EARLY CHILDHOOD ADVISORY COUNCIL

BI-ANNUAL REPORT

JULY 2011 – JUNE 2013

KENTUCKY GOVERNOR'S OFFICE of EARLY CHILDHOOD

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INTRODUCTION

Kentucky has made a substantial commitment to early childhood development and education, particularly within the last decade (See History, Appendix 1). Despite the recent state and national economic downturn, Governor Beshear has endeavored to protect those prior commitments to children — protecting funding for public schools, increasing the state's outreach efforts in K-CHIP (the state's public health insurance program for children under 200 percent of the federal poverty level), expanding Medicaid eligibility, and promoting early childhood oral health. In addition, in July of 2009, Governor Steve Beshear appointed a 28 member Task Force on Early Childhood Development and Education (ECDE). Governor Beshear directed this Task Force to promote greater collaboration among providers of services to young children, to increase use of accepted early learning standards and assessment, to bring a renewed emphasis to quality at all levels and to determine a common understanding and definition of "school readiness." The ECDE made 8 recommendations, which the Governor adopted (See Appendix 2).

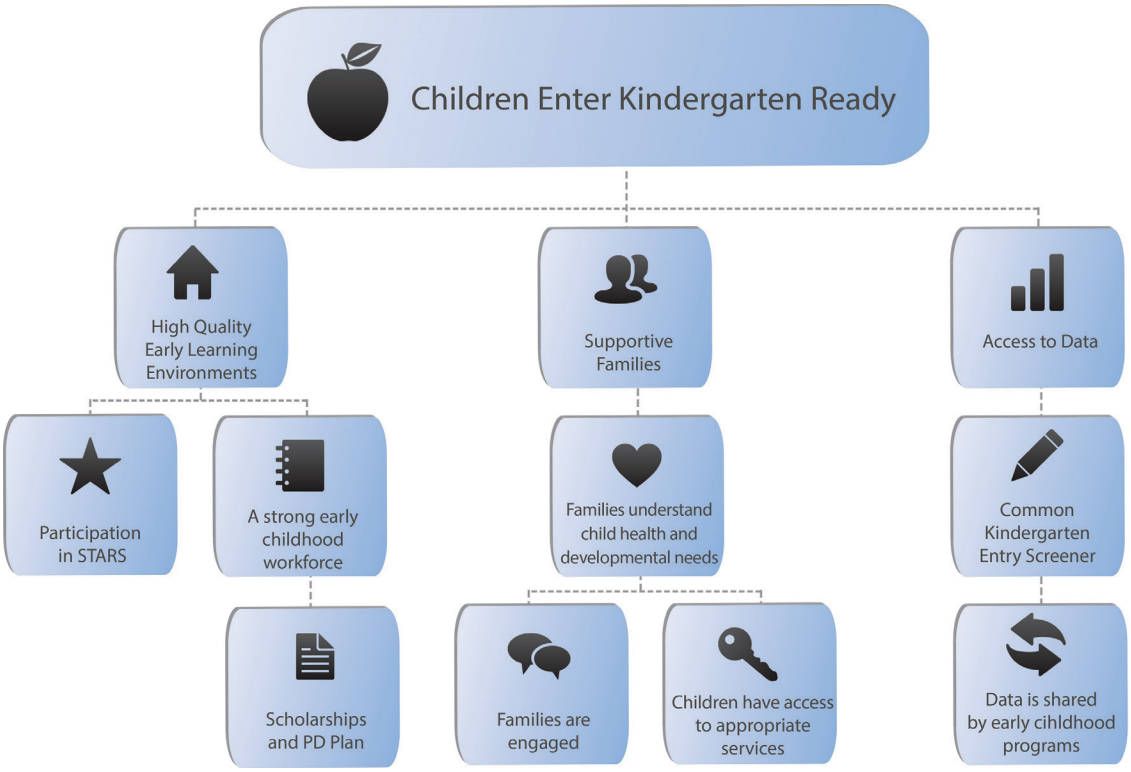
By Executive Order in July of 2011, Governor Beshear created and appointed members to the Early Childhood Advisory Council (ECAC), a broadly representative group of early childhood educators, administrators, and advocates, and appointed Rick Hulefeld as the chair. The Governor also appointed Terry Tolan as Executive Director of the Governor's Office of Early Childhood (KYGOEC) and ECAC. This body replaced the Early Childhood Development Authority that had governed the KIDS NOW initiative since the passage of House Bill 706 in 2000. It transferred all of the Authority's responsibilities and broadened the mandate to include implementation of the ECDE recommendations. In 2013, the General Assembly passed HB 184 incorporating the changes. In the past two years the Early Childhood Advisory Council (ECAC) has worked to implement the ECDE Recommendations and continued to align its goals with those that were first set forth in the 20 Year Comprehensive Task Force Report adopted by the Early Childhood Development Authority.

The Early Childhood Advisory Council has seven supporting workgroups. All workgroups are chaired by ECAC members and are broadly representative of local and state experts in their particular subject matter. They have committed to accomplish specific objectives, all totally aligned to the eight ECDE recommendations. Workgroups provide regular reports to the ECAC. Workgroups get much of the credit for our progress over the past two years.

Building on the strong foundation of the KIDS NOW Initiative's development of STARS, Professional Development, Early Childhood Standards, Parent Guides, and funding of health initiatives that have improved child outcomes, we are ready to take our early childhood work forward with innovation at the local and state level.

In this Bi-Annual Report, we will share our progress over the last two years, our continuous improvement process, and our investment of resources.

BUSINESS MODEL



The Governor's Office of Early Childhood and the Early Childhood Advisory Council have adopted a work plan focused on preparing every child to be ready to succeed at school entry.

We have three main strategies to achieve school readiness throughout the Commonwealth - improving the quality of all early care and education programs, engaging families as their child's first and best teacher, and enhancing our ability to measure the impact of our work by improved data collection and integration.

As our work plan shows, the long-term outcome of our work is now clearly focused on school readiness, and our goal is that every child will enter kindergarten "Ready to Grow, Ready to Learn & Ready to Succeed". Last year, the Kentucky Department of Education piloted a program to screen every child to assess their readiness at kindergarten entry. During the pilot year, 109 of 174 school districts voluntarily participated. This pilot kindergarten screening found that only 28 percent of children are arriving in kindergarten fully prepared. Recent studies show that children who start behind their peers in kindergarten are more likely to struggle throughout their school years and less likely to read at grade level, graduate from high school or to be prepared to compete in the workforce.

Our strategies reflect our belief that school readiness begins before birth and is inclusive of the development of the whole child – physically, socially, emotionally and cognitively. Consequently, our work with partners is broadly inclusive of prenatal health, early intervention programs, HANDS home visiting, early care and education programs, Head Start, public preschool, higher education, public libraries, families and others.

HIGH QUALITY LEARNING ENVIRONMENTS

One of the first accomplishments of the newly established Governor's Office of Early Childhood was the creation of the common definition of School Readiness (See Appendix 3) that describes the expectations for all students entering kindergarten in Kentucky. This definition has since been adopted by all members of the early childhood system in Kentucky, including the Kentucky Department of Education, the Kentucky Head Start Association and the Cabinet for Health and Family Services. The approved definition has now been adapted to be more family-friendly, including a graphic that makes the meaning of school readiness easier to understand for all Kentucky families (See Appendix 4). Many partners have worked collaboratively to distribute the School Readiness Definition, including local Community Early Childhood Councils (CECC), which are all volunteer organizations working to ensure school readiness across the Commonwealth. The work of CECCs will be discussed later in this document.

STARS for KIDS NOW

Improving the quality of early childhood care and education programs continues to be a focus of the KIDS NOW Initiative and the Governor's Office of Early Childhood (KYGOEC). In the early years of the KIDS NOW Initiative, emphasis was on creating a voluntary Quality Rating and Improvement System (QRIS) which we know as STARS for KIDS NOW. We also put in place a system of supports to encourage programs to be part in this voluntary system. Historically, about 25% of licensed programs have participated. The Governor's Task Force recommended that participation be increased through increased parent education and awareness. Substantial progress has been made in increasing participation in the STARS for KIDS NOW quality rating system since this recommendation was made. Today, we are at an historic high, with statewide participation in STARS currently at 1,065. The statewide penetration rate has increased to 37% overall, with 41% of licensed programs participating. Strides have been taken to increase awareness through implementation of the STARS for KIDS NOW website, (http://www.chfs.ky.gov/dcbs/dcc/stars/) and by distributing STARS marketing materials to all health departments and to parents at targeted events. The Division of Child Care has also used innovative incentives with STARS-rated centers and reduced the administrative burden by streamlining the process for programs to participate. The support system for STARS participation is funded in part by Tobacco Settlement Funds.

Continuous Improvement Strategies

In addition to actions taken by the Division of Child Care in CHFS, the STARS Workgroup of the Early Childhood Advisory Council, chaired by Tracy Haddix, has undertaken a comprehensive review of the current quality rating system (QRIS). The review will look at innovations in systems across other states in the years since Kentucky's QRIS was developed in 2001, and make recommendations for changes to the current QRIS.

A Great Early Childhood Workforce

A key element in improving the quality of early learning environments is improving the qualifications of the early childhood workforce. This has been a focus since the early days of the KIDS NOW Initiative. Our research supports this strategy by demonstrating a strong correlation between teacher's educational attainment and children's developmental progress.

According to the 2012 Early Care and Education Evaluation conducted by the University of Kentucky, "Teacher education level has consistently been associated with positive child outcomes in Kentucky's evaluation of early care and education. Administrators should support teachers to gain higher education levels and create work environments that encourage teachers to remain in the field of early care and education. Evaluation results suggest that teachers with more experience engage in teaching behaviors linked to positive child outcomes."

We have provided incentives (through the Division of Child Care) for programs to hire more educated staff and to encourage existing staff to access educational opportunities. We created a system of regional Professional Development Counselors to help aspiring students access appropriate coursework and financial assistance, a KIDS NOW scholarship program to help pay for both college and non-college professional development, a credentialing system for early childhood trainers, and articulation agreements with colleges and universities. This system of support for early childhood professionals is funded in part by Tobacco Settlement Funds.

KIDS NOW Scholarships

Scholarships, funded through the Master Tobacco Settlement, for professionals employed at least 20 hours per week in early care and education programs are a key strategy for improving program quality. Scholarships are provided for non-college classes by the Division of Child Care in the Cabinet for Health and Family Services. College scholarships are administered through the Kentucky Higher Education Assistance Authority. These funds assist early care and education personnel in moving through a credentialing system that begins at entry level and proceeds through post-secondary education. Professional Development Counselors help scholars enroll in the scholarship program, craft a professional development plan, and negotiate the seamless system of professional development.

Since 2000, more than 18,000 college scholarships and 7,000 non-college scholarships have been awarded and more than $11.5 million has been invested. Since 2010, 100% of budgeted scholarship amounts have been awarded annually and requests have exceeded available funds. In 2012 and 2013, although more than $2.04 million was awarded to 2,500 students, the available funding declined in 2013. Consequently, no funds remained for the Summer Semester.

Supplying the Early Childhood Workforce Pipeline

The College and Career Emphasis of Senate Bill 1 created a golden opportunity for the development of our pipeline to a highly effective workforce. Schools began to embed requirements for state and nationally recognized credentials to ensure their graduates were career ready. The Certificate of Eligibility for Kentucky's Commonwealth Child Care Credential and the Child Development Associate (CDA), a nationally recognized credential, both meet this requirement. Thousands of dollars will be saved in professional development costs as high school Family and Consumer Sciences (FCS) classes are integrated into our Early Childhood Career Lattice. Thanks in part to a change in the age requirement for CDA attainment this year, Henderson County Public Schools had 4 students that graduated with a nationally recognized CDA, which articulates into up to 12 hours of college credit. FCS students will be prepared to go right to work in early childhood programs and, once employed, will be eligible for all of the system of supports, including scholarships.

Continuous Improvement Strategies

At the same time that we are continuing these longer term KIDS NOW strategies, the Professional Development Workgroup of the ECAC, chaired by Nicki Patton Rowe, is evaluating all aspects of the original strategies including trainer competencies, core content for early childhood educators, data systems, and a system that promotes progressive, continuous professional development for early childhood professionals. The workgroup is also actively pursuing strategies to better align and streamline professional development systems for child care, preschool and Head Start. One step in this alignment process will be hosting Kentucky's first-ever unified conference on school readiness on June 16-18, 2014. The conference will include early childhood education sectors as well as other professionals who work with families and young children.

SUPPORTIVE FAMILIES

Engaging Parents and Families as the Child's First and Best Teachers

While the work of improving environments continues to be important, according to a family survey conducted by the Division of Child Care in 2011, as many as half of Kentucky children under the age of five may not attend any organized program prior to attending kindergarten. That means that our commitment to school readiness for every child requires us to go beyond improving programs. We must develop strategies that help every family, parent, and caregiver understand the importance of their role as their child's first, best teacher. Families need to be aware of the many ways they help their child develop optimally through their day-to-day talking, playing, and reading.

Reaching this very diverse population is challenging and requires the deployment of a wide variety of strategies at both the state and local level. We are developing and refining tools, improving outreach and communications, and working with state and local partners to reach more families.

Outreach and Communications

The KYGOEC is working to develop tools and materials for parents, like our Parent Guides and the School Readiness definition and making them widely available to families. (We printed and distributed more than 100,000 parent guides in the last two years.) We also provide a wide variety of resources to families on our web site, in a section particularly targeted to families. The Community Engagement Workgroup of the Early Childhood Advisory Council also creates and distributes a monthly message aimed at reaching families and communities in an effort to speak with one voice to families through the early childhood community in an accessible and straightforward manner.

Each message focuses on early childhood development and is intended to assist teachers, caregivers, families and others who help children be kindergarten ready. Past message topics have focused on the five domains of the School Readiness Definition and tips for families and parents.

The messages are formatted in an interactive newsletter to increase interest without eliminating novice Internet users (See Appendix 5 for an example). Monthly messages are circulated through direct email to over 3000 individual email addresses on the KYGOEC distribution list, posted to social media sites and housed on the Kids Now website.

We encourage our community partners to spread these messages by sharing with parents, writing letters to the editor, posting on a social media site or including in e-news or printed newsletters. According to Nielson's "State of the Media: The Social Media Report," people spend more time on social networks than any other category of websites. The report also shows that parents are more likely than non-parents to use social media to find "how-to" information. Utilizing social media websites, our staff, partners, and other networks to distribute the messages results in an estimated potential reach of more than 50,000 individuals monthly.

Working with Partners

We have also worked closely with Community Early Childhood Councils (CECCs) to focus their efforts on engaging families. Their activities include public events like Literacy Fairs, early childhood developmental screening events, summer "kindergarten countdown" transition activities, activity days, cradle colleges, and many others. These types of activities are happening in communities across the Commonwealth. (CECCs are discussed in more detail later in this document).

The KYGOEC has worked with Toyota, United Way of Kentucky, United Way of Greater Cincinnati/Northern Kentucky, Prichard Committee for Academic Excellence, and Family Resource Youth Service Centers to foster an innovative school-based program for families with preschool age children. Toyota Motor Manufacturing recently announced the creation of the Toyota bornlearning® Academy with a $1 million multiyear investment in Kentucky. According to Toyota spokesperson Helen Carroll, "The academy is an innovative approach to help equip parents with the knowledge and tools necessary to prepare their children to succeed in kindergarten while also creating positive and long-lasting relationships between families and community schools." Toyota bornlearning® Academies help teach parents and caregivers of children from prenatal to 5 years old how to turn everyday moments into learning opportunities.

In 2013, we have convened, with the Department of Public Health, partners from across state government and the private sector who interact with and support families of young children to align messaging and imbed the Strengthening Families Protective Factors Framework in all of our programs. We will build on the commitment of state leadership, including the Governor, as well as existing infrastructure in communities (e.g. Community Early Childhood Councils, Maternal Infant Early Childhood Home Visiting programs, and Help Me Grow). Working with traditional and non-traditional partners through the collective impact process will help to create more safe, stable, and nurturing relationships and environments for young children in Kentucky.

Assessing School Readiness

With the approved School Readiness Definition, the Commonwealth of Kentucky now has a common understanding of what it means to be ready to enter Kindergarten and the stage was set to evaluate the readiness of children at kindergarten entry. The Early Childhood Advisory Council Assessment Workgroup worked closely with the Kentucky Department of Education to craft a Request for Proposals for the administration of a common Kindergarten Screener that aligned with the definition. In the fall of 2012, 109 of 174 school districts implemented the Brigance Kindergarten Screen. For the first time, Kentucky has information about Kindergarten Readiness at school entry. This data reflected readiness at a point in time measurement. In the 2013-2014 school year, Kentucky will implement the Brigance Kindergarten Screener in every school district for all children. Kentucky will then have a baseline for measurement and accountability in future years. The readiness data will inform future decision-making and facilitate deliberate planning for programs and services that improve early childhood outcomes. The Governor's Office of Early Childhood is a firm believer that what gets measured gets done. We are excited to have objective data on school readiness.

The screener will also be used in all Kentucky kindergarten classrooms to provide information to teachers and parents in order to support children's learning. Schools and districts also may use this data to collaborate with families and communities to ensure all children are receiving developmentally appropriate educational instruction leading to success. The kindergarten screener will not be used to determine eligibility for kindergarten. Educators will use the screener to observe students as they complete specific tasks. Data collected from the kindergarten readiness screener will inform teachers of each child's readiness to learn.

Early Childhood Profiles

The aggregated screener data became the foundational data element for our Early Childhood Profiles (See Appendix 6 for the state aggregated Early Childhood Profile and see Appendix 7 for an example of a county profile). The Early Childhood Profiles are county-specific tools that provide information about kindergarten readiness, access to preschool, Head Start and High Quality Care and Education Programs, a picture of the early childhood workforce, and selected demographic data elements that provide an indication of risk factors that may impact school readiness.

These Profiles were created by the Data Workgroup of the Early Childhood Advisory Council in partnership with the Kentucky Center on Education and Workforce Statistics (KCEWS), the Kentucky Department of Education and the Cabinet for Health and Family Services.

The Profiles provide a valuable tool for local community groups, including Community Early Childhood Councils, to develop strategies for improving kindergarten readiness in their community.

Integration of Other Early Childhood Data

The Governor called on the Early Childhood Advisory Council to assess programs that receive early care and education funds and tasked the Council with developing and implementing recommendations on a data collection system for early childhood services. This shift towards a more comprehensive information system has the ability to increase families and children's ability to access services, increase overall system quality and the return on investment to these programs.

The KCEWS shared repository is a data warehouse that includes sophisticated modules for matching data across different sources with different types of identifiers, report development systems, and a data model that allows identifiable data to be stripped from the records it receives. This data can then be used for reporting and analyses that can still securely be linked with data from other sources about the same individuals though they do not contain names, SSNs, or other identifiable characteristics. The KCEWS shared repository is a malleable system that is sensitive to the federal and state privacy concerns and data requirements of individual agencies within the collaborative currently.

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

SYSTEM DEVELOPMENT

Improve Collaboration, Coordination, and Alignment at the State Level and Build Capacity to Improve School Readiness

Improving collaboration, coordination, and alignment across sectors is the hallmark of the Governor's charge to the Early Childhood Advisory Council (ECAC), and is infused throughout every aspect of the work of the ECAC and the Governor's Office of Early Childhood (KYGOEC). The overarching principle that guides all of our work is to create a much more unified system of services to support families and their young children.

Kentucky offers a wide range of services to families and children from prenatal to school entry. These services are delivered through a variety of state government agencies, local government, health, mental health, social service entities, non-profit and for-profit providers, and federally funded quasi-government entities. Numerous state programs in multiple state agencies and cabinets administer existing early childhood programs creating a fragmented system that is confusing to many. Different state and federal funding requirements make program alignment and effective communication difficult.

The competing missions of funding sources, differing rules, standards and processes, ownership and responsibilities, create significant barriers to collaboration and coordination of state, regional and local-level programs and services. Further threat is posed by current economic conditions that strain public and private resources. Additionally, the culture of each community can curtail or enhance collaboration and coordination. Collaboration among the policy and provider agencies is essential to realizing the maximum benefit for public investment in early childhood services. All Early Childhood Advisory Council Workgroups are also mindful of the importance of including Head Start, public preschool, child care and families in their plans to improve services. The degree to which we are able to knit together this complex system will determine our future success in many areas.

In order to accomplish these objectives, the ECAC and the KYGOEC work continuously to increase dialogue among the KYGOEC, the Kentucky Department of Education, and the Cabinet for Health and Family Services on issues related to early childhood care and education, thus assuring better alignment at the state level. In addition, collaboration is mandated at the local level through participation requirements for the Community Early Childhood Councils (CECCs). We have established the demonstration of collaboration and coordination with other early care and education providers as a condition of funding for grant eligibility.

Community Early Childhood Councils (CECCs) are a key strategy in increasing collaboration and improving local implementation in our work plan. CECCs were originally established in HB 706 and have been funded at about $1 million annually since 2001. Beginning in 2011, the Community Collaboration Workgroup of the Early Childhood Advisory Council and the Governor's Office of Early Childhood have focused intensely on building the capacity and effectiveness of CECCs as a local leadership group working to improve early childhood outcomes. We believe that, at their best, CECCs are effective agents for change in local systems that benefit families and children. They can bring together diverse members of their local community and mobilize them to work in concert, to achieve community level improvements in kindergarten readiness.

Fiscal Year	Number of Councils	Counties Represented
2012	39	60
2013	69	105
2014	75	111

As detailed in the chart above, when the Governor's Office of Early Childhood was established in 2011, 39 Councils were funded, covering a total of 60 counties. At that time, the Community Collaboration Workgroup began by surveying this group of funded councils to assess their challenges and opportunities and, most of all, to learn their best practices. The Community Collaboration Workgroup, and the Early Childhood Advisory Council as a whole, envisions a much larger role for CECCs going forward. CECCs have largely been focused on improving early childhood settings, increasing participation in the STARS for KIDS NOW rating system and offering professional development opportunities to improve the early care and education workforce. While all of these continue to be important endeavors, and because we now know that there may be as many as 50% of our children not in organized settings, these goals are not sufficient to get all of our children ready for kindergarten. Working closely with CECCs, our goal is to mobilize communities across the Commonwealth to commit to improved early childhood outcomes.

The importance of the Community Early Childhood Councils (CECCs) to early childhood development in the Commonwealth of Kentucky is paramount. The CECCs are the local voice for the Governor's Office of Early Childhood. These groups include volunteer representatives (a list of whom might sit on a council is available in Appendix 8) who work together to promote School Readiness in their local communities. CECCs were key in the distribution and implementation of the School Readiness Definition. At the local level, CECCs were able to put this document into the hands of parents, families and communities, enabling the message of School Readiness to be broadly available in the entire early childhood community.

At the beginning of the new grant cycle for fiscal year 2013, 69 councils were funded, covering a total of 105 counties. Funding for 2013 increased by 20% to $1.2 million. For 2014 funding, applications were approved by the Early Childhood Advisory Council (ECAC) on June 20, 2013. Seventy-five applications were received (representing 111 counties).

Funding for 2014 will increase to $1.4 million at the same time that coverage and quality are improving. All funding for the CECCs is provided by Tobacco Settlement Funds.

The Community Collaboration Workgroup and the Governor's Office of Early Childhood staff are committed to providing year-round ongoing training and technical assistance to local CECCs to improve their capacity to impact change in their communities.

Continuous Improvement Strategies

While we are pleased about expanding the geographic reach of the Community Early Childhood Councils (CECCs) and the level of funding, it is also our intent to continue to build their capacity and effectiveness. We are focused on building CECC's ability to:

• Share a Common Mission - Focused on the common agenda of increasing the number of children who arrive at kindergarten "ready to grow, ready to learn, and ready to succeed."

• Measure Outcomes - Their effectiveness will be measured over time by the common kindergarten readiness screening (across 5 domains) of every child in their community, regardless of the child's prior experiences, beginning in 2013. Their proposals must demonstrate that their local plan of action includes a closely related set of mutually reinforcing activities clearly linked to the agenda.

• Communicate Broadly - CECCs bring all the partners to the community table on a monthly or quarterly basis to communicate progress, plan and evaluate their results. In most communities, CECCs have been convening for a decade to do this work collectively. We are now asking CECCs to broadly share monthly messages around kindergarten readiness and early childhood development.

• Provide Leadership - CECCs, as independent community planning bodies, provide the backbone support for the kindergarten readiness work of their community. While many do not have dedicated staff, the Governor's Office of Early Childhood has involved CECC leadership in planful leadership development and capacity building to build those skills needed to be effective.

INVESTMENT

Investment of Tobacco Settlement Funds

As a part of the KIDS NOW 20 Year Plan, Kentucky invests 25% of the Phase 1 Tobacco Settlement Funds in the KIDS NOW Early Childhood Initiative which results in many benefits for children, families and the Commonwealth. The KIDS NOW Initiative promotes partnerships across state agencies, public and private sectors and models comprehensive, collaborative efforts throughout the Kentucky system of early childhood services. Consistent with our "whole child" approach to our work, these dollars fund many different kinds of programs that support the health and development of young children and their families. These funds have played a critical role in our progress since 2000, and continue to be essential to the work of the Governor's Office of Early Childhood and our ability to support services.

The Tobacco Settlement Funds enable the Governor's Office of Early Childhood to invest in many programs that work to develop the whole child, from before birth until they enter Kindergarten. These programs cross many state partners and local communities. There are many parts of the KIDS NOW initiative that focus on maternal and child health, as well as supporting families.

Beginning before birth, KIDS NOW Tobacco Funds help assure healthy birth outcomes through the Folic Acid campaign, HANDS home visiting and KIDS NOW Plus, a substance abuse and prevention program.

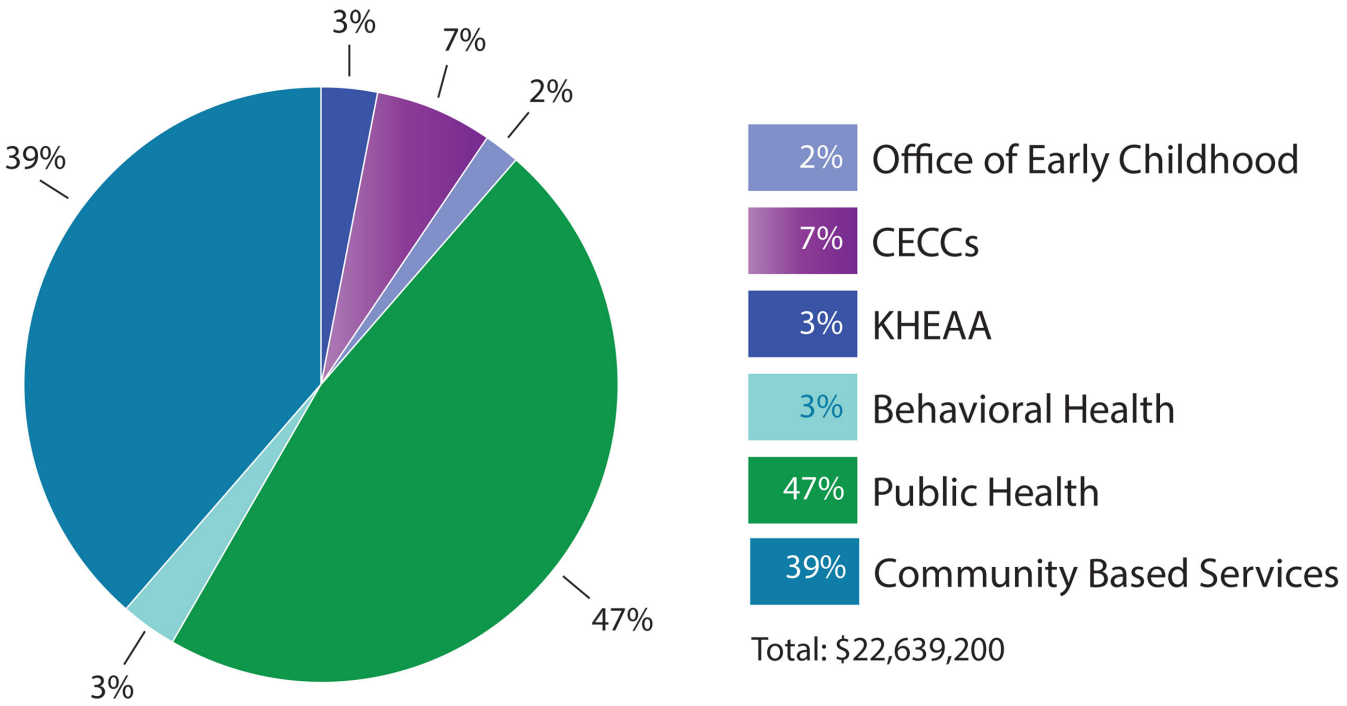
In the earliest months of life, the Early Hearing Detection and Intervention Program and the Immunization Program help to assure that families can access appropriate supports. Early Childhood Mental Health services, and Oral Health Prevention and Education assure access to needed health and mental health services. And for families with special challenges, First Steps (services to infants and toddlers with developmental disabilities and/or delays), and Children's Advocacy Centers (serving victims of sexual abuse) are available.

All of these programs exist to support families. We know that a child who is not born healthy has more difficulty becoming ready for success. School readiness begins at birth, and really even before birth. These programs reflect our commitment to the development of the whole child.

Another goal of Tobacco Settlement investment is supporting high quality early learning environments. The Tobacco Settlement Funds allow the Governor's Office of Early Childhood to ensure families have access to high quality learning environments for their children. As previously described, the STARS for KIDS NOW quality rating system and its network of support, the professional development system and the scholarship program, all help to facilitate improved quality in early childhood programs.

For a more complete and detailed list of the programs highlighted above that use Tobacco Settlement investments, see Appendix 11.

In 2014, the budget of $22,639,000 supported the following programs:



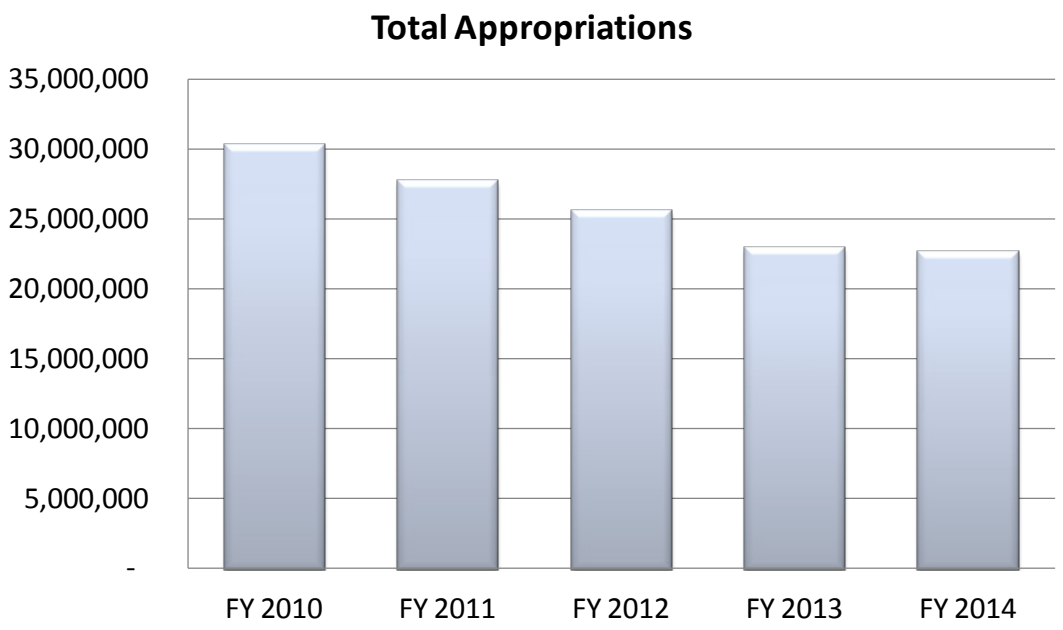
The oversight of the Early Childhood Advisory Council and the Governor's Office of Early Childhood allows these programs and so many others to flourish under the umbrella of early childhood across the Commonwealth. In the years since HB706 was passed in the 2000 Regular Legislative Session, many programs supported by the Phase I Tobacco Settlement dollars have led to long-term outcomes that could not have been achieved without these funds.

The Program Investment Workgroup of the Early Childhood Advisory Council has made improvements in the process of evaluating programs funded by KIDS NOW investments. In 2012, the workgroup adopted a set of guiding principles to aid in making recommendations about the use of funds (See Appendix 9). They also increased the reporting requirements and transparency of programs receiving funding. In order to maximize the impact of early childhood funding, the Program Investment Workgroup will continue to seek out those programs that are affecting positive child outcomes, will work to increase the leveraging of additional resources and will look for innovative approaches to increase quality and capacity in all early childhood environments in Kentucky.

It is easy to see that Tobacco dollars are an important asset to the Commonwealth. Tobacco Settlement Funding has been used for a variety of purposes, including program start-up (newborn hearing screening), program expansion

(HANDS Home Visiting) to serve more children, initial investment in equipment (enhanced metabolic screening), as well as ongoing program support of programs important to children and families that do not have other funding streams. We must identify new resources to continue to support this work.

Tobacco Settlement funds are decreasing over time (as seen in the graph, details in Appendix 10).



In the past five years, we have seen an accelerated decline. Sustainable funding will be critical to our ability to continue to provide essential services to families and children and to continue to improve the early childhood system at both the state and local level.

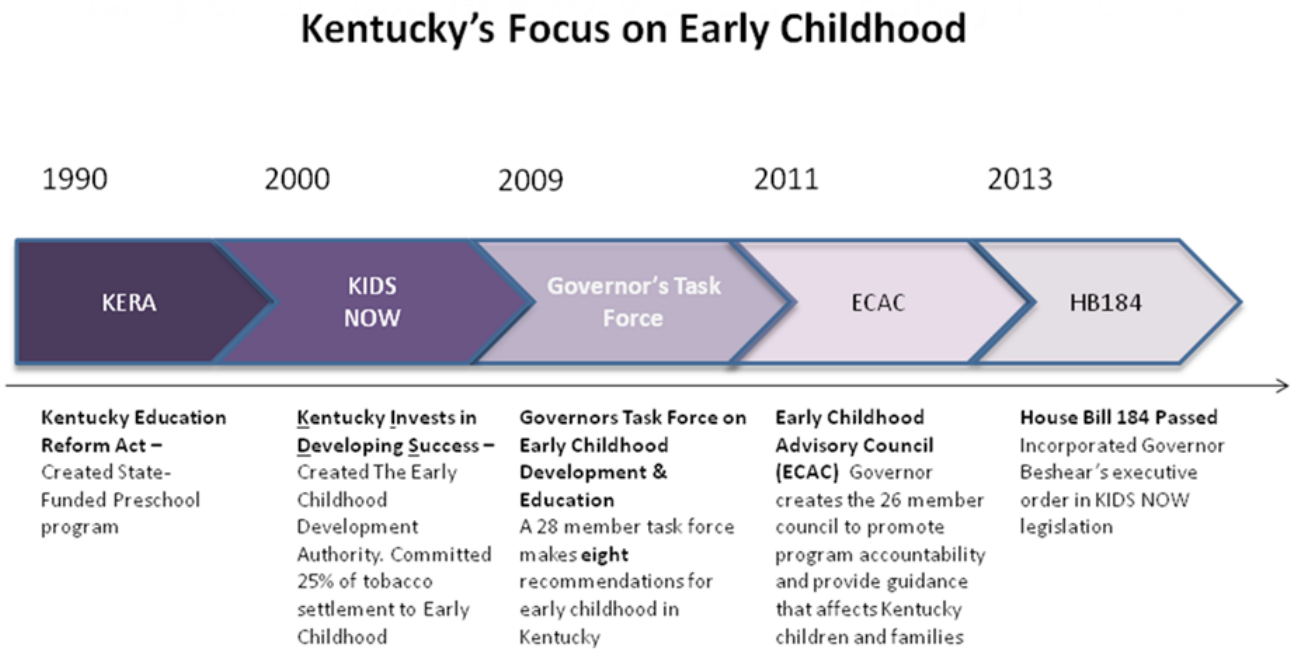
CONCLUSION

Our intentions in the Governor's Office of Early Childhood are to keep building capacity around the importance of early childhood education. Governor Beshear has tasked our office with moving the needle for early childhood by focusing our efforts on programs that are affecting child outcomes and that are affecting outcomes that really matter. The Governor's Office of Early Childhood and the Early Childhood Advisory Council expect to continue allocating the use of the Phase I Tobacco Settlement dollars to invest in innovations and collaboration that strengthen kindergarten readiness in the Commonwealth.

APPENDICES

KENTUCKY GOVERNOR'S
OFFICE of EARLY CHILDHOOD

APPENDIX 1: HISTORY OF KIDS NOW



The Commonwealth has a history of successful, innovative initiatives in the field of early childhood development and education: from Head Start's inception in Kentucky in 1965, the Kentucky Education Reform Act (KERA) in 1990, to the KIDS NOW Initiative and legislation in 2000. Additionally, the Head Start Reauthorization Act passed by Congress created the opportunity for establishing a state Early Childhood Advisory Council.

In 2000, the Early Childhood Development Authority adopted the 20 Year Comprehensive Task Force Report that organized the KIDS NOW program initiatives into four categories: Assuring Maternal & Child Health; Supporting Families; Enhancing Early Care and Education; Establishing the Support Structure.

In July of 2009, Governor Steve Beshear appointed a 28 member Task Force on Early Childhood Development and Education (ECDE). Governor Beshear directed the Task Force 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. The Task Force members brought a variety of professional and community experiences to the process. Membership included representatives from the public school system, universities and Head Start; state government agencies including health, education and social service agencies; day care; advocates and community based providers. In late 2009 and throughout 2010, the Task Force focused on the development and compilation of its recommendations to address: "greater collaboration among providers of services to young children, quality at all levels from early childcare through kindergarten, agreement on what constitutes school readiness, and reliance on accepted early learning standards and assessment."

Throughout the discussions, the concept of the "whole child" was paramount in that members included the health, socio-emotional, cultural and cognitive aspects of a child and continually acknowledged the importance of the relationships among children, families, schools and communities.

In July 2011, the Governor's Task Force on Early Childhood Development and Education made 8 recommendations (see Appendix 2).

In the two years that have followed, the Governor's Office of Early Childhood and partners have accomplished many of the tasks set forth in these recommendations along with continuing the efforts set forth in the 20 Year Plan.

APPENDIX 2: 8 RECOMMENDATIONS OF GOVERNOR'S TASK FORCE

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.

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.*

Every Child Proficient & Prepared for Success Kentucky Department of Education

Governor's Task Force on Early Childhood Development and Education

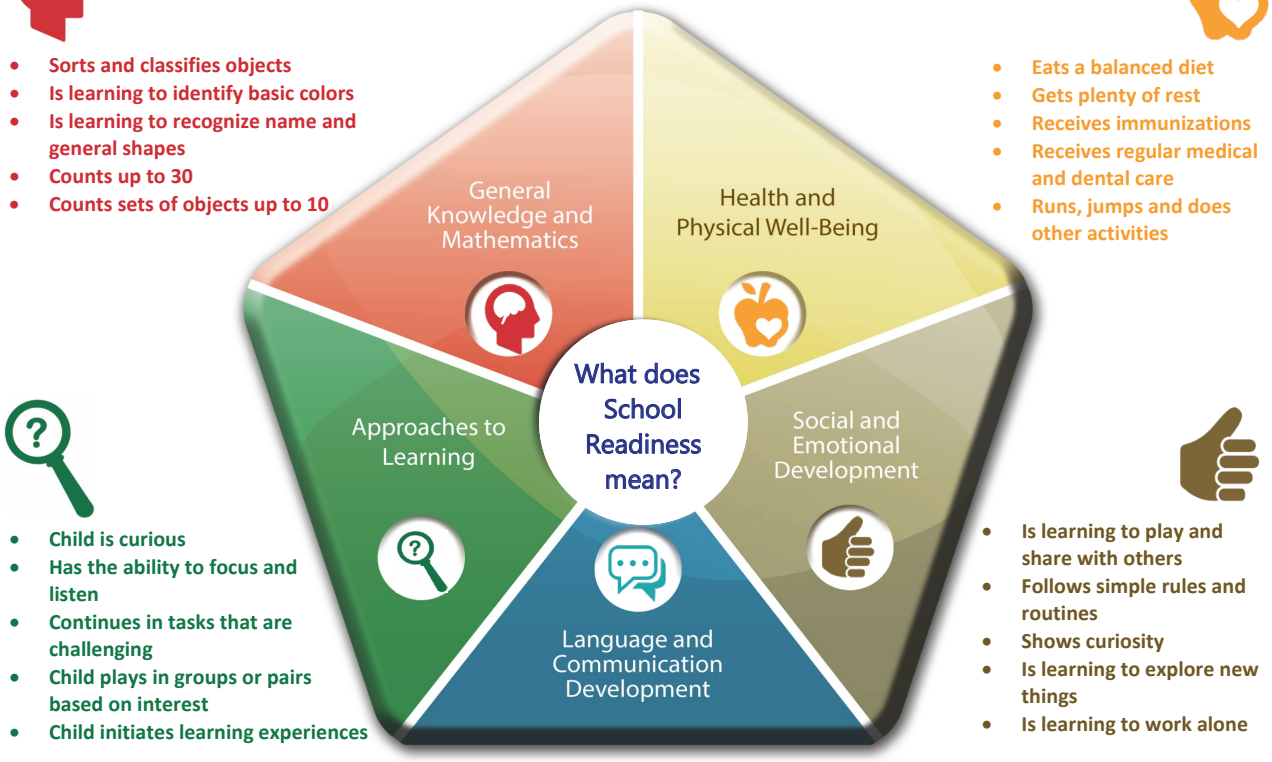
Kentucky Unbridled Spirit Cabinet for Health and Family Services

KHSA Kentucky Head Start Association

APPENDIX 4: REVISED SCHOOL READINESS DEFINITION 2013

School Readiness in Kentucky

School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success and ability to be **Ready to Grow, Ready to Learn & Ready to Succeed.**



- Sorts and classifies objects
- Is learning to identify basic colors
- Is learning to recognize name and general shapes
- Counts up to 30
- Counts sets of objects up to 10

- Eats a balanced diet
- Gets plenty of rest
- Receives immunizations
- Receives regular medical and dental care
- Runs, jumps and does other activities

- Child is curious
- Has the ability to focus and listen
- Continues in tasks that are challenging
- Child plays in groups or pairs based on interest
- Child initiates learning experiences

- Is learning to play and share with others
- Follows simple rules and routines
- Shows curiosity
- Is learning to explore new things
- Is learning to work alone

- Knows full name
- Is learning to write own name
- Uses pictures to tell stories
- Is learning home address
- Speaks in five or six word sentences

The skills listed in the diagram above are helpful for children to know before entering Kindergarten. The indicators included represent the hopes and aspirations for incoming students, not the expectations. Kentucky recognizes that children develop and learn at different rates and times. Not every child will master all of the skills and behaviors listed above prior to Kindergarten. These skills and behaviors are NOT USED to determine school eligibility. In Kentucky, all children who meet the legal age requirement are entitled to enter public school.

Families, early care and education providers, schools and community partners must work together to provide developmental experiences that promote growth and learning, to ensure that all children enter school eager and excited to learn. The purpose of this definition is to give parents, child care and preschool, and communities an overview of the expectations of schools for incoming students and to help families and communities prepare children for school. In addition, a readiness profile provides teachers, child care providers, and parents a tool to better inform them on the specific strengths and needs of each individual child.

KENTUCKY GOVERNOR'S OFFICE of EARLY CHILDHOOD

Partners involved in creating this document include the Governor's Office of Early Childhood, the Kentucky Department of Education, the Governor's Task Force on Early Childhood Development and Education, the Cabinet for Health and Family Services and the Kentucky Head Start Association. Special thanks to Jefferson County Public Schools for the development of the graphic.

Monthly Messages:
Health & Physical
Well-Being
KENTUCKY GOVERNOR'S
OFFICE of EARLY CHILDHOOD
Ready to Grow, Ready to Learn & Ready to Succeed
Ten health & physical well-being markers of Kindergarten readiness.
Read about what families can do to help their child.
What does school readiness in Kentucky look like?
Where can I find more resources about Kindergarten readiness?
Help your child understand the world around them!

2013 Early Childhood Profile

Kentucky

The Early Childhood Profile is produced by the Kentucky Governor's Office of Early Childhood in partnership with the Kentucky Center for Education and Workforce Statistics (KCEWS).

Kindergarten Readiness

Kindergarten readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

IMPORTANT NOTES ABOUT KINDERGARTEN READINESS DATA

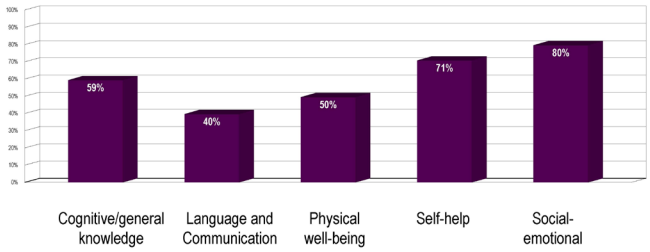
Academic year 2012-2013 was a pilot year for kindergarten readiness screening. Not all districts and not all schools participated in screening incoming kindergarten students.

Schools in the state that participated in the screening	444
Kindergarteners in the state that were screened	31,480

1) Fields in this section and in the graph below may be blank if schools did not participate in readiness screenings or if the number of Kindergarteners who were screened are fewer than 10.
2) Readiness screening of incoming kindergarteners will become mandatory for all schools next year. Since it was not mandatory this year, comparisons between the two years will not yield valid results.
3) Future profiles will include data about the "prior settings" of incoming kindergarteners. Prior settings means where the student was prior to kindergarten; State-funded preschool, Head Start, Home, Child care, other.

2012 PILOT Screening Results by Domain

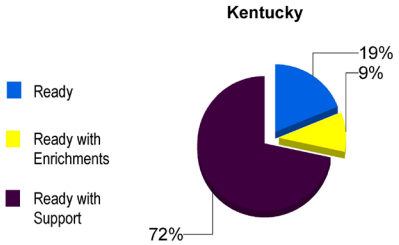
(chart shows percentage of students scoring "average" or "above average")



* For a detailed explanation, see the technical notes at http://kcews.ky.gov/reports/earlychildhoodprofiles/

Percentage of Children Ready for Kindergarten

(Based on Brigance Composite Score)



The sum of Ready plus Ready with Enrichments are the Percent School Ready.
The total score is a cumulative score that represents a child's performance on the basic screen.
* For a detailed explanation, see the technical notes at http://kcews.ky.gov/reports/earlychildhoodprofiles/

kcews.ky.gov

Highlights

Number of children 0-2 years old	166,451
Number of children 3-4 years old	114,710
Percent of children below 100% poverty	29.5%
Below 150% poverty	41.6%
Below 200% poverty	52.7%
Number of families served by the HANDS home visitation program	9,684
Number of child care spaces in the state	184,117
Number of children receiving child care benefits (CCAP program)	75,727
CCAP at Licensed Centers	67,255
CCAP at Licensed Homes	1,003
CCAP at Certified Homes	4,095
CCAP at Registered Providers	3,374
Public preschool enrollment	23,074
3 and 4 year olds with disabilities	9,523
At-risk 4 year olds at or below 150% of the federal poverty level	11,637
Other	1,914
Head Start enrollment	14,330
3s and 4s with disabilities	1,752
3s and 4s income eligible	12,133
Other	445
2010-2011 Public kindergarten enrollment	53,577

Third Grade Assessment Results

Below are the percentages of 3rd grade students who scored proficient or distinguished in the 2011-12 school year. They were kindergarteners in the 2008-09 school year.

	Kentucky
Math	42.8%
Reading	49.4%

kidsnow.ky.gov

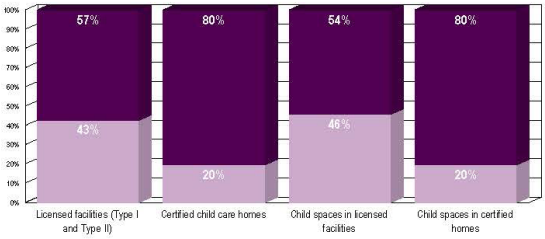
APPENDIX 6: KENTUCKY EARLY CHILDHOOD PROFILE

Early Care and Education Programs

STARS for KIDS NOW Rating

Early child care facilities can voluntarily participate in the STARS for KIDS NOW rating. A higher quality rating means better child-to-caregiver ratios, program curriculum, child care staff training, program regulatory compliance, and personnel policies.

Child Care Centers with STARS Rating | **Child Care Spaces/Seats with STARS Rating**



STARS	951	107	82,819	642
Not STARS	1,276	441	98,018	2,638

Early Care and Education Workforce

The Commonwealth supports the early care and education workforce with training, scholarships, credentials, and other professional development programs. The counts below are for 2011-2012.

Professional Development of Early Care and Education Workers	FY 2011-2012
Child Care Commonwealth Credential (Credentials approved/renewed)	909
Child Development Associate KIDS NOW (Mini-grants for CDA credential fees)	396
Kentucky Trainer's Credential (Credentials approved/renewed)	713
Director's Credential (Credentials approved)	1,303
Early Childhood Development Scholarship (ECE worker pursuing degree or credential in college)	991
Scholarships for Professional Training (Unduplicated paid invoices for non-college training)	671

Families, Health and Services

Select Indicators	Kentucky
Children under five years old	6.4%
Children living below 100% poverty line	29.5%
Children living below 150% poverty line	41.6%
Homeless children in the public school grades K-3	4.6%
Children with substantiated child abuse/neglect	1.5%
Households with a non-English language in home	5.6%
Births to mothers who are not high school graduates	20.6%
Births to teenage girls 15-19 years old	50 *
Low birth weight babies (born less than 5.5 pounds)	9.0%
Preterm babies (born before 37 weeks of pregnancy)	12.0%

* Rate per 1,000 females ages 15-19

Services Provided to Families and Children

The Governor's Office of Early Childhood, Cabinet for Health and Family Services, and local agencies provide support to at-risk families and children. These services promote healthy growth and development, assist with disabilities, subsidize early education, and more.

Number Receiving Support Services in the State	
Children receiving Medicaid insurance	400,464
Children receiving KCHIP health insurance	65,339
Children receiving child care subsidies	75,727
Families served by the First Steps program	10,978
Families served by the Health Access Nurturing Development Services (HANDS) home visitation program	9,684

KIDS NOW Initiative

The Governor's Office of Early Childhood and Early Childhood Advisory Council (ECAC) guide KIDS NOW (Kentucky Invests in Developing Success NOW) using community resources, public-private partnerships, and collaborative planning to:

- support and strengthen families
- assure that all children grow to their full potential
- provide high quality, accessible, affordable early care and education options
- promote greater awareness of the importance of the first years for the well-being of all Kentucky's citizens.

Community Early Childhood Council

For help developing a CECC in your county, please contact:

Amanda Flanary

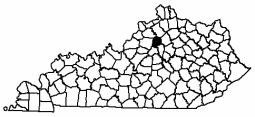
Amanda.flanary@ky.gov

http://kidsnow.ky.gov/Mobilizing-Communities

Go to http://kcews.ky.gov/reports/earlychildhoodprofile/ or http://kidsnow.ky.gov/School Readiness/Pages/profiles.aspx for sources, technical descriptions of each data element in this profile, notes for how to use this report, and links to other sources of information for the early childhood community.

2013 Early Childhood Profile

Franklin County



The Early Childhood Profile is produced by the Kentucky Governor's Office of Early Childhood in partnership with the Kentucky Center for Education and Workforce Statistics (KCEWS).

Kindergarten Readiness

Kindergarten readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

IMPORTANT NOTES ABOUT KINDERGARTEN READINESS DATA

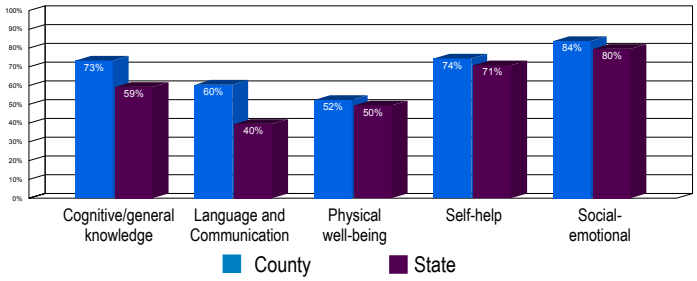
Academic year 2012-2013 was a pilot year for kindergarten readiness screening. Not all districts and not all schools participated in screening incoming kindergarten students.

Schools in the county that participated in the screening	1
Kindergarteners in the county that were screened	86
Kindergarteners in the state that were screened	31,480

1) Fields in this section and in the graph below may be blank if schools did not participate in readiness screenings or if the number of Kindergarteners who were screened are fewer than 10.
2) Readiness screening of incoming kindergarteners will become mandatory for all schools next year. Since it was not mandatory this year, comparisons between the two years will not yield valid results.
3) Future profiles will include data about the "prior settings" of incoming kindergarteners. Prior settings means where the student was prior to kindergarten; State-funded preschool, Head Start, Home, Child care, other.

2012 PILOT Screening Results by Domain

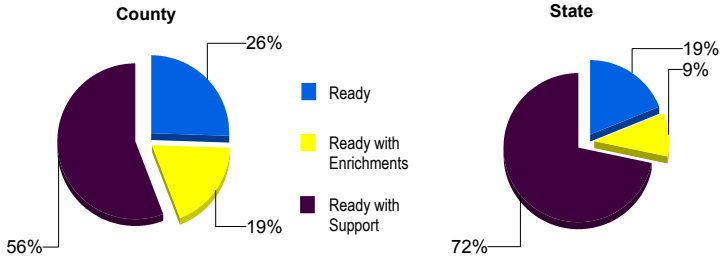
(chart shows percentage of students scoring "average" or "above average")



* For a detailed explanation, see the technical notes at http://kcews.ky.gov/reports/earlychildhoodprofiles/

Percentage of Children Ready for Kindergarten

(Based on Brigance Composite Score)



The sum of Ready plus Ready with Enrichments are the Percent School Ready.
The total score is a cumulative score that represents a child's performance on the basic screen.
* For a detailed explanation, see the technical notes at http://kcews.ky.gov/reports/earlychildhoodprofiles/

Highlights

Number of children 0-2 years old	1,707
Number of children 3-4 years old	1,242
Percent of children below 100% poverty	27.4%
Below 150% poverty	33.4%
Below 200% poverty	57.6%
Number of families served by the HANDS home visitation program	107
Number of child care spaces in the county	3,808
Number of children receiving child care benefits (CCAP program)	1190
CCAP at Licensed Centers	1096
CCAP at Licensed Homes	0
CCAP at Certified Homes	24
CCAP at Registered Providers	70
Public preschool enrollment	194
3 and 4 year olds with disabilities	108
At-risk 4 year olds at or below 150% of the federal poverty level	75
Other	11
Head Start enrollment	110
3s and 4s with disabilities	3
3s and 4s income eligible	107
Other	0
2010-2011 Public kindergarten enrollment	580

Third Grade Assessment Results

Below are the percentages of 3rd grade students who scored proficient or distinguished in the 2011-12 school year. They were kindergarteners in the 2008-09 school year.

	County	State
Math	42.2%	42.8%
Reading	50.6%	49.4%

kcews.ky.gov

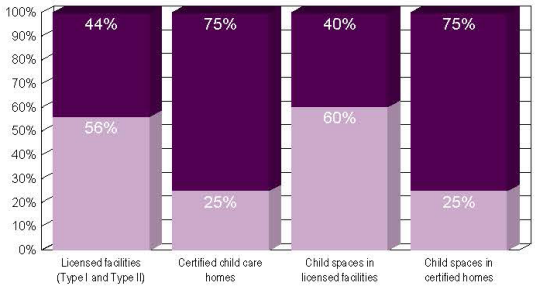
kidsnow.ky.gov

APPENDIX 7: FRANKLIN COUNTY EARLY CHILDHOOD PROFILE

Early Care and Education Programs

STARS for KIDS NOW Rating

Early child care facilities can voluntarily participate in the STARS for KIDS NOW rating. A higher quality rating means better child-to-caregiver ratios, program curriculum, child care staff training, program regulatory compliance, and personnel policies.



STARS	18	1	2,288	6
Not STARS	14	3	1,496	18

Early Care and Education Workforce

The Commonwealth supports the early care and education workforce with training, scholarships, credentials, and other professional development programs. The counts below are for 2011-2012.

Professional Development of Early Care and Education Workers	FY 2011-2012
Child Care Commonwealth Credential (Credentials approved/renewed)	18
Child Development Associate KIDS NOW (Mini-grants for CDA credential fees)	16
Kentucky Trainer's Credential (Credentials approved/renewed)	24
Director's Credential (Credentials approved)	35
Early Childhood Development Scholarship (ECE worker pursuing degree or credential in college)	16
Scholarships for Professional Training (Unduplicated paid invoices for non-college training)	28

Families, Health and Services

Select Indicators	County		State
Children under five years old	2,949	6.0%	6.4%
Children living below 100% poverty line	1,000	27.4%	29.5%
Children living below 150% poverty line	1,219	33.4%	41.6%
Homeless children in the public school grades K-3	122	5.2%	4.6%
Children with substantiated child abuse/neglect	91	0.9%	1.5%
Households with a non-English language in home	1,191	5.7%	5.6%
Births to mothers who are not high school graduates	316	17.0%	20.6%
Births to teenage girls 15-19 years old	243	48 *	50 *
Low birth weight babies (born less than 5.5 pounds)	200	11.0%	9.0%
Preterm babies (born before 37 weeks of pregnancy)	234	13.0%	12.0%

* Rate per 1,000 females ages 15-19

Services Provided to Families and Children

The Governor's Office of Early Childhood, Cabinet for Health and Family Services, and local agencies provide support to at-risk families and children. These services promote healthy growth and development, assist with disabilities, subsidize early education, and more.

Number Receiving Support Services in the County	
Children receiving Medicaid insurance	3,724
Children receiving KCHIP health insurance	493
Children receiving child care subsidies	1,190
Families served by the First Steps program	91
Families served by the Health Access Nurturing Development Services (HANDS) home visitation program	107

KIDS NOW Initiative

The Governor's Office of Early Childhood and Early Childhood Advisory Council (ECAC) guide KIDS NOW (Kentucky Invests in Developing Success NOW) using community resources, public-private partnerships, and collaborative planning to:

- support and strengthen families
- assure that all children grow to their full potential
- provide high quality, accessible, affordable early care and education options
- promote greater awareness of the importance of the first years for the well-being of all Kentucky's citizens.

Community Early Childhood Council

Franklin County CECC

Christy Brock

christy.brock@franklin.kyschools.us

http://kidsnow.ky.gov/Mobilizing-Communities

502-695-6700

Go to http://kcews.ky.gov/reports/earlychildhoodprofile/ or http://kidsnow.ky.gov/School Readiness/Pages/profiles.aspx for sources, technical descriptions of each data element in this profile, notes for how to use this report, and links to other sources of information for the early childhood community.

APPENDIX 8: POTENTIAL COUNCIL MEMBERS

The Early Childhood Advisory Council may recognize and fund a community early childhood council. A council shall be composed of no fewer than seven (7) and no more than twenty-seven (27) members. Each council shall be composed of at least one (1) member representing local agencies or organizations from profit, nonprofit, or family child care, Head Start or Early Head Start, and each school district in its designated service area. Other members may be appointed who represent local agencies and organizations, including, but not limited to, the organizations or agencies listed below:

(a) Early childhood advocate;

(b) Faith community;

(c)Family resource center;

(d)Military establishment;

(e) Child-care resource and referral agency or child-care subsidy agent;

(f) Child-care consumer or parent;

(g) County cooperative extension service;

(h) Department for public health;

(i) University, college, or technical school;

(j)United Way;

(k)Kentucky Early Intervention System;

(l)Agency administering services to children with disabilities;

(m)Home visitation agency;

(n)Family literacy agency;

(o)Civic organization;

(p)Public library;

(q)Regional training center;

(r)Community action agency;

(s)Government;

(t)Business community;

(u)Home schooling association;

(v)Health care professional;

(w)Foster care parent; or

(x) Adoptive parent.

APPENDIX 9: PROGRAM INVESTMENT WORKGROUP INVESTMENT PRINCIPLES

The Early Childhood Advisory Council has established the following principles that will guide decisions about the use of KIDS NOW funding. The goal of KIDS NOW investments is to increase quality and capacity through systems of care in our early childhood programs, which focus on the whole child, with the intent that every child enters kindergarten ready to be successful. The following principles are not in order of importance.

- *Uphold the intent HB 706 and the Executive Order*

  Establishing priorities for programs and the expenditure of funds that include but are not limited to the following:

  - *Implementation of public health initiatives identified by the General Assembly, including those listed in KRS 211.690 and KRS 199.8945;*
  - *Provision of preconception and prenatal vitamins, with priority for folic acid for the prevention of neural tube defects;*
  - *Voluntary immunization for children not covered by public or private health insurance;*
  - *Expanding availability of high-quality, affordable early child-care and education options; and*
  - *Increasing public awareness of the importance of the early childhood years for the well-being of all of Kentucky's citizens;*

- *Encourage collaboration and alignment with other early childhood programs to maximize impact and ensure efficient use of resources, while also recognizing the possible impact of funding decisions on programs that do not fall under the KIDS NOW umbrella. (i.e. promote a 'system' of care)*

- *Leverage additional resources –such as Federal funding streams.*

- *Give priority to evidence-based programs with positive outcomes and significant return on investment.*

- *Support innovative approaches that are research-based and where outcomes can be measured in a reasonable amount of time.*

- *Reduce KIDS NOW funding as other sources become available.*

The Program Investment Subcommittee will conduct an annual review of all programs, focused on child outcomes and financial data to advise the Early Childhood Advisory Council on the best investment based on these priorities.

APPENDIX 10: TOBACCO BUDGET FY10 - FY14

Early Childhood Development Tobacco Fund Budget

Programs	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Office of Early Childhood	***1,525,000***	***2,150,000***	***2,050,000***	***1,950,600***	***1,912,500***
Office of Early Childhood	525,000	1,150,000	1,050,000	750,600	412,500
Community Early Childhood Councils	1,000,000	1,000,000	1,000,000	1,200,000	1,500,000
KHEAA	***1,000,000***	***1,000,000***	***1,000,000***	***800,000***	***700,000***
Scholarship Program for Child Care Providers	1,000,000	1,000,000	1,000,000	800,000	700,000
DCBS	***9,274,900***	***9,395,400***	***9,175,000***	***8,715,000***	***8,715,000***
Child Care Program	9,099,900	9,220,400	9,175,000	8,540,000	8,540,000
Children's Advocacy Centers	175,000	175,000	0	175,000	175,000
DPH	***17,551,400***	***14,313,400***	***12,486,300***	***10,814,300***	***10,714,300***
HANDS Voluntary Home Visiting Program	9,220,400	8,752,000	8,000,000	8,583,000	8,583,000
Reach Out & Read	225,100	225,000	200,000	100,000	100,000
Child Care Health Consultants	2,457,600	1,000,000	1,000,000	700,000	700,000
Immunization Program for Underinsured Children	2,313,400	1,775,900	800,000	250,000	250,000
Folic Acid Campaign	400,000	200,000	200,000	128,200	128,200
Early Childhood Mental Health Program	1,072,400	950,000	950,000	873,100	873,100
Oral Health Education and Prevention Program	510,500	310,500	310,500	80,000	80,000
KEIS / First Steps	1,000,000	750,000	675,800	0	0
Early Hearing Detection and Intervention (EHDI)	352,000	350,000	350,000	100,000	0
Behavioral Health	***975,000***	***900,000***	***900,000***	***683,400***	***697,400***
KIDS NOW PLUS: A Substance Abuse Treatment Program	975,000	900,000	900,000	683,400	697,400
Grand Total	***30,326,300***	***27,758,800***	***25,611,300***	***22,963,300***	***22,739,200***

APPENDIX 11: LIST OF PROGRAMS FUNDED BY TOBACCO DOLLARS

CHILD CARE

FY2013 Funding $8,540,000
FY2014 Funding $8,540,000

Funding to the Division of Child Care includes the following programs: STARS for KIDS NOW Quality Rating System, the Training into Practice Project (TIPP), and Enhanced Child Care Subsidy,. These funds also include an allocation for non-college scholarships and incentive awards, outlined in the section titled Scholarship Fund for Early Childhood Care and Education Providers.

CHILD CARE: STARS FOR KIDS NOW QUALITY RATING SYSTEM

(2000-present)

STARS is a voluntary quality rating system to raise the level of quality in early care and education settings, by offering a system of incentives and rewards based on research identified characteristics associated with positive outcomes for children and families and by offering technical assistance to achieve quality indicators.

According to published studies, children cared for in high quality settings perform significantly better in math, language, and social skills at school entrance, than did their peers in programs of poor quality. The STARS system uses a scale of 1 through 4 STARS to identify levels of quality in centers and homes. All STARS levels surpass the minimum licensing requirements.

There are 1,039 Licensed and Certified Programs participating in STARS. STARS has achieved an increase in participation from 25% to 37% in the last 2 years.

CHILD CARE: SCHOLARSHIP FUND FOR CHILD CARE PROVIDERS

(2000-present)

KHEAA Funding for College Scholarships
FY2013 Funding $800,000
FY2014 Funding $700,000

The focus of this initiative is to provide a scholarship fund administered through the Kentucky Higher Education Assistance Authority and the Division of Child Care, available to those who work in early care and education programs or as assistants in preschool classrooms at least 20 hours weekly. The funds assist early care and education personnel **CONT.**

CHILD CARE: SCHOLARSHIP FUND FOR CHILD CARE PROVIDERS CONT.

in moving through a credentialing system that begins at entry level and proceeds through post-secondary education. The quality of early care programs is closely related to the education and training levels of the providers. Professional Development Counselors help scholars enroll in the program, craft a professional development plan, and negotiate the seamless system of professional development. Providing early childhood development associates with college and non-college scholarships, along with other professional development incentives, ensures a quality workforce development plan for the early childhood workforce in Kentucky.

Since 2000, more than 18,000 college scholarships and 7,000 non-college scholarships have been awarded. More than $11.5 million has been invested. Since 2010, all budgeted scholarship amounts have been awarded annually, with some scholars turned away due to lack of available funds.

CHILD CARE: ACCESS TO CHILD CARE SUBSIDY

(2000-present)

The goal of this initiative is to increase the reimbursement to child care centers and licensed family child care homes that provide care to low-income families by increasing the percentage of eligible children. Multiple studies have shown how the numerous benefits that child care subsidies create can positively affect the ability of parents to gain and maintain employment. The intent was to increase the eligibility from 150% of the federal poverty level to 165% FPL with this program, so that more low-income working families have access to subsidized child care.

From 2005-2013, there were no children on a waiting list for Access to Child care subsidy.

CHILD CARE HEALTH CONSULTANTS

(2000-present)

FY2013 Funding $700,000
FY2014 Funding $700,000

This component of the KIDS NOW initiative provides personnel to train, educate, and provide free technical assistance to child care providers and parents in the areas of health, safety, nutrition, and the benefits of early intervention. **CONT.**

CHILD CARE HEALTH CONSULTANTS CONT.

Emphasis is also placed on the prevention of communicable diseases in group settings and the social/emotional well being of children. Services offered through this program include: outreach, awareness, education, consultation, follow-up and referral. Child Care Health Consultants are available statewide, working to make early care and education settings safer and provide higher quality.

During FY2012, a total of 1,566 Childcare Facilities received a consultation.

CHILDREN'S ADVOCACY CENTERS

(2002-present)

FY2013 Funding $175,000
FY2014 Funding $175,000

This component of the initiative focuses on the need to mitigate the physical and mental health impact of sexual abuse inflicted on a child by providing comprehensive, state-of-the-art medical examinations. This program provides community-based services for sexually abused children in child-friendly settings across Kentucky.

COMMUNITY EARLY CHILDHOOD COUNCILS

(2000-present)

FY2013 Funding $1,200,000
FY2014 Funding $1,500,000

Community Early Childhood Councils (CECCs) work to identify the unique early childhood needs of the local community and to work collaboratively to meet these needs. A network of these community councils exist across the state in various counties and sub regions. The potential council member agencies and individuals are identified in HB 706. For fiscal year 2013, 69 councils applied for funding, representing 105 counties. For fiscal year 2014, 76 councils applied, representing 111 counties. While many aspects of the KIDS NOW initiative are administered at the state level, the CECCs bring a local, community level voice to the goals of the initiative.

APPENDIX 11: LIST OF PROGRAMS FUNDED BY TOBACCO DOLLARS

EARLY CHILDHOOD ADVISORY COUNCIL

Part of Establishing the Support Structure for early childhood systems in Kentucky, this over-sight body was originally created as the Early Childhood Development Authority. This Council is designed to receive and disburse funds and to coordinate early childhood programs in the state. The Early Childhood Development Authority merged four existing councils for efficient coordination of issues related to early childhood. Members of this council are appointed by the Governor and meet on a regular basis to conduct business. Beginning in 2011, this body was repurposed to form the Early Childhood Advisory Council (ECAC).

EARLY CHILDHOOD MENTAL HEALTH PROGRAM

(2001-present)

FY2013 Funding $873,100
FY2014 Funding $873,100

This component of the initiative focuses on the need to provide mental health consultation for early childhood programs and to assure that young children and their families receive appropriate assessment and therapeutic services. It is estimated that one out of every ten children and adolescents has a mental health challenge. Regionally-based early childhood mental health specialists work directly with early care and education providers in targeting children in need of mental health services. Program components include consultation and education services, mental health assessments and treatments, and providing families with resources and information. Tobacco dollars allow this program to provide services that it would be unable to provide otherwise, because the services are considered not billable under other funding streams.

EARLY HEARING DETECTION AND INTERVENTION PROGRAM (EHDI)

(2000-present)

FY2013 Funding $100,000
FY2014 Funding $0

The goal of this program is the early detection of those infants at risk for hearing loss and early intervention to those that are diagnosed with hearing loss. This program assists hospitals in implementing universal hearing screening on all newborns prior to hospital discharge. This program also includes public and private partnerships statewide **CONT.**

EARLY HEARING DETECTION AND INTERVENTION PROGRAM CONT.

that work to provide outreach to families, health departments, physicians, schools, and other community based organizations. At the rate of 3 per 1000 births, hearing difficulties are the most common sensory birth defect. A referral system is in place to provide follow-up testing within three months and enrollment in an intervention program within six months. The funding for this program was phased out in FY2014 because the program used other funding sources.

EVALUATION OF EARLY CARE AND EDUCATION

FY2013 Funding $145,000*
FY2014 Funding $250,000*

As part of the Establishing the Support Structure for Early Childhood, each year it is a requirement to evaluate the KIDS NOW initiative. Previously, the KIDS Now evaluation has been a single year evaluation of child care, but for FY2013 and FY2014, the study began a longitudinal study that will follow 2013's four-year-olds to kindergarten in 2014. It looked at the quality differences between Public Preschool, Head Start Programs and 3 or 4 STAR Rated Child care Centers. The results of the study concluded that there were no statistically significant differences between the three different environments, all of which the evaluation identified as high quality learning environments. Recommendations made by the researchers were: to continue supporting the PD career lattice because teachers with higher education levels positively correlate with child outcomes; instructional strategies need to include important pre-literacy skills and the CLASS domain of instructional support, which highlights the importance of language modeling; and that future studies should include the relationship between parent and teacher perceptions of school readiness and the effect on child outcomes.

Initiative results show that currently 99% of Kentucky newborns have their hearing screened before they leave the hospital.

** These funds reflect tobacco dollars invested. Additional resources are provided by the Kentucky Department of Education and the Cabinet for Health and Family Services.*

APPENDIX 11: LIST OF PROGRAMS FUNDED BY TOBACCO DOLLARS

FOLIC ACID CAMPAIGN

(2000-present)

FY2013 Funding $128, 200
FY2014 Funding $128,200

The goal of this initiative is to prevent the high incidence of two common and serious birth defects, spina bifida and anencephaly, collectively called neural tube birth defects, in Kentucky by providing all women of childbearing age access to the B vitamin Folic Acid, a known preventive measure. When the initiative began in 2000, Kentucky's rate of neural tube defects was 1½ times the national average. An estimated 50 - 70% of such birth defects are preventable through the daily ingestion of folic acid prior to pregnancy and in the early prenatal period.

Health department efforts have led to over 800,000 women in Kentucky receiving folic acid counseling and supplementation.

HANDS VOLUNTARY HOME VISITING PROGRAM

(2000-present)

FY2013 Funding $8,583,000
FY2014 Funding $8,583,000

HANDS is a home visitation program for first-time moms and dads. Enrollment may begin prenatally and up until a child is three months of age. Families can remain in the program until their child is two years of age. Home Visitors use a parent-child interactive curriculum, Growing Great Kids (GGK), which focuses on basic care, child development, nurturing parent-child relationships and strength-based support to families. Health prevention is also a key focus of HANDS home visitation. Without KIDS NOW investment in the HANDS program, the federally required match from Kentucky would not be met. The HANDS program is also currently working with additional federal dollars through the MIECHV grant, which also relies on Tobacco dollar investment for match funds. The MIECHV grant allows the HANDS program to reach more families through expansion of services in at-risk counties.

HANDS serves 10,000-11,000 families per year. 2008 HANDS Data shows that participants are 10% less likely to have a premature baby and 16% less likely to have a low birth weight baby, than those of a comparable population. 700 Home visits happen daily across the Commonwealth of Kentucky.

APPENDIX 11: LIST OF PROGRAMS FUNDED BY TOBACCO DOLLARS

IMMUNIZATION PROGRAM FOR UNDERINSURED CHILDREN

(2000-present)

FY2013 Funding $250,000
FY2014 Funding $250,000

The goal of this component is to achieve 100% immunization coverage by age three by purchasing vaccinations for the population of children who are non-Medicaid and non-KCHIP eligible. Funds from the tobacco settlement have allowed thousands of children to receive needed vaccines in their local health departments so that families did not have to travel potentially long distances to the closest federally qualified health center for services.

KIDS NOW PLUS

(KN+): A Substance Abuse Treatment Program for Pregnant and Postpartum Women

(2004-present)

FY2013 Funding $683,400
FY2014 Funding $697,400

Kentucky recognizes the need to assist pregnant women with current substance abuse disorders or with certain risk factors for substance use disorders to give birth to healthy babies. Pregnant women using alcohol and/or drugs are one of the most difficult-to-reach and costly subpopulations in Kentucky. Babies born to addicted mothers are at risk for fetal alcohol syndrome, developmental delays, mental retardation, low birth weight, and other health issues. Without early intervention, future costs may include special education, medical interventions, and foster care services. This project was designed to identify pregnant women in the community who are using, or are at risk for using alcohol, tobacco, and other drugs and to connect them with needed services. Program components include screening, providing information, case management and referrals.

Since the beginning of this initiative in 2000, over 60,000 underinsured children have received immunization services through sources including health departments and private providers.

ORAL HEALTH EDUCATION AND PREVENTION PROGRAM

(2002-present)

FY2013 Funding $80,000
FY2014 Funding $80,000

Kentucky's rate of early childhood caries is three times higher than the national average. This is not only a health issue in Kentucky, but also an economic development issue. The goals set forth by the enhanced initiative component, KIDS Smile, are to prevent early childhood caries through early screening, oral health education for caregivers, fluoride varnish and proper referral.

Approximately $1.5 million is lost in Kentucky public schools due to children missing school because of oral health related problems. Early childhood caries is highly preventable, at an affordable price. Rehabilitation of severe early childhood caries can be more than $5,000.

REACH OUT AND READ

(2007-present)

FY2013 Funding $100,000
FY2014 Funding $100,000

Reach Out and Read is a national program that has proven successful. Parents who participate are more likely to read to their children and have more children's books in their home. Early childhood language skills are the foundation for reading ability and begin with the basic exposure to primary language, when parents talk with and read to their children. This program provides pediatric health professionals with developmentally appropriate books to give to families and children at well-child visits from the age of six months to five years. During each visit, parents also receive counseling about the importance of reading in the development of early language skills. At some sites, volunteers model reading to children while families are waiting to see the doctor. The national funding for Reach Out and Read has been cut several times, requiring new sites to demonstrate a 75% funding match. Kentucky has continued to receive funding because of the KIDS NOW Initiative offering matching funds.

In FY2013, 85,382 books were given to children.

APPENDIX OF PROGRAMS NO LONGER FUNDED

CHILD CARE: INCREASED LICENSING PERSONNEL

In order to upgrade quality in child care programs, additional licensing personnel dedicated specifically to rating programs for the STARS for KIDS NOW program were hired. Currently, there are 9 STARS Rater positions across the state which are devoted solely for the purpose of performing an onsite evaluation of the programs to obtain a STARS rating. These STARS Raters were in addition to the existing licensing personnel who provide monitoring of the child care regulations through the Office of Inspector General. Funds for this program were phased out because licensing was no longer linked to the STARS program.

EYE EXAMINATIONS FOR CHILDREN

(2000-2006)

All children in Kentucky are required to submit evidence of an eye examination no later than Jan. 1 of the first year of public school entry for ages 3, 4, 5, and 6. This program was intended to support local health departments, Family Resource Centers, and the Kentucky Optometric Association with identification of families who were not Medicaid or KCHIP eligible and whose income did not exceed 250% FPL. Funds were made available through the Commission for Children with Special Health Care Needs to assist children who did not have sufficient resources to pay for the cost of an eye examination. Over the course of this program, the amount of children receiving these services through Medicaid and KCHIP increased each year. Due to lack of need and use, the funding for this initiative was discontinued in 2006.

FIRST STEPS: KENTUCKY'S EARLY INTERVENTION SYSTEM

(2005-2012)

The First Steps program is Kentucky's response to Part C of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. First Steps provides support and services to infants and toddlers with developmental disabilities and/or delays and their families through an Individuals Family Service Plan (IFSP) that identifies the early intervention services that the child and family will receive. The Cabinet for Health and Family Services (CHFS), Department for Public Health is the lead agency responsible for administering the First Steps program. Primary referral sources, families and other interested parties can access the First Steps program locally through one of fifteen Points of Entry (POEs) covering the fifteen Area Development Districts (ADDs). First Steps has achieved the highest determination level of the IDEA Act as determined by the U.S. Department of Education. The First Steps program utilizes restricted general and federal funding and implemented cost saving measures within their billing system which provided cost savings and did not request tobacco dollars for FY2013 and FY2014.

APPENDIX 11: LIST OF PROGRAMS FUNDED BY TOBACCO DOLLARS

HEALTHY BABIES CAMPAIGN

(2001-2008)

The goal of this statewide, multi-media public awareness/education campaign was to educate the public about fetal alcohol syndrome, the impact of substance abuse on pregnancy and child rearing, the importance of smoking cessation, and about healthy lifestyle choices that help babies to be born healthy. An extensive statewide media campaign ran from December 2001 - June 2002. In collaboration with the Tobacco Prevention and Cessation Program, the Healthy Baby television campaign ads ran again in 2004, 2005 and 2008.

NEWBORN METABOLIC BLOOD SCREENING

(2006-2010)

This initiative helped move Kentucky from the bottom of the scale in providing blood screening, to being one of only nine states to provide the complete panel of metabolic blood screens recommended. KRS 214.511 requires that every infant born at a Kentucky Hospital have a newborn blood spot performed after 24 hours of age or before hospital discharge. In 2006, the first initiative was implemented changing the screening for only 6 disorders to 27. Again in 2009, Kentucky improved from screening for only 27 disorders, to screening for 47, the full panel recommended by the American College of Medical Genetics and the March of Dimes. Education was provided for birthing hospitals to improve timeliness and quality of specimens collected, as well as developing newborn screening protocols for quality assurance at each birthing facility. Kentucky's short-term follow-up component of the newborn metabolic screening program is considered a model for other state programs in the nation. In 2010, KIDS NOW dollars no longer funded this program, as the need was filled elsewhere.

RESOURCES

Early Childhood Advisory Council
http://kidsnow.ky.gov/About-Kids-Now/Pages/ECAC.aspx

For more details about the 26 member Governor appointed body, utilize this web source, which houses all meeting and member information.

Early Childhood Profiles
http://kentuckyp20.ky.gov/Reports/EarlyChildhoodProfile/default.aspx

Access the individual county profiles that were discussed in this document.

Governor's Office of Early Childhood Staff
http://kidsnow.ky.gov/About-Kids-Now/Pages/Staff.aspx

Learn more about the individual staff members.

History of KIDS NOW Web Page
http://kidsnow.ky.gov/About-Kids-Now/Pages/History.aspx

Access more detailed information about the history behind the Governor's Office of Early Childhood. On this same webpage, you will find easy to download files for the following documents:

• Governor's Early Childhood Task Force 20 Year Comprehensive Early Childhood Plan

• HB706: The original legislation that committed 25% of the Kentucky Tobacco Settlement Fund annually to support early childhood programs.

• Final Report of the Governor's Task Force on Early Childhood Development and Education

• 2012 Executive Order: Governor Beshear's executive order that created the Early Childhood Advisory Council and the Governor's Office of Early Childhood.

• HB184: Passed in 2013, House Bill 184 enacted the new governing structure identified and other changes previously made in the Executive order into the KIDS NOW legislation.

Monthly Message Archive
http://kidsnow.ky.gov/Mobilizing-Communities/Pages/Monthly-Message.aspx

Access all previous monthly messages for the Community Early Childhood Councils.

Parent Guides
http://kidsnow.ky.gov/engaging-families/Pages/Parent-Guides.aspx

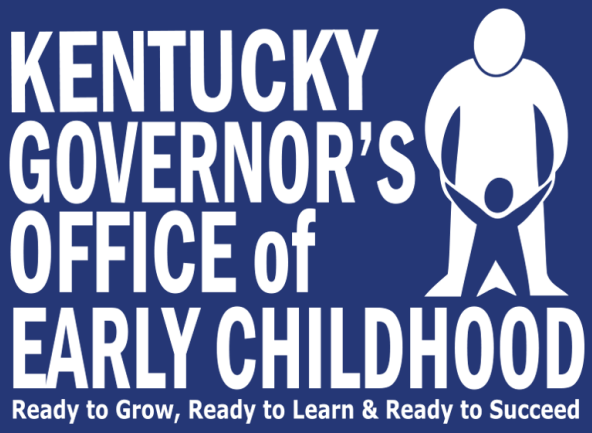
Access an electronic copy of the newly revised Parent Guides for Birth to Three and Three and Four. This website is also used to order the Parent Guide documents.

School Readiness Definition
http://kidsnow.ky.gov/School%20Readiness/Pages/default.aspx

Made available as a web resource, families and other stakeholders are able to access this important information at any time.

UK Evaluation Summary
http://kidsnow.ky.gov/Improving-Early-Care/Pages/STARSforKIDNOW.aspx

Listed under resources on our STARS for KIDS NOW web page, you will find the Executive Summary of the 2012 UK Evaluation. Mandated by HB706, this particular evaluation looked at the quality of all three early childhood environments: child care centers rated at a STARS level of 3 or 4, public preschool and Head Start.



Terry Tolan, Executive Director
125 Holmes Street, Frankfort KY 40601
502-782-0200

http://kidsnow.ky.gov facebook.com/KYGOEC twitter.com/KYGOEC