific sets of activities/supports within each category of program improvement support that will be provided; Determine resources required to undertake identified supporting activities
	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood 	<ul style="list-style-type: none"> • The OEC, in its oversight and governance role, will manage rollout of the program improvement structure and menu of supports alongside rollout of the TQRIS • Support CECCs to develop plans to address the needs of local communities; convene CECC leaders to facilitate best-practice sharing across regions
(B)(5)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office 	<ul style="list-style-type: none"> • TQRIS responsible agency will conduct an RFP process to select an external evaluator, work with the evaluator to develop the evaluation plan, and launch the evaluation/review and share results over time; all agencies involved in integrated TQRIS will provide input into this process
(C)(1)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office 	<ul style="list-style-type: none"> • Participation in process to review and revise Kentucky’s Early Childhood Standards for children birth through age four; support revisions to documents that support the early childhood standards • Incorporate the revised standards into the revised TQRIS (Program Standards), Comprehensive Assessment System, and Kindergarten Entry Assessment (per E1) • Incorporate the revised standards into the revised Early Childhood Professional Development Framework, as well as all Professional Development activities designed for Early Learning and Development programs • Implement mechanisms to support understanding of the revised standards across all types of Early Learning and Development Programs • Implement mechanisms to support understanding of the revised standards across all types of Early Learning and Development Programs
(C)(2)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office 	<ul style="list-style-type: none"> • Work with Early Learning and Development Programs to revise Kentucky’s Continuous Assessment Guide to reflect revisions to the early childhood standards, updates to the assessment cross-walks, and new information about the common Kindergarten Entry Assessment (per E1) • Work with Early Learning and Development Programs to select assessments from the revised guide to strengthen professional understanding across early childhood programs regarding the purposes and uses of each type of assessment, with particular emphasis on the common

Selection Criterion	Participating Party	Type of Participation
		<p>Kindergarten Assessment</p> <ul style="list-style-type: none"> • Develop an approach for aligning and integrating assessments and sharing appropriate results, in order to avoid duplication of assessments and coordinate services for Children with High Needs who are served by and across multiple early childhood programs • Revise training for Early Childhood Educators in the appropriate administration of assessments, as well as interpretation and use of assessment data to inform and continuously improve Early Learning and Development services
(C)(4)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office • Center for Community Engagement (to be formed) 	<ul style="list-style-type: none"> • Implement the revised TQRIS Program Standards on a graduated scale to include a progression of standards around strengthened family engagement requirements at each level of rating • Lead implementation of a series of projects to ensure that resources are distributed efficiently and effectively and are targeted to reaching the highest number of high needs children. Ensure that all early childhood educators are trained in family engagement strategies • Coordinate across other agencies to do the above
(D)(1)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood 	<ul style="list-style-type: none"> • OEC will coordinate and align professional development across agencies and institutions of higher education; • Oversee the revision of the PD Framework, assure alignment with TQRIS
(D)(2)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood 	<ul style="list-style-type: none"> • Review and improve tiered system of training credentials, add a coaching credential
(E)(1)	<ul style="list-style-type: none"> • Early Childhood Advisory Council 	<ul style="list-style-type: none"> • Work with KHEAA to administer the Early Childhood Development Scholarship
	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood 	<ul style="list-style-type: none"> • Create a Center for Professional Development to coordinate PD within the state; including developing MOAs with partner agencies • Create Community Early Learning Leadership Networks through the Center for Professional Development
	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood • Head Start Collab Office 	<ul style="list-style-type: none"> • Develop Professional Development Database
(E)(1)	<ul style="list-style-type: none"> • Early Childhood Advisory Council 	<ul style="list-style-type: none"> • Review and provide feedback to KDE on a Request For Proposal draft for a kindergarten entry assessment
	<ul style="list-style-type: none"> • Head Start Collab Office • Early Childhood Advisory Council • Office of Early Childhood 	<ul style="list-style-type: none"> • Develop plan to assist the ELD system implementation

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(E)(2)	<ul style="list-style-type: none"> • Early Childhood Advisory Council • Office of Early Childhood 	<ul style="list-style-type: none"> • Coordinate and oversee governance and implementation of early childhood database and early childhood data warehouse within P20 infrastructure • Develop MOUs with participating agencies based on the P20 model and executive order (2010-382)
	<ul style="list-style-type: none"> • Office of Early Childhood 	<ul style="list-style-type: none"> • CECCs to coordinate technical assistance with the OEC early database and data warehouse


10-17-11

Signature (Authorized Representative of Lead Agency) Date


10-17-11

Signature (Authorized Representative of Participating State Agency) Date

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

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- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
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- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
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- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

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

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

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

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

Darryl Tolan 10-17-2011
Signature Date

Terry S. Tolan Executive Director
Print Name Title

Authorized Representative of Participating State Agency:

Janie Miller 10/17/2011
Signature Date

Janie Miller Secretary
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK


Cabinet for Health and Family Services

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

Selection Criterion	Participating Party	Type of Participation
(B)(1)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care • Department for Public Health, First Steps (IDEA part C) • Department for Family Resource Centers and Volunteer Services • Office of the Inspector General, Division of Regulated Child Care (licensing) 	<ul style="list-style-type: none"> • Representatives from each program will be on cross-agency work group to design integrated TQRIS, including: <ul style="list-style-type: none"> ○ Assessing existing sets of program standards and developing new, common set for integrated TQRIS ○ Analyzing research, and program and student data to inform system design ○ Cross-walking current standards with new integrated TQRIS program standards to determine minimum tier for each program type ○ Using analysis to determine tier reimbursement / incentive amounts
	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care • Department for Public Health, First Steps (IDEA part C) • Department for Family Resource Centers and Volunteer Services • Office of the Inspector General, Division of Regulated Child Care (licensing) 	<ul style="list-style-type: none"> • Support implementation of integrated TQRIS as specified in implementation plan
(B)(2) & Comp Pref Priority 2	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care • Department for Public Health, First Steps (IDEA part C) • Department for Family Resource Centers and Volunteer Services • Office of the Inspector General, Division of Regulated Child Care (licensing) 	<ul style="list-style-type: none"> • Same work group as above - cross-walk current standards with new integrated TQRIS program standards to determine minimum tier for each program type • Coordinate training of TQRIS raters • Implement integrated TQRIS (see (B)(1) above)
(B)(3)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care • Department for Public Health, First Steps (IDEA part C) • Office of the Inspector General, Division of Regulated Child Care 	<ul style="list-style-type: none"> • Same work group as above – Research and identify the rating tools for the integrated TQRIS, and develop training processes for TQRIS raters • Develop and launch the information dissemination plan to accompany implementation of the TQRIS

Selection Criterion	Participating Party	Type of Participation
(B)(4)	<p>(licensing)</p> <ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care • Department for Public Health, First Steps (IDEA part C) • Department for Family Resource Centers and Volunteer Services 	<ul style="list-style-type: none"> • Same work group as above – Identify and develop system of supports for participating programs to ensure their improvement through the TQRIS; Determine resources required to undertake identified supporting activities
(B)(5)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care 	<ul style="list-style-type: none"> • TQRIS responsible agency will conduct an RFP process to select an external evaluator, work with the evaluator to develop the evaluation plan, and launch the evaluation/review and share results over time; all agencies involved in integrated TQRIS will provide input into this process
(C)(1)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care • Department for Public Health, First Steps (IDEA part C) • Office of the Inspector General, Division of Regulated Child Care (licensing) • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care 	<ul style="list-style-type: none"> • Participation in process to review and revise Kentucky’s Early Childhood Standards for children birth through age four; support revisions to documents that support the early childhood standards • Incorporate the revised standards into the revised TQRIS (Program Standards), Comprehensive Assessment System, and Kindergarten Entry Assessment (per EI) • Incorporate the revised standards into the revised Workforce Knowledge and Competency Framework, as well as all Professional Development activities designed for Early Learning and Development programs • Implement mechanisms to support understanding of the revised standards across all types of Early Learning and Development Programs • Implement mechanisms to support understanding of the revised standards across all types of Early Learning and Development Programs
(C)(2)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care 	<ul style="list-style-type: none"> • Work with Early Learning and Development Programs to revise Kentucky’s Continuous Assessment Guide to reflect revisions to the early childhood standards, updates to the assessment cross-walks, and new information about the common Kindergarten Entry Assessment (per EI) • Work with Early Learning and Development Programs to select assessments from the revised guide to strengthen professional understanding across early childhood programs regarding the purposes and uses of each type of assessment, with particular emphasis on the common Kindergarten Assessment

Selection Criterion	Participating Party	Type of Participation
		<ul style="list-style-type: none"> • Develop an approach for aligning and integrating assessments and sharing appropriate results, in order to avoid duplication of assessments and coordinate services for Children with High Needs who are served by and across multiple early childhood programs • Revise training for Early Childhood Educators in the appropriate administration of assessments, as well as interpretation and use of assessment data to inform and continuously improve Early Learning and Development services
	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Public Health, First Steps (IDEA part C) • Department for Family Resource Centers and Volunteer Services 	<ul style="list-style-type: none"> • Provide input and support implementation on above work described for (C)(1) and (C)(2)
(C)(4)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care • Department for Public Health, First Steps (IDEA part C) • Department for Family Resource Centers and Volunteer Services 	<ul style="list-style-type: none"> • Implement the revised TQRIS Program Standards on a graduated scale to include a progression of standards around strengthened family engagement requirements at each level of rating • Ensure that all early childhood educators are trained in family engagement strategies. (Led by the newly-formed Center for Community and Family Engagement in the Office of Early Childhood)
(D)(1)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care • Department for Public Health, First Steps (IDEA part C) • Department for Family Resource Centers and Volunteer Services 	<ul style="list-style-type: none"> • Provide information and guidance on coordination and alignment of professional development across agencies • Provide guidance and assistance in the revision of the PD framework, assure alignment with TQRIS;
(D)(2)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services • Department for Community Based Services, Division of Child Care 	<ul style="list-style-type: none"> • Require participation by all trainers and institutions in the state's professional development data system (ECE-TRIS); amend regulations to require participation in the data system.
(E)(2)	<ul style="list-style-type: none"> • Cabinet for Health and Family Services 	<ul style="list-style-type: none"> • Agency data systems participation in the P20 Data Collaborative and early childhood database contingent upon completion of necessary participation agreements to assure compliance with HIPAA, FERPA, and all state, federal, and local privacy laws.


 Signature (Authorized Representative of Lead Agency)

10-17-2011
 Date

Janice Miller 10/17/2011
Signature (Authorized Representative of Participating State Agency) Date

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 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

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

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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

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

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

B. LEAD AGENCY RESPONSIBILITIES

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

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

C. JOINT RESPONSIBILITIES

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

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

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

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

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

Terry S. Tolan 10-17-2011
Signature Date

Terry S Tolan Executive Director
Print Name Title

Authorized Representative of Participating State Agency:

Terry Holliday 11-17-11
Signature Date

Terry Holliday Commissioner of Education
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK


Kentucky Department of Education

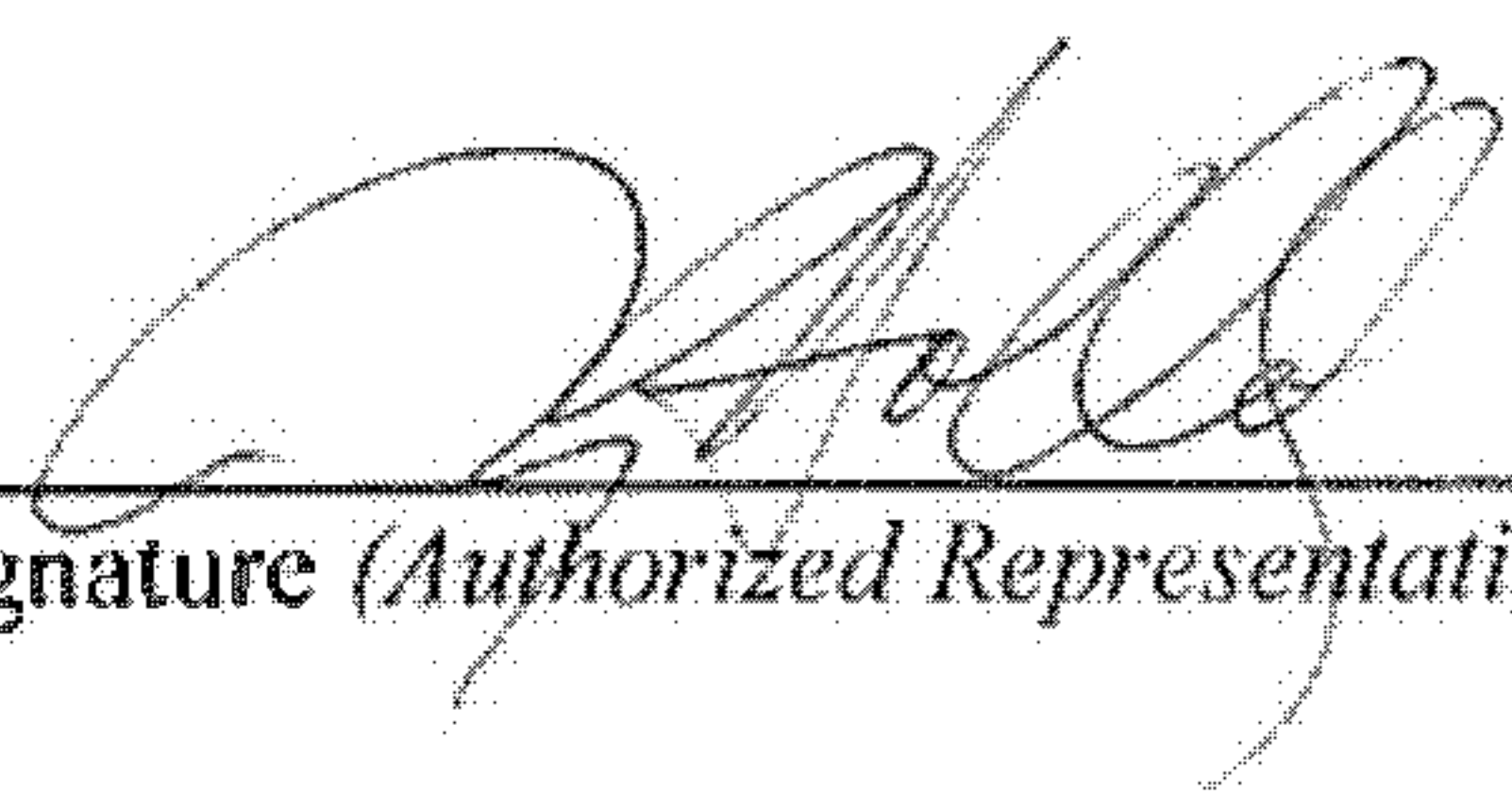
The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • Representatives from each program will be on cross-agency work group to design integrated TQRIS, including: <ul style="list-style-type: none"> ○ Assessing existing sets of program standards and developing new, common set for integrated TQRIS ○ Analyzing research, and program and student data to inform system design ○ Cross-walking current standards with new integrated TQRIS program standards to determine minimum tier for each program type ○ Using analysis to determine tier reimbursement / incentive amounts
	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • Support implementation of integrated TQRIS as specified in implementation plan
(B)(2) & Comp Pref Priority 2	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • Same work group as above - cross-walk current standards with new integrated TQRIS program standards to determine minimum tier for each program type • Coordinate training of TQRIS raters • Implement integrated TQRIS (see (B)(1) above)
(B)(3)	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • Same work group as above – Research and identify the rating tools for the integrated TQRIS, and develop training processes for TQRIS raters • Develop and launch the information dissemination plan to accompany implementation of the TQRIS
(B)(4)	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • Same work group as above – Identify and develop system of supports for participating programs to ensure their improvement through the TQRIS; Determine resources required to undertake identified supporting activities
(B)(5)	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • TQRIS responsible agency will conduct an RFP process to select an external evaluator, work with the evaluator to develop the evaluation plan, and launch the evaluation/review and share results over time; all agencies involved in integrated TQRIS will provide input into this process
(C)(1)	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • Participation in process to review and revise Kentucky’s Early Childhood Standards for children birth through age four; support revisions

Selection Criterion	Participating Party	Type of Participation
		<p>to documents that support the early childhood standards</p> <ul style="list-style-type: none"> • Prepare to align the revised early childhood standards with new Next Generation Science Standards • Incorporate the revised standards into the revised TQRIS (Program Standards), Comprehensive Assessment System, and Kindergarten Entry Assessment (per EI) • Incorporate the revised standards into the revised Early Childhood Professional Development Framework, as well as all Professional Development activities designed for Early Learning and Development programs • Implement mechanisms to support understanding of the revised standards across all types of Early Learning and Development Programs • Implement mechanisms to support understanding of the revised standards across all types of Early Learning and Development Programs
(C)(2)	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • Work with Early Learning and Development Programs to revise Kentucky's Continuous Assessment Guide to reflect revisions to the early childhood standards, updates to the assessment cross-walks, and new information about the common Kindergarten Entry Assessment (per EI) • Work with Early Learning and Development Programs to select assessments from the revised guide to strengthen professional understanding across early childhood programs regarding the purposes and uses of each type of assessment, with particular emphasis on the common Kindergarten Assessment • Develop an approach for aligning and integrating assessments and sharing appropriate results, in order to avoid duplication of assessments and coordinate services for Children with High Needs who are served by and across multiple early childhood programs • Revise training for Early Childhood Educators in the appropriate administration of assessments, as well as interpretation and use of assessment data to inform and continuously improve Early Learning and Development services
(C)(4)	<ul style="list-style-type: none"> • Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> • Implement the revised TQRIS Program Standards on a graduated scale to include a progression of standards around strengthened family engagement requirements at each level of rating • Implement a series of projects to ensure that resources are distributed efficiently and effectively and are targeted to reaching the

Selection Criterion	Participating Party	Type of Participation
		highest number of high needs children. Ensure that all early childhood educators are trained in family engagement strategies. (Led by the newly-formed Center for Community and Family Engagement in the Office of Early Childhood)
(D)(1)	<ul style="list-style-type: none"> Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> Provide information and guidance on coordination and alignment of professional development across agencies Provide guidance and assistance in the revision of the PD Framework, assure alignment with TQRIS
(D)(2)	<ul style="list-style-type: none"> Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> Assist OEC in the creation of a Center for Professional Development to coordinate PD within the state Assist OEC in the creation Community Early Learning Leadership Networks through the Center for Professional Development
(D)(2)	<ul style="list-style-type: none"> Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> Review and improve tiered system of training credentials, add a coaching credential
(E)(1)	<ul style="list-style-type: none"> Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> Work together with the ECAC Assessment subcommittee to identify a common statewide kindergarten entry assessment (KEA)
	<ul style="list-style-type: none"> Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> Complete K-3 program review process development
	<ul style="list-style-type: none"> Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> Input KEA data into KDE data system and feed into P20 Data Collaborative Repository
	<ul style="list-style-type: none"> Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> Provide professional development to local districts on the implementation of the common statewide KEA
(E)(2)	<ul style="list-style-type: none"> Office of Next Generation Learners - state-funded preschool (includes IDEA part B & Title I) 	<ul style="list-style-type: none"> Agency data systems participate in the P20 Data Collaborative and early childhood database, in compliance with HIPPA, FERPA, and all state, federal, and local privacy laws.

 10-17-2011
 Signature (Authorized Representative of Lead Agency) Date

 10-17-11
 Signature (Authorized Representative of Participating State Agency) Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

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

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

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

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

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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

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

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

B. LEAD AGENCY RESPONSIBILITIES

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

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

C. JOINT RESPONSIBILITIES

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

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

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

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

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

Terry S. Tolan 10/14/2011
Signature Date

Terry S. Tolan Executive Director
Print Name Title

Authorized Representative of Participating State Agency:

Joseph U. Meyer 10/14/2011
Signature Date

Joseph U. Meyer, Secretary
Print Name Title

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Head Start Association =Kentucky Head Start Association	Yes
State Affiliate of the National Association for the Education of Young Children = Kentucky Association for Early Childhood Education	Yes
State Affiliate for the Council for Exceptional Children's Division of Early Childhood = KY-DEC	Yes
Kentucky's Early Childhood Community Councils (Listed by County and/or Counties served)	
4C for Children	Yes
Allen Logan and Simpson Counties	No
Ballard, Carlisle, Fulton, Hickman Counties	No
Barren County CECC	Yes
Bath County	No
Bell and Harlan Counties	No
Boone County CECC	Yes
Boyd, Carter, Elliott, Greenup Counties	No
Boyle County	No
Bullitt, Shelby, Spencer, Henry, Oldham, Trimble Counties	No
Butler-Edmonson CECC	Yes
Caldwell, Lyon, Crittenden Counties	No
Calloway County	No
Carroll County	No
Casey County CECC	Yes

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)

List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Christian County CECC	No
Clark County CECC	No
Clay County CECC	No
Daviess County CECC	Yes
Fleming County CECC	No
Four River Counties CECC	Yes
Franklin County CECC	Yes
Grant County CECC	No
Graves and Marshall Counties CECC	No
Hancock Co. Community Collaboration	Yes
Hardin County CECC	No
Harrison County CECC	No
Hart, Metcalfe and Monroe CECC	Yes
Henderson County CECC	No
Jackson County CECC	No
Jefferson County CECC	Yes
Johnson County CECC	No
Kenton & Campbell Co CECC	Yes
Larue Co. CECC	Yes
Lawrence County CECC	Yes
Lee, Wolfe, Owsley and Breathitt Counties CECC	No
Letcher and Knox Counties CECC	No

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)

List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Lincoln County CECC	Yes
Livingston Co. CECC	Yes
Madison Co CECC	Yes
Magoffin Co. CECC	Yes
Marion and Washington Counties CECC	No
Martin County CECC	No
Mason County CECC	Yes
McCracken County CECC	No
McCreary County CECC	Yes
McLain Co. CECC	Yes
Mercer County CECC	No
Montgomery County CECC	No
Morgan County CECC	Yes
Nelson Co. CECC	Yes
Ohio Co CECC	Yes
Owen County CECC	No
Pendleton Co CECC	Yes
Pike County	No
Pulaski County Early Childhood Council	Yes
Robertson County CECC	No
Rockcastle County CECC	No
Rowan Co. CECC	Yes

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)

List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Russell County CECC	No
Scott County CECC	No
Taylor and Green Counties CECC	No
Todd Co CECC	Yes
Trigg County CECC	Yes
Union Co. CECC	Yes
Warren County Early Childhood Council	Yes
Wayne County CECC	No
Webster County CECC	No
Whitley, Knott and Laurel CECC	No
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>	



the region's leading resource
in early education and care

...for Children

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

Dear Ms. Tolan:

I am writing to pledge the support of 4C for Children for Kentucky's Race to the Top Early Learning Challenge application.

As a community-based child care resource and referral agency serving Northern Kentucky, we strongly believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

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

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

4C is pleased to commit our support to Kentucky's Race to the Top Early Learning Challenge application. 4C works closely with families and early care and education providers in the eight-county region of Northern Kentucky to help children be prepared for kindergarten. Kentucky's early childhood reform agenda strongly aligns with our mission.

Sincerely,

Elaine Ward
Sr. Vice President and COO

**Central Office and
Southwest Ohio
Regional Office**

1929 Dana Ave.
Cincinnati, OH 45207
513-221-0033
800-256-1296

**Clinton County
Field Office**

51 West Main St.
Wilmington, OH 45177
937-382-7011, x1224

**Miami Valley
Regional Office**

1320 E. 5th St.
Dayton, OH 45402
937-220-0600
800-540-0600

**Northern Kentucky
Regional Office**

601 Washington Ave., #105
Newport, KY 41071
859-781-3511
800-256-1296

www.4cforchildren.org
agency@4cforchildren.org



FUNDING PROVIDED BY THE CITY OF CINCINNATI AND
THE KENTUCKY CABINET FOR HEALTH AND FAMILY
SERVICES - DIVISION OF CHILD CARE



Bo Matthews, Superintendent

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

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

Dear Ms. Tolan,

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

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

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

The BCCECC was established in 2006 and has received only minimal sporadic funding with which to operate. However, the council, recognizing the tremendous needs of our large number of licensed day cares for education and resources, has continued to function through regular activities and resources generously donated by member agencies. Unfortunately, this effort is not sustainable, which makes this Race to the Top funding paramount in order to continue and sustain the work of our council in the future. So, it is with our deepest commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Bill Walter
Co-Chair
Barren County Community Early Childhood Council

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

Dear Ms. Tolan,

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

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

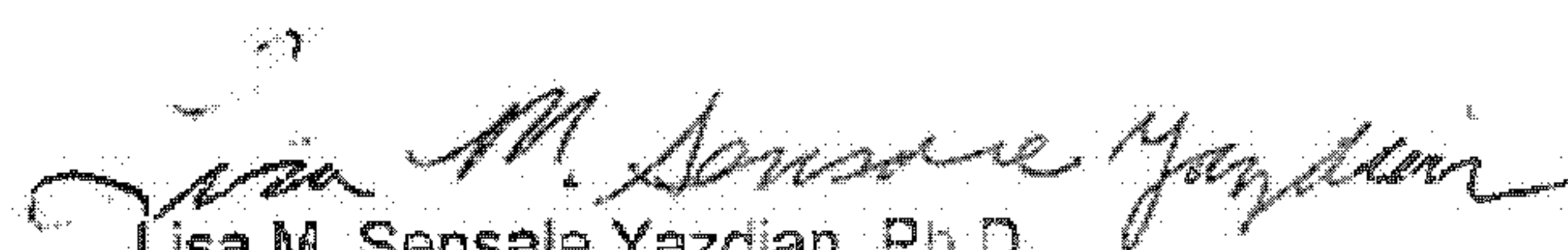
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

Our Council has been actively engaged in crafting projects, events, and ongoing learning opportunities for adults working with our youngest children for many years. High quality professional development opportunities around early learning standards, best practices, and assessment, for example, are regularly provided and have come to be expected by our early childhood professionals. We strongly believe that a clearly articulated early care and education system will not only prepare young children for school but will also facilitate future learning success. We are pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application and look forward to maintaining and broadening our commitment to quality early childhood services.

Sincerely,



Rebekah Duchette, RN, BSN
Co-chair, Boone County Community Early Childhood Council
Executive Director, Success By 6 Boone County



Lisa M. Sensale Yazdian, Ph.D.
Co-chair, Boone County Community Early Childhood Council
Early Literacy Specialist
Boone County Public Library

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

Dear Ms. Tolan,

I am writing to pledge the support of the Butler-Edmonson Community Early Childhood Council for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of helping all children be successful upon entering school, particularly those children with the greatest needs. With the support of effective early childhood professionals, programs and providers, parents, communities, and state-level partners, we believe that early care and education programs can contribute to children's successes.

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

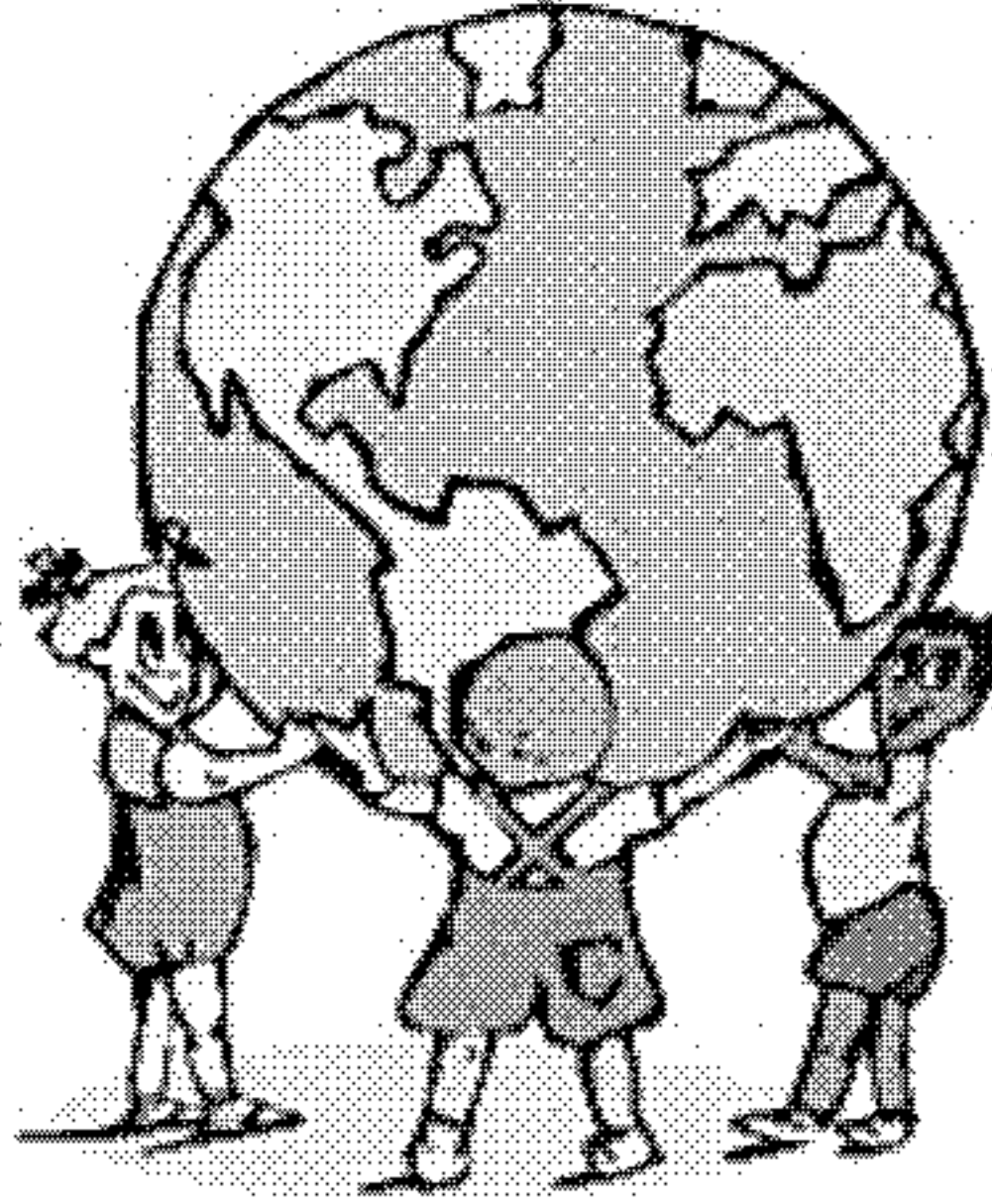
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

It is with this commitment to Kentucky's early childhood vision in mind that our Community Early Childhood Council is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. As a community council, serving two rural counties in south central Kentucky, we believe that we can assist in the effort of enhancing the public awareness of quality early childhood education within these communities. We also believe that we can support the early care and education settings in these two counties by continuing to advocate for best practices, offering opportunities for professional development for staff to not only learn about, but also, understand and implement statewide systems and initiatives designed to increase the quality of their programs and therefore offering children opportunities to be ready to succeed.

Sincerely,

Amy Hooten, Chairperson
Butler-Edmonson Counties
Community Early Childhood Council

October 1, 2011



Casey Co. Community Early Childhood Council

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

Dear Ms. Tolan,

I am writing to pledge the support of the Casey County Community Early Childhood Council for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs.

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

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

Casey County is a rural area that is a resource poor community and ranks in the 100 lowest income counties in the United States. Even though we live in a distressed area our

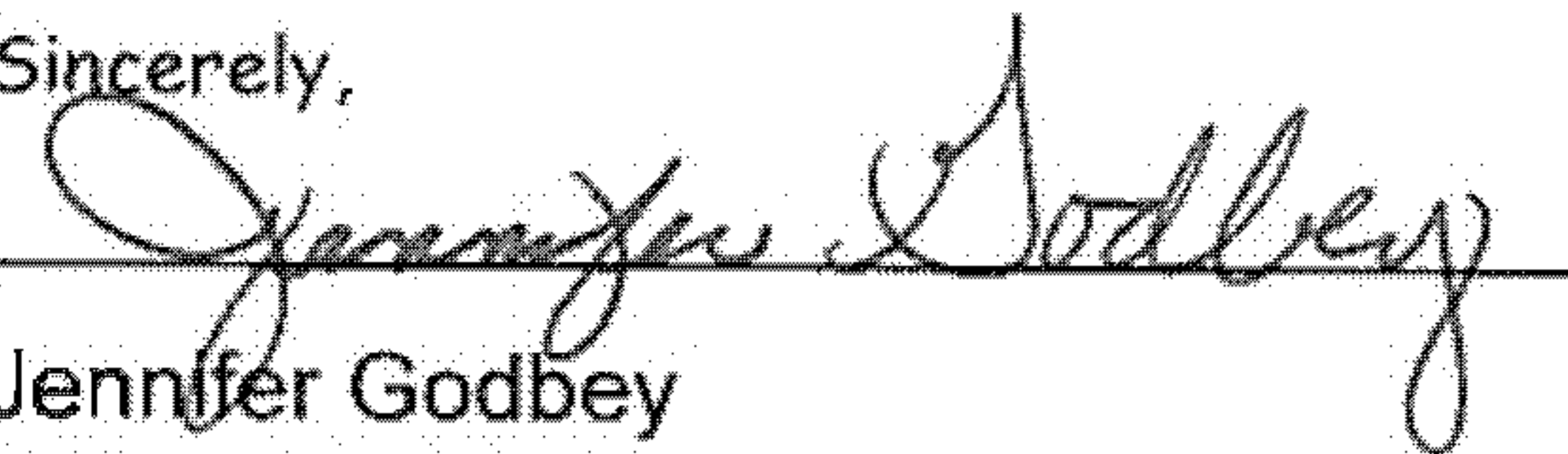
community has a long history of working together for the benefit of all children in the community especially those with the greatest needs. Our community partners include:

- Parents
- Public School System
- First Steps
- Lake Cumberland Health Department
- Berea Regional Training Center
- Child Care Centers
- Eastern KY Child Care Coalition
- Lake Cumberland Head Start
- Casey County Extension Office
- Casey County Adult Learning Center
- Public Library
- Cabinet For Health & Family Services
- ADANTA
- Local Business Owners
- City Officials

Since 2000 as a council with our community partners, we have worked to adopt the Early Childhood Standards and assessment system. Through this partnership we have enabled Early Childhood programs in the community to participate in the tiered system for quality programming.

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

Sincerely,



Jennifer Godbey
CCCECC Chair

Daviess County Early Childhood Council
1600 Breckenridge Street
Owensboro, KY 42303

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

Dear Ms. Tolan:

This letter is a pledge of support by the Daviess County Early Childhood Council for Kentucky's Race to the Top Early Learning Challenge application. We believe the initiatives laid out in Kentucky's proposal are the ones to set Kentucky on a course that will help us realize our vision of kindergarten readiness for all children, especially those children with the greatest needs. This can only be done with the support of early childhood professionals, programs and providers, parents and communities and state-level partners.

We specifically are committed to supporting the key elements of Kentucky's early childhood reform agenda which include:

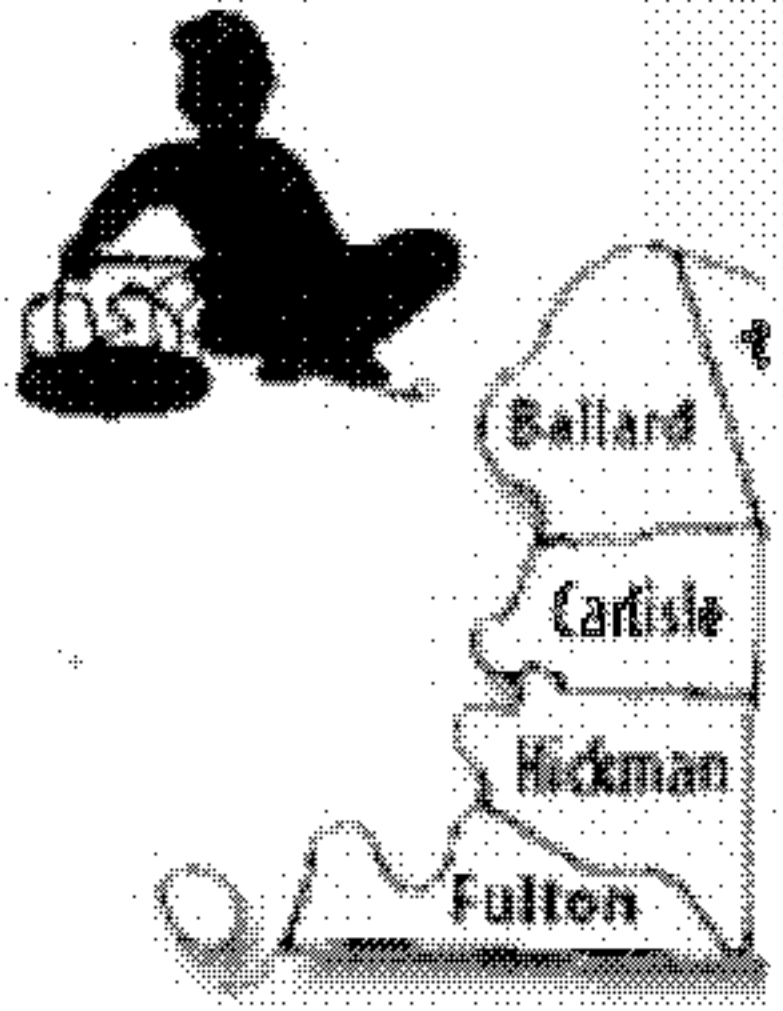
- A unified approach and broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

It is with this commitment to Kentucky's early childhood vision in mind that the Daviess County Early Child Council is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Our council works in an integrated approach to support quality of care. This year, we are providing training in the Cradling Literacy curriculum for providers of childcare and home visitors in families with young children. We have worked hard for many years to increase the numbers of STARS centers to ensure improvements in quality of care.

Sincerely


Linda Wahl

Council Chairperson



Four River Counties Community Early Childhood Council Ballard, Carlisle, Fulton and Hickman

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

Dear Ms. Tolan,

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

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

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

- Data system with all necessary information to support continuous improvement of school readiness

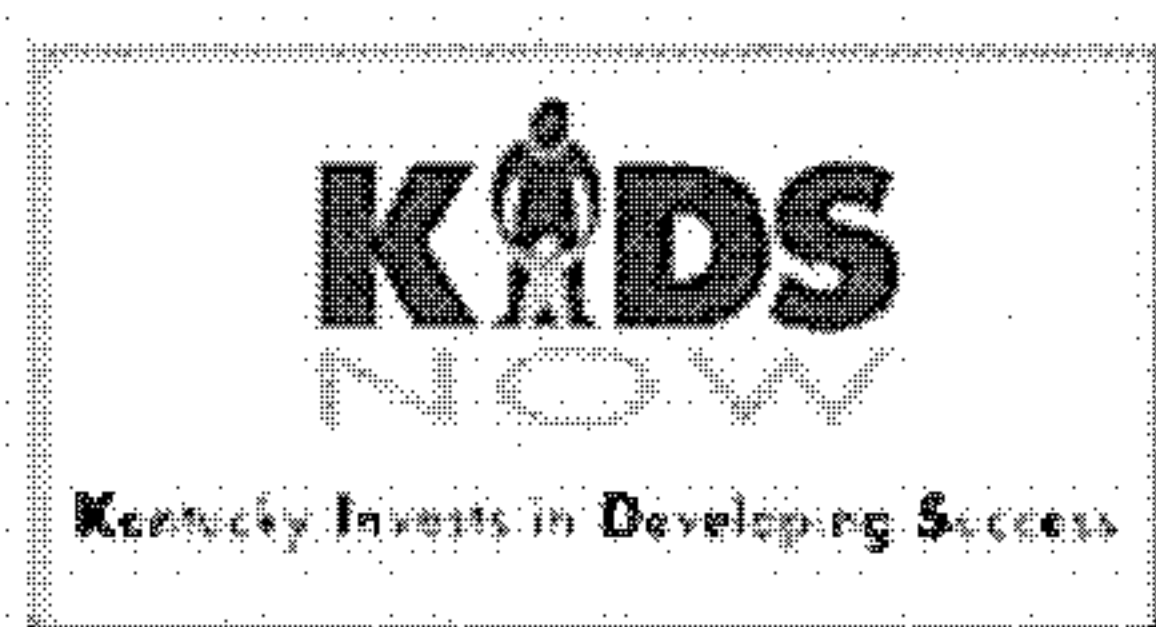
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The Four River Counties Community Early Childhood Council will support this endeavor through a commitment to local community support of state wide initiatives supporting quality early childhood for all children. The council will also support child care providers through offering standards based localized training to constantly improve the quality of care for young children. We are and will continue to offer family engagement opportunities in our counties that promote early learning and success in school readiness and transitions. The Four River Counties Community Early Childhood Council vision in the far western area of the Commonwealth aligns with the goals of this application and we offer our whole hearted support of collaboration to increase opportunity of quality care and school readiness for all young children and families.

Sincerely,



Melissa Goodman

Chairperson of Four River Counties Community Early Childhood Council



Chairperson
Melissa Goodman
116 S. Jefferson St.
Clinton, KY 42031

**Working Together to Stengthen
Young Children & Families**
Phone: (270) 653-2231
Fax: (270) 653-4754

Franklin County Community Early Childhood Council

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

Dear Ms. Tolan,

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

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

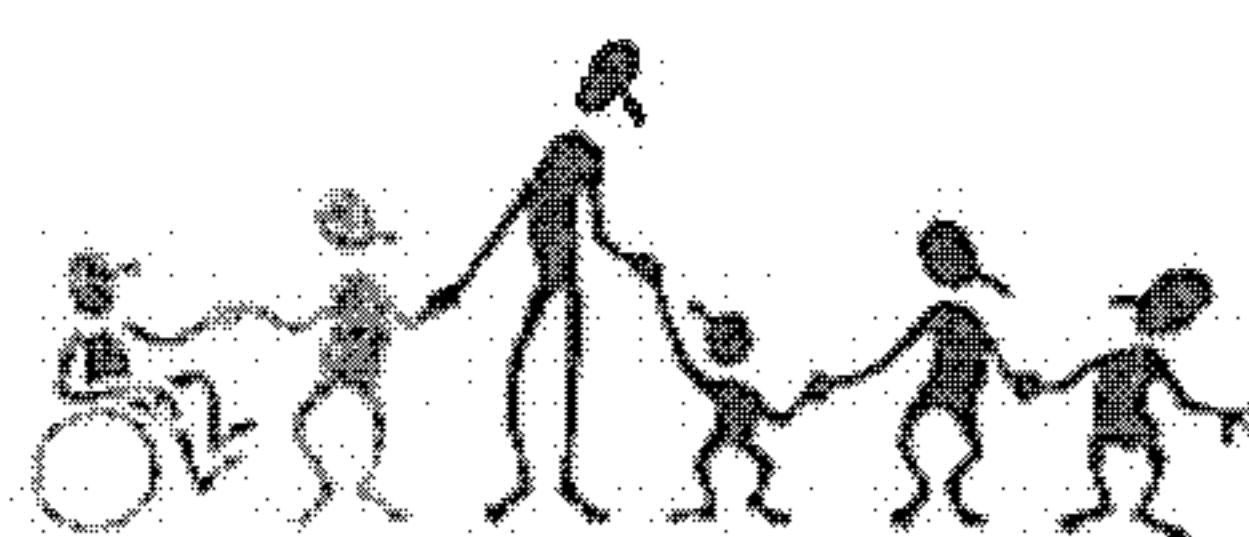
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The mission of the Franklin County Community Early Childhood Council is to support and strengthen the community by providing information to families, promoting quality in all early childhood programs, and to offer quality training to the early childhood stakeholders in collaboration with other agencies in Franklin County. With our mission in mind, it would seem that our vision aligns with those of RTT-ELC.

Sincerely,



Kelley McMichael
FCCECC Chair



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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Race to the Top is a great program and all children will benefit from this program. Thank you and have a great day!

Sincerely, 
Laura E. Kessans
Hancock Co. CECC Chairperson

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

Dear Ms. Tolan,

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

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

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

The Community Early Childhood Councils work closely with their local child care and preschool providers to do needs assessment annually, to insure targeted use of grant dollars to provide free training and high quality program materials related to gaps in their program to assist these programs in improving their quality of care and education.

Last year we provided training to the providers in our three county area on Kentucky's Early Childhood Standards and Quality Self-Study so that they learned how to utilize these valuable tools in evaluating their program for quality practices. Clearly, our goals and objectives will only be enhanced by the Race to the Top Early Learning Challenge program.

Sincerely,


Lynn A. Blankenship, Chair



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

Dear Ms. Tolan,

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

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

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

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

Examples of hand-in-hand, supportive and complementary projects that reflect the initiatives of Kentucky's proposal for the Race to the Top-Early Learning Challenge are the following projects the JCCECC is currently implementing. The JCCECC is in partnership with Metro United Way in the implementation of a community-wide developmental screening project for young children with parents reflecting their role as their child's first teacher. Also, the JCCECC is sponsoring a variety of training opportunities, for early care and education professionals, focused around Kentucky's Building a Strong Foundation for School Success, Early Childhood Components. These trainings will also provide participants with corresponding materials to further enhance their learning experience and implementation abilities. The JCCECC is committed to financial contributions to early childhood community events. Finally, the JCCECC supports the ongoing awareness campaign of the quality rating system for early care and education programs in Kentucky.

Sincerely,

Julie Leezer, Chair
Jefferson County Community Early Childhood Council

KENTON and CAMPBELL COUNTY
COMMUNITY EARLY CHILDHOOD COUNCIL

October 12, 2011

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The Kenton/Campbell County Council has and will continue to support issues of importance to children and families in Kentucky.

A few of the ways we extend on past accomplishments is by targeting the following:

- Children's health/physical wellness through the NAPSACC (The Nutrition and Physical Activity Self-Assessment for Child Care) program by assisting childcare centers focus on family education outreach that result in increased physical activity and improved nutrition in children
- Literacy and language development through a professional development project entitled, *Strengthening Language Development through Adult-Child Interactions*, the development of interactive language/literacy kits and hosting of local literacy fairs
- Child care providers' ability to screen children using an approved tool in Kentucky's Continuous Assessment Guide by informing providers of and delivering assessment trainings
- Transitioning to kindergarten by convening a planning group that will develop a collaborative transition plan between child care and kindergarten and to develop common understanding of alignments between Early Childhood and K-12 language and literacy standards
- Community and family outreach by assisting the Northern Kentucky Point of Entry in their ChildFind efforts by finding children under 12 months of age through organizing and hosting community events where families will have an opportunity to participate in health and developmental screenings (set up as games or parent-child interaction activities with guidance or facilitation)
- Increasing the number of Type I child care centers enrolled in the STARS for KIDS NOW program through different advertisement avenues targeting parents' awareness of Kentucky's tiered quality rating and improvement system; continually improve the star level of centers through high-level trainings on curriculum and assessment tools

Thank you for your thoughtful consideration. Please contact Denise Brann at (859) 750-5104; email me at brann@johnnrgreenco.com if you need more information or clarification.

Sincerely,



Denise R. Brann, Co-Chairperson

Kenton/Campbell County Early Childhood Council

LaRue County Schools
Family Services

LARUE COUNTY PUBLIC SCHOOLS
Adult Education, Family Literacy, Even Start/Next Steps,
Migrant, Kids Crew, Family Resource & Youth Service Centers,
Community Education, Service Learning, ESL Title III
Sarah Hornback, Director
208 College Street
Hodgenville, KY 42748
(270) 358-8334 Fax (270) 358-3053
Sarah.hornback@larue.kyschools.us

September 29, 2011

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. We understand how critical high quality early childhood education is, both in the home, in centers, and in preschool programs. Our work at screening, providing high quality training, encouraging the use of Kentucky's outstanding Early Childhood Standards document, and advocating for all young children will work hand in hand with statewide initiatives such as the Early Learning Challenge. Our most precious vital resource – and our economic health in the future - are dependent on the value we place on early childhood today. We strongly support Kentucky's focus and aggressive pursuit of unified and collaborative early childhood initiatives.

Sincerely,

Sarah Hornback

Sarah Hornback
Chairperson, Larue County Community Early Childhood Council

**P.O. Box 165
44 Health Way
Stanford, KY 40484
Phone: 606-365-3106 Fax: 606-365-1640**

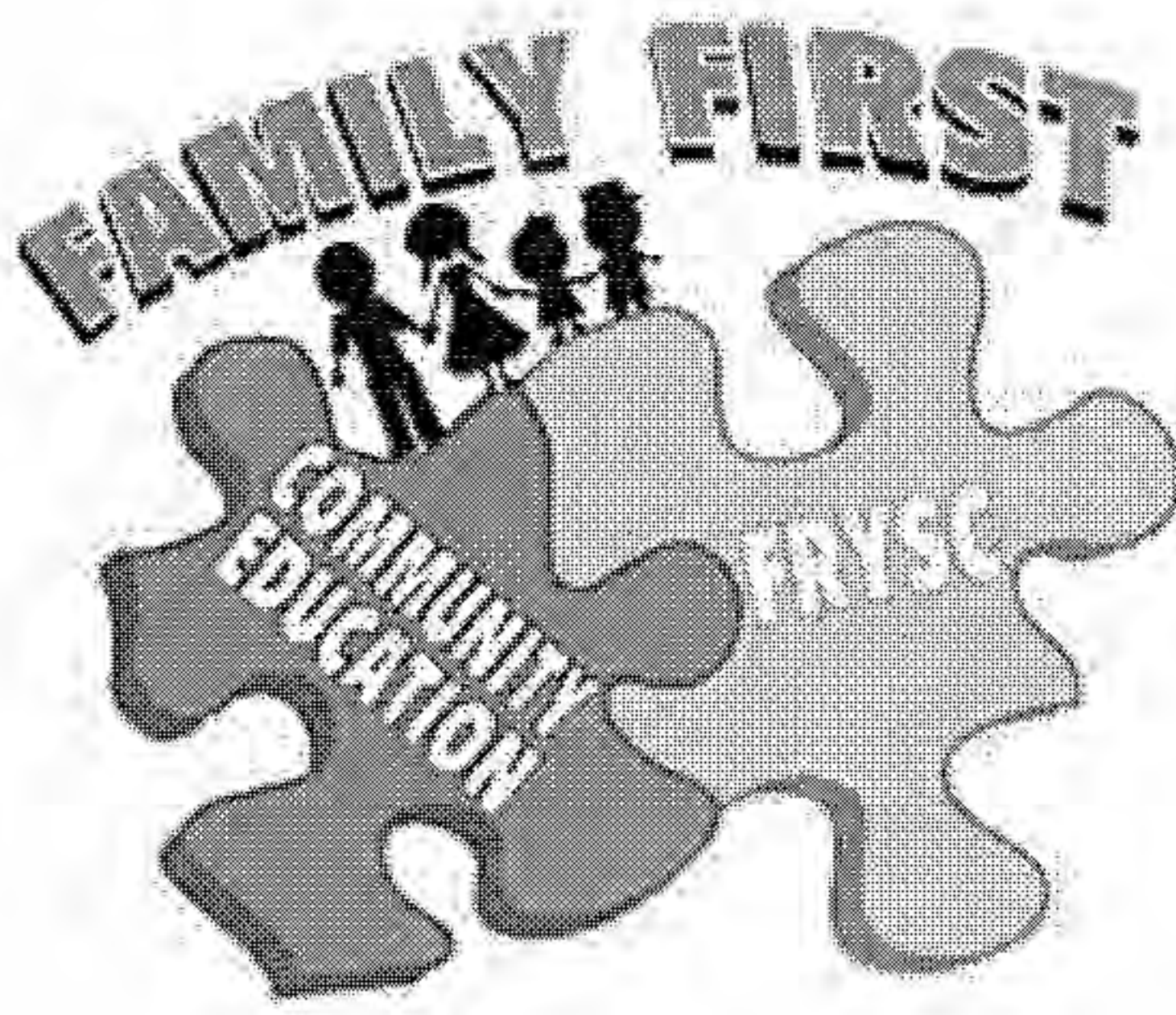
Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

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

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

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



Family Resource Youth Services Center & Community Education

South Livingston Elementary
Stephanie Henson, Coordinator/Director
850 Cutoff Road
Smithland, KY 42081
270-928-4768
Stephanie.Henson@livingston.kyschools.us

North Livingston Elementary & LCMS
Dee Threlkeld, FRYSC/CE Assist. Coord
1370 US Hwy 60 E
Burna, KY 42028
270-988-4377 or 1-888-883-1745
Fax 270-988-4497
Deecee.Threlkeld@livingston.kyschools.us

Livingston Central High School
Michele Ritchie, FRYSC Assistant Coordinator
750 US Hwy 60 E
Smithland, KY 42081
270-928-4637
Michele.Ritchie@livingston.kyschools.us

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. In an effort to demonstrate our support the Livingston County CECC (through the KIDS NOW grant and other collaborative resources) will hire a Parent Educator that will offer resources to county parents, families, and childcare providers. The council will provide educational opportunities for parents and other providers through caregiver classes. In addition, efforts will be made to recruit and encourage additional slots for quality childcare.

Sincerely,

(b)(6)

Stephanie Henson, MSSW
Family Resource Youth Services Center Coordinator
Director of Community Education

MADISON COUNTY EARLY CHILDHOOD COUNCIL
501 South Keeneland Drive, Richmond, KY 40475

October 7, 2011

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

Dear Ms. Tolan,

The Madison County Early Childhood Council supports Kentucky's Race to the Top Early Learning Challenge application. The initiatives in the proposal support kindergarten readiness for all children by 2013.

Kentucky's agenda includes:

- 1) a unified approach through state-level collaboration and local support;
- 2) a quality rating system that includes supports to improve quality care;
- 3) early learning standards that include comprehensive assessment and family engagement strategies;
- 4) an aligned professional development system; and
- 5) a data system that supports continuous improvement for all programs.

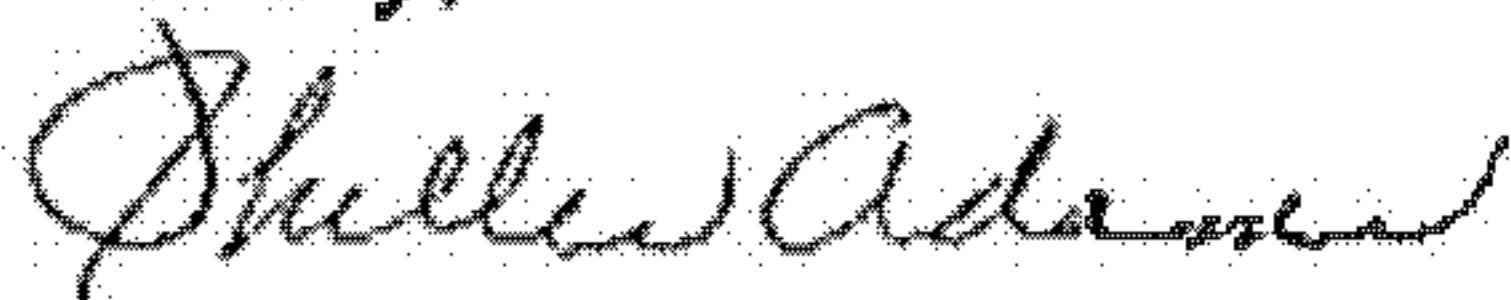
Our Council's work will be strongly committed to the Governor's Office of Early Childhood in the successful implementation of Kentucky's Race to the Top Early Learning Challenge grant.

Our Council will:

- 1) participate in state-level collaboration efforts;
- 2) provide local support to improve quality of care;
- 3) assist local early childhood providers and parents with understanding of comprehensive assessments and family involvement;
- 4) participate in the development of an aligned professional development system for all early childhood professionals; and
- 5) contribute local information as required in the implementation of a state-wide data system that includes all early childhood programs.

The Madison County Early Childhood Council looks forward to the success and funding of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,



Phillis Adams, Chair
Madison County Early Childhood Council

September 29, 2011

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

Dear Ms. Tolan,

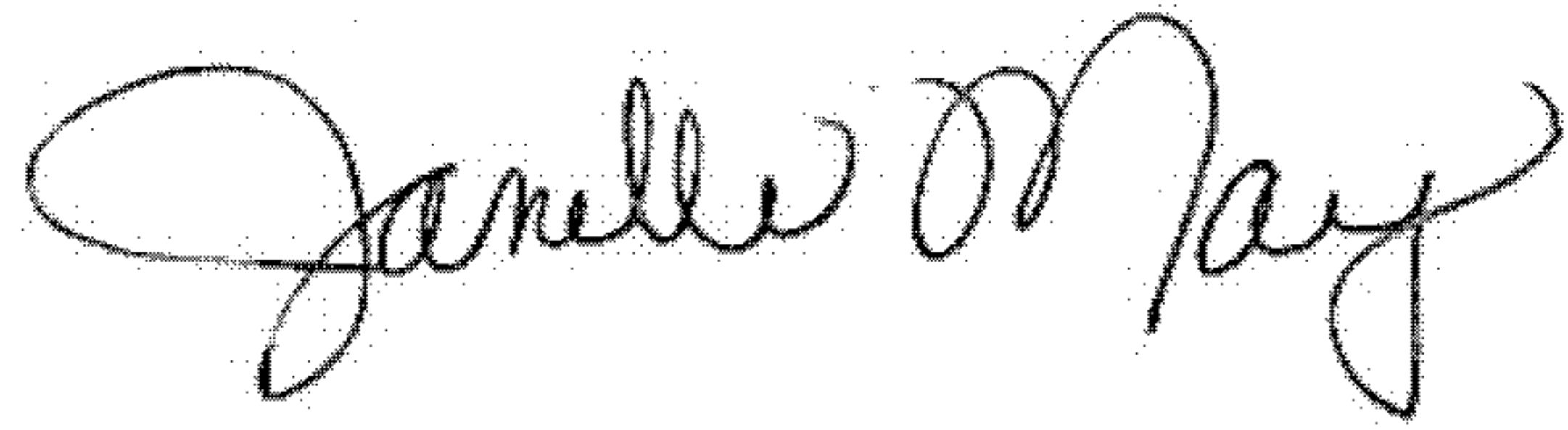
I am writing to pledge the support of Magoffin County Community Early Childhood Council for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Janelle May". The signature is fluid and connected, with a large initial "J" and a long, sweeping underline.

Janelle May, Chairperson,
Magoffin County Community Early Childhood Council

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Our council works diligently to promote literacy, math, science and multicultural awareness throughout the community.

Sincerely,

(b)(6)

Kathleen Mellenkamp

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

Dear Ms. Tolan,

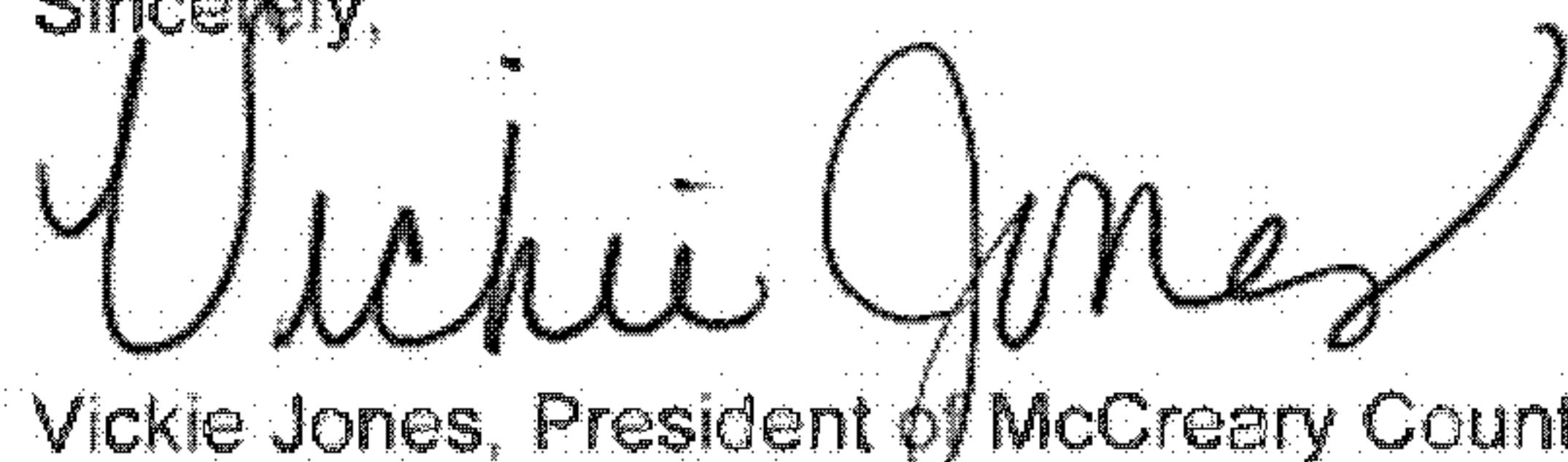
I am writing to pledge the support of McCreary County Early Childhood Council for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its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

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

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

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

Sincerely,



Vickie Jones, President of McCreary County Early Childhood Council

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

Dear Ms. Tolan,

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

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

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

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

Sincerely,

(b)(6)

Bonnie Cecil, Project Manager

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies
- Early childhood educator career pathways, and an aligned professional development system to support improvement
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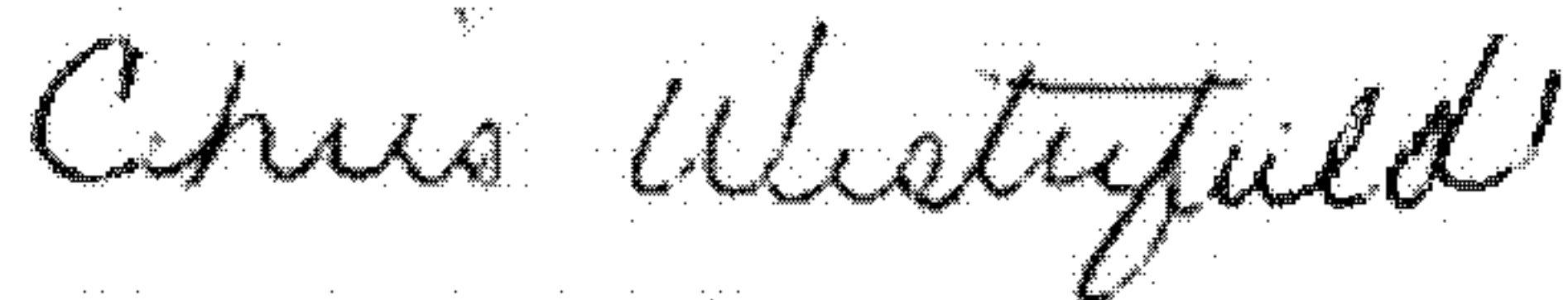
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

The Ohio County Community Early Childhood Council has several different representatives who are working together for a common good; the improvement in early care and education for all of the children of Ohio County. Many of the projects listed below which we have planned and are implementing tie into the key elements listed above.

- Our first targeted area is to support the districts Imagination Library project which will put a book in every child's hands from birth to 5. We feel that this will promote long term improvements in child development, providers' competencies, and parenting skills and will have a positive impact on family literacy.
- The next focus is to provide Cradling Literacy as well as Color Me Healthy trainings. The Cradling Literacy trainings objective is to provide skills to nurture early language and literacy from birth to 5. The Color Me Healthy training focuses on health and nutrition. Community members who attend these trainings will receive a literacy and Color Me Healthy kit. By offering these trainings we are increasing the level of education for our local providers, increasing STAR participation, and including families by offering kits to the community partners which they can utilize during home visits.
- We are also looking at promoting STARS for KIDS NOW in the community by giving away STARS for KIDS NOW canvas totes and STARS information while participating in local events.

As you can see, many of our activities take into consideration the development of the whole child from health and nutrition through literacy. We also provide assistance on improving the quality of our local daycare, home provider, and preschool instruction through the trainings and professional development activities we offer. By working together we can improve the educational opportunities for all children in the Commonwealth of Kentucky.

Sincerely,



Chris Westerfield

Ohio County Community Early Childhood Council Chairperson



Pendleton County Community Early Childhood Council

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

Dear Ms. Tolan,

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

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

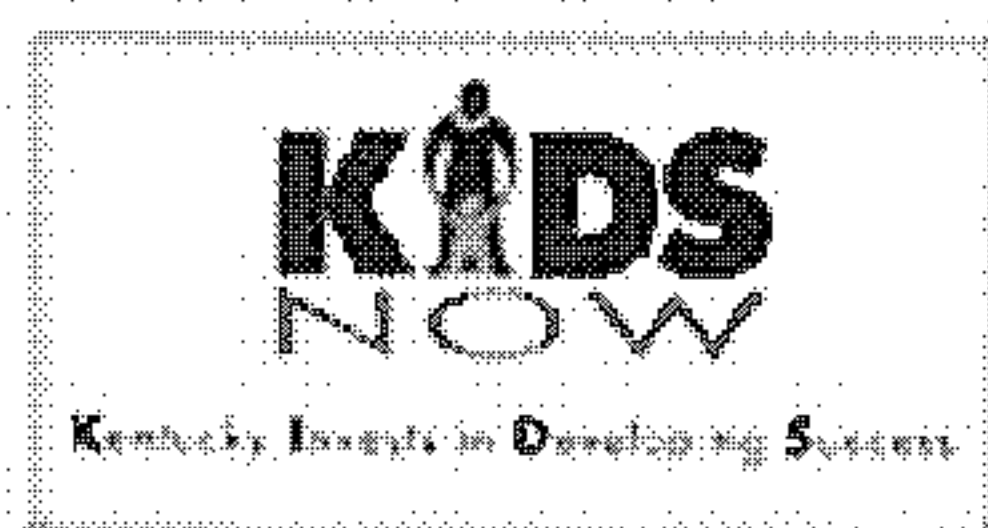
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The vision of our Community Early Childhood Council is to support and strengthen families, assure that all children grow and develop to their full potential, provide high quality, accessible, and affordable early care and education options, and promote public awareness of the importance of the first years for the well being of all Kentucky's citizens.

Sincerely,

Pat Lynch, Chairperson

Pat Lynch, Chair
Kelly Staten, Coordinator
2525 Highway 127 North
Edinburgh, Kentucky 41040



Phone: 859-654-3355
Fax: 859-654-4238
E-mail: Kelly.staten@pendleton.kyschools.us

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

Dear Ms. Tolan,

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

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

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

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



The Pulaski County Early Childhood Council did not receive state funding for the 2011-2012. At this time we have .03 cents in our budget. We are still able to provide 30 childcare employees FREE First Aid and CPR training by working with our local EMTs, we are providing 6 FREE hours of training on Ages and Stages Social and Emotional scales for 50 childcare employees and 6 FREE training hours on Fetal Alcohol Syndrome for an additional 50 early childhood employees, through collaboration with Adanta Regional Mental Health.

We are fortunate to have an excellent working relationship with Head Start, Somerset City and Pulaski County schools, Adanta Regional Mental Health, both Pulaski County and Somerset City Government, The Center for Rural Development, Pulaski Co. Health Dept and many other agencies committed to providing support for Kentucky Early Childhood programs.

It is my hope that you will recognize the need for and the support of early intervention for the young children of Kentucky

Sincerely,

Phyllis Lawson

Chair

Pulaski County Early Childhood Council

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Our council's approach is parallel to the Race to the Top Early Learning Challenge. We encourage all childcare providers to participate in STAR'S, align their curriculum with the Kentucky Early Childhood Standards, participate in professional development opportunities, and collaborate in easing the transition from one program to another.

Sincerely,

(b)(6)

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Our Council supports this initiative wholeheartedly and believes in collaboration among community level early childhood entities. Community efforts such as our council bring stakeholders together and bring our community closer. When our child care centers come together to discuss improvement in quality of care, we no longer feel like competitors, we feel like friends with a common attainable goal. We are also able to align our common goals with the school system which is one of our community partners. We have been

able through collaboration among our members to secure a hybrid training that enabled child care center teachers and our local school system preschool aids to attend a non-college class. This class provided them with enough hours to obtain a CDA. Our local preschools were then able to continue NAEYC accreditation and one of our child care centers also was able to reaccredit. All of the centers in our county except for one are now 3 STAR rated centers, two are Head Start partners, and one is a military partner with ACCYN. Support generated from our council and its members has created an outcome higher quality care and success among our providers. At our last meeting our local child care centers requested in collaboration with our school system that their preschool teachers be invited by the parents to IEP meetings. Members discussed a plan to implement this as a family engagement strategy. We are setting attainable goals through continued support of our community members to continue growing our common bonds while benefiting our youngest citizens.

Our council in commitment to the children we serve is unanimous in support of high quality care and community involvement that will be enhanced by the key elements of the reform agenda.

Sincerely,

Kathy Wilson
Todd County Early Childhood Council Chairperson
Owner/Director
Playschool Child Care

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

Dear Ms. Tolan,

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

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

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

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

As an early childhood council, we feel that our initiatives closely align with the priorities outlined above in the following ways:

- Close collaboration and open communication between the school system and local childcare centers in order to promote school readiness and smoother transition for children entering kindergarten. There is strong buy-in from school and community partners who serve on the council.

- Continuous Assessment Plan which involves purchasing Creative Curriculum On-Line portfolios so that childcare centers can enter assessment information on all 3 and 4 year olds. With parent permission, this information is being passed from childcare centers to the public school system when a child enters kindergarten. With this in place, kindergarten teachers are being given two years of documentation on children who are just beginning school. The school system has provided hands-on training, support, and oversight for this program.
- CECC has partnered with the school system to provide two different transitioning activities each year in which soon-to-be kindergarten students and their parents are invited into the school building. The goal for these activities is to help children make a smoother transition into kindergarten. Since beginning these activities a few years ago, kindergarten teachers and the guidance counselor have reported a decrease in the number of children who enter school with anxiety and adjustment issues.
- Data collected at kindergarten screening indicates that parents are viewing childcare centers as a preschool experience for their children. In addition, data shows that children entering kindergarten at Trigg County Primary School are improving in school readiness skills. The average DIAL3 score from this year's incoming kindergarten students is in the 76th percentile. This is up 4 percentile points from last year.
- To reach the population of children who come from home into the school system with no preschool or child care experience, the CECC and Trigg County Schools has begun offering a set of three parent/child workshops throughout the school year prior to a child entering kindergarten. At these workshops (called Ready, Set, Kindergarten), parents receive information, activity ideas, and hands-on learning materials that they can work on with their child to help them develop the skills needed before entering school.
- The CECC also coordinates child care provider trainings aimed at enhancing CECC initiatives and responding to training needs identified by an annual Child Care Needs Assessment Survey.
- Each year, child care centers receive mini-grant materials from the CECC to improve weak areas identified on their STARS Needs Assessment. Since offering mini-grants, there has been an impressive amount of participation in the STARS program.

We are passionate about what is happening in Trigg County, because we know these initiatives, made possible through KIDS Now funds, are helping children to be prepared not only to enter school but to have an overall positive school experience.

Sincerely,



Laura Shelton

Chairperson, Trigg County Early Childhood Council

Union County Early Childhood Council
Janet Gill, Council Chair
PO Box 607
Morganfield, Kentucky 42437-0607

September 30, 2011

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

Dear Ms. Tolan,

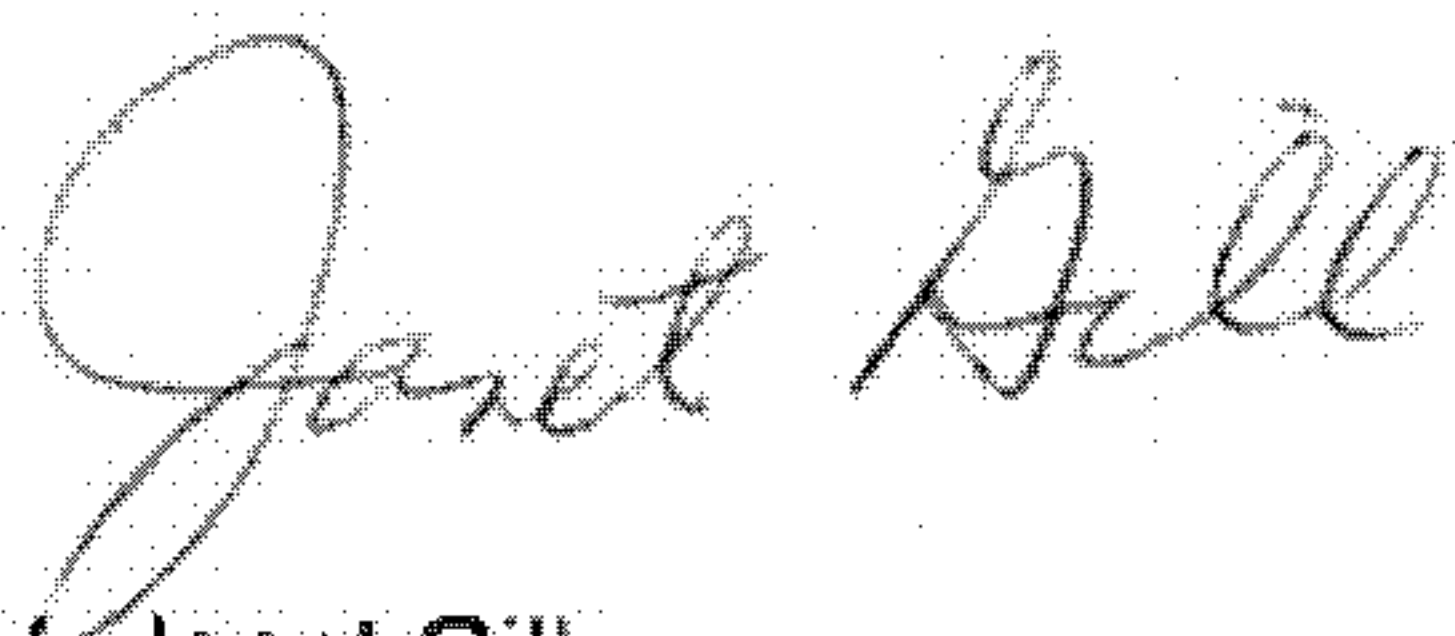
I am writing to pledge the support of the Union County Early Childhood Council for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Our council with state awarded grants has been able to purchase additional resources to enhance the learning environments and increase the number of centers participating in the STARS for KIDS NOW. These centers provide quality childcare for a significant number of high needs children. Helping centers provide high quality professional development for staff is also a goal. Our council continues to focus on helping children be ready for school and this year will sponsor a county wide literacy day for these young children and their families. We are making strides but additional work and funding is needed as we continue to move toward school readiness for all of our children.

Sincerely,

A handwritten signature in cursive script that reads "Janet Gill". The signature is written in dark ink and is positioned above the printed name.

Janet Gill

Union County Early Childhood Council Chair



FAMILY ENRICHMENT CENTER

441 CHURCH AVENUE, BOWLING GREEN, KY 42101
PHONE (270) 781-6714 • FAX (270) 842-5831

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- Prevent Child Abuse KY
- Cabinet for Health & Family Services
- Kappa Delta Sorority
- WHAS Crusade for Children



United Way
of Southern Kentucky

Terry Tolan

Executive Director

Governor's Office of Early Childhood

125 Holmes Street

Frankfort, KY 40601

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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Empowering Families and Preventing Child Abuse
www.FamilyEnrichmentCenter.com



FAMILY ENRICHMENT CENTER

441 CHURCH AVENUE, BOWLING GREEN, KY 42101
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Audrey Meany

Carol Miller

Amy Milliken

Ernie Small

Drue Walker

Catherine Warren

Associate Members:

Melanie Cook

Mike Liddle

Tracey Young

Funded By:

- Prevent Child Abuse KY
- Cabinet for Health & Family Services
- Kappa Delta Sorority
- WHAS Crusade for Children



United Way of Southern Kentucky

The Warren County Early Childhood Council has worked diligently in our area to encourage quality early childhood for local providers by promoting the STARS participation through training (Quality Self Study, Early Childhood Standards), billboards, newspaper articles, signage, community awareness events, one on one meetings by our QEI Quality Coordinators, etc. As a council we have provided mini-grants to providers to enhance their learning environment that will help them obtain a STAR rating and/or to move up on the rating scale. We are also working collaboratively to develop a "Transitions Flyer" that would be given out to families to promote easier transitions for children into kindergarten recognizing there is a need in this area. In addition, several of our members of the Council serve on the Great By 8 regional group which displays a commitment to early childhood.

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

Sincerely,

Nickie Jones

Warren County Early Childhood Council Chair
Executive Director, Family Enrichment Center

Lawrence County Early Childhood Council
112 Southland Drive
Louisa, KY 41230

October 12, 2011

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

Dear Ms. Tolan

The Lawrence County Early Childhood Council would like to present this letter of support for Kentucky's Race to the Top Early Learning Challenge application. As educators we know the importance of quality in early learning and development programs. We feel the initiatives presented in Kentucky's proposal will set the Commonwealth on the right course for kindergarten readiness, focusing on the children with the greatest needs and with the support of Effective early childhood professionals, programs, the parents and the community, and with state-level partners.

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

Thank you
Ruth Riley, Chairperson



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

Dear Ms. Tolan,

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

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

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

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

Sincerely,

Kristy Lewis

Kristy Lewis
Morgan County CECC Chair
151 University Dr.
West Liberty, KY 41425

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Our organization is working with local preschools and daycares to increase the quality of their centers. The local centers are working with their children and parents to increase school readiness. We are committed to preparing our children for the future.

Sincerely,

Becky Atherton, Chairperson of McLean County Early Childhood Council

Table (A)(3)-2a Other Organizations which have submitted letters of intent and support found in the Appendix

(Chamber=local Chamber of Commerce; ECAC= organizations represented on the Early Childhood Advisory Council; HS= local Head Start programs; IHE= Institutes of Higher Education; PS=Public School; UW = local United Way)Public=Public Sector

Organization	Type
Letters of intent:	
Kentucky Association of School Administrators	Professional association
Kentucky Association of School Superintendents	Professional association
Kentucky Educational Television	Public television affiliate
Kentucky School Board Association	Professional association
Letters of support:	
Bowling Green Area Chamber of Commerce	Chamber
Carroll County Chamber of Commerce	Chamber
Danville-Boyle County Chamber of Commerce	Chamber
Greater Louisville Inc.	Chamber
Greater Owensboro Chamber of Commerce	Chamber
Henderson-Henderson County Chamber of Commerce	Chamber
Kentucky Chamber of Commerce	Chamber
Maysville-Mason Area Chamber of Commerce	Chamber
Northern Kentucky Chamber of Commerce	Chamber
Paris/Bourbon Co. Chamber of Commerce	Chamber
Corbin Preschool Center	ECAC
Department of Education	ECAC
Eastern Kentucky Child Care Coalition	ECAC
Archdiocese of Louisville	Faith-Based
Audubon Area Community Services	HS

Table (A)(3)-2a Other Organizations which have submitted letters of intent and support found in the Appendix

(Chamber=local Chamber of Commerce; ECAC= organizations represented on the Early Childhood Advisory Council; HS= local Head Start programs; IHE= Institutes of Higher Education; PS=Public School; UW = local United Way)Public=Public Sector

Organization	Type
Gateway Community Action	HS
Middle Kentucky Head Start	HS
Murray Head Start	HS
Brescia University Interdisciplinary	IHE
Campbellsville University Interdisciplinary	IHE
Eastern Kentucky University College of Education	IHE
Eastern Kentucky University College of Health Sciences	IHE
Elizabethtown Community & Technical College	IHE
Georgetown College	IHE
Henderson Community College	IHE
KSU - Interdisciplinary Early Childhood Education	IHE
Morehead State University	IHE
Murray State University	IHE
Northern Kentucky University's Early Childhood Education Program	IHE
University of Kentucky's IECE	IHE
University of Louisville	IHE
Louisville Metro Government	Mayor
Child Care Council of Kentucky	other
Kentucky Out-of-School Alliance	other
Big Grannies Daycare LLC	Private
Children, Inc.	Private

Table (A)(3)-2a Other Organizations which have submitted letters of intent and support found in the Appendix

(Chamber=local Chamber of Commerce; ECAC= organizations represented on the Early Childhood Advisory Council; HS= local Head Start programs; IHE= Institutes of Higher Education; PS=Public School; UW = local United Way)Public=Public Sector

Organization	Type
Family & Children's Place	Private
Fifth Third Bank	Private
Hamilton Ryker Bluegrass	Private
JPMorgan Chase Foundation Manager	Private
Kentucky American Academy of Pediatrics	Private
Kentucky American Water	Private
Kentucky Association of Early childhood Educators	Private
Kentucky Youth Advocates	Private
Lexmark	Private
LG&E and KU Energy	Private
Northern Kentucky Education Council	Private
Pattie A. Clay Regional Medical Center	Private
Prichard Committee	Private
Red Bird Mission	Private
Save the Children	Private
The Strive Partnership	Private
Toyota	Private
Casey Co. Board of Education	PS
Floyd County School	PS
Harlan Co. Public Schools	PS
Jefferson County Public Schools Head Start/Early Head Start	PS

Table (A)(3)-2a Other Organizations which have submitted letters of intent and support found in the Appendix

(Chamber=local Chamber of Commerce; ECAC= organizations represented on the Early Childhood Advisory Council; HS= local Head Start programs; IHE= Institutes of Higher Education; PS=Public School; UW = local United Way)Public=Public Sector

Organization	Type
Madison County Schools	PS
Owen County Schools	PS
Cabinet for Health and Family Services	State
Department for Community Based Services	State
Department for Public Health	State
Division of Early Childhood	State
Early Childhood Advisory Councils	State
First Lady Jane Beshear	State
Heart of Kentucky United Way	UW
Metro United Way	UW
United Way of Franklin County	UW
United Way of Greater Cincinnati	UW
United Way of Henderson Co.	UW
United Way of Kentucky	UW
United Way of Murray-Calloway Co.	UW
United Way of Northeast Kentucky	UW
United Way of Paducah-McCracken County	UW
United Way of Southeastern Kentucky	UW
United Way of Southern Kentucky	UW
United Way of the Bluegrass	UW
United Way of the Ohio Valley	UW



Leadership Focused • Student Centered • Success Driven

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

Dear Ms. Tolan,

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

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

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

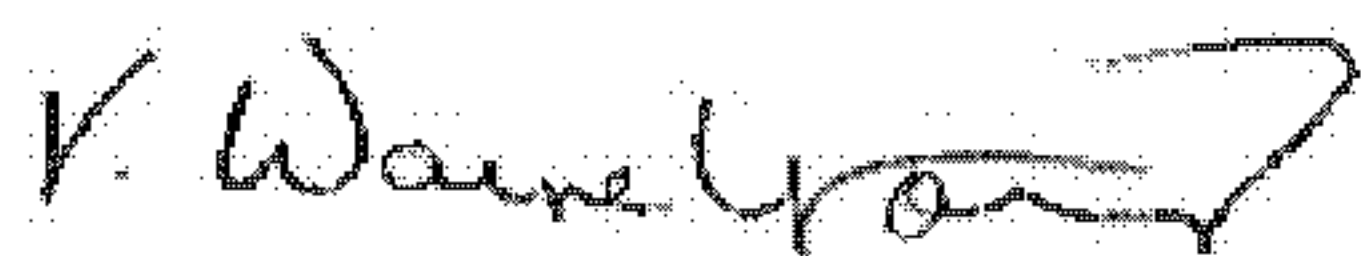
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. In addition to our commitment to the application, KASA will support the initiatives in the application by raising

understanding of and commitment to the State Plan through our superintendent¹ and school administrator training and outreach. In doing so, we plan to cover topics such as participation in the redesigned tiered quality rating and improvement system, administration of the Kindergarten entry assessment, and we will encourage their collaboration with local stakeholders through active participation in their Community Early Childhood Councils (CECCs). This training will provide a crucial link to school leadership which will facilitate efficient implementation of the State Plan.

KASA has a long history of advocating for expanded early childhood education opportunities in Kentucky. School administrators throughout the state understand the lifelong advantages of all students arriving at kindergarten ready to learn. We are excited to be a part of this effort.

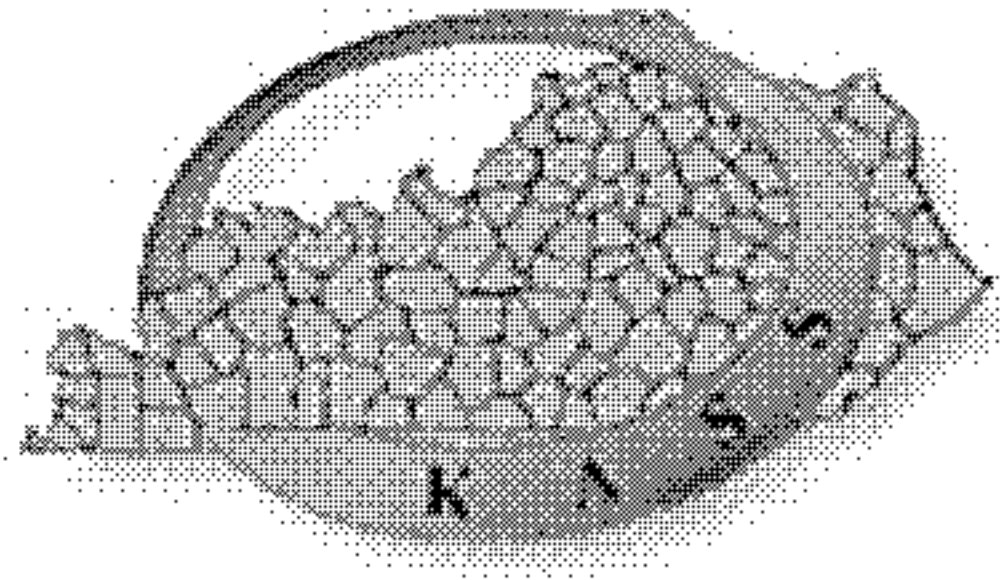
Please feel free to contact me if I can be of any further assistance.

Sincerely,



V. Wayne Young
Executive Director

¹ The Kentucky Association of School Superintendents (KASS) contracts with our organization to provide training for superintendents



Kentucky Association of School Superintendents

October 13, 2011

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

Dear Ms. Tolan,

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

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- Universal kindergarten readiness assessment by 2013
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WILSON SEARS

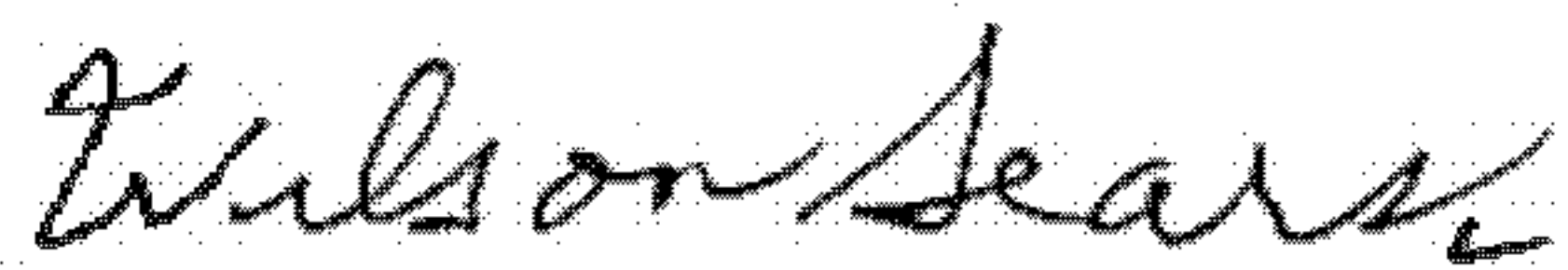
Executive Director

Mobile (606) 875-1771 • wsearskass@gmail.com
260 Democrat Drive • Frankfort, KY 40601 • Office (502) 783-2720 • Fax (502) 783-2721

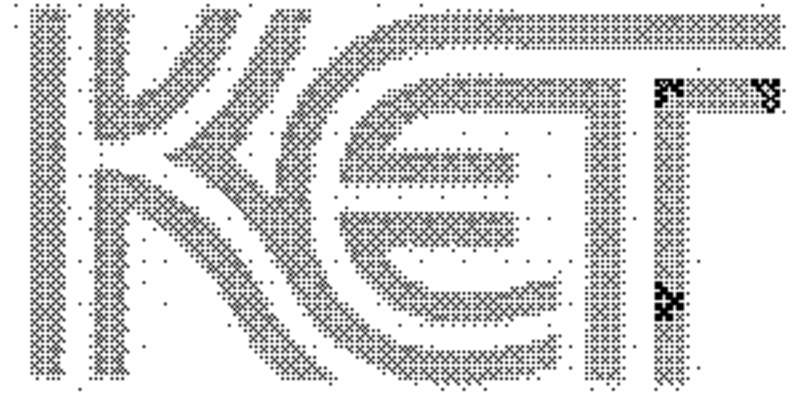
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. In addition to our commitment to the application, KASS will support the initiatives in the application by raising understanding of and commitment to the State Plan through our superintendent training and outreach. In doing so, we plan to cover topics such as participation in the redesigned tiered quality rating and improvement system, administration of the Kindergarten entry assessment, and we will encourage their collaboration with local stakeholders through active participation in their Community Early Childhood Councils (CECCs). This training will provide a crucial link to school leadership which will facilitate efficient implementation of the State Plan.

Recognition of the increased importance of early childhood development has heightened our awareness to the urgency of collaboration among all agencies who have the opportunity to impact this effort. KASS is proud to be involved in this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Wilson Sears".

Wilson Sears
Executive Director
Kentucky Association School superintendents



The Kentucky Network
600 Cooper Drive
Lexington, KY 40502-2296
(859) 258-7000
www.ket.org

October 14, 2011

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

Dear Ms. Tolan:

I am writing to express Kentucky Educational Television's (KET) support for Kentucky's Race to the Top Early Learning Challenge application. Kentucky's proposal outlines a vision that will ensure all children are ready for kindergarten, particularly at-risk children, and that Kentucky's youngest and most vulnerable children will have the support of early childhood professionals, programs and providers, parents, and community and state partners, such as KET.

As Kentucky's statewide public television affiliate, KET has partnered with PBS since its inception some 40 years ago to bring the very best in children's program to Kentucky. But KET's commitment to early childhood education is deeper than this and falls right in line with Kentucky's early childhood reform agenda. We are honored and pleased to be a collaborating partner with the Governor's Office of Early Childhood and other state-level organizations to ensure a unified and broad-based support for this agenda.

KET develops, produces, and delivers high quality training for childcare professionals and imaginative and age/ability-appropriate instructional resources that early childhood teachers and parents can use with young children. By participating as a partner in this effort and combining our strengths, we can ensure that this training and these resources will support a quality rating and improvement system, early learning standards, family engagement strategies, and effective professional development. Because KET is the only public media organization that reaches all parts of Kentucky, we can assist the partners develop and deliver the accurate, consistent, and essential information needed to make the early childhood agenda become a reality.

It is with great pleasure that KET pledges its support for Kentucky's Race to the Top Early Learning Challenge application. We look forward to joining the Governor's Office of Early Childhood and all the partners in making a better future for our children.

Sincerely,

Nancy Carpenter
Senior Director of Education

October 13, 2011

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POLICY & PROCEDURES SERVICES
 Dana Bass

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. In addition to our commitment to the application, KSBA will support the initiatives in the application by raising understanding of and commitment to the State Plan through our school board member training and outreach, our communications services and our governmental relations effort. In doing so, we plan to emphasize topics such as participation in the redesigned tiered quality rating and improvement system, administration of the Kindergarten entry assessment, and we will encourage their collaboration with local stakeholders through active participation in their Community Early Childhood Councils (CECCs). This training will provide a crucial link to school leadership which will facilitate efficient implementation of the State Plan.

Ms. Terry Tolan
October 13, 2011
Page 2

As a former member of the Governor's Taskforce on Early Childhood Development and Education and a current member of the Early Childhood Advisory Committee, I can assure you that KSBA is deeply committed to the exciting vision represented by Kentucky's Early Learning Challenge proposal. In 2010 KSBA received a PEW sponsored grant from the National School Boards Association (NSBA) to highlight the importance and characteristics of high quality early childhood education with our members. Since that time, we have increased the visibility of this topic among superintendents and school board members through our trainings, communications, policy service and governmental relations efforts. This focus has resulted in a significant increase in early childhood topics showing up on local school board agendas. We are excited about the opportunities provided by the Early Learning Challenge proposal and stand ready to engage all of Kentucky's local boards of education in this effort.

Sincerely,



William G. Scott
Executive Director

/ka



KENTUCKY HEAD START ASSOCIATION, INC.

649 Charity Court, Suite 1, Frankfort, KY 40601-4224
Toll Free: 800-869-9257 Phone: 502-607-0770 Fax: 502-607-0771
Website: www.khsa.org

October 14, 2011

Executive Director

Bob Wilcher

bwilcher@khsa.org

President

Tracy Haddix
270-782-3162
Fax: 270-842-5735
thaddix@casoky.org

1st Vice President

Christina Wirth
859-233-4600 ext 1448
Fax: 859-244-2219
cwirth@commaction.org

2nd Vice President

Sheila Thomas
606-593-5101
Fax: 606-593-5129
Sheila.Thomas@Owsley.kyschools.us

3rd Vice President

Crystal Dubert
270-576-4799
cdubert@alasnaw-ky.com

Secretary

Toby Miller
606-849-4321
Fax: 606-845-0418
tmiller@lvcap.org

Treasurer

Alicia Polston, CPA
270-343-6400
Fax: 270-343-2800
alicia@lc-caa.org

Public Relations

Martina Roe
606-743-3133
Fax: 606-743-1130
martina.roe@aricap.org

Parliamentarian

Charlene Engle
606-743-3133
Fax: 606-743-1130
charlene.engle@aricap.org

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

Dear Ms. Tolan,

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

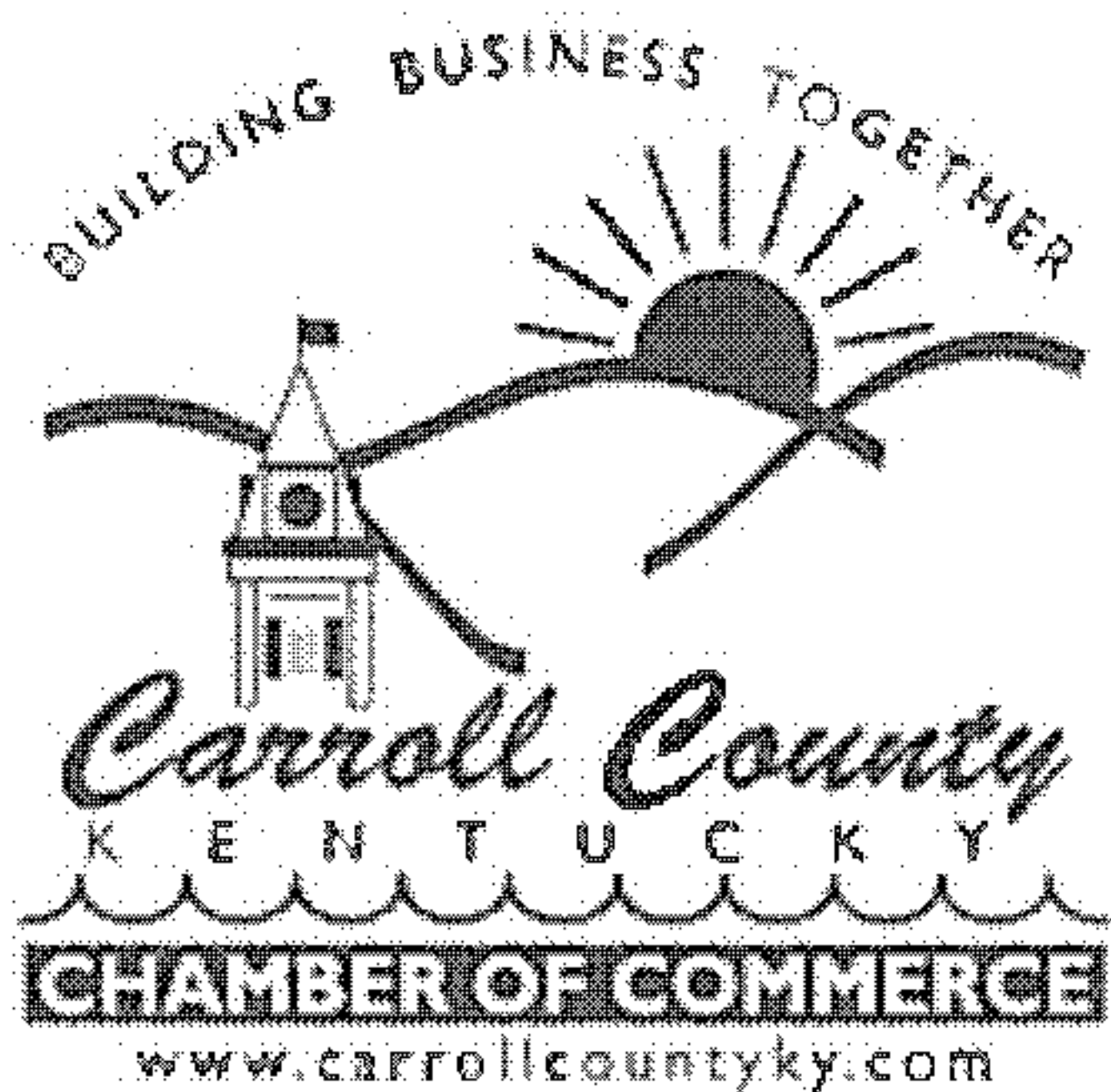
More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

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- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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

Sincerely,

Bob Wilcher
Executive Director



P.O. BOX 535
511 HIGHLAND AVENUE
CARROLLTON, KENTUCKY 41008
(502) 732-7034
EMAIL: chamber@carrollcountyky.com

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

Dear Ms. Tolan,

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

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

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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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

Sincerely,

Mark H. Smith
President

It's better here. ★
Danville
BOYLE COUNTY, KENTUCKY

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
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It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Only by improving the quality of early learning and development and closing the achievement gap for all children, through early learning and development for young children, will our state be able to effectively compete in the workforce of the future. This focus is also one that will allow people to succeed and live a healthy life beyond the poverty level, enriching communities across the state.

Sincerely,

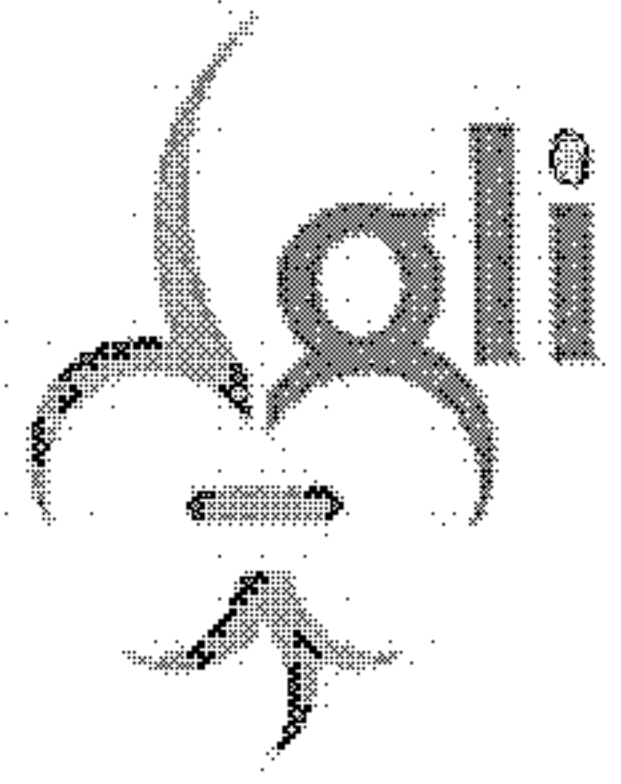


Paula Fowler
Executive Director

Danville/Boyle County Chamber of Commerce

304 South Fourth Street, Suite 102 • Danville, Kentucky 40422 • Office (859) 236-2361 • Fax (859) 236-3197 • E-mail info@danvilleboylechamber.com

55



Greater Louisville Inc.

October 6, 2011

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

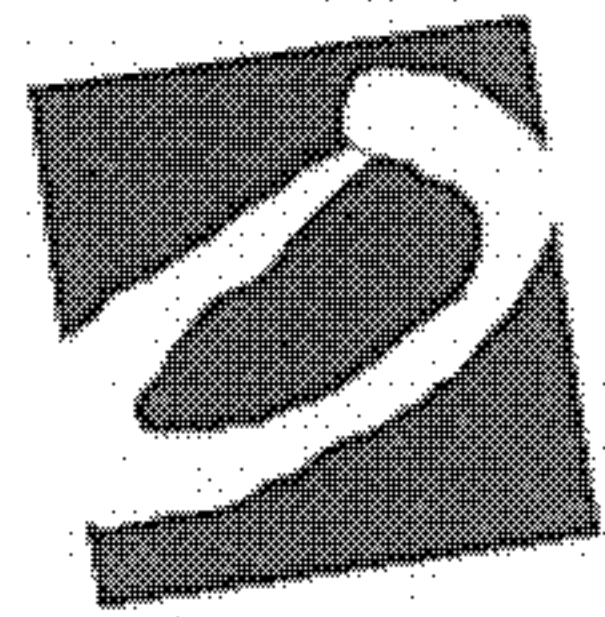
Dear Ms. Tolan,

As you are well aware, student achievement for *all* our children is of the utmost importance to Greater Louisville Inc. It is the necessary groundwork for our community to continue to thrive and have a bright future. I am writing to pledge the support of Greater Louisville Inc. for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

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

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The Metro Chamber of Commerce
614 West Main Street, Suite 6000
Louisville, Kentucky 40202
502.625.0000 fax 502.625.0010
GreaterLouisville.com



Greater Owensboro
CHAMBER OF COMMERCE



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

Dear Ms. Tolan,

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

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

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

We appreciate Governor Beshear's leadership on this important issue.

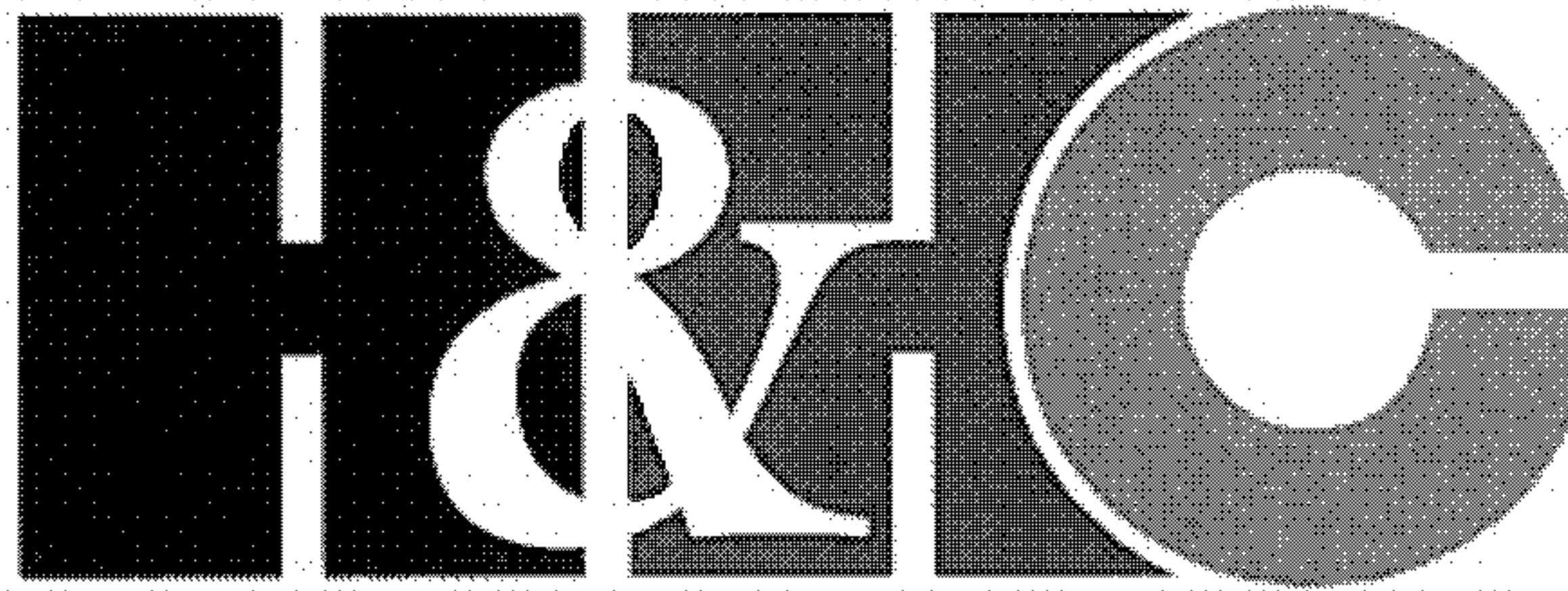
Thank you,

Jody Wassmer
President



HENDERSON
John J. Hulstine's
KENTUCKY HOME

HENDERSON-HENDERSON CO.



CHAMBER OF COMMERCE

230 Second Street
Suite 320
Henderson, KY
42420

Phone:
(270) 826-9531

Fax:
(270) 827-4461

E-mail:
info@henderson
chamber.org

Visit our website:
hendersonky.com

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

Dear Ms. Tolan,

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

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

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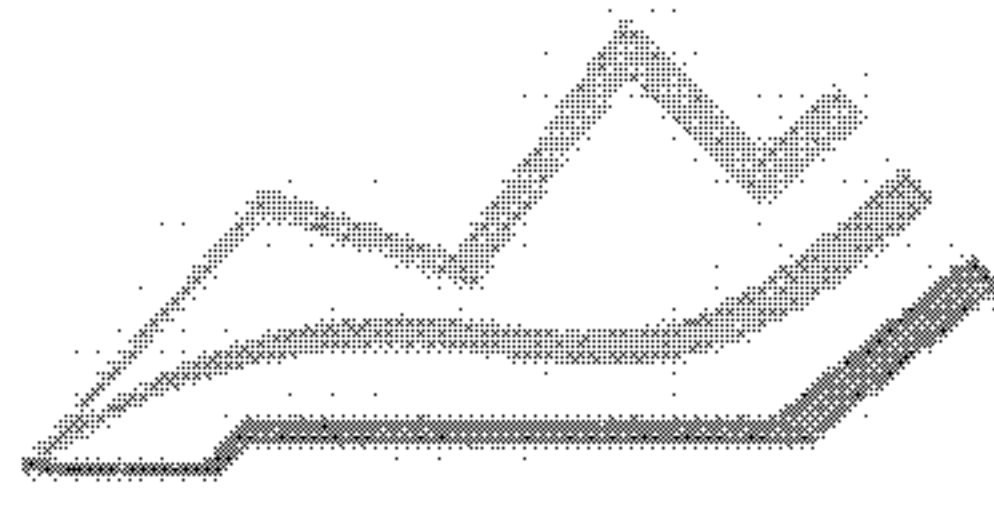
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Brad Schneider, president
Henderson-Henderson Co.
Chamber of Commerce



Henderson's Business Voice Since 1916



Kentucky Chamber
Uniting Business. Advancing Kentucky.

Dave Adkisson
President & CEO

September 26, 2011

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

Dear Ms. Tolan,

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

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

We believe that the initiatives laid out in Kentucky's proposal will help it realize its vision of kindergarten readiness for all children. The application gives particular attention to those children with the greatest needs through the support of effective early childhood professionals, programs and providers, parents and communities and state-level partners.

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
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- Universal kindergarten readiness assessment by 2013
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It is with this commitment to Kentucky's early childhood vision in mind that the Kentucky Chamber is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Kentucky must invest in early childhood education and make greater

Ms. Terry Tolan
Executive Director
Governor's Office of Early Childhood
September 26, 2011
Page Two

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

Sincerely,

A handwritten signature in cursive script that reads "Dave Adkisson".

Dave Adkisson
President and CEO



October 6, 2011

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

Dear Ms. Tolan,

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

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

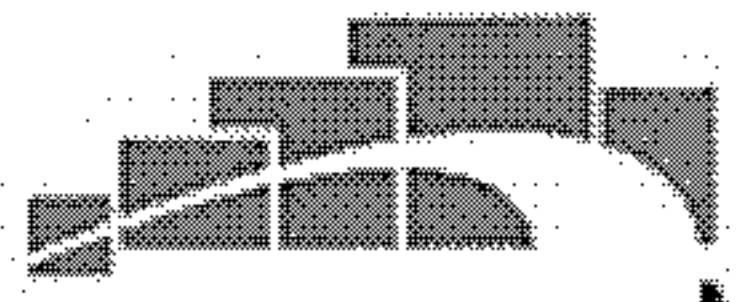
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- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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

Sincerely,

Vicki Steigleder
Executive Director

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



Northern Kentucky
Chamber of Commerce

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

Dear Ms. Tolan,

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

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

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

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

Sincerely,

Blair Schroeder
VP, Public Affairs
Northern Kentucky Chamber of Commerce

Leading Businesses. Leading Communities.™

www.nkychamber.com
300 Buttermilk Pike, Suite 330
P.O. Box 17416
Ft. Mitchell, KY 41017
859.578.8800
859.578.8802 fax

Paris/Bourbon County
Chamber of Commerce
720 High Street
Paris, Ky. 40361
859-987-3205

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

Dear Ms. Tolan,

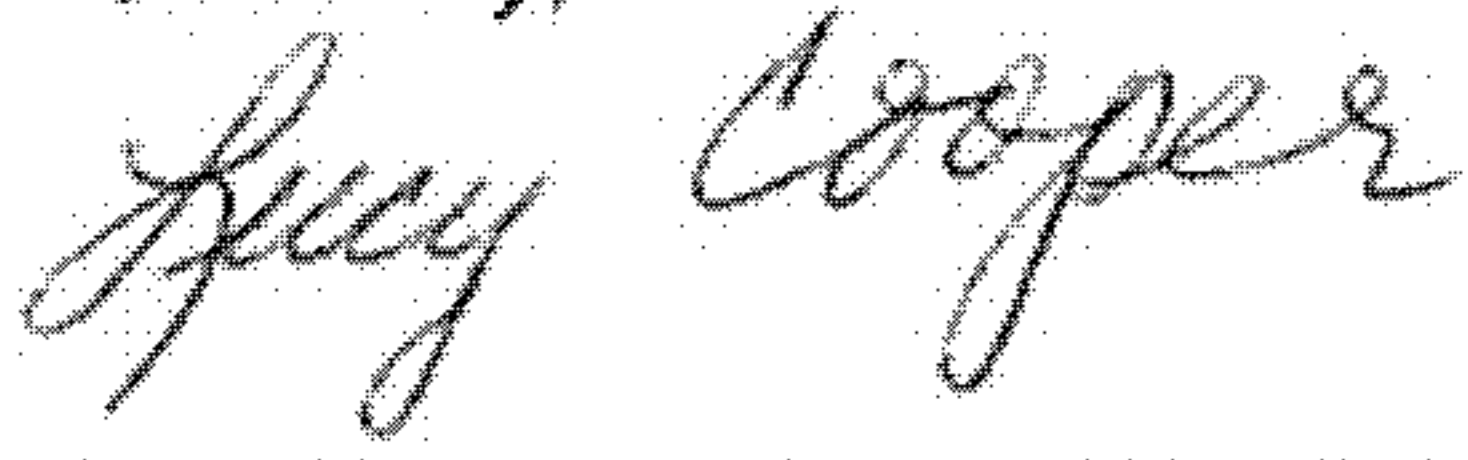
I am writing to pledge the support of the Paris/Bourbon County Chamber of Commerce for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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

Sincerely,

A handwritten signature in cursive script that reads "Lucy Cooper".

Lucy Cooper, Executive Director

Paris/Bourbon County Chamber of Commerce



614 Master Street
Corbin, KY 40701
606-523-3612
FAX 606-523-3618
www.corbinschools.org

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

Dear Ms. Tolan,

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

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

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

Sincerely,

Jane Chandler
Principal

Steven L. Beshear
Governor



Terry Holliday, Ph.D.
Commissioner of Education

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION

Capital Plaza Tower • 500 Mero Street • Frankfort Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

September 29, 2011

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

Dear Ms. Tolan:

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

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

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Ms. Terry Tolan
September 29, 2011
Page 2

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- Data system with all necessary information to support continuous improvement of school readiness

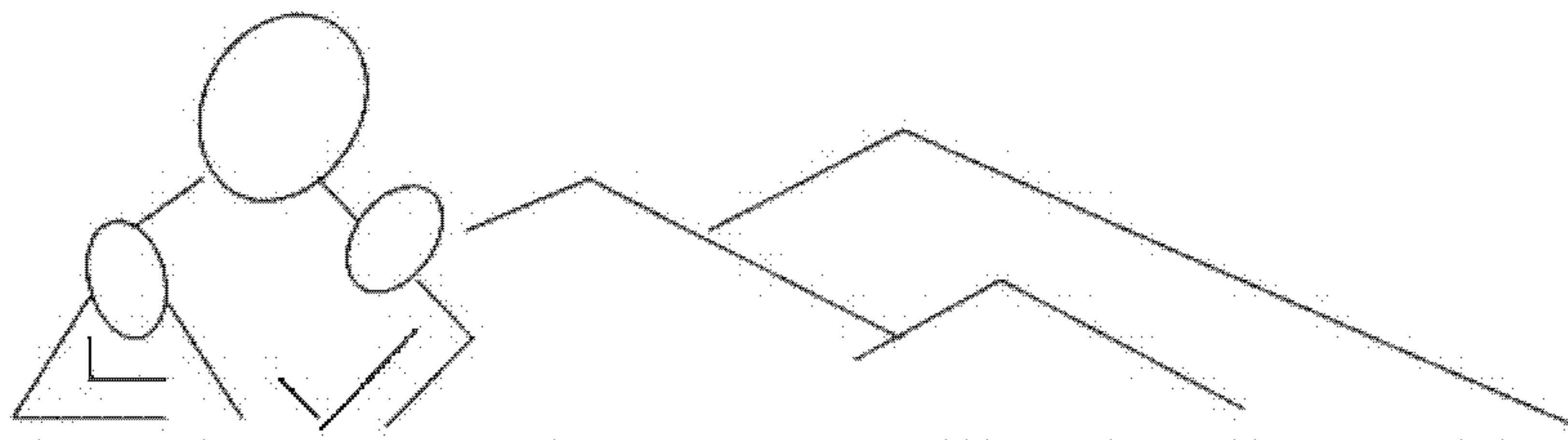
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,



Terry Holliday, Ph.D.

TH/tp



EASTERN KENTUCKY CHILD CARE COALITION

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

September 28, 2011

Dear Ms. Tolan,

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

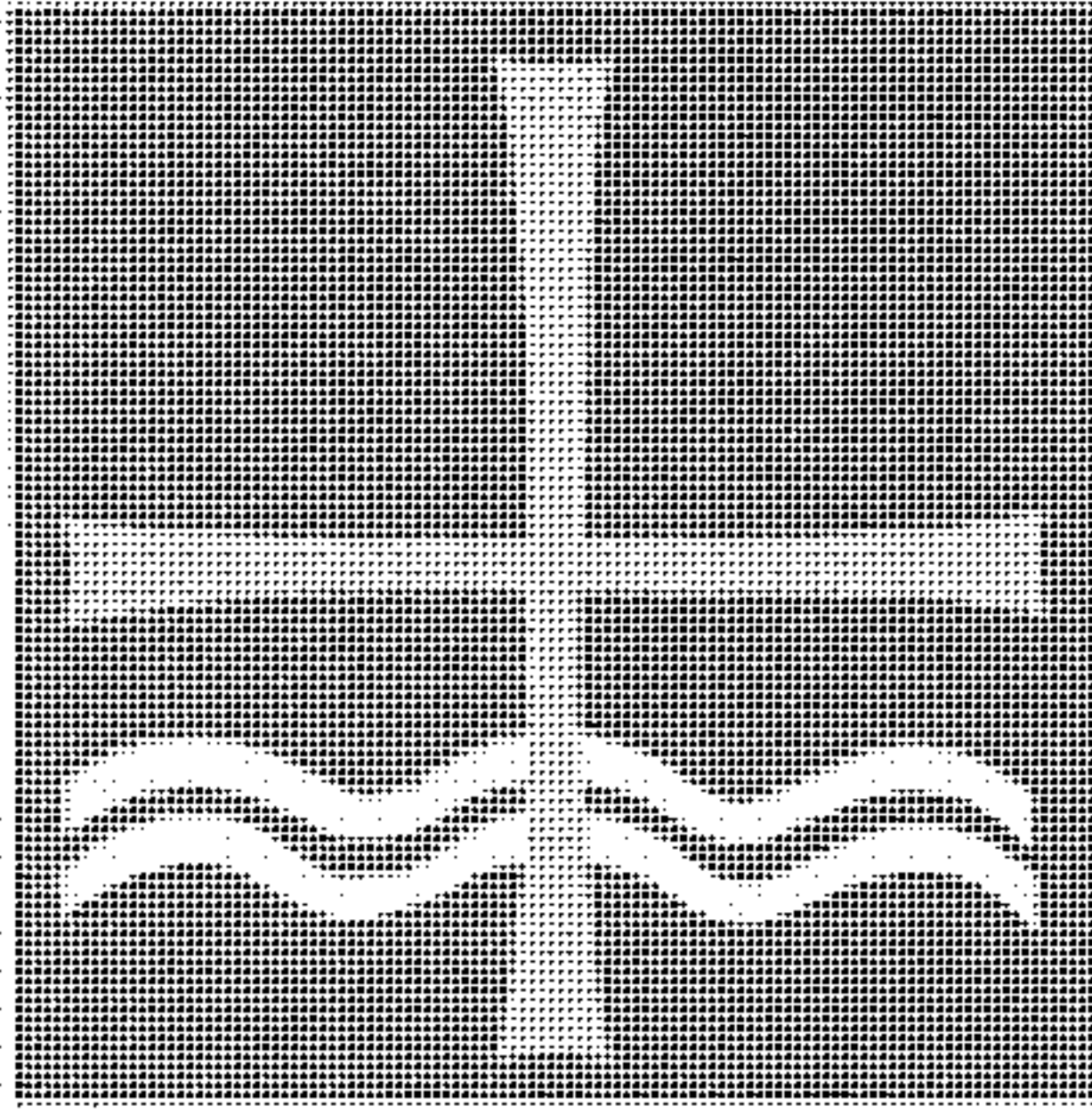
More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Unified approach & broad-based commitment through state-level collaboration and local community support
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It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. As the Child Care Resource & Referral Agency serving some of the least-resourced counties in our nation, staff of the Eastern Kentucky Child Care Coalition understand the incredible impact that high quality programs with dedicated early care and education professionals can have on our region's youngest citizens. We have seen children and families flourish when the right supports are in place! We have also seen what happens when opportunities are missed. Our region cannot afford to miss this opportunity!

Sincerely,

June Widman
Executive Director



ARCHDIOCESE OF LOUISVILLE

Office of Lifelong Formation and Education

FLAGET CENTER • 1935 LEWISTON DRIVE • LOUISVILLE, KENTUCKY 40216-2569
502-448-8581 • 502-448-5518 (Fax) • E-mail: Administration - olfe@archlou.org
Faith Formation - olfeff@archlou.org • Schools - olfeschool@archlou.org
Media Center - mediacenter@archlou.org • Youth Ministry - olfeyouth@archlou.org

October 3, 2011

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
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It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The Archdiocese of Louisville is currently a community partner in the Success by Six and 55,000 Degrees initiatives. Our Catholic parishes and schools are committed to providing exemplary educational programs to all members of our community, and we support Kentucky's efforts to achieve kindergarten readiness for all of its children.

Sincerely,

Leisa Schulz
Superintendent of Schools

September 23, 2011

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
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It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application in the following areas:

- **Collaboration:** Our Head Start program was recognized in 2010 as one of only ten Centers of Excellence by the Office of Head Start for our work in promoting school readiness. Our agency will receive funding of one million dollars over a five year period from 2010-15 for the establishment and implementation of a Center of Excellence for Collaborative Practices. This center is founded on the on-going collaborations Audubon has with 18 local school districts in its efforts to improve child outcomes leading to school readiness. As a Center of Excellence charged with disseminating our best practices, we will commit to supporting this agenda by providing assistance to other Head Start programs in implementing practices leading to better child outcomes and improved school readiness.
- **Data Systems:** Audubon has established a consortium of fourteen local school districts in utilizing a single on line assessment, Teaching Strategies Gold (formerly Creative Curriculum), for over 3,000 children zero to five. We are committed to development of a unified assessment and reporting data system for continuous improvement of child outcomes.
- **Early Learning Standards:** Audubon's Head Start program has committed to using Kentucky Early Learning Standards as the core curriculum map for all of our Head Start and Early Head Start classrooms. This has facilitated alignment of our curriculum with the state preschool and kindergarten curriculum. We are committed to working with other Head Start programs to insure seamless alignment with the public schools.
- **Tiered Quality Rating System:** Audubon's Head Start program has participated in the Kentucky's STAR rating system (i.e. tiered quality rating system) since its initial implementation. Our centers have received some of the highest ratings within the state. We are committed to a quality system for improving the quality of all early childhood programs.
- **Professional Development:** Over 75% of all of Head Start's teachers have an Associate Degree in Early Childhood or above with over fifteen percent with a Masters in ECE. Our agency policy requires that all new teachers must have an early childhood degree before hire. We are committed to a comprehensive professional development system and will support efforts to implement such a system within our state.

As is evident from our own record, Audubon is committed to Kentucky's early childhood reform agenda and will work with all the early childhood stakeholders to achieve these goals.

Sincerely,


Aubrey Nehring

Chief Executive Officer

Gateway community Action

P.O. Box 367, West Liberty, Kentucky 41472
Voice: (606) 743-3133 Fax: (606) 743-1130
TDD: (800) 648-6056

info@gcscap.org www.gcscap.org
An Equal Opportunity Employer "M/F/D"

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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



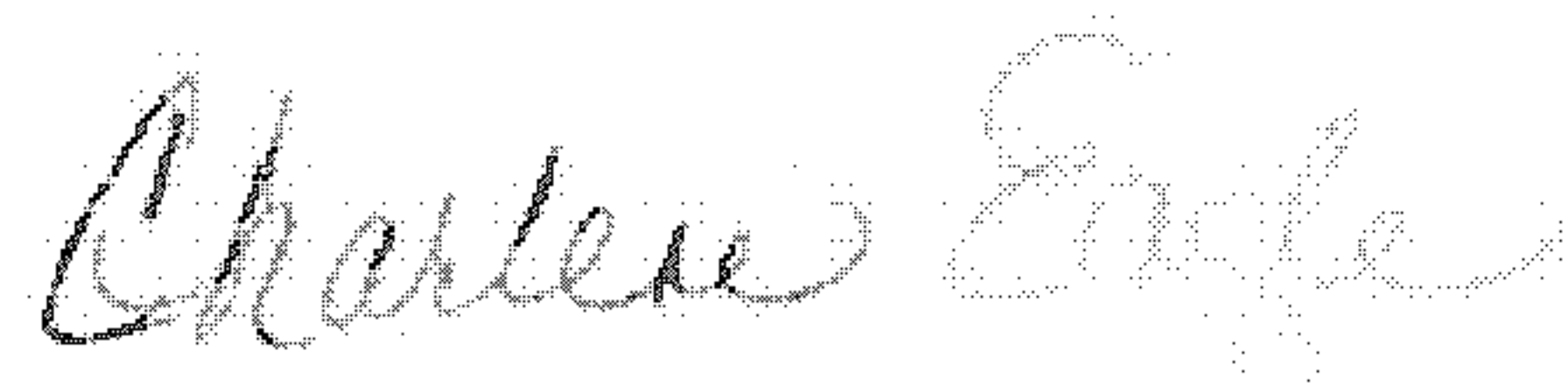
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Our beliefs and approach to early childhood education aligns with the goals and objectives of the Race to the Top application. Our collaboration with the early childhood community and local school districts has allowed us to:

- Align our curriculum and share pertinent information with local school districts that promotes a seamless transition for the child and their family
- A written plan outlining our approach to school readiness with established benchmarks and thresholds that guides us in working with our preschool students
- Our systems drive an organized and meaningful approach to professional development that provides teachers with the tools and skills needed for high quality teacher-child interactions that promote learning

We believe that all children can succeed and deserve the opportunity to reach their potential; therefore we are pleased to support the Race to the Top Early Learning Challenge application.

Sincerely,



Charlene Engle

Head Start Director

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
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- Data system with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Middle Kentucky Head Start centers are nationally accredited through the National Association for the Education of Young Children in Breathitt and Wolfe Counties. Middle Kentucky Head Start Centers are STAR rated Level III in Wolfe and Lee County and Level IV in Breathitt County through the STAR's for Kids Now Early Childhood Quality Enhancement Initiative.

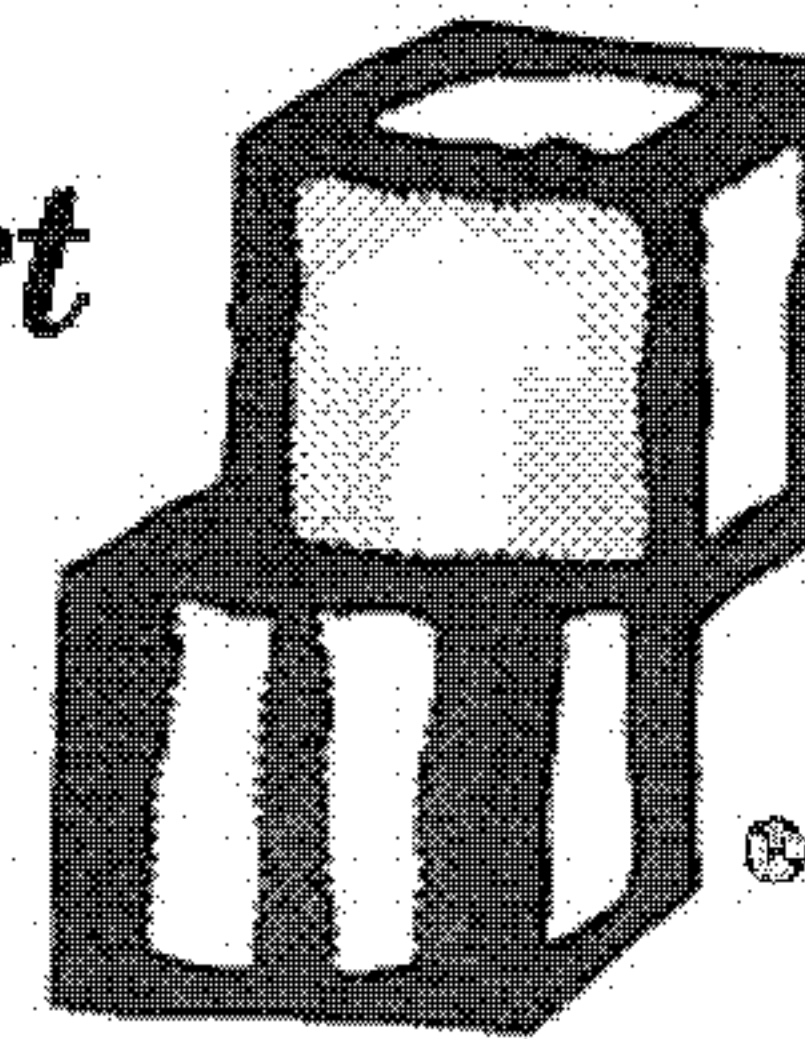
Sincerely,

Tammy Caudill, Head Start Director
Middle Kentucky Head Start

Sincerely,

Murray Head Start

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



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

Dear Ms. Tolan,

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

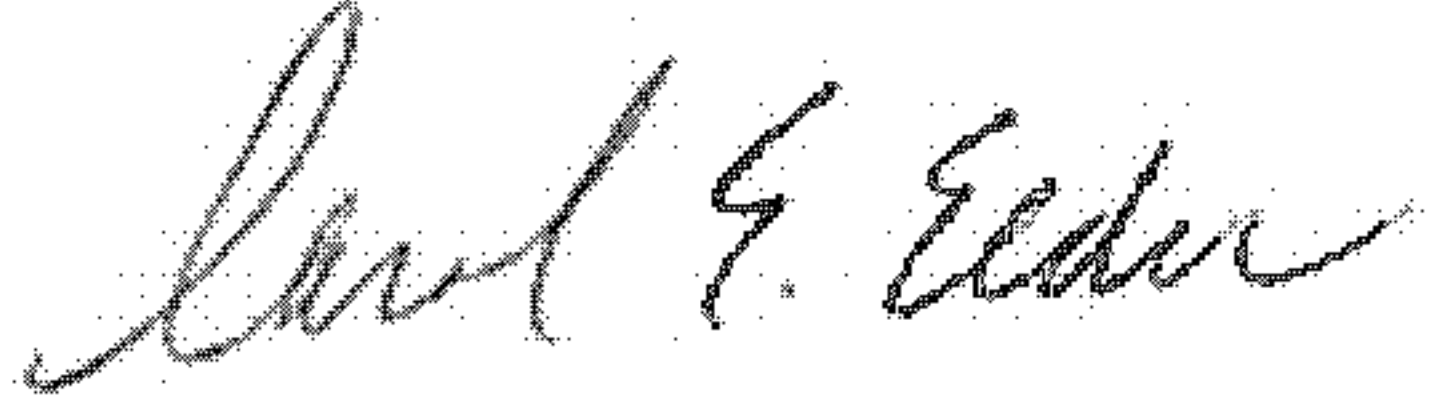
More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Unified approach & broad-based commitment through state-level collaboration and local community support
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It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Murray Head

Start activities align with the priorities outlined above, and our program has a long history of collaboration with the Kentucky Preschool Programs in our region. Since the inception of State funded preschool as part of the Kentucky Education Reform Act, Murray Head Start has successfully blended in eleven school districts in an eight county service area. We are excited to be a part of this opportunity for Kentucky's children and families, as it will only enhance the current high-quality early childhood programs.

Sincerely,

A handwritten signature in cursive script that reads "Carol E. Elder".

Carol E. Elder, Director



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

Dear Ms. Tolan,

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

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

Unified approach & broad-based commitment through state-level collaboration and local community support
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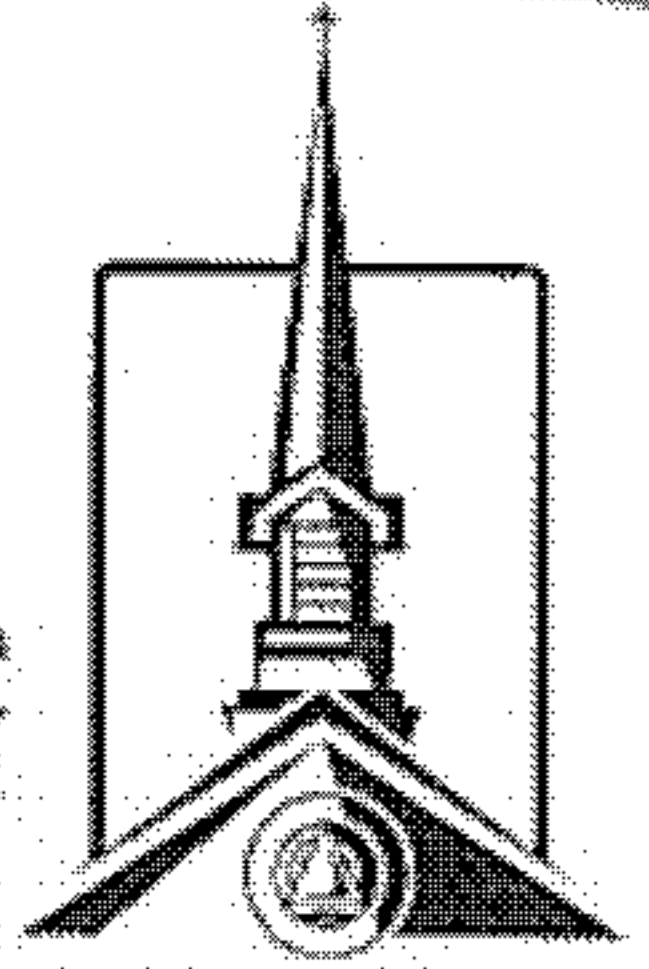
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,



Tom Payne, Ed.D.

Chair of the School of Education Brescia University



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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
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It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. As a program of higher education, we believe this program will support collaboration across settings, improve the quality of programs for our youngest children, and provide clarity and consistency in our preparation of early childhood educators.

Sincerely,

Sharon Hundley, Ed. D.
IECE Program Coordinator
#1 University Drive, UPO Box 833
Campbellsville, KY 42718
shundley@campbellsville.edu; (270) 789-5503



EASTERN KENTUCKYUNIVERSITY

Serving Kentuckians Since 1906

William Phillips, Ed. D.
Office of the Dean
College of Education

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

October 12, 2011

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

Dear Ms. Tolan,

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

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

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The undergraduate and graduate programs in Special Education Early Childhood and leading to the Interdisciplinary Early Childhood Teaching certification provide the necessary educational and professional background for high quality, effective early childhood educators. Graduates from these programs are ready not only to face the challenges of early childhood education but are also well prepared to align instruction to early learning standards, collect necessary data on child and family outcomes and apply these data to individual needs to ensure school readiness. Additionally, the faculty for the SEEC and IECE



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program actively collaborate with local, state and national education and technical assistance agencies. Program faculty stay aware of current research and professional development opportunities that will enhance their own practices, support program candidates to learn, and apply best practices in the field to ensure school readiness for all children.

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

With regards,

Bill Phillips, Dean
College of Education
Eastern Kentucky University
Richmond, Kentucky 40475

BP/tac

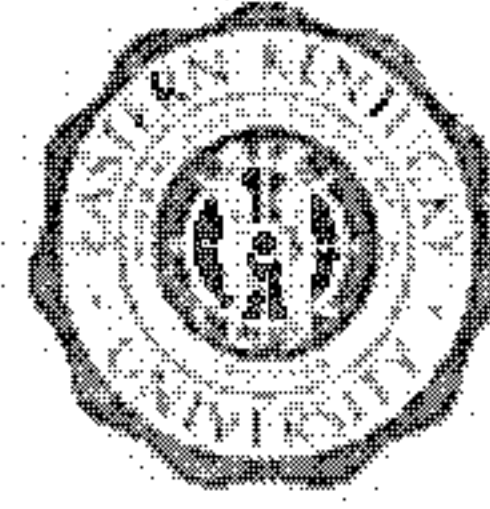


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EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Health Sciences
Office of the Dean
www.health.eku.edu



203 Rowlett Building
521 Lancaster Avenue Richmond,
Kentucky 40475-3102 (859) 622-
1523
FAX: (859) 622-1140

October 13, 2011

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

Dear Ms. Tolan,

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

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

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It is with this commitment to Kentucky's early childhood vision in mind that the College of Health Sciences is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The Deans, faculty and students are committed to the goals of the challenge and will work to achieve project success.



Eastern Kentucky University
College of Health Sciences
Letter of Support
Page 2

The College of Health Sciences is committed to excellence in early Childhood Education consistent with reform efforts. We offer the Bachelor of Science degree in Child and Family Studies with options in Child Development, Family Studies, and Interdisciplinary Early Childhood Education. We also offer the Associate of Applied Science Degree in early Childhood Development. Our programs are based on the whole-child approach, and emphasize comprehensive assessment and kindergarten readiness. The faculty is active in teaching, service and research that align with the Kentucky Race to the Top Early challenge.

Sincerely,



Deborah Whitehouse DSN, APRN, BC
Associate Dean
Health Sciences
Eastern Kentucky University

Elizabethtown Community
& Technical College
600 College Street Road
Elizabethtown, KY 42701
Telephone: (270) 769-2371
Toll free: (877) 246-2322

Fort Knox Campus
Telephone: (502) 942-0101

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

Dear Ms. Tolan,

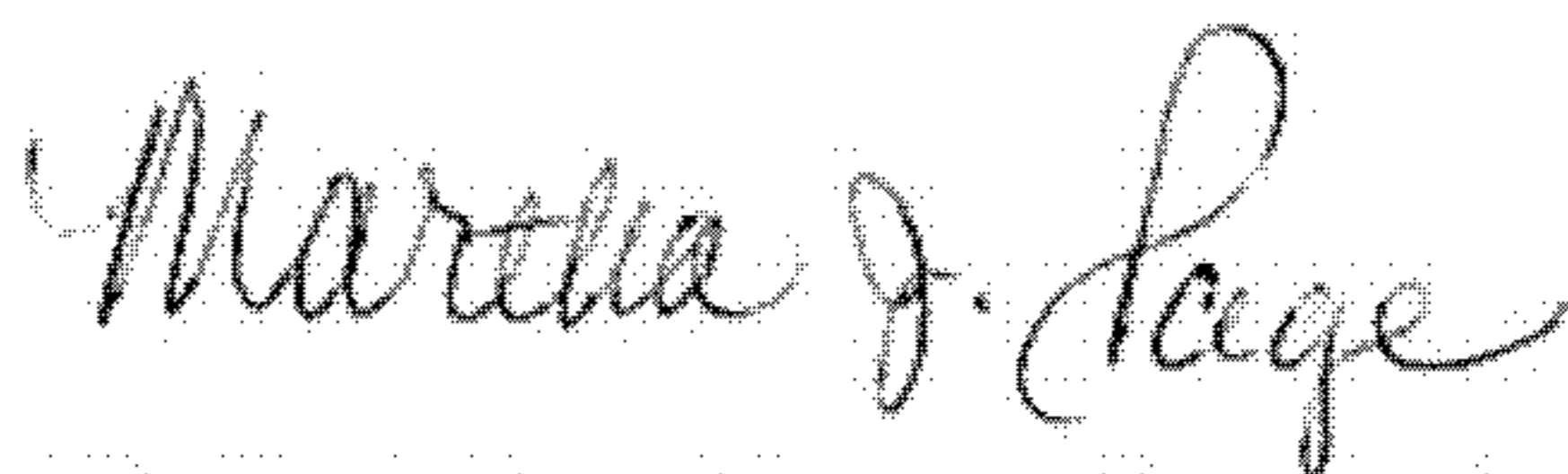
I am writing to pledge the support of Elizabethtown Community & Technical College for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize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

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

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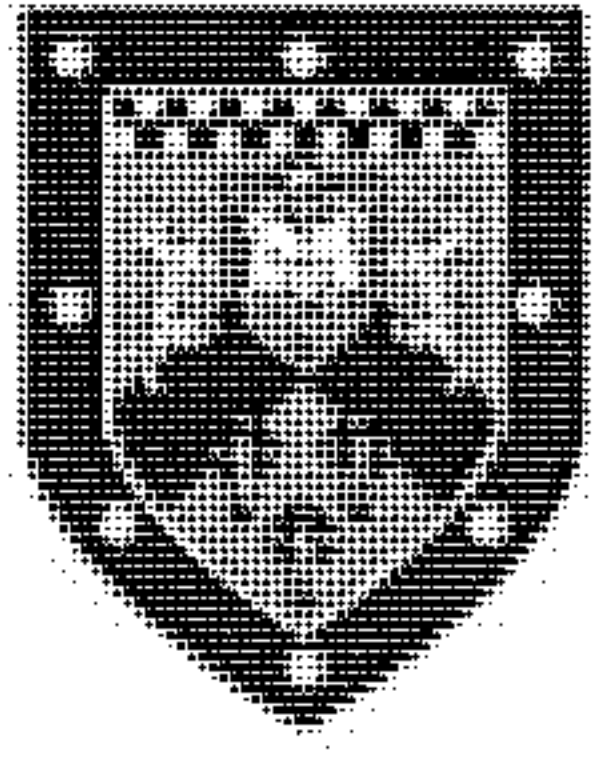
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,



Martha J. Page, Program Coordinator/Instructor
Interdisciplinary Early Childhood Education Dept.





William H. Crouch, Jr.
President

September 29, 2011

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

400 East College Street
Georgetown, KY 40324
tel: 502-863-8030
fax: 502-868-7747
bcrouch@georgetowncollege.edu

Dear Ms. Tolan,

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

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

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

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

Sincerely,

William H. Crouch, Jr.
President

2660 South Green Street
Henderson, KY 42420
Telephone: (270) 827-1867
or 1-800-696-9958
Fax: (270) 831-9600
www.hencc.kctcs.edu

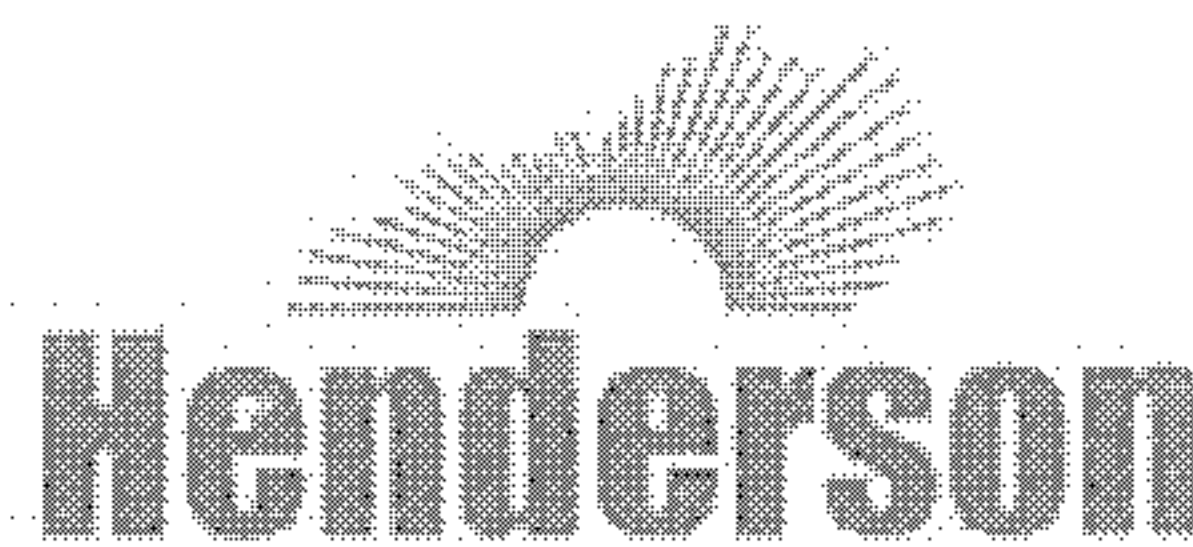
Terry Tolan
Executive Director
Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

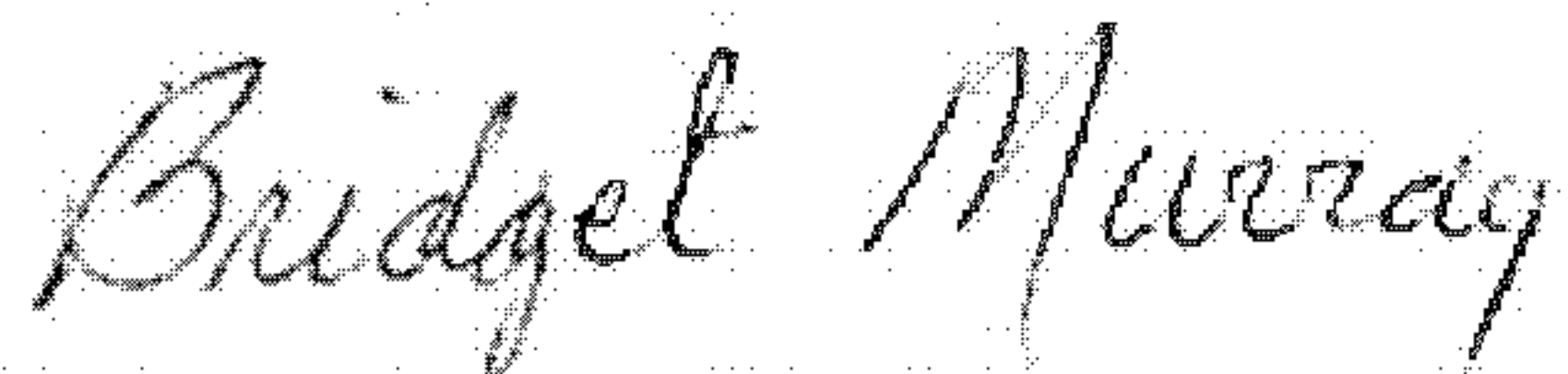


STRONG EDUCATION BEGINS HERE
KCTCS is an equal opportunity employer and education institution.

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Henderson Community College Interdisciplinary Early Childhood Education Program was started as a result of the KIDS NOW Initiative in 2000. As the first and only program coordinator, I have been pleased and proud to work with the Kentucky Governor's Office of Early Childhood. I live in a different state that does not place an emphasis and value on young children and families. I actively pursued a teaching position in Kentucky due to the commitment and progressive outlook for children and their families. Due to the state support and collaborative efforts, I have seen tremendous growth in my college students and the children and families that they serve. The Race to the Top Early Learning Challenge Grant would enable Kentucky to meet new goals and continue to prepare young children for school.

I have been impressed with the efficiency in the use of funds by the KIDS NOW initiative. Each dollar is utilized in a manner that is cost effective with maximum results. Assessment of the initiative is carefully analyzed to ensure that funds and resources are allocated to obtain higher outcomes. Kentucky has the infrastructure in place to achieve the Race to the Top proposed key elements.

Sincerely,



Bridget Murray, M.Ed.

IECE Program Coordinator/Associate Professor

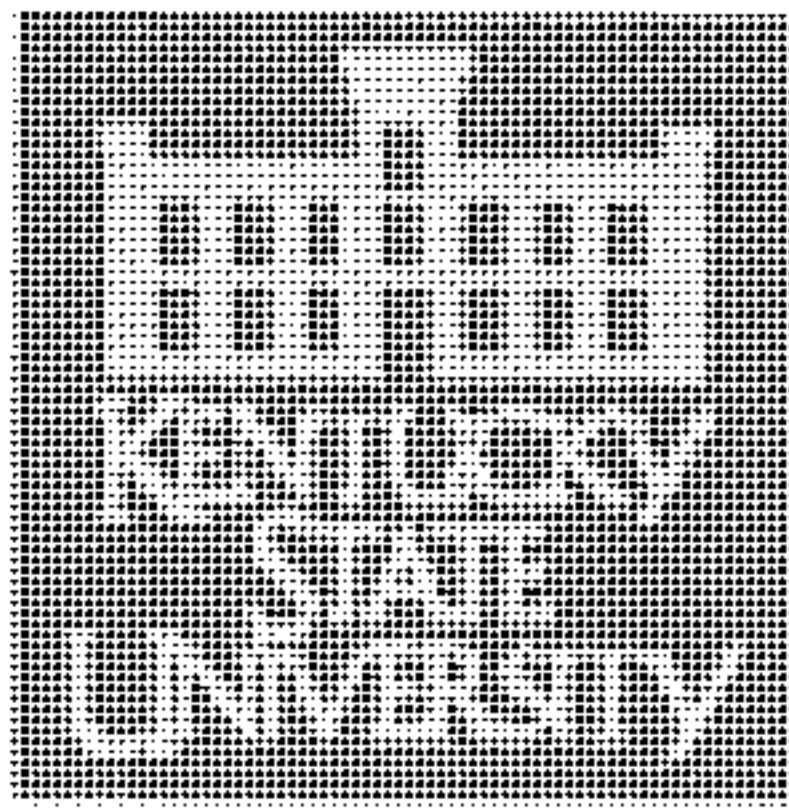
Henderson Community College

2660 S. Green St.

Henderson, KY. 42420

270-831-9679

Bridget.murray@kctcs.edu



400 E. Main Street
Frankfort, KY 40601

Interdisciplinary Early Childhood Education

Academic Annex

Phone: 502-597-5906

Fax: 502-597-5181

October 11, 2011

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

Dear Ms. Tolan:

Kentucky State University's Interdisciplinary Early Education Program hereby pledges its support and commitment for Kentucky's Race to the Top Early Learning Challenge grant application which you are submitting. We feel strongly that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs, with support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

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

1) Unified approach and broad-based commitment through state-level collaboration and local community support; 2) integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care; 3) early learning standards that reflect a whole-child approach, put into practice state wide through a comprehensive assessment system and family engagement strategies; 4) early childhood educator career pathways, and an aligned professional development system to support improvement; 5) universal kindergarten readiness assessment by 2013; and 6) data system with all necessary information to support continuous improvement of school readiness.

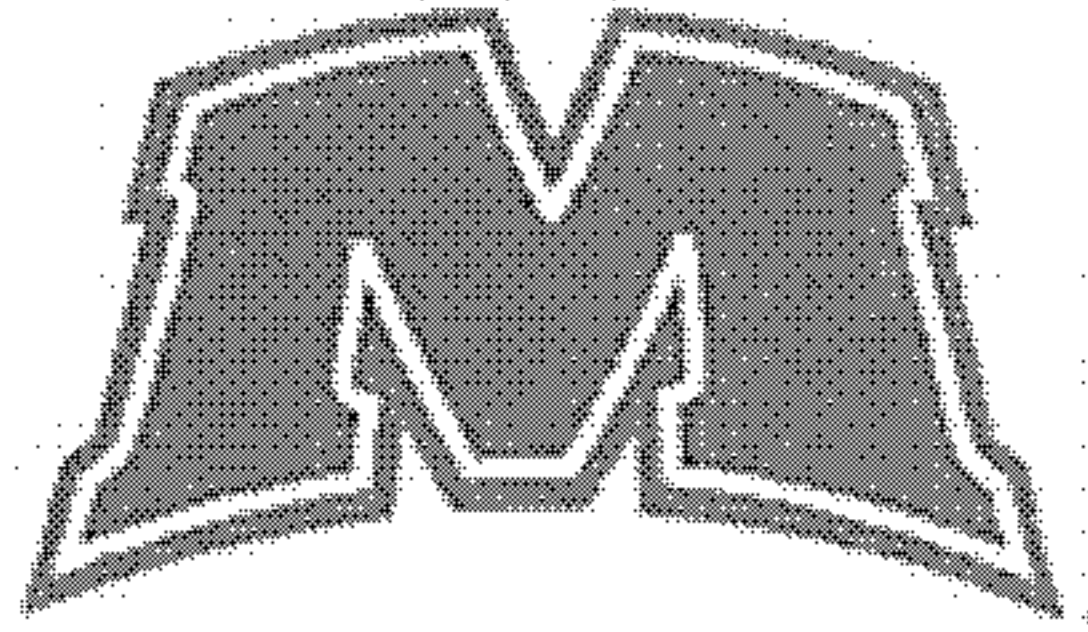
Further, please know that our early childhood faculty is committed to serving on any committees or sub-committees which are developed to further align and coordinate early learning and development across the Commonwealth.

We look forward to positive outcomes resulting from the proposal being submitted.

Respectfully,

Herman E. Walston

Herman E. Walston, Ed. D.
Professor – Early Education Initiatives



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

TELEPHONE: 606-783-2598
FAX: 606-783-5044

October 6, 2011

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

Dear Ms. Tolan,

I am writing to pledge the support of Morehead State University for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs such as the children who live in our rural, high-poverty service region in Eastern Kentucky.

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

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

The early childhood faculty and staff at Morehead State University look forward to partnering with other state agencies on collaborative efforts to reform the early education system. As a regional university, we work closely with the Kentucky Community and Technical College System, the Child Development Associate program housed at Morehead State, and professional development agencies to support an aligned professional development and teacher preparation system. At Morehead State University, we pride ourselves on community engagement projects and our ability to collaborate with other state institutions, schools, and community agencies to improve the lives of children and families in Kentucky. It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Dr. Elizabeth McLaren
Assistant Professor
Department of Early Childhood, Elementary, and Special Education



College of Education

Department of Early Childhood and Elementary Education

MURRAY STATE UNIVERSITY

3201 Alexander Hall
Murray, KY 42071-3340
270.809.2500
270.809.3759 fax

www.murraystate.edu

Terry Tolan

Executive Director

Governor's Office of Early Childhood

125 Holmes Street

Frankfort, KY 40601

Dear Ms. Tolan,

I am writing to pledge the support of the Department of Early Childhood and Elementary Education at Murray State University for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners. More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

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

It is with this commitment to Kentucky's early childhood vision in mind that the Department of Early Childhood and Elementary Education at Murray State University is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The young children of Kentucky will greatly benefit from the key elements that guide the Race to the Top. These initiatives reflect the most effective practices in the field of early childhood education and would strengthen the collaborative partnerships already established by public school districts, child care, Head Start, higher education, and the Kentucky Department of Education.

Sincerely,

Dr. Jo Robertson, Chair of Early Childhood and Elementary Education



College of Education and Human Services
Nunn Drive
Highland Heights, Kentucky 41099

www.nku.edu
<http://coehs.nku.edu/>

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

Dear Ms. Tolan,

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

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

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



October 7, 2011

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

Special Education &
Rehabilitation Counseling
College of Education
229 Taylor Education Building
Lexington, KY 40506-0001
859 257-4713
fax 859 257-1325
www.uky.edu

Dear Ms. Tolan,

I am pleased to write this letter of support for Kentucky's Race to the Top Early Learning Challenge application from the University of Kentucky's Interdisciplinary Early Childhood Education (IECE) Program Faculty. The IECE Program Faculty represents faculty from across the campus, Community and Technical Colleges, Regional Training Centers, principals, teachers, child care, Kentucky Department of Education, citizens, and current university students.

We support Kentucky's application which supports the efforts for all children to be successful in school, especially those with the greatest needs. A collaborative, comprehensive approach which includes parents and communities, state-level partners, programs and providers, and early childhood professionals is evident in Kentucky's application. We support the approach that duplication will be avoided and expansion of services will be built upon existing resources.

We support the key elements of Kentucky's early childhood reform agenda:

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

Should Kentucky be awarded Race to the Top Early Learning Challenge funds, the University of Kentucky's IECE Program Faculty stands ready to support the initiative to move Kentucky forward in meeting its goals.

Sincerely,

A handwritten signature in cursive script that reads "Kim F. Townley".

Kim F. Townley, Ph.D.

Chair, IECE Program Faculty

University of Kentucky



DR. JAMES R. RAMSEY, PRESIDENT, UNIVERSITY OF LOUISVILLE

October 6, 2011

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

Dear Ms. Tolan:

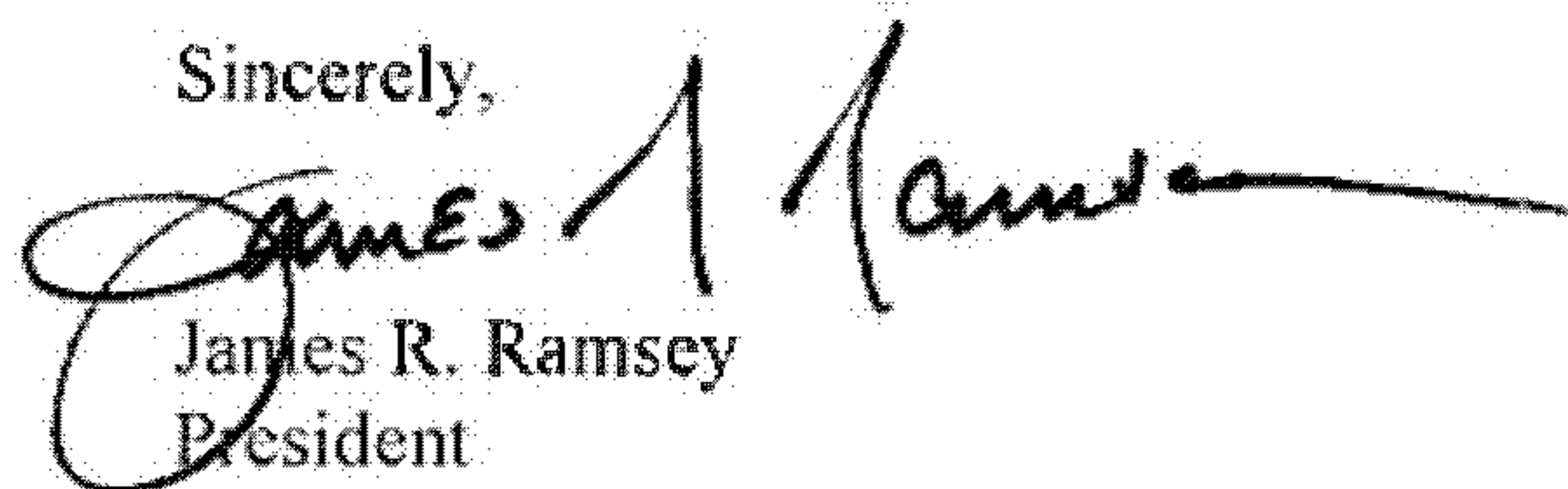
I am writing to pledge the support of the University of Louisville for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize its vision of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

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

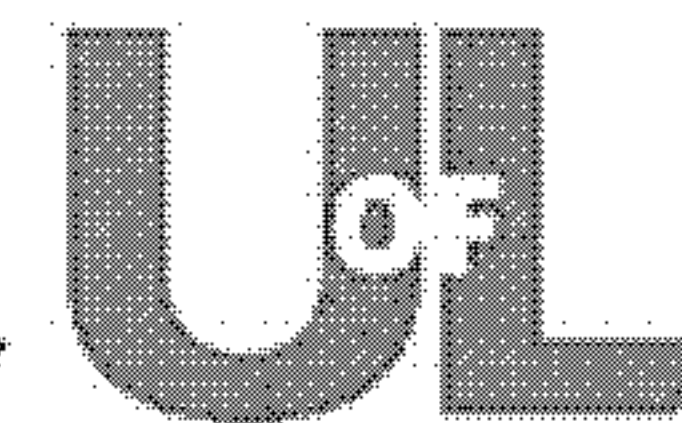
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

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

Sincerely,


James R. Ramsey
President

The Campaign for Kentucky's Premier Metropolitan Research University





OFFICE OF THE MAYOR
LOUISVILLE, KENTUCKY

GREG FISCHER
MAYOR

October 5, 2011

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

Dear Ms. Tolan,

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

We are committed to supporting the key elements of Kentucky's early childhood reform agenda. The state's Race to the Top Early Learning Challenge proposal aligns with Louisville's work to make sure all children are reading on grade level by the end of third grade. The City is working with a number of partners to submit a plan to the National League of Cities/All American Cities collaborative to move the needle on Early Grade Reading. Much of our work focuses on very young children, including:

- In Louisville's **Early Literacy Project**, where nurses and paraprofessionals who work in the Healthy Start and HANDS home-visiting programs, administered by Louisville Metro Public Health and Wellness, deliver free books and routinely talk with parents and caregivers about the importance of reading to young children. First Book Kentuckiana and Success By 6 support the program by providing books. The Family Health Center clinics (federally qualified health centers also supported by the city) participate in Reach Out and Read, giving children books and talking with parents about the importance of reading to their children.
- In **Kindergarten Countdown**, Metro Government works with Metro United Way Success By 6, the public and parochial schools, and other community partners to host summer events for in-coming kindergarteners, capped off in August with the Mayor's Kindergarten Countdown Fair at Slugger Field. The goal is: *All children and families in our community experience successful transitions to kindergarten.* Starting in late May,

Kentucky Race to the Top Early Learning Challenge

October 5, 2011

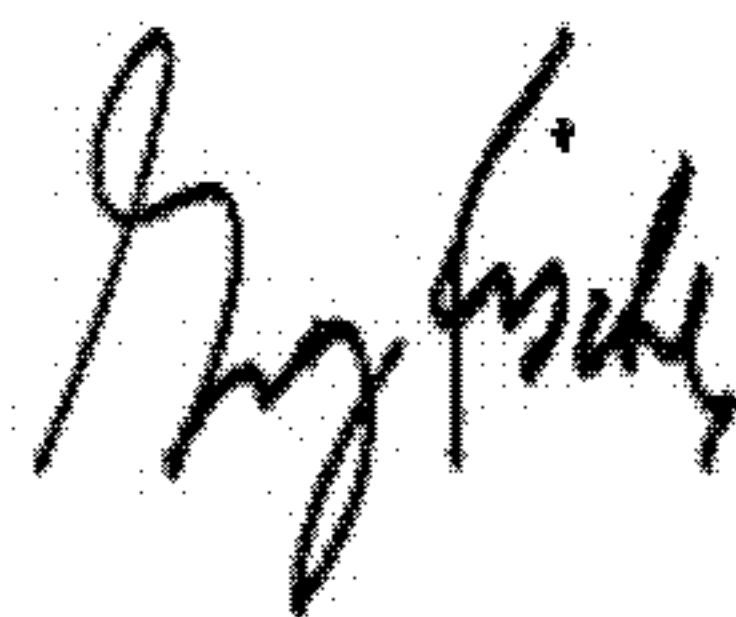
Page 2

all 18 library branches give out free "*I'm going to Kindergarten*" t-shirts and books (provided by PNC Bank), tips for parents about getting their children ready for school, and a list of free, fun and cultural events and experiences geared toward these children and their families. Louisville Metro Public Health and Wellness offers free physical, eye and hearing exams and required immunizations at special pre-K clinics in targeted low income areas.

- **Every 1 Reads** is a communitywide effort to make sure every Jefferson County Public School student reads at or above grade level. Every 1 Reads has raised more than \$8 M in private funds, trained 12,000 volunteers as tutors and mentors, and rallied nearly 70 community- and faith-based organizations (including after school and child care) to provide tutoring and assistance to struggling students. When the initiative began in 2004, 18% of students (some 18,000 youngsters) were not reading at their grade level. As of 2010, 91% were reading at grade level or above.
- **Neighborhood Place**, a finalist in last year's Innovations in American Government competition, has since 1993 provided blended and accessible health, education, employment and human services in Louisville. It is the nation's first successful, long-running partnership of public sector agencies (state, local, school, and regional mental health) to create a network of community-based "one-stop" service centers that support families in their progress toward self-sufficiency. In addition to offering child protective services and family self-sufficiency programs, Neighborhood Place is the entry point for TANF, K-CHIP, and SNAP programs.

Again, know that Louisville Metro is supportive of your efforts to improve kindergarten readiness and is ready to partner in ways that help achieve our mutual goals in that area.

Sincerely,



Greg Fischer
Mayor

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

Dear Ms. Tolan,

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

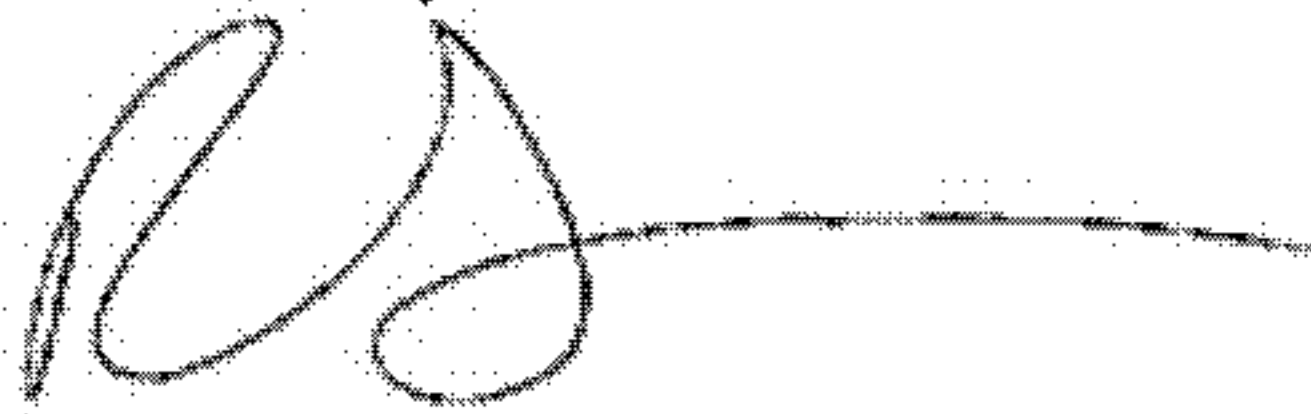
More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

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

From a local level perspective of providing services to families, children, early care professionals and to our community as a whole we know the importance of collaboration and a unified approach. The priorities of Kentucky's Race to the Top Early Challenge application align perfectly with the missions and goals valued at the Child care Council of Kentucky, Inc.

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

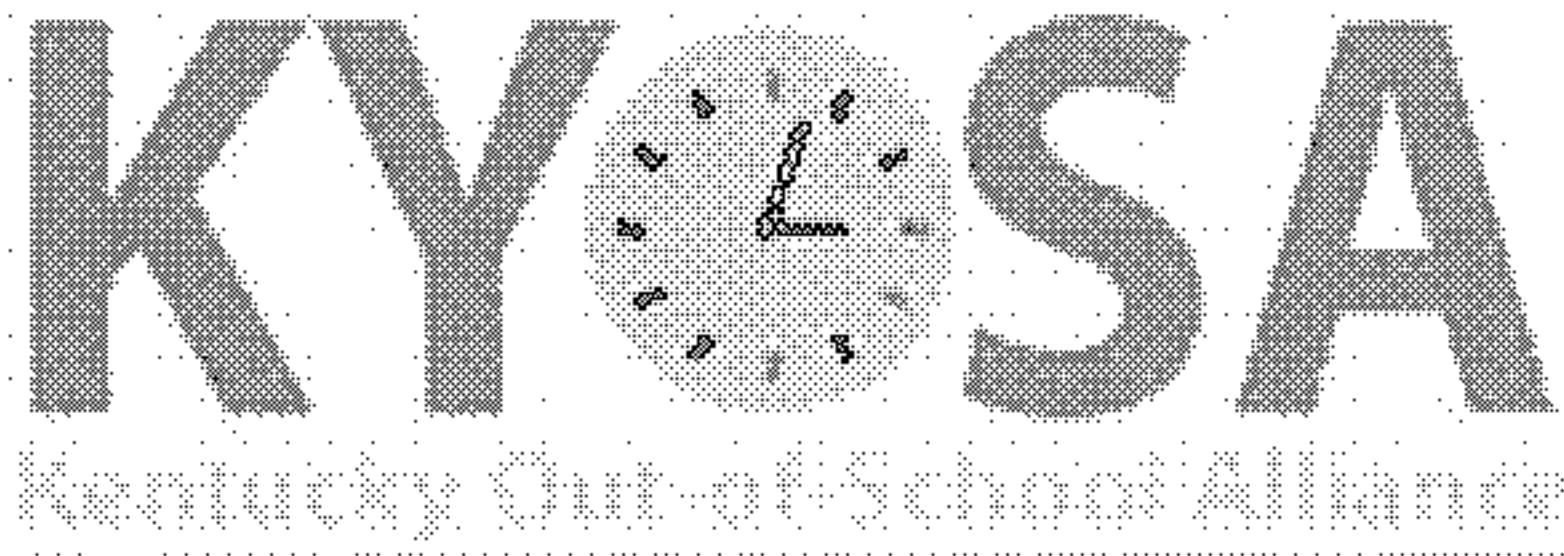
Sincerely,

A handwritten signature in black ink, appearing to read 'BS', with a long horizontal line extending to the right.

Bradley Stevenson

Executive Director

Child Care Council of Kentucky, Inc.



Mission: Serves as the infrastructure to support the continued growth, development, & accessibility of quality out-of-school programs to promote the success of children and youth.

Vision: To help children and youth succeed through effective out-of-school time experiences.

Board Members

Ella Brunner, Ed. D
Associate Professor

Jefferson Community & Technical College

A. Hasan Davis, JD

Deputy Commissioner of Operations
Department of Juvenile Justice

Michael Denney
Director

Family Resource Youth Service Centers
Cabinet for Health and Family Services

Robin Herring
Assistant Director

Division of Child Care
Cabinet for Health and Family Services

Rebecca Kelley, JD
Executive Director

YMCA of Greater Cincinnati
Campbell & Kenton Co. YMCA

Leon Mooneyhan, Ph.D.
Executive Director

Ohio Valley Educational Co-op

Shaun Murphy
Branch Manager

Student and Family Support
Kentucky Department of Education

Linda Robinson

Consultant, 21st Century Community Learning Centers
Kentucky Department of Education

Beth Rous, Ed.D
Director of Early Childhood

Human Development Institute University of Kentucky

Representing

182 Organizations Statewide
2,502 Individual Members

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

Dear Ms. Tolan,

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

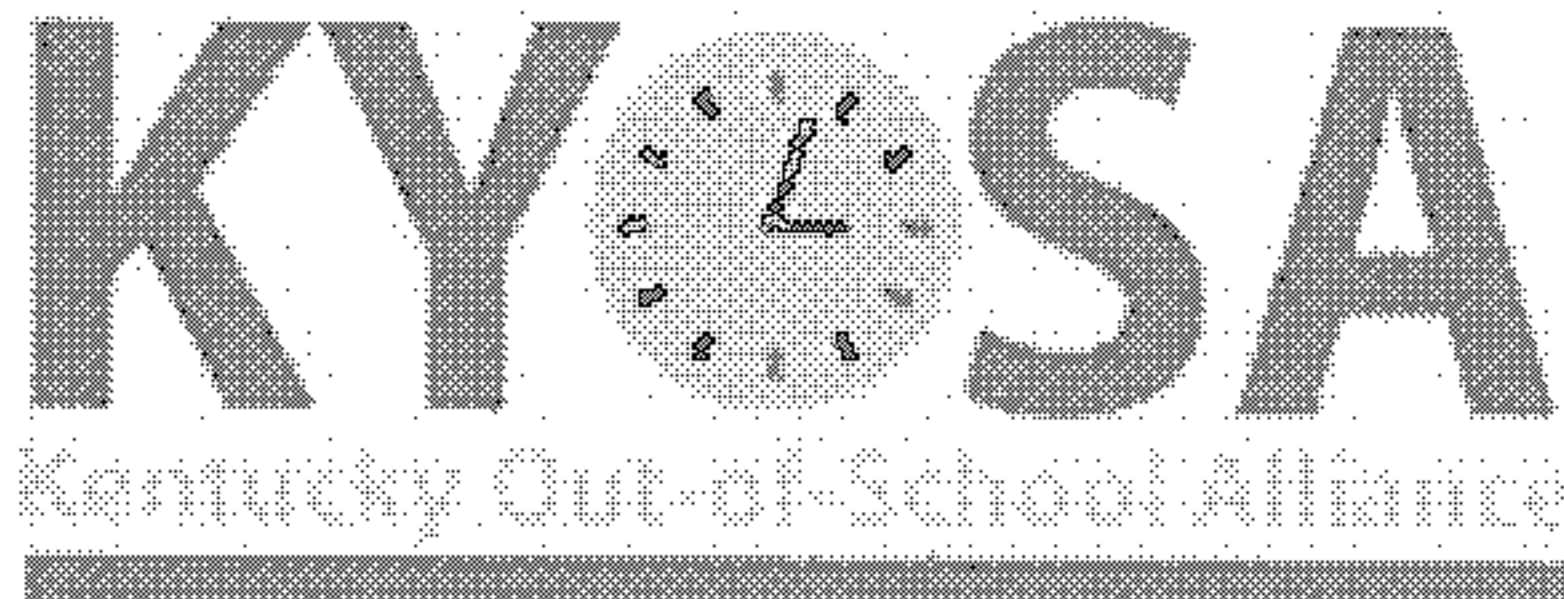
We are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

The Kentucky Out-of-School Alliance is deeply concerned about the success of all Kentucky's children and youth. For the past year and a half we have worked with two state agencies, the Kentucky Department of Education and the Cabinet for Health and Family Services Division of Child Care to develop the Kentucky School-Age Quality Framework for out of school time programs. Quality is key for school-age and early childhood. It is with this commitment to the success of Kentucky's children and youth that our organization is pleased to support Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Phyllis Elder



Mission: Serves as the infrastructure to support the continued growth, development, & accessibility of quality out-of-school programs to promote the success of children and youth.

Vision: To help children and youth succeed through effective out-of-school time experiences.

Board Members

Ella Brunner, Ed. D
Associate Professor
Jefferson Community & Technical College

A. Hasan Davis, JD
Deputy Commissioner of Operations
Department of Juvenile Justice

Michael Denney
Director
Family Resource Youth Service Centers
Cabinet for Health and Family Services

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Branch Manager
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Kentucky Department of Education

Linda Robinson
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Beth Rous, Ed.D
Director of Early Childhood
Human Development Institute University of Kentucky

Representing
182 Organizations Statewide
2,502 Individual Members

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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The Kentucky Out-of-School Alliance is deeply concerned about the success of all Kentucky's children and youth. For the past year and a half we have worked with two state agencies, the Kentucky Department of Education and the Cabinet for Health and Family Services Division of Child Care to develop the Kentucky School-Age Quality Framework for out of school time programs. Quality is key for school-age and early childhood. It is with this commitment to the success of Kentucky's children and youth that our organization is pleased to support Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. *[Please add any additional thoughts here. An additional paragraph or bulleted list of how your organization's activities align with the priorities outlined above is encouraged.]*

Sincerely,
Linda Lamb



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

Montessori and Early Learning Academy ★★★
Treasure House Child Development Center ★★★
Kenton Child Development Center ★★★★★
Gardens at Greenup Child Development Center ★★★
Imagine Tomorrow Child Development Center ★★★★★
Newport Preschool Center ★★★★★
Early Learning Centers
River Ridge Elementary ★★★
Walton-Verona Elementary ★★★
Ninth District Elementary ★★★
School Age Services
Family Child Care
Young Families Program
Mayerson Service Learning Initiative
Child Development Associate (CDA) Credential
Greater Cincinnati Center for Montessori Education
Devereux Regional Early Childhood Center
GrowingSound- www.growing-sound.com

September 26, 2011

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

Dear Ms. Tolan,

Children, Inc., the largest non-profit provider of early education and care in the Commonwealth, is pleased to have the opportunity to express its support for Kentucky's Race to the Top Early Learning Challenge application. As the Executive Director of Children, Inc., I have been privileged to serve as Chairperson and member of the Early Childhood Advisory Council. From both a local and statewide perspective, I believe that the major strategies contained in the proposal are critical to the vision of kindergarten readiness for all children, especially those compromised by early risk factors. The strategic elements of this proposal offer initiatives that enhance the support of early childhood professionals, programs and providers, parents and communities, and state-level partners.

The early childhood reform agenda for Kentucky contained in this proposal is characterized by a broad-based collaborative commitment at local community and state levels. It offers an integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care. Further, the early learning standards reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies.

The successful readiness outcomes for children result from the quality inputs from early childhood educators. By providing career pathways, and an aligned professional development system to support improvement, this proposal promises to achieve this chain linking quality inputs to positive outcomes. Additionally, universal kindergarten readiness assessment by 2013 with its requisite data capture, analysis and utilization systems insures the necessary continuous quality improvement mechanisms are in place.



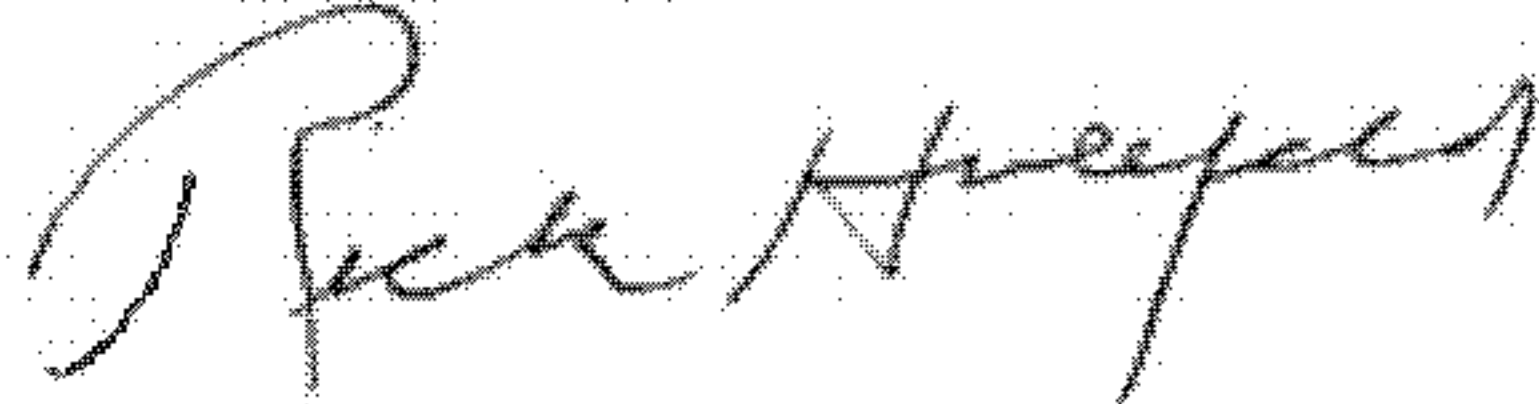
Kentucky STARS
Quality Rating

Children, Inc. is a belief-driven organization:

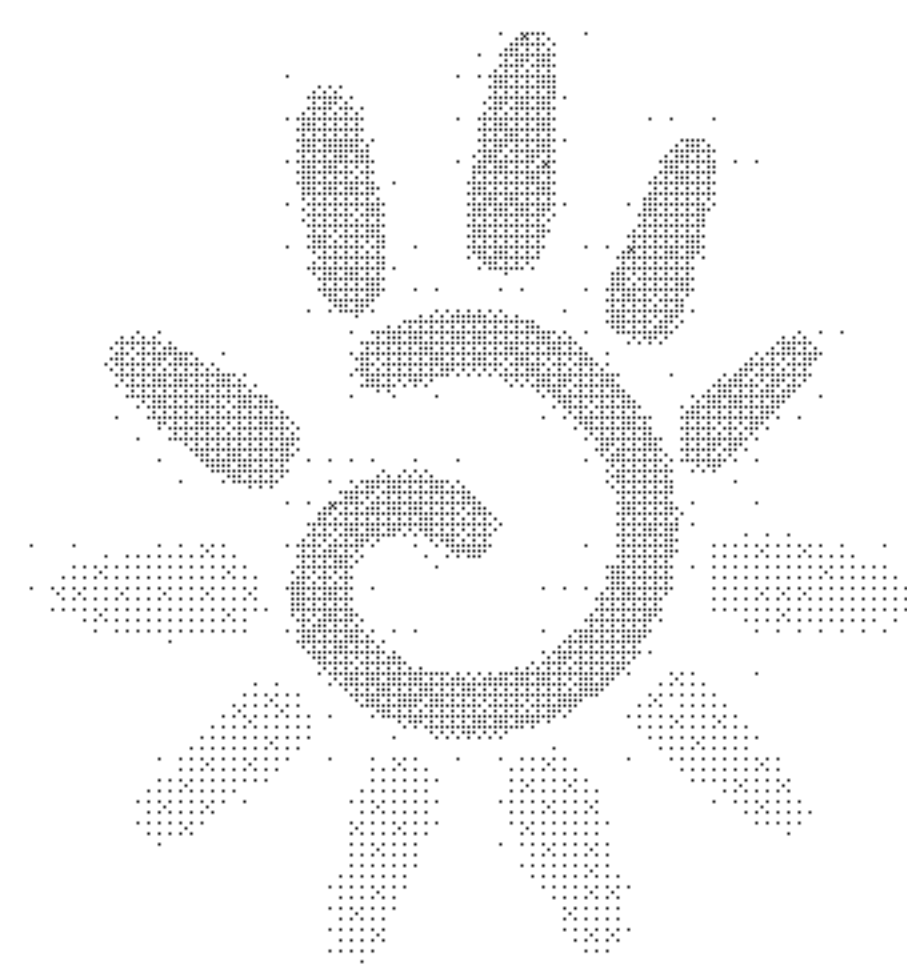
- A belief that children of all backgrounds and abilities have great worth and unique gifts.
- A belief that all families, given necessary supports, are capable of effective and loving nurturance.
- A belief that Kentucky communities are committed to a collective future that requires comprehensive support for young children and their families.
- A belief in ourselves so that through innovation and collaboration we can make a differences in the lives of young children.

We see these beliefs reflected in Kentucky's Race to the Top Early Learning Challenge application. Therefore, we support this most important initiative wholeheartedly and look forward to playing a meaningful role in its implementation. Children are truly our Common Wealth.

Sincerely,



Rick Hulefeld
Executive Director



Family & Children's Place
Building brighter futures.

September 30, 2011

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

Dear Ms. Tolan,

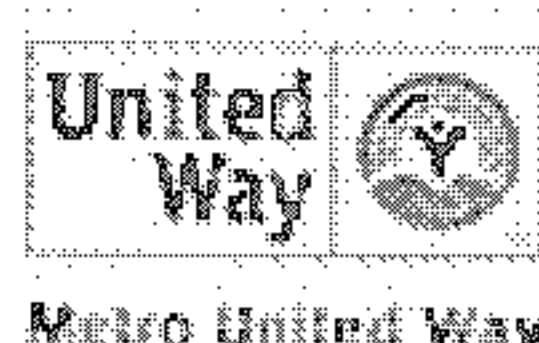
We at Family & Children's Place are pleased to have this opportunity to write in support of Kentucky's Race to the Top Early Learning Challenge application. It is vital that we improve the quality of early learning and development and close the achievement gap for children with high needs.

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

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

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

There is a plethora of research on early brain development and the importance of those early years in structuring the architecture of the brain. Harvard University's Center on the Developing Child is among the leaders in research and distribution of knowledge in the field. "Nurturing and stable relationships



with caring adults are essential to healthy human development beginning from birth." (2004) The authors go on to say that nurturing, caring in a positive relationship environment affect all aspects of development, intellectual, social, emotional, physical, behavioral and moral.

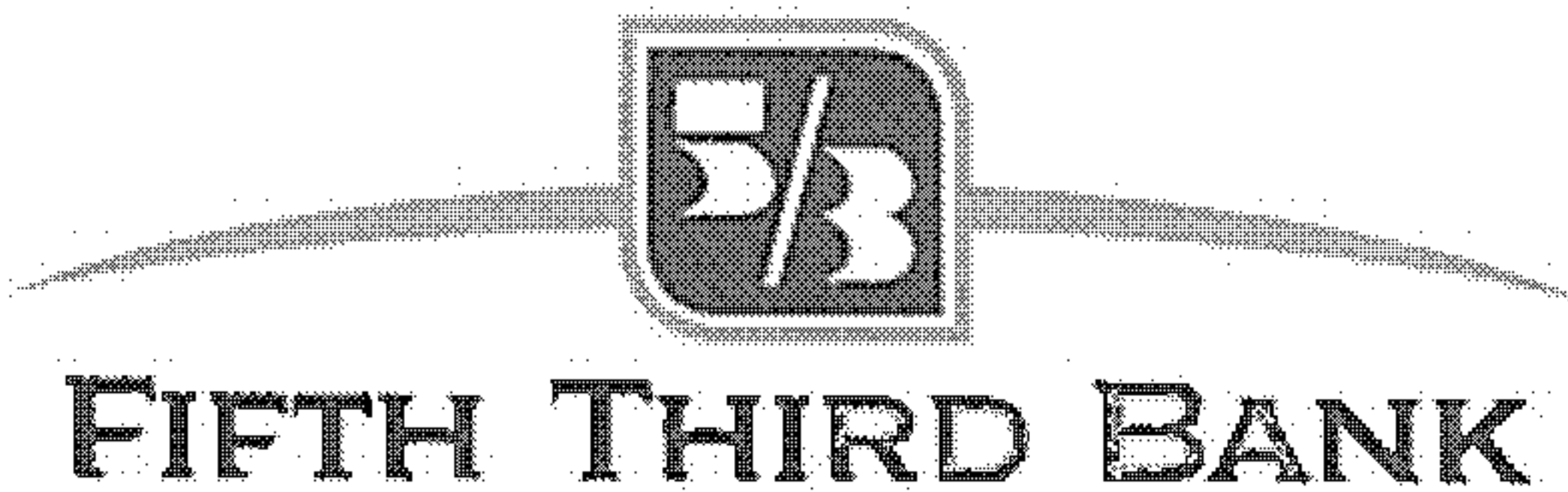
In an environment of stress a child's brain architecture is disrupted. Severe and persistent abuse or neglect has an adverse impact on brain architecture.....in the extreme resulting in a smaller brain. High risk parents in high risk neighborhoods contribute to this "toxic" stress that has a devastating impact in brain development. A Working Paper, "Persistent Fear and Anxiety Can Affect Young Children's Learning and Development", (2010) further supports the research on the relationship of environment and healthy development. Extreme stress caused by environmental and relational factors significantly diminishes a child's ability to learn and engage in typical social interactions. These findings and many more support the need for support for at risk children and comprehensive training of providers.

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

Sincere regards,



Pam Darnall
Chief Operating Officer



Tom Partridge
President & CEO

October 4, 2011

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

Dear Ms. Tolan:

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Fifth Third Bank is committed to helping individuals reach their goals, and to improving lives within our communities.

Sincerely,

Tom Partridge
President & CEO

CC: Joe Tolan, Metro United Way

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Hamilton-Ryker provides Staffing Services to a wide variety of businesses in Central KY. Having an educated workforce is vital to our economic success.

Sincerely,

Jennifer Hager

Area President

Hamilton-Ryker Bluegrass

1416 Leestown Rd

Lexington, KY 40511

859-266-5000

JPMorgan Chase Foundation

An affiliate of JPMorgan Chase & Co.

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

Dear Ms. Tolan,

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

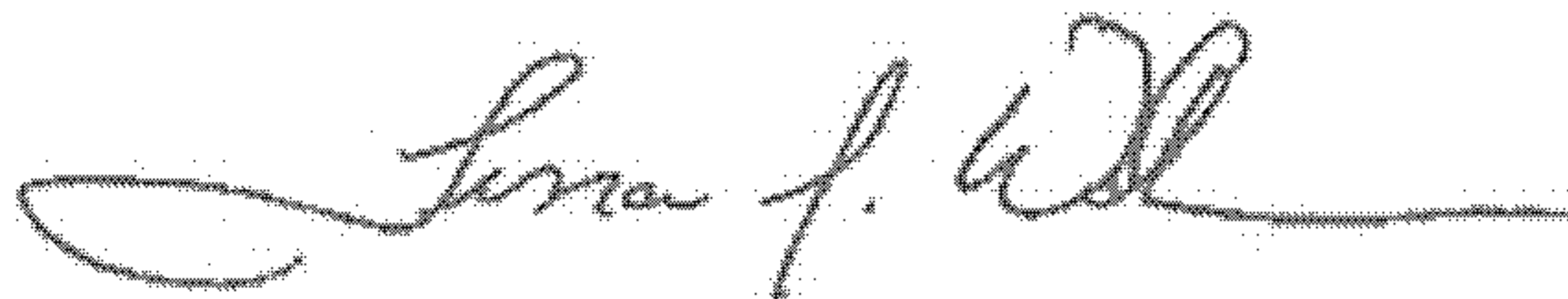
More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

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

The JPMorgan Chase Foundation invests in early childhood education through professional development for childcare providers, enriching curriculum and access to quality early childhood programs. We believe every child, regardless of their family situation, should have the opportunity to enter school prepared for success.

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

Sincerely,



Tina Jo Walters
Vice President of Philanthropy
Indiana & Kentucky

October 12, 2011

Kelly C. Lorch Dauk, M.D.

Sarah J. Griffin, M.D.

V. Faye Jones, M.D., Ph.D., M.S.P.H.

Mirzada Kurbasic, M.D., M.Sc.

Pradip D. Patel, M.D.

Lawrence J. Wasser, M.D.

Brandee D. Wimberly, M.D.

Terry Tolan

Executive Director

Governor's Office of Early Childhood

125 Holmes Street

Frankfort, KY 40601

Dear Ms. Tolan,

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

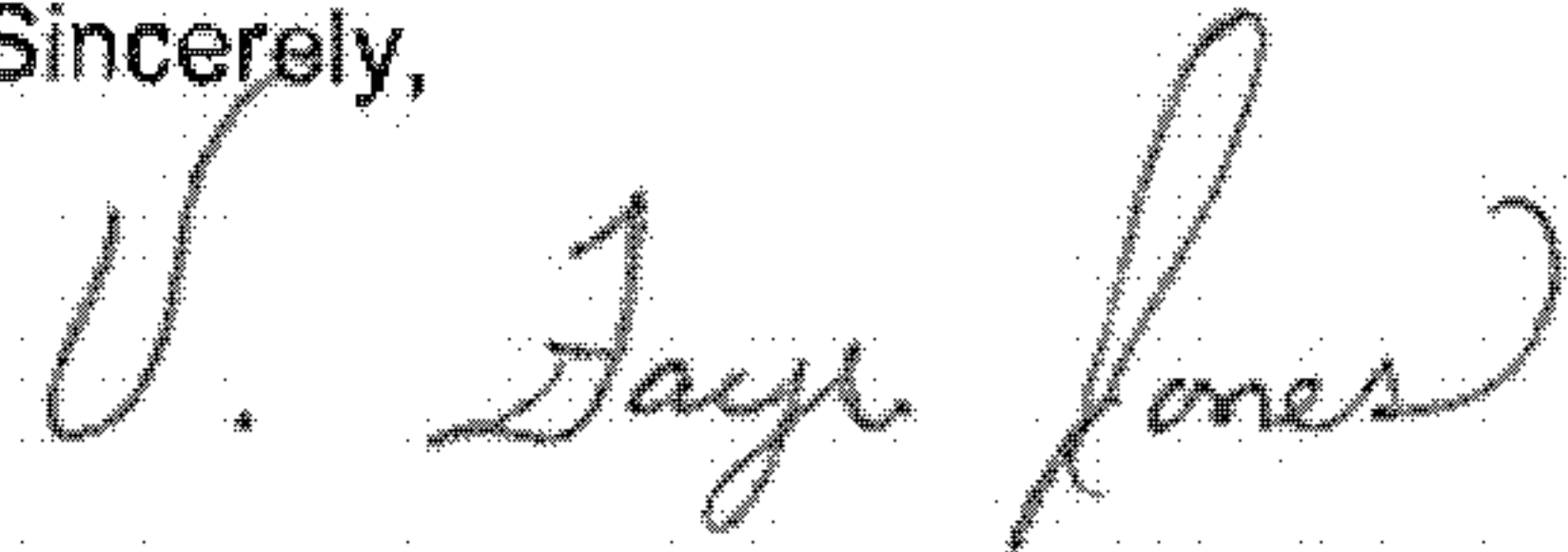
More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

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

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

is based on the importance of early childhood in the context of the family and social environment as it relates to the health and well being of the child throughout his/her life. We have a shared goal in achieving the best outcomes for the children of Kentucky.

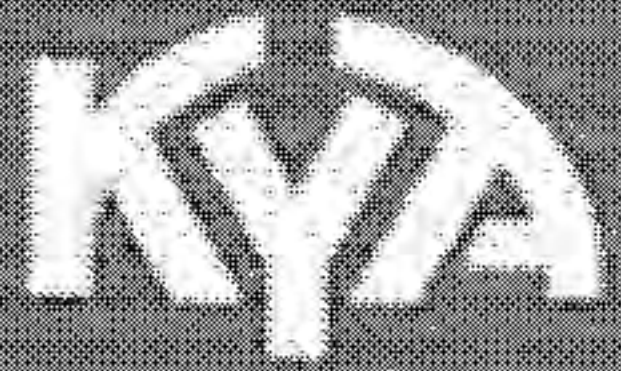
Sincerely,

A handwritten signature in cursive script that reads "V. Faye Jones". The signature is written in black ink and is positioned above the printed name.

V. Faye Jones, M.D., Ph.D., M.S.P.H.

Chair, KY AAP Early Childhood Task Force

Professor of Pediatrics



KENTUCKY
YOUTH
ADVOCATES

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Kentucky Youth Advocates has been a long supporter of improving outcomes for the youngest in our state. We currently lead an effort called the Blueprint for Kentucky's children that has identified improving the quality of child care as a major priority. We are looking forward to further aligning our efforts with those of the Early Childhood Advisory Council.

Sincerely,

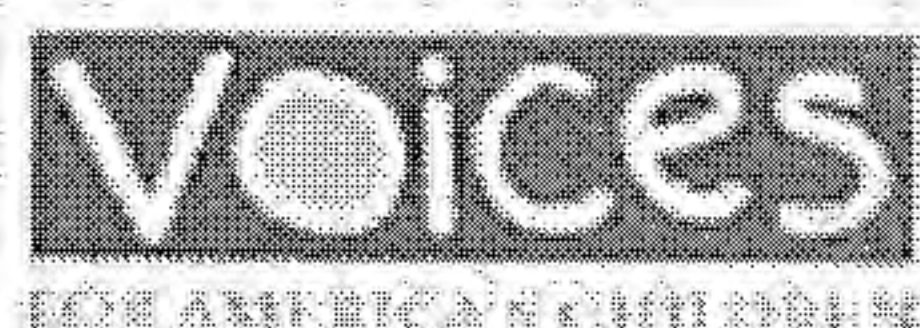
Lacey McNary
Deputy Director

11001 Bluegrass Pkwy
Suite 100
Jeffersonton, KY 40299
voice: 502.895.8167
fax: 502.895.8225
toll free: 888.825.3592

www.kyyouth.org



Metro United Way





Paul A. Rooke
Chairman and Chief Executive Officer

Lexmark International, Inc.
One Lexmark Centre Drive
Lexington, KY 40550
USA

Phone: 859 232 5046
Fax: 859 280 5572
E-mail: rooke@lexmark.com

October 12, 2011

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

Dear Ms. Tolan,

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

More specifically, we believe that the following elements of Kentucky's early childhood reform agenda are key to the success of our state's education system:

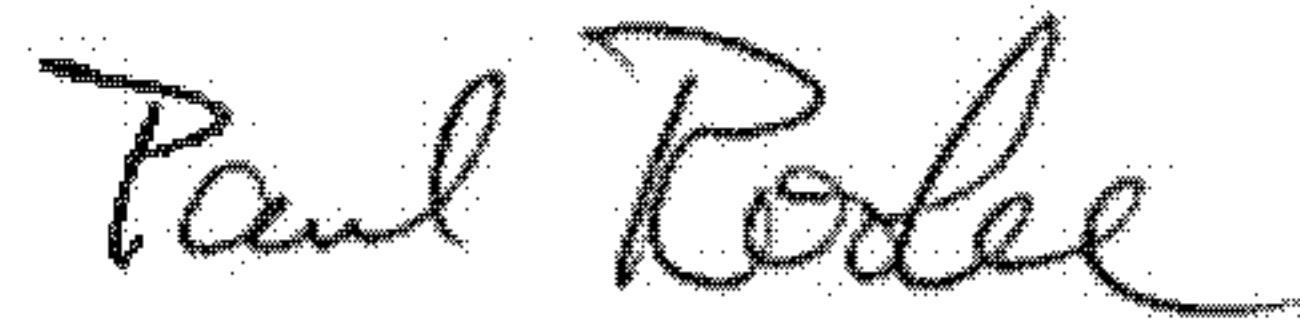
- unified approach & broad-based commitment through state-level collaboration and local community support
- integrated, tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of factors to improve quality of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

Since our inception more than two decades ago, Lexmark has been committed to the local communities in which we live and work. We have focused on educational achievement through our support of the United Way and specific Science Technology Engineering and Math (STEM) initiatives. We expect to continue that support and believe that Kentucky's early childhood reform initiative will greatly enhance the Commonwealth's education system by providing the foundational training needed to help more children succeed at subsequent levels of school.

Page 2

We applaud President Obama and the U.S. Department of Education for providing the Race to the top Early Learning Challenge grant opportunity, and wholeheartedly support Kentucky's application.

Sincerely,

A handwritten signature in cursive script that reads "Paul Rooke". The signature is written in black ink and is positioned above the printed name.

Paul Rooke



PPL companies

October 7, 2011

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

Laura M. Douglas
Vice President
Corporate Responsibility
and Community Affairs
LG&E and KU Energy LLC
220 West Main Street
Louisville, KY 40202
T 502-627-3930
F 502-217-2615
laura.douglas@lg&ku.com

Dear Ms. Tolan,

I am writing to confirm LG&E and KU Energy's support for Kentucky's Race to the Top Early Learning Challenge application. The initiatives outlined in Kentucky's proposal will help the Commonwealth accomplish its mission of achieving kindergarten readiness for all children, particularly those children with the greatest needs. We are gratified that Kentucky's proposal describes a role for early childhood professionals, current early childhood programs, parents, individual communities, and state government partners in accomplishing the goal of kindergarten readiness.

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

- A unified, broad-based commitment involving both state-level collaboration and local community support;
- An integrated, unified tiered quality rating and improvement system covering the vast majority of programs and providers serving high-need children, and including a range of supports to improve quality of care;
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system and family engagement strategies;
- Early childhood educator career pathways, and an aligned professional development system to support improvement;
- Universal kindergarten readiness assessment by 2013, and
- Use of a data system with all necessary information to support continuous improvement of school readiness.

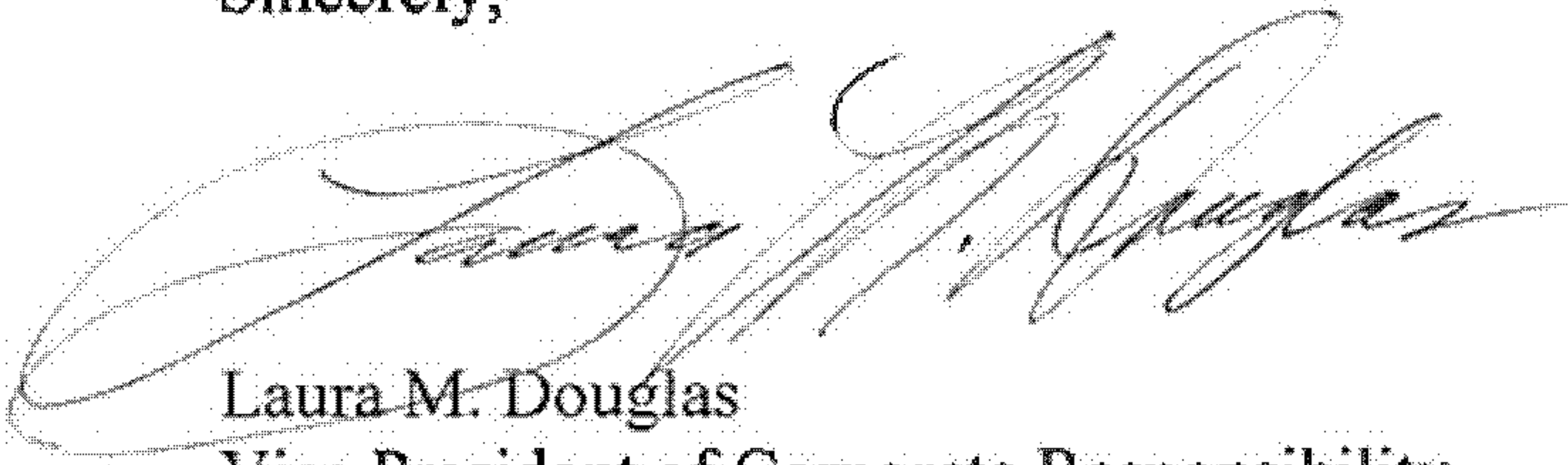
Ms. Terry Tolan

October 7, 2011

Page 2

LG&E and KU Energy have a history of community involvement – particularly in the areas of education advocacy and support. Our philanthropy has funded such efforts as teacher education, university research, and elementary school environmental magnet programs – to name a few. Success in our industry is dependent upon the presence of a skilled and well educated workforce. There is no better way to develop a highly trained workforce than to start at the beginning with support of early childhood education. For these reasons, we are proud to support the Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laura M. Douglas". The signature is written in black ink and is positioned above the printed name and title.

Laura M. Douglas

Vice President of Corporate Responsibility
and Community Affairs

cc: Chris Hermann



October 6, 2011

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. The Northern Kentucky Education Council (NKYEC) serves as the overarching organization for the alignment of education initiatives that address our population from birth to career. In partnership with the United Way of Greater Cincinnati and Vision 2015 the NKYEC was awarded a Ready by 21 Southeast Challenge Grant from the Forum for Youth Investment. The NKYEC is a collaborative that has members from education, business and community. The Council has a sustainable base of Champions that are advocating for and understand the critical importance of the regional and state goal that all of our children are prepared for

Kindergarten Action Teams are the foundation for the work of the NKYEC. The focus of Action Team #1 is reducing barriers to student learning.

Key Strategies for our earliest learners include:

- Support and promote the Commonwealth of Kentucky's Early Childhood Advisory Council (ECAC) recommendations related to the STARS Rating System
- Support and promote the Commonwealth of Kentucky's Early Childhood Advisory Council (ECAC) recommendations related to a standard readiness definition and common screening tool.
- Increase the number of Success by 6 Born Learning Academies
- Increase the number of children and families participating in home visitation
- Provide a tiered level of capacity building to child care centers to retain and increase STAR rating
- Expand outreach of library services to underserved early childhood population
- Increase the number of participants in the NKY Early Childhood database

By supporting and implementing the recommendations of Kentucky's Early Childhood Advisory Council we are investing in the future of the Commonwealth and ensuring a higher quality of life for each of us.

Sincerely,



Polly Lusk Page
Executive Director



September 29, 2011

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

Dear Ms. Tolan,

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

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

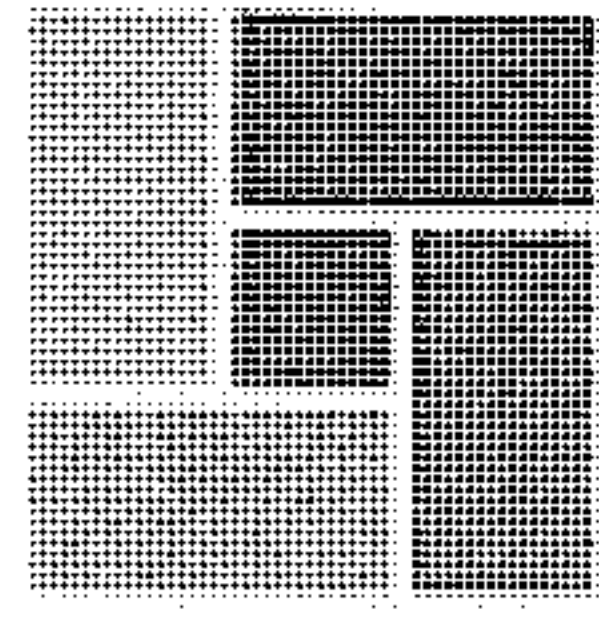
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

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

Sincerely,

(b)(6)

Joy Benedict
Director Human Resources



PRICHARD COMMITTEE

FOR ACADEMIC EXCELLENCE

MEMBERS

OFFICERS
 Hilma S. Prather, *Chair*
 Harvie Wilkinson, *Secretary/Treasurer*

COMMITTEE
 Madeline Abramson, Louisville
 Norma B. Adams, Somerset
 Shawn T. Allen, Sr., Shelbyville
 Daniel L. Ash, Louisville
 Brady Barlow, Lexington
 Matthew Barron, Louisville
 Cynthia D. Baumert, Louisville
 William E. Beasley, Henderson
 Jackie Betts, Lexington
 Robert Biagi, Shelbyville
 David Bolt, Morehead
 Matthew W. Breetz, Louisville
 Gary Bricking, Ft. Mitchell
 Patricia Brundage, Covington
 Ellen Call, Louisville
 Helen Carroll, Erlanger
 Alva Mitchell Clark, Lexington
 Martha Layne Collins, Georgetown
 Nancy M. Collins, Hazard
 Sam Corbett, Louisville
 Alfonso N. Cornish, Louisville
 Brad Cowgill, Lexington
 William Cox, Jr., Madisonville
 Darrell E. Crawford, Auburn
 Ben Cundiff, Cadiz
 Sim Davenport, Owensboro
 Scott P. Davis, Henderson
 Jean M. Dorton, Paintsville
 Karen Dougherty, M.D., Hopkinsville
 Laura M. Douglas, Louisville
 W. Clay H. Ford, Owensboro
 Bonnie Lash Freeman, Louisville
 Bill Garner, Lexington
 Jill L. Giordano, Princeton
 Rebecca S. Goss, Nicholasville
 Jane Graham, Lexington
 Stephen Grossman, Lexington
 Kevin Hable, Louisville
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 Donna S. Hall, Lexington
 Michael Hammons, Covington
 Billy Harper, Paducah
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 Mary Jane Littleton, Murray
 Fannie Louise Maddux, Pembroke
 Roger L. Marcum, Bardstow
 Elissa May-Plattner, Camp Springs
 William McCann, Lexington
 Lewis N. Melton, BE, Middleboro
 Onita E. Michel, Midway
 Herbert A. Miller, Jr., Lexington
 Pam Miller, Lexington
 Helen W. Mountjoy, Uca
 Wade Mountz, Louisville
 P. Daugherty Murphy, Louisville
 Patrick W. O'Leary, Louisville
 Charlie Owen, Louisville
 Kent Oyley, Louisville
 Paul E. Patton, Pikeville
 Dennis Pearce, Lexington
 Laura A. Pitman, Murray
 Dr. Hiram C. Polk, Jr., Louisville
 Margaret G. Pope, Paducah
 Cindy Price, Somerset
 Louis Prichard, Paris
 Kathy Reed, Bardstow
 Josephine D. Richardson, Whitesburg
 Jill E. Robinson, Frankfort
 Jean Rosenberg, Prestonsburg
 Linda Rumpke, Lexington
 Keith Sanders, Owensboro
 Joshua Santana, Lexington
 Julie H. Schmidt, Louisville
 Ben Self, Lexington
 Pamela Papka Sexton, Lexington
 Jon L. Sights, Henderson
 Albert P. Smith, Jr., Lexington
 Alice Sparks, Crescent Springs
 Susan Rose Spudlock, Pym D. Postorsburg
 David Tachau, Louisville
 J. Maynard Thomas, Catlettsburg
 Lynda M. Thomas, Lexington
 Lois Weinberg, Hindman
 Mary Gwen Wheeler, Louisville
 William H. Wilson, Lexington

HONORARY MEMBER
 Dorothy Ridings, Louisville

Stu Silberman, Executive Director

October 10, 2011

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

Dear Ms. Tolan:

This is a letter of support from the Prichard Committee for Academic Excellence for Kentucky's Race to the Top, Early Learning Challenge Fund Grant. The Prichard Committee has advocated for improved education at all levels (preschool through graduate school) since 1983. Our first report in 1985 recommended quality pre-k for every 3- and 4-year-old child whose family wanted it and we have advocated for early care and education since that time. We see the need for:


- increased program quality through expansion of the STARS quality rating system to all publicly funded early care and education providers;
- increased collaboration among community providers with additional supports for community early childhood councils; efforts need to focus on learning goals for students and efficient and effective use of resources;
- greater involvement of parents and families, children's first and most important teachers;
- consistent learning and program standards;
- measures to determine progress in reaching higher program and learning standards.

The Prichard Committee created a Strong Start Kentucky: Quality Pre-K for All Children campaign in 2007 with support from the Pew Charitable Trusts' Pre-K Now campaign. This advocacy covers a wide range of programs and services for children birth to school age including the STARS rating system, scholarships for child care professionals and HANDS, Kentucky's home visiting program. One current advocacy target is restoration of the shrinking Tobacco Settlement funds used to pay for many of Kentucky's KIDS NOW initiatives. Our focus in the upcoming legislative session is to replace those lost funds and over time increase funding to provide these programs and services to more children. We will work in cooperation with the Office of Early Childhood to assure that our messages are coordinated and supportive of the goals and objectives outlined in the Race to the Top application.

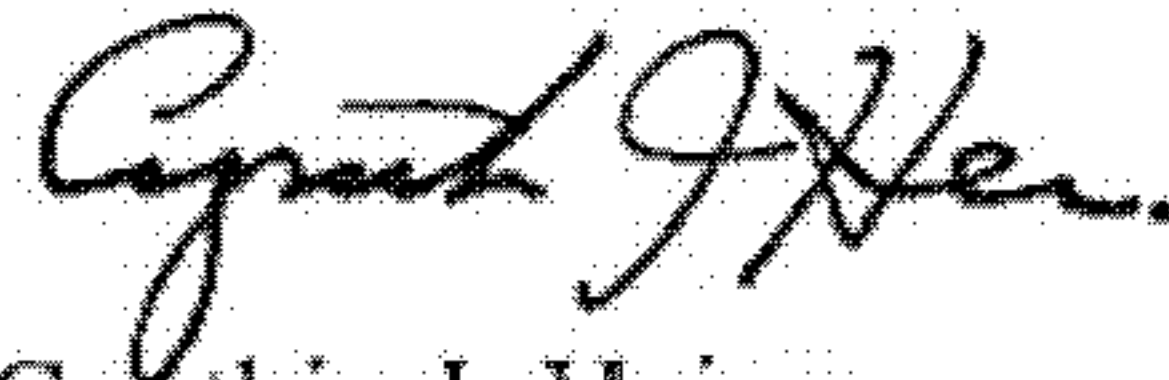
We will also talk with Kentucky foundations and philanthropies about the potential for public/private partnerships that advance efforts to improve outcomes for our young children.

We are in full support of Kentucky's Race to the Top application and will work with all stakeholders to assure strong implementation.

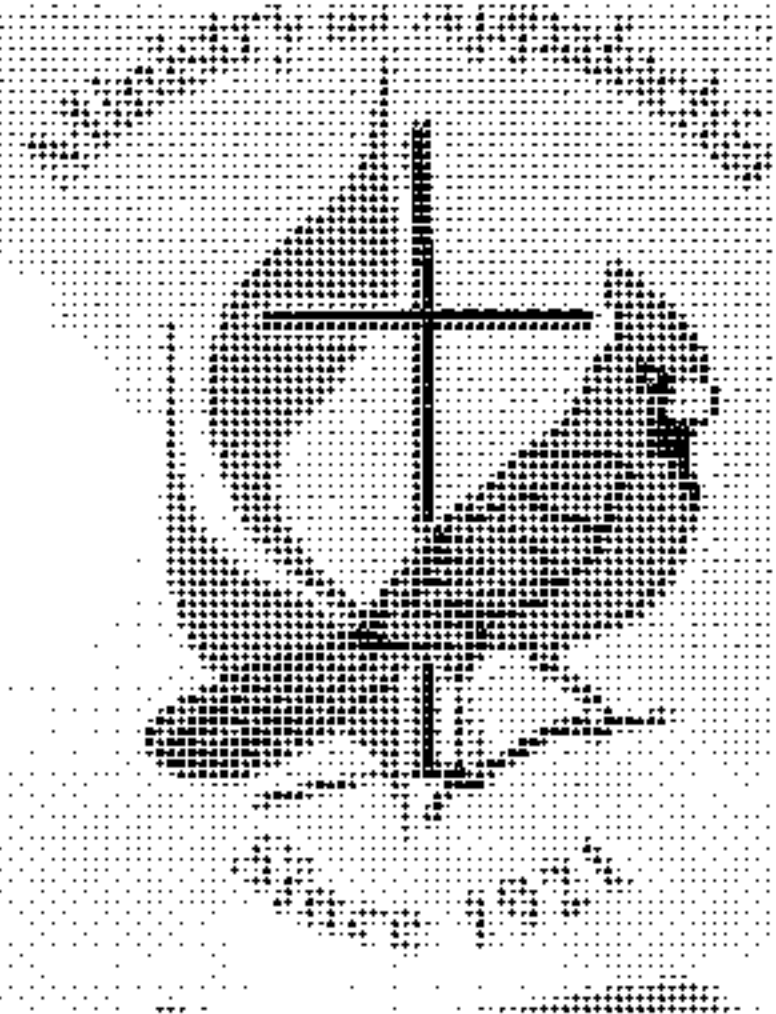
Sincerely,



Stu Silberman
Executive Director



Cynthia J. Heine
Associate Executive Director



Red Bird Mission

"A Witness for Christ in the Heart of Appalachia"

70 Queendale Center • Beverly, Kentucky 40913 • P 606.598.3155 • F 606.598.3151 • www.rbmission.org

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

Dear Ms. Tolan,

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

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

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

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

Our agency has participated in the Clay County Community Early Childhood Council (CCECC) for 10 years and has seen evidence of how community partnerships, shared resources, and State funding can positively impact our children and the community as a whole.

Evidence of successful collaboration through the CCECC:

- Improved transitions for children,
- Improved childcare facilities,
- Better trained early childcare staff and volunteers,
- Increased childcare slots,
- Increased STARS participation and levels,
- Utilization of developmental screenings and assessments,
- Implementation of the Kentucky Early Childhood Standards, Building a Strong Foundation for School Success, and
- Implementation of multiple deliberate reading initiatives.

Sincerely,

(b)(6)

Tracy Nolan, RN, BSN
Director of Community Outreach



October 3, 2011

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

Dear Ms. Tolan,

As an organization committed to the well being of children in this country, I express my support for Kentucky's Race to the Top Early Learning Challenge application. Kentucky is highly qualified for this grant, and funds from this program would greatly assist poor, underserved young children and infants in some of Kentucky's most distressed communities and help them prepare for, and succeed, in school.

More importantly, funding will assist us in continuing to support the following key elements of Kentucky's early learning agenda:

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

Children in rural Kentucky face challenges to academic and life success. High poverty rates and infrastructure deficits combine to create obstacles for children trying to succeed. The statistical correlation between poverty and low literacy rates has been well documented. Responding to this critical need for supplemental academic literacy programming, Save the Children has made it a priority to provide much needed services to these target communities. Since 2002, we have partnered with the Governor's office, as well organizations including the HANDS Program, Zero to Three, and the Appalachian Regional Commission to ensure the delivery of these services.

We have been committed to addressing this issue with our Early Steps to School Success (ESSS) program. ESSS is a series of public-private partnerships with local schools and states that deliver high quality early childhood

development services to children, and includes home visits from early childhood coordinators twice a month, parent education groups, and services to help transition children to school.

Save the Children currently has 23 ESSS sites in Kentucky, all of which have yielded very positive results. On average, our students scored a 96.7 on the Peabody Picture Vocabulary Test (PPVT), a nationally recognized measure of a young child's vocabulary. This compares closely to the national mean of 100 even though our students are more likely than average to face challenges like poverty and low academic achievement in the families. To put these results in context, Early Head Start participants, a comparable group of children, scored 83 on the PPVT.

Again, Save the Children strongly supports Kentucky's application, and with our strong relationships with key partners, we are well positioned to assist in carrying out Kentucky's early learning agenda if they are awarded this grant.

Thank you for your consideration, and please feel free to contact me if you have questions.

Sincerely,

Mark K. Shriver
Senior Vice President
U.S. Programs



Cincinnati | Covington | Newport

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

Dear Ms. Tolan,

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

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

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

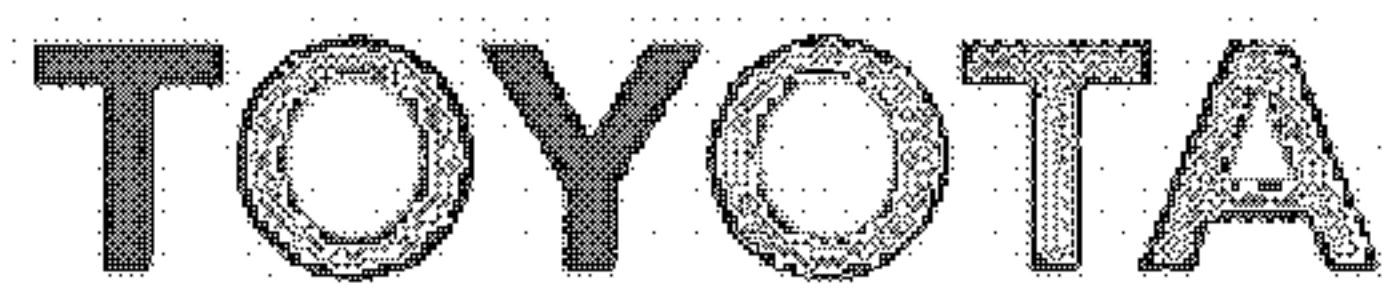
It is with this commitment to Kentucky's early childhood vision in mind that we are pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

As a cradle to career education partnership focused on improving outcomes in the urban core of our region, we know that there may be nothing more important in education today than early learning and development.

Sincerely,

A handwritten signature in blue ink, appearing to read "Greg Landsman".

Greg Landsman
Executive Director
The Strive Partnership



Helen M. Carroll
Manager
Community Relations

Toyota Motor Engineering &
Manufacturing North America, Inc.
25 Atlantic Ave.
Erlanger, KY 41018
859-146-6623
859-746-4569 Fax
helen.carroll@tema.toyota.com

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

Dear Ms. Tolan,

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

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

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

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

Toyota employs nearly 9,000 people at our two locations. We have many team members who have young children – we certainly want the best Kentucky has to offer in early childhood education for those children. Since we are now celebrating 25 years in Kentucky, we are clearly committed to the state.

Our future workforce also depends on kids who are prepared for school – our preference is to hire Kentuckians for the manufacturing jobs so we want to help ensure student success – a strong, solid foundation for these kids is essential to future qualified employees.

Toyota's commitment to education has been significant through the years, both financially and through volunteer efforts of our team members. About 60% of our giving in the state goes to education programs and initiatives. And we have great partnerships with schools around our Kentucky locations.

I, personally, have been involved in Northern Kentucky's education initiatives and I have seen, first hand, the need for all of the elements mentioned above in the Race to the Top Early Learning Challenge. From a business person's perspective, I'm particularly frustrated by the difficulty in getting good, understandable (from a lay person's perspective) data and kindergarten readiness assessment information. If you can't effectively measure your work, it's difficult to understand where you are and where you need to go.

So, along with the support of Toyota's two operations in Kentucky, I also, as recipient of the top statewide award for engaging and support of business in education, consider receiving Kentucky's Race to the Top Early Learning Challenge funding critical to ensuring Kentucky's children get a good start not only in education but in life, as well.

And, on an additional note – the creation of the Governor's Office of Early Childhood Education gives a strong indication of how important this work is for Kentucky.

Sincerely,



Helen Carroll

Manager, Community Relations

Chair, Kentucky Governor's School for the Arts

Chair, United Way of Kentucky Board of Directors

Chair, Northern Kentucky Education Council Leadership Board

Casey County

BOARD OF EDUCATION

Linda W. Hatter, Superintendent

Community and Schools Educating You

1922 N. U.S. 127 - Liberty, KY 42539

(606) 787-6941 • Fax (606) 787-5231

www.casey.k12.ky.us

October 10, 2011

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

Dear Ms. Tolan:

The Casey County Board of Education supports Kentucky's Race to the Top Early Learning Challenge grant application. Our superintendent, school board members, administrators, and school level teachers and staff are focused on closing achievement gaps and supporting academic success for all our students. Although four of five of our schools are Title I schools, our district scored in the top 25% of KY districts on the latest round of state assessments. We recognize the important role of the various community early childhood programs in supporting school readiness and parent engagement in children's learning and in closing early achievement gaps.

Our large, rural county in south central Kentucky is a "distressed community" (Appalachian Regional Commission designation) with poverty levels above the state and national averages and with 69% free/reduced lunch eligibility in our schools. Although resource poor, we have a rich history of collaboration among public and private, for-profit and non-profit programs in creating quality pre-kindergarten experiences that promote positive outcomes for children. Through the work of our local early childhood community council, the school district's preschools, community Head Start (including migrant Head Start), and public and private child care programs participate in creating quality environments through research based professional development, implementation of state early childhood standards and developmental assessments, transition activities, and parent involvement and family support activities.

We acknowledge that research consistently shows that investment in high quality early childhood education results in later academic success; therefore, we support the key elements of Kentucky's early childhood reform agenda: (1) a unified approach between state level and local schools and community partners; (2) an integrated tiered quality rating and improvement system for all early childhood programs serving young children, with a range of supports for high-need children; (3) statewide learning standards that reflect a whole-child approach partnered with a comprehensive, developmentally appropriate assessment system (including universal

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Kevin Stephens, Director of Pupil Personnel - Jerome Cummins, Technology Director - Teresa Terry, Food Service Director/Supervisor
Terry Price, Federal Programs Coordinator - Tishana Cundiff, Special Education Director
Deena Randolph, Manager District Wide Services - Craig Griffin, Director of Pupil Transportation - Cynthia Durham, Supervisor

kindergarten readiness measures by 2013) aligned with the K- 12 system, and family engagement strategies; (4) a unified system of career pathways and aligned professional development for all early childhood educators; and (5) a comprehensive data system to provide information for supporting program improvements and kindergarten readiness and continuous progress for all children.

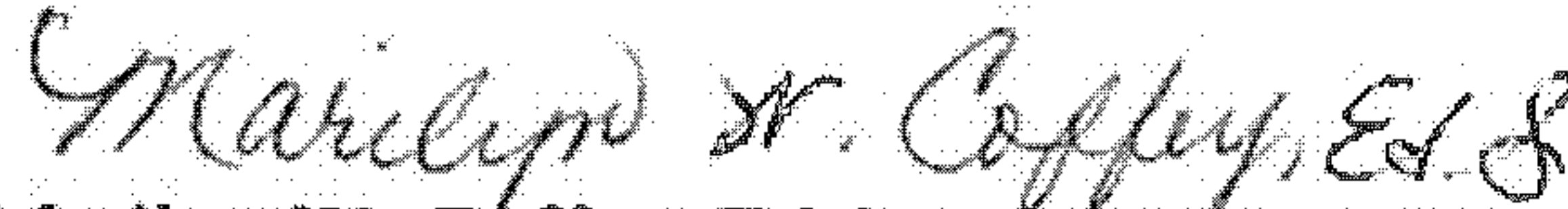
We embrace Kentucky's early childhood vision that all young children in Kentucky are healthy and safe, possess the foundation that will enable school and personal success, and live in nurturing families and supportive communities. Therefore, we are pleased to support Kentucky's priorities in the Race to the Top Early Learning Challenge application.


Sincerely,


Linda W. Hatter, Superintendent


Ken Coffman, Board Chairman


John Cox, Board Vice-Chairman


Marilyn W. Coffey, Ed.S., Board Member


Anthony Edwards, Board Member


Dr. Michael Turner, Board Member



FLOYD COUNTY BOARD OF EDUCATION
Henry Webb, Superintendent
106 North Front Avenue
Prestonsburg, Kentucky 41653
Telephone (606) 886-2354 Fax (606) 886-8862
www.floyd.kyschools.us

Jeff Stumbo, Chair - District 3
Linda C. Gearheart, Vice-Chair - District 1
Dr. Chandra Varia, Member - District 2
Rhonda Meade, Member - District 4
Sherry Robinson, Member - District 5

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

Dear Ms. Tolan,

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

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

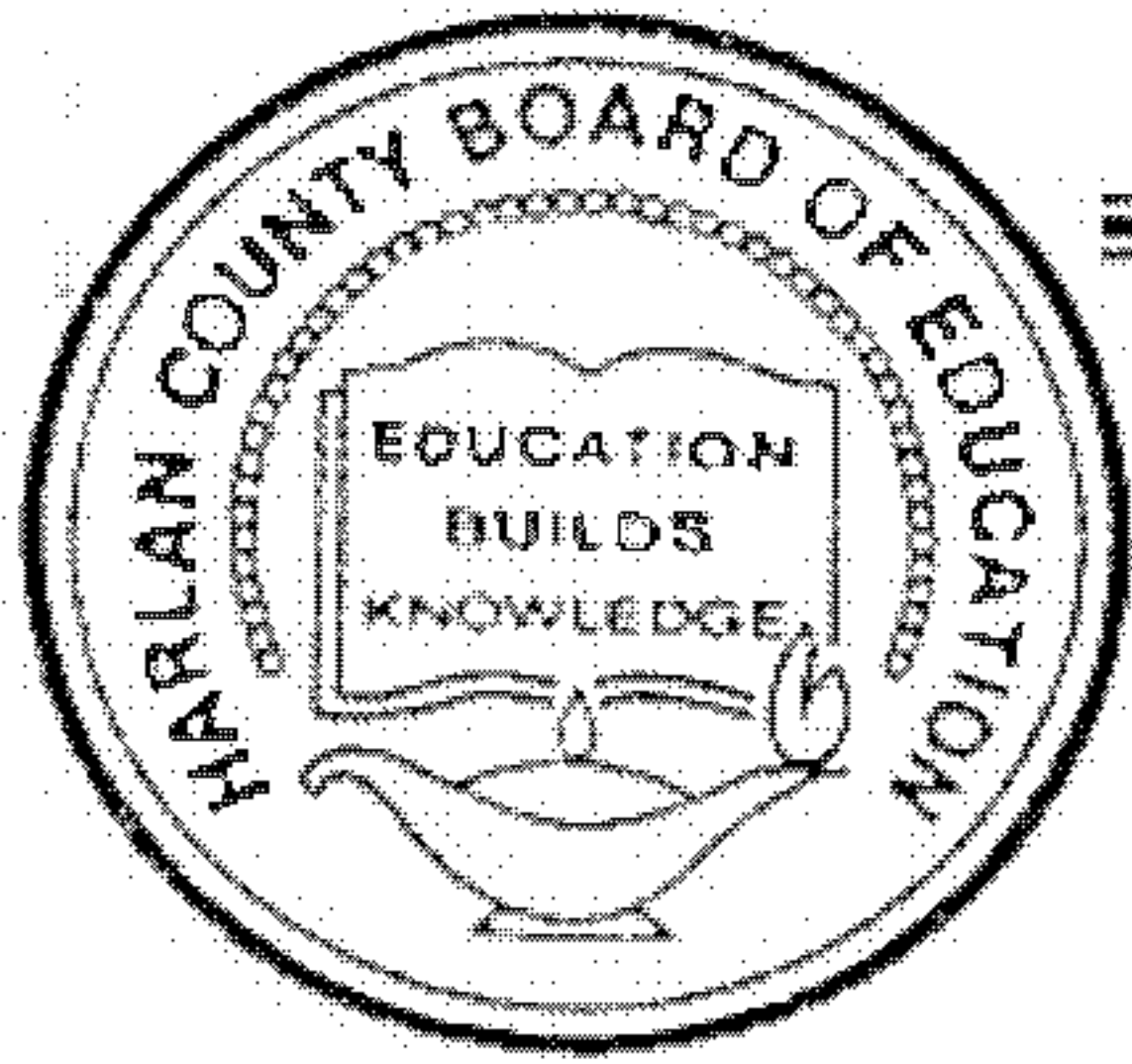
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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

Sincerely,

Anna Whitaker Shepherd
Director, Head Start & Preschool

The Floyd County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment, educational programs, or activities as set forth in Title IX & VI, and in Section 504.



Timothy Saylor, Superintendent

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

September 28, 2011

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

Dear Ms. Tolan,

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

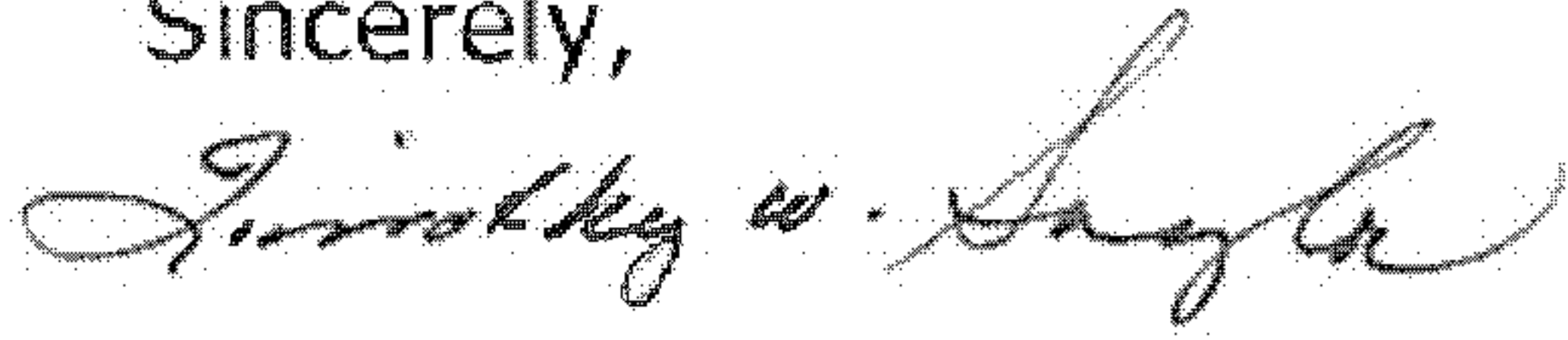
More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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

component for the continued success and improvement of the educational process in Harlan County. As educators we are faced with numerous challenges in our efforts to prepare students for college and/or career readiness. A quality early childhood education which prepares children for kindergarten is essential to the successful completion of the primary program.

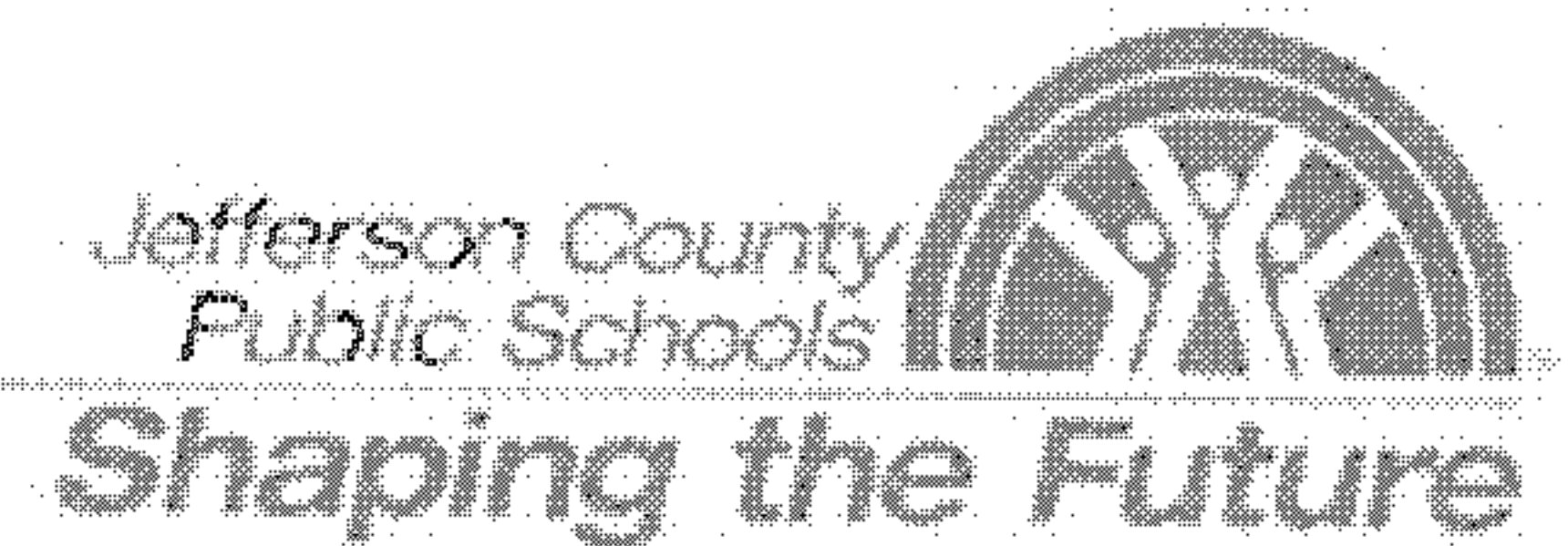
Sincerely,



Timothy Saylor, Superintendent
Harlan County Schools

Early Childhood Office

2801 Rockport Lane
Louisville, Kentucky 40216
Phone: (502) 425-2717
Fax: (502) 425-3037



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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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

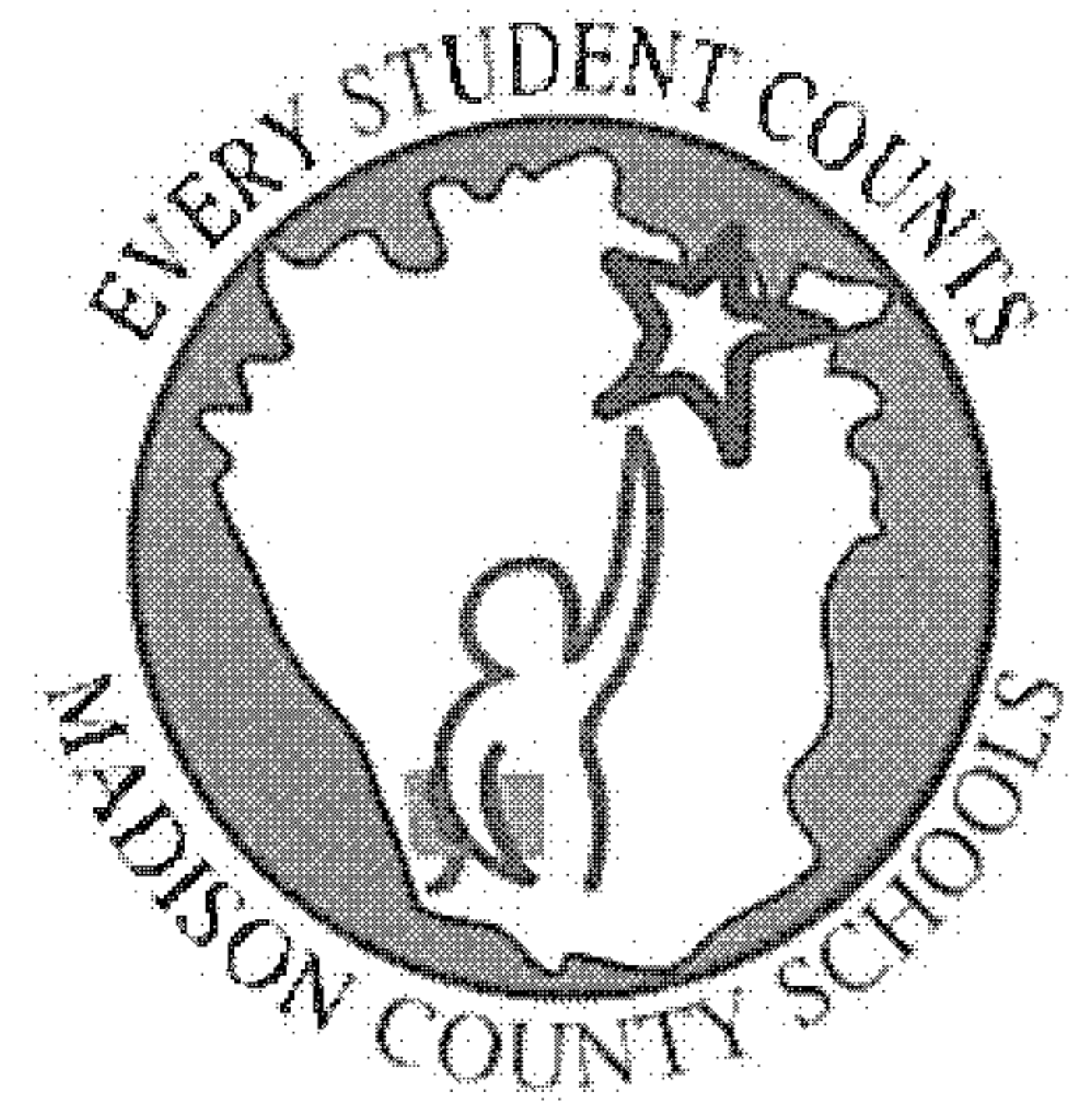
Sincerely,

A handwritten signature in cursive script that reads "Harriet W. Thomas".

Harriet W. Thomas, Director
Early Childhood Programs

MADISON COUNTY BOARD OF EDUCATION

SUPERINTENDENT
THOMAS C. FLOYD
BOARD MEMBERS
BETSY BOHANNON
BECKY COYLE
MONA ISAACS
JOHN LACKEY
DOUG WHITLOCK



September 23, 2011

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

Dear Ms. Tolan,

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

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

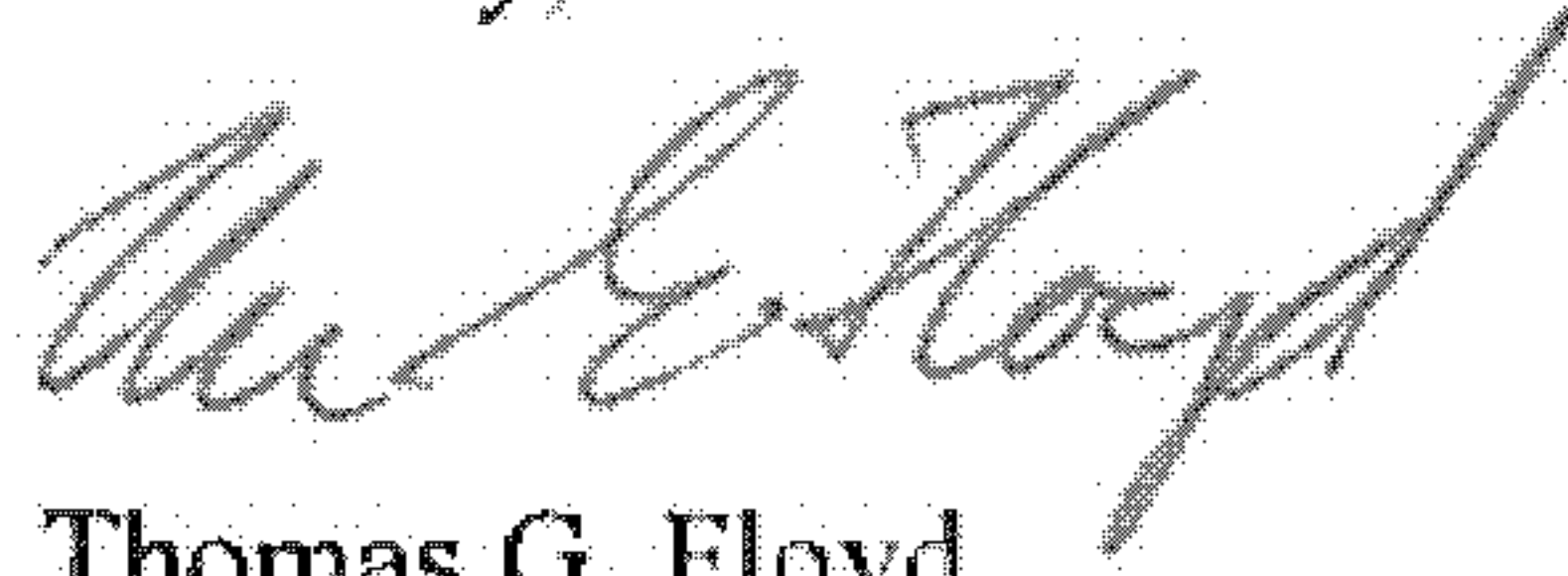
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

Additionally, our district will continue to enhance our early childhood efforts through The Madison County Schools' Early Childhood Alliance working with eight child care providers in the county as well as many community partners to provide children across the
Student Centered • Data Driven • Continuously Improving

county with the same opportunity for kindergarten readiness. The Alliance offers members training, resources, mentoring and collaboration so that children have the opportunity to be fully prepared for their first day of kindergarten.

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

Sincerely,

A handwritten signature in cursive script, appearing to read "Tom G. Floyd".

Thomas G. Floyd
Superintendent
Madison County Schools



OWEN COUNTY SCHOOLS

BOARD OF EDUCATION

By serving the community through quality education, the Owen County School System will lead in the development of productive members of society

Susan C. Burress
Director of
Special Education, Preschool & 504
Phone (502) 484-3934
Fax (502) 484-9095
Susan.Burress@owen.kyschools.us

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& 504 Programs

Susan Burress

Amy Chappell

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Dan Logan

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School Nurse

Karen Wash

Family Resource Center

Beverly Marcum

Youth Service Center

Becky Mefford

Adult Learning Center

Veronica Gayle

English Learners

Cindy Johnson

Head Start Program

Felicia Wainscott

September 29, 2011

Terry Tolan

Executive Director

Governor's Office of Early Childhood

125 Holmes Street

Frankfort, KY 40601

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. As evidence of the effectiveness of our Community Council, I am attaching our Inter-Agency Brochure and last Meeting Agenda with Minutes.

Sincerely,

Susan Burress
Preschool Coordinator

1600 Hwy 22 East Owenton, KY 40359

Heart of Kentucky United Way

118 North Third Street
PO Box 748
Danville, KY 40423-0748
Tel 859-238-6986
Fax 859-238-6988
hkuw@bellsouth.net



October 6, 2011

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
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- Early childhood educator career pathways, and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
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It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

A handwritten signature in cursive script that reads "Janie B. Pass".

Janie B. Pass
Executive Director
Heart of Kentucky United Way

Metro United Way



Metro United Way

LIVE UNITED

October 4, 2011

Metro United Way
334 East Broadway
PO Box 4488
Louisville KY 40204-0488
ph: 502-583-2823
fx: 502-583-0330

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

Dear Ms. Tolan,

Oldham County
PO Box 431
LaGrange KY 40031
ph: 502-222-7172
fx: 502-633-1406

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

Shelby County
179 Alpine Drive
Shelbyville KY 40065
ph: 502-633-4484
fx: 502-633-1406

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

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

Clark, Floyd and
Harrison Counties
405 E. Court Avenue
Suite 3, PO Box 476
Jeffersonville IN
47131-0476
ph: 812-282-7587
fx: 812-206-7415

It is with this commitment to Kentucky's early childhood vision in mind that Metro United Way is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Metro United Way is strongly committed to improving Education outcomes for our community. We believe that ensuring that more children are prepared for success in school is the most critical element for success in school and life. We have been focused on early childhood education for more than a decade through our Success By 6 initiative. Over the past ten years, we have been: advocating for kindergarten entry assessment so we can make decisions and track outcomes through the use of real data; supporting families and caregivers in their efforts to prepare children for school; identifying young children with special needs and connecting them to existing services in the community; and increasing access to high quality early learning programs. We are pleased to support the Commonwealth in the Race to the Top Early Learning Challenge application because we share the same goals for reforming Kentucky's early childhood system and ensuring that all children are ready for school.

Southwest Resource Ctr.
9800 Stone Street Road
Louisville KY 40272
ph: 502-649-4970
fx: 502-933-0319

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph P. Tolan".

Joseph P. Tolan
President and CEO

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

Dear Ms. Tolan,

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

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

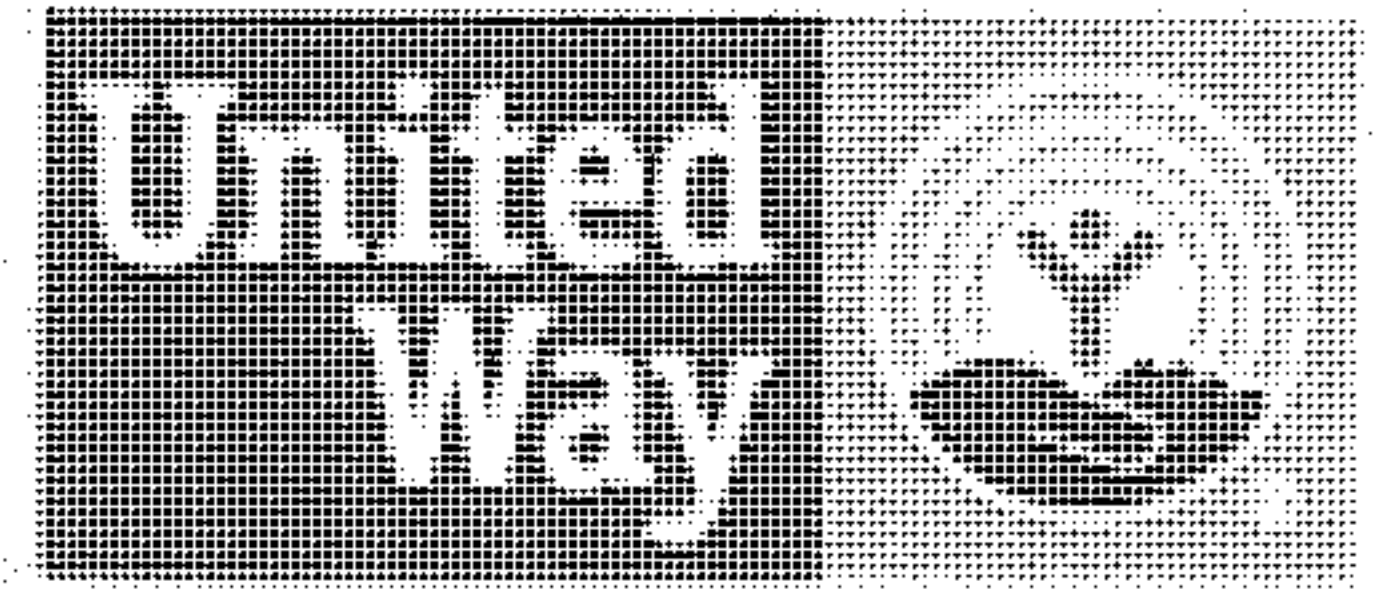
- Unified approach to broad-based commitment through state-level collaboration and local community support
- Integrated, quality-based quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. Our goals and programs are focused on three pillars (Education, Income and Health) the building blocks for a successful life and community. We recognize the importance of reaching our children early in life to ensure a firm foundation of learning that can be built upon and nourished. We are on board and fully support this initiative!

Sincerely,


Randy Roberts

Executive Director, United Way of Franklin County



**United Way
of Greater Cincinnati**

Northern Kentucky
11 Shelby Street
Florence, Kentucky 41042-1612
Phone 859-525-2600

September 30, 2011

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

Dear Ms. Tolan:

We are writing to pledge the support of United Way of Greater Cincinnati for Kentucky's Race to the Top Early Learning Challenge application. Our first priority for our community is to ensure our children's strong preparation for kindergarten and we are leading our regions work to have at least 85 percent of children prepared for kindergarten by 2020. We believe the initiatives laid out in Kentucky's proposal are the right combination of strategies to set the Commonwealth on a course to realize the vision of kindergarten readiness for all children; particularly those children with the greatest needs.

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

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

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

Sincerely,

Robert C. Reifsnyder
President

Valarie Sheppard
Chair, Board of Directors

LIVE UNITED™

WWW.UWGC.ORG

United Way of Henderson County

Serving Henderson County



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

Dear Ms. Tolan,

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

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

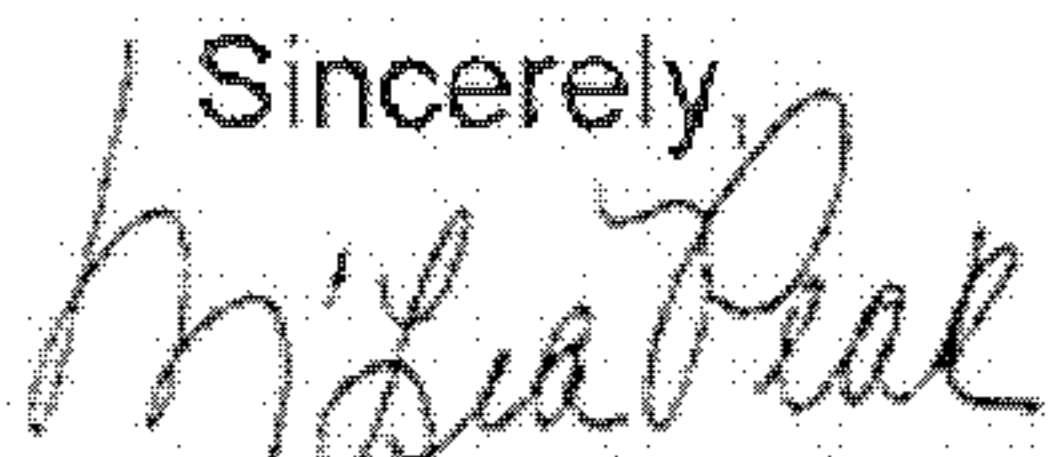
- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve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

Learning Initiatives provide parents and/or caregivers with simple everyday activities that promote learning from birth through five years of age. Additionally, as part of the Success by Six Initiative, United Way of Henderson County has just recently partnered with Henderson County Schools Thelma Johnson Early Childhood Learning Center to offer the Ages and Stages Developmental Screening Questionnaire, a developmental screening tool utilized nationally to catch developmental deficiencies at the onset when intervention services are at the optimum for success. The Thelma Johnson Early Childhood Learning Center is currently under construction, but will be completed in time for the 2012 Fall Enrollment. This Center will be open to all children in Henderson County from age 3 through 5, providing early education to children of high risk that may otherwise fall through those gaps.

United Way of Henderson County partnered with Henderson County Schools, Rally for Education and its Parent Engagement Task Force this past summer to introduce to the Community its first annual Home Visit Blitz where over 500 teachers and faculty personnel from all Henderson County Elementary Schools paid visits to 3400 students from Kindergarten through the Fifth Grade at their respective homes to introduce themselves to incoming students and their parents. Teachers provided parents with informational packets and invited parents to come to the schools regularly to encourage parent participation. Members of the Pritchard Committee and KET's Education Matters were on hand for this community wide event and the Home Visit Blitz will be featured on the October 17th KET Education Matters segment.

Henderson County is well aware of the challenges facing our young students today with so much global competition for excellence in academic achievement. With this in mind, we believe it is extremely important that priority be given to education on a local, state and federal level. We fully support Kentucky's Race to the Top Early Learning Challenge and its vision for the future of Kentucky and its students. We appreciate any consideration given for the award of this much needed grant.

Sincerely,



M'Lea Peak, Executive Director
United Way of Henderson County
Henderson, KY

10/6/2011

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

Dear Ms. Tolan,

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

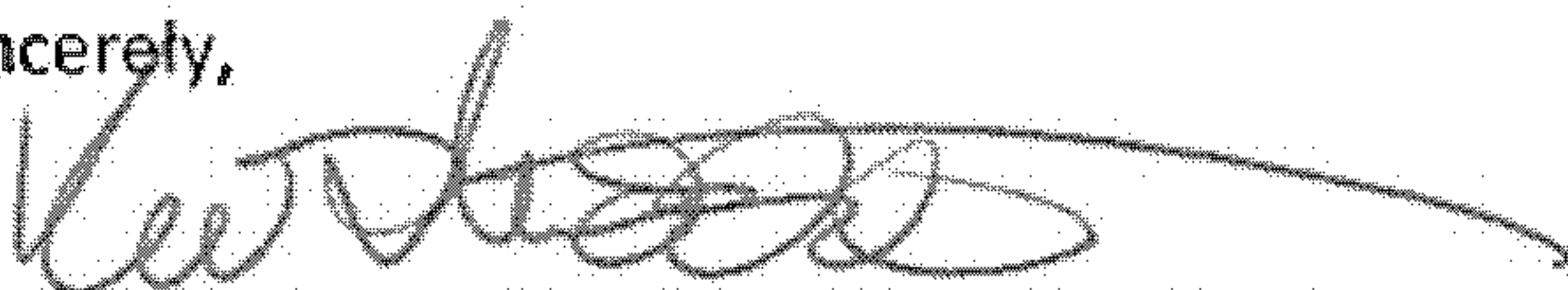
More specifically, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

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

United Way of Kentucky believes that all young people should have the opportunity to grow up healthy and strong, learn skills for today's jobs, be connected to the community and prepared to succeed. But as you know, a child's chance for success in school, work and life depends greatly on if they enter school ready to learn. We believe that the agenda listed above is the right step for early education in Kentucky and for all Kentucky's children.

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

Sincerely,



Kevin Middleton, Director of Member Services, on behalf of Helen Carroll, Chair
United Way of Kentucky

**United Way of
Murray-Calloway County**

607 Poplar Street, Suite F
Murray, KY 42071
tel 270-753-0317
unitedway@murray-ky.net
www.mccunitedway.com



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

Dear Mrs. Tolan,

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "A. Dail".

Aaron Dail
Executive Director
United Way of Murray-Calloway County

United Way of Northeast Kentucky

serving Boyd, Greenup, Carter, Lawrence and Elliott Counties

2000 Carter Avenue, Suite D • P.O. Box 2285
Ashland, Kentucky 41105-2285
tel. 606.325.1810 • fax 606.325.8787
e-mail uway@uwnek.org / website www.uwnek.org



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

Dear Ms. Tolan,

I am writing to pledge support of United Way of Northeast Kentucky for Kentucky's "Race to the Top Early Learning Challenge" application.

The Commonwealth will be on an appropriate course if the initiatives laid out in Kentucky's proposal are followed. The vision of kindergarten readiness for ALL children, especially those with the greatest needs, will be realized with the support of effective early childhood professionals along with parents and communities and state level partners.

We are committed to the key elements of Kentucky's early childhood agenda:

- A unified approach and broad-based commitment through state level and local community support
- Integrated, unified tiered quality rating and improvement system that includes the majority of programs and providers serving high-need children
- Standards for Early Learning that reflect a whole child approach, put into practice specific family engagement strategies and a comprehensive assessment system
- Early childhood educator career pathways and an appropriate professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all the necessary information to support continuous improvement of school readiness

Our organization is honored and pleased to strongly commit our support with the above stated parameters. We truly support and endorse the application for Kentucky's Race to the Top Early Learning Challenge.

As a local United Way organization with a 24 member Board of Directors, we work with 65 different service providers in 5 counties who are trying to help individuals in the areas of education, income, healthcare and basic needs. We are the community leader for mobilizing resources to identify and impact human needs. We would be honored to be involved with this initiative.

Sincerely,

A handwritten signature in cursive script that reads "Steve Towler".

Steve Towler, Director



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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. *[Please add any additional thoughts here. An additional paragraph or bulleted list of how your organization's activities align with the priorities outlined above is encouraged.]*

Sincerely,


Ashley Wright
Executive Director



**United Way of
Southeastern Kentucky**

P.O. Box 7373
Hazard, Kentucky 41702
Tel: (606) 439-0329
Fax: (606) 439-2229
uwayseky@klp.net
www.unitedwayseky.org

Richard Crowe
Executive Director

Board Members:

Wallace Bates
Booneville-Jackson-Hazard

Tim Bobrowski
Booneville

Derek Campbell
Hazard

Cliff Cantrel
*Rogers
Chairman*

Chad Conway
*Hazard-Hindman
Vice Chair*

Christine Farler
Hyden

Kathy Farler
Viper

Kathy Hall
Whitesburg

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Jackson

Larry Lindquist
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Hazard-Hindman

Chris Melton
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Tanya Miller
Hazard

Josh Mullins
*Hyden-Hazard
Webmaster*

Pam Richardson
Pine Top

Sherry Sexton
Whitesburg

Ian Teal
Rogers

Christina Warfield
*Hazard
Treasurer*

September 26, 2011

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

Dear Ms. Tolan:

I am writing to pledge our support of Kentucky's Race to the Top Early Learning Challenge application. We support the initiatives to help the Commonwealth realize its vision of kindergarten readiness for all children—particularly those with the greatest needs.

We support all of the key elements listed in your proposal which include using a unified approach with an integrated unified tiered rating system. We also support your whole child approach and use of professional development to reach your goals. We agree with your 2013 timetable for universal kindergarten assessment and your use of a data system to support continuous growth.

With these thoughts in mind, we are happy to support Kentucky's Race to the Top Challenge application.

Sincerely

Richard Crowe

September 30, 2011



United Way
of Southern Kentucky

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

Dear Ms. Tolan,

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

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

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

United Way of Southern Kentucky has concentrated community impact efforts aimed at ensuring all children enter kindergarten ready to succeed. Our work thus far has included:

- Reading Buddy program at local schools with the lowest reading assessment scores and the highest free and reduced lunch rates
- Summer reading program in several low income neighborhoods
- Launch of the Dolly Parton Imagination Library

While in the early stages, we are seeing positive outcomes for the children that have been involved. Our local focus strategically aligns with the State's vision. It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application

Sincerely,

Debbie Hills
Executive Vice President

Our Mission: To be the leader in bringing together the resources to build a stronger, more caring community.

**United Way
of the Bluegrass**

*Serving Anderson, Bourbon, Clark, Fayette, Jessamine, Madison,
Montgomery, Scott and Woodford counties*

2480 Fortune Drive #250
Lexington, Kentucky 40509
tel 859.233.4460
fax 859.259.3397
www.uwbg.org



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

Dear Ms. Tolan,

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

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

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

As a community change-agent in the areas of education, income and health, UWBG is working to ensure that all children in our community arrive at kindergarten prepared to succeed through our own Ages & Stages program. It is with this commitment to Kentucky's early childhood vision in mind that United Way of the Bluegrass is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

Bill Farmer, President



2300 Richmond Road
Lexington, KY 40502

P: 858-268-0339
F: 859-268-0327

October 17, 2011

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

Dear Ms. Tolan,

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

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

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



KENTUCKY
AMERICAN WATER

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

Sincerely,

Cheryl Norton
President



**CABINET FOR HEALTH AND FAMILY SERVICES
DEPARTMENT FOR PUBLIC HEALTH**

Steven L. Beshear
Governor

275 East Main Street-HS1GW-A
Frankfort, KY 40621
502-564-3970
FAX 502-564-9377

Janie Miller
Secretary

October 5, 2011

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

Dear Ms. Tolan:

I am writing to pledge the support of the Department for Public Health for Kentucky's Race to the Top Early Learning Challenge application. As a member of the Early Childhood Advisory Council and the Commissioner of the Department that administers Kentucky's Part C program and Kentucky's home visiting program for first time moms, I believe that the initiatives laid out in Kentucky's proposal will set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

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

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

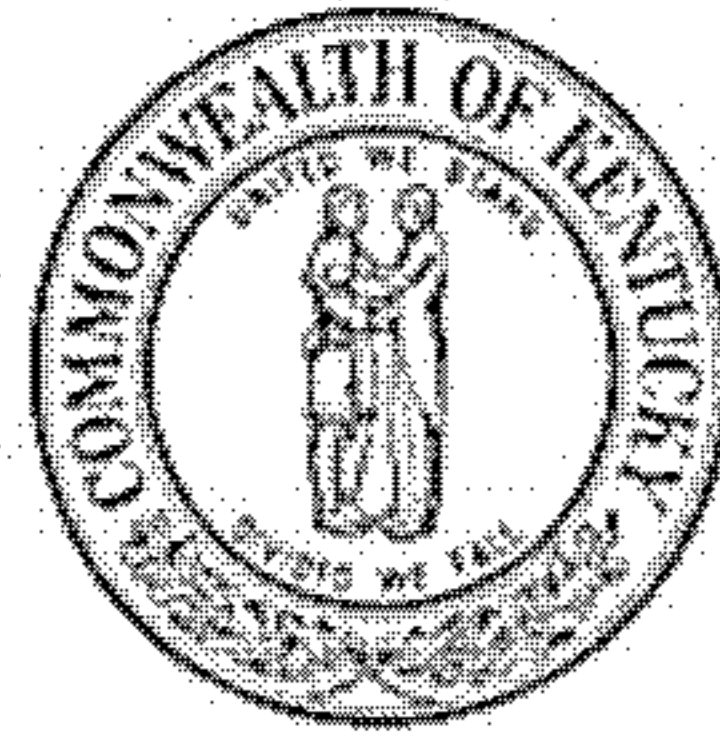
It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. As Public Health professionals we are committed to fostering the best programs for our children day in and day out. Understanding the strong relationships between a child's good health and their developmental milestones is fundamental in our vision. Simply put, good health matched with strong developmental milestones provide the roots of growth for each and every one of our children.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Davis".

Steve Davis, M.D.
Acting Commissioner





**CABINET FOR HEALTH AND FAMILY SERVICES
OFFICE OF THE SECRETARY**

Steven L. Beshear
Governor

275 East Main Street, 5W-A
Frankfort, Kentucky 40621
Telephone: (502) 564-7042
FAX: (502) 564-7091
www.chfs.ky.gov

Janie Miller
Secretary

October 17, 2011

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

Dear Ms. Tolan:

I am writing to pledge the support of the Cabinet for Health and Family Services for Kentucky's Race to the Top Early Learning Challenge application. As a member of the Early Childhood Advisory Council and Secretary of the Cabinet within Kentucky state government that houses the state's Part C and home visiting programs as well as Kentucky's TANF, CCDF, child welfare and Medicaid programs, I believe that the initiatives outlined in Kentucky's proposal can assist the Commonwealth in realizing its vision of kindergarten readiness for all children, particularly those children with the greatest needs.

More specifically, the Cabinet for Health and Family Services supports the key elements of Kentucky's early childhood reform agenda:

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

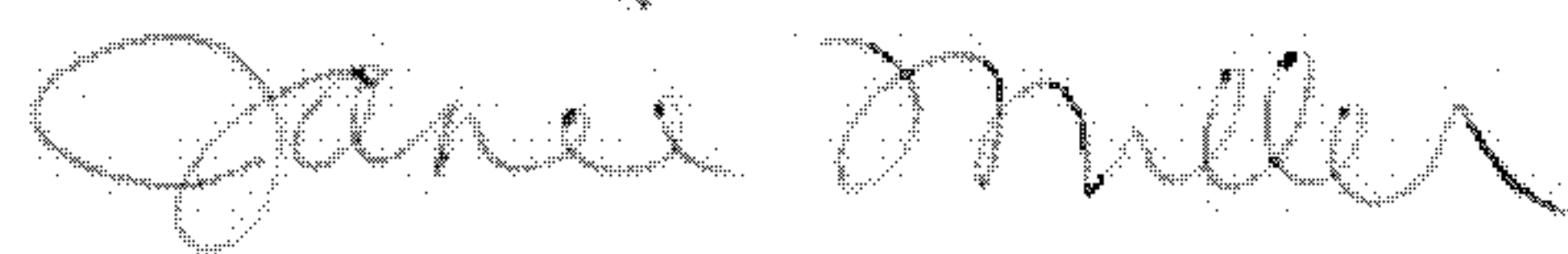


Terry Tolan
October 17, 2011
Page Two

- Data system with necessary information to support continuous improvement of school readiness.

Our cabinet has administered a voluntary quality rating system for child care providers for a decade. Kentucky is now poised to take its quality rating system to the next level. Our agency is committed to continuing its efforts to improve child care through a robust quality rating system into the next decade. It is with this vision in mind that the Cabinet for Health and Family Services offers its support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

A handwritten signature in cursive script that reads "Janie Miller".

Janie Miller
Secretary



**CABINET FOR HEALTH AND FAMILY SERVICES
DEPARTMENT FOR COMMUNITY BASED SERVICES**

Steven L. Beshear
Governor

Commissioner's Office
275 East Main Street – 3WA
502-564-3703
Fax 502-564-6907

Janie Miller
Secretary

October 17, 2011

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

Dear Ms. Tolan,

I am writing to offer support of the Department for Community Based Services (DCBS) for Kentucky's Race to the Top Early Learning Challenge application. Our agency is a member of Kentucky's Early Childhood Advisory Council and administers the Child Care Development Fund. Additionally, the Department for Community Based Services administers the Supplemental Nutrition Assistance Program, Temporary Assistance to Needy Families, child and adult protection programs as well as performing the Medicaid eligibility function on behalf of the Kentucky Department for Medicaid Services. Our agency maintains offices in every county in Kentucky in order to meet DCBS' goals of providing services to enhance the self-sufficiency of families; improve safety and permanency for children and vulnerable adults; and, engage families and community partners in a collaborative decision-making process.

As Commissioner, I certainly understand the critical role that affordable quality child care and school readiness play in helping both high needs families and their children to succeed both in the workplace and at school. I believe that the initiatives laid out in Kentucky's proposal will set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners. Based on our experience with child care centers, The Department for Community Based Services looks forward to continued participation in a broad quality child care rating system in partnership with the child care community, to best serve children with high needs.

As the Department continues its administration of the STARS Rating System, we are committed to supporting the key elements of Kentucky's early childhood reform agenda:

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers particularly those providers in the child care community serving high-need children, and includes a range of supports to improve quality of care
- Early learning standards that reflect a whole-child approach, put into practice statewide through family engagement strategies

- Early childhood educator career pathways, and an aligned professional development system to support improvement of providers
- Data system with all necessary information to support continuous improvement of school readiness

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

Sincerely,



Patricia R. Wilson, Commissioner
Department for Community Based Services

KENTUCKY EARLY CHILDHOOD ADVISORY COUNCIL

125 Holmes Street
Frankfort, KY 40601

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

October 12, 2011

Dear Ms. Tolan,

The Governor's Early Childhood Advisory Council commits our full support for Kentucky's Race to the Top Early Learning Challenge application. Kentucky has a strong history of putting our children first and committing to helping families and children at the local community level as well as at the state level from our community early childhood councils to our sustained commitment in early childhood care and education funding. Kentucky's Early Childhood Advisory Council's goals and vision align to the Race to the Top – Early Learning Challenge grant application guidelines and initiatives. Governor Steven Beshear in his executive order creating the Early Childhood Advisory Council charged the Council with “expanded and appropriate use of the early childhood standards”, to identify a “tool for transition and entry into Kindergarten”, “strengthening state, regional and local level coordination and collaboration among the various sectors and setting of early childhood programs”, “increasing overall participation of children” in high quality programs, “establishing a ...statewide unified data collection system”, and “promoting high quality early learning standards”. This grant would enable the Commonwealth to achieve what the Governor had envisioned and the Early Childhood Advisory Council had previously committed itself to accomplish.

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

More specifically, we are excited about the key elements of Kentucky's Race to the Top Early Learning Challenge application:

- Effective state-level collaboration and local community coordination
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, making available technical and financial supports to improve and sustain the quality of care
- Early learning standards that reflect a whole-child approach, put into practice statewide through a comprehensive assessment system
- Strong emphasis on family engagement strategies

- Early childhood educator career pathways and an aligned professional development system to support improvement
- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

The synchronicity of the Governor's vision and the Race to the Top Guidelines made it easy for the Early Childhood Advisory Council to unanimously support Kentucky's application. We are certain that the bold but doable goals outlined in this application will benefit all of Kentucky's young children. We are confident that these goals will close the achievement gap. We look forward to the opportunity to make these bold goals our reality.

Sincerely,



Chairman Rick Hulefeld
Kentucky Early Childhood Advisory Council

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

Dear Ms. Tolan,

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

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

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

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

Sincerely,

Kathy Attaway
President, KAECE
Kentucky Association for Early Childhood Education



Bowling Green Area Chamber of Commerce

October 11, 2011

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

Dear Ms. Tolan:

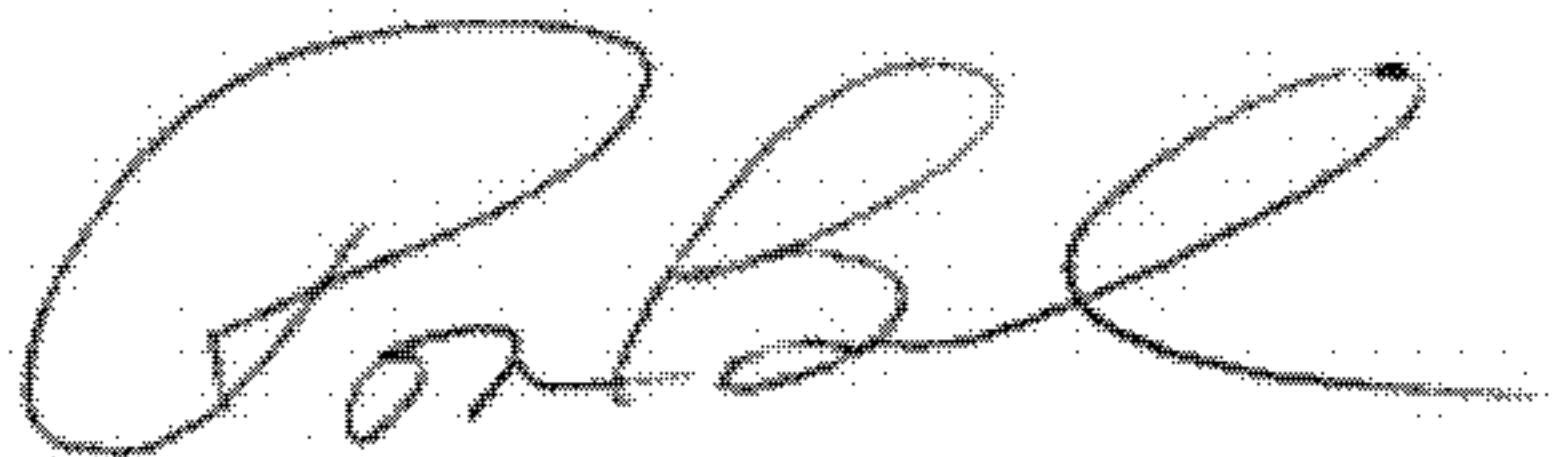
I am writing to pledge the support of the Bowling Green Area Chamber of Commerce for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth on a course that will help it realize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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

It is with this commitment to Kentucky's vision of early childhood education that the Chamber commits our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,



Ron Bunch, CEcD
President & CEO



OFFICE OF THE FIRST LADY

JANE K. BESHEAR
FIRST LADY

700 CAPITOL AVENUE
SUITE 102
FRANKFORT, KY 40601
(502) 564-2611
FAX: (502) 564-0437

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

Dear Ms. Tolan:

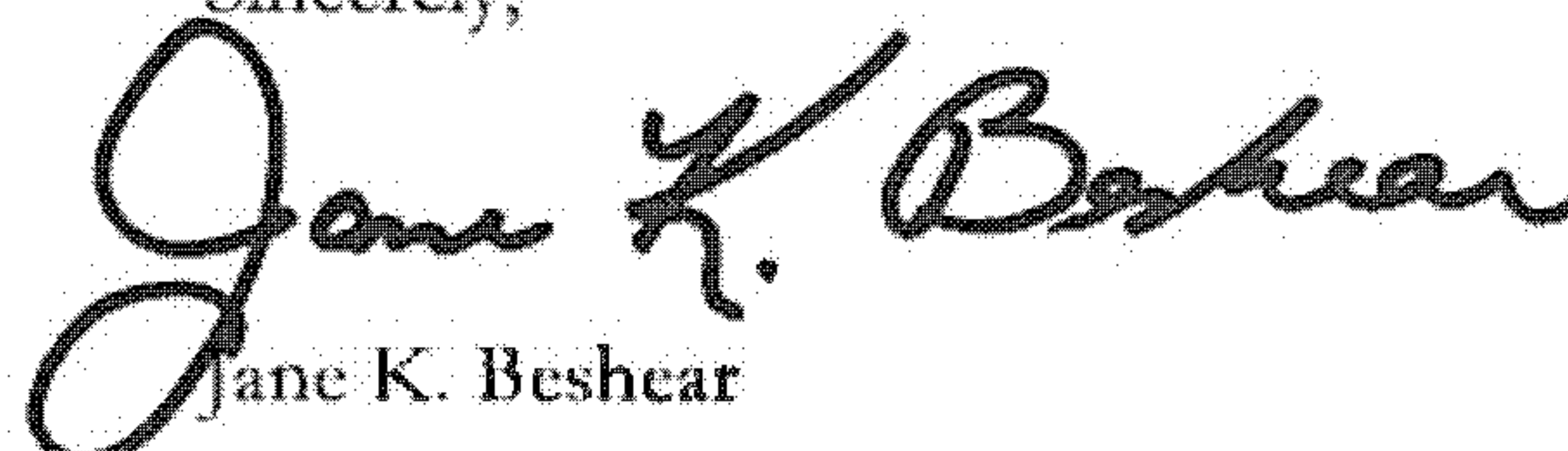
As First Lady of the Commonwealth of Kentucky and an advocate for education initiatives in our state, I am writing to pledge my support for Kentucky's Race to the Top Early Learning Challenge application. My husband has made education a priority during his tenure as Governor and together, we actively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

While Steve has preserved SEEK funding, streamlined KCHIP enrollment to allow more children to be served, and established the Governor's Task Force on Early Childhood Education and Development, my office has sought to bolster his efforts through complimentary initiatives. Through *Graduate Kentucky: A Community Approach*, I have endeavored to increase the graduation rate in Kentucky through prevention and intervention at all stages of a child's school career. By establishing the *First Lady's Reading Recommendations* and the *Kentucky Literacy Celebration* I have sought to increase public awareness of the need to teach reading and writing skills at a young age. As a *Scholastic Reading Ambassador*, I have been able to donate hard copies of books to elementary schools throughout Kentucky. Although these initiatives are worthwhile and make a difference in the lives of our youngest citizens, we must do more if we are to assure our children's success into adulthood.

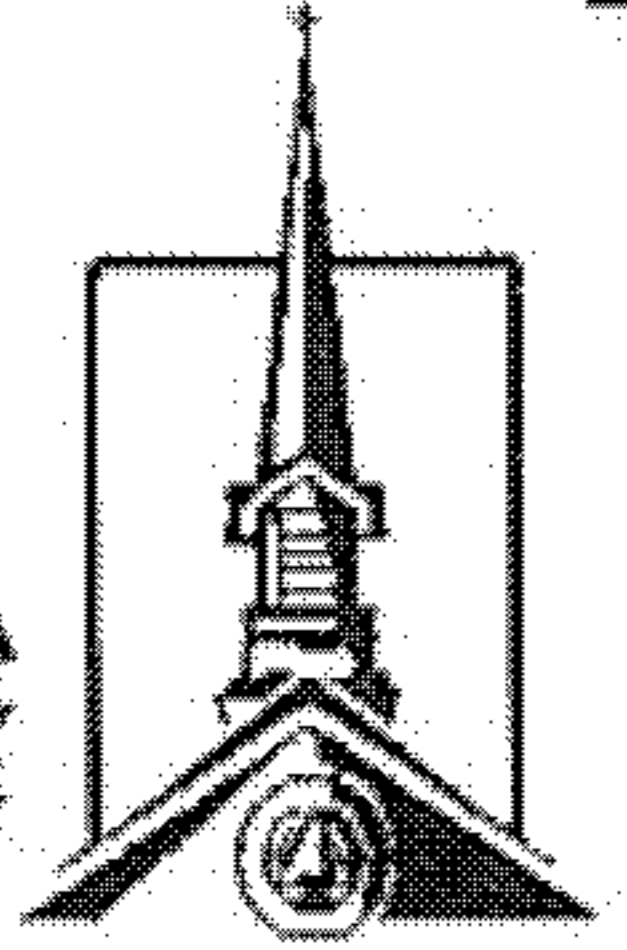
The Race to the Top Early Learning Challenge funding would allow us to better prepare our children for their futures. I believe Kentucky's proposal establishes the right initiatives to set the Commonwealth on a course that will help it realize its vision of kindergarten readiness for all children, particularly those children with the greatest needs, with the support of effective early childhood professionals, programs and providers, parents and communities, and state-level partners.

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

Sincerely,


Jane K. Beshear

Campbellsville UNIVERSITY



2300 Greene Way • Louisville, Kentucky 40220

tel 502.753.0264 • 1.877.4CU.GRAD • fax 502.753.0276 • www.4cugrad.com

Office of Regional & Professional Education

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

Dear Ms. Tolan,

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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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- Universal kindergarten readiness assessment by 2013
- Data system with all necessary information to support continuous improvement of school readiness

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

Sincerely,

Nancy Dalton Newberry, Assistant Professor
Interdisciplinary Early Childhood Education



The Division for Early Childhood

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

Dear Ms. Tolan,

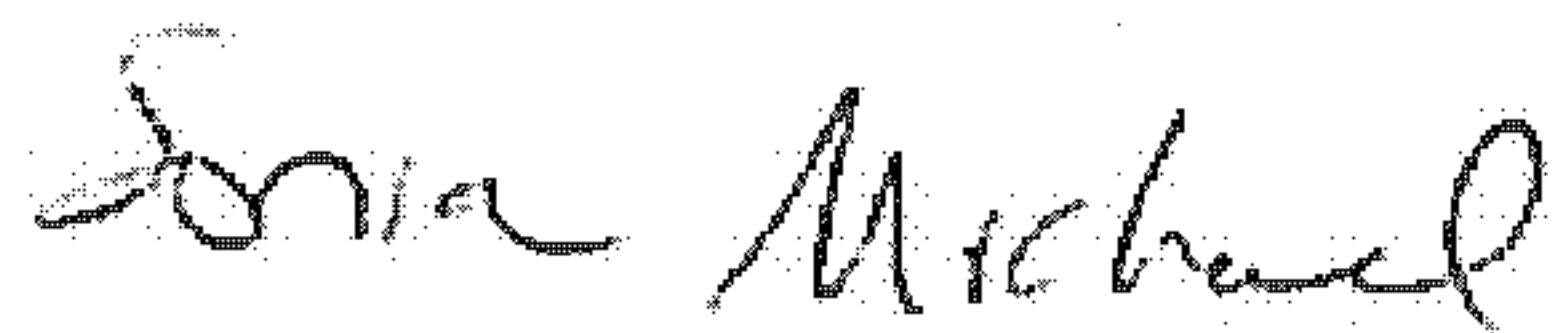
I am writing to pledge the support of the Kentucky Division of Early Childhood of the Council for Exceptional Children for Kentucky's Race to the Top Early Learning Challenge application. We believe that the initiatives laid out in Kentucky's proposal are the right initiatives to set the Commonwealth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

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

- Unified approach & broad-based commitment through state-level collaboration and local community support
- Integrated, unified tiered quality rating and improvement system that covers the vast majority of programs and providers serving high-need children, and includes a range of supports to improve quality of care
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The Division for Early Childhood promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities. This is in strong alignment to the Race to the Top goals where communities, schools, agencies and families collaborate to ensure ALL children have the skills to be ready for school. It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application.

Sincerely,

A handwritten signature in cursive script that reads "Sonia Michael".

Sonia Michael, PhD

KY DEC President

Assistant Professor, Department of Special Education

Eastern Kentucky University

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

Dear Ms. Tolan,

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

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

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

It is with this commitment to Kentucky's early childhood vision in mind that our organization is pleased to commit our support of Kentucky's Race to the Top Early Learning Challenge application. One of the major gaps in service in our Western Kentucky area revolves around Early Childhood Education. Some ongoing efforts are good, but much attention needs to be given to a holistic comprehensive approach to preparing children to succeed in school. Please look favorably on this application.

Sincerely,

David L. Ross
United Way of the Ohio Valley



Community
Coordinated
Child Care
4-C: 4 Years for Everyone
for More Than 40 Years

CENTRAL OFFICE
1215 South Third Street
Louisville, Kentucky 40203
(502) 636-1358
FAX (502) 636-1488
www.4cforkids.org

October 14, 2011

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

Dear Ms. Tolan,

I am delighted to pledge the support of Community Coordinated Child Care (4-C) for Kentucky's Race to the Top Early Learning Challenge application. The initiatives laid out in Kentucky's proposal enhance the foundation we have been working on to increase the school readiness for all of Kentucky's children.

As one of the 10 Child Care Resource and Referral agencies in Kentucky, 4-C has worked to increase the quality and accessibility of child care for more than 40 years.

We are committed to continuing our work in collaboration with the Governor's Office of Early Childhood and other statewide partners. The Race to the Top Early Learning Challenge grant would allow Kentucky to unify and magnify efforts to ensure all of Kentucky's children have the opportunities and supports to succeed in school and in life.

Sincerely,

Susan A. Vessels
Executive Director
Community Coordinated Child Care (4-C)
1215 S. Third St.
Louisville, KY. 40203

Executive Summary

Recognizing the critical role a child's younger years play in future achievements, Governor Steven L. Beshear created the Task Force on Early Childhood Development and Education by Executive Order in February 2009.

While Kentucky has the elements of a comprehensive system of early childhood programs including dedicated service providers, a supportive business community and leaders who recognize the importance of high-quality early childhood experiences, the Governor created the Task Force to bring those components together in order to develop a unified vision for early childhood development policy in the Commonwealth.

(b)(6)

Gov. Beshear directed the 28-member Task Force – comprised of stakeholders including public and private child care providers, school system personnel, college professors, businesspeople and state agencies that administer programs for young children – to promote greater collaboration among providers of services to young children and reliance on accepted early learning standards and assessment, to bring a renewed emphasis to quality at all levels and to determine a common understanding and definition of “school readiness.”

Additionally, the Task Force was asked to review the current service delivery system to ensure a more effective use of the public's resources and a successful transition to kindergarten.

Since March 2009, the Task Force met 16 times. Information was solicited and reviewed from local, state and nationally known professionals in the field of early childhood development and education. The Task Force also conducted an inventory of existing early childhood programs and services in Kentucky and developed and compiled recommendations related to defining school readiness, collaboration and quality, including governance, standards, funding and program support.

Finally, the Task Force provided a forum for stakeholder and public input toward creation of Kentucky's Early Childhood Advisory Council (ECAC), through the enactment of the Head Start School Readiness Act of 2007¹ whereby Congress authorized the Governor of each state to designate or establish such a council.

Based on its charge by the Governor, the Task Force developed the following definition of school readiness as its mission statement:

School readiness means: Each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success — ready to grow, ready to learn, ready to succeed.

The Task Force recommends that the Governor consider the following steps that would establish school readiness as a value of the early childhood community and prepare children of the Commonwealth for success in school and in life.

Recommendation 1:

Kentucky should adopt and distribute the school readiness definition to local communities, schools, state agencies and early childhood advocates.

Recommendation 2:

Working in cooperation with the ECAC, the Kentucky Department of Education (KDE) should identify and implement a screening tool for children's transition and entry into kindergarten and coordinate its use with other child assessment requirements.

Recommendation 3:

Kentucky should develop a governance model for the system of early childhood services in the Commonwealth.

Recommendation 4:

Increase opportunities for, and reduce barriers to, collaboration and coordination at all levels of the early childhood system through provision of technical assistance, use of incentives and development of measures to assess and evaluate collaboration and coordination efforts.

Recommendation 5:

Ensure that Early Childhood Standards are widely distributed and used effectively in the programming for high quality child care, early care and preschool programs, Head Start and used across the education community, including postsecondary programs.

Recommendation 6:

Support the work of KDE in the promotion of a model curriculum framework for public preschools and related review of kindergarten standards.

Recommendation 7:

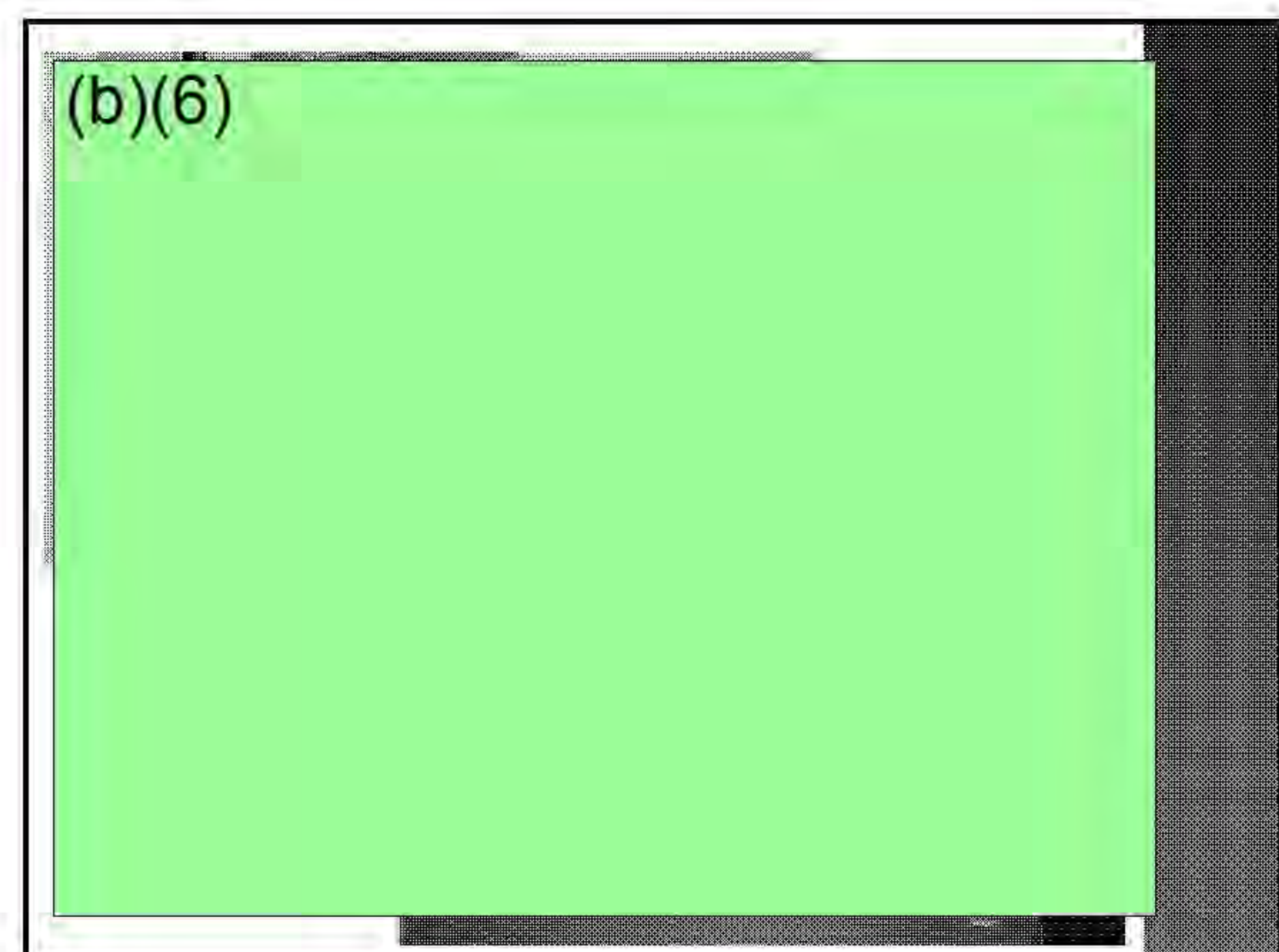
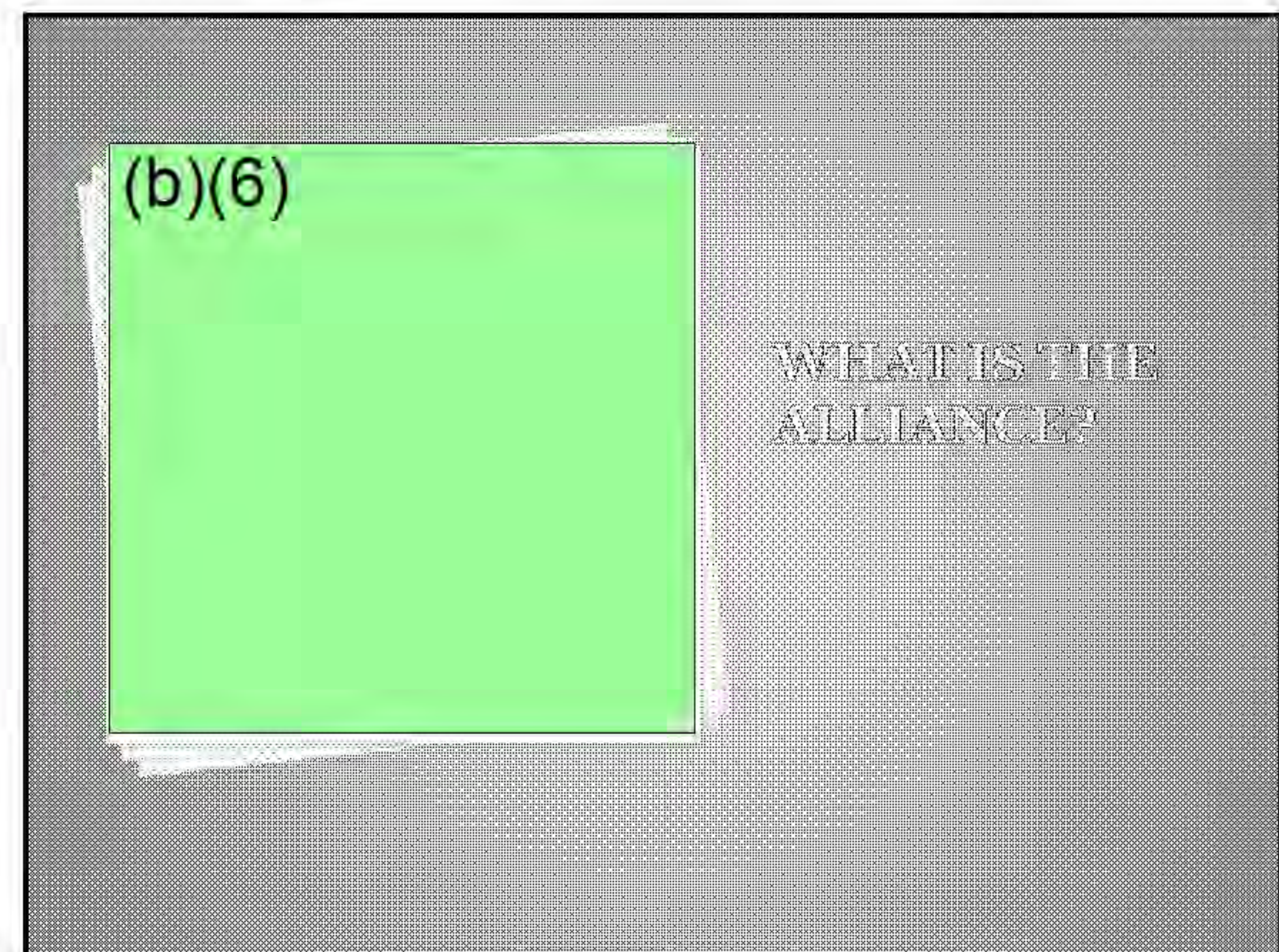
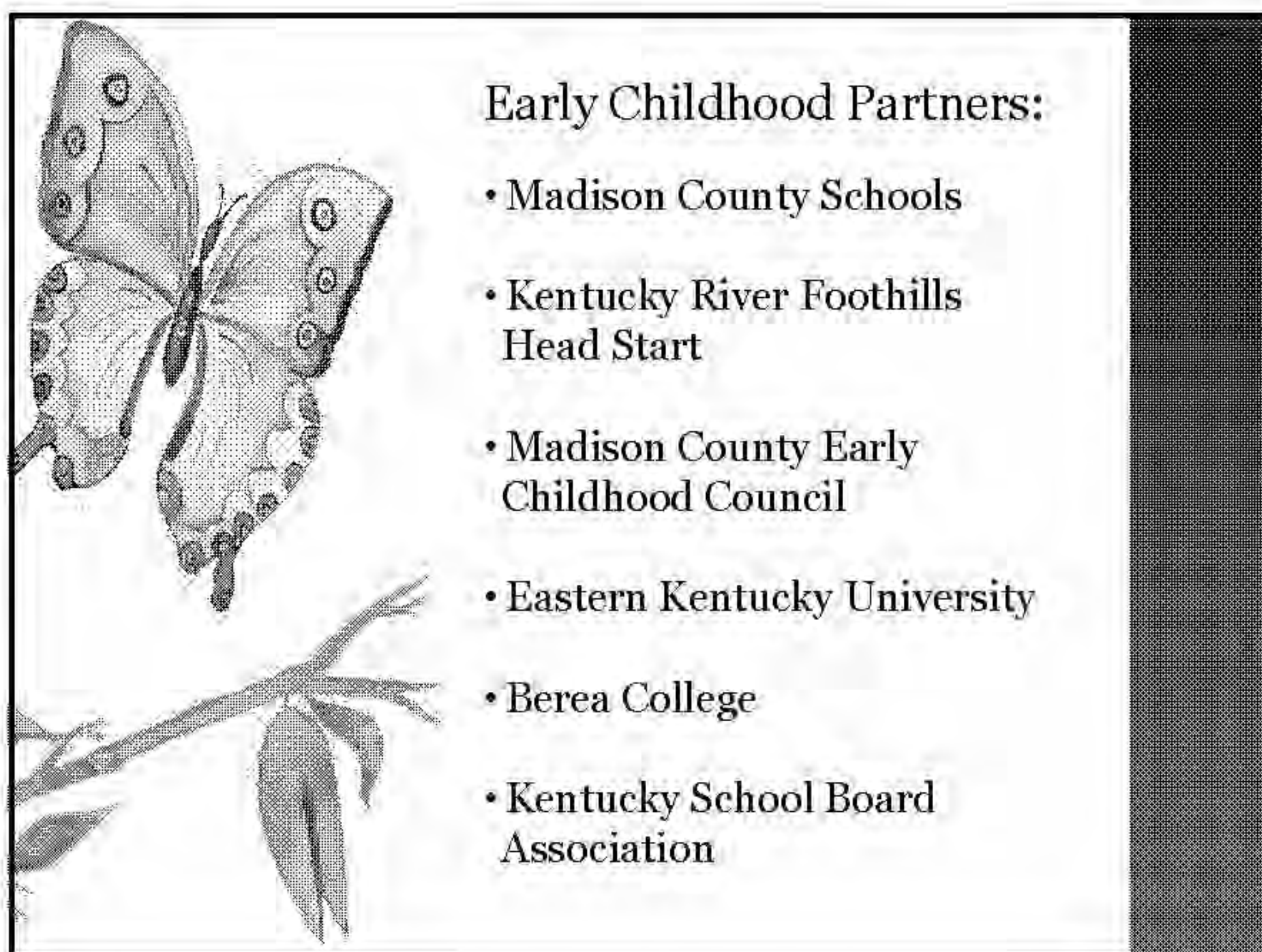
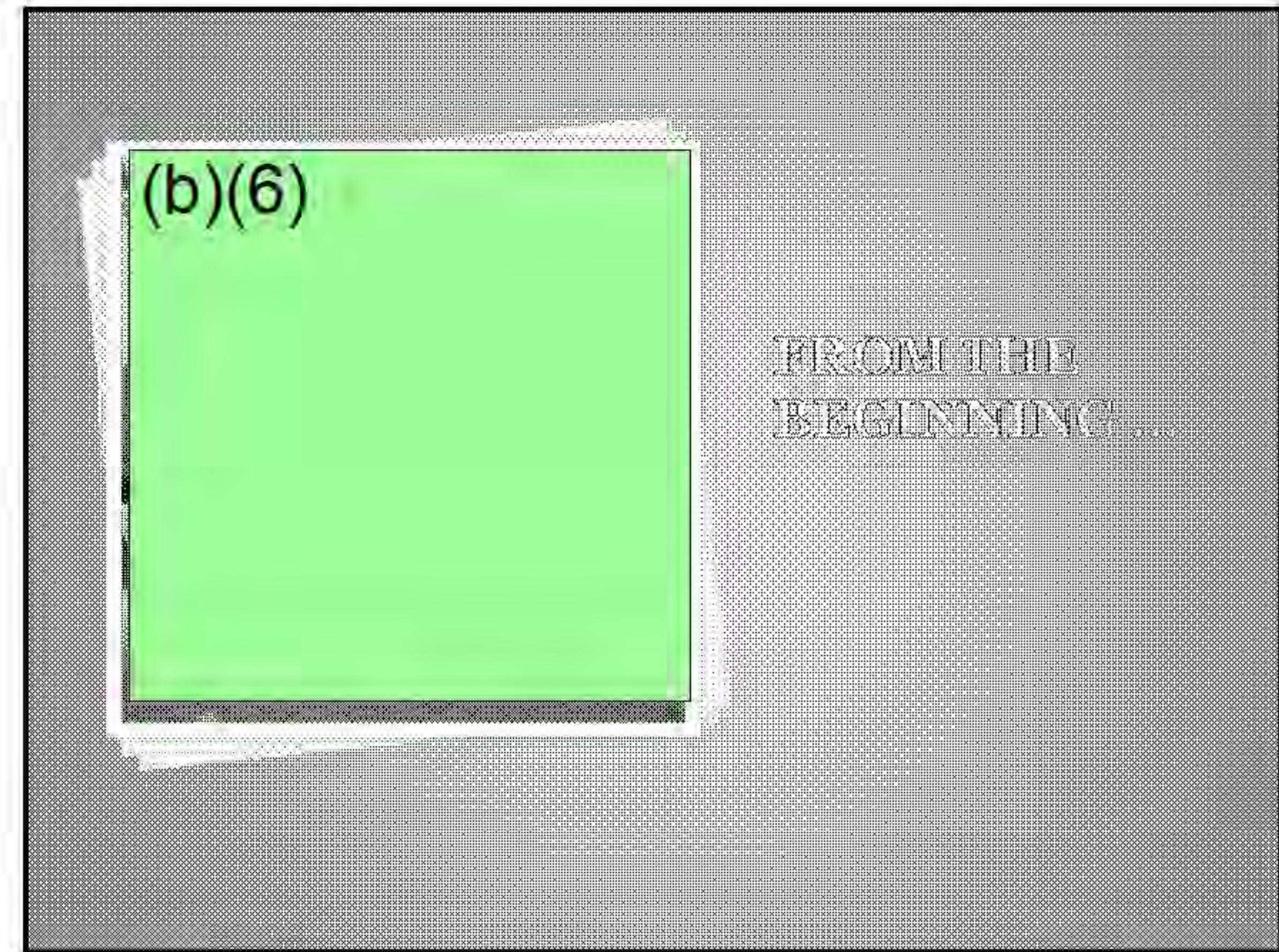
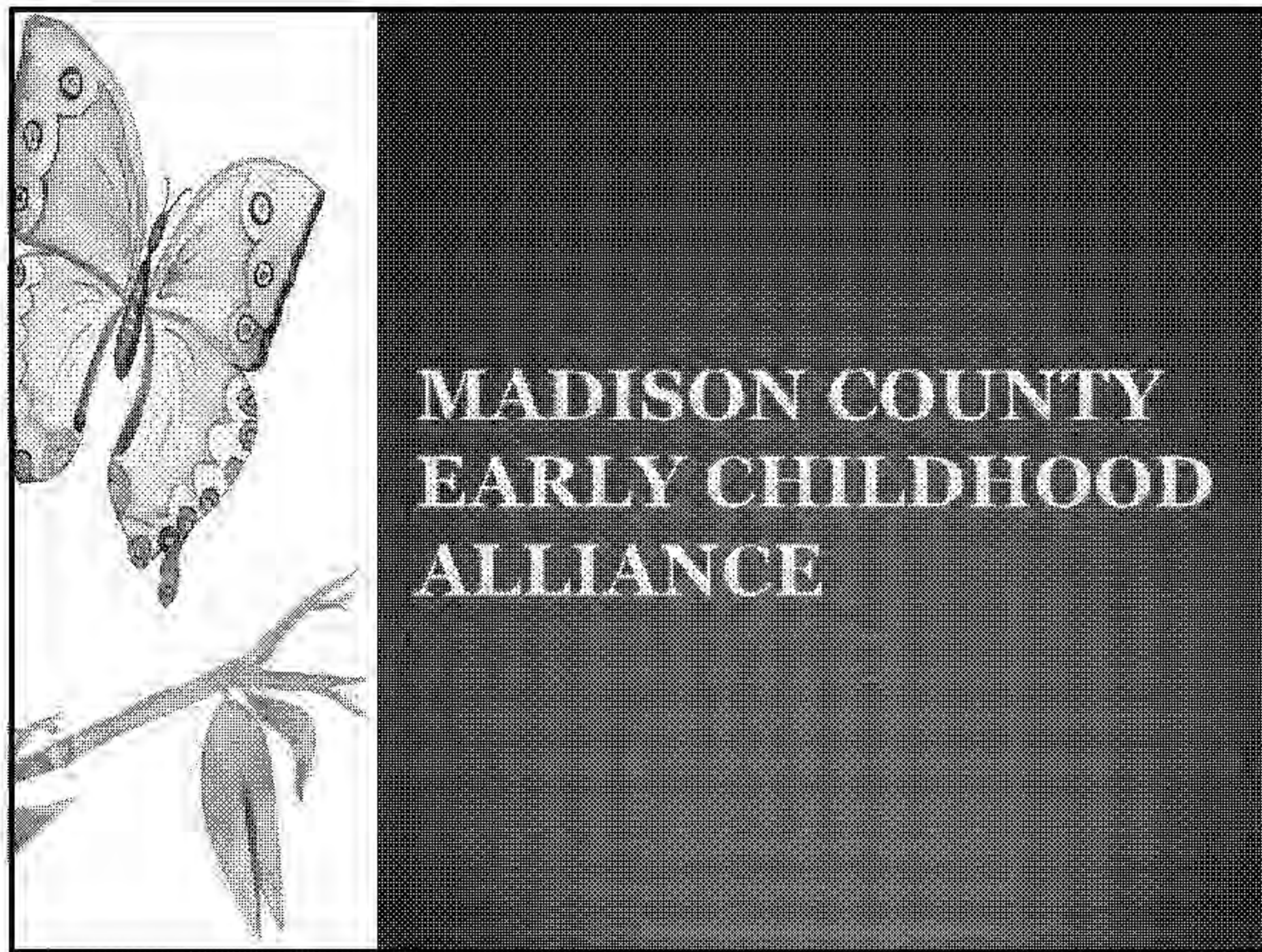
Identify strategies including incentives and other supports to increase participation in the STARS for KIDS NOW program to make it more meaningful to parents.

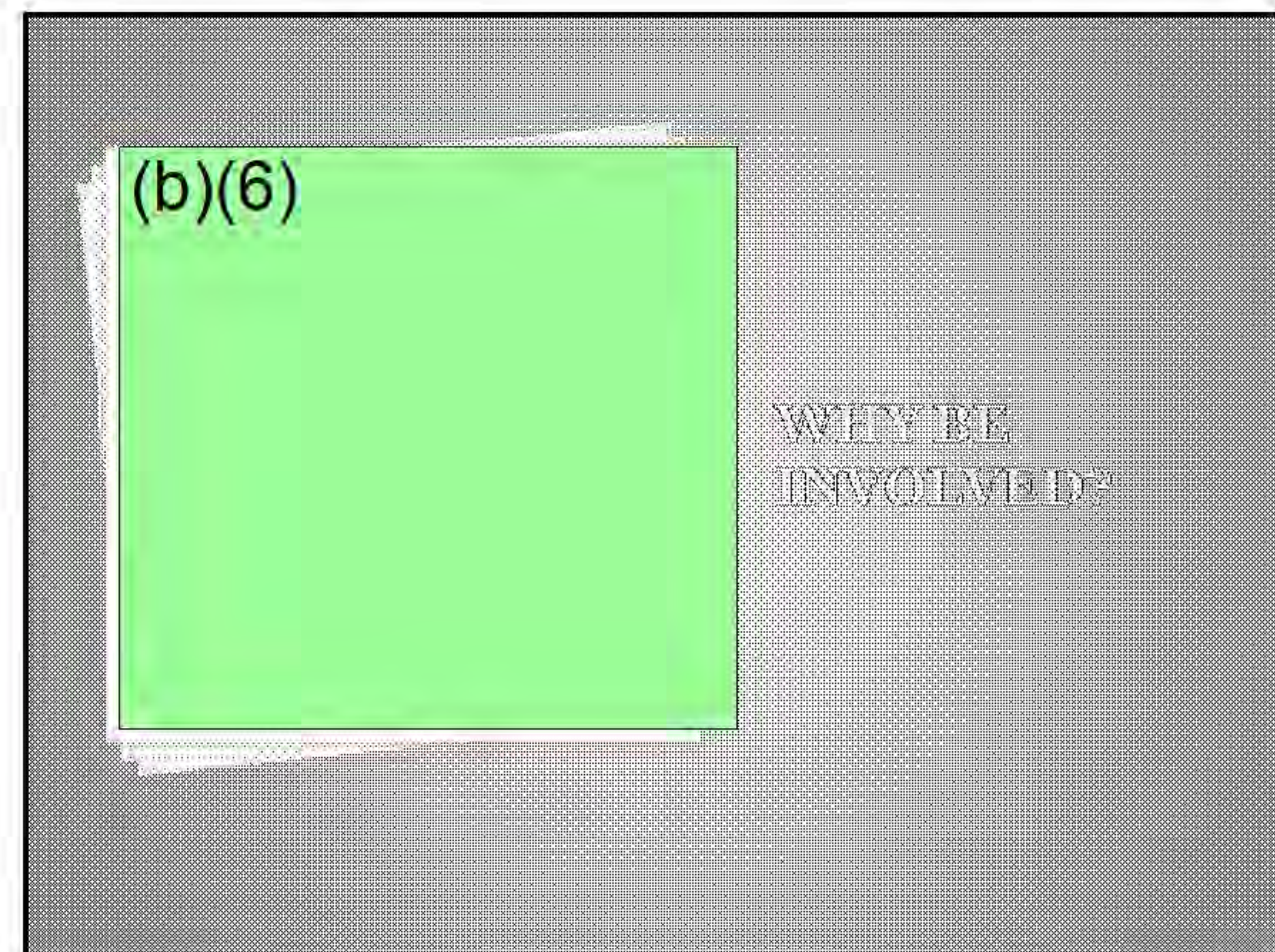
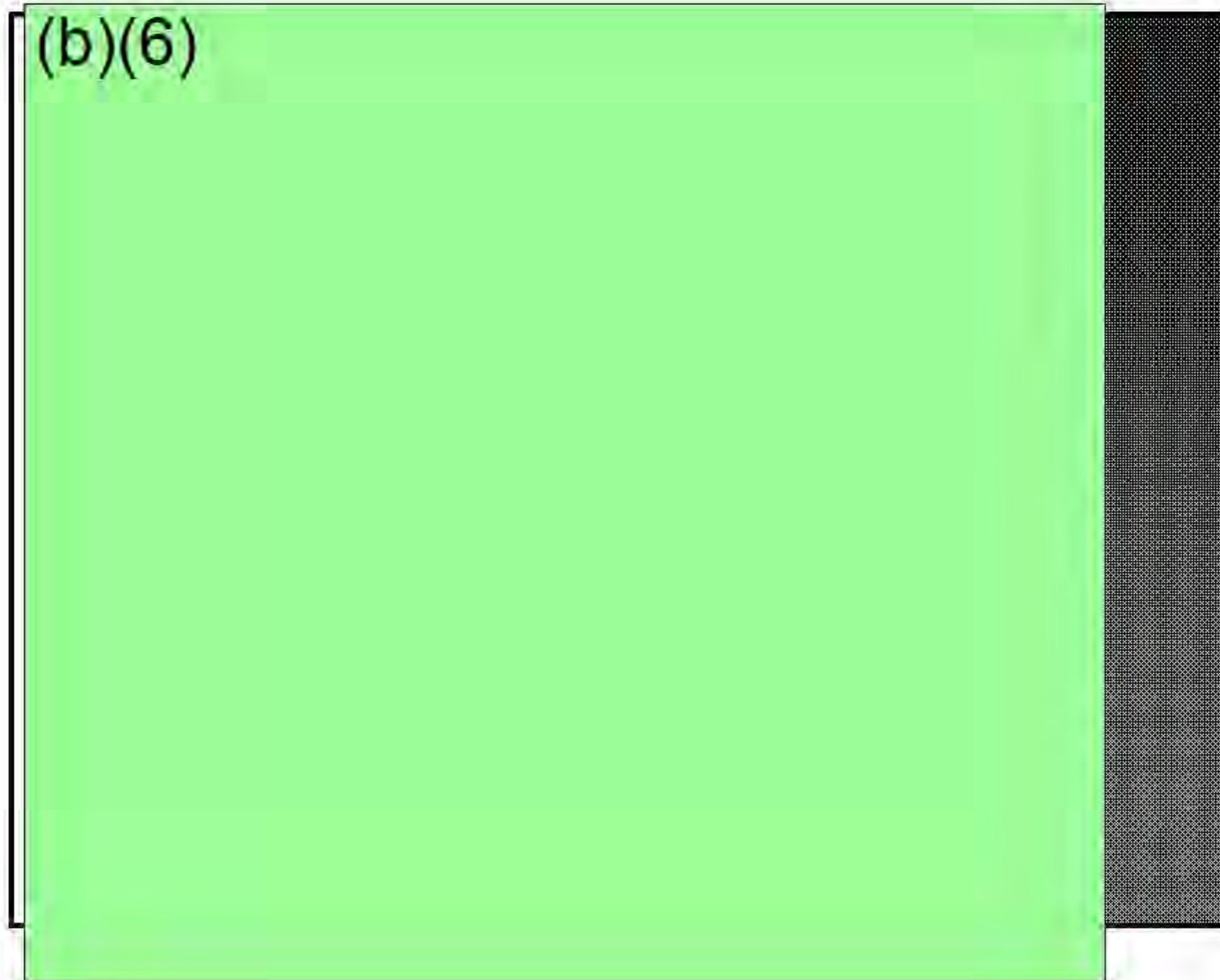
Recommendation 8:

Strengthen the role of the Community Early Childhood Councils by simplifying the grant process and identifying the needs of each local community to determine support for the local council.

A quality, comprehensive education and development system for our children is the key to Kentucky's economic success in the future. The Task Force recognizes the fiscal constraints the state has faced and continues to face. Despite these economic challenges, the Task Force believes there are opportunities that currently exist and has developed these recommendations which will position the state to move forward in further enhancing Kentucky's early childhood infrastructure.

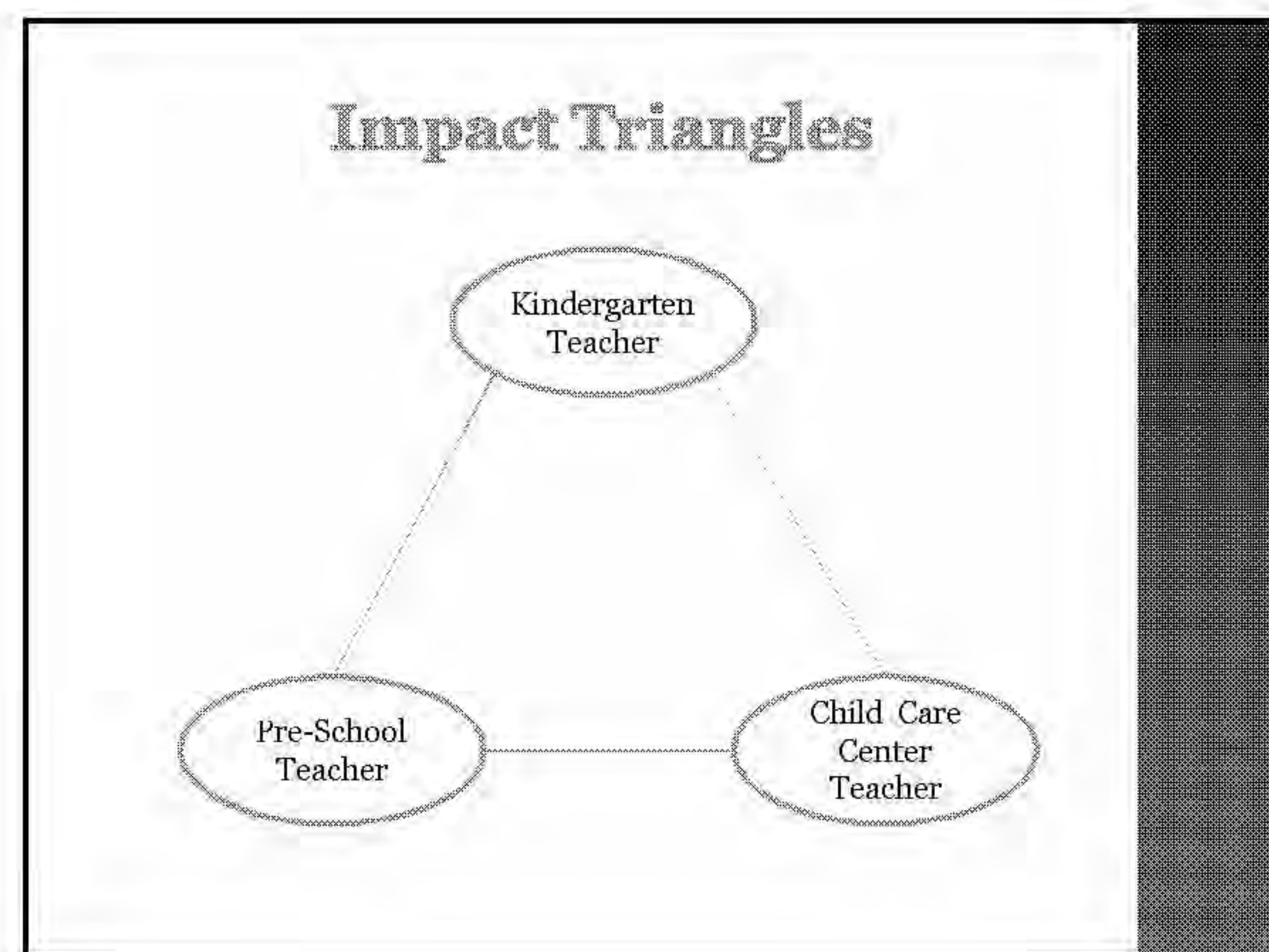
These recommendations will improve core elements of Kentucky's early childhood system and serve as a framework for Kentucky's state agencies, community partners and families to ensure school readiness for our children, schools and communities.



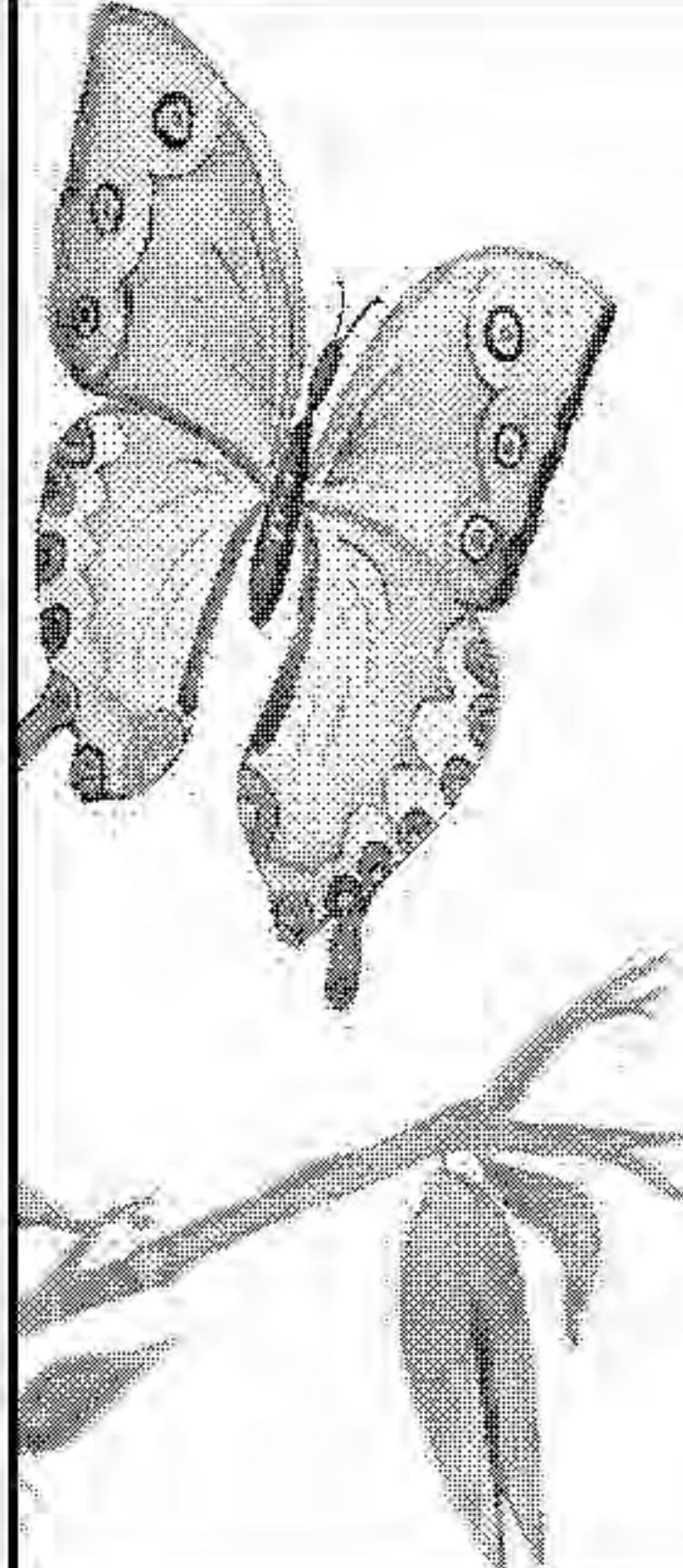


Super Saturdays

- ✦ Social and Emotional Development
- ✦ Small Group Time for Toddlers
- ✦ Using Technology in Early Childhood
- ✦ Increasing Numeracy
- ✦ Creative Expression through Music
- ✦ Early Literacy
- ✦ Gathering Assessment Data in the Preschool Classroom
- ✦ Art in Early Childhood
- ✦ Science and Social Studies for Little Ones
- ✦ Communication and Classroom Considerations for ESL Parents
- ✦ Infant and Toddler Sign Language
- ✦ Infant and Toddler Movement and Exploration

- Benefits for Child Care Centers:**
- Super Saturday training events along with other professional development training for child care providers.
 - Madison County Schools Kindergarten Readiness Checklist and tool kit.
 - Impact Triangles: Child care staff, preschool and kindergarten teacher.
 - Assistance with the implementation of the Kentucky Early Childhood Standards in the child care centers.
 - Assisting child care centers with obtaining and increasing STARS rating. "STARS for Kids Now" is Kentucky's child care quality rating system.
 - Public relations materials including a banner, door sticker, press releases and other publicity.
 - Potential for mini-grants or other grant opportunities



Overall benefit of the Madison County Childcare Alliance:

Children better prepared for entering kindergarten and eventually grade 13

Requirements of Child Care Centers:

- Fully licensed by and in good standing with the Division of Child Care.
- Participate in Madison County Early Childhood Meetings
- Maintain a STARS rating of at least one star, or document planning and progress toward obtaining a one star rating.
- Implement Kentucky Early Childhood Standards
- Strive to develop each student's abilities related to the Madison County Kindergarten Readiness Checklist
- Maintain a student portfolio or checklist on all 4 year old children that will be attending Madison County Schools.
- Implement individual staff development plans
- Annually submit a self report demonstrating completion of the requirements for participation in the Early Childhood Alliance.

(b)(6)

FUTURE PLANS

- Expand the Alliance to others working with preschool age children including home schools, stay at home parents, and grandparents.
- Provide teachers to collaborate in the child care centers.

(b)(6)

(b)(6)

LET'S HEAR FROM OUR MEMBERS AND PARTNERS

- Kidz Zone, Richmond Child Care, Kids Kingdom
Share with the group the positive impacts being an ECA member has had on your center.
How has being a member of the Alliance helped your teachers improve their knowledge, skills, and abilities? How have you used the toolkit?
- Amy Ritter – Tell us about your experience as a member of the IMPACT Triangles.
- Sarah Morman – Share with the group how being a member of the IMPACT Triangle has helped you learn more about kindergarten readiness.
- Jillian Fichetola – Tell us about the portfolio containing student work you received from the member centers. Did it assist you and if so, how?
- Dr. Michael & Dr. Purcell – Share with the group information about the research and data collection.

(b)(6)

ALLIANCE DATA COLLECTION

QUANTITATIVE

- * The goals of the quantitative data collection are
 - o To examine the relationship between student participation in Alliance child care programs and school readiness
 - o To evaluate the extent to which families choose child care based on their knowledge of the Alliance

QUANTITATIVE DATA

- * Kindergarten assessment data from fall and spring administrations of Fountas and Pinell and SNAP
- * Teacher reports of behavioral concerns
- * Family surveys
- * Student Demographic Data

SAMPLE SURVEY QUESTIONS

- + Did your child attend a child care or preschool program before going to kindergarten?
- * If yes, for how many years did your child participate in the program?
- * What was the name of the child care or preschool program?
- * Are you aware of the Madison County Early Childhood Alliance?
- * If your child attends (or has attended) a child care program in Madison County, did the center's participation in the Madison County Early Childhood Alliance influence your decision to enroll your child in the center?

QUALITATIVE

- * The goals of the qualitative data collection are:
 - (1) To provide the historical perspective of the development and initiation of the Alliance;
 - (2) To demonstrate the variety of benefits of the Alliance for children, families, child care providers, school based providers, and the community; and,
 - (3) Detail, define and provide success stories for the mentoring triangles.

QUALITATIVE DATA

- * Transcripts from Focus Groups and Interviews
 - * Spring 2011 focus groups with 2010-2011 Triangles
 - * Fall 2011 interviews with 2010-2011 Child Care Directors
 - * Fall or Winter 2011-2012 Focus Group with District Administration
 - * Spring 2012 focus groups with 2011-2012 Triangles
 - * Summer or fall 2012 interviews with 2011-2012 Child Care Directors
- * Document review
 - * Notes from Triangles, large group meetings, etc.
- * Researcher observation and notes

QUALITATIVE DATA ANALYSIS

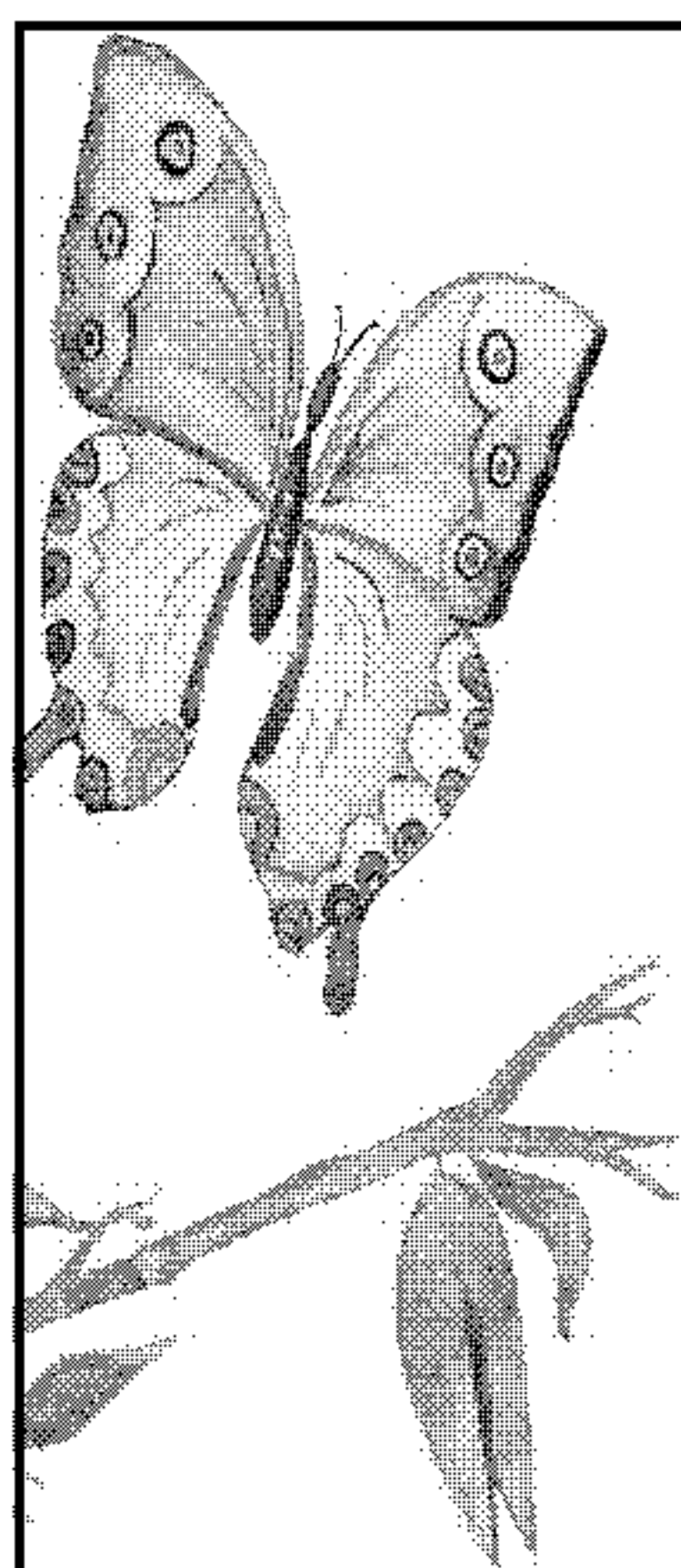
- * Review all documents, notes and transcripts
 - * Triangulation
- * Will "quantify" consistent themes
 - * For example, 9 out of 10 Triangles...
- * Case Study development
 - * Alliance history
 - * Triangle success stories

SAMPLE QUESTIONS OF TRIANGLE FOCUS GROUPS

- ✦ Why did you choose to participate in the Triangle?
- ✦ What was your “identified problem?”
- ✦ In your first two rounds, how has your “problem” changed? Or, has it been eliminated or replaced with another topic?
- ✦ Describe to me the process your Triangle has gone through.
- ✦ How has the Triangle helped your professional practice?
- ✦ How do you see the Triangle benefitting children being more ready for school?
- ✦ What other comments do you have about the process?
- ✦ Anything else you want to share?

INITIAL THEMES (INFORMAL REVIEW OF TRIANGLE FOCUS GROUPS)

- ✦ **Benefits to children**
 - ✦ Improved Kindergarten readiness
 - ✦ Improved and more reasonable expectations for Kindergarten entrance
 - ✦ Professionals indicated less stress on children with more reasonable expectations
- ✦ **Benefits to professionals**
 - ✦ Kindergarten expressed an improved understanding of preschool expectations and regulations
 - ✦ Improved understanding of each others’ roles
 - ✦ Great benefits having a collaborative professional team to “bounce ideas off of” and to learn new strategies, approaches, activities, etc.
- ✦ **Benefits to families**
 - ✦ Children more ready for Kindergarten
 - ✦ Know that professionals are collaborating for seamless, better aligned services



Contact Information:

www.madison.kyschools.us

859-624-4500

Tommy Floyd

tommy.floyd@madison.kyschools.us

Karla Willis

karla.willis@madison.kyschools.us

Mendy Mills

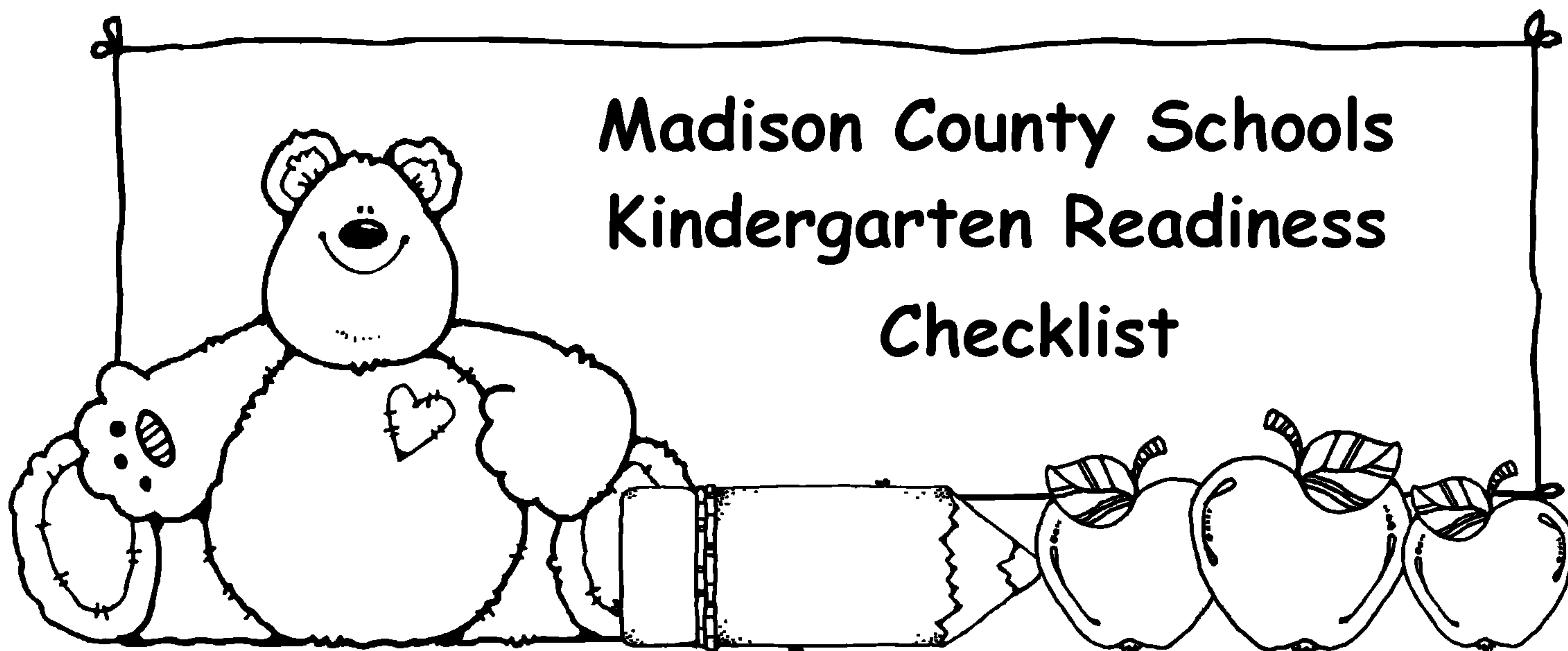
mendy.mills@madison.kyschools.us

MC Early Childhood Alliance History

History:

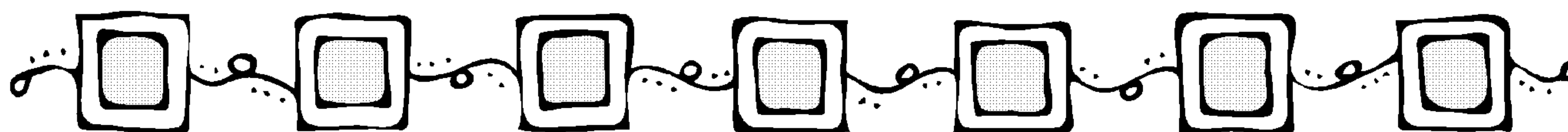
- In June 2009 a meeting was called by Madison County Schools. Invited and attending were the Madison County Early Childhood Council representatives, Madison County Schools preschool representatives, Child Care Center directors, Head Start representatives, and Superintendent. Mr. Floyd shared information about the state Early Childhood Task Force. Then, our local group discussed ways we could work together to help better prepare more children for kindergarten.
- Later meetings included other attendees such as Madison County Schools kindergarten and preschool teachers, Eastern Kentucky University and Berea College early childhood professors, and a Kentucky School Boards Association representative.
- Child Care Center Directors asked for input from the kindergarten teachers as to what they could do to help better prepare children for school.
- District kindergarten teachers came together in August 2009 and reached agreement on a district kindergarten readiness checklist.
- Child Care Center Directors asked for activities to do to help students develop in those areas listed on the checklist.
- District kindergarten teachers developed a notebook which was shared with attending center directors.
- Realizing our need to learn more about the unique strengths and needs of each stakeholder, the preschool coordinator and elementary supervisor met separately with each group to get input and establish trust. A meeting was also held with the director of the Division of Child Care.
- We later had a brainstorming session with all members as to what would be the benefits of Alliance membership and what would be the requirements. The items from this brainstorming grew into the Alliance Agreement as presented.
- Legal counsel reviewed the document.
- Presented to Madison County Board of Education on March 11, 2010.
- Eight childcare partners signed agreement – April, 2010.
- Publicity photos and banners presented to center partners – April, 2010
- Alignment of MC Kindergarten Readiness Checklist with KY EC Standards and State Task Force Readiness Definition – June, 2010
- Development of Orientation and IMPACT Triangle training modules – June, 2010
- Members Signed Agreement – July 2010
- Orientation Meeting Held and Round One of IMPACT Triangles Scheduled – October 2010 to November 2010
- Fall Super Saturday – December 11, 2010

- Round One Debriefing Held and Round Two Scheduled – January 2011
- Winter Super Saturday – March 12, 2011
- Round Two Debriefing Held – April 2011
- Spring Super Saturday – May 21, 2011
- Portfolios collected from member centers and distributed to kindergarten teachers for students attending kindergarten 11-12
- Alliance featured in the KSBA Magazine *Kentucky School Advocate* – July/August Issue 2011
- Alliance Luncheon for new and returning members – July 2011



Children who enter school with a range of skills and knowledge tend to be more successful in school. Mastery of the skills identified below are not required for admission to kindergarten but they will help children enter kindergarten with confidence. This is a "yes" and "no" checklist. The more "yes" answers your child has upon entry into Kindergarten, the more confident he/she will be during the school year. Please give your child the opportunity to practice the skills he/she has not yet mastered.

The following skills are supported with the Kentucky Early Childhood Standards. (HMW: Health/Mental Wellness, LA: Language Arts, MA: Math, PD: Physical Development, AH: Arts and Humanities, SC: Science, SS: Social Studies)



Arts and Humanities

- AH 1.1 * Uses a variety of materials in artwork (including paint, play dough, chalk, watercolors)
- AH 1.2 * Explores various ways of moving with or without music
- AH 1.3 * Recites, participates, and/or joins in repeating a familiar song, poem, finger play, or nursery rhyme
- AH 1.4 * Use a variety of actions or sounds to explore drama

Language Arts

- LA 1.2 * Can orally communicate wants and needs
- LA 1.2 * Asks why, when, and where questions
- LA 1.3 * Speaks in 5-6 word sentences
- LA 2.1 * Remembers instructions and carries out 2 or 3 simple tasks after being told once (ex. pick up the book, bring me the pencil, and close the door)
- LA 3.1 * Pays attention to a short story when it is read aloud
- LA 3.2 * Handles books correctly (holds book upright, turns pages from front to back)
- LA 3.3 * Sings the ABC song without skipping any letters
- LA 3.3, 3.4 * Identifies some letters and sounds of the alphabet
- LA 3.3 * Recognizes own name in print

- LA 3.4 * Recognize and produce simple rhyming words (bat/cat, hop/pop)
- LA 3.5 * Draws meaning from pictures, print, and text
- LA 3.6 * Can retell a story using pictures and can answer simple questions about it
- LA 4.2 * Writes first name (capital letter at the beginning - lowercase for all others)

Maturity and Social Adjustment

- HMW 1.1 * Demonstrates self-help skills (puts on jacket, manages bathroom needs independently)
- HMW 1.1 * Knows full name
- HMW 1.1 * Knows first and last name of parents/guardians
- HMW 1.1 * Knows age
- HMW 1.2 * Gets along with others (shares, plays, and participates in activities)
- HMW 1.2 * Can transition from one activity to another without getting upset
- HMW 1.2 * Communicates emotions to peers and adults in an appropriate manner (happy, sad, angry, scared)

Mathematics

- MA 1.1 * Counts 1-10 without skipping any numbers
- MA 1.1 * Identifies numbers 1-5
- MA 1.1 * Matches numbers to objects (ex. John is given five marbles, he can count each marble and tell you there are five)
- MA 1.2 * Knows basic shapes (triangle, rectangle, square, circle, oval)
- MA 1.2 * Can draw or copy basic shapes from a model
- MA 1.2 * Understands position words (over, under, on, off, in front, behind, beside, around)
- MA 1.3 * Matches same objects (shoes, socks, colors, shapes)
- MA 1.3, SC 1.4 * Sorts given objects by characteristic (color, shape, size)
- MA 1.3 * Recognizes simple patterns (boat, car, boat, car...)
- MA 1.4 * Compares objects using comparison words (big/small, long/short, most/least, heavy/light)

Motor Skills and Physical Development

- PD 1.1, 1.3 * Performs a variety of motor skills with control and balance (run, jump, hop, gallop, skip, catch, throw, kick)
- PD 1.3 * Walks up and down stairs with alternating steps
- PD 1.4 * Manipulates scissors correctly (can cut straight and curvy lines)
- PD 1.4, LA 4.2 * Draws and colors beyond simple scribbles
- PD 1.4, LA 4.3 * Uses pencils, crayons, and glue with control
- PD 1.4, LA 4.3 * Uses correct pencil grasp (index and middle finger with thumb)

Science and Social Studies

- SC 1.1 * Knows basic colors (red, green, blue, yellow, orange, purple, brown, black)
- SC 1.2 * Knows basic body parts (including wrist, chin, knuckle, elbow, forehead, hip, shoulder, knee)
- SS 1.1 * Describes a series of events in the correct sequence (yesterday/today/tomorrow, day/night)
- SS 1.4 * Recognizes authority and follows rules
- SS 1.5 * Completes simple chores and has responsibility at home (ex. cleaning up toys)
- SS 1.6 * Recognizes and respects differences between self and others

Madison County Schools Early Childhood Alliance Agreement

Purpose of Agreement:

This Early Childhood Alliance Agreement (“Agreement”) is entered into by the agency signing below (also referred to in this Agreement as the Agency or Member), as a voluntary participant in the Early Childhood Alliance program. The Madison County Board of Education (referred to in this Agreement as Madison County Schools) is the sponsor of the Early Childhood Alliance program and its designated employees are coordinators of the program.

The Early Childhood Alliance will bring together organizations of our community that assist with development of young children. The purpose of this Agreement is to promote consistent, high quality preschool services throughout Madison County, regardless of the agency providing the services, through members’ collaboration and adherence to the requirements, standards and guiding documents outlined below. Accordingly, the Agency signing below agrees to the following terms and conditions of membership and participation in the Early Childhood Alliance program.

Term of Agreement:

The term of this Agreement shall be from July 1, 2010 through June 30, 2011. Subject to the terms and conditions of this Agreement or discontinuation of the Early Childhood Alliance program, the Agency signing below may continue participation in the program by entering either a new agreement with Madison County Schools or renewal of this Agreement, whichever Madison County Schools may require. Madison County Schools reserves the right to refuse an agency as a member in the Early Childhood Alliance program.

Alliance Membership Requirements

The Member Agency must meet the following requirements:

1. The Member must be fully licensed by and in good standing with the Division of Child Care.
2. The Member’s director or designee must attend and participate in at least three Madison County Early Childhood Alliance meetings between July 1 and June 30 of the current term. It is anticipated that six Alliance meetings will be conducted per year.
3. The Member must maintain a STARS rating of at least one star, or document planning and progress toward obtaining a one star rating, or maintain other accreditation acceptable to Madison County Schools.

4. The Member must implement Kentucky Early Childhood Standards as evidenced by lesson plans. The lesson plans must demonstrate connections between activities and the early childhood standards. Documentation must be shown on the Member's annual self-assessment (see Requirement #7 below). Madison County Schools' Preschool will provide three lesson plan samples.
5. The Member must strive to develop each student's abilities related to the Madison County Kindergarten Readiness Checklist. One way for the Member to provide evidence of this is to maintain a portfolio for each child age 3-5. Another way for the Member to provide evidence would be to complete a checklist on each three and four-year-old child at least twice per year. (Any other forms of proof must be approved by Madison County Schools.) With parent permission, the most recent items in the portfolio should be given to the school upon child's enrollment in kindergarten.
 - a. Information to include in portfolios (folders):
 - i. Student information (name, address, date of birth, gender and parent/guardian information).
 - ii. Permission form for release of records to school.
 - iii. Checklist (at least twice per year) with notes as appropriate.
 - iv. Optional- Assessment document (sample available from Madison County Schools).
 - v. Optional- work samples of 3-5 artifacts per year.
 - vi. Documentation of communication with families (such as newsletters, family activity samples, parent-teacher reports, etc.).
6. The Member must implement individual staff development plans for all current staff. (This should already be in place for any center which is STAR 1 or higher.)
7. The Member must annually submit a self report demonstrating completion of requirements for participation in the Early Childhood Alliance program, to include the following, in addition to other things Madison County Schools may require:
 - a. Copy of current license by Division of Child Care and signed statement by the Member's child care director that the child care provider license is in good standing (i.e., no sanctions). The Member's child care director must promptly report any sanctions or changes in licensing status to Madison County Schools.
 - b. Sample lesson plans prepared by the Member.

- c. Dates attended Alliance meetings (3 minimum).
- d. Documentation of Requirement #3, above, related to STARS.
- e. Narrative of progress as a Member and plans for improvement toward meeting the requirements of this Agreement as an Alliance Member.

Guiding documents:

The Member must follow and adhere to these guiding documents:

1. Ky. Early Childhood Standards.
<http://www.education.ky.gov/kde/instructional+resources/early+childhood+development/building+a+strong+foundation+for+school+success+seriescorrect+one.htm>
2. Ky. Early Childhood Standards Field Guide.
<http://www.education.ky.gov/kde/instructional+resources/early+childhood+development/building+a+strong+foundation+for+school+success+seriescorrect+one.htm>
3. Madison County Kindergarten Readiness Checklist.
http://www.madison.kyschools.us/dist/index.php?option=com_content&task=view&id=102&Itemid=258
4. STARS for Kids Now Child Care Quality Rating System Standards.
<http://cdar.uky.edu/stars/>

Cancellation:

Madison County Schools may cancel this Agreement at any time and for any reason upon thirty calendar days' written notice to the Member.

Notwithstanding anything else in this Agreement, Madison County Schools may suspend the Member's membership status while any state, local or federal investigation of the agency or legal proceeding involving the agency is pending, and may immediately cancel this Agreement if the Member's license is disciplined, the Member is found liable or the Member is found to have otherwise violated the law, regardless of any right of appeal the Member may have. This does not preclude the possibility of reinstatement as a member should the discipline, judgment or finding against the Member be overturned on appeal.

The Member may cancel this Agreement at any time and for any reason upon thirty calendar days' written notice to Madison County Schools.

Upon cancellation of this agreement by any party for any reason, the Member must immediately take down and stop using all Early Childhood Alliance banners, door stickers and other Alliance signage and return them to Madison County Schools.

Modification:

Madison County Schools may modify this Agreement upon ten calendar days' written notice to the Member. The notice will include a copy of the modifying document.

Contacts:

For purposes of this Agreement, the primary Madison County Schools contacts are:

1. Karla Willis
Bellevue Learning Center
300 Bellevue Drive
Richmond, KY 40507
859-625-6037 ext. 6675
karla.willis@madison.kyschools.us

2. Mendy Mills
Madison County Schools
550 S. Keeneland Dr.
859-624-4500 ext. 1108
mendy.mills@madison.kyschools.us

Reports and other submissions required by this Agreement should be submitted to one of these persons.

The primary contact for the Member shall be the representative signing below or another person designated by the Member in writing.

Disclaimers:

The Member is a voluntary participant in the Madison County Early Childhood Alliance program. The Member is not an agent, servant, partner, contractor or employee of Madison County Schools, and no officer or employee of the Member shall be considered an agent, servant, partner contractor or employee of Madison County Schools for any purpose unless established by separate written agreement. None of the benefits provided by Madison County Schools to its employees, including, but not limited to, workers' compensation insurance, disability insurance, medical insurance, and unemployment insurance shall be provided by

Madison County Schools to any of Member's officers or employees. The Member has no authority under this Agreement to assume or create any obligation or responsibility, express or implied, on behalf or in the name of Madison County Schools or to bind Madison County Schools in any way whatsoever.

The Member may not assign to any other person or organization any rights or benefits that may exist as a result of this Agreement.

Assurances:

The Member shall comply with all applicable state and federal statutes and regulations relating to nondiscrimination and drug-free workplaces.

Alliance Benefits:

Madison County Schools anticipates that Early Childhood Alliance members will receive some or all of the following benefits from membership in the Alliance. Madison County Schools does not guarantee any of these benefits but will make reasonable efforts to help members realize these benefits as a result of their participation in the Early Childhood Alliance program.

1. Synergy

- a. Child Care Directors—*Alliance member childcare directors work directly with children to implement the Alliance program requirements.*
- b. Ky. River Foothills Head Start -- *Kentucky River Foothills Head Start will assist the Alliance with the organization of training events, participate in Alliance meetings, assist in providing information (e.g., early childhood training, resources, programs, etc.) to Alliance members, and will assist in providing materials for trainings and meetings.*
- c. Eastern Kentucky University (EKU)
 - i. Department of Family and Consumer Sciences (Burrier Center and Child Development and Families Studies) – *The Department will provide technical assistance and expertise including a demonstration site for demonstrations on things such as best practices, implementation of early childhood standards, etc.*
 - ii. Department of Special Education -- *The Department will provide large group, small group and individual training and technical assistance for early childhood providers and will assist with the planning and organization of training events. Additionally, Department faculty will assist early*

childhood providers in planning continuing education in Interdisciplinary Early Childhood Education at the undergraduate and graduate levels.

- d. Berea College (Child Development Lab and Department of Child and Family Studies) -- *Berea College will provide technical assistance and expertise including a demonstration site for demonstrations on things such as best practices, implementation of early childhood standards, etc.*
- e. Madison County Early Childhood Council – *The Madison County Early Childhood Council will 1) support the implementation of Building A Strong Foundation for School Success Series (BSFSS), specifically the Kentucky Early Childhood Standards, Parent Guides, and A GPS to a Child’s Success: A Field Guide to The Kentucky Early Childhood Standards; 2) Provide support to the Alliance with activities related to the marketing and education of STARS for KIDS NOW; and 3) Provide support (e.g., logistics and credentialing) for one Super Saturday Professional Development Training event.*
- f. Ky. School Boards Association – *KSBA will serve as a resource for the Alliance including assistance with public relations and networking.*
- g. Madison County Schools
 - i. *Preschool Department and Teachers -- The Preschool Department will coordinate Early Childhood Alliance meetings, maintain Alliance records, facilitate the transfer of information between members, and assist with the organization of training events. The Department will also make available materials, supplies, and support staff necessary for carrying out the purpose of this Agreement. Preschool teachers will also provide mentoring time in the school setting and in the child care facility.*
 - ii. *Kindergarten Teachers -- Madison County Schools’ kindergarten teachers will work with Alliance members to align the Madison County Schools Kindergarten Readiness Checklist and Toolkit with the Kentucky Early Childhood Standards and the Kentucky Early Childhood Field Guide. Kindergarten teachers will also provide mentoring time in the school setting and in the child care facility.*
 - iii. *Family Resource Centers and Literacy Education and Awareness Program (LEAP) –The Centers and LEAP will assist child care providers with identification of school and community resources.*

- iv. Special Education – *Madison County Schools Special Education Department will assist child care providers with strategies for dealing with special needs students. This may occur during Early Childhood Super Saturday Events or at district special education trainings.*

2. Money

- a. Council mini-grants (perhaps any profits from the Super Saturday events could fund these grants). Example: Could be used for curriculum kits.
- b. ECU College of Education Grants and Contracts office (can search for appropriate competitive funding sources).
- c. Potential demonstration grants through Kentucky Department of Education (KDE).

3. Madison County Schools Kindergarten Readiness Checklist

- a. Alignment of the Madison County Kindergarten Readiness Checklist to the Kentucky Early Childhood Standards.
- b. Alignment of the Madison County Kindergarten Readiness Checklist to the Kentucky Early Childhood Standards Field Guide.

4. Madison County Kindergarten Readiness Toolkit (notebook)

- a. Provide each member a copy of the Kentucky Early Childhood Standards.
- b. Provide each member a copy of the Field Guide (ages three and four) to Kentucky Early Childhood Standards.
- c. Alignment of the Madison County Kindergarten Readiness Toolkit to the Kentucky Early Childhood Standards.
- d. Alignment of the Madison County Kindergarten Readiness Toolkit to the Kentucky Early Childhood Standards Field Guide.

5. Blended training with Head Start and Madison County Preschool program at no charge. (Possibly for continuing education credit.)

- a. Examples from 2009/2010 school year:
 - i. Assessment
 - ii. Playground safety
 - iii. Developmentally Appropriate Practice

6. Training for both new and current members' staff members, provided by either Madison County Early Childhood Council, through faculty who are level 5 credentialed trainers from either the ECU Departments of Family and Consumer Sciences or Special Education, or the Berea Early Childhood Lab and Department. In addition, members would be given a list of trainers and areas of specialty. This list would include the free trainings mentioned above plus fee based trainings provided by member trainers. Some of these trainers could go to the member child care centers to provide the training. Trainers would work with The Division of Child Care, Cabinet for Health and Family Services to record and document trainings as well as ensure these trainings count for needed training credits. A calendar of these trainings will be maintained. These trainings are in addition to Child Care Resource and Referral trainings. Trainings related to STARS for Kids Now would include environmental rating scale such as Early Childhood Environment Rating Scale (ECERS) and Early Language and Literacy Classroom Observation (ELLCO). Also included will be trainings related to confidentiality and legal issues.
7. One day combined members' professional learning event, such as a Super Saturday, which would be offered quarterly. The Madison County Early Childhood Council would arrange the event and prepare and submit an event approval for credentialing. The event may include school personnel as trainers. Event would be at no cost to member child cares. Lunch provided. Held at a Madison County school building. Perhaps invite vendors to setup a display for a fee. These fees could help offset the related costs of the event including trainers that are fee based. Non-members including child care centers from other counties could pay a registration fee per attendee.
8. Opportunity for members' staff to have mentoring time with a preschool and kindergarten teachers in the Madison County Schools. Could be combined with a 1 hour workshop by ECU faculty or other trainer plus 2 hours of mentoring to equal 3 hours of "credentialed" training. Some of the mentoring time could be in the school setting and some in the child care facility. For example, one possible team arrangement could be a child care staff member, a kindergarten teacher and a preschool teacher. (This format would need to be approved by the state as a method of training.)
9. A kick-off meeting on a Saturday for members' staff, likely as part of the first Super Saturday event.
10. Summer checkout of some preschool items and kits.
11. Items not in use by preschool loaned to members (instead of being declared surplus).
12. Public relations materials.
 - a. Banner, door sticker.

- b. Press release.
 - i. Attempt at widespread publicity to parents announcing the memberships and benefits to children.
- c. Flyer sent home with students.
- d. Channel 9 announcement of members.
- e. Inclusion in Madison County Schools documents and communications such as “What’s Going On”, speeches at chamber meetings, back to school information, etc.
- f. University/College students would get list of member centers as possible sites for field experience.

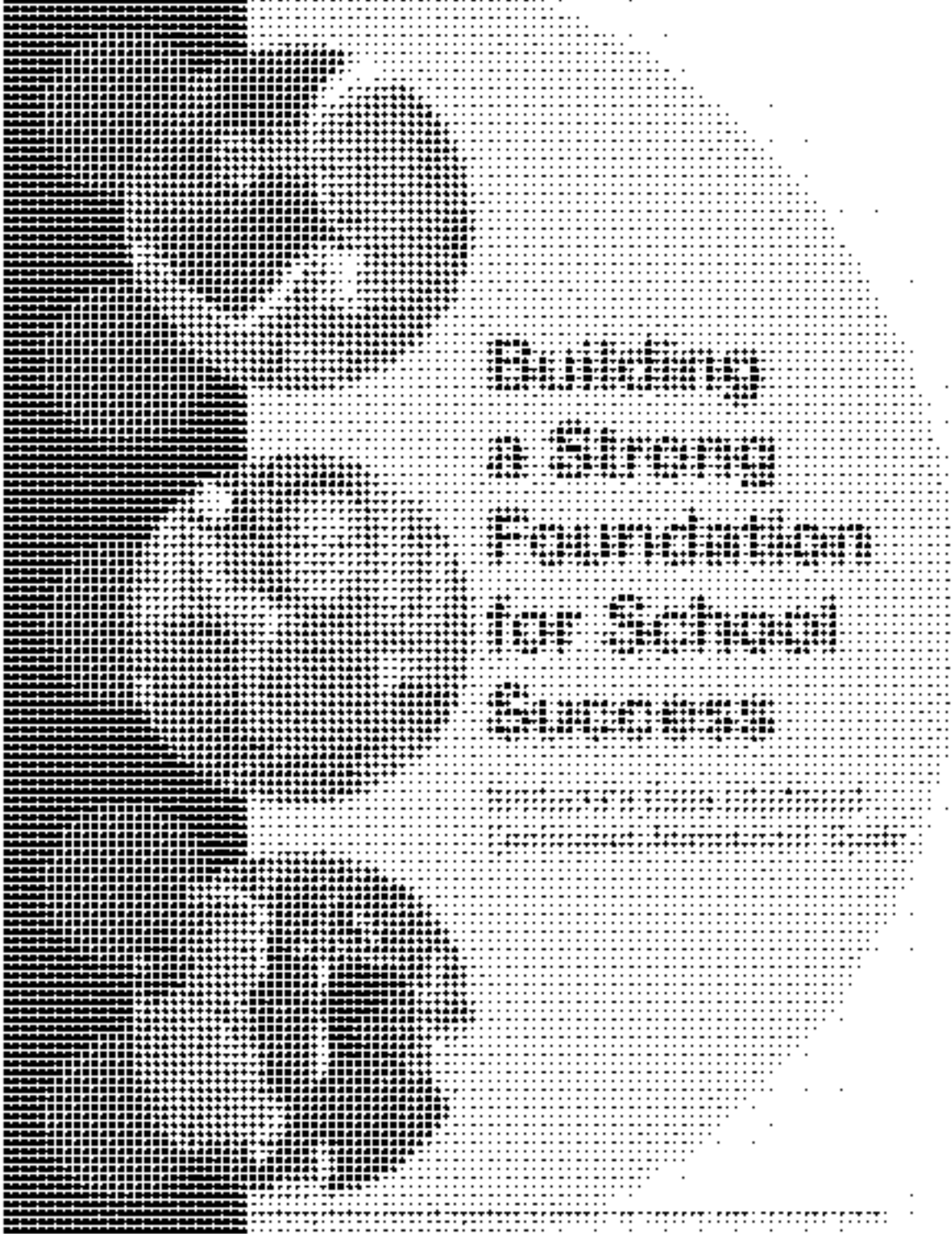
I, as representative of the following agency, agree to the provisions of membership set out above, and by signing on behalf of the Agency agree to participate as a member in the Early Childhood Alliance pursuant to those provisions.

Agency Name

Authorized Representative

Date

Kentucky Early Childhood Continuous Assessment Guide Overview – Summary



Building
a Strong
Foundation
for School
Success

The *Kentucky Early Childhood Continuous Assessment Guide* was developed by a diverse group of early childhood educators across the state to provide guidance to early childhood programs as they develop or revise their assessment system to measure child progress and improvement related to *Kentucky's Early Childhood Standards*. This document is designed as a companion piece to the *Kentucky Early Childhood Standards*, which provides a framework to assist families, early care and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age.

Purpose of the Building a Strong Foundation for School Success Series

All three components of the *Building a Strong Foundation for School Success* series have been carefully designed so that the materials can be used by **all** early care and education professionals working with young children from birth to 5 years of age, both in home and center-based settings. The *Early Childhood Standards* help ensure quality early care and education services by providing a common language through which program staff can express expectation for young children. The *Early Childhood Quality Self-Study* helps programs evaluate their services and determine areas of strength and those areas that need to be addressed to better help children meet the early childhood standards. Similarly, the *Early Childhood Continuous Assessment Guide* provides recommended guidelines and practices in all areas of assessment: screening, diagnostic, classroom/instructional and program evaluation. In addition, both the standards and assessment guide will provide valuable information to help early care and education programs, be accountable for, and document both the results and benefits of their programs.

The *Kentucky Early Childhood Continuous Assessment Guide* includes the following sections: Introduction, Overview, Screening, Diagnostic, Classroom/Instructional, Recommended Assessments, Program Evaluation, Professional Development, and Appendix. Definitions of the major components are:

- ❖ **Continuous Assessment System:** An assessment process that 1) includes both formal and informal assessments that are conducted on a regular basis, 2) is integrated with instruction at various times, 3) improves learning and helps guide and direct the teaching-learning process, 4) informs every aspect of instruction and curriculum (Kentucky Department of Education, March, 2004).
- ❖ **Screening:** “the use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify development and/or health risks” (Council of Chief State School Officers (CCSSO), 2004). Since the purpose of the *Early Childhood Assessment Guide* is to recommend component parts of a comprehensive, continuous assessment system for early childhood programs that address multiple developmental domains; single domain screening instruments were not included in the document.
- ❖ **Diagnostic:** Assessment tools are defined as those that are designed to provide information about a child’s health or developmental status (typically as compared to other children of the same age) and may be used to establish eligibility for special services. Two specific types of assessment tools are discussed: multi-domain and single domain.
- ❖ **Classroom/Instructional:** “an ongoing process of observing a child’s current competencies (including knowledge, skills, dispositions and attitudes) and using the information to help the child develop further in the context of family and caregiving and learning environments” (Council of Chief State School Officers (CCSSO), 2004).

Methods of Collecting Continuous Assessment Information

The *Early Childhood Continuous Assessment Guide* addresses the four primary methods used to collect data when conducting classroom/instruction assessments using a performance or authentic approach: observation, interview, evaluating children’s work, and direct testing. Recommended practice would suggest that all of these methods are important in classroom/instruction assessment. All of these methods can be a part of an early childhood continuous assessment system; however, they should include normal routines and classroom activities and be directly relevant to instructional decisions to help children make progress and monitor their progress toward developmental goals.

The *Kentucky Early Childhood Continuous Assessment Guide* is available to download from this web site:
<http://www.kidsnow.ky.gov>

For further information contact Annette Bridges, Division of Early Childhood Development,
Kentucky Department of Education, Annette.Bridges@education.ky.gov or 502/564-8341

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

In Kentucky, school readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

Families, early care and education providers, school staff, and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

The five developmental areas for school readiness are:

- Approaches to learning;
- Health and physical well being;
- Language and communication development;
- Social and emotional development; and
- Cognitive and general knowledge

The purpose of this definition is to give parents, child care and preschool providers, and communities an overview of the expectations of primary schools for incoming students and provide guidance to families and communities on how to prepare children for school. In addition, a readiness profile provides teachers, child care providers, and parents a tool to better inform them on the specific strengths and needs of each individual child.

These indicators represent the hopes and aspirations for incoming students, not the expectations. Children develop at different rates, not every child will have mastered all of the skills and behaviors listed below at the beginning of a primary program.

Health and Physical Well-Being

My child:

- Eats a balanced diet
- Gets plenty of rest
- Receives regular medical and dental care
- Has had all necessary immunizations
- Can run, jump, climb, and does other activities that help develop large muscles and provide exercise
- Uses pencils, crayons, scissors, and paints and does other activities that help develop small muscles

Emotional and Social Preparation

My child:

- Follows simple rules and routines
- Is able to express his or her own needs and wants
- Is curious and motivated to learn
- Is learning to explore and try new things
- Has many opportunities to be with other children and is learning to play and share with others
- Is able to be away from parents/family without being upset
- Is able to work well alone
- Has the ability to focus and listen

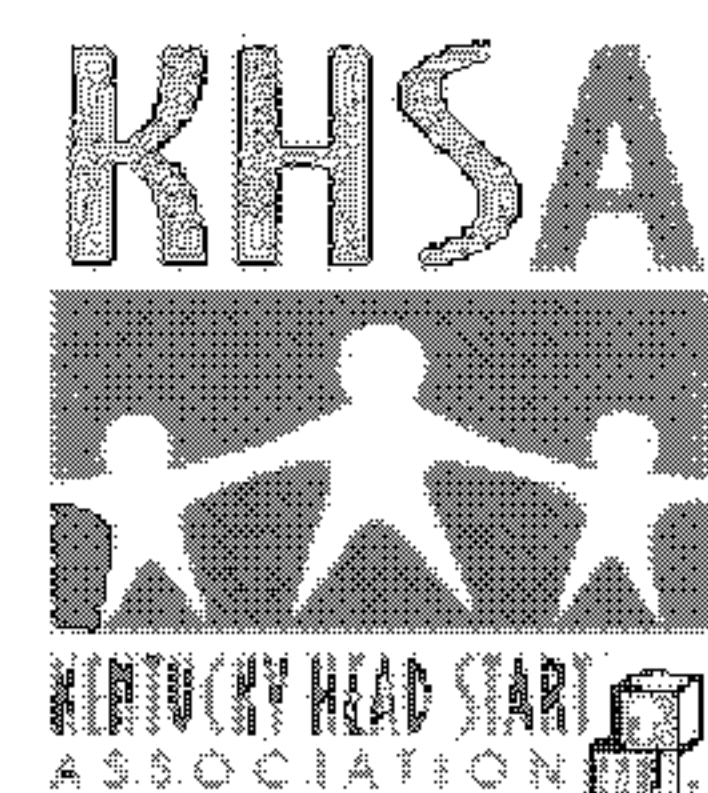
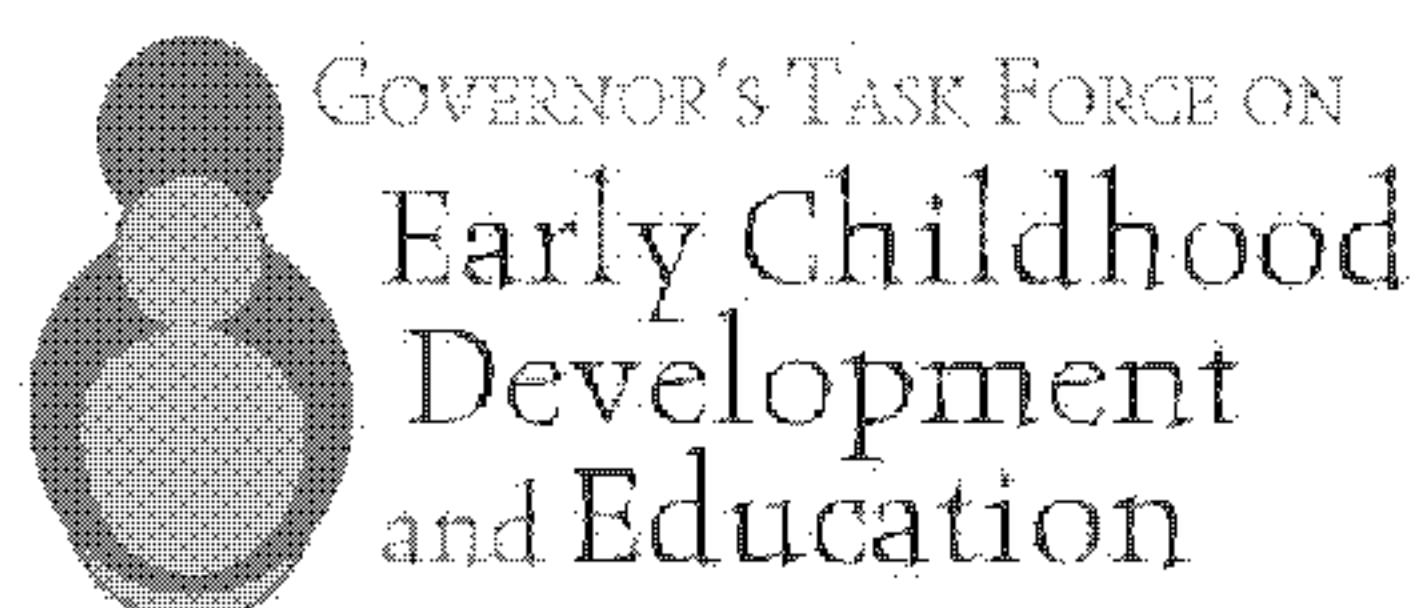
Language, Math and General Knowledge

My child:

- Uses 5-6 word sentences
- Sings simple songs
- Recognizes and says simple rhymes
- Is learning to write her name and address
- Is learning to count and plays counting games
- Is learning to identify and name shapes and colors
- Has opportunities to listen to and make music and to dance
- Knows the difference between print and pictures
- Listens to stories read to them
- Has opportunities to notice similarities and differences
- Is encouraged to ask questions
- Has his television viewing monitored by an adult
- Understands simple concepts of time (night and day, today, yesterday, tomorrow)
- Is learning to sort and classify objects

**These school readiness skills and behaviors are not to be used to determine school eligibility; all children who meet the legal age requirement are entitled to public school.*

***These school readiness skills and behaviors are aligned to Kentucky Early Childhood Standards and Kentucky Core Academic Standards and are designed to be used with the KIDS NOW Early Childhood Parent Guide and were adapted from the Final Report of the National Governors Association Task Force on School Readiness, the Northern Kentucky Council of Partners in Education Kindergarten Readiness pamphlet, the United States Department of Education School Readiness Checklist, the Maryland Model of School Readiness, and the School Readiness in North Carolina Report to the North Carolina State Board of Education.*



STARS for KIDS NOW CHILD CARE QUALITY RATING SYSTEM STANDARDS CERTIFIED FAMILY CHILD CARE HOMES

	Level 1	Level 2	Level 3	Level 4
Ratios	<p>1 & 2. Post prominently in the home and maintain compliance with the capacity requirements established in 922 KAR 2:100 "Certification of Family Child-Care Homes"</p>	<p>1 & 2. Post prominently in the home and maintain compliance with the capacity requirements established in 922 KAR 2:100 "Certification of Family Child-Care Homes"</p>	<p>1. Level 1 requirements plus:</p> <p>2. Employ an assistant if the home cares for 6 or fewer children and more than 3 children are less than 24 months old</p>	<p>1. Level 3 restrictions, and maximum capacity of nine (9) <i>(May care for up to 3 related children in addition to 6 unrelated children.)</i></p>
Curriculum	<p>3. Current certification standards</p> <p>4. Attend an overview of STARS prior to program participation</p> <p>5. Post in a prominent area: Planned Program of Activities</p> <p>6. Daily Schedule</p> <p>7. Coordinate at least one annual activity involving parental or family participation</p> <p>8. Agree to conduct the environment assessment within the first twelve months of Participation</p> <p>9. During the second year: develop written Improvement plan in each area identified by the environment assessment as needing improvement</p>	<p>3. Level 1 requirements plus:</p> <p>4. One additional family involvement activity annually (minimum of 2)</p> <p>5. Provide documentation of a written plan for parental or family involvement</p> <p>6. Achieve an average score of at least three (3) on the ERS</p> <p>7. Develop annual written ERS improvement plan with assistance, if requested, from Cabinet or its designee.</p> <p>8. Maintain minimum average ERS score of 4 by 4th year and beyond</p>	<p>3. Level 2 requirements plus:</p> <p>4. One additional family involvement activity annually (minimum of 3)</p> <p>6. Achieve an average score of at least 4.5 on the Environment Rating Scales</p> <p>7. Achieve a score of at least 5 on the ERS portion pertaining to the use of television (Provider limits use of TV to programs and video games regarded as good for children. No more than 2 hrs per day. Activities are provided as an alternative while TV is on)</p>	<p>2. Level 3 requirements plus:</p> <p>3. One additional family involvement activity annually (<i>minimum of 4</i>)</p> <p>4. Achieve an average score of at least 5.5 on the Environment Rating Scales</p> <p>5. Accreditation by state approved national accrediting organization</p> <p>To qualify for Enhancement Award:</p> <p>An average program score above 5.5 on family child care ERS</p>
Training	<p>10. Current certification standards</p> <p>11. The family child-care home must develop and implement a written plan for obtaining annual training</p>	<p>Level 1 requirements plus:</p> <p>10. Ensure that at least one person on duty is certified in infant and child CPR and First Aid</p> <p>11. Complete nine (9) clock hours annually of early care and education training approved by the cabinet or its designee</p>	<p>8. Level 2 requirements plus:</p> <p>9. Provider has a total of 18 clock hours of training annually or has Commonwealth Child Care Credential or higher and completes 9 clock hours of training annually</p> <p>10. By 4th year in STARS, provider must have CDA or higher.</p> <p>Ensure each assistant has:</p> <p>11. Attended basic orientation training</p> <p>12. Obtained six (6) hours of early care and education training annually</p>	<p>6. Level 3 requirements plus:</p> <p>7. Provider has received the Kentucky Director's Credential</p> <p>Provider has received a CDA or higher Degree in Early Childhood Education</p>
Business Practices	<p>14. Written program policies including: current rates, hours of operation, plan for how info is shared daily with parents, late fees, holidays, vacation, illness, who may pick up a child</p> <p>15. Maintain a written parent/provider agreement</p>	<p>Level 1 requirements plus:</p> <p>14. Provide proof that a recordkeeping system is maintained, including:</p> <p>a) Documentation of business expenses</p> <p>b) Income from business</p>	<p>14. Level 2 requirements plus:</p> <p>15. Provide families with a written daily report</p> <p>For children age 2 and under</p> <p>16. Parents provided with handbook that contains program's policies</p>	<p>Level 3 requirements plus:</p> <p>9. Be a member of an early childhood professional organization</p>
Regulatory Compliance	Current certification in good standing	Current certification in good standing	Current certification in good standing	Current certification in good standing

STARS for KIDS NOW CHILD CARE QUALITY RATING SYSTEM STANDARDS

Revised, 1/1/10

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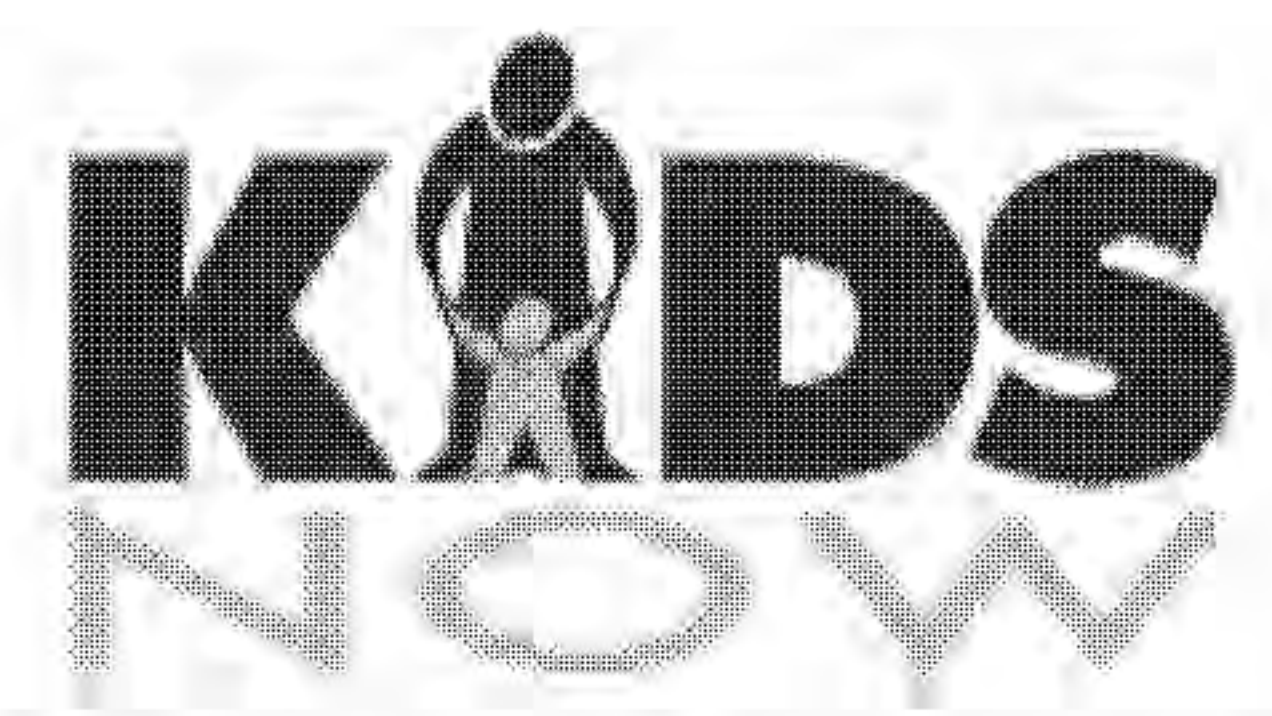
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Training	<p>10. Comply with staff requirements set forth in 922 KAR 2:110.</p> <p>11. Create and implement individual staff development plans for all staff annually</p>	<p>Level 1 requirements plus:</p> <p>10. Center offers staff opportunity to participate in KY Early Childhood Development Scholarship Program, if eligible</p> <p>11. 15 clock hours annually of early care and education training approved by the cabinet or its designee</p> <p>12. Center's director, or the person responsible for the on-site operation of the center, receives 18 clock hours annually</p>	<p>8. Level 2 requirements plus:</p> <p>9. Staff: 50% Ensure that at least fifty (50) percent of staff, including substitutes with direct supervisory authority over children have Commonwealth Child Care Credential or higher, AND 50% of staff including substitutes with direct supervisory authority over children have current CPR/ First Aid training</p> <p>10. Center's director, or the person responsible for the on-site operation of the center annually receives 24 clock hours of early care and education training approved by the cabinet or its designee</p> <p>75% of program hours, director or person on-site responsible for daily program and staff supervision must have CDA or higher</p>	<p>6. Level 3 requirements plus:</p> <p>7. Staff: Minimum of one CDA or higher in each classroom during all hours of operation</p> <p>8. Director or employee who is designated responsible for the center's on-site operation: Meets approved national accrediting organization requirements AND 24 clock hours of training annually AND a Kentucky Director's Credential</p>																																																																											
Personnel	<p>13. In-house STARS for KIDS NOW Overview attendance sign-in sheet signed by ALL staff Overview covering:</p> <p>a) Licensing Regulations</p> <p>b) STARS for KIDS NOW Requirements</p> <p>c) Environment Rating Scales</p> <p>d) KY Early Childhood Development Scholarship Program</p>	<p>Level 1 plus:</p> <p>13. Copy of dated annual standardized staff evaluation for ALL staff or date evaluation scheduled for any staff employed less than 1yr.</p>	<p>Level 2 plus:</p> <p>13. Minimum of 6 days paid leave for employees with less than one year of employment</p> <p>Minimum of 11 days paid leave for employees after 1 year of employment</p> <p>Provide paid leave in an amount prorated for each employee who works less than 37.5 hours per week</p>	<p>Level 3 requirements</p> <p>To Qualify for Enhancement Award:</p> <p>Pays at least 50% of the cost of a single health insurance plan for each employee who works at least 37.5 hours per week in the center and no less than a percentage prorated for each employee who works less than 37.5 hours per week</p>																																																																											
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STARS for KIDS NOW CHILD CARE QUALITY RATING SYSTEM STANDARDS LICENSED TYPE II FAMILY CHILD CARE HOMES

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Training	<p>10. Current licensing standards</p> <p>11. Develop and implement a written annual plan for obtaining training for each employee, including the licensee</p>	<p>Level 1 requirements plus:</p> <p>11 & 12. Licensee and each staff person annually complete fifteen (15) clock hours of early care and education training approved by the cabinet or its designee</p> <p>13. Comply with provisions of:</p> <p style="margin-left: 20px;">a) 11 KAR 16:040, Early Childhood Development Scholarship Program recordkeeping requirements; and</p> <p style="margin-left: 20px;">(b) 11 KAR 16:060, Early Childhood Development Scholarship Program system of monetary incentives</p>	<p>8. Level 2 requirements plus:</p> <p>9. Staff complete a total of 18 clock hours of training annually or have Commonwealth Child Care Credential or higher and completes 1.5 clock hours of training annually</p> <p>10. Director completes a total of 21 clock hours of training annually or has Commonwealth Child Care Credential or higher and Completes 18 clock hours of training annually</p> <p>By 4th year in STARS, director must have CDA or higher</p>	<p>6. Level 3 requirements plus:</p> <p>7. Staff have a total of 21 clock hours training annually or Commonwealth Child Care Credential or higher</p> <p>8. Director has received a CDA or higher Degree in Early Childhood Education</p> <p>Director completes the Kentucky's Director's</p>																																				
Business Practices	<p>14. Written program policies including: current rates, hours of operation, plan for how info is shared daily with parents, late fees, holidays, vacation, illness, who may pick up a child</p> <p>15. Maintain a written parent/provider agreement</p>	<p>Level 1 requirements plus:</p> <p>14. Provide proof that a recordkeeping system Is maintained, including:</p> <p style="margin-left: 20px;">a) Documentation of business expenses</p> <p style="margin-left: 20px;">b) Income from business</p>	<p>14. Level 2 requirements plus:</p> <p>15. Provide families with a written daily report for children age 2 and under</p> <p>16. Parents provided with handbook that contains program's policies</p>	<p>Level 3 requirements plus:</p> <p>9. Be a member of an early childhood professional organization</p>																																				
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Overview of Kentucky's Early Childhood Professional Development Framework

(b)(6)



Kentucky Invests in Developing Success

May 2011

THE KENTUCKY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT FRAMEWORK

August 2008

Updated May 2011

The Kentucky Early Childhood (EC) Professional Development (PD) Framework Plan (Townley & Newberry, 2002; revised 2003) as approved by the Early Childhood Development Authority. Copies of the approved plan are available at www.kidsnow.ky.gov.

Proposed revisions to the Kentucky EC PD Framework were submitted to and approved by the Early Childhood Development Authority in April 2008. Based on the approved recommendations, additional work was conducted by a statewide committee (July 2010 through February 2011) and revisions based on the work group were added in May 2011.

This document was developed through the Kentucky Partnership for Early Childhood Services at the University of Kentucky in collaboration with the Division of Child Care, Department of Public Health, and Kentucky Department of Education, Division of Early Childhood Development. Some information included in the document was adapted from the Kentucky Early Childhood (EC) Professional Development (PD) Framework Plan (Townley & Newberry, 2002).

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Mary Howard, Division of Early Childhood Development, Kentucky Department of Education (2008, 2011)

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INTRODUCTION

In 2002, Kentucky launched a plan for the development of a statewide Professional Development Framework (Townley & Newberry, 2002) that included key components to address the needs for education, training, and credentialing of early care, intervention, and education professionals in Kentucky. This plan represented months of work with input from numerous stakeholders across the state. Specific information about the planning and approval process for the PD Framework, including the numerous contributors, is available in the documents *Early Childhood Professional Development: Creating a Framework for Kentucky, 2002, 2003*, and *Kentucky Early Childhood Professional Development Framework: Recommendations for Expansion to Include Technical Assistance Services, 2008* (www.kidsnow.ky.gov).

This document provides an overview of the Kentucky Early Childhood Professional Development (PD) Framework that includes existing programs and supports, as well as the components of the PD Framework plan that have been implemented across the state. All elements of the PD Framework have been endorsed by the Kentucky Early Childhood Development Authority. The EC Development Authority is a legislative established public agency and political subdivision of the Commonwealth of Kentucky and is charged with making recommendations to the Governor about expenditures from the Early Childhood Development Fund in support of the KIDS NOW Initiative.

What is Professional Development?

For Kentucky, professional development includes structured teaching and learning experiences to support the acquisition of knowledge and skills and the implementation of knowledge and skills in the work environment. Professional development is an ongoing process of continuous improvement that increases job related knowledge and skills, and is intentional and purposeful to support specific outcomes related to practice.

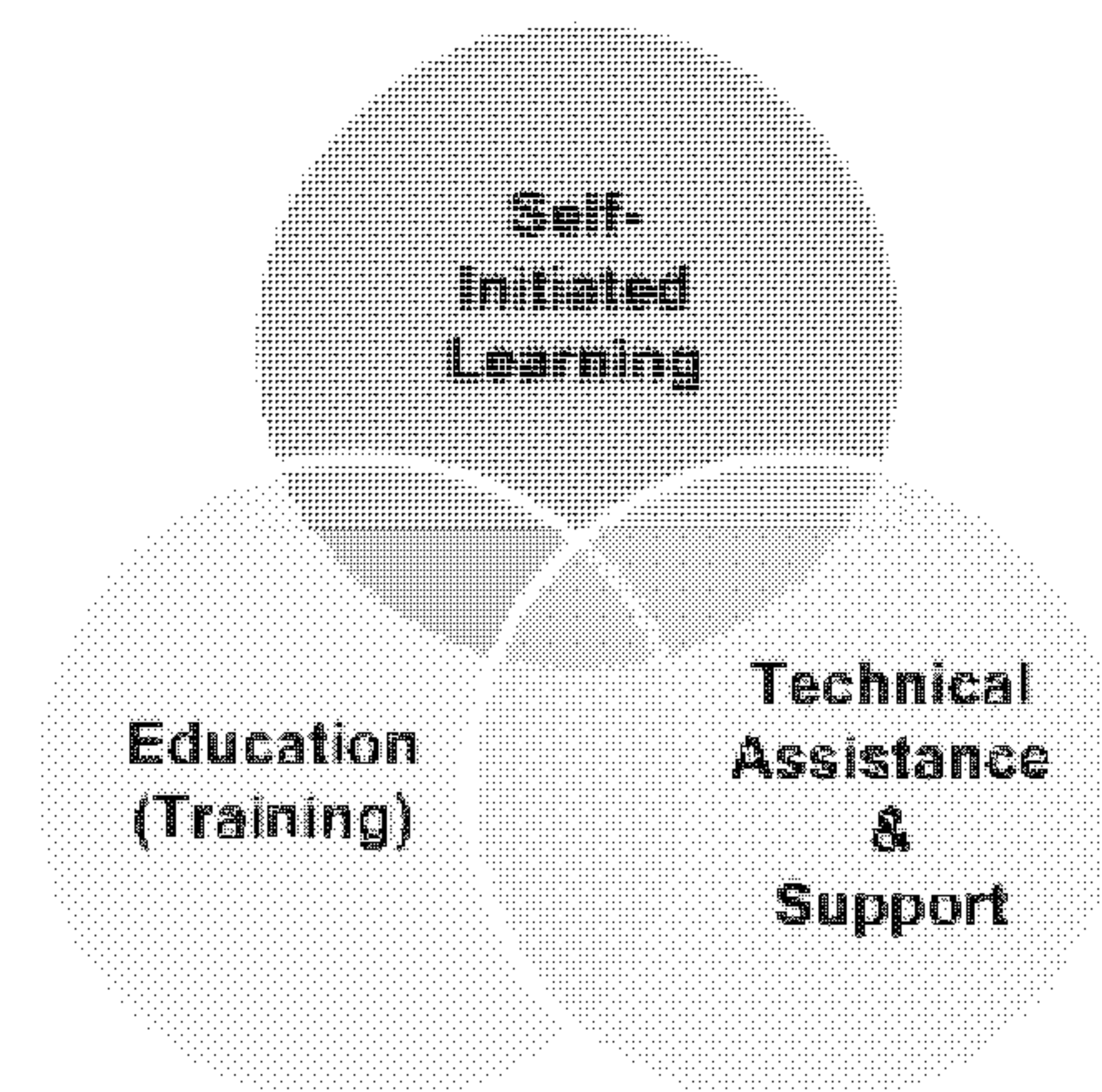
The overall purpose of professional development is to support the professional growth and development of those working with young children and families.

Therefore, this definition of professional development recognizes three distinct but integrated components: 1) structured educational experiences, 2) structured technical assistance and support, and 3) self-guided learning.

Defining and delineating the critical components of professional development is the first step in helping the early care, intervention and education system identify key outcomes to be achieved. High quality professional development experiences should be designed to lead to:

- ◆ all early care, intervention, and education staff being competent, confident, highly qualified, and able to implement practices consistently and with a high degree of fidelity;

Figure 1. Critical Components of Professional Development



- ◆ consistency in the use of high quality practices and programming across the state;
- ◆ continuous quality improvement, with staff who are able to manage change and effectively use available resources;
- ◆ high quality services to children and families; and
- ◆ measurable improvements in outcomes for children.

To help reach these outcomes, it is important that opportunities exist for all staff to access professional development, including ancillary staff who may work with children and families (e.g., teacher assistant or aide/paraprofessional, bus/van drivers, kitchen staff, therapists, directors, family service workers). It also is important to ensure that those providing professional development opportunities use a wide variety of strategies and techniques that match the learner's needs.

As a way to help achieve these outcomes, the Kentucky Early Childhood Professional Development Framework defines five levels of professional accomplishment and the training, technical assistance, credentialing and articulation requirements to support each level. The framework includes:

- ◆ Early Childhood Core Content that describes what early childhood professionals should know and be able to do.
- ◆ Credentials and Degrees for early care, intervention and education professionals.
- ◆ A seamless training track to support professionals in building knowledge and competence from level to level.
- ◆ The provision of support services or technical assistance to help staff implement and sustain skills and practices in the work environment.
- ◆ Articulation agreements that support the transfer of credit across education and training.
- ◆ A scholarship program at the college and non-college level for early childhood professionals.
- ◆ A Professional Development Registry that supports the documentation of credentials, scholarships, and awards.
- ◆ Training Registries to support documentation of training across programs and providers.

Each of the components of the Kentucky Early Childhood Professional Development Framework is presented and described in the following sections of this document.

**Figure 2. The Kentucky
Early Childhood
Professional
Development Framework**

EARLY CHILDHOOD CORE CONTENT

The Kentucky Early Childhood (EC) Core Content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. EC Core Content is the foundation for determining training content, course content, and competency standards for professional performance. The EC Core Content was developed using existing professional resources that put forth standards (i.e., Kentucky Interdisciplinary Early Childhood Education programs, Child Development Associate functional area competency standards, Head Start, Family Child Care, American Public Health, National Association for the Education of Young Children, and the Division for Early Childhood of the Council for Exceptional Children). The EC Core Content is provided in Appendix A and is also available for free download at www.kidsnow.ky.gov.

The EC Core Content is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time. To that end the EC Core Content:

- ◆ Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.
- ◆ Includes a mechanism for linking various early childhood education and training programs.
- ◆ Provides for continuous progress and professional development.

The EC Core Content covers seven essential competency subject areas of early childhood education and each area is organized into five levels of increasing mastery. Individuals planning early childhood education and training programs can use the EC Core Content to correlate program content with the expected skill levels and desired competency outcomes of the participants.

LEVELS OF EC CORE CONTENT

Professionals in the field of early care, intervention, and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next, thus the competencies build on one another. All competencies are referenced within the early childhood literature and most have been cited from similar documents from other states.

The levels of competencies are not awards or a certificate, but may correlate with existing certificates or awards. Each level assumes greater knowledge and skill than previous levels; however, an individual level should not be seen as limited to a particular job or position of employment.

Table 1. Early Childhood Core Content Level Descriptions

LEVEL I	Knowledge & skills across all seven content areas for professionals at the initial level, which includes entry into the field & a Commonwealth Child Care Credential.
LEVEL II	Knowledge & skills across all seven content areas for professionals with a Child Development Associate Credential.
LEVEL III	Knowledge & skills across all content areas for professionals from CDA to Associate degree.
LEVEL IV	Knowledge & skills across all content areas for professionals with a Bachelor degree.
LEVEL V	Knowledge & skills across all content areas for professionals above a Bachelor degree.

Level I. Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and, legibly write notes on children's developmental skills. They must also:

- ◆ be able to verbalize their awareness of physical and biological processes in the natural environment;
- ◆ display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
- ◆ demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;
- ◆ demonstrate fundamental, coordinated small and large muscle skills in physical movements and games; and
- ◆ demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.

Level II& III. At this level, practitioners may become lead teachers or administrators. They must:

- ◆ demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
- ◆ show evidence of basic computer literacy and internet search skills;
- ◆ possess literacy, speaking, interpersonal, and leadership skills sufficient to effectively conduct parent meetings, relate to a board of directors, write descriptive newsletters, and construct detailed curriculum plans that include individual children's developmental goals; and,
- ◆ master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky's rapidly increasing Hispanic populations.

Levels IV&V. At these levels, practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

SUBJECT AREAS COVERED

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific EC Core Content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

Child Growth and Development. Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same

time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.

Health, Safety, and Nutrition. These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

Professional Development/Professionalism. Adults providing early care, intervention and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.

Learning Environments and Curriculum. Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care, intervention and education must know how to offer an organized, inviting accessible and interactive environment that has many diverse and appropriate materials, activities, and experiences. Adults support staff-to-staff communication, team work, and staff-family communication.

Child Assessment. Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior, systematically report on them to appropriate staff and family members, and use the information gathered to plan developmentally appropriate experiences and activities.

Family and Community Partnerships. Understanding the roles that family members and others play in children's lives is vital for early childhood interventionists and educators. They must be able to integrate the following concepts:

- ◆ Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
- ◆ A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
- ◆ Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships, and knowledgeable referrals.

Program Management and Evaluation. Adults providing early care, intervention and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

CREDENTIALS, DEGREES AND CERTIFICATION

Kentucky's Early Childhood PD Framework provides multiple opportunities to acquire increasing levels of professional credentials. Each credential represents a discrete entry/exit point, and each credential represents a building block to the next level of credentialing and competency.

In addition to the national Child Development Associate (CDA), three specific early childhood credentials are available in Kentucky. The credentials were created to acknowledge that differing competencies and skill areas are required for different aspects of the early childhood profession. Credential programs are offered in several kinds of education settings to recognize that different types of early childhood practitioners may wish to access education and training settings appropriate to their needs. Lead agencies/institutions are described in the context of each credential. The three early childhood credentials are:

- ◆ Commonwealth Child Care Credential
- ◆ Director’s Credential
- ◆ Early Care and Education Trainer’s Credential

Table 2. Credentials At-A-Glance

Credentials	Requirements	Content	Ongoing
Commonwealth Child Care Credential	60 clock hours of instruction, including field assignments	14 hours in child growth & development; 15 in learning environments/curriculum; 9 in health, safety & nutrition; 7 in family and community partnerships; 4 in child assessments; 6 in professional development; 5 in program management/evaluation	15 hours of additional training each year
Director’s Credential	12 college credit hours distributed in required areas. Meet	Regulations & laws; ethics; programming, supervision & staff development; health, safety & nutrition; financial management & marketing; community collaboration/resource management	15 hours of additional training each year
Trainer’s Credential (must be 21 years old)	educational requirements by level, participate in orientation & seminar	A credential or degree in early childhood or related field; training in adult learning theory and training design, and knowledge of early care, intervention and education resources and services in Kentucky.	Annual trainer updates & 45 hours of additional training every 3 years

COMMONWEALTH CHILD CARE CREDENTIAL

The Commonwealth Child Care Credential (CCCC) provides additional training to practitioners wishing to exceed the minimum training hours required by Child Care Licensing Regulations. The CCCC is a planned program of education and training based on the Core Competencies described in this report. The hours of instruction (60) are intended to fulfill half of the time requirements and skill mastery level necessary for the Child Development Associate Credential.

The Commonwealth Child Care Credential is awarded by the Division of Child Care. The credential is based on a common set of core competencies presented in the EC Core Content and aligns with the first 60 hours of the Child Development Associate (CDA) Credential. The chief requirement for the credential is 60 hours of instruction, including field assignments, to be completed within one year. This can articulate to (or be considered equal to) a 3-credit-hour college course. The 60 hours of instruction includes areas as presented in the Credentials-At-A-Glance Figure above.

Candidates for the credential may complete a CCCC/CDA non-college scholarship application and upon being approved are admitted to an approved Commonwealth Child Care Credential program. The scholarship is funded through KIDS NOW Scholarship (as funds are available).

Before the training is completed, the trainer conducts an exit assessment of the trainee using the nationally recognized Child Development Associate observation tool. After the assessment, the trainee and training organization write an action plan to promote the trainee's continued growth.

Those who have earned a Commonwealth Child Care Credential must obtain 15 clock hours of training each year to stay current in the field and to maintain the credential. Training for the Commonwealth Child Care Credential is conducted by agencies approved by the Division of Child Care. A list of approved training organizations can be found at <http://chfs.ky.gov/dcbs/dcc/>.

DIRECTOR'S CREDENTIAL

The Director's Credential is intended to provide education and development in the skill areas needed to manage an early childhood program. The program may be a discrete course of study or may build on the candidate's existing experience and proficiency through portfolio development or individualized assessment. Candidates work through the higher education institution of their choice for information related to the specific program of study for the Director's Credential.

Candidates who meet eligibility guidelines for the Early Childhood Scholarship Program may use this program as a resource for financial assistance with coursework leading to the award of a Director's Credential. The Director's Credential is awarded by the Division of Child Care upon successful completion of the requirements and upon recommendation by an approved higher-education institution.

Requirements include 12 college credit hours in early childhood education and related administrative subjects. These hours can be earned as part of a degree program in early childhood education *or* individuals may enroll specifically for Director's Credential course work. Course work may be offered by approved state technical or community colleges, or at universities or colleges offering Interdisciplinary Early Childhood Education (IECE) programs.

Major areas of core knowledge and competencies for the Director's Credential include regulations and laws; ethics; programming for families and children; supervision and staff development; health and safety; financial management and marketing; and, community collaboration/resource management.

Regulations and laws. This includes knowledge of the local, state and national laws and regulations that govern licensed child care providers (e.g., food service, the Americans with Disabilities Act). It also includes the ability to obtain information about the intent of those laws and regulations, as well as changes to them, from sources such as government agency web sites.

Ethics. This includes knowledge of ethical issues related to the financial operation of a center as well as dealings with children, families, and staff (e.g., confidentiality, compensation, the code of ethics for the National Association for the Education of Young Children). It also includes an understanding of individual rights and diverse backgrounds and how they affect relationships – so directors can handle daily challenges appropriately and without discrimination.

Programming for families and children. This includes a knowledge of theoretical, foundational, philosophical and historical perspectives in early childhood programming (such as developmentally appropriate practice, the primary caregiver system, constructivism, behaviorism, early intervention, Montessori, High Scope, Reggio, the activity-based approach); the ability to develop and implement appropriate action plans (such as inclusion plans, individual family service plans, and individual

education plans) to meet the individual needs of children; awareness of assessment tools for both children's development and programming; and understanding the effect of culture and environment on adults' beliefs regarding discipline and guidance as well as children's development and self-concept.

Supervision and staff development. This includes an understanding of managerial styles (such as authoritative, democratic, collegial) and personality in terms of motivating staff members for professional growth; the ability to supervise staff through planned programs; and, the ability to communicate effectively both verbally and in print and to truly listen.

Health and safety. This includes knowledge of local, state and national laws and regulations that provide for the mental and physical health of children, families, and staff; knowledge of how to implement those laws and regulations; awareness of the nutritional needs of children and food preparation procedures; and, the ability to find information about health and safety in order to provide resources to staff and families.

Financial management and marketing. This includes the comprehension of financial concepts and the ability to use financial tools to make a center financially viable or to expand the center; the ability to maintain accurate and complete financial reports and to project income; awareness of the local marketplace and how to assess supply and demand in the area to attract families, staff and financial supporters to the center; and, the ability to understand the role of the center in relation to the larger community in order to define and promote the center's image.

Community collaboration/resource management. This includes knowledge of resources in the community for young children and their families which go beyond early care, intervention and education; an understanding of how to help children and families gain access to these resources; and an understanding of how to collaborate with other groups and individuals to increase community resources.

TRAINER'S CREDENTIAL

The Kentucky Early Care and Education Trainer's Credential includes the competencies and standards for those who provide training to early childhood practitioners. The level of education, training, and experience of the trainer is correlated with the content levels at which training may be offered. At the more complex content and expected competency levels of the trainees, the qualifications for the trainer become more stringent.

Individuals who participate in training have a way to identify the level of content at which training will be delivered so as to key the selection of training to their individual needs and skill levels. Trainers have a way to individualize training content to meet specific skill levels of the trainees and competency areas of EC Core Content.

There are specific steps necessary to acquire a Trainer's Credential, including information related to levels of training and trainer qualifications that are necessary to maintain a multi-level training system. Specialty trainers who are highly qualified in a specific area related to children and families must meet defined credential requirements.

In general, all trainers must be at least 21 years old, meet the educational requirements, and have experience relevant to the following areas: child growth and development; learning environments and curriculum; health, safety and nutrition; family and community partnerships; child assessment; professional development/professionalism; and, program management/evaluation. They must also:

- ◆ participate in “The Introduction to Resources in Kentucky for Early Care and Education Trainer’s” (2 hours).
- ◆ complete a seminar in “Fundamentals of Effective Training” (15 hours).

The introduction and seminar are supported in part through KIDS NOW funds. The Trainer’s Credential is awarded by the Division of Child Care upon successful completion of the requirements and presentation of documentation.

Table 3. Trainer Levels

LEVELS	EDUCATION & EXPERIENCE	REQUIREMENTS¹:	PERMITTED TRAINING LEVELS	RENEWAL PERIOD
1	H.S. Diploma or equivalent At least 3 years related exp in field of early childhood	Complete Intro to Resources	Co-train single topic with credentialed trainer at higher training level	- Valid for three years - Non-renewable
2	At least a CDA with 3 years FT* experience in field of early childhood <u>OR</u> 10 years FT* related experience in relevant EC Core Content, including formal early childhood training equaling 45 clock hrs; or 4.5 C.E.U.s; or 3 college credit hours	Complete Intro to Resources Complete Fundamentals of Effective Training	Training hours as required by the Division of Regulated Child Care Commonwealth Child Care Credential training or initial 60 hours of CDA training through approved training organization Co-train higher (60-120 hours) CDA level with a level 4 & 5 Trainer through a approved training organizations Co-train 12 hours with a Level 4 or Level 5 trainer before training solo	Renewable every 3 years by application, including documentation of: Training in EC field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites
3	Associate degree in early childhood or the equivalent of 30 credit hours in early childhood coursework & 3 years FT* related experience in early childhood field <u>OR</u> At least a Bachelor's degree other than early childhood, & At least 1 year FT* related experience in EC field <u>OR For Healthy Start Consultants only</u> -Associate level degree in nursing, dietetics or other approved/related fields	Complete Intro to Resources Complete Fundamentals of Effective Training	Training hours as required by the Licensed Child Care Levels 1,2,& 3 on Rubric for Levels of Training/Professional Development Commonwealth Child Care Credential or CDA instruction, through an approved training contractor Train Levels 1,2,& 3 on the Rubric for Levels of Training/Professional Development, through an approved training organization	Renewable every 3 years by application, including documentation of: Training in EC field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites
4	At least a Bachelor’s degree in early childhood, & 1 year FT* related experience in early childhood field <u>OR</u> At	Complete Intro to Resources Complete Fundamentals of	Training hours as required by the Division of Regulated Child Care, Levels 1,2,3,4 Train Levels 1,2,3 & 4 tracks	Renewable every 3 years by application, including documentation of: On-going training in EC

¹ All applicants must be at least 21 years of age.

LEVELS	EDUCATION & EXPERIENCE	REQUIREMENTS¹:	PERMITTED TRAINING LEVELS	RENEWAL PERIOD
	least a Bachelor's degree other than early childhood, <u>AND</u> At least 1 year FT* related experience in EC field, including the equivalent of 3 credit hours in child development <u>OR For Healthy Start Consultants only</u> - Bachelor degree in nursing, dietetics or other approved/related fields	Effective Training (OR submit documentation of equivalent training)	on Rubric for Levels of Training/Professional Development, through an approved training organization	field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 (3) C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites
5	At least a Masters degree in early childhood & 1 year FT* related experience in early childhood field <u>OR</u> At least a Masters degree in a field related to early childhood (non related not considered) & 3 credit hours in child development, AND 1 year FT* related experience in Early Childhood field <u>OR For Healthy Start Consultants only</u> - Master level degree in nursing, dietetics or other approved/related fields	Complete Introduction to Resources in Kentucky for Early Childhood Trainer's Complete Fundamentals of Effective Training (OR submit documentation of equivalent training)	Train at all training levels (1-5).	Renewable every three years by application, Remain updated on state & national early childhood issues. State updates available at websites.
SPECIALTY TRAINER	Current license, certificate, or credential & at least 3 years related experience in area of expertise in which topic is being trained		Special training ONLY in area of expertise; Training hours as required by the Licensed Child Care through an org ONLY in area of expertise	Renewable every three years by application, including proof of current license, certificate, or credential in area of expertise

Introduction to Resources in Kentucky for Early Care and Education Trainers

Introduction to Resources is required for all potential trainers, with the exception of Specialty Trainers. It provides an overview of the child care and early education systems in Kentucky and an introduction to the integration and articulation of training in the state. The overview includes, but is not limited to, types of child care in Kentucky; licensing and certification requirements for providers; agencies serving children and families; the KIDS NOW initiative; the STARS for KIDS NOW quality rating system; the Child Development Associate (CDA) Credential; and the Interdisciplinary Early Childhood Education (IECE) certification process (2 clock hours). Introduction to Resources is provided through Child Care Resource and Referral agencies across the state (www.kentuckypartnership.org/ccrr/).

Fundamentals of Effective Training

Fundamentals of Effective Training (FET) is a Kentucky designed 15 hour seminar required for all potential trainers with the exception of Specialty and Level 1 Trainers (KAR 922 2:240, Section 10).

Trainer's Credential candidates who have completed similar training in the previous 10 years may seek a waiver if the curriculum matches content and focus of the required seminar. FET includes, but is not limited to, principles of learning/barriers to learning; ethics and professionalism; needs assessment strategies; learning styles/cultural differences; designing and planning presentations; strategies for instruction; group dynamics and activities; creating and maintaining positive learning climates; and, effecting change in behavior. Acceptable equivalent training must cover areas included in FET (15 clock hours). FET is provided on a regular basis through the Training into Practice Project (TIPP) at the University of Kentucky (www.ihdi.uky.edu/tipp/).

Trainer Competencies

The competencies for a credentialed trainer include:

- ◆ adhering to training standards;
- ◆ demonstrating a thorough understanding of the principles of training adult learners as well as a knowledge of core content in early care, intervention and education;
- ◆ designing an effective environment for adult learning;
- ◆ demonstrating the ability to provide a variety of appropriate learning opportunities;
- ◆ analyzing training needs of participants;
- ◆ demonstrating the ability to plan and develop an appropriate training outline, as well as the ability to develop sequential training plans;
- ◆ demonstrating the ability to implement training techniques and strategies;
- ◆ selecting and incorporating appropriate reinforcement techniques for practical application; and
- ◆ designing evaluation strategies that are appropriate to the training delivered.

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION

The Interdisciplinary Early Childhood Education (IECE) Certificate is the state's teacher licensure program that allows early care and education professionals to teach children from birth through self-contained kindergarten (regular and special education) in public school and early intervention settings. Programs that lead to the IECE certificate are offered through Kentucky colleges and universities and are available at the bachelor and graduate levels. Certification requires at least a bachelor degree and oversight is provided by the Kentucky Education Professional Standards Board (EPSB). Ten Teacher Standards for Preparation and Certification reflect performances expected of educators within a variety of environments, including classrooms, childcare settings, the children's homes, hospitals, or any other natural environments. Within these environments, instruction will include individual child activities, parent-child activities, and instruction in small and large groups. IECE educators are expected to be knowledgeable of developmentally appropriate and research-based practices in facilitating experiences for all children, including those with disabilities and from diverse populations. These standards include:

Standard I: Designs/Plans Instruction

Standard II: Creates/Maintains Environments

Standard III: Implements Instruction

Standard IV: Assesses & Communicates Learning Results

Standard V: Reflects/Evaluates Teaching/Learning

Standard VI: Collaborates with Colleagues/Families/Others

Standard VII: Engages in Professional Development

Standard VIII: Supports Families

Standard IX: Demonstrates Implementation of Technology

Standard X: Provides Leadership Within School/Community/Profession

For more information about the IECE, contact the Kentucky Department of Education or Professional Standards Board at: <http://www.kyepsb.net/teacherprep/iecestandards.asp>.

TRAINING

Prior to implementation of the KY Early Childhood PD Framework, the system of training for early childhood professionals in Kentucky was a collection of workshops rather than a coordinated, comprehensive system. Child care licensing requires 15 hours of annual non-specified training (Type I and II), 9 hours for certified providers and a 6-hour mandatory initial Orientation curriculum, regardless of an individual's education or experience level. For the Kentucky Preschool Program, classified lead teachers (hired before 2004) are required to have 18 clock hours of training and certified lead teachers are required to have 4 days of professional development per year.

One of the major components of a professional development system is the acquisition of knowledge through education. There are a number of approaches that can be used to support education. These include (but may not be limited to):

- ◆ Training sessions offered at workshops, conferences, institutes
- ◆ Formal coursework
- ◆ Independent studies
- ◆ Distance education, such as webinars, online modules, conference calls, web-based courses/modules, web-based meetings, etc.
- ◆ Study groups
- ◆ Communities of practice/learning; networking

The current Kentucky Early Childhood Professional Development Framework provides specific recommendations on how education, training and credentials can be structured to support high quality practices across the early care, intervention and education system. A key characteristic of training and education within a professional development framework is that it typically involves learning experiences in contrived settings. During training, participants are often offered opportunities to practice skills through activities such as role playing, simulations, case studies and scenarios, critiquing videos, etc.

The definition of high quality training being:

- ◆ Delivered by a trainer who has thorough content knowledge and understands the needs of adult learners;
- ◆ Based on needs assessment of what potential participants value and need to improve services;
- ◆ Matched to the learner's previous knowledge base and experience;
- ◆ Culturally sensitive;

What is Training?

Training includes structured learning experiences designed to help the learner gain knowledge and /or skills that will increase the implementation of high quality practices.

- ◆ Focused on achievement-based outcomes or what participants expect to happen as a result of the training; and
- ◆ Involves the use of evidence-based practice and recommended standards in both content and approach.

LEVELS OF TRAINING

The following five training levels describe the knowledge base that trainees are assumed to have as well as the content for each level of training. The levels correspond to the trainer levels, EC Core Content and articulation plans. The training levels serve as a tool for the trainer and others who are planning workshops, institutes, and conferences and to training participants when selecting training.

Level 1. Participants have limited knowledge and experience in early childhood education. Training focuses on basic concepts, philosophy and vocabulary in EC Core Content areas and related needs of the learner. Participants will be able to tie these to concrete examples and do introductory work in basic skills. Evaluation will show increased knowledge.

Level 2. Participants may have a Child Development Associate (CDA) Credential and two years of experience. They have basic knowledge and experience in early childhood education. Training focuses on EC Core Content areas and early childhood standards, including essential concepts, theory, philosophy and an extended vocabulary. Participants will be able to show that they understand how to apply concepts and skills, giving examples and details. They will also demonstrate the basic use of critical skills. Evaluation will show some measurable skills and increased knowledge.

Level 3. Participants may have an associate degree in field of early childhood education, three years of experience, and already have competence in curriculum planning. Training focuses on EC Core Content areas and early childhood standards, deepening to include related concepts, theories, philosophies, and vocabulary. Training begins to address teacher performance standards. Participants will be able to show general knowledge and critical skills as well as to demonstrate interpersonal communication skills. Evaluation will show several measurable skills and increased knowledge.

Level 4. Participants have at least a four-year degree in early childhood education or a related field plus two years of experience. They already have competence in the area and are working toward expansion and refinement of their knowledge and critical skills. Training focuses on EC Core Content areas or related areas, identified needs and early childhood and teacher performance standards. Training continues to expand knowledge and vocabulary and includes basic research. Participants will be able to show broad knowledge of content areas; effective application of vocabulary, concepts and skills; effective interpersonal communication skills with supporting examples and sufficient detail; and broad use of skills in content areas. Evaluation will show many skills or new knowledge and may include ongoing self-study.

Level 5. Participants have a four-year degree in early childhood education and advanced study plus four years of experience including the supervision or teaching of others. Participants have competence in content areas and are working toward extensive refinements and critical thinking skills. Training includes more advanced research. Participants will be able to show effective, insightful use of supporting examples, and/or relevant details with extensive use of critical skills. They will also be able to evaluate and synthesize information and make general applications. Evaluation will show multiple skills or new knowledge and may include ongoing self-study.

Table 4. Overview of Training Levels

Training Levels	Level 1	Level 2	Level 3	Level 4	Level 5
Description of training level	Develop basic knowledge (assuming knowledge & experience are at or below Commonwealth Child Care Credential)	Develop skills (assuming basic knowledge & experience at level of CDA plus two or 3 years experience)	Expand ability to develop curriculum (assuming competence in curriculum planning at level of associate degree plus 3 years experience)	Master skills for achieving identified goals (assuming competence in content area at level of bachelor's degree plus two years experience)	Modify skills for more effective application (assuming competence at level of bachelor's degree plus advanced study & 4 years experience, including supervision &/or teaching)
Training objectives	EC Core Content & related learner needs	EC Core Content, standards & related learner needs	EC Core Content, standards & teacher performance	EC Core Content, teacher & program standards	EC Core Content & teacher/leadership standards
Training focus	Basic concepts, philosophy & vocabulary	Essential concepts, theory, philosophy & extended vocabulary	Related concepts, theories & philosophies & further expanded vocabulary	Basic research in addition to expanded vocabulary, concepts, theory & philosophy	More advanced research building on learner's knowledge of EC Core Content
Demonstration of knowledge & skills	Can give concrete examples of basic vocabulary & concepts, demonstrate basic skills	Can correctly apply concepts & critical skills, giving examples & details	Can show interpersonal communication skills related to content as well as knowledge of content & other critical skills	Can effectively apply vocabulary, knowledge, concepts & skills to content; can show effective interpersonal communication skills with supporting examples, sufficient detail & broad use of skills	Can show extensive, consistent & effective application of skills to address issues & solve problems; integrate & expand concepts; use supporting examples &/or relevant details with critical skills; evaluate & synthesize information & make general applications
Evaluation	Finds increased knowledge	Finds some measurable skills & increased knowledge	Finds several measurable skills & increased knowledge	Finds many skills or new knowledge (through evaluation & ongoing self-study)	Finds multiple skills or new knowledge (through evaluation & ongoing self-study)

KENTUCKY STANDARDS OF TRAINING FOR EARLY CHILDHOOD PROFESSIONALS

In order to provide high quality training in early childhood care, intervention, and education in Kentucky, standards in planning sessions and programs of study should be followed. Early care, intervention, and education professionals seek and receive training in a variety of formats including workshops, programs of study resulting in a credential, and college and university offerings. For each training and education format, the trainer may use the following objectives to guide and plan his/her work.

Standard I: Promotes Professionalism

Promotes professionalism in the early childhood field by:

- ◆ Applying knowledge, skills and processes acquired through professional development to the instruction techniques.
- ◆ Aiding the early care, intervention and education professional to establish priorities for professional growth through a joint analysis of the participant's performance.
- ◆ Encouraging participation in professional organizations and activities.

Standard II: Demonstrates Knowledge of Content

Demonstrates knowledge of EC Core Content areas in Early Childhood Care and Education by:

- ◆ Relating knowledge in the trainer's area of expertise to the adult learners' ability levels.
- ◆ Integrating content knowledge to real world applications and current issues.

Standard III: Designs/Plans Instruction

Understands and develops sequential training plans by:

- ◆ Providing instruction that enables providers to apply knowledge and skills to make positive changes in the work environment.
- ◆ Creating learning experiences that actively involve the learner with hands-on activities whenever feasible; solely watching videos without follow-up activities does not constitute best practices for delivering quality instruction.

Standard IV: Creates/Maintains Learning Climate

Demonstrates ability to plan and develop appropriate training outline by:

- ◆ Showing flexibility and creativity in developing training methods and procedures.
- ◆ Using and organizing multimedia resources.
- ◆ Organizing materials in a logical and sequential manner.

Standard V: Implements/Manages Instruction

Demonstrates ability to provide a variety of appropriate learning opportunities for adult learners by:

- ◆ Considering various learning styles, cultural differences and barriers to learning.
- ◆ Using and developing multiple learning/teaching strategies that are appropriate to participants' learning levels.

Standard VI: Assess and Communicates Learning

Evaluates training effectiveness through feedback received by:

- ◆ Assessing knowledge gained, attitudes changed and/or skills obtained through appropriate methods (Examples: Pre and post-tests, end- of -session evaluations, hands-on activities, etc.).
- ◆ Making appropriate changes to instruction based upon feedback and assessment results.

Standard VII: Collaborates with Colleagues/Parents/ Others

Analyzes training needs of the community by:

- ◆ Inviting colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- ◆ Utilizing collaboration to create situations that enhance participants' learning.
- ◆ Recognizing differing viewpoints.

KENTUCKY DEPARTMENT OF EDUCATION PD STANDARDS

For programs administered through the Kentucky Department of Education, professional development is considered high quality when it meets the definition of professional development in 704 KAR 3:035 – Section 1(1) and Section 4(2) and all of the Kentucky Department of Education Professional Development Standards which are consistent with the federal criteria in Section 9101 of No Child Left Behind. Schools and districts will determine if the professional development for teachers, administrators and other school staff meets the following definition and standards for high quality professional development. All standards need to be applied in the context of the audience for professional development (PD) to qualify as high quality PD. The Department of Education recognizes that the extent to which professional development meets each standard may vary.

Standard 1: Professional Development is aligned with:

- ◆ local school and district goals and priorities as reflected in the school or district improvement plan or individual professional growth plans;
- ◆ Kentucky's Standards and Indicators for School Improvement; and
- ◆ Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

Standard 2: Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to-day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content.

- ◆ *PD is sustained, intensive, classroom-focused and is on in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, and increased student performance; and*
- ◆ *PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher needs and student needs.*

Standard 3: Professional Development focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students' well-being. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.

Standard 4: Professional Development actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional practices and skills that reduce barriers to learning, close achievement gaps, and improve student

Standard 5: Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student

performance (e.g., instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).

Standard 6: Professional Development is data and results driven focused on increasing teachers, administrators, and others' effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development.

Standard 7: Professional Development fosters an effective ongoing learning community that supports a culture and climate conducive to performance excellence.

Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student's needs.

Standard 9: Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance.

Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.

Standard 11: Professional development is grounded in the critical attributes of adult pedagogy.

STATE TRAINING ORGANIZATIONS AND SERVICES

The major regional organizations that provide training and TA services to early care, intervention and education professionals across the state include the following.

Child Care Resource and Referral Agencies (CCR&R). Nine CCR&R agencies, funded through the Cabinet for Health and Family Services, Division of Child Care, coordinate and support early care and education providers in accessing training and/or professional development opportunities. More information about CCR&R services can be found at: www.kentuckypartnership.org/ccrr/

Early Childhood Regional Training Centers (RTC). Five Early Childhood Regional Training Centers, funded through the Kentucky Department of Education, Division of Program Standards, School Readiness Branch, have staff available across the state to offer technical assistance and training to public preschool teachers and staff. RTC staff offer regional trainings/workshops, on-site consultations, lending libraries of materials, annual statewide and regional collaborative institutes. More information about RTCs can be found at:

<http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Preschool+Regional+Training+Centers.htm>.

Child Care Health Consultants. Child Care Health Consultants (a part of Healthy Start in Child Care), funded through the Cabinet for Health and Family Services, Department of Public Health, Early Childhood Development Branch, provide education and technical assistance to child care providers across the state in order to promote a healthy and safe environment for young children in out-of-home settings. Education is provided to address the health, safety, nutrition and social /emotional needs of young children. Child Care Health Consultants are available through local health departments on a regional basis to provide services to all counties. More information about Child Care Health Consultation can be found at: www.kentuckycchc.org.

TECHNICAL ASSISTANCE

A key component of a professional development system is the provision of support services or technical assistance to help staff implement and sustain skills and practices in the work environment. The provision of TA and support requires collaborative relationships. At a minimum, collaboration is required between the TA provider and the TA recipient. In addition, there may be times when collaboration between agencies that provide TA is required to adequately and effectively meet the TA recipient's needs. Such collaborative relationships are encouraged and must be thought about ahead of time to ensure that respect, confidentiality, and mutually agreed upon goals are all part of the collaborative relationship.

There are a number of approaches that can be used to provide technical assistance and support. General technical assistance services can be described as having the following defining characteristics:

- Short-term in nature
- Designed to share general information and/or resources
- Generally occurs off-site (via phone, email, mail)

What is Technical Assistance? *Technical Assistance is a collaborative, relationship-based model of assistance and support designed to:*

- *Identify, select, or design evidence-based solutions to address problems, needs or goals,*
- *Adopt or adapt knowledge to practice, and*
- *Effectively implement solutions customized to meet the needs of clients.*

In addition to general TA services, two specific models of technical assistance have been identified for use in Kentucky: Coaching and Consultation. To support the use of these models, defining characteristics have been developed across a number of critical elements of TA. These characteristics are designed to support coordination of TA services across the various agencies and programs providing technical assistance in the state.

**Mentoring is a common approach used in Kentucky, therefore defining characteristics for mentoring have been included to help differentiate mentoring from the other two adopted models of TA.*

Defining Characteristics			
Critical Element	Coaching	Consultation	Mentoring*
Focus	Topical - Goal Specific (e.g., child-specific behaviors)	Topical - Problem Based (e.g., developing agency policy)	Holistic
Client	Individual or Group	Individual or Group	Individual
Delivery	Primarily face-to-face	Various	Various
Relationship	Assigned or Requested	Assigned, Requested, or Mandated	Self-Selected
Timeframe	Varies based on topic	Short-term	Long-term
TA Provider	Skill Based; may be internal or external to the client's setting (home, classroom, etc.)	Content Expertise; external to the client's setting (home, classroom, etc.)	Similar professional role but mentor has more experience; may be internal or external to the client's setting (home, classroom, etc.)
Feedback Loop	Regular feedback with client's supervisor; can inform job performance evaluation process	Involvement of client's supervisor	Falls outside job performance evaluation process
Approach	Structured with Modeling and Demonstration	Structured / Facilitate a Prescribed Problem-Solving Process	Informal
Content	Evidence-Based	Evidence-Based	Experience-Based
Results	Improved professional disposition, skills, and behavior	Implementation plan (e.g., training, policy change)	Personal and professional growth

A variety of delivery methods can be used to provide TA. These consist of both off-site and on-site methods and include (but may not be limited to) the following.

- ◆ Telephone
- ◆ E-mail
- ◆ Discussion Boards
- ◆ Fax
- ◆ Video-Conferencing
- ◆ Program Visits

Strategies that can be used to support clients within and across TA models include (but may not be limited to) the following.

- ◆ Sharing written, video and audio materials
- ◆ Demonstrations
- ◆ Modeling
- ◆ Video-Modeling
- ◆ Communities of Practice/Learners

TA PROVIDER COMPETENCIES/SKILLS

Similar to trainers, those providing technical assistance and support need specific skills in order to implement TA effectively. To support high quality implementation of TA services across the state, the following recommendations for educational level and competencies of TA providers have been identified. Technical assistance providers in KY should:

- have a minimum of a Bachelor's degree in early childhood or a related field.
- meet specific skills and competencies organized into three major areas.

Establishing and Maintaining a Relationship with the Client

1. Communicates effectively and demonstrates respectful, receptive, and active listening.
2. Demonstrates respect for differing opinions and individual, community, and organizational cultures.
3. Engages in collaborative approach to resolving conflict.
4. Maintains confidentiality throughout the TA process.
5. Recognizes client as an integral participant/partner in identifying needs and developing an action plan to address those needs.

Content Knowledge

1. Documents broad base of knowledge, skill, and experience in topic areas for which they are responsible.
2. Demonstrates knowledge of current trends, research, and evidence-based practices in areas of expertise/topic areas for which they are responsible across multiple settings.
3. Demonstrates knowledge of applicable federal and state standards and regulations, including the Kentucky Early Childhood Standards and Kentucky Professional Core Content.
4. Continues professional development on at least one technical assistance delivery model.
5. Utilizes knowledge of adult learning principles.
6. Keeps up to date on local, state, and national resources.

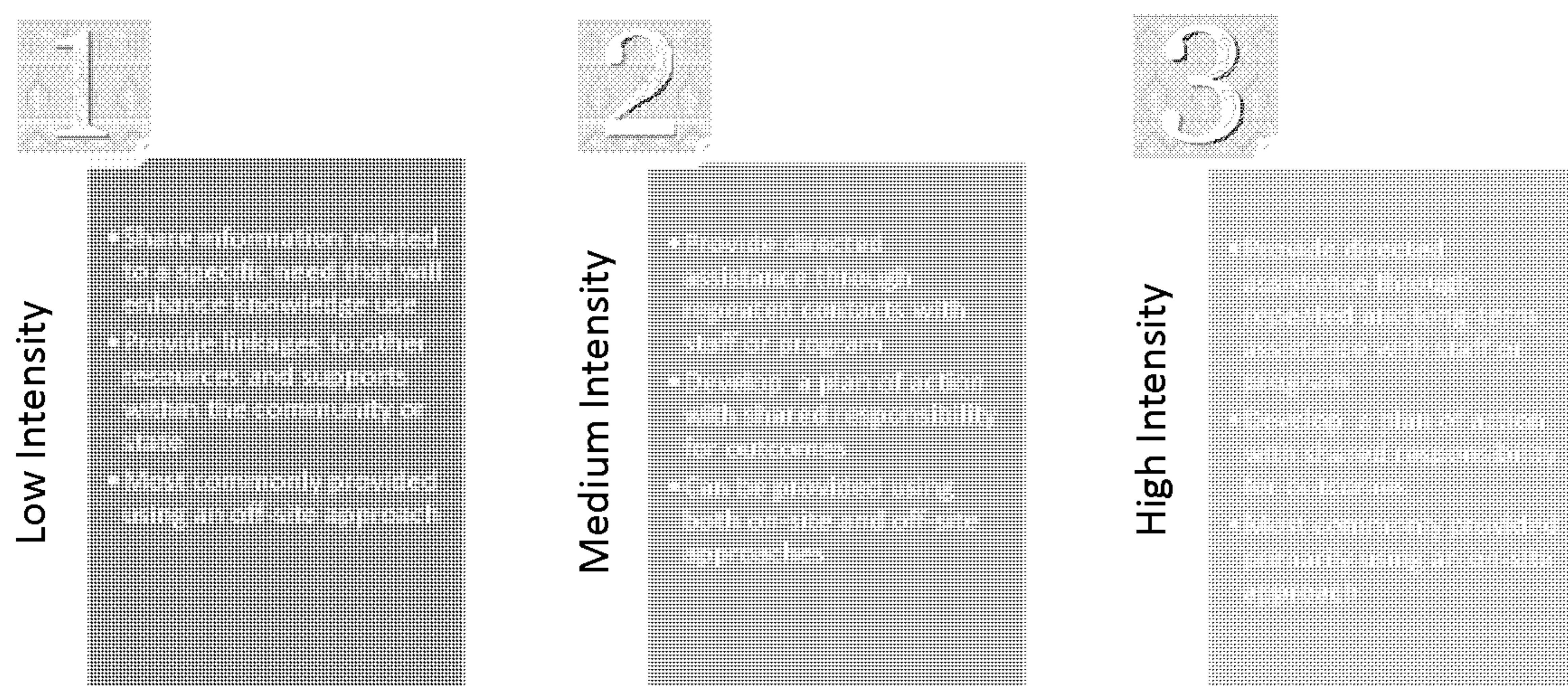
Professionalism/Effective TA Practices

1. Adheres to professional standards in area of discipline.
2. Recognizes own limits of knowledge and experience in providing services, not accepting assignments outside those limits.
3. Seeks growth in areas of limited knowledge.
4. Establishes and maintains professional boundaries, especially when serving in more than one role.
5. Sets and carries out own professional development goals.
6. Participates in professional activities to enhance own growth.
7. Reflects regularly on own practice, including personal and professional effectiveness.
8. Fulfills professional commitments in a timely and trustworthy manner.
9. Develops a professional network system of support and feedback.
10. Documents and articulates TA activities and outcomes.
11. Develops and embeds new knowledge and skills to build staff/program capacity.
12. Adapts content to context, based on early childhood setting.

Continuum of TA services: Matching Level to Need & Outcome

TA activities should be conducted, recorded, and reported consistently. In addition, it is important that the intensity of the TA provided be matched to the level of need and the outcomes that have been identified by the TA recipient. Therefore, the level and intensity of TA may vary from low (brief encounters) to high (intense on-site support over time), with the intent to provide support to staff in effectively implementing a practice or set of practices. When providing support, it is important to remember that TA should be aligned with education and/or training to support the transfer of knowledge and/or skills into the work environment. This means that further areas for education and training may be identified as part of the TA process.

Figure 3. Level and Intensity of TA



MEASURING AND EVALUATING THE IMPACT OF TECHNICAL ASSISTANCE AND SUPPORT

Just as it is important to evaluate the effectiveness of training, it is also critical to evaluate technical assistance. By developing a plan to measure the impact and effectiveness of the TA and support provided and implementing that plan, the TA provider will obtain valuable information to direct future efforts. The key components of this evaluation process are addressed below.

Critical Levels of Evaluation

In keeping with the levels of evaluation outlined in the Fundamentals of Effective Training (FET) curriculum for credentialed trainers, four levels of evaluation are important to consider when designing TA evaluation.

1. Obtaining the **TA recipient's reactions** to the TA and support involves allowing the TA recipient to evaluate TA immediately following receipt of assistance. Determining the information desired and developing a written comment sheet that can be submitted anonymously allows the TA recipient to provide honest reactions to the assistance received.
2. Evaluating the **TA recipient's learning** may mean conducting a before and after measurement of knowledge and/or skills identified as needing improvement.

3. Measuring the **TA recipient's change in behavior** involves determining if the desired skill has been implemented and maintained over time. A follow-up appraisal may be required at some agreed upon time in the future to determine if the TA recipient is continuing to utilize the new knowledge and/or skill.
4. Determining the **results** of the TA and support identifies the impact that the acquisition and implementation of new knowledge and/or skills has on both the quality of the early care, intervention and education environment and ultimately on children and/or families served. For instance, improvement in utilization of proper diapering techniques may result in decreased instances of gastrointestinal illnesses in a classroom.

TA Provider Self-Reflection

Self-reflection on the part of the TA provider is important for continuous quality improvement. Considering the relationship with the TA recipient and how this relationship impacted his/her receptiveness to support, the opportunities available to practice new skills, and future opportunities and approaches that may be helpful are all important aspects of reflection. Additionally, it is important to include in the evaluation plan some concept of how information obtained from evaluation methods will be utilized to improve the provision of TA and support.

Link to the TA Recipient's Goals and Outcomes

As discussed previously, the TA provider and recipient should establish specific client goals and outcomes for the TA provision. Therefore, mechanisms should be put into place collaboratively between the TA provider and recipient to formally measure the degree to which the assistance and support aided in meeting those identified goals and outcomes.

ARTICULATION

Articulation is the process by which students or trainees transfer credits for course work from one training session or academic institution to another. In the past, barriers to articulation in the field of early childhood education in Kentucky have hindered the development of a seamless system of professional development. The PD Framework includes a process which meshes the system for credentialing and training of early childhood professionals. It includes five levels of competency, each of which articulate into the next level. At lower levels of competency, the completion of a particular credential, program or certificate equivocates, or transfers, as college credit. Thus, students can transfer their training hours between secondary schools, community and technical colleges, training programs, and four-year institutions. The academic credits are transferable to an Interdisciplinary Early Childhood Education program and count toward IECE degree credit hours.

Individual higher education institutions will ensure that students hold the requisite levels of competency for each credential or certificate earned. Course titles or course numbers are not required to be identical across academic institutions or training entities.

ARTICULATION LEVELS

Level 1 (CCCC). Individuals must:

- ◆ Meet requirements for the Commonwealth Child Care Credential, which include 60 clock hours of training, including field-based assignments **OR**
- ◆ Complete an advanced program at a secondary school (i.e., high school or vocational school), Discover College (an alliance of high schools and community and technical colleges in Daviess County which offers training for college credit) or similar institution.

The EC Core Content competencies at Level 1 should be met with either option. An exit assessment is required for either option. The assessment is the responsibility of the institution that is providing the program. Each option earns 3 hours of college credit, and each transfers to Level 2.

Level 2 (CDA). Individuals must:

- ◆ Meet the requirements for the Child Development Associate Credential (CDA) as verified by the Council for Early Childhood Professional Recognition in Washington, D.C., including 120 clock hours of training.
- ◆ CDA recipients meet minimum EC Core Content competencies at Level 2. A candidate continuing in an Interdisciplinary Early Childhood Education degree program can expect to meet all EC Core Content competencies at Level 2. The credential transfers as a minimum of 6 semester hours of college credit to Level 3A.

Level 3A (Post-Secondary Certificate). Individuals must:

- ◆ Complete 18 to 21 semester hours in IECE content (which can include relevant secondary school or CDA credit) plus 12 to 15 semester hours in general education. A certificate of completion can be earned at a technical college, community college or 4-year college or university. Training must include practicum and field experience, and the recipient must demonstrate increasing levels of competency identified for IECE teacher performance standards at Level III, as well as the ability to integrate and apply content. This certificate transfers to Level 3B.

Level 3B (Associate's Degree). Individuals must:

- ◆ Complete an additional 12 to 15 semester hours in IECE content plus an additional 15 to 18 semester hours in general education, resulting in an associate degree. The degree can be earned at a technical college, community college or 4-year college or university. Training must include practicum and field experience, and the recipient must demonstrate increasing levels of competency identified for IECE teacher performance standards at Level III, as well as the ability to integrate and apply content. The EC Core Content at Level 3 can be met at the completion of the associate degree. All training transfers to Level 4 and can be articulated with 4-year-degree programs in IECE.

Level 4 (Baccalaureate Degree). Individuals must:

- ◆ Complete an additional 60 to 64 semester hours in IECE content and meet the other requirements of the degree-granting institution to receive a bachelor's degree. The course work must include field experiences, practicum and/or student teaching. Recipients must demonstrate the high level of competency identified for IECE performance standards and an increased ability to integrate and apply content, as well as to generate strategies for improving the performance of self and children. The EC Core Content competencies at Level 4 should be met at the completion of the bachelor's degree.

Level 5(Master's Degree).Individuals must:

- ◆ Meet requirements for a master's degree to obtain initial teaching certification or to complete advanced studies. Course work for the degree must include field experiences, practicum, student teaching and/or internship. Recipients must demonstrate the highest level of competency identified for IECE teacher performance standards and a high level of ability to synthesize, integrate and apply content. The EC Core Content competencies at Level 5 will be met at the completion of the master's degree.

Table 5. Articulation Levels and Requirements

Articulation Levels	Level 1	Level 2	Level 3A	Level3B	Level 4	Level 5
Requirements	Obtain Commonwealth Child Care Credential or complete advanced program at secondary school, Discover College or similar institution	Obtain CDA & meet minimum level of competencies for all IECE teacher performance standards for Level 2	Obtain CDA including 18 to 21 college credit hours in IECE content plus 12 to 15 college credit hours in general education	Obtain associate's degree including 12 to 15 college credit hours in IECE content, 15 to 18 hours in general education & field experience	Obtain bachelor's degree including additional 60 to 64 hours in IECE content & field experience	Obtain master's degree, including field experience
Minimum Credits	3 hours of college credit (either option) which transfer to Level 2	6 hours of college credit which transfer to Level 3	Credit hours transfer to Level 4	Credit hours transfer to Level 4 & will be articulated with 4-year bachelor's program in IECE		

SCHOLARSHIPS

KIDS NOW Early Childhood Development Scholarships are available for early care and education professionals. Recruitment of potential scholars, assistance with enrollment and award procedures, and dissemination of training and education information is facilitated by a Professional Development Counselor located in Kentucky Community and Technical Colleges sites across the state. A list of the PD Counselors is available at www.kentuckypartnership.org. The role of the Professional Development Counselor is to support the scholar in the successful completion of a planned program of study and to assist the scholar in the planning and implementation of a Professional Growth Plan specific to the individual's goals and needs. The Professional Development Counselor facilitates the application processes for the Related Expenses and Milestone Achievement Awards.

The Early Childhood Development Scholarships to obtain college credits are administered by the Kentucky Higher Education Assistance Authority (KHEAA). The Early Childhood Development

Scholarships to obtain the Commonwealth Child Care Credential and Child Development Associates Credentials outside a higher education institution are administered by the Division of Child Care.

All scholarships are awarded based on the availability of funds and on the adherence of the scholar to eligibility guidelines for the Early Childhood Development Scholarship and on the eligibility requirements of the specific training or education program in which the candidate is enrolled.

KIDS NOW EARLY CHILDHOOD DEVELOPMENT COLLEGE SCHOLARSHIPS & AWARDS

These KHEAA-administered scholarships are for early care and education professionals who will take college-credit courses to obtain the Child Development Associate's Credential, associate or bachelor's degrees in early childhood development, or the Director's Credential. The scholarships may be used at Kentucky colleges and universities approved by the Early Childhood Development Authority. After courses are successfully completed, the scholar may apply to be reimbursed for related expenses at the amount specified by the Early Childhood Development Authority.

In addition, eligible applicants for scholarships must be employed at least 20 hours per week in a participating early childhood facility *or* provide training at least 12 times a year in early childhood development *or* be employed as an preschool associate teacher (teacher assistant or paraprofessional) in a state-funded preschool program; *and*

- ◆ Be enrolled in a maximum of nine credit hours per academic term in an approved program; or
- ◆ Be enrolled in an approved CCCC or CDA program; and commit to further service (ranging from working an additional 6 months to an additional year) in the center supporting the training.

The scholar also may be eligible for a Milestone Achievement Award on receipt of the credential or degree; 90 percent of the award is paid by the state, and 10 percent by the employer.

DIVISION OF CHILD CARE NON-COLLEGE SCHOLARSHIPS, AWARDS, GRANTS

The Division of Child Care offers a non-college scholarships and awards, as well as grants to support improved quality in early care and education settings, each of which is described below.

Non-College Scholarship Program

The Commonwealth Child Care Credential /Child Development Associate Scholarship Program is administered by the Cabinet for Health and Family Services, Department of Community Based Services, Division of Child Care. The program provides financial assistance to the extent funds are available, in the form of scholarships for those seeking the Commonwealth Child Care Credential (CCCC) and the Child Development Associate (CDA) Credential. Scholars must complete all CCCC and CDA training within a 24-month period.

Training programs for the CCCC (60 clock hours) and CDA (120 clock hours) are available through training organizations approved by the Division of Child Care. Scholarships are available for this training. In addition, employers must commit to paying for book expenses up to \$50 for Term 1 (first 60 clock hours) and for Term 2 (second 60 clock hours).

Eligible applicants for scholarships must be employed at least 20 hours per week in a participating early childhood facility or employed as an associate teacher in the state-funded preschool program and commit to continue employment for six (6) months at the participating early childhood facility upon

obtaining the Child Development Associate (CDA); or one (1) year upon obtaining an Early Childhood Associate Degree or the Kentucky Early Childhood Development Director's Credential, paid for in part by a scholarship; or six (6) months at a participating early childhood facility and one (1) additional year at an early childhood facility located in Kentucky upon obtaining the early childhood credential or a baccalaureate degree, paid for in part by a scholarship.

Awards

Milestone Achievement and Related Educational Reimbursement Awards. Milestone Achievement Award is a monetary award paid to early care and education professionals participating in the KIDSNOW non-college and/or college scholarship program(s) upon completion of an Early Care and Education credential or degree. Ninety percent of the award is paid by the state, and 10 percent is paid by the employer. The Related Educational Reimbursement Expense is a monetary award paid to early care and education professionals participating in the KIDSNOW college scholarship program upon successful completion of a scholarship semester/term. Only scholars enrolled in a college or university (KHEAA) scholarship program are eligible to receive a Related Educational Expense Award. Non-college scholars are not eligible.

Grants

Child Development Associate's Credential (CDA) and Child Development Associate's

Credential (CDA-K) Mini Grant: Mini-grants for the assessment fee for the Child Development Associate's Credential are available regardless of whether the CDA is obtained through college credit or non-college-credit courses. The Division of Child Care administers these grants. Candidates can apply through their local PD Counselor.

Recipients awarded a CDA (Child Development Associate) or CDA-K (Child Development Associate KIDSNOW) Mini-Grant have the \$325.00 Direct Assessment Fee paid to the Council for Professional Recognition on their behalf. All CDA candidates must meet eligibility guidelines. The regular CDA Mini-Grant is available to individuals working in settings that include infant toddler and preschool classrooms, family child care homes, and those serving as home visitors. CDA-K Mini-Grants are available only to CDA-K recipients.

National Association for the Education of Young Children (NAEYC) Mini-Grant:

Child Care programs receiving a NAEYC Mini-Grant have the On-Site Validation fee paid to the National Association for the Education of Young Children (NAEYC) on the program's behalf. Candidates must meet eligibility guidelines. The On-Site fee is based on program level. The NAEYC Mini-Grant is available to Kentucky Licensed Type I Centers. An applicant must request the DCC-207 NAEYC Mini-Grant Application from their local PD Counselor.

National Association for Family Child Care (NAFCC) Mini-Grant: The NAFCC Mini-Grant pays up to \$495.00 for the 2-part Accreditation fee, (\$247.50 Application fee and \$247.50 Observation fee) to the National Association for Family Child Care (NAFCC) on behalf of eligible candidates. The NAFCC Mini-Grant is available to Kentucky Certified Family Child Care Homes and Licensed Type II Homes. An applicant must request the DCC-206 NAFCC Mini-Grant Application from their local PD Counselor.

KENTUCKY DEPARTMENT OF EDUCATION TRAINEESHIP SCHOLARSHIP

The Kentucky Department of Education provides special education scholarships that can be used for teachers pursuing the IECE certification in state-funded preschool programs. The Traineeship scholarships are available for lead teachers in the public school preschool program or preschool/Head Start blended programs who hold a bachelor's degree but not an IECE certification. The funds pay for up

to 90% of tuition for up to six college credit for four consecutive semesters. Additional information is available at: <http://traineeship.nku.edu>.

Table 6. Kentucky Credentials and Degrees Scholarship Supports

	CCCC (60 clock hours)*Contracted Instruction	CDA* (GED Prerequisite) Contracted Instruction	Funda- mentals of Effective Training (FET)*	CDA (GED Prerequisite) College Credit Program*	ASSOCIATE DEGREE OR TECHNICAL COLLEGE PROGRAM*	Bachelor's Degree*	Director's Credential* (2- or 4-year College)
Tuition Expense Who Pays	State funding of \$210 per person to approved contractor for 60 clock hour instructional program.	State funding of \$420 per person to approved contractor for 120 clock hour instructional program. \$325 mini grant per person for assessment fee paid by the State.	State funding for FET with registration fee by participant.	State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a KY college or university. (Maximum award amount of \$1,400 per award.)** \$325 mini grant per person for assessment fee paid by State.	State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a KY college or university. (Maximum award amount of \$1,400 per award year.**)	State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a KY college or university. (Maximum award amount of \$1,400 per award year.**)	State funding for 9 credit hours per term for amount of tuition charged per credit hour amount for an approved* early childhood program at a KY college or university. (Maximum award of \$1,400 per award year.**)
Text Book Expense/ Employer Commitment	Paid by employer, actual cost up to \$50 for CDA essential text (term 1).	Paid by employer, actual cost up to \$50 for CDA essential text (term 1) & actual cost up to \$50 for CDA packet (term 2).	Release time	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.
Related Educational Expenses Reimbursement	\$0	\$0	NA	\$50:state funds at satisfactory*** completion of each semester, up to 3 times/yr.	\$100:state funds at satisfactory*** completion of each semester, up to 3 times/yr.	\$100:state funds at satisfactory** completion of each semester, up to 3 times/yr.	\$100:state funds at satisfactory** * completion of each semester up to 3 times/yr.

	CCCC (60 clock hours)*Contr acted Instruction	CDA* (GED Prerequisite) Contracted Instruction	Funda- mentals of Effective Training (FET)*	CDA (GED Prerequisite) College Credit Program*	ASSOCIATE DEGREE OR TECHNICAL COLLEGE PROGRAM*	Bachelor's Degree*	Director's Credential* (2- or 4-year College)
Milestone Achievement Award	\$100:90% state funds - 10% employer	\$250:90% state funds - 10% employer	NA	\$250:90% state funds - 10% employer	\$300:90% state funds - 10% employer	\$500:90% state funds - 10% employer	\$300:90% state funds - 10% employer
Recipient Commitment (Upon Completion Of Each Level)	Additional 6 months in sponsoring center.	Additional 6 months in sponsoring center.	NA	Additional 6 months in sponsoring center.	Additional year in sponsoring center.	Additional 6 months in sponsoring center, + additional year in KY child care.	Additional year in sponsoring center.

*Available to individuals employed at least twenty hours weekly in a participating eligibility early childhood facility, employed to provide training 12 times a year, employed at least 20 hours per week providing direct instruction as a preschool associate teacher (704 KAR 3:420) in a state-funded preschool (KRS 157.3175) & ineligible to receive professional development funds through state or federal funds (11 KAR 16:001– 16:060). **Award year is July 1 to June 30 of any year. ***Satisfactory completion means a grade of “C” or better in each course taken during a term of enrollment.

EARLY CHILDHOOD TRAINING REGISTRY SYSTEMS

There are two major training registries systems used by early care, intervention and education professions in Kentucky: The Early Care and Education Training Records Information System(ECE-TRIS) and TrainingFinder Real-time Affiliate Integrated Network (TRAIN).

EARLY CARE AND EDUCATION TRAINING RECORDS INFORMATION SYSTEM(ECE-TRIS)

ECE-TRIS was developed to provide a centralized database to track and store individual training records for early care and education professionals in Kentucky. ECE-TRIS is maintained through Eastern Kentucky University (EKU) and use of the system is free to child care providers.

ECE-TRIS supports early care and education providers in meeting the regulatory requirement for Training Maintenance of Records(922 KAR 2:240 Section 16) by providing an easily accessible, centralized location for training records. ECE-TRIS information is made available to the Cabinet for Health and Family Services upon request. Training Information forms, Training Cover Pages, Registration forms and contact information can be found on the ECE-TRIS website <http://tris.eku.edu/ece>.

Creating and Accessing Records

Early Care and Education professionals can access, view and/or print their training records at any time. ECE-TRIS documents training for Licensed, Certified or Registered early care and education providers as well as programs participating in the STARS for KIDS NOW program. ECE-TRIS records also will assist individuals with professional development planning.

Information on individual Early Care and Education Professionals (training attendees) is collected via a Participant Form that is distributed at training sessions by credentialed trainers. Training data are entered by staff at established training agencies and/or by ECE-TRIS staff.

The ECE-TRIS program is designed to support program directors as they work with staff to develop professional development plans and verify that staff has met training requirements such as those for Licensing, Certification, and STARS for KIDS NOW, as well as the Commonwealth Child Care Credential or Trainer Credential renewals.

TRAININGFINDER REAL-TIME AFFILIATE INTEGRATED NETWORK (TRAIN)

Train, a project of the Public Health Foundation with funding from The Robert Wood Johnson Foundation, participating states and the Centers for Disease Control and Prevention, is an on-line training management system for registration and record keeping of the training session offered through First Steps to early intervention providers across the state. The Kentucky site is managed through the Department of Public Health. TRAIN is designed to serve the majority of the U.S. public health workforce. TRAIN can be accessed at www.train.org.

Creating and Accessing Records

Early Intervention providers can register as a TRAIN user and then use TRAIN to search for on-site or distance learning courses, create a personal learning record of competency-based training, and register online for training sessions and courses.

WEB SITE RESOURCES

Child Care Resource and Referral Services - <http://www.kentuckypartnership.org/ccrr/>

Division of Child Care – <http://chfs.ky.gov/dcbs/dcc/>

Early Care & Education Training Registry & Information System (ECE-TRIS) <https://tris.eku.edu/ece/>

First Steps Technical Assistance Teams - <http://chfs.ky.gov/dph/firstSteps/helpfulstaff.htm>

Healthy Start in Child Care - <http://chfs.ky.gov/dph/ach/ecd/healthystart.htm>

Kentucky Department of Education - <http://www.kde.state.ky.us>.

Kentucky Partnership for Early Childhood Services - <http://www.kentuckypartnership.org>

Early Childhood Regional Training Centers -
<http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Preschool+Regional+Training+Centers.htm>.

Training into Practice Project - <http://www.ihdi.uky.edu/tipp/Default.aspx>

TrainingFinder Real-time Affiliate Integrated Network (TRAIN) – www.train.org

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RESOURCES FOR FRAMEWORK COMPONENTS

CORE CONTENT

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APPENDIX A – EC CORE CONTENT

Kentucky's Early Childhood Core Content

The Kentucky Early Childhood Core Content (Revised 2004) provides general direction for what early childhood educators need to know and be able to do in order to work effectively with young children and includes expectations for assessment and evaluation across five levels, from entry into the field to professionals with advanced degrees. At the entry level, professionals are expected to participate in and support the collection of assessment data. As professionals gain more experience and training, they are expected to implement assessment processes within the classroom or program and use the data collected to make appropriate instructional and programmatic decisions. At the advanced level, professionals are expected to choose appropriate assessment tools based on program goals, supervise and mentor staff in using assessment information, and use data gathered throughout all phases of the assessment system in program design, evaluation and reporting. Specific core competencies are presented below. Specific information about the Early Childhood Professional Core Content is available on the KIDS NOW website at <http://www.kidsnow.ky.gov>

Early Childhood Core Content

Core content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. Core content is the foundation for determining training content, course content, and competency standards for professional performance.

The Core Content plan is drawn from existing professional resources that put forth standards, such as the Kentucky Interdisciplinary Early Childhood Education program, the Child Development Associate functional area competency standards, and the national accreditation standards of the National Association for the Education of Young Children, the National Association for Family Child Care, and the Head Start Program Performance Standards. Competencies are individually referenced from the early childhood literature or are cited from similar documents from other states. A complete reference list and a list of other resources consulted are included following the Core Content.

The Core Content plan is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time.

The Core Content Work Group created a plan that:

- Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.
- Includes a mechanism for linking various early childhood education and training programs.
- Provides for continuous progress and professional development.

The Core Content plan covers seven essential competency subject areas of early childhood education. Each area is organized into five levels of increasing mastery.

Those individuals who are planning early childhood education and training programs may wish to use the Core Content plan to correlate program content with the expected skill levels and desired competency outcomes of the participants.

The Core Content plan, initially approved in 2002, has been reviewed by various practitioners and faculty and revised during Spring 2004. It will be reviewed and revised every five years hereafter.

Professionals in the field of early care and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next; thus the competencies build on one another. While skills generally progress from implementing recommended practices to planning programs and procedures to evaluating practices and resources, not all skills and knowledge in the field of early childhood are completely linear and not all begin at the entry level. Therefore, some skills that may seem similar (e.g., planning) may be initiated at differing levels, depending on the content.

These Levels of competencies are not awards or a certificate, but may overlap existing certificates or awards. Each level assumes greater knowledge and skill than the previous level; however, an individual level should not be seen as limited to a particular job or position of employment.

Level I - represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across all seven content areas for professionals with a Child Development Associate Credential.

Level III- represents knowledge and skills across all content areas for professionals from CDA to AA degrees.

Level IV - represents knowledge and skills across all content areas for professionals with a BA degree.

Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Levels

- 1) **Level 1.** Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and legibly write a logical, organized lesson plan. They must also:
 - be able to verbalize their awareness of physical and biological processes in the natural environment;
 - display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
 - demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;

- demonstrate fundamental, coordinated small and large muscle skills in physical movements and games;
 - demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.
- 2) **Level 2.** At this level, practitioners may become lead teachers or administrators. They must:
- demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
 - show evidence of basic computer literacy and internet search skills;
 - possess literacy, speaking, interpersonal, and leadership skills sufficient for effectively conducting parent meetings, relating to a board of directors, writing descriptive newsletters, and constructing detailed curriculum plans that include individual children’s developmental goals; and,
 - master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky’s rapidly increasing Hispanic populations.
- 3) **Levels 3, 4 and 5.** At these levels practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

In reality, the best early childhood educators are lifelong learners. Because of their long association with curious and uninhibited children, they may naturally take advantage of new opportunities for investigation.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific core content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

- 1) **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child’s developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children’s rates and styles of development.
- 2) **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they

must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

- 3) **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.
- 4) **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child’s emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.
- 5) **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child’s growth and development. Educators must be able to observe, assess, interpret, and document children’s skills and behavior and systematically report on them to appropriate staff and family members.
- 6) **Family and community partnerships** – Understanding the roles that family members and others play in children’s lives is vital for early childhood educators. They must be able to integrate the following concepts:
 - Children develop within the context of their families, which may take many forms. Families are the primary influence on children’s development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
 - A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
 - Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.
- 7) **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

Early Childhood Core Competencies: Child Growth and Development

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Knowledge of Theory and Development</i>	<ul style="list-style-type: none"> ▪ Discuss at least three general principles of development that provide the basis for planning age appropriate programs for young children.¹ 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of basic differences in assumptions underlying major theories and basic practice compatible with the theories of development relative to children birth to six. Such theories include (but need not be limited to) those of <i>Piaget</i>, <i>Erikson</i>, <i>Vygotsky</i>, <i>Maslow</i>, <i>Bandura</i>, and <i>Skinner</i>.¹ 	<ul style="list-style-type: none"> ▪ State examples of how child development principles and theories influence aspects of program planning and implementation, such as guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space. Developmental theories include (but are not to be limited to) those of <i>Piaget</i>, <i>Erikson</i>, <i>Vygotsky</i>, <i>Maslow</i>, <i>Bandura</i>, and <i>Skinner</i>.¹ 	<ul style="list-style-type: none"> ▪ State the theoretical rationales for program planning, across all areas of development, that incorporate knowledge of both age-level characteristics and of developmental characteristics of individual children.² 	<ul style="list-style-type: none"> ▪ Provide guidance to ensure that practitioners understand developmental principles and incorporate the theories of <i>Piaget</i>, <i>Erikson</i>, <i>Vygotsky</i>, <i>Maslow</i>, <i>Bandura</i>, and <i>Skinner</i> (among other theorists) as they plan, implement, understand, and evaluate guidance goals and practice, curriculum experiences, inclusion of families, and design of the physical space.²

	<ul style="list-style-type: none"> ▪ Describe basic behavioral characteristics of children of various ages and stages, including the social/emotional, physical/motor, adaptive, communicative, and cognitive areas of development.¹ ▪ Describe comprehensive behavioral characteristics of the various ages and stages, including the social/emotional, physical/motor, adaptive, communicative and cognitive areas of development.¹ ▪ Describe behavioral, age-related examples of interrelationships between areas of development.¹ ▪ Evaluate guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space for evidence of the inclusion of developmental theories and principles.² ▪ Provide guidance to ensure that practitioners are able to incorporate knowledge of developmental characteristics into their interactions with children and to ensure that both age-level characteristics and the unique characteristics of individual children are respected and appreciated.²
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Early Childhood Core Competencies: Child Growth and Development (continued)

	Level I : Pre-CDA/ Commonwealth Child Care Credential	Level II: CDA All items in Level 1, plus	Level III: Associates All items in Levels 1 and 2, plus	Level IV: Bachelors All items in Levels 1, 2 and 3, plus	Level V: Masters All items in Levels 1, 2, 3 and 4, plus
<i>Application of Theory and Development</i>	<ul style="list-style-type: none"> ▪ Demonstrate knowledge that young children are diverse with regard to different: <ul style="list-style-type: none"> – rates of development, – individual interests, – special needs, – temperaments, – languages, – cultures, – and learning styles.^{1,3} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge that children are diverse through incorporating this knowledge into interactions with children in home and center-based programs.¹ 	<ul style="list-style-type: none"> ▪ Plan and implement curriculum activities that reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles in home and center-based programs.¹ 	<ul style="list-style-type: none"> ▪ Plan, implement, and evaluate comprehensive programming that incorporates all areas of development as well as knowledge of both age-level characteristics and developmental characteristics of individual children.² 	<ul style="list-style-type: none"> ▪ Evaluate the activities that early childhood practitioners plan and implement in home and center-based programs to ensure that activities reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles.²
	<ul style="list-style-type: none"> ▪ Demonstrate awareness of indicators for early intervention based on knowledge of child development.⁴ 	<ul style="list-style-type: none"> ▪ Implement, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention.^{3,4} 	<ul style="list-style-type: none"> ▪ Plan, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention.^{3,4} 	<ul style="list-style-type: none"> ▪ Apply theoretical and research knowledge to practice in early childhood settings.⁵ ▪ Critically examine alternative perspectives regarding crucial and foundational issues in the field.⁵ 	

Early Childhood Core Competencies: Health, Safety and Nutrition

LEVEL I: Pre-CDA/ Commonwealth Child Care Credentialed	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ When abuse or neglect is suspected, follow program procedures for reporting. 	<ul style="list-style-type: none"> ▪ Identify, document, and report suspected abuse and neglect to appropriate persons.^{6,3} 			
<ul style="list-style-type: none"> ▪ Monitor safe use of indoor and outdoor equipment by children.^{3,6} ▪ Verbalize and demonstrate procedures for supervising children's activities to prevent illness and injury.^{3,6} 	<ul style="list-style-type: none"> ▪ Describe and check for safe environments and potential health hazards.⁶ 	<ul style="list-style-type: none"> ▪ Use adaptive equipment appropriately with supervision.⁷ 	<ul style="list-style-type: none"> ▪ Communicate appropriate use of adaptive equipment to staff and families.⁷ 	
<ul style="list-style-type: none"> ▪ Follow regulations regarding health, safety and sanitation across multiple settings.⁶ 	<ul style="list-style-type: none"> ▪ Describe and participate in techniques and strategies that promote the physical and emotional health of adults and children.⁸ ▪ Recognize indicators of potential mental and physical health problems and report indicators to supervisor.⁶ 	<ul style="list-style-type: none"> ▪ Apply health promotion concepts in children and staff through health, safety, and nutrition practices.⁶ 	<ul style="list-style-type: none"> ▪ Design and implement health, safety, and nutrition education for families, children, and staff.⁶ ▪ Implement appropriate health assessments and recommend referral and ongoing follow-up to appropriate community health and social services.⁹ ▪ Develop, or update as needed, health, safety, nutrition, and sanitation policies and procedures.⁶ 	<ul style="list-style-type: none"> ▪ Collaborate with advisory groups or other community groups to identify health, safety, nutrition, and sanitation issues that impact children.⁶

Early Childhood Core Competencies: Health, Safety and Nutrition (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Practice procedures for emergencies including first aid and CPR.^{3,6} ▪ Practice procedures for the following situations: fire, tornado, earthquake and man-made disaster.¹⁰ 	<ul style="list-style-type: none"> ▪ Implement professionally recommended adaptations for children with special needs pertaining to emergency procedures, including first aid and CPR.³ 	<ul style="list-style-type: none"> ▪ Participate in planning for special health needs.⁷ ▪ Develop a written plan for responding to emergencies for children who have been identified as having special health needs and be able to react appropriately.^{6,7} 	<ul style="list-style-type: none"> ▪ Collaborate with specialists and families to develop and implement plans (i.e., IFSPs, IEPs, Family Partnership Agreements, special health plans) for children with developmental, emotional, and/or physical health care concerns or needs.^{6,11,12} 	
<ul style="list-style-type: none"> ▪ Demonstrate proper techniques for preventing communicable diseases, including hand washing, diapering, cleaning, and sanitizing.^{3,6} ▪ Follow a morning health check and identify potential health concerns.⁶ 		<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for morning health checks and for identification of health concerns.⁴ 		
<ul style="list-style-type: none"> ▪ Follow regulations for appropriate response to and documentation of children's injuries.^{3,6} 		<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for documentation of children's injuries. 		

Early Childhood Core Competencies: Health, Safety and Nutrition (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credentialed	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Follow regulations/written policies for administration of medications.^{3,6} 	<ul style="list-style-type: none"> ▪ Develop procedures for storing, administering, and documenting usage of medications.⁶ 	<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for a comprehensive oral health care program. 		
<ul style="list-style-type: none"> ▪ Practice principles for SIDS prevention.⁶ 				
<ul style="list-style-type: none"> ▪ Know food guide pyramid guidelines.^{3,6} ▪ Follow regulations for food storage, preparation, serving, and clean-up.³ 	<ul style="list-style-type: none"> ▪ Identify basic nutrition concepts and follow recommendations for mealtime.¹³ ▪ Implement, with supervision, appropriate feeding procedures and adaptations for cultural preferences.⁴ 	<ul style="list-style-type: none"> ▪ Create menu plans for children, including children with special dietary concerns, that are age-appropriate and meet federal guidelines.⁶ ▪ Identify nutritional issues appropriate to the age and special needs of children, including feeding procedures, food choices and amounts, and cultural preferences.⁷ 		
			<ul style="list-style-type: none"> ▪ Incorporate appropriate practices into program in response to current health trends. 	<ul style="list-style-type: none"> ▪ Analyze, evaluate, and apply current theory and research to health, safety, nutrition, and sanitation policies and procedures.^{4,6}

Early Childhood Core Competencies: Professional Development/Professionalism

LEVEL I: Pre-CDA/ Commonwealth Child Care Credentialed	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Maintain confidentiality.^{3,14,15,16} ▪ View self as a learner.^{14,17} ▪ Participate in professional development (i.e., credentials, degrees) as required for each level to improve performance and to expand personal knowledge of child development, interdisciplinary practices, and family-centered services.^{2,3,15,18} ▪ Develop and implement a written professional development plan.^{2,15,19} 	<ul style="list-style-type: none"> ▪ Practice self-evaluation to determine professional growth and performance, using <i>KY's Early Childhood Core Content</i> and other appropriate materials to assist in identifying areas of need.^{2,15,20,21} ▪ Develop, maintain, and continuously use a resource file or portfolio as documentation of growth and performance.^{2,3,19} 	<ul style="list-style-type: none"> ▪ Seek out professional relationships to enhance professional growth (e.g., securing a mentor).¹⁸ 	<ul style="list-style-type: none"> ▪ Seek out knowledge to improve practice.² <ul style="list-style-type: none"> ▪ Accept advice and constructive criticism to improve practice.¹⁸ ▪ Mentor colleagues and assistants.⁴ ▪ Support staff development through active listening; observation and constructive feedback; conferences; and the development of professional growth plans which reflect the results of self-assessment and performance reviews.^{2,22,23} ▪ Assist staff and assistants in selecting appropriate professional development formats and opportunities (e.g., observation, reading, training sessions, etc.) that are related to their individual growth plans. 	<ul style="list-style-type: none"> ▪ Evaluate personal performance and set goals to advance knowledge of the field.¹³ ▪ Explore models of professional development and opportunities to promote others' professional growth.¹⁸ ▪ Design staff development opportunities for colleagues¹⁸. ▪ Employ adult learning principles in supervising and training other adults.^{2,20}

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Join organizations for professional development.¹⁸ 	<ul style="list-style-type: none"> ▪ Actively participate in organizations for professional development.^{18,23} 	<ul style="list-style-type: none"> ▪ Disseminate knowledge at local, state, regional, and national conferences.¹⁸ 	<ul style="list-style-type: none"> ▪ Take leadership roles in professional organizations.⁵ ▪ Show evidence of effective professional leadership by: <ul style="list-style-type: none"> ○ Communicating the importance of the early years and the role of quality early childhood educators in children’s development with families, colleagues, and the community. ○ Supervising, coaching, mentoring, and training staff and volunteers. ○ Presenting at local, state, and national conferences. ○ Identifying and supporting the professional development of staff and volunteers.^{2,5,19,20}
<ul style="list-style-type: none"> ▪ Follow code of ethics.^{9,24,25} 	<ul style="list-style-type: none"> ▪ Identify and report potentially unethical practices to supervisor.¹⁶ 	<ul style="list-style-type: none"> ▪ Articulate and use a professional code of ethics for making professional decisions.¹⁶ 	<ul style="list-style-type: none"> ▪ Articulate professional values and implement ongoing professional self-reflection to improve practice.¹⁸ 	
<ul style="list-style-type: none"> ▪ Recognize symptoms of “burnout” and seek assistance when appropriate.¹⁶ 	<ul style="list-style-type: none"> ▪ Implement strategies for preventing “burnout”.¹⁶ 	<ul style="list-style-type: none"> ▪ Recognize causes of “burnout” and develop strategies to prevent.¹⁶ 	<ul style="list-style-type: none"> ▪ Assess effectiveness of “burnout” strategies for self and colleagues and make appropriate changes based on data. 	

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credentialed	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, and assessment.^{15,24,25} 	<ul style="list-style-type: none"> ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, and assessment.^{15,17,23,24} 	<ul style="list-style-type: none"> ▪ Express compliance with regulations and laws for children, families, and individuals with special needs (e.g., IDEA, ADA) through adaptations to environment and curriculum and through staff training.^{15,20} 	<ul style="list-style-type: none"> ▪ Integrate knowledge of historical, philosophical, psychological, and social foundations of education, including early childhood education, into planning and decision-making.¹⁸ 	
<ul style="list-style-type: none"> ▪ Demonstrate awareness of other disciplines (e.g., physical therapy, occupational therapy, speech, nursing, special education) for collaboration.^{14,24,25} 	<ul style="list-style-type: none"> ▪ Demonstrate working knowledge of other disciplines in order to facilitate collaboration with colleagues, community members, families, and administrators^{24,26} and enhance transitions for children and families. 	<ul style="list-style-type: none"> ▪ Support community initiatives and advocate for early childhood legislation at the local, state and national levels for improving quality in early childhood and early childhood special education fields.^{22,27} 		
<ul style="list-style-type: none"> ▪ Demonstrate job satisfaction and genuine interest in young children and their families.^{3,16} 	<ul style="list-style-type: none"> ▪ Demonstrate commitment to child advocacy.^{15,20,24} 			
<ul style="list-style-type: none"> ▪ Demonstrate dependable, responsible behavior including teamwork.^{19,24} 	<ul style="list-style-type: none"> ▪ Facilitate group problem solving of ethical dilemmas.¹⁶ 			

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credentialed	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Describe the relationship between theory and practice.^{16,17} ▪ Identify current trends in early childhood education.¹⁶ 	<ul style="list-style-type: none"> ▪ Engage in critical analysis, assessment, and reflection of teaching practices and the behavior of children on a regular basis to improve competence, both for personal and professional growth and for the benefit of children and families.^{2,16} ▪ Make program decisions based on professional standards and position statements of professional organizations.¹⁶ ▪ Evaluate current trends in early childhood education and revise practice as appropriate.¹⁶ 	<ul style="list-style-type: none"> ▪ Critically review and apply child development theories, position statements, research and recommended practices in the program.² 	
	<ul style="list-style-type: none"> ▪ Gain knowledge of professional and community resources.² 			
				<ul style="list-style-type: none"> ▪ Engage in action research by systematically studying own teaching or children.⁴

Early Childhood Core Competencies: Learning Environments and Curriculum

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Space and Furnishings</i>	<ul style="list-style-type: none"> ▪ Assist in arranging furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).^{3,28} 	<ul style="list-style-type: none"> ▪ Arrange furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).²⁸ 	<ul style="list-style-type: none"> ▪ Organize space into identifiable areas that encourage active involvement, self-initiative, responsibility, and a growing sense of autonomy (e.g., variety of centers, adequate and varied materials, appropriate storage, labels).²⁴ 	<ul style="list-style-type: none"> ▪ Articulate how the arrangement of the environment reflects the philosophy of the program.²⁹ 	
	<ul style="list-style-type: none"> ▪ Arrange environment to promote physical development, in both indoor and outdoor environments.^{3,13} ▪ Arrange space to encourage appropriate communication. 	<ul style="list-style-type: none"> ▪ Arrange environment to facilitate positive interactions between children and adults. 			
	<ul style="list-style-type: none"> ▪ Organize environment to include large group areas, small group areas, quiet areas, and interest areas, with areas for quiet and active play separated.^{13,28} ▪ Implement and use outdoor environments and natural settings as an integral part of a child's active and quiet learning.^{3,24} 	<ul style="list-style-type: none"> ▪ Organize and use the outdoor environment and natural settings as an integral part of a child's active and quiet learning.²⁴ 			

	<ul style="list-style-type: none"> Model strategies, techniques, and methods which foster and ensure a physically and psychologically safe environment that promotes children's development and learning.⁹ Provide well-arranged indoor and outdoor space which meets developmental needs of all children, including adaptive and assistive technology.⁹
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Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<p><i>Space and Furnishings</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> Maintain materials and equipment in arranged environments to allow and encourage appropriate independence, promote physical development, and encourage appropriate curriculum. 	<ul style="list-style-type: none"> Maintain and/or obtain equipment.^{14,15,19} Rotate materials and equipment to encourage planned and spontaneous activities.^{28,30} 	<ul style="list-style-type: none"> Organize environment to include a variety of materials and equipment.¹³ 	<ul style="list-style-type: none"> Plan for and use materials that recognize and value diversity as a strength in children and families.^{2,28} 	<ul style="list-style-type: none"> Evaluate the program planning and implementation process of early childhood practitioners in various settings to ensure that practitioners demonstrate knowledge that children learn through interactive play with materials, and adults in their immediate environments.³¹

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Personal Care and Routines</i>	<ul style="list-style-type: none"> ▪ Follow established routines for adults and children in regard to diapering, toileting, eating, dressing, tooth brushing, sleeping, and general hygiene.^{16,25,32} 	<ul style="list-style-type: none"> ▪ Identify and implement developmentally appropriate nutrition, feeding, and self-help strategies for children on an individual basis.^{3,14} 			<ul style="list-style-type: none"> ▪ Ensure that staff incorporate routine tasks (e.g., diapering, toileting, eating, dressing, and sleeping) into the program in a relaxed, reassuring, and individualized manner based on developmental needs.⁵
	<ul style="list-style-type: none"> ▪ Assist in implementation of plans to make toileting, feeding, and the development of other independent skills a positive experience for children. 	<ul style="list-style-type: none"> ▪ Implement plans to make toileting, feeding, and the development of other independent skills a positive experience for children. 	<ul style="list-style-type: none"> ▪ Plan with families to make toileting, feeding, and the development of other independent skills a positive experience for children.²³ 		<ul style="list-style-type: none"> ▪ Ensure cooperative planning with parents to make toileting, feeding, and the development of other independent skills a positive experience for children.⁵
	<ul style="list-style-type: none"> ▪ Assist in appropriate use of physical positioning and management techniques to support children with physical and health disabilities. 			<ul style="list-style-type: none"> ▪ Use appropriate physical positioning and management techniques to support children with physical and health disabilities.²⁰ 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus IV, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Language and Literacy</i>	<ul style="list-style-type: none"> ▪ Respond positively to children's attempts to communicate.^{3,14,16} ▪ Use and respond to verbal and nonverbal communication techniques.^{20,32,33} 	<ul style="list-style-type: none"> ▪ Promote activities that provide time for children to respond through open-ended questions.²³ 	<ul style="list-style-type: none"> ▪ Plan activities and experiences that encourage the development of communication skills, both auditory and verbal, appropriate for young children.²³ 	<ul style="list-style-type: none"> ▪ During communication activities, ensure a balance of listening and talking appropriate for age and abilities of children.^{2,28} ▪ Develop strategies and methods to assist children in the use of alternative and augmentative communication systems.²⁰ 	
	<ul style="list-style-type: none"> • Encourage children to engage in meaningful conversation.^{3,14,32} ▪ Implement daily intentional experiences with speaking and listening and immersion in an environment where oral and written language is used in meaningful ways by children and adults.^{32,33,34} 	<ul style="list-style-type: none"> • Conduct developmentally appropriate conversations.^{14,33} 		<ul style="list-style-type: none"> ▪ Design activities to encourage children to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups; in what way two pictures are the same or different).²⁸ 	
	<ul style="list-style-type: none"> ▪ Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.^{3,25} 				

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Language and Literacy (continued)</i>	<ul style="list-style-type: none"> ▪ Engage in early literacy experiences with children, such as daily adult-child book reading, songs, and rhymes.^{32,34} ▪ Select age-appropriate print materials and activities to support early literacy skills.³² ▪ Conduct developmentally appropriate activities that support a print-rich environment, in which children learn about books, literature, and writing.^{3,14,32,33} 	<ul style="list-style-type: none"> ▪ Plan early literacy experiences for children across all domains of the curriculum.⁴ 	<ul style="list-style-type: none"> ▪ Facilitate activities to link children’s spoken communication with written language (e.g., write down what children dictate and read it back to them; help them write a note to parents).^{28,30,33} ▪ Facilitate and evaluate the effectiveness of children’s early literacy experiences (e.g., adult-child book reading, intentional experiences with speaking and listening, immersion in an environment where oral and written language is used in meaningful ways by children and adults).³⁴ 	<ul style="list-style-type: none"> ▪ Evaluate activities that practitioners plan and implement to ensure that they demonstrate daily adult-child book reading, experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.² 	
	<ul style="list-style-type: none"> ▪ Provide activities and materials appropriate to children’s age for phonemic/phonological awareness (e.g., rhyming words, matching sounds, syllable discrimination) and alphabet recognition.^{32,33} 				

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus IV, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Language and Literacy (continued)</i>		<ul style="list-style-type: none"> ▪ Assist colleagues, parents, and volunteers to promote children’s early literacy experiences. 	<ul style="list-style-type: none"> ▪ Explain to colleagues and families how children’s early literacy experiences begin with daily adult-child book reading, intentional experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.³⁴ 	<ul style="list-style-type: none"> ▪ Collaborate with others in promoting language and literacy. <ul style="list-style-type: none"> ▪ Work with administrators to understand the goals, objectives and outcomes of emergent literacy. 	<ul style="list-style-type: none"> ▪ Articulate, analyze, evaluate, and apply current theory and research on emerging trends in language acquisition, development, and emergent literacy.¹⁶

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Activities and Materials</i>	<ul style="list-style-type: none"> ▪ Support children in making choices individually and cooperatively.²⁴ 	<ul style="list-style-type: none"> ▪ Provide opportunities for children to make choices individually and cooperatively.^{3,24} ▪ Facilitate activities and routines for children to express growing independence and self-reliance, (e.g., the ability to make choices and initiate own activities).^{3,35} 			
<i>Activities and Materials (continued)</i>	<ul style="list-style-type: none"> ▪ Support children in opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).³¹ 	<ul style="list-style-type: none"> ▪ Provide children with opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).^{3,31} 	<ul style="list-style-type: none"> ▪ Implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ 	<ul style="list-style-type: none"> ▪ Plan and develop meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ 	<ul style="list-style-type: none"> ▪ Develop and model meaningful integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ ▪ Evaluate the use of meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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					areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement to meet the needs of all children. ⁵
	<ul style="list-style-type: none"> ▪ Follow program rules, routines, and activities, following children's lead.²⁴ 		<ul style="list-style-type: none"> ▪ Plan and implement program rules, routines, and activities, using children's input.²⁴ 		
<i>Activities and Materials (continued)</i>	<ul style="list-style-type: none"> ▪ Assist in planning and implementing developmentally appropriate individual, small and large group activities, which include teacher-designed and child-initiated experiences, based on the needs and interests of all young children.^{9,20,24} 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally and functionally appropriate individual, small and large group activities.^{9,20,24} <ul style="list-style-type: none"> ▪ Implement both adult-directed and child-initiated activities, based on the needs and interests of all young children.³⁵ 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally appropriate curricula and instructional practices based on assessment knowledge of individual children, the community, and curricula goals and content.^{5,9,20} 	<ul style="list-style-type: none"> ▪ Apply and provide rationale for daily practice, based on how it relates to theories of child development.^{4,36} 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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	<ul style="list-style-type: none"> ▪ Use non-biased activities and materials.^{3,14} 	<ul style="list-style-type: none"> ▪ Implement and adapt activities that reflect developmental and individual needs of children identified through ongoing assessment, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Agreement goals.^{2,12,15} 	<ul style="list-style-type: none"> ▪ Routinely incorporate activities and materials that represent and respect gender, age, roles, culture, and ethnicity.³⁰ ▪ Adapt the curricula to meet individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, Family Partnership Agreement goals.^{2,15} 	<ul style="list-style-type: none"> ▪ Provide activities and materials that address individual learning styles, varied developmental needs, and cultural diversity.²⁴ 	<ul style="list-style-type: none"> ▪ Ensure that staff is individualizing curricula by adapting to individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Plan outcomes.^{2,15}
<i>Activities and Materials (continued)</i>	<ul style="list-style-type: none"> ▪ Provide a variety of age appropriate materials and activities that encourage problem solving.^{3,14,33} 	<ul style="list-style-type: none"> ▪ Ensure that a variety of materials are available across a variety of interest centers (e.g., small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors and indoors).^{28,30} 	<ul style="list-style-type: none"> ▪ Incorporate experiences for children to construct their own knowledge in culturally familiar ways, through various strategies which include problem solving and inquiry experiences.²⁴ 	<ul style="list-style-type: none"> ▪ Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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					solve problems, and make decisions. ⁵
				<ul style="list-style-type: none"> ▪ Create a caring community of learners, supporting children’s individual development and learning, constructing appropriate curriculum, assessing children’s learning and development for the purpose of planning, and establishing reciprocal relationships with families.¹³ 	
<i>Activities and Materials (Motor)</i>	<ul style="list-style-type: none"> ▪ Support a variety of activities which promote large and small muscle development.^{1,4,25,31,32,33} 	<ul style="list-style-type: none"> ▪ Assist in planning and offer a variety of activities which promote large and small muscle development.^{3,14,25,31,32} 	<ul style="list-style-type: none"> ▪ Plan and implement many and varied activities for gross and fine motor play, both indoors and outdoors, as defined in daily lesson plans and curriculum.²⁸ 	<ul style="list-style-type: none"> ▪ Develop and implement on a daily basis developmentally and individually appropriate activities that enhance fine motor skills.^{28,30} ▪ Develop and implement on a daily basis developmentally and 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate activities to enhance fine motor skills.^{28,30}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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	<ul style="list-style-type: none"> ▪ Support children's use of a variety of age appropriate block play opportunities.¹⁴ ▪ Support children's use of appropriate art materials and experiences.^{1,4,32,33} ▪ Support children's use of developmentally appropriate music experiences.^{1,4,32,33} 	<ul style="list-style-type: none"> ▪ Assist in planning and offer a variety of age appropriate block play opportunities.¹⁴ ▪ Assist in planning and offer appropriate art materials and experiences.^{3,14,32} ▪ Assist in planning and offer developmentally appropriate music and movement experiences.^{3,14,32} 		<ul style="list-style-type: none"> ▪ Individually appropriate indoor and outdoor curricular activities that enhance gross motor skills and coordination.^{28,30} 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate indoor and outdoor curricular activities to enhance gross motor skills and coordination.^{28,30}
<i>Activities and Materials (Sensory)</i>	<ul style="list-style-type: none"> ▪ Support children's opportunities to explore their senses (e.g., sand and water play, art and music experiences, exploration of textures).^{3,14,32} 	<ul style="list-style-type: none"> ▪ Offer and implement many and varied activities for children to explore and develop their senses, both indoors and outdoors (e.g., sand and water play, music experiences, clay, collage 	<ul style="list-style-type: none"> ▪ Plan many and varied activities for sensory development, both indoors and outdoors, as reflected in daily lesson plans and curriculum.¹⁴ 	<ul style="list-style-type: none"> ▪ Ensure that developmentally and individually appropriate curricular activities are provided on a daily basis to enhance children's learning through all of 	<ul style="list-style-type: none"> ▪ Ensure that staff provide many and varied materials for sensory exploration and development.^{28,30} ▪ Evaluate the provision of developmentally

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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		materials, textures). ^{14,32}		their senses. ^{28,30}	and individually appropriate curricular activities to enhance children's learning through all of their senses. ^{28,30}
			<ul style="list-style-type: none"> ▪ Implement sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.²⁰ 	<ul style="list-style-type: none"> ▪ In collaboration with related service personnel, plan sensory stimulation programs, as appropriate, for children with special needs.²⁰ 	<ul style="list-style-type: none"> ▪ Ensure that staff provide sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.²⁰
			<ul style="list-style-type: none"> ▪ Implement experiences for sensory learning through projects that are integrated across the curriculum and extend over a period of time.²⁸ 	<ul style="list-style-type: none"> ▪ Plan opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.²⁸ 	<ul style="list-style-type: none"> ▪ Ensure that staff provide opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.²⁸
<i>Activities and Materials (Social/Emotional)</i>	<ul style="list-style-type: none"> ▪ Model respect for self and others.³⁷ 	<ul style="list-style-type: none"> ▪ Offer and support an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.^{32,33,37} 	<ul style="list-style-type: none"> ▪ Plan and implement an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.^{32,33,37} 	<ul style="list-style-type: none"> ▪ Ensure and evaluate an environment to assist children in developing respect for self and others, self-control, and self-direction.³⁷ 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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			etc. ³⁷		
			<ul style="list-style-type: none"> ▪ Provide opportunities, daily routines, and materials which foster caring, helping, cooperating, and negotiating.^{33,35} 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the provision of opportunities which foster caring, helping, cooperation and negotiation. 	
			<ul style="list-style-type: none"> ▪ Provide space for children to be alone to enhance development of concentration, independence, and relaxation.²⁸ 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the provision of space for children to be alone.²⁸ 	
<i>Cognitive</i>	<ul style="list-style-type: none"> ▪ Encourage the development of cognitive skills by providing concrete experiences. ▪ Engage children in play that encourages curiosity, exploration, and problem solving.^{32,33} 	<ul style="list-style-type: none"> ▪ Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of the children.^{3,33} 	<ul style="list-style-type: none"> ▪ Demonstrate awareness that individual cognitive development is related to a child's earliest experiences. ▪ Integrate cognitive development into the arts and all curricular areas. ▪ Support and scaffold learning activities for children so they can develop thinking skills. 	<ul style="list-style-type: none"> ▪ Describe how cognitive development and other areas of development interrelate. ▪ Plan, implement, evaluate, and modify curriculum to encourage children to construct knowledge. ▪ Encourage children to reflect and build on previous learning to develop and refine thinking skills.⁴ 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the implementation of activities that are consistent with cognitive growth.⁴ ▪ Articulate, analyze, evaluate, and apply current theory and research on promoting cognitive development.

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Cognitive (continued)</i>	<ul style="list-style-type: none"> ▪ Support planned math, science, and nature exploration in response to children’s emerging interests.^{32,33} 	<ul style="list-style-type: none"> ▪ Guide math, science, and nature exploration in response to children’s emerging interests.³ 	<ul style="list-style-type: none"> ▪ Plan and implement math, science, pretend, and nature exploration activities in response to children’s emerging interests and cognitive development.³ 		
		<ul style="list-style-type: none"> ▪ Facilitate children’s exploration of concepts such as space, time, shape, size, and quantity in meaningful ways.^{32,33} ▪ Facilitate activities and opportunities appropriate to children’s development that promote counting and number concepts.^{32,33} 	<ul style="list-style-type: none"> ▪ Plan activities and opportunities appropriate to the children’s developmental levels that promote exploration of shapes, sizes, space, measurement, and time.³² ▪ Provide opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences.^{32,33} 	<ul style="list-style-type: none"> ▪ Evaluate the appropriateness and effectiveness of activities and opportunities for promoting exploration of shapes, sizes, space, measurement, and time. ▪ Evaluate the appropriateness and effectiveness of opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences. 	
	<ul style="list-style-type: none"> ▪ Maintain adult’s role as facilitator or partner in play.^{3,32} 				
	<ul style="list-style-type: none"> ▪ Provide materials and opportunities for children to imitate and engage in pretend and 				

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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	dramatic play. ^{32,33}				
<i>Interaction— Adult/ Child and Child/ Child</i>	<ul style="list-style-type: none"> ▪ Demonstrate behavior that communicates the importance of each child.^{3,14} <ul style="list-style-type: none"> ▪ Encourage feelings of empathy and respect for others.^{3,14,32,33.} 			<ul style="list-style-type: none"> ▪ Articulate the importance of relationships to children’s development and learning.³⁸ 	
	<ul style="list-style-type: none"> ▪ Foster children’s sense of security.^{14,32} 		<ul style="list-style-type: none"> ▪ Facilitate children’s sense of security during transition through linkages with and visitation to the new setting/ staff. 		
	<ul style="list-style-type: none"> ▪ Communicate frequently with each child, both verbally and non-verbally (e.g., calm voice, smiles, touch, embraces, child’s eye level).^{3,14,32} 				<ul style="list-style-type: none"> ▪ Ensure that staff respond appropriately to a variety of child behaviors, recognizing individual development levels.

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			<ul style="list-style-type: none"> ▪ Utilize modeling and various prompting techniques to facilitate children's interactions with their environment.²⁴ 		
<i>Interaction— Adult/ Child and Child/ Child</i>				<ul style="list-style-type: none"> ▪ Provide developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative 	<ul style="list-style-type: none"> ▪ Articulate the rationale for developmentally appropriate interactions that include play, small group projects, open-ended questioning,

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>(continued)</i>				<p>learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.^{5,32}</p>	<p>group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.⁵</p>
				<ul style="list-style-type: none"> ▪ Provide assistance during conflict resolution, problem solving, friendship development, and other social interactions, which are based on the child's ability to understand.^{29,32,36} 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Interpersonal Interaction and Guidance</i>	<ul style="list-style-type: none"> ▪ Follow regulations regarding behavior guidance.^{3,10,25} ▪ Treat all children equitably and fairly.²⁵ ▪ React consistently to children's behavior.³⁰ 	<ul style="list-style-type: none"> ▪ Use positive guidance techniques and behaviors to help children act responsibly (e.g., consistent, kind, redirecting, modeling).³⁵ ▪ Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management.^{9,14,29,39} 	<ul style="list-style-type: none"> ▪ Provide consistent, clear rules, which are explained to children and understood by adults.^{23,32} 	<ul style="list-style-type: none"> ▪ Embed opportunities into the normal routine to teach conflict resolution skills based on the child's ability to understand at different ages.³⁶ 	<ul style="list-style-type: none"> ▪ Ensure the use of positive techniques of guidance that include redirection, elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism.^{4,5}
		<ul style="list-style-type: none"> ▪ Assist with methods of behavior support and management appropriate for young children with special needs.⁹ 	<ul style="list-style-type: none"> ▪ Implement, in collaboration with related service personnel, methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).⁹ 	<ul style="list-style-type: none"> ▪ Work collaboratively with related service personnel to plan and document methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).⁹ 	<ul style="list-style-type: none"> ▪ Ensure that staff implement guidance practices appropriate to each child's personality and individual development.

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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		<ul style="list-style-type: none"> ▪ Recognize signs of emotional distress in young children and follow procedures.^{9,3} 			
<i>Program Structure and Management (Individual Needs)</i>	<ul style="list-style-type: none"> ▪ Follow basic daily schedule that is familiar to children.^{3,28} 	<ul style="list-style-type: none"> ▪ Implement a schedule that meets children's need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child-chosen and teacher-directed activities, for a substantial part of day.^{14,28} 	<ul style="list-style-type: none"> ▪ Plan a schedule that meets children's need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child chosen and teacher directed activities, for a substantial part of day.²⁸ ▪ Arrange variations of schedules, activities, and materials to meet individual needs (indoor and outdoor).²⁸ ▪ Prepare and organize materials to implement daily lesson plans.²⁰ 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally and individually appropriate curricula and instructional practices.^{5,9} 	<ul style="list-style-type: none"> ▪ Incorporate evaluation, planning, and management procedures that match learner needs.²⁰
	<ul style="list-style-type: none"> ▪ Support children's transition between activities.^{3,14} 	<ul style="list-style-type: none"> ▪ Implement procedures that help children make smooth transitions from one activity to another.¹⁴ 	<ul style="list-style-type: none"> ▪ Plan procedures that help children make smooth transitions from one activity to another.¹⁴ 	<ul style="list-style-type: none"> ▪ Develop transition plans to support children's movement between activities.¹³ 	<ul style="list-style-type: none"> ▪ Evaluate procedures to help children make smooth transitions between programs and within classroom events.^{14,15,27,29}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Program Structure and Management (Individual Needs) (continued)</i>	<ul style="list-style-type: none"> ▪ Assist in implementation of program's curriculum and philosophy of learning. ▪ Demonstrate knowledge of <i>KY's Early Childhood Standards</i>. 	<ul style="list-style-type: none"> ▪ Describe program's curriculum and philosophy of learning. ▪ Utilize community resources to enrich curriculum.^{3,19,25} ▪ Demonstrate knowledge of <i>KY's Early Childhood Standards</i> and its relationship to daily activities. 	<ul style="list-style-type: none"> ▪ Articulate various early childhood curricula approaches. ▪ Use a variety of strategies to encourage children's physical/motor, social/emotional, aesthetic, and cognitive/language development.²³ ▪ Use <i>KY's Early Childhood Standards</i> as a guide to plan appropriate activities and experiences based on children's developmental progress. 	<ul style="list-style-type: none"> ▪ Evaluate critical attributes of various curricula approaches and potential outcomes for children. ▪ Select intervention, curricula and methods for children with specific disabilities.⁹ ▪ Use strategies for facilitating maintenance and generalization of skills across learning environments.²⁰ 	<ul style="list-style-type: none"> ▪ Ensure the use of pedagogically sound and legally defensible instructional practices.²⁰ ▪ Recognize the differences in adult and early childhood learning styles and apply knowledge to practice.^{16,17}
		<ul style="list-style-type: none"> ▪ Use technology for efficiency in basic program management activities.² 		<ul style="list-style-type: none"> ▪ Select and use computer software to meet the management needs of the program.² 	<ul style="list-style-type: none"> ▪ Identify and use human, material, and technological resources to keep abreast of the changing early childhood field.⁵
	<ul style="list-style-type: none"> ▪ Utilize computer software to promote developmental skills of children, when 	<ul style="list-style-type: none"> ▪ Select and plan for use of computer software to promote 	<ul style="list-style-type: none"> ▪ Ensure the appropriate use of computer software and technology to assist in 	<ul style="list-style-type: none"> ▪ Work, in collaboration with related service personnel, to evaluate 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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		appropriate to their age and abilities. ⁴⁰	developmental skills of children, when appropriate to their ages and abilities. ⁴⁰ <ul style="list-style-type: none"> ▪ Implement assistive technology for children with special needs, in collaboration with related service personnel.^{2,27} 	meeting the developmental and special needs of individual children. ^{2,9} <ul style="list-style-type: none"> ▪ Implement appropriate use of technology, including adaptive and assistive technology, in collaboration with related service personnel.⁹ 	the appropriate use of technology and computer software to meet the developmental and special needs of individual children. ²
<i>Program Structure and Management (Adult Interaction)</i>	<ul style="list-style-type: none"> ▪ Cooperate with team members to implement daily activities.²⁸ 	<ul style="list-style-type: none"> ▪ Identify individual roles and responsibilities specific to daily routines, adult and child interactions, child supervision and guidance.^{25,28} 	<ul style="list-style-type: none"> ▪ Cooperate with team members to develop and implement daily activities.²⁸ 	<ul style="list-style-type: none"> ▪ Develop team strategies to plan for children's group and individual needs.^{5,28} 	<ul style="list-style-type: none"> ▪ Administer, supervise, and consult with, or instruct other adults.^{2,20}
	<ul style="list-style-type: none"> ▪ Collaborate daily with team members to share child-related information.²⁸ 	<ul style="list-style-type: none"> ▪ Identify and utilize appropriate community resources (e.g., mental and physical health agencies, educational programs-museums, libraries, and available social services).^{3,25} 			
<i>Family/ Staff</i>	<ul style="list-style-type: none"> ▪ Conduct informal daily communications with 	<ul style="list-style-type: none"> ▪ Provide families with administrative information (e.g., parent handbooks, 		<ul style="list-style-type: none"> ▪ Establish culturally and linguistically diverse, family-friendly strategies of 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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	families. ^{3,28}	fees, hours of operation, transition procedures) in writing. ^{3,28}		communication with families through regular newsletters, bulletin boards, telephone calls, and other similar measures. ^{2,5}	
	<ul style="list-style-type: none"> ▪ Develop a positive, collaborative relationship with families.^{3,5,9} 		<ul style="list-style-type: none"> ▪ Foster partnerships between parents and staff to facilitate family and child interactions as the primary contexts for learning and development.^{9,37} 		
<i>Family/ Staff (continued)</i>			<ul style="list-style-type: none"> ▪ Plan for transition by linking children’s current developmental and learning experiences and teaching strategies with those of the next educational setting.⁹ 	<ul style="list-style-type: none"> ▪ Communicate options for programs and services at the next level and assist the family in planning for transition.⁹ 	<ul style="list-style-type: none"> ▪ Design and evaluate processes and strategies that support transition among hospital, home, and infant/ toddler, preschool and primary programs.^{9,20}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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			<ul style="list-style-type: none"> ▪ Engage families in the assessment process of observing and recording children's development and learning.⁵ 	<ul style="list-style-type: none"> ▪ Provide guidance for observing, recording, and assessing young children's development and learning for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.⁵ ▪ Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.²⁰
			<ul style="list-style-type: none"> ▪ Implement a range of family oriented services based on a family's identified resources, concerns, priorities, and, as appropriate, due process safeguards.^{9,20} 	
			<ul style="list-style-type: none"> ▪ Develop, monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, IEP, or Family Partnership Agreement.^{15,24} 	

Early Childhood Core Competencies: Child Assessment

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Record Keeping Tools</i>	<ul style="list-style-type: none"> ▪ Assist with collection of information about each child's development.⁴ 	<ul style="list-style-type: none"> ▪ Participate with supervision in developmental screening and classroom/instructional assessment of children's social, emotional, physical, communicative, and cognitive development.^{41,42} ▪ Observe, collect, and record information about children across all areas of development and their families in a non-judgmental and unbiased manner.^{9,14,24,42} 	<ul style="list-style-type: none"> ▪ Supervise screening, classroom/instructional assessment of children, and documentation of information collected across all areas of development.⁴² 	<ul style="list-style-type: none"> ▪ Integrate informal assessment information with formal assessment data, ensuring that authentic procedures have been used during assessment.⁵ 	<ul style="list-style-type: none"> • Communicate major theories, research, and issues relevant to observation and assessment.¹⁶
	<ul style="list-style-type: none"> ▪ Implement appropriate use of techniques for assessing young children, such as observation and anecdotal records.⁴² 	<ul style="list-style-type: none"> ▪ Model and implement appropriate methods for assessment of children's social/emotional, physical, communication, and cognitive development.⁴² 	<ul style="list-style-type: none"> ▪ Plan for and supervise the use of appropriate methods for assessment of children's social/emotional, physical, communication, and cognitive development.^{41,42} 	<ul style="list-style-type: none"> ▪ Select, create, adapt, and use multiple modes and methods of assessment which are sensitive to the unique cultural and learning needs of each child.^{2,42} ▪ Select, administer, and evaluate instruments and procedures for a continuous assessment system, based on program goals and compliance with established criteria and standards, taking into consideration specific exceptionalities.^{5,9,20,42} 	<ul style="list-style-type: none"> • Establish criteria, procedures, and documentation methods for assessment that are systematic, multidisciplinary, and based on everyday tasks.^{16,42,43} • Ensure the selection and administration of assessment instruments and procedures for a continuous assessment system based on program goals and established criteria and standards.^{9,42}

Early Childhood Core Competencies: Child Assessment (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<p><i>Record Keeping Tools</i> (continued)</p>	<ul style="list-style-type: none"> ▪ Have knowledge of and use the <i>KY's Early Childhood Continuous Assessment Guide</i> for assessment of children. 			
	<ul style="list-style-type: none"> ▪ Use <i>KY's Early Childhood Continuous Assessment Guide</i> as a tool in planning a continuous assessment system for a program. 			
	<ul style="list-style-type: none"> ▪ Collaborate with related service personnel in the administration of diagnostic instruments, when indicated.⁴² • Administer diagnostic instruments to assess children as indicated, through screening, observation, and interview, in keeping with appropriate training and in collaboration with the family and other professionals.⁴² 			
<ul style="list-style-type: none"> ▪ Communicate assessment information to families and other appropriate professionals in written and oral form and document.^{14,42} 				
<ul style="list-style-type: none"> ▪ Collect and maintain records from a variety of assessment sources (e.g., screening, observation, interviews, portfolios) concerning the progress in growth, health, and behavior in each area of development.^{3,16,25,42} 				

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Assessment and Team Collaboration</i>	<ul style="list-style-type: none"> ▪ Participate as a team member in planning, coordinating and implementing assessment procedures.⁴² 	<ul style="list-style-type: none"> ▪ Participate and collaborate as a team member with other professionals in conducting family-centered assessments for all children, including children with exceptional learning needs.⁹ 	<ul style="list-style-type: none"> ▪ Promote and demonstrate team collaboration in planning, coordinating, implementing, and evaluating assessment procedures.⁴² 	<ul style="list-style-type: none"> ▪ Assist families in identifying resources, priorities, and concerns related to their child's development, incorporating where appropriate into child and family outcomes.⁹ ▪ Communicate to families assessment information and relevant activities that may be embedded into the family's daily activities and routines.^{2,9} ▪ Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, the IEP, and/or the Family Partnership Agreement.^{9,15,12} 	<ul style="list-style-type: none"> ▪ Identify and ensure the existence of structures supporting intra-agency/interagency collaborations, including agreements, referrals, and consultation.²⁰ ▪ Ensure staff is sharing assessment information and relevant activities that may be embedded into the family's daily activities and routines.²
			<ul style="list-style-type: none"> ▪ Involve families in assessing and planning for all children.^{9,42} 		

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Assessment and Team Collaboration (continued)</i>			<ul style="list-style-type: none"> ▪ Articulate that authentic assessment measures which address multiple developmental areas are used for classroom/ instructional assessment and that information gathered is used to plan curriculum, instruction, and individual and group learning goals.⁴¹ 	<ul style="list-style-type: none"> ▪ Use <i>KY's Early Childhood Standards</i> as a framework for determining overall progress of children's development. 	<ul style="list-style-type: none"> ▪ Ensure that assessment and curriculum are integrated throughout the program and that assessment is consistent with and relevant to the goals, objectives, and content of the program.^{41,42}

Early Childhood Core Competencies: Family and Community Partnerships

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Demonstrate confidentiality relative to all aspects of the lives of individual children and their families.^{3,14,16,35} 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices and language.^{3,16,19,24,25,35} 	<ul style="list-style-type: none"> ▪ Demonstrate respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices, and language.^{16,19,23,24,35} 	<ul style="list-style-type: none"> ▪ Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.²⁰ 	
<ul style="list-style-type: none"> ▪ Follow the program's plan for maintaining written and verbal daily communication with families.^{3,16,19,25,35} 	<ul style="list-style-type: none"> ▪ Respect the family's role as primary decision-maker for their child.^{14,35} ▪ Conduct effective home visits with families to share information, report progress, and demonstrate developmentally appropriate techniques, in the home language whenever possible.^{14,24,25,35} ▪ Conduct parent conferences in collaboration with the program director and other staff, in the home language whenever possible.^{3,14,24,25,35} 	<ul style="list-style-type: none"> ▪ Assist families in making their own decisions, accessing services, finding their own resources, and becoming independent of professionals.⁴¹ 	<ul style="list-style-type: none"> ▪ Plan and implement effective family meetings, considering adult learning principles and the interests and needs of families in the home or center-based program.^{2,24,26,35} 	

Early Childhood Core Competencies: Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Show a warm, welcoming attitude toward families and their involvement in the life of the center, child care home, or school.^{3,19,35} 	<ul style="list-style-type: none"> ▪ Assist families and children to become acquainted with the program and the staff on the child's first day.^{3,14,24,25} 	<ul style="list-style-type: none"> ▪ Assist families to become active participants on the educational team.²⁰ 	<ul style="list-style-type: none"> ▪ Foster alternative models and methodologies for family support and involvement.^{3,5,19,35} ▪ Provide opportunities to families and the community to be members of an advisory board that assists in policy setting and program evaluation.^{3,5,19,35} 	
<ul style="list-style-type: none"> ▪ Respond empathetically and knowledgeable to families' feelings and concerns regarding child care, guidance, and their children's development, using the home language whenever possible.^{14,24,25,35} 	<ul style="list-style-type: none"> ▪ Incorporate the role of families' cultures, religions, and child rearing practices into the program.⁴ ▪ Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health and experiences.^{2,24,26,35} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge sufficient to serve as a culturally responsive resource to families for information regarding child development and child rearing.^{5,24,35} ▪ Anticipate and negotiate potential conflicts in philosophies and child rearing practices between self, the program, and diverse parents.^{5,19} 		
<ul style="list-style-type: none"> ▪ Show awareness of community resources^{19,35}. ▪ Provide relevant information to families regarding community resources.^{3,14,24,25,35} ▪ Collaborate with families to support transition of children.^{4,25} 	<ul style="list-style-type: none"> ▪ Develop positive learning opportunities for families.⁴⁴ 			

Early Childhood Core Competencies: Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
		<ul style="list-style-type: none"> ▪ Identify the potential impact on the family of a child with special needs.²⁴ 	<ul style="list-style-type: none"> ▪ Actively involve families in the assessment of their children's development and communicate results in everyday language, using the home language whenever possible.² ▪ Collaborate with families in providing intervention strategies, including assistive technology, that promote development and learning for children with diverse needs and abilities.^{2,5,19,35} 	<ul style="list-style-type: none"> ▪ Ensure that child assessment is shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns.⁴⁵
		<ul style="list-style-type: none"> ▪ Implement and interpret to other adults the program's policies and procedures related to parents and families, including transition.^{2,24,26} 	<ul style="list-style-type: none"> ▪ Effectively supervise and evaluate support staff in their work with families.^{5,19} 	
				<ul style="list-style-type: none"> ▪ Ensure the provision of a range of family-oriented services based on each family's identified resources, priorities, and concerns.²
				<ul style="list-style-type: none"> ▪ Apply and/or conduct research that addresses families & communities.¹⁹ ▪ Apply research information regarding family systems and stresses to daily practice with families and children.^{2,5,19,24}
				<ul style="list-style-type: none"> ▪ Provide leadership through teaching, research, and advocacy for issues across the field of family and community involvement in early childhood development and education.¹⁹

Early Childhood Core Competencies: Program Management/Evaluation

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Adhere to program policies and regulations and assist with maintaining individual child records.^{14,15,19} ▪ Maintain and update individual child records.^{3,14,15,19} ▪ Maintain staff records required by program policies and regulations.^{3,14,15} 	<ul style="list-style-type: none"> ▪ Implement program policies and regulation requirements.^{3,14} ▪ Maintain and update individual child records.^{3,14,15,19} ▪ Maintain staff records required by program policies and regulations.^{3,14,15} 	<ul style="list-style-type: none"> ▪ Utilize nationally recognized program evaluation tools appropriately (e.g., NAEYC Accreditation Classroom Observation Book, 2003; ECERS-R, 1998; ELLCO, 2002; McWilliam & Winton, 1990; ITTERS-R, 2003).^{28,30,42,46,47,50} 	<ul style="list-style-type: none"> ▪ Apply professional guidelines/mandates in program evaluation.^{2,42} ▪ Design and ensure program evaluation, based on overall program goals, to determine if outcomes have been met and to ensure continuous and comprehensive quality of the total environment for children, families and the community.^{5,42} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the theoretical and practical intent of various program evaluation tools, so that appropriate instruments and strategies that are sensitive to culture and individual learning styles and abilities are used for enhancing program quality.^{5,15,24,42,48}
<ul style="list-style-type: none"> ▪ Assist with program evaluation by providing input.² 	<ul style="list-style-type: none"> ▪ Become knowledgeable of various nationally recognized program and management/supervision evaluation tools.⁴² 	<ul style="list-style-type: none"> ▪ Utilize nationally recognized program evaluation tools appropriately (e.g., NAEYC Accreditation Classroom Observation Book, 2003; ECERS-R, 1998; ELLCO, 2002; McWilliam & Winton, 1990; ITTERS-R, 2003).^{28,30,42,46,47,50} 	<ul style="list-style-type: none"> ▪ Apply professional guidelines/mandates in program evaluation.^{2,42} ▪ Design and ensure program evaluation, based on overall program goals, to determine if outcomes have been met and to ensure continuous and comprehensive quality of the total environment for children, families and the community.^{5,42} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the theoretical and practical intent of various program evaluation tools, so that appropriate instruments and strategies that are sensitive to culture and individual learning styles and abilities are used for enhancing program quality.^{5,15,24,42,48}
<ul style="list-style-type: none"> ▪ Obtain feedback from families and staff for program evaluation.⁴² 	<ul style="list-style-type: none"> ▪ Obtain feedback from families and staff for program evaluation.⁴² 	<ul style="list-style-type: none"> • Communicate program evaluation outcomes to staff and families.⁴² 	<ul style="list-style-type: none"> ▪ Involve families, other team members, community, patrons, and advisory boards in evaluation of programs.^{2,15} 	<ul style="list-style-type: none"> ▪ Ensure that the concerns and input of families and other stakeholders are reflected in program evaluation outcomes and result in appropriate modifications and adaptations in practice to accommodate the needs of the program, children, families, staff, and community.²⁹

Early Childhood Core Competencies: Program Management/Evaluation (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Orient new or substitute staff^{3,14,25}. 			
	<ul style="list-style-type: none"> • Develop plan to implement program changes that is reflective of program evaluation data^{29,42,48}. 			
	<ul style="list-style-type: none"> • Demonstrate an understanding of one's own managerial style and the impact on motivating, leading and supervising various staff^{21,49}. 			
	<ul style="list-style-type: none"> ▪ Promote an inclusive program, based on current research and coordination of services, personnel, and resources, which results in healthy growth and development for all children and which supports families and staff^{27,48}. 			

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STEVEN L. BESHEAR
GOVERNOR

EXECUTIVE ORDER

RECEIVED AND FILED
DATE July 12, 2011
10:54 AM
ELAINE N. WALKER
SECRETARY OF STATE
COMMONWEALTH OF KENTUCKY
BY R. Adles

Secretary of State
Frankfort
Kentucky

2011-534
July 12, 2011

RELATING TO THE EARLY CHILDHOOD ADVISORY COUNCIL

WHEREAS, the Commonwealth of Kentucky has always promoted effective and efficient management of state government operations; and

WHEREAS, improved efficiency and economy will result from the establishment and alteration of new and current organizational entities as set out in this Executive Order; and

WHEREAS, the provisions of this Executive Order will streamline governmental operations and enhance the provision of services to the citizens of the Commonwealth of Kentucky; and

WHEREAS, the Commonwealth of Kentucky is committed to the educational success, health and welfare of its children; and

WHEREAS, the Commonwealth of Kentucky has made substantial commitments to improving the provision of early childhood development and education services through the KIDS NOW programs funded through Kentucky's tobacco settlement proceeds, the KERA pre-school program, and several other initiatives aimed at improving child and maternal health, child development, and school readiness; and

WHEREAS, research shows that investment in high quality early childhood care and education results in later academic and personal success; and

WHEREAS, the Commonwealth of Kentucky's system of early childhood development and education recognizes, incorporates and values the continuing role of private child care providers and private early childhood education providers, both not-for-profit and for profit; and further recognizes that the delivery of early childhood development and education services crosses the boundaries of several different government sectors; and

WHEREAS, the Commonwealth of Kentucky can best achieve its objective of school readiness and child success through a coordinated approach to the delivery of early childhood development and education services to children from birth to school entry; and

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WHEREAS, continuous, comprehensive review of the delivery of early childhood development and education services is appropriate to ensure effective use of the public's resources, greater collaboration and coordination among the wide variety of early childhood development and education providers, and an effective transition to kindergarten; and

WHEREAS, pursuant to Executive Order 2009-154, the Governor's Task Force on Early Childhood Development and Education was established to review the delivery of early childhood development and education services in the Commonwealth of Kentucky and to recommend improvements to the system and its Final Report has been issued; and

WHEREAS, the Improving Head Start for School Readiness Act of 2007, 42 U.S.C. § 9837b(b)(1)(A), requires the governor of each state to designate or establish a State Advisory Council on Early Childhood Education and Care and to designate an individual to coordinate its activities:

NOW THEREFORE, I, Steven L. Beshear, Governor of the Commonwealth of Kentucky, by virtue of the authority vested in me by the Constitution of the Commonwealth and KRS 12.028, do hereby order and direct the following:

- I. The Early Childhood Advisory Council is hereby created and established, which shall be attached to the Office of the Governor for administrative purposes. The Council shall be headed by an executive director appointed by the Governor pursuant to KRS 12.050, and the executive director shall report to the secretary of the Education and Workforce Development Cabinet.
 - A. The Kentucky Early Intervention System Interagency Coordinating Council is hereby established and attached for administrative purposes, to the Early Childhood Advisory Council.
- II. The Early Childhood Development Authority established in KRS 200.700 and attached to the Education and Workforce Development Cabinet, Department of Education for administrative purposes, is hereby abolished. All records, equipment, duties, functions, responsibilities and funds are hereby transferred to the newly created Early Childhood Advisory Council.

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attached to the Early Child Development Authority, is hereby abolished. All records, equipment, duties, functions, responsibilities and funds are hereby transferred and attached for administrative purposes to the Early Childhood Advisory Council.

- III. The Early Childhood Business Council established in KRS 200.709 and attached to the Education and Workforce Development Cabinet, Department of Education for administrative purposes, is hereby abolished. All records, equipment, duties, functions, responsibilities and funds are hereby transferred to the newly created Early Childhood Advisory Council.
- IV. In addition to the duties and responsibilities transferred to the Early Childhood Advisory Council from the Early Childhood Development Authority and from the Early Childhood Business Council, the Early Childhood Advisory Council is designated as the State Advisory Council on Early Childhood Education and Care in compliance with 42 U.S.C. § 9837b(b)(1)(A)(i) and responsible for the following:
 - A. Promoting the vision for Kentucky's early childhood system;
 - B. Advocating for improved quality of early childhood services;
 - C. Promoting the definition of school readiness and the expanded and appropriate use of the early childhood standards;
 - D. Collaborating with the Kentucky Department of Education to identify a screening tool for children's transition and entry into kindergarten, monitoring the utilization and results of the screening tool, and ensuring that the results are communicated to the pre-school providers and others as appropriate;
 - E. Analyzing and providing recommendations on child assessment in cooperation with the Kentucky Department of Education, local school districts, Head Start, appropriate higher education partners, and local Community Early Childhood Councils;
 - F. Strengthening state, regional, and local level coordination and collaboration among the various sectors and settings of early childhood programs in the state;
 - G. Identifying opportunities and strategies to reduce barriers to coordination and collaboration among existing private, federal

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- H. Conducting periodic statewide needs assessments on the quality and availability of programs and services for children from birth to school entry;
- I. Developing and implementing recommendations for:
 - 1. Increasing overall participation of children in existing federal, state, and local child care and early education programs, including outreach to underrepresented and special populations;
 - 2. Establishing or improving core elements of the state early childhood system, such as a statewide unified data collection system;
 - 3. Enhancing the professional development system and career ladder for early childhood educators and caregivers; and
 - 4. Promoting high-quality state early learning standards and undertaking efforts to ensure the development and use of high-quality comprehensive early learning standards, as appropriate;
- J. Assessing the capacity and effectiveness of institutes of higher education in the state toward supporting the development of early childhood educators;
- K. Facilitating the development or enhancement of high-quality systems of early childhood care and education designed to improve school readiness through one or more of the following activities:
 - 1. Promoting school preparedness of children from birth through school entry;
 - 2. Supporting professional development, recruitment, and retention initiatives for early childhood educators and caregivers;
 - 3. Enhancing existing early childhood education and development programs and services;
 - 4. Carrying out other activities consistent with the state's plan and application; and

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5. Establishing priorities for programs and the expenditure of funds that include but are not limited to the following:
 - a. Implementation of public health initiatives identified by the General Assembly, including those listed in KRS 211.690 and KRS 199.8945;
 - b. Provision of preconception and prenatal vitamins, with priority for folic acid for the prevention of neural tube defects;
 - c. Voluntary immunization for children not covered by public or private health insurance;
 - d. Expanding availability of high-quality, affordable early child-care and education options; and
 - e. Increasing public awareness of the importance of the early childhood years for the well-being of all of Kentucky's citizens;
 - L. Establishing procedures for accountability and measurement of the success of programs that receive early childhood care and education funds;
 - M. Requesting reports and issuing progress updates on state and federally funded services that impact the quality of Kentucky's early childhood system;
 - N. Receiving, requesting, and utilizing consistent with this Order, federal, state, and private funds, including from philanthropic sources; and
 - O. Other duties and responsibilities as designated by the Governor.
- V. The Early Childhood Advisory Council shall consist of twenty-six (26) members appointed by the Governor, except as indicated by this Order. The membership of the Council shall be as follows:
- A. Secretary of the Education and Workforce Development Cabinet or designee;
 - B. Secretary of the Cabinet for Health and Family Services or

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- C. One (1) early childhood development advocate;
 - D. State Director of Head Start Collaboration;
 - E. Six (6) private sector members knowledgeable about the health, mental health, education, and development of children, prenatal to school entry. One (1) private sector member shall be appointed from each congressional district;
 - F. Seven (7) citizens-at-large of the state;
 - G. One (1) member representing higher education with an expertise in early childhood;
 - H. Six (6) members representing the following: one (1) member from Head Start located in the state, one (1) member from a local education agency, one (1) member from the state agency responsible for education, one (1) member from the state agency responsible for child care, one (1) member from the state agency responsible for Part C of the Individuals with Disabilities Education Act (IDEA), and one (1) member from the state agency responsible for health or mental health;
 - I. One (1) nonvoting member from the House of Representatives who shall be appointed by and serve at the pleasure of the Speaker of the House; and
 - J. One (1) nonvoting member from the Senate who shall be appointed by and serve at the pleasure of the President of the Senate.
- VI. The private and citizen-at-large members shall serve four (4) year terms, until their successors have been duly appointed and qualified, except that the original appointments shall be on staggered terms. The private and citizen-at-large members shall serve no more than two (2) full successive terms. A term shall expire on June 30 in the appropriate year.
- VII. If a vacancy on the Early Childhood Advisory Council occurs, the Governor shall appoint a replacement for the remainder of the unexpired term except for the members appointed by the Speaker of the House of Representatives and the President of the Senate.
- VIII. The Governor shall appoint the chairperson of the Early Childhood Advisory Council from the private sector or citizen-at-large membership to serve at the pleasure of the Governor.
- IX. The chairperson may appoint non-members of the Early Childhood

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- X. Private sector and citizen-at-large members and non-members appointed to a committee or workgroup shall serve without compensation, but shall be reimbursed for their expenses in accordance with state travel expense and reimbursement administrative regulations.
- XI. The executive director shall serve as the Early Childhood Advisory Council's chief administrative officer to coordinate the Council's activities, and to coordinate the activities of the Council in accordance with 42 U.S.C. § 9837b(b)(1)(A)(ii). The executive director may employ staff as deemed necessary for the Council in accordance with the laws applicable to state personnel. The secretary of the Education and Workforce Development Cabinet or his designee shall be the appointing authority for the Early Childhood Advisory Council.
- XII. The members and non-member appointees of the Early Childhood Advisory Council are hereby subject to the provisions of Executive Orders 2008-454 and 2009-882 as well as the gift and conflict of interest rules for Executive Branch public servants set forth in KRS Chapter 11A. Any conflict of interest issue shall be submitted to the Executive Branch Ethics Commission for resolution.
- XIII. The Education and Workforce Development Cabinet, the Personnel Cabinet, the Finance and Administration Cabinet and the Office of the State Budget Director shall take any and all necessary actions to effectuate the provisions of this Order.
- XIV. The following individuals are appointed to the Early Childhood Advisory Council and for the designated staggered term:
- A. I hereby appoint the following to serve as members of the Council for a term expiring June 30, 2012:

Marilyn Coffey, 8613 KY 501 South, Liberty,
Kentucky 42539, representing citizens-at-large;

Jane Chandler, 122 Hickory Place, Corbin,
Kentucky 40701, representing citizens-at-large;

Mary Beth Jackson, 1721 Poosey Ridge Road,
Richmond, Kentucky 40475, representing State
Child Care Agency;

June Widman, 117 Elm Street, Berea, Kentucky
40403, representing citizens-at-large; and

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Bob Wilcher, 104 Wisteria Lane, Frankfort,
Kentucky 40601, representing Early Childhood
Development Advocate.

- B. I hereby appoint the following to serve as members of the
Council for a term expiring June 30, 2013:

Paula Goff, 3620 Rabbits Foot Trail, Lexington,
Kentucky 40503, representing the State Agency
Responsible for Part C of IDEA;

Terry Holliday, First Floor CPT, Frankfort,
Kentucky 40601, representing State Education Agency;

Amy Hood Hooten, 868 Logansport Road,
Morgantown, Kentucky 42261, representing Higher
Education;

Aubrey Nehring, 5846 Roby Road, Philpot,
Kentucky 42366, representing Local Head Start;
and

Nicki Patton Rowe, 709 Indian Ridge Road,
Louisville, Kentucky 40207, representing Private
Sector-Congressional District 3.

- C. I hereby appoint the following to serve as members of the
Council for a term expiring June 30, 2014:

Randy Coe, 1503 Sylvan Way, Louisville,
Kentucky 40205, representing citizens-at-large;

Ben Cundiff, 6490 Wallonia Road, Cadiz, Kentucky
42211, representing Private Sector –Congressional
District 1;

Steve Davis, 321 Strathmore Road, Lexington,
Kentucky 40505, representing State Health Agency;

Cindy Heine, 324 Stoneybrook Drive, Lexington,
Kentucky 40517, representing Private Sector –
Congressional District 6; and

Anna Shepherd, 488 East Dorton Boulevard,
Staffordsville, Kentucky 41256, representing
Private Sector –Congressional District 5.

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D. I hereby appoint the following to serve as members of the Council for a term expiring June 30, 2015:

Tommy Floyd, 301 Adams Hill Drive, Richmond, Kentucky 40475, representing Local Education Agency;

Tracy Haddix, 3730 Old Munfordville Road, Cave City, Kentucky 42127, representing Private Sector – Congressional District 2;

Rick Hulefeld, 830 Willard, Covington, Kentucky 41011, representing Private Sector – Congressional District 4;

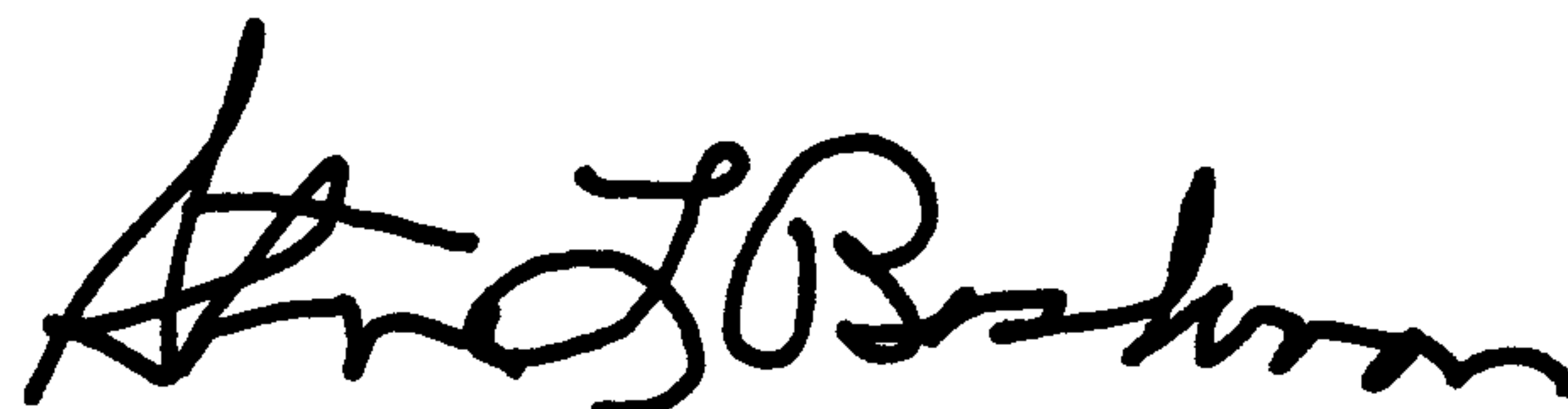
Lacey McNary, 2621 Longview Avenue, Louisville, Kentucky, 40206, representing citizens-at-large;

Brigitte Ramsey, 601 Maple Avenue, Falmouth, Kentucky 41040, representing citizens-at-large; and

Bill Scott, 712 Winterhaven Lane, Frankfort, Kentucky 40601, representing citizens-at-large.

XV. I hereby appoint Rick Hulefeld to serve as Chair of the Early Childhood Advisory Council.

This Order shall become effective July 16, 2011.



STEVEN L. BESHEAR, GOVERNOR
Commonwealth of Kentucky



ELAINE N. WALKER
Secretary of State

EDUCATION AND WORKFORCE DEVELOPMENT CABINET REORGANIZATION PLAN

Summary

The existing Early Childhood Development Authority will be repurposed as the Early Childhood Advisory Council. The new Council will take on additional duties and responsibilities, many of which are based on the recent recommendations of the Governor's Task Force on Early Childhood Development and Education. Moreover, the recently enacted federal reauthorization of the Head Start program requires the Governor of each state to designate or establish a State Advisory Council on Early Childhood Education and Care. The new Council will be administratively attached to the Office of the Governor. The Governor has tasked the Secretary of the Education and Workforce Development Cabinet to manage the activities of the Council and its staff. The Early Childhood Development Authority that is administratively attached to the Department of Education will be abolished and replaced by the new 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.

This executive order enables Kentucky 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 purposes of the 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.

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.

Kentucky offers a wide range of services to families and children prenatal to school entry. 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 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.

Fiscal Impact

The fiscal year 2011-12 appropriations will be transferred from the Department of Education to the Early Childhood Advisory Council, and will be a part of the Office of the Governor appropriation unit. The

appropriation amounts are \$2,050,000 from the Tobacco Settlement-Phase I funds and \$165,000 from Federal funds. There will be no net changes in expenditures resulting from this reorganization.

Personnel Impact

Five merit employees will be transferred from the Department of Education, Division of Early Childhood Development to the Early Childhood Advisory Council. Additionally, two leadership positions will be established within the Council.

Public Search Online to Find a Provider Or View Complaints

Kentucky.gov | KY Agencies | KY Services

CABINET FOR HEALTH AND FAMILY SERVICES Kentucky Integrated Child Care System

| About CHFS | Forms and Documents | Contact Us

Child Care Provider Search

For assistance in finding or understanding child care for your area, please contact your local [Child Care Resource & Referral agency](#).

Find for a specific child care provider

Search for the first portion of a Licensed (Type I or Type II) child care provider name, the last name of a Family Certified Home. Or simply enter the license/certificate number.

Provider Name:

Certificate/License Number:

Find

Cancel

Search for child care providers by location, services, programs or hours of operation

Step 1: Select the County (required)

County must be selected before selecting other search terms. If you do not select any additional terms, the results will show all active providers in the selected county.

*County:

Step 2: Enter any address information (optional)

Street:

City:

Zip:

Step 3: Select the Provider Type (optional)

Certified Family Home Licensed Type I Licensed Type II

[View definition](#)

Step 4: Select any Services (optional)

Infant

Toddler

Two to School Age/Preschool

School Age

Transportation

Non-Traditional Hours

Open 24 hours

[View definition](#)

Step 5: Select days child care is offered (optional)

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Step 6: Select any programs (optional)

Accept Subsidy Payments

Minimum STARS Level:

[View definition](#)

Step 7: Click on Search button to obtain your results

Search

Cancel

Child Care Provider Initial Application

- Complete this form by clicking the arrows to the right to expand each panel. You must click Save or Cancel to close each panel and open the next.

Provider Application Info

Please read the following instructions, before proceeding with the application to become a Regulated Child Care Provider.

Start a new application

You must have a valid credit card to submit your application online.

1. Select the Provider Type for which you are applying: Licensed Type I (Day Care Center), Licensed Type II (Home), or Certified (Family Child Care Home). Note: Those wishing to become Registered Providers should contact your local Service Agency (<http://chfs.ky.gov/Job/acc/assis.htm>).
2. Enter an email address (you may use this address later today if you wish to complete your application).
3. Once you save the Provider Identification section, you will see an Application Number at the top of the page. Write this number down with your email address.

Warning: Once you receive your application number, you may return and complete your application only until 11:59 PM (Eastern) tonight. You must begin a new application if you return after that time or forget your Email/Application Number.

Application Number:

Create Date:

*Provider Type:

*E-mail:

Complete and submit a saved application

1. Enter the Application Number.
2. Enter an email address that was used to save the application.
3. You will be able to review and edit the information previously saved, complete and submit the application.

*Application Number:

*E-mail:

The **Initial Achievement Award** is awarded the first time the center/provider achieves a STARS level in accordance with the awards chart.

The center/provider will be paid for each level and including the STARS level achieved initially.

****Examples****

A center achieving a Level 3 for the first time will be issued a payment for Level 1, Level 2 and Level 3 in accordance with the awards chart.

A center achieving a Level 1 will be paid the initial award for Level 1. If this same facility receives a Level 2 at a later date will be paid the initial achievement award for Level 2 at that time, etc...

The **Annual Achievement Award** is for a center/provider maintaining a STARS Level 3 or 4. Eligibility for this award is determined during the anniversary month of the provider's STARS rating.

“Anniversary date” is new terminology for STARS since changes to the STARS regulations extended the length of time that two-, three- and four-STARS ratings are valid.

- A program's STARS anniversary date is the date one year forward from the date issued on the STARS certificate.
- Three-STARS and four-STARS rated programs will have an anniversary date each year one year forward from the date issued on the STARS certificate.

The **Annual Enhancement Award** is for Level 4 Type I centers who offer health insurance at the time of rating or begin to offer this benefit to their employees. The center must pay at least 50% of the cost of a single plan. Level 4 Type II centers and Certified providers are eligible for the annual enhancement award if their environment rating scale score is an average above 5.5.

Quality Incentive Awards are calculated **annually** for STARS Levels 2, 3, and 4 centers/providers serving CCAP children.

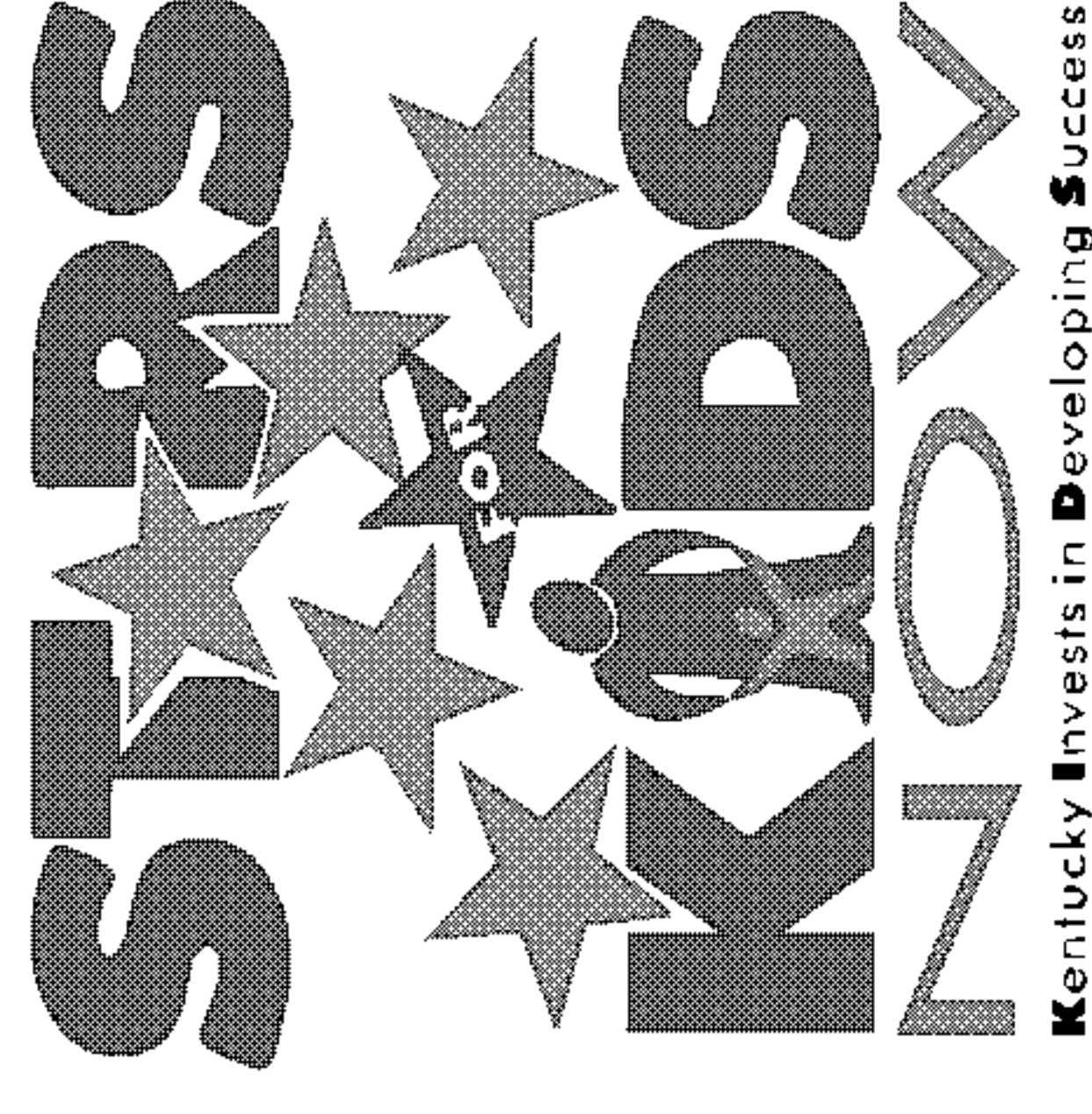
STARS Level 1 participants are **not** eligible for the incentive award.

Licensed Type I Centers are paid semi-annually based on the center's STARS rating level and the percentage of CCAP children, compared to the total number of children served during the month the quality rating certificate was issued. Eligibility for recalculation is determined during the anniversary month.

Licensed Type II Centers and Certified providers are paid annually based on the STARS rating level and the percentage of CCAP children, compared to the total number of children served during the month the quality rating certificate was issued. Eligibility for recalculation is determined during the anniversary month.

Please refer to the awards chart.

**STARS FOR KIDS NOW AWARDS
TYPE I LICENSED CHILD-CARE CENTERS**



Initial Achievement Award			
STAR LEVEL	Less Than 50 Children	51 to 100 Children	More Than 100 Children
	\$ Amount	\$ Amount	\$ Amount
1	\$200	\$200	\$200
2	\$500	\$750	\$1,000
3	\$1,700	\$2,200	\$2,700
4	\$3,000	\$4,000	\$5,000

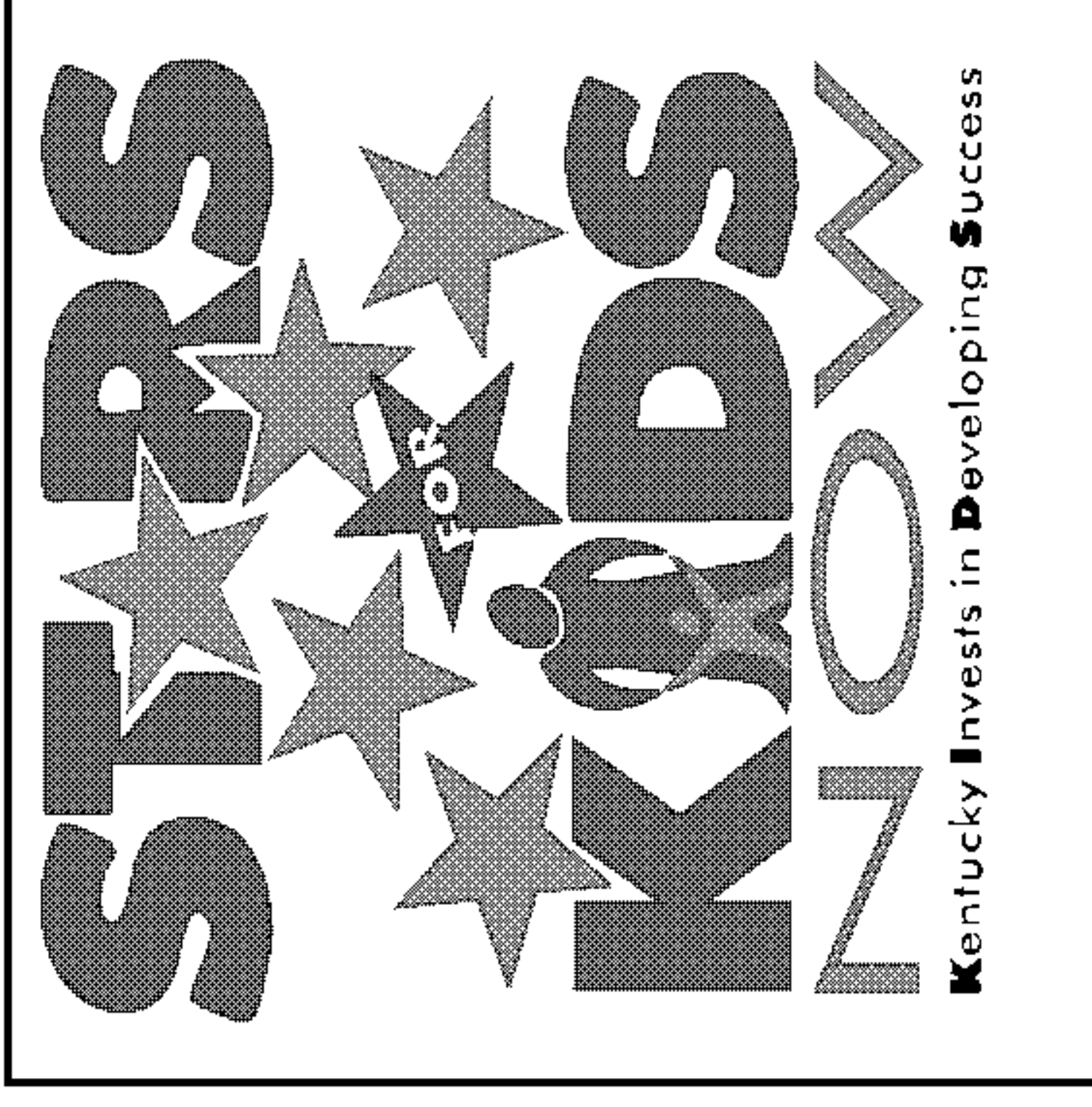
Annual Achievement Award			
STAR LEVEL	Less Than 50 Children	51 to 100 Children	More Than 100 Children
	\$ Amount	\$ Amount	\$ Amount
3	\$850	\$1,100	\$1,350
4	\$1,500	\$2,000	\$2,500

Annual Enhancement Award			
STAR LEVEL	Less Than 50 Children	51 to 100 Children	More Than 100 Children
	\$ Amount	\$ Amount	\$ Amount
4	\$1,500	\$2,000	\$2,500

Quality Incentive Award			
Percentage of Subsidy of Children in the Center	Child Under 3 Years of Age		
	STAR Level		
	2	3	4
	\$ Amount Per Subsidy Child Per Month		
11-25%	\$9.00	\$13.00	\$16.00
26-50%	\$10.00	\$14.00	\$17.00
51-75%	\$11.00	\$15.00	\$18.00
76%	\$12.00	\$16.00	\$19.00
Percentage of Subsidy of Children in the Center	Child Age 3 Years and Over		
	STAR Level		
	2	3	4
	\$ Amount Per Subsidy Child Per Month		
1-10%	\$7.00	\$11.00	\$14.00
11-25%	\$8.00	\$12.00	\$15.00
26-50%	\$9.00	\$13.00	\$16.00
51%-75%	\$10.00	\$14.00	\$17.00
76%	\$11.00	\$15.00	\$18.00



STARS FOR KIDS NOW AWARDS
TYPE II LICENSED and CERTIFIED FAMILY CHILD-CARE HOMES



Initial Achievement Award	
STAR LEVEL	\$ Amount
1	\$100
2	\$250
3	\$500
4	\$1,000

Annual Achievement Award	
STAR LEVEL	\$ Amount
3	\$250
4	\$500

Annual Enhancement Award	
STAR LEVEL	\$ Amount
4	\$500

Quality Incentive Award		
STAR LEVEL	Child Under 3 Years of Age	Child Age 3 Years and Over
	\$ Amount	\$ Amount
2	\$10.00	\$9.00
3	\$14.00	\$13.00
4	\$17.00	\$16.00



HIGHLIGHTS OF CHILD CARE PROVIDER REQUIREMENTS IN KENTUCKY

	Licensed Child Care Center (Type I)	Licensed Child Care Homes (Type II)	Certified Family Child Care Homes	Registered Provider
Program Definition	A Licensed Type I Child Care Facility is a facility that regularly provides child care services for four (4) or more children in a non-residential setting; or thirteen (13) or more children in a residential setting.	A Licensed Type II Child Care Facility is the primary residence where child care is regularly provided for at least seven (7), but not more than twelve (12) children including related children.	A Certified Family Child Care Home is a person who cares for a child in their own home; and shall not exceed six (6) unrelated children at any one (1) time; or four (4) related children in addition to six (6) unrelated children for a maximum of ten (10) at any one (1) time.	A registered provider is a family, friend or neighbor who provides care for no more than 3 children on the CCAP program.
Basic Operator Requirements	<p>Director must be at least</p> <ul style="list-style-type: none"> •21 years of age •Be employed as an on-site child care director, or director of multiple facilities, during child care facility hours of operation •High School diploma or GED and one of the following: <ul style="list-style-type: none"> -College degree, or competence-based vocational training, or 3 years of full-time paid experience in child care - Commonwealth Child Care Credential in accordance with 92 KAR 2:250. -Child Development Associate 	<p>Meet requirements of Type I Director; OR</p> <ul style="list-style-type: none"> •Provider at least 21 years of age •High School diploma or GED 12 hours of initial training & one of the following: <ul style="list-style-type: none"> -Certificate in child development services -One year paid experience in child care -6 hours of training in child care administration - Commonwealth Child Care Credential in accordance with 92 KAR 2:250. -Child Development Associate 	<p>Provider must be at least 18 years of age</p> <ul style="list-style-type: none"> •Effective January 1, 2009, an initial applicant for certification shall have a: <ul style="list-style-type: none"> - High school diploma, general equivalency diploma (GED), or documentation from a comparable educational entity; or - Commonwealth Child Care Credential in accordance with 92 KAR 2:250. •Physician's statement •2 written references 	<p>Basic eligibility requirements include:</p> <ul style="list-style-type: none"> •The child care provider MUST be at least 18 years of age. •At least (1) one working phone in the home where the child(ren) receives care. •Must complete application and all required forms and verifications for a registered provider. •All persons in household 18 and older submit to criminal records background check and child abuse and neglect check. •Must report changes within ten (10 days) to service agent.
Health and Safety	<ul style="list-style-type: none"> •Staff member on duty with current CPR & First Aid Certificates •Criminal records check & test results or a statement from a health professional that the individuals are free of active tuberculosis. •Director, staff, and volunteers checked for substantiated child abuse/neglect 	<ul style="list-style-type: none"> •Staff member on duty with current CPR and First Aid Certificates •Criminal records check & test results or a statement from a health professional that the individuals are free of active tuberculosis. •Director, staff and adult household members checked for substantiated child abuse/neglect 	<ul style="list-style-type: none"> •Provider with current CPR and First Aid Certificates •Criminal records check & test results or a statement from a health professional that the individuals are free of active tuberculosis. •Provider and adults in household checked for substantiated child abuse/neglect 	<ul style="list-style-type: none"> •Written verification from a licensed health care professional or a health department (administered within a year) that the child care provider and all adults living in the home are free of tuberculosis. •Must certify that residence and behavior practices meet minimum safety requirements.
Training	<ul style="list-style-type: none"> •6 hours Orientation training within 3 months of employment for director and staff •15 hours of training annually for director and staff 	<ul style="list-style-type: none"> •6 hours Orientation training within 3 months of employment for provider and staff •15 hours of training annually for provider and staff 	<ul style="list-style-type: none"> •6 hours Orientation training for provider within first 3 months of application •9 hours of training annually for provider 	<ul style="list-style-type: none"> •3 hours orientation training with in 90 days of application •3 hours annual training in early care and education.
Inspections	<p>Every year, by:</p> <ul style="list-style-type: none"> •State Fire Marshal •Cabinet for Health and Family Services, Division of Regulated Child Care •Local Health Department •Written documentation from the local authority showing compliance with local zoning requirements 	<p>Every year, by:</p> <ul style="list-style-type: none"> •State Fire Marshal •Cabinet for Health and Family Services, Division of Regulated Child Care •Local Health Department •Written documentation from the local authority showing compliance with local zoning requirements 	<p>Every year, by:</p> <ul style="list-style-type: none"> •Cabinet for Health and Family Services, Division of Regulated Child Care •Written documentation from the local authority showing compliance with local zoning requirements 	<p>Restrictions:</p> <ul style="list-style-type: none"> •Cannot live in same residence as the child in care. •Cannot hold a current license to operate a child care center or certified home. •Cannot use any form of corporal punishment.

RELATES TO: KRS Chapter 13B, 17.165, Chapter 157, 199.011(4), 199.892, 199.894(1), (3), 199.896, 199.898, 600.020(1), 620.030(3), 45 C.F.R. 98.2, 42 U.S.C. 601-619

STATUTORY AUTHORITY: KRS 194A.050(1), 199.896(2), (6)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 194A.050(1) requires the Secretary of the Cabinet for Health and Family Services to promulgate administrative regulations necessary to operate programs and fulfill the responsibilities vested in the cabinet, qualify for the receipt of federal funds, and cooperate with other state and federal agencies for the proper administration of the cabinet and its programs. KRS 199.896(2) authorizes the cabinet for Health and Family Services to promulgate administrative regulations to establish license fees and standards for a child-care center. KRS 199.896(6) requires the cabinet to establish an informal dispute resolution process. This administrative regulation establishes licensure standards for a child-care center and describes the informal dispute resolution process.

Section 1. Definitions.(1) "Cabinet" is defined by KRS 199.894(1).

"Child" is defined by KRS 199.011(4).

"Child-care center" is defined by KRS 199.894(3).

"Developmentally appropriate" means suitable for the specific age range of the child.

"Nontraditional hours" means the hours of:

6 p.m. through 6 a.m. Monday through Friday; or

6 p.m. on Friday until 6 a.m. on Monday.

"Parent" is defined by 45 C.F.R. 98.2.

"Secretary" is defined by KRS 199.011(1)

Section 2. Child-care Centers. The following child-care centers shall meet the requirements of this administrative regulation:

A Type I child-care center. This child-care center shall be licensed to regularly provide child care services for:

Four (4) or more children in a nonresidential setting; or

Thirteen (13) or more children in a designated space separate from the primary residence of a licensee; and

(2) A Type II child-care center. This child-care center shall be primary residence of the licensee in which child care is regularly provided for seven (7), but not more than twelve (12), children including children related to the licensee.

Section 3. Exempt Child Care Settings. The following child-care settings shall be exempt from licensure requirements of this administrative regulation, 922 KAR 2:110, and 922 KAR 2:120:

Summer camps certified by the cabinet as youth camps which serve school-age children;

Kindergarten through grade 12 in private schools while school is in session;

All programs regulated by the Kentucky Department of Education governed by KRS Chapter 157;

Summer programs operated by a religious organization which a child attends no longer than two (2) weeks;

Child care provided while parents are on the premises, other than the employment and educational site of parents;

Child care programs operated by the armed services located on an armed forces base;

(7) Child care provided by educational programs that include parental involvement with the care of the child and the development of parenting skills;

Facilities operated by a religious organization while religious services are being conducted; and

A program providing instructional and educational programs:

That operates for a maximum of twenty (20) hours per week; and

Which a child attends for no more than ten (10) hours per week.

Section 4. Application. (1) An applicant for a license shall submit to the cabinet a completed OIG-RCC-1, Application for a License to Operate a Child Care Center.

(2) The issuance or reapproval of a license shall be governed under the provisions of Sections 4 through 6 of this administrative regulation.

(3) If the applicant for licensure is a:

(a) Corporation or a limited liability company, the application shall include a current certificate of existence or authorization from the Secretary of State; or

(b) Partnership, the application shall include a written statement from each partner that the partnership is current and viable.

(4) If the status of a corporation, partnership, or ownership of the child-care center changes, the new entity shall submit a completed OIG-RCC-1.

(5) If ownership of a child-care center changes and the cabinet approves licensure upon inspection of the child-care center under the new ownership, the effective date on the license shall be the date of the approved inspection under the new ownership. Section 5. License Issuance.

(1) A license shall not be issued unless each background check required by KRS 199.896(19) has been completed on behalf of an applicant for licensure.

(2) A director, employee, volunteer, or any person with supervisory or disciplinary control over or having direct contact with a child shall submit to

licensee shall discharge immediately a director, employee, volunteer, or any person.

Whose name is listed on the central registry established by 922 KAR 1:470; or

Who has been convicted of a crime defined by KRS 17.165(1) through (3).

(4) An applicant who has been convicted of a nonviolent felony or misdemeanor shall be handled on a case-by-case basis with consideration given to the:

Nature of the offense;

Length of time that has elapsed since the event; and

Applicant's life experiences after conviction.

(5) If an applicant for licensure has had a prior certification, license, registration, or permit to operate denied or revoked, the cabinet shall grant the applicant a license if:

1. Demonstrated compliance with the provisions of this administrative regulation, 922 KAR 2:110, 922 KAR 2:120, and KRS 199.896;
- 1 Completed, since the time of the prior denial or revocation, sixty (60) hours of training in child development and child care practice, approved by the cabinet or its designee; and
- 2 Not had an application, certification, license, registration, or permit denied, revoked, or suspended for one (1) of the reasons set forth in KRS 199.896(19) or Section 10(2) of this administrative regulation.

(6) If a license is granted after the three (3) year period specified in paragraph (a) of this subsection, the licensee shall serve a two (2) year probationary period during which the child-care center shall be inspected on at least a quarterly basis.

A license shall specify:

- A particular physical location;
- A designated sponsor or owner as operator;
- Age category of the children in care;

(d) The maximum number of children allowed under center supervision at one (1) time, including a child related to the licensee or an employee, based upon:

- Available space as determined by the State Fire Marshal's Office in conjunction with the cabinet;
- Adequacy of program;
- Equipment; and
- Staff;
- (e) If provided, nontraditional hours;
- (f) If provided, transportation; and
- (g) A list of services to be provided by the child-care center.
- (8) To qualify for and maintain a license, a child-care center shall:
 - (a) Provide written documentation from the local authority showing compliance with local zoning requirements;
 - (b) Be approved by the Office of the State Fire Marshal or designee;
 - (c) Have an approved water and sewage system in accordance with local, county, and state laws;
 - (d) Have adequate equipment, supplies, and staff to serve initial enrollment of children;
 - (e) Provide written proof of liability insurance coverage of at least \$100,000 per occurrence;
 - (f) Comply with provisions of this administrative regulation, 922 KAR 2:110, and 922 KAR 2:120;
 - (g) Cooperate with the state agency during an investigation of an alleged complaint, including an allegation of child abuse or neglect pursuant to KRS 620.030(3); and
 - (h) Have a director who meets the requirements listed in 922 KAR 2:110.
- (9) A child-care center shall allow the cabinet or its designee and parent of an enrolled child unannounced access to the child-care center during the hours of operation.
- (10) A license shall be issued and reapproved if the center has met the requirements contained in this administrative regulation, 922 KAR 2:110, 922 KAR 2:120, and KRS 199.896(3), (13), (15), (16), (18), and (19).
- (11) A license shall not be sold or transferred.
- (12) Changes to a child-care center as listed in 922 KAR 2:110, Section 6(4), (5), and (6) shall be:
 - (a) In writing to the cabinet or its designee; and
 - (b) Signed by each owner listed on the license.
- (13) The cabinet or its designee shall not charge a fee for acting upon reported changes.
- (14) The license shall be posted in a conspicuous place in the child-care center.
- (15) A child-care center shall not begin operation without a license to operate from the cabinet.
- (16) A child-care center operating without a license shall be subject to legal action. Section 6. Fees. (1) A nonrefundable licensing fee of fifty (50) dollars shall be charged according to KRS 199.896(3).
- (2) Licensing fees shall be:
 - (a) Payable to the Kentucky State Treasurer;
 - (b) Attached to the licensure application; and
 - (c) Paid by:

(1) A licensee seeking reapproval shall submit, one (1) month prior to license expiration, an OIG-RCC-2, Application for Renewal of a License to Operate a Child Care Center; and

(2) Meet the requirements specified in Sections 4 through 6 of this administrative regulation.

Section 8. Statement of Deficiency and Corrective Action Plans. (1) If a center is found not to be in regulatory compliance, the cabinet or its designee shall complete a written statement of deficiency in accordance with KRS 199.896(5).

(2) Except for a violation posing an immediate threat as handled in accordance with KRS 199.896(5)(c), a child-care center shall submit a written corrective action plan to the cabinet or its designee within ten (10) calendar days of receipt of the statement of deficiency to eliminate or correct the regulatory violation.

A corrective action plan shall include:

Specific action undertaken to correct a violation;

The date action was or shall be completed; and

Action utilized to assure ongoing compliance.

(4) The cabinet or its designee shall review the plan and notify the child-care center within thirty (30) calendar days of receipt of the plan, in writing, of the decision to:

(a) Accept the plan;

(b) Not accept the plan; or

(c) Deny, suspend, or revoke the child-care center's license, in accordance with Section 10 of this administrative regulation.

(5) A notice of unacceptability shall state the specific reasons the plan is unacceptable.

(6) A child-care center notified of the unacceptability of its plan shall:

(a) Within ten (10) calendar days of notification, submit an amended plan; or

(b) Have its license revoked or denied for failure to submit an acceptable amended plan in accordance with KRS 199.896(4).

(7) Following two (2) unacceptable plans of correction, in a forty-five (45) calendar day period, the cabinet may deny or revoke an application for licensure or license.

(8) A statement of deficiency that poses an immediate threat to the health, safety, or welfare of a child shall be corrected within five (5) working days of notification in accordance with KRS 199.896(5)(c).

(d) Notify or require the provider to notify a parent of a child who may be affected by the situation for which an intermediate sanction has been imposed.

An intermediate sanction shall result in a suspension or revocation of the license if a child-care center:

Fails to meet a condition of the intermediate sanction; or

Violates a requirement of an intermediate sanction.

Section 10. Basis for Denial, Suspension or Revocation. (1) The cabinet shall deny, suspend, or revoke a license in accordance with KRS 199.896(4) and (19) if the applicant for licensure, director, employee, or a person who has supervisory authority over, or direct contact with, a child fails to meet the requirements of this administrative regulation or those of 922 KAR 2:110 or 922 KAR 2:120.

(2) For the purposes of KRS 199.896(19), an applicant who has been found by the cabinet to have abused or neglected a child shall mean an individual who is listed on the central registry described in 922 KAR 1:470.

A child abuse or neglect check required by KRS 199.896(19) shall be conducted:

One (1) time; and

Within ninety (90) calendar days of initial employment.

(4) A director, employee, volunteer, any person with supervisory or disciplinary control over, or having direct contact with, a child shall report to the licensee if:

Convicted of a violent crime or sex crime defined by KRS 17.165(1) through (3);

The subject of a cabinet child abuse or neglect investigation; or

Found by the cabinet or a court to have abused or neglected a child.

(5) Each licensee shall report to the cabinet or its designee if the licensee, director, employee, volunteer, or another person who submitted to a background check meets a criterion of subsection (4) of this section.

Emergency action shall be taken in accordance with KRS 199.896(4).

Public information shall be provided in accordance with KRS 199.896(10) and (11), and 199.898(2)(d) and (e).

The cabinet may deny an applicant for a license if:

The applicant has been previously denied or revoked;

Denial or revocation proceedings were initiated and the licensee voluntarily relinquished the license;

An appeal of a denial or revocation is pending;

(d) The applicant previously failed to comply with the requirements of KRS 199.896, 922 KAR 2:110, 922 KAR 2:120, or this administrative regulation; or

(e) The applicant is the parent, spouse, sibling, or child of a previous licensee whose license was denied or revoked as described in paragraphs (a) through (d) of this subsection, and the previous licensee will be involved in the child-care center in any capacity.

A child-care center's license shall be revoked if:

A representative of the center interferes with a cabinet representative's ability to perform an official duty; or

A cabinet representative or parent is denied access to:

— A child; or

— The child-care center.

— (10) The cabinet or its designee shall suspend the license if regulatory violations are found that pose an immediate threat to the health, safety, and welfare of the children in care as described in KRS 199.896(4).

Section 12: Right of Appeal. (1) If an application has been denied or a licensee receives notice of suspension or revocation, the cabinet shall inform the applicant for licensure or licensee by written notification of the right to appeal the notice of adverse action in accordance with KRS Chapter 13B and 199.896(7).

(2) An adverse action may be appealed by filing form OIG-RCC-3, Request for Appeal, for a hearing. The request shall:

- (a) Be submitted to the Secretary of the cabinet or designee within twenty (20) calendar days of receipt of the notice of adverse action; and
- (b) Specify if an applicant for licensure or licensee requests an opportunity to informally dispute the notice of adverse action.

(3) If an applicant for licensure or a licensee files an OIG-RCC-3 for a hearing, the cabinet shall:

- (a) Appoint a hearing officer; and
- (b) Proceed pursuant to KRS 13B.050.

(4) If an applicant for licensure or a licensee files a request for a hearing and a request for an informal dispute resolution, the cabinet shall:

- (a) Abate the formal hearing pending completion of the informal dispute resolution process; and
- (b) Proceed to informal dispute resolution. Section 13. Informal Dispute Resolution.

(1) A request for informal dispute resolution shall:

- (a) Accompany the request for a hearing;
- (b) Identify the licensure deficiency in dispute;
- (c) Specify the reason the applicant for licensure or licensee disagrees with the deficiency; and
- (d) Include documentation that disputes the deficiency.

(2) Upon receipt of the written request for informal dispute resolution, the regional program manager or designee shall:

- (a) Review documentation submitted by the applicant for licensure or licensee; and
- (b) If requested, schedule a first-level informal dispute resolution meeting with the applicant for licensure or licensee.

(3) The first-level informal dispute resolution meeting shall be held within ten (10) calendar days of receipt of the request by the cabinet, unless both parties agree in writing to an extension of time.

The first-level informal dispute resolution meeting shall be conducted by:

The regional program manager or designee; and

A child care surveyor who did not participate in the survey resulting in the disputed deficiency.

(5) Within ten (10) calendar days of completion of the first-level informal dispute resolution meeting or request, the regional program manager or designee shall:

Issue a decision by written notification to the return address specified in the request for informal dispute resolution;

If a change is made to the statement of deficiencies, issue an amended statement of deficiencies; and

Specify whether the adverse action has been rescinded.

An applicant or a licensee may appeal a decision issued by the regional program manager or designee by:

Proceeding with a hearing according to KRS 13B.050; or

(b) Filing a written request for a second-level informal dispute resolution to the Director of the Division of Regulated Child Care or designee within ten (10) calendar days of receipt of the first level decision. The request shall specify whether the applicant for licensure or licensee requests a meeting with cabinet staff.

(7) Upon receipt of the written request for second-level informal dispute resolution, the Director of the Division of Regulated Child Care or designee shall:

(a) Review the decision issued from the first-level informal dispute resolution;

(b) Review the documentation described in subsection (1)(d) of this section; and

(c) If requested, schedule a second-level informal dispute resolution meeting with the applicant for licensure or licensee.

(8) The second-level informal dispute resolution meeting shall be held within ten (10) calendar days of receipt of the request by the cabinet, unless both parties agree in writing to an extension of time.

(9) Within ten (10) calendar days of completion of the second-level informal dispute resolution meeting or request, the Director of the Division of Regulated Child Care or designee shall:

Issue a decision by written notification to the return address specified in the request for second-level informal dispute resolution;

If a change is made to the statement of deficiencies, issue an amended statement of deficiencies; and

Specify whether the adverse action has been rescinded.

(10) If a second-level informal review is requested in lieu of a first-level informal dispute resolution meeting, the Director of the Division of Regulated Child Care or designee shall comply with the provisions of subsection (9)(a) through (c) of this section within ten (10) calendar days of receipt of the request for second-level informal dispute resolution.

(11) If an applicant for licensure or licensee is satisfied with the decision issued during informal dispute resolution, the request for a hearing shall be withdrawn.

(12) If an applicant for licensure or licensee is not satisfied with the decision issued from the second-level informal dispute resolution, the hearing previously held in abeyance shall be conducted in accordance with KRS Chapter 13B concerning the deficiencies that were reviewed in the informal review process.

A request for informal dispute resolution shall not:

Limit, modify, or suspend enforcement action against the applicant for licensure or licensee; or

Delay submission of a written plan of correction.

(14) Emergency action taken in accordance with Section 10(6) of this administrative regulation shall conform to the requirements of KRS 199.896(4). The informal dispute resolution process shall not restrict the cabinet's ability to issue an emergency order to stop, prevent, or avoid an immediate threat to public health, safety, or welfare under KRS 13B.125(2) and 199.896(4).

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Inspector General's Office, 275 East Main Street, Frankfort, Kentucky 40621, Monday through Friday, 8 a.m. to 4:30 p.m. (20 Ky.R. 251; Am. 555; 805; eff. 10-13-93; Recodified from 905 KAR 2:090, 7-8-99; 26 Ky.R. 1261; 1577; eff. 2-1-2000; 27 Ky.R. 1639; 2178; eff. 2-1-2001; 28 Ky.R. 2107; 2614; eff. 6-14-2002; 34 Ky.R. 1243; 2156; eff. 3-19-08.)

<http://www.lrc.ky.gov/kar/922/002/090.htm> 10/12/2011

**Building
A Strong
Foundation
for School Success**

Kentucky's Early Childhood Standards

(b)(6)

Kentucky Early Childhood Standards Overview – Summary

The *Kentucky Early Childhood Standards* document was designed to reflect the range of developmental abilities typical of young children, birth through four years of age. The critical knowledge and skills learned in the early years are presented in developmental domains for children birth-to-three years of age and in content areas for three-and-four-year-old children. This content for learning is intended to support early care and education professionals as well as parents in planning experiences to promote progress along the developmental continuum.

The *Kentucky Early Childhood Standards* document consists of standards, benchmarks, developmental continuum and example behaviors and is linked to the *Kentucky Department of Education K-12 Program of Studies* and to the *National Head Start Outcomes*. Definitions of the major components in the standards are:

- ❖ **Standard:** A general statement that represents the information, skills, or both that a child should know or be able to do.
- ❖ **Benchmark:** A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level.
- ❖ **Developmental Continuum:** A predictable but not rigid sequence of accomplishments that describe the progressive levels of performance in the order in which they emerge in most children.
- ❖ **Example Behaviors:** Observable “samples” of what children might do as they demonstrate accomplishment at each level of the developmental continuum.

Within early childhood settings, *instruction*, *curriculum* and *assessment* are appropriately joined to promote each child’s progress in building a strong learning foundation.

- ❖ **Instruction:** Activities, materials and experiences are provided that address all items along the developmental continuum.
- ❖ **Curriculum:** Experiences are planned that will promote children’s progress towards achieving benchmarks.
- ❖ **Assessment-Classroom/Instructional:** Observing, recording and documenting what children do and how they do it in all developmental domains and using the information to help the child develop further.

Survey results from early childhood programs indicate that the *Kentucky Early Childhood Standards* are used to:

- ❖ Align to school district’s curriculum (Curriculum)
- ❖ Create a curriculum map (Curriculum)
- ❖ Check units of study against standards (Curriculum)
- ❖ Develop new learning centers and classroom activities (Instruction)
- ❖ IEP development (Instruction)
- ❖ Assess learning through observations (Assessment)
- ❖ Use as a part of on-going assessment (Assessment)

The *Kentucky Early Childhood Standards* are available to download from this web site:

<http://www.kidsnow.ky.gov>

For further information contact Annette Bridges, Division of Early Childhood Development, Kentucky Department of Education, Annette.Bridges@education.ky.gov or 502/564-8341

INTRODUCTION

Building a Strong Foundation for School Success

Kentucky’s Early Childhood Standards

Introduction

First developed in 2003, by a state wide work group of representative stake holders in the arena of Early Childhood, these standards are designed as a framework to assist parents, early care, intervention, and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age. This “content for learning” (Kendall, 2003) will enable early care and education professionals and others to become more knowledgeable in providing the experiences to help children reach their full potential. Kentucky, like many other states, has realized the importance of developing a shared set of expectations for young children, drawn from current research, to provide the foundation for competencies critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002; Prichard, 2000).

Kentucky’s Vision

The vision for Kentucky’s young children and their families is that “all young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities” (Governor’s Early Childhood Task Force, 1999). Kentucky envisions learning as a continuum, beginning at birth and continuing throughout life. This is reflected in the strong alliances among early childhood educators, public school administrators, institutions of higher education, parent associations and the business community (Prichard Committee, 2003).

REVISED DOCUMENT

This printing (2009) of the KY Early Childhood Standards represents a first revision of the document. Replicating much of the original process and representative workgroup for the 2003 printing, the original document was reviewed in light of relevant recent research as well as input from early care and education professionals. Revisions were made to both content and format through this process. Acknowledgements of both the original and revision teams are located in the Appendix.

Dimensions of School Readiness

Any child's preparation to take full advantage of learning opportunities in school depends on four major factors or dimensions; Child Readiness, Approaches to Learning, School Readiness, and Family and Community Supports (National School Readiness Indicators Initiative, Feb. 2005).

Child Readiness refers to the whole child, including the context in which the child's development occurs, the child's health and developmental abilities and recognition that a wide range of variability must be accepted as 'the norm' from child to child as well as from one developmental domain to another for any individual child.

Approaches to Learning recognizes that all children have different interests and attitudes toward learning experiences. Some children are more confident in exploring and exhibit more curiosity or natural engagement in play activities. Any individual child must have learning opportunities that match his or her interests and allow him or her to feel comfortable and safe in order to explore, try, ask for assistance and eventually master any new skill or concept.

School Readiness considers how prepared schools are for any child of appropriate age regardless of individual skills, behaviors or abilities. Are the expectations of teachers and schools appropriate? In successful schools, teachers engage children in meaningful learning activities and use hands-on materials. School leaders support developmentally appropriate practices, plan for effective student transition in to preschool and from preschool in to primary and ensure effective collaboration among all stakeholders.

Family and Community Supports include how well the school systems share information with community-based programs for children birth to five, how involved families are in their child's early development and educational opportunities as well as the overall economic stability of the community and safety of individual neighborhoods and homes.



Approaches to Learning Introduction

For young children, Approaches to Learning has been identified as one of the most “powerful predictors of later success in school” (Child Mental Health Foundations and Agencies Network – FAN, 2000). Approaches to Learning includes children’s motivation, habits, inclinations, dispositions and general behaviors displayed as they involve themselves in learning or orient themselves to new situations. Research indicates that for children, their Approaches to Learning are interrelated with all aspects of development and learning that occur across all other domains (Head Start Information and Publication Center, 2008). However, children’s Approaches to Learning has been identified as “perhaps the most important dimension” of the school readiness domains (Kagan, Moore & Bredekamp; 1995, p.22). It is important to note that the development of a child’s Approaches to Learning is dependent on a number of factors. Marylou Hyson, utilizing Urie Bronfenbrenner’s ecological perspective model (Bronfenbrenner, 2000), depicted the influences of the child, the child’s family and home life, the child’s school or other out-of-home environments such as child care and cultural patterns and values on the development of a child’s Approaches to Learning (Hyson, 2008).

Multiple components make up Approaches to Learning. These include intrinsic motivation to learn, interest and joy in learning, engagement, persistence, planning, ability to focus and control attention, flexible problem-solving, inventiveness and tolerance for frustration (Kagan et al., 1995; National Center for Education Statistics, 2002). How a child approaches any learning opportunity can vary from situation to situation (e.g., home vs. school) or from domain to domain (e.g., confidence in motor skills vs. timid socially) and impacts all learning experiences. For this reason, the Kentucky Early Childhood Standards include consideration of Approaches to Learning across the developmental domains in the standards for children from birth –three and across all content areas in the standards for three and four-year-old children. Throughout the examples included in the Kentucky Early Childhood Standards, the categories of Initiative and Curiosity, Engagement and Persistence, and Reasoning and Problem Solving, which are categories within the Approaches to Learning Domain outlined in the Head Start Outcomes Framework, have been noted.

Examples of Approaches to Learning designation within the developmental continuum are included below:

Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.

- ☛ Jillian looks intently at top of “jack-in-the-box” as the handle is turned by big brother. (Initiative and Curiosity)

Uses gestures or movements to solicit attention and/or to indicate wants and needs.

- ☛ Dakota tugs on his mother’s skirt when he wants to be picked up. (Engagement and Persistence)

Uses tools to explore measuring.

- ☛ Philip uses cups, bowls and spoons in the sand table to measure (i.e., how many cups can be poured into the bowl). (Reasoning and Problem Solving)

While not an exhaustive list, the notations are designed to demonstrate ways in which Approaches to Learning may be demonstrated by young children in their daily routines and activities.

Guiding Principles

The development of *Kentucky's Early Childhood Standards* was based on the following guiding principles.

- ▶ **Social-emotional experiences and relationships are the foundation for child development.** Early childhood literature has emphasized early social and emotional competence as the foundation for all later development (Chazan-Cohen, Jerald, & Stark, 2001, p. 4) and as a predictor of later success (Kontos & Wilcox-Herzog, 1997; NAEYC & NAECS/SDE, 2002, p. 8; Peisner-Feinberg, et.al., 2001). A secure care-giving environment, supportive and nurturing interactions, and positive relationships between a young child and caregivers help the central nervous system develop appropriately (Brazelton & Greenspan, 2001, p. 1) and play a crucial role in promoting healthy social-emotional growth (Chazan-Cohen, Jerald, & Stark, 2001, p. 7; Cohen & Kaufmann, 2000; Greenspan, 1992). Assuring the emotional health of infants/toddlers and their families addresses the first step for school readiness and assists families in being supportive teachers for their young children (Chazan-Cohen, Jerald, & Stark, 2001).
- ▶ **Early care, intervention, and education programs must use research-based, recommended practices.** Experiences that match the child's knowledge and skill level, yet are somewhat challenging, help a child develop positive attitudes and at the same time promote the acquisition of new learning. Recommended practices in early care, intervention, and education are based on (1) knowledge about child development and learning, which permits general predictions within an age range about what experiences and activities will be interesting and achievable, yet challenging, for a child; (2) knowledge about the strengths, needs, and interests of a particular child, in order to adapt for individual variation; and (3) knowledge about the social and cultural contexts in which a child lives, to ensure that experiences are meaningful, relevant, and respectful (NAEYC, 1997, p. 9). Since young children learn by doing, they need many and varied opportunities to explore and experiment, but also need active, skilled, adult involvement to guide and expand on their play. Children are capable and competent, and through play experiences that are planned to be appropriate for their age and skill level, they constantly refine their knowledge and skill development.¹
- ▶ **The interaction and influence among developmental domains must be considered in addressing program and child needs and outcomes.** Young children's development is strongly interconnected, with outcomes in one area relying on development in other areas (Kendall, 2003). Development in one domain (motor, social-emotional, cognitive, communication) can limit or facilitate development in others. For example, when babies crawl and walk, they expand their ability to explore, which positively affects cognition. Skills or lack of skills in social interaction can support or impede language development and vice versa. Early care, intervention, and education professionals who are well trained will facilitate these interrelationships by organizing learning experiences and helping children make connections across domains (NAEYC, 1997).
- ▶ **The individual developmental needs of children must be addressed.** Each child is a unique person with an individual personality, learning style, and experiential background. Although children develop through a generally predictable sequence of milestones, they may not proceed through them in the same way and in the same amount of time.

¹ For more complete information on recommended practices for early care, intervention and education programs, see the NAEYC Position Statement in the appendix (Section V).

Development also proceeds at varying rates within the different areas of a particular child's functioning. Some children will exhibit skills far above their age group in some areas of development, while other children may take longer to achieve certain indicators. Variability among all children, not just those with disabilities, is normal. Uniqueness is to be valued. Therefore, it is important for early care, intervention, and education professionals to individualize experiences, activities, the environment, and materials to meet each child's developmental needs (NAEYC, 1996), including those with developmental delays or specific disabilities. Adults should view a child's current strengths and skills as the starting point for planning new experiences rather than as a limitation (NAEYC & NAECS/SDE, 2002; State of Texas, 2002); this applies to children with special needs as well as those who are developing more typically (Division for Early Childhood, 2007).

In order to address individual needs, Kentucky's Early Childhood Standards do not include specific age ranges in the developmental continuum items. This design allows for flexibility in planning for children with a variety of individual needs (e.g., developmental, language, behavioral). The alignment and purposeful overlap of the Birth – 3 and the 3 and 4 year old standards allows for flexible curriculum planning both across and within each age group.

► **Understanding the ecological nature of early childhood and addressing the cultural needs of children and families is integral to quality early childhood programs.**

The various contexts of a child's world—the family, care and educational settings, community, and society—all have an impact on a child's development (Bronfenbrenner, 1993; NAEYC, 1997). Despite the relatively predictable sequences of growth in children during the early childhood years that research indicates (Piaget, 1952; Erikson, 1963; NAEYC, 1997), a child's culture impacts and shapes individual development. Early care, intervention, and education professionals must recognize the influence of socio-cultural context on learning and encourage the variety of ways in which children demonstrate their developmental achievements (NAEYC, 1997).

Addressing the cultural needs of individual children includes addressing the needs for those for which English is not their primary language (i.e., English Language Learners). The *Kentucky Early Childhood Standards* are purposefully written without delineating English as the primary language. Instead the focus is on the skills needed for effective communication. This allows for flexibility to accommodate the needs of children from families whose primary language is not English, as well as the needs of children who use other modes of communication (e.g., American Sign Language, communication devices). Supports for increasing a child's use of the English language may be included in the daily activities, but are not the primary focus of the Kentucky Early Childhood Standards. For additional information on young English Language Learners, please see the Supplement to the NAEYC and NAECS/SDE joint position statement on early childhood curriculum, assessment, and program evaluation (NAEYC, 2005).

► **The quality of early care, and education programs impacts short- and long-term outcomes for children.**

High quality early care, intervention, and education programs are the foundation for an expectation of high level outcomes for young children. Research has shown that children participating in quality early care, intervention, and education programs demonstrate better math and language skills, possess increased attention and social skills, and have fewer behavioral problems in elementary school than other children (Barnett, 1995; Campbell & Ramey, 1994; Children's Defense Fund, 2002; National Institute of Child Health and Human Development, 2001, as cited in ECS, 2001, p. 7; Peisner-Feinberg, et.al., 2001; Quality Counts, 2002; SREB, 2001). Results are even more significant for at-risk children (Campbell & Ramey, 1994; Children's Defense Fund, 2002; Leseman, 2002; Peisner-Feinberg, et.al., 2001). Children also are less likely to be held back a grade or be placed in special education

programs in school (Children’s Defense Fund, 2002; Barnett, 1995) if they have participated in high quality early care, intervention, and education programs.

Other studies, such as the North Carolina Abecedarian Project, the High/Scope Perry Preschool Project, and the Chicago Child-Parent Centers (as cited in ECS, 2001, pp. 6-7, and SREB, 2001, pp. 2, 4) show the long-term effects of enriched, high-quality early care, intervention, and education programs.

Follow-up reports (when children reached their twenties) showed the following benefits for program participants as compared to control groups:

- higher graduation rate from high school
- higher rate of attendance at a four-year college
- older when the first child was born
- higher monthly earnings
- significantly fewer incidences of exhibiting abuse and neglect
- fewer incidences of chronic delinquency, fewer arrests, and fewer reports of having been on public assistance (Barnett, 1995, p. 40; ECS, 2001; Reynolds & Robertson, 2003; Yoshikawa, 1995).

In light of this research, it is important to note that *Kentucky’s Early Childhood Standards* is to be used in concert with environmental standards as a way to improve the overall quality of early care and education programs within the state and ultimately result in positive outcomes for all young children.

Purpose and Use of Document

Kentucky’s Early Childhood Standards was designed to reflect the range of developmental abilities typical of young children from birth through age four and to represent the expectations for the skills and levels of knowledge that children are able to achieve. The document is not a comprehensive list of every skill or piece of knowledge a particular child may exhibit. Rather, the critical knowledge and skills learned in the early years are included. The content for learning established here is intended to support parents and early care, intervention, and education professionals in planning experiences to promote either a particular child’s or a group of children’s progress towards achieving the next level of development and to promote collaboration and consistency across all early childhood settings.

The document is **not** intended to serve as a curriculum guide or as an assessment tool of children’s performance.

Assessment of children requires not only the use of tools, such as checklists and questionnaires, but also observations, talking with parents and caregivers, and reviewing previous records. Assessment involves gathering information from a variety of sources in order to plan a program for an individual child or for a group of children. Along with the *Kentucky Early Childhood Standards*, the *Building a Strong Foundation for School Success* series includes the *Kentucky Early Childhood Continuous Assessment Guide* as a resource for more information regarding assessment.

An early childhood curriculum generally is based on a philosophy of how children learn; thus, it contains both content, i.e., what the children should learn, and method, i.e., how to teach the content (e.g., Montessori or High/Scope).

This document is not designed to accomplish either of those ends. It is not a detailed listing of all skills and knowledge that children exhibit in their developmental progress; neither does it propose a method for teaching children particular knowledge or skills. The selection of procedures and tools for assessment and of methods for planning and providing activities and experiences is left to the discretion of parents and early care, intervention, and education professionals, since there is a multitude of ways in which these can be accomplished.

Kentucky's Early Childhood Standards does address the standards for children's development--that is, the essential knowledge and competencies children are to achieve as they develop through the first four years. It may be used as a framework in the following ways:

- to assure that assessment procedures cover all standards and benchmarks;
- to assist in planning experiences that will promote children's progress towards achieving benchmarks; and
- to assure that the activities, materials, and experiences provided for children address all items of the developmental continuum.

Organization of Document

Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards is organized into several sections. Following this Introduction, Section II provides a table which shows the linkages between the Standards for children birth to three years of age, the Standards for children ages three through four years of age and the *Program of Studies* for public school kindergarten. This table will assist the reader in seeing how the skills and knowledge demonstrated at an early age provide the foundation for more complex skills at a later age. For example, the reader can see how eye contact and reciprocal smiling prepare an infant for more advanced social interactions as a preschooler or how grasping toys leads to holding a pencil and writing letters in kindergarten.

Section III covers developmental domains for children birth to three years of age and includes the following areas:

- Cognitive
- Communication
- Creative Expression
- Motor
- Social Emotional.

Section IV addresses areas of development for children three and four years of age and includes:

- Arts and Humanities
- English/Language Arts (Early Literacy)
- Health Education (Health/Mental Wellness)
- Mathematics
- Physical Education (Gross and Fine Motor Skills)
- Science
- Social Studies

Each developmental area in Section III and Section IV is then organized into standards, benchmarks, a developmental continuum and example behaviors. The working definitions used during the development of these sections, as given below, were taken from the work of Bodrova, Leong, Paynter, and Semenov (2000) at the Mid-Continent Regional Educational Laboratory (McREL) and from Purvis and Rous (2003).

Standard: A general statement that represents the information, skills, or both that a child should know or be able to do.

Benchmark: A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level; much more specific than a standard. Benchmarks are not listed in any specific order, either in importance or in development.

Developmental Continuum: A predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research.

Example Behaviors: Observable “samples” of what children might do as they demonstrate accomplishments at each level of the developmental continuum, but not a definitive list of how a child might demonstrate a specific accomplishment nor an exhaustive inventory.

The developmental continuum and example behaviors are meant as a general guide to help early care, intervention, and education professionals and parents identify skills most likely to occur next in the continuum and to provide real examples that are useful to adults.

Kentucky’s *Program of Studies for Kentucky Schools Grades Primary - 12* refers to the minimum content required of students at primary, intermediate and high school levels in the public school. In *Kentucky’s Early Childhood Standards* only the entry level experiences, i.e., the first of six developmental levels in each content area, are referenced. A complete copy of the *Program of Studies* may be obtained from the Kentucky Department of Education (<http://education.kv.gov/kde/instructional+resources/curriculum+documents+and+resources/program+of+studies>)

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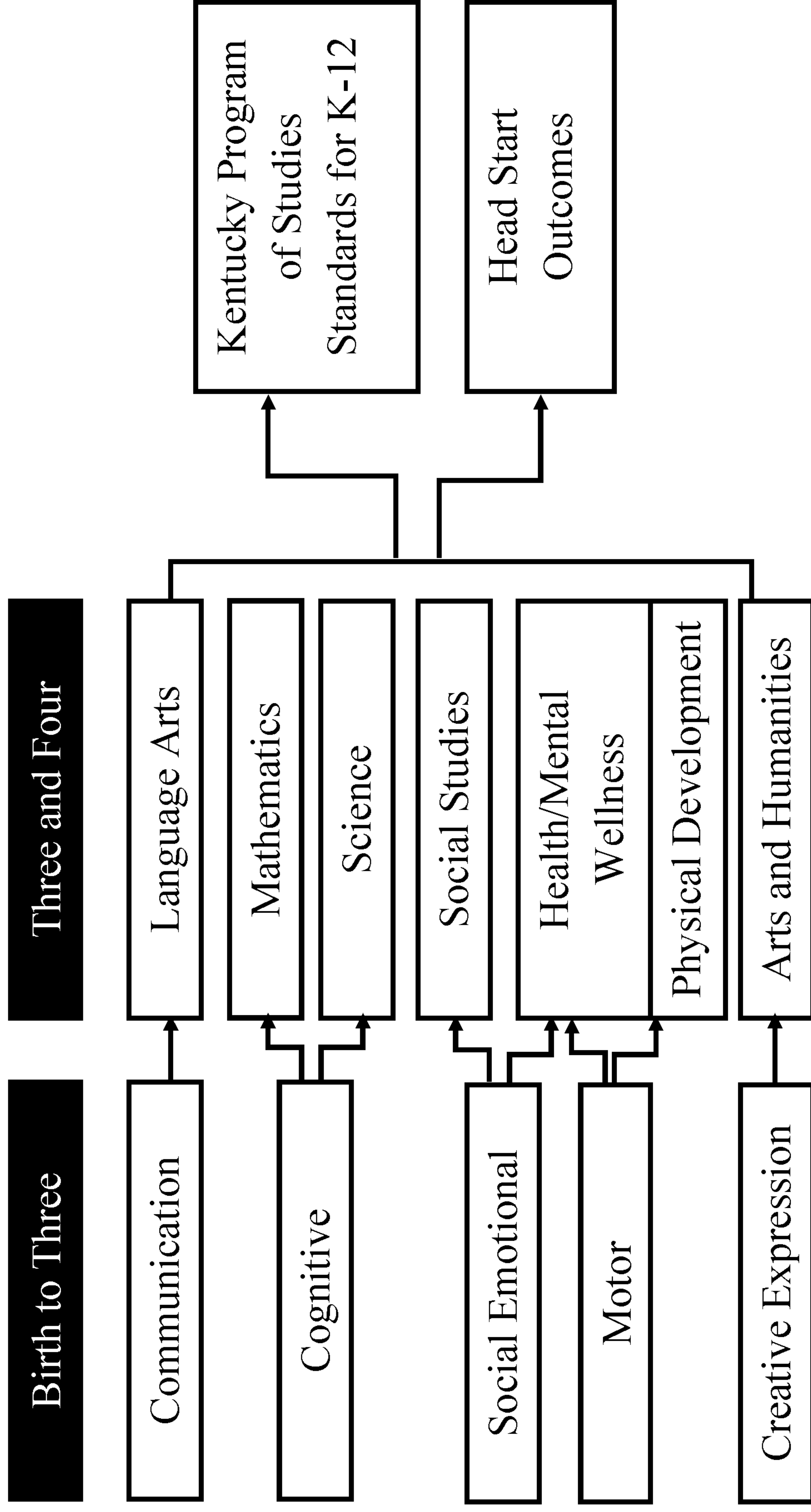
OVERVIEW OF STANDARDS

Section II

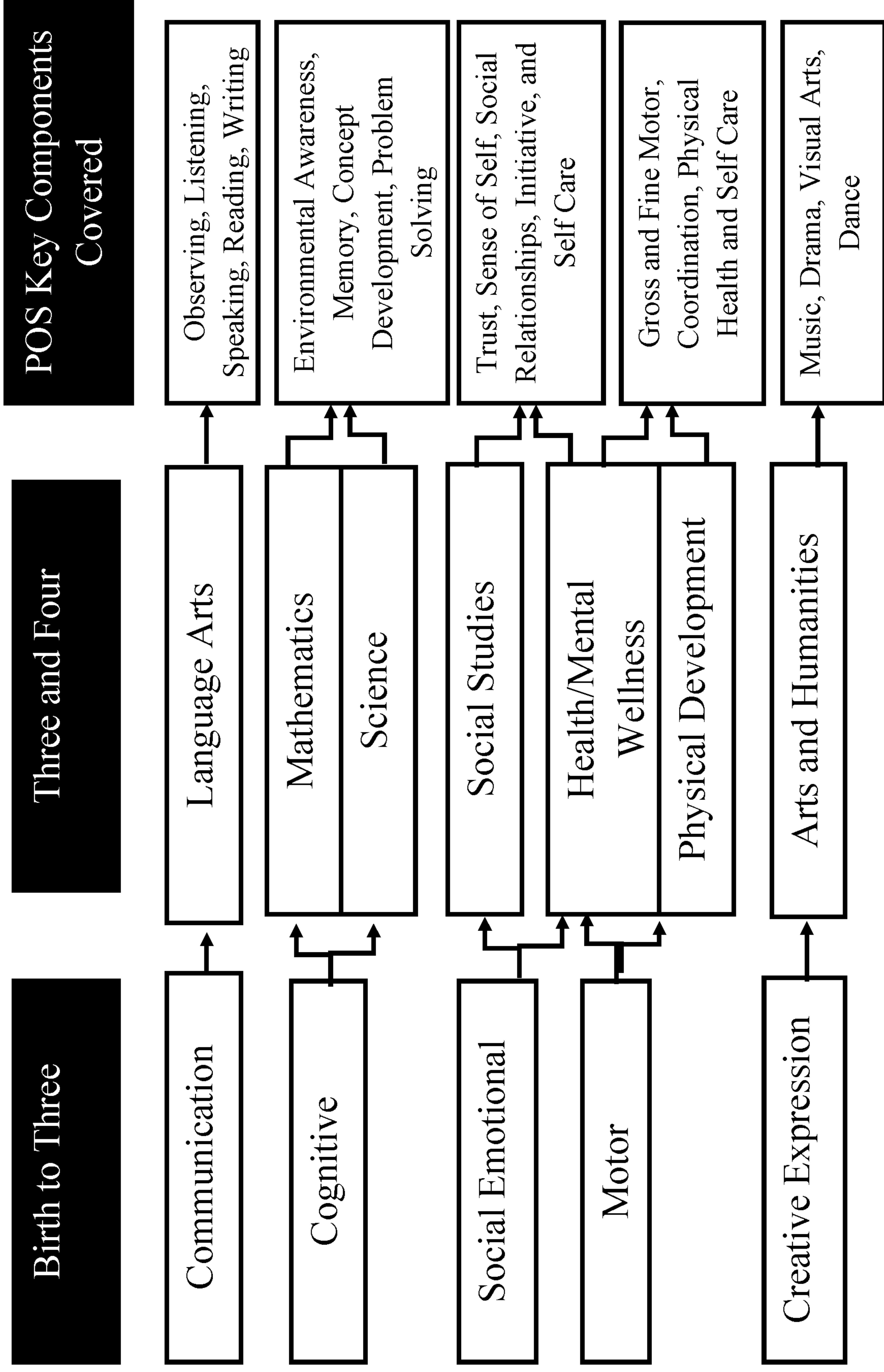
Overview

This section provides an overview of the standards and benchmarks for ages birth to three and for three through four years of age, demonstrating the linkages of these benchmarks to the Entry Level Experiences for kindergarten children in the *Program of Studies for Kentucky Schools Grades Primary - 12*. (Please note: Entry Level Experiences are the first of six developmental levels in each content area defined in the *Program of Studies*. The *Program of Studies* specifies the minimum content required of students at each grade level.)

Linkages Across Standards



Key Components Covered Across Standards



COMMUNICATION (BIRTH TO 3)**Standard 1: Demonstrates communication skills in order to express self.**

Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.
 Benchmark 1.2: Uses vocalizations and/or words (verbal, signed, symbolic) for a variety of purposes.

Standard 2: Demonstrates listening and observing skills and responds to the communication of others.

Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.
 Benchmark 2.2: Responds to the verbal and nonverbal communication of others.

Standard 3: Demonstrates interest and engages in early literacy activities.

Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.
 Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.

LANGUAGE ARTS (3S AND 4S)**Standard 1: Demonstrates general skills and strategies of the communication process.**

Benchmark 1.1: Uses nonverbal communication for a variety of purposes.
 Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.
 Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

Standard 2: Demonstrates general skills and strategies of the listening and observing process.

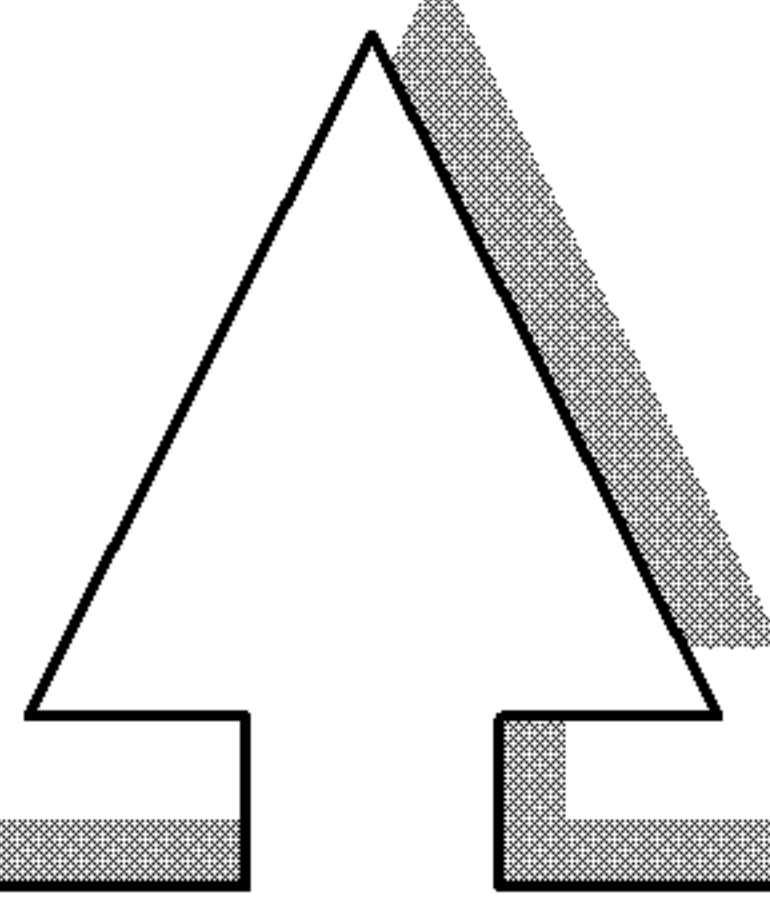
Benchmark 2.1: Engages in active listening in a variety of situations.
 Benchmark 2.2: Observes to gain information and understanding.

Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.
 Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.
 Benchmark 3.3: Demonstrates knowledge of the alphabet.
 Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.
 Benchmark 3.5: Draws meaning from pictures, print and text.
 Benchmark 3.6: Tells and retells a story.

Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.1: Understands that the purpose of writing is communication.
 Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas.
 Benchmark 4.3: Explores the physical aspects of writing.



COGNITIVE (BIRTH TO 3)

Standard 1: Explores the environment to gain information.

- Benchmark 1.1: Demonstrates curiosity in the environment.
- Benchmark 1.2: Responds to the environment.
- Benchmark 1.3: Recalls information about the environment.
- Benchmark 1.4: Recognizes characteristics of people and objects.

MATHEMATICS (3S AND 4S)

Standard 1: Demonstrates general skills and uses concepts of mathematics.

- Benchmark 1.1: Demonstrates an understanding of numbers and counting.
- Benchmark 1.2: Recognizes and describes shapes and spatial relationships.
- Benchmark 1.3: Uses the attributes of objects for comparison and patterning.
- Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe

SCIENCE (3S AND 4S)

Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).

- Benchmark 1.1: Explores features of the environment through manipulation.
- Benchmark 1.2: Investigates simple scientific concepts.
- Benchmark 1.3: Uses a variety of tools to explore the environment.
- Benchmark 1.4: Collects, describes and/or records information through a variety of means.
- Benchmark 1.5: Makes and verifies predictions based on past experiences.

SOCIAL EMOTIONAL (BIRTH TO 3)

Standard 1: Demonstrates trust and engages in social relationships.

Benchmark 1.1: Shows attachments and emotional connection towards others.

Benchmark 1.2: Demonstrates desire to create relationships and understandings of these relationships with others.

Standard 2: Demonstrates sense of self.

Benchmark 2.1: Expresses and/or recognizes a variety of emotions.

Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations.

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmark 1.1: Demonstrates independent behavior.

Benchmark 1.2: Shows social cooperation.

Benchmark 1.3: Applies social problem solving skills.

SOCIAL STUDIES (3S AND 4S)

Standard 1: Demonstrates basic understanding of the world in which he/she lives.

Benchmark 1.1: Differentiates between events that happen in the past, present and future.

Benchmark 1.2: Uses environmental clues and tools to understand surroundings.

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Benchmark 1.4: Recognizes and/or follows rules within the home, school and community.

Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.

Benchmark 1.6: Knows that diversity exists in the world.

ALIGNMENT OF STANDARDS AND BENCHMARKS

CREATIVE EXPRESSION (BIRTH TO 3)

Standard 1: Demonstrates interest and participates in various forms of creative expression.

Benchmark 1.1: Enjoys and engages in visual arts.

Benchmark 1.2: Enjoys and engages in movement and dance.

Benchmark 1.3: Enjoys and engages in music.

Benchmark 1.4: Enjoys and engages in pretend play and drama.

ARTS AND HUMANITIES (3s and 4s)

Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.

Benchmark 1.1: Develops skills in and appreciation of visual arts.

Benchmark 1.2: Develops skills in and appreciation of dance.

Benchmark 1.3: Develops skills in and appreciation of music.

Benchmark 1.4: Develops skills in and appreciation of drama.

ALIGNMENT OF STANDARDS AND BENCHMARKS

MOTOR (BIRTH TO 3)

Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines.

- Benchmark 1.1: Moves with purpose and coordination.
- Benchmark 1.2: Demonstrates balance and coordination.
- Benchmark 1.3: Exhibits eye-hand coordination.
- Benchmark 1.4: Controls small muscles in hands.
- Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met.

HEALTH/MENTAL WELLNESS (3S AND 4S)

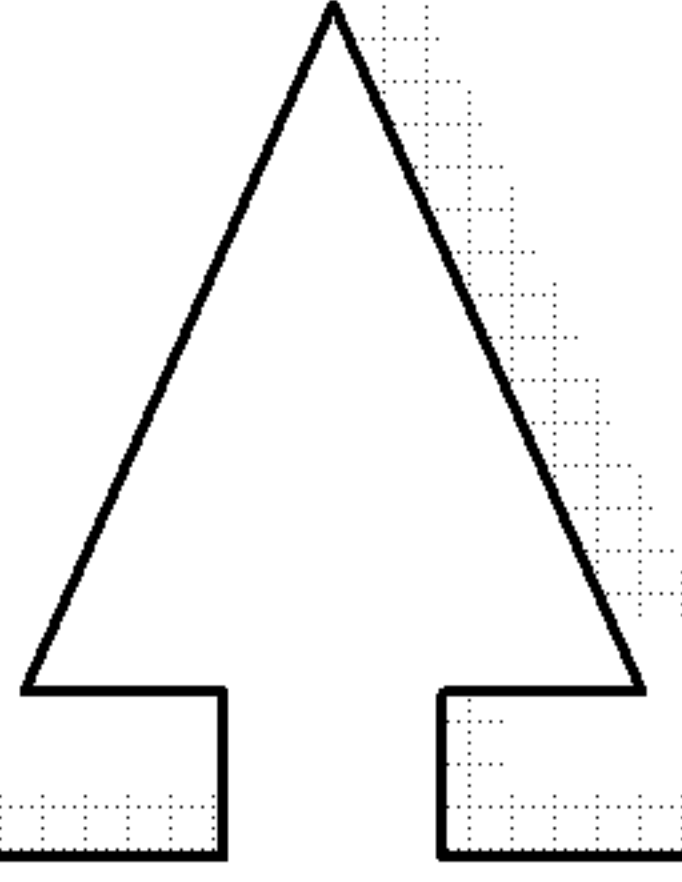
Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

- Benchmark 1.1: Demonstrates independent behavior.
- Benchmark 1.2: Show social cooperation.
- Benchmark 1.3: Applies social problem solving skills.
- Benchmark 1.4: Show a sense of purpose (future – hopefulness).

PHYSICAL DEVELOPMENT (3S AND 4S)

Standard 1: Demonstrates basic gross and fine motor development.

- Benchmark 1.1: Performs a variety of locomotor skills with control and balance.
- Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.
- Benchmark 1.3: Combines a sequence of several motor skills with control and balance.
- Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.

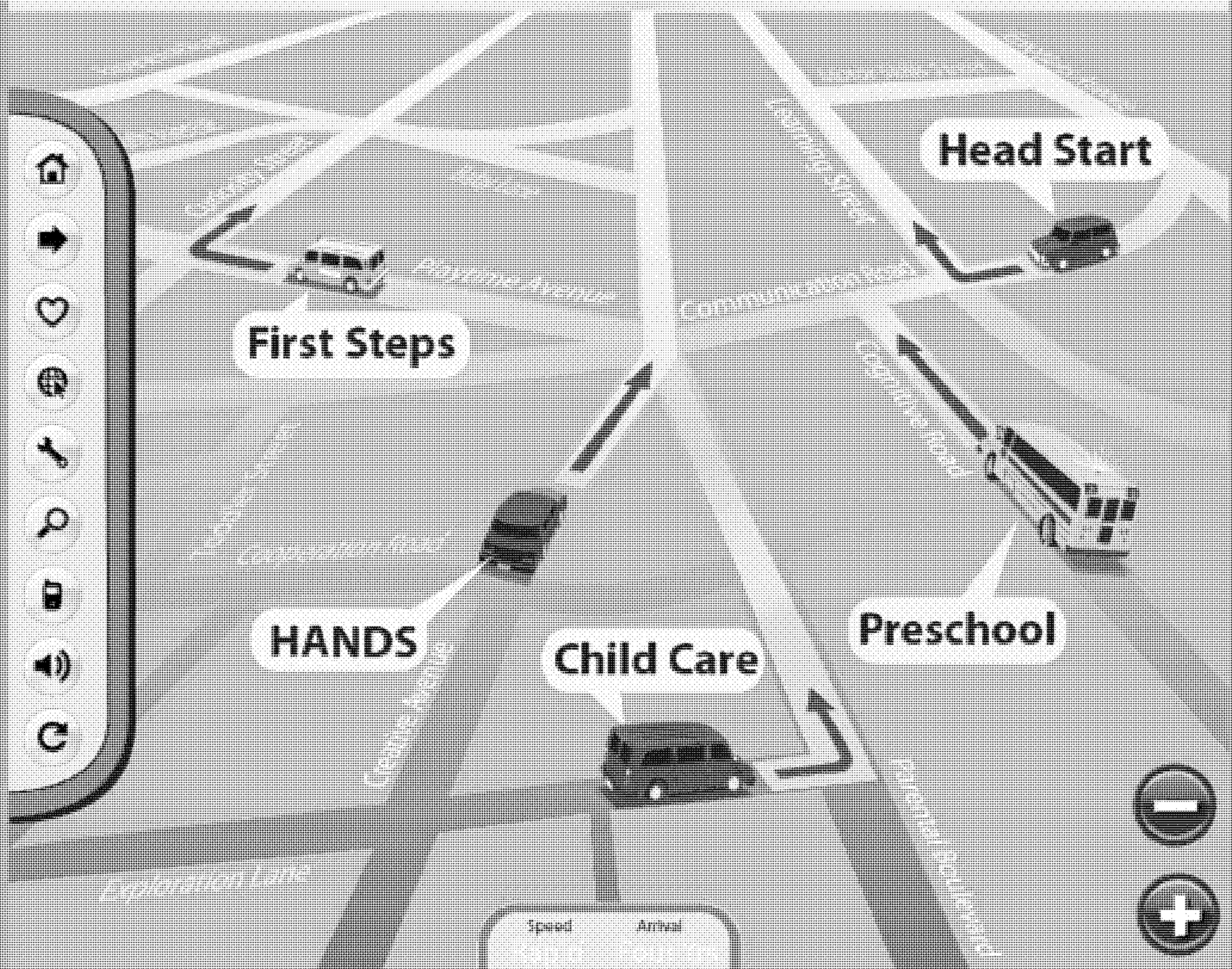


Your GPS to a Child's Success



**A Field Guide to the
Kentucky Early Childhood Standards**
Birth to Three

Your GPS to a Child's Success



**A Field Guide to the
Kentucky Early Childhood Standards
Three and Four**

How to use the Building a Strong Foundation for School Success Series; Field Guide

This field guide was created to offer an easy-to-read, practical supplement to the KY Early Childhood Standards (KYECS) for anyone who works with young children birth to four years old. This guide is intended to support early childhood professionals who work in the following settings: home settings, early intervention settings, and center-based care. The field guide has chapters for each of the Kentucky Early Childhood Standards. Below is a description of the information you will find in each chapter.

Each chapter will begin with a brief overview of the standard. In this paragraph, you will find information about what this standard is and the theory and research to support its use.

Each chapter contains a section called **Crossing Bridges**. It is important to understand that the developmental domains of young children often cross and impact others. While a provider is concentrating on a young child learning communication skills, there are other domains or standards being experienced as well. This section tells the reader how this standard supports other standards and domains. For example, you will see that social emotional development of an infant supports or overlaps the infant's communication development.

Each chapter contains a section called **Post Cards**. This section offers supportive quotes about the standard. In this section, readers will also find narratives, written by early care providers for early care providers. These narratives provide a window into how the standard is supported in a variety of settings.

Each chapter contains a section called **Sights to See**. This section tells the reader what the benchmarks are for the standards. Each standard contains one or more benchmark. The standard is a broad subject area. These **Sights to See**, or benchmarks, are indicators that a child is meeting the standard. These benchmarks are the same benchmarks found within the Kentucky Early Childhood Standards.

Each chapter contains a section called **We know children are on their way when...** This section is the developmental continuum items found within the Kentucky Early Childhood Standards. This section supports the **Sights to See**. The Developmental continuum is how children learn developmentally, with regards to the standard. Although not numbered in the KYECS, they are numbered in this tool for organization with adult supports.

Each chapter contains a section called **We know adults help children get there by ...** This section provides **examples** of how adults provide support for young children to develop. You will notice that each example in this section has at least one number by it. These numbers correspond to the **We know children are on their way when they ...** section. As you can see, one example or activity could provide support for a child to meet many of the developmental continuum listed in the previous section.

Each chapter contains a section called **Extra Supports**. Every child needs supports as they develop. In this section, readers will find suggestions to support a child's development. These suggestions may include environmental changes, scheduling adjustments, or general reminders.

Each chapter contains a section called **Don't forget to refuel**. This section provides resources related to the standard domain. Resources may include agency contact information, books, songs, and community resources that are available to you.

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Building a Strong Foundation for School Success

The Kentucky Early Childhood Standards

Parent Guide for Children Birth to Three

This document is designed to support families in understanding and using the document, *Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards* (Summer, 2003).

This material was developed and printed with support from:

- The Ford Foundation
- The Kentucky Department of Education, Division of Early Childhood Development
- The Cabinet for Health and Family Services, Division of Child Care

A complete and detailed list of the early childhood standards can be found at <http://kidsnow.ky.gov>

Please cite as:

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Submitted to the Kentucky Department of Education by a subgroup of the Kentucky Early Childhood Standards Workgroup.

Special appreciation to the following for their assistance:

- Carol Gnatuk, UK Cooperative Extension Services
- Jaime Grove, UK Interdisciplinary Human Development Institute
- The parents who took the time to review the Parent Guides. Their insights and helpful feedback improved the quality and usefulness of this document.

Building a Strong Foundation for School Success

The Kentucky Early Childhood Standards: Helping at Home

In 2003, Kentucky released the Kentucky Early Childhood Standards. These standards were developed to help early childhood programs across the state understand appropriate expectations for young children from birth to age five. Using the standards as a guide, programs can improve the quality of their services by providing children with appropriate experiences that support their overall growth and development.

Parents and other family members play an important role in supporting their child's growth and development. When a child is cared for by someone outside the home, like in a child care or preschool program, it is also important that family members and the person(s) caring for the child share information about the child on a regular basis. Sharing ideas about what your child needs, how the day or evening went, and exciting events in your child's life can help both you and your child's caregiver provide the best care for your child.

The Kentucky Early Childhood Standards can provide a method for helping you and your child's caregiver talk about your child. This document can assist you in understanding the Kentucky Early Childhood Standards and how you can support your child's growth and development in partnership with your child's caregiver. This brochure provides information about the child standards, what the standards mean, and examples of some ways you can help your child develop important skills.

There are several ways you can use this document. As a family, you can use the information to:

- Help you understand how your child is growing and learning.
- Help you plan special activities for your child that can assist in growth and learning.
- Think about your typical day and how you can use your family routines to support your child's growth and development.

With your child's caregiver, you can use this document to help you:

- Talk with your child's caregiver about the skills they are working on with your child.
- Share ideas about how you can work together to help your child develop new skills.
- Develop learning goals and plans for your child.
- Make sure that all areas of your child's development are being addressed.

c o g n i t i v e

Standard –
Explores the environment and retains information.

**Your child's ability to understand his/her world.
It involves learning and problem solving.**

What does it mean?

- Babies and toddlers want to actively explore their environment through all of their senses.
- Babies and toddlers are curious and like to investigate their surroundings.
- Babies and toddlers learn through play and exploration.
- Babies and toddlers watch and may try to imitate what they see and hear.
- Babies and toddlers develop preferences for people and things.
- Babies and toddlers begin to understand the purpose of objects and materials in their daily environment.

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What are some things you can do?

- Provide a safe and healthy environment for children to explore (covered outlets, gated steps, and dangerous materials locked up).
- Provide children safe and interesting materials with which to play (pots and pans, rattles, shape sorters, blocks). Use materials that vary in texture, color, size, shape, etc. Use materials that let your child fill, dump and sort (rice/sand/water play).
- Encourage your child to explore – watch and comment as she tries out new things.
- Watch and learn from your child about their interests. Provide materials in which she seems to have an interest. For toddlers, check out picture books from the library on topics of interest – animals, toys and family members.
- Support your child's preference for a special toy (such as a blanket or stuffed animal). Let her talk about her special toy on outings with the family.
- Allow children the opportunity to play and repeat activities (knocking over the blocks, etc.).
- Have conversations with your child. Even before she can talk, she can communicate and learn from your words.
- Talk with your child(ren) about the function of objects as you and your child(ren) use them during the course of daily routines (cups, plates, cars, etc.).
- Play games with your child (imitate sounds, peek-a-boo, etc.).
- Limit television. Very young children learn from playing with real objects that they can handle and explore. TV is not recommended for children under 24 months of age.
- For toddlers, provide pretend play materials, like telephones, play kitchens, and cars. Pretend with your child and use make-believe.
- Take your infant or toddler on outings. Talk about the things that you see at the grocery store and walking in the neighborhood.
- Engage in activities that involve a sequence of events (peek-a-boo) to allow your child to anticipate and predict.

c o m m u n i c a t i o n

Standards – Demonstrates

- observation and listening skill and responds to the communication of others;
- communication skills in order to express herself/himself; and
- interest and engages in early literacy activities.

Your child's ability to express herself/himself as well as understand others. It involves speaking, listening, and serves as the foundation for later reading and writing.

What does it mean?

- Infants and toddlers learn about talking and communicating by interacting with their families and the other people who take care of them. They learn from playing games (like peek-a-boo) with others and "talking" with them even before they are able to speak.
- Infants and toddlers typically respond to language through making sounds (cooing and babbling) and eye contact. They express themselves in many ways, by using sounds, gestures, movement, and words.
- Infants and toddlers learn from listening and often understand much more than they can express.
- Toddlers begin to use simple gestures and then words to express themselves (such as bye-bye and mama). Eventually, they begin to use phrases to express their wants and needs.

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What are some things you can do?

- Talk to your child throughout the day. Talk about the things that you see everyday. Babies really like to listen to people when they use high voices and short sentences.
- Respond to your child's attempts to communicate with you. Have conversations with your toddlers about their day. Expand on toddlers' words by describing objects ("Let's play with the blue car") or events ("We are going for a walk in the neighborhood").
- Be patient and listen to your child as he "talks" to you – whether that be through sounds, gestures, or words. Give him time to let you know how he is feeling or what he needs.
- Make eye contact with your child as you are talking with him so that he knows that he is special and you are interested in talking with him.
- Use single words to label and describe objects.
- Avoid baby talk. Limit using words that are stated incorrectly (ba-ba for bottle or wa-wa for water). This can be confusing for children when they are learning new words.
- Read your child's cues. Talk when he is ready to listen and provide quiet time and time to rest when needed.
- Read to your child. Allow babies and toddlers to interact with books in a variety of ways. Babies may like to chew on books so provide safe, soft books like bathtub books. For toddlers, provide more durable board books with lots of pictures and few words.
- Cuddle your baby or toddler while you are reading with them.
- Talk about the stories that you read. Point to the pictures and describe them. For toddlers, ask them questions about the pictures or story.
- Sing songs with your child. Most children love music with interesting words and repetition, like "Wheels-on-the-Bus."
- Repeat and expand on the words your child uses. Toddlers often use one word to represent an idea ("Ball" for "I want the ball"). You can add to their words by stating a sentence "Yes, you want the blue ball."
- Use gestures (waving hand for bye-bye) accompanied by words when communicating with your child.
- After 12 months or so (after your child stops putting most things in his mouth), provide him the opportunity to scribble. Use large crayons and plain paper. Talk about his work and display it in your home.

creative expression

Standard –

Demonstrates interest and participates in various forms of creative expression.

Your child's interest, enjoyment, and participation in musical and artistic activities.

What does it mean?

- Babies and toddlers enjoy the natural beauty around them. Toddlers enjoy creating their own art using crayons, chalk and other materials.
- Babies and toddlers enjoy listening and participating in musical activities, such as singing songs and dancing.
- Toddlers learn from pretending and “play acting” their experiences.
- Participating in art activities provides children an opportunity to be creative and develop important thinking skills.
- Very young children show preferences for music and respond to music with their body.
- Children express themselves using their bodies (stomping their feet for "no" or "flying" like an airplane with their arms).

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What are some things you can do?

- Talk about the natural beauty in your environment, such as flowers and trees.
- As toddlers stop putting objects into their mouths, provide them with opportunities to interact with art materials – like crayons and sidewalk chalk. Talk about their creations and praise their work.
- Expose your child to a variety of different kinds of blocks, soft blocks for infants and duplo blocks and wooden blocks for older toddlers. Encourage them to build and create things.
- Draw your child's attention to art. Point out pictures in children's books. Talk about and describe the pictures.
- Play music for your child. Use more than children's music; expose them to jazz, country and classical.
- Sing songs throughout the day. Repeat familiar songs that your child particularly likes. Sing songs with movements (“Head, Shoulders, Knees, and Toes”). Dance and sing with you child playfully. Don't worry if you don't know words – make them up and your child will sing along.
- Provide your child with opportunities to play with musical instruments. Make your own instruments (an old coffee can as a drum), these are just as interesting as commercial toys.
- Hold your baby or toddler in your arms and move with her to music. Gently bounce her in time to the rhythm. Babies love being held and moving along with you.
- Dance to music. You can dance with your infant and also teach fun dances to your toddler (such as the Hokey-Pokey).
- For toddlers, play pretend. Ask your child to play the mommy or daddy while you play the child. Provide pretend play toys.
- Give your toddler opportunities to create and build things including crayons and paper, blocks, and paint.

physical/motor development

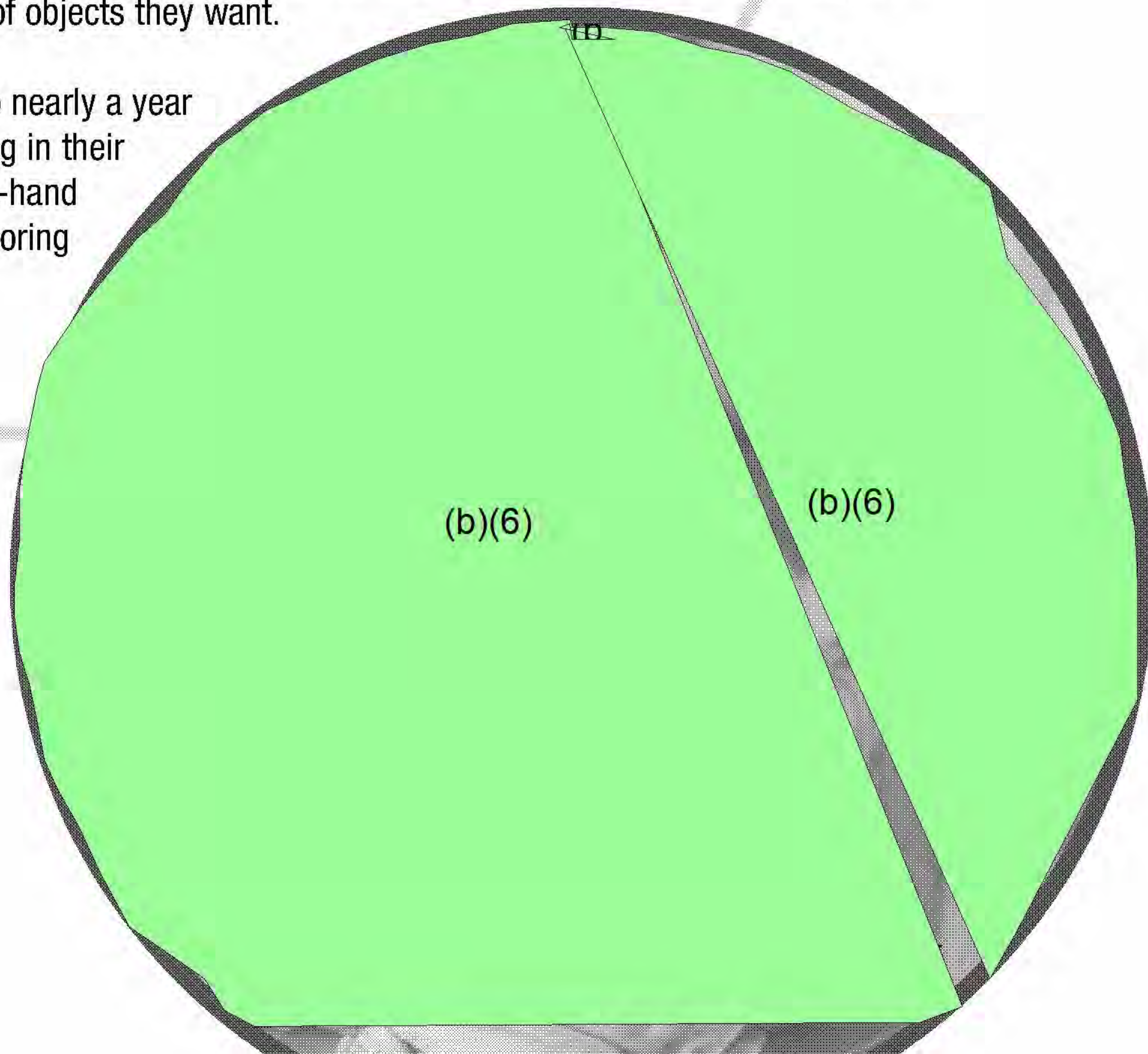
Standard –

Demonstrates fine and gross motor skills and body awareness.

Your child's ability to move her or his body. It includes moving large muscles to walk and run as well as gaining control of small muscle movements, such as scribbling and cutting.

What does it mean?

- Babies and toddlers grow steadily in height, weight, muscle strength and coordination, and head size.
- Babies and toddlers eagerly explore their surroundings using the large muscles in their body.
- Babies and toddlers gradually develop strength and coordination in the small muscles of their hands and fingers to grasp and handle objects.
- Babies and toddlers gain more and more ability to use their eyes, hands, and fingers together to reach out and take hold of objects they want.
- From about three months to nearly a year of age, babies put everything in their mouths. They are using eye-hand coordination as well as exploring with their other senses.



What are some things you can do?

- Feed your baby or toddler nutritious liquid or solid food for his age so his body will grow strong and healthy. Breastfeed if possible for the first four to 12 months.
- Check with your health care professional for advice on the right kinds of foods to give your child at various ages. Avoid foods with too much fat and sugars.
- To ensure your baby or toddler's good health, give him plenty of water to drink throughout the day. Avoid sugary drinks and sodas.
- Let your toddler feed himself with his hands and then with a spoon. Gradually he will learn to be less messy. Make clean-up easier with newspaper or plastic under his chair.
- Take your baby or toddler for regular medical check-ups and immunizations to promote healthy development and prevent illness.
- Provide a safe, clean, flat floor space for your child to freely squirm, roll over, crawl, and walk. Use safety gates, electrical outlet plugs, and pads on sharp edges of furniture to prevent injuries.
- Provide a few simple toys for gross motor play, such as lightweight balls and push-pull toys.
- Compliment your child on the skills he is learning. He will want to do even more when he sees your smile and hears your approving words.
- Make sure your baby or toddler has interesting playthings to handle. Clean, safe household objects such as plastic sets of measuring cups, spoons, and mixing bowls work as well as more expensive toys.
- Be patient when your baby playfully grabs your hair, your eyeglasses, or earrings. He is trying out his new ability to grasp what he sees with his small hand and finger muscles. Take off your personal items that might attract his curiosity. This stage will pass!
- Give your toddler playthings that help his small muscle coordination such as shape-sorting toys, child books with stiff cardboard pages, wooden puzzles with knobs, large crayons and paper for drawing, and plastic or wooden blocks to stack.
- Always be on the lookout to remove small items that your child could pick up, put in his mouth, and cause choking. If an object fits inside a toilet paper tube, it is too small for your baby or toddler under the age of three years to have. Examples of dangerous food items are whole grapes, nuts, uncooked vegetable pieces, and whole hot dogs.
- Let your child feed himself, even though he may be messy at first. Coordination between his hand and spoon, his eyes, and the dish improves with practice.
- Give your toddler simple clothing with easy fasteners that he can practice taking off and putting on.

s o c i a l e m o t i o n a l

Standard –
Demonstrates

- trust and engages in social relationships; and
- sense of self.

Your child's feelings about themselves, as well as developing relationships with others.

What does it mean?

- Infants recognize and prefer the adults in their life that care for them the most.
- Infants may become upset when unfamiliar people approach them.
- Infants and toddlers want to be with their primary caregivers and often go to them when they need emotional support.
- Infants and toddlers develop relationships with other adults and children. They enjoy interacting and playing with them.
- Infants and toddlers experience a wide array of feelings and emotions. Infants often express these through facial expressions and body movements. Toddlers may use words.
- Young children learn ways to calm themselves. Infants may use a pacifier while toddlers may have a special stuffed animal.
- Toddlers recognize their own accomplishments. For example, they may clap when they go to the potty by themselves.
- Toddlers begin to understand rules and will follow simple ones most of the time.

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What are some things you can do?

- Respond to your infant's cries and soothe them. Do not be afraid of spoiling infants, they need your attention.
- Calm your child if she becomes upset by an unfamiliar person. Use soft tones and reassure her that everything is okay.
- Encourage your toddler to try new things. Let her know that you will be there if she needs you.
- Provide your child with opportunities to interact with other children and assist them in doing so. Be sure to provide guidance (gentle hands) and adequate supervision for these play times.
- Be sure that any type of out-of-home child care experience is of high quality.
- Ask your infant or toddler questions about themselves "Where's your nose?" and encourage them to respond.
- Encourage your child to express feelings. Provide her with the words to label her emotions "You are mad!"
- Support your child's efforts to calm herself. Provide special stuffed animals or toys when you are leaving to help calm her.
- Acknowledge your child's accomplishments "Wow-look at that tower!" and celebrate the successes.
- Provide simple, straightforward rules for your toddler to keep her safe (Feet on the floor). Too many rules can be confusing and frustrating to a young child.
- Give toddlers simple choices ("Do you want to wear the red shirt or the blue one?").

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Important People in my Child's Life

Name: _____

Telephone Number: _____

Name: _____

Telephone Number: _____

Name: _____

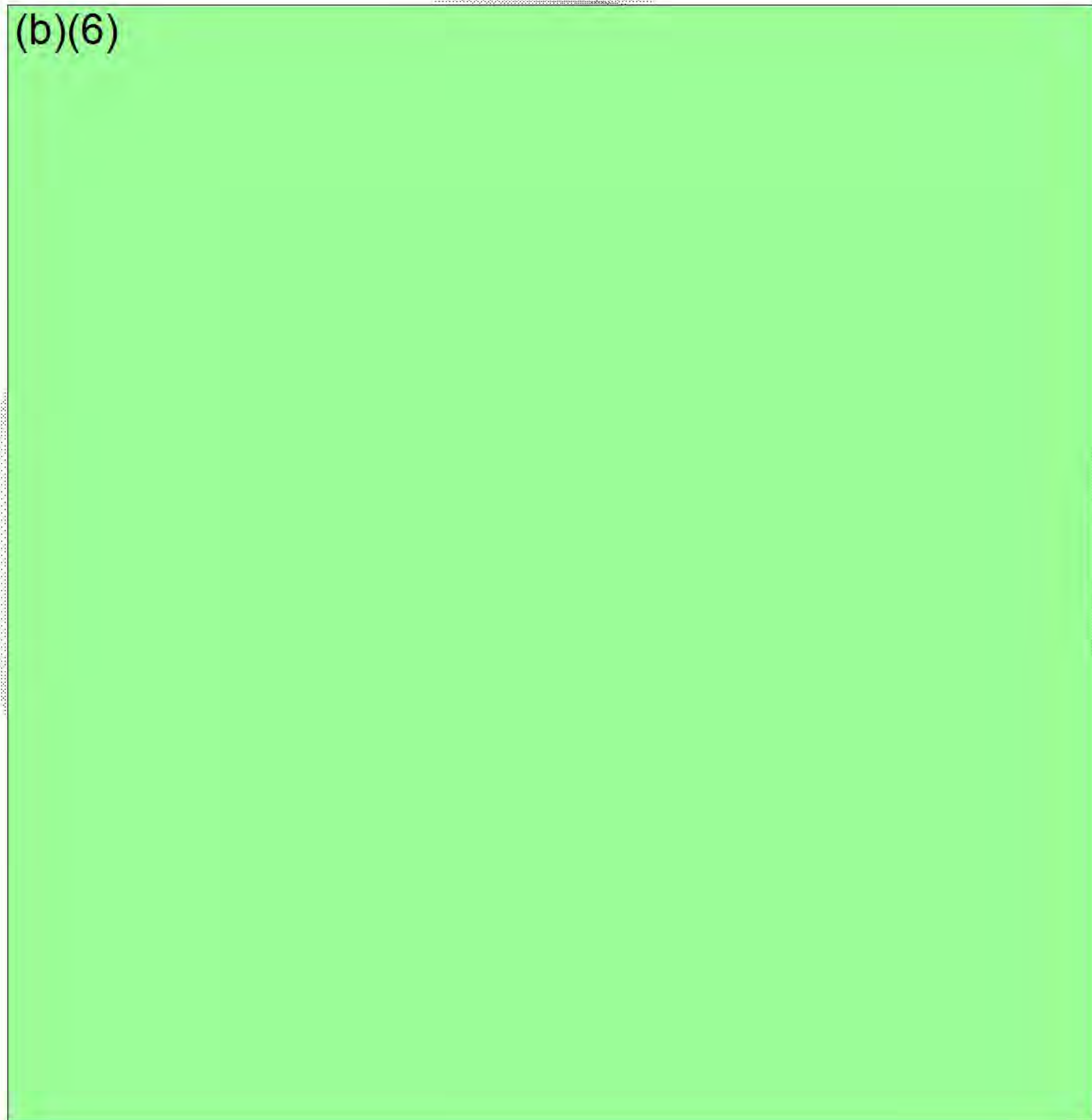
Telephone Number: _____

Name: _____

Telephone Number: _____

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**If you have concerns about your child's development,
contact First Steps at (800) 442-0087 or TTY: (502) 564-5777.**

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