Project Summary and Abstract

Project Title: Commonwealth of Kentucky Preschool Development Grant

Applicant Name: Kentucky Governor’s Office of Early Childhood

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The purpose of Kentucky’s Preschool Development Grant is to strengthen its comprehensive early childhood system, to support all young children and their caregivers but especially highly vulnerable children and children in rural or limited accessibility areas of the state. Kentucky will build on its existing partnerships and relationships to improve the leveraging of resources across programs and agencies, to build capacity of state and local leaders with regard to programs, communications, outreach to families, and engagement strategies, and to ensure all children receive timely, effective, and high quality services that are responsive to their needs.

Kentucky’s primary goal is to enhance and strengthen its early childhood system with activities and services in five areas, including an enhanced Needs Assessment and Strategic Planning process, which will complement activities that began under the Race to the Top-Early Learning Challenge (RTT-ELC) grant. In addition, Kentucky will Maximize Parent Knowledge and Choice through the development and implementation of a comprehensive, statewide, outreach and education campaign, support for local family engagement initiatives, and development of statewide Transition Plans. Kentucky will promote the Sharing of Best Practices across the early care and education spectrum, through the development of a clearinghouse of best practices, with content dedicated to highly vulnerable children, children and families served through the Family First Prevention Services Act, Infants and Toddlers, Transitions, and children in rural and limited access areas. Finally, Kentucky will pursue continuous Improvements to the Quality of Early Care and Education settings through training and technical assistance to early care and education professionals, along with early childhood workforce and leadership development initiatives. Kentucky will build capacity across all activity areas through trainings, technical assistance, and staffing in Disabilities and Mental Health, Trauma and Resiliency, Transitions, and Infant/Toddler Quality. Finally, Kentucky will enhance its existing data systems for tracking participation in services and early childhood results and outcomes.
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Introduction

The Kentucky Governor’s Office of Early Childhood (KYGOEC), on behalf of the Commonwealth of Kentucky, will administer five activities supported by the Preschool Development Grant. The Preschool Development Grant (PDG) is an opportunity for Kentucky to strengthen its early childhood mixed delivery system’s alignment, coordination, and efficiency and build adaptive and innovative practices that will benefit the health and development of young children throughout the state. The KYGOEC, Kentucky leaders, and early childhood stakeholders will leverage the progress achieved through the Race to the Top – Early Learning Challenge (RTT-ELC) grant and findings from sustainability planning and validation studies. Kentucky also plans to leverage its existing data infrastructure, housed at the Office for Education and Workforce Statistics dba Kentucky Center for Education and Workforce Statistics (KCEWS), and existing cross-agency partnerships across agencies to develop and provide services.

Kentucky will build on existing partnerships and relationships to improve the blending of resources across programs and agencies for maximum efficiency, to build capacity of state and local leaders to advance programs, communications, outreach to families, and engagement strategies, and to ensure vulnerable children, receive timely, effective and high-quality services that are responsive to their needs. Kentucky’s overarching strategies include:

- Capacity-building in all aspects of the early childhood system, from leadership and knowledge development, to programming, data infrastructure and fiscal mapping;
- The use of data systems, emerging technologies, media, and marketing tools as an engine for system responsiveness, engagement, and continuous quality improvement;
- Innovative strategies for finding, connecting, educating, and engaging parents, caregivers,
and community and state leaders; and translation of state strategies to communities; and

- Alignment, identification and leveraging of existing resources to ensure comprehensive coverage and development of sustainable programs that can meet needs across the state but with a special focus on vulnerable children.

The KYGOEC is uniquely positioned to engage key partners and stakeholders to achieve Kentucky’s plan for the PDG. The Commonwealth of Kentucky created the KYGOEC to support its goals for the education and development of Kentucky’s youngest children. Through the KYGOEC, the Commonwealth will be a diligent advocate in safeguarding the use of grant funds to ensure provision is made for vulnerable children birth to age five to obtain a quality early care and educational foundation, improvement is realized in early childhood transitions, from birth to age five and into kindergarten, and parental choice and access to all systems providing early care and education is expanded for services to infants, toddlers and young children.

The KYGOEC has an established track record of managing large-scale, multi-year initiatives. The KYGOEC team currently is managing the state’s Race to the Top-Early Learning Challenge (RTT-ELC) grant. In addition, the KYGOEC manages state early childhood investments from Kentucky’s Tobacco Settlement Fund. The KYGOEC is well positioned to leverage key partners and stakeholders to achieve the state’s vision and complete grant activities, because it serves as the administrative state agency attached to the Early Childhood Advisory Council (ECAC), whereas by executive order the “executive director [of the KYGOEC] shall serve as the ECAC’s chief administrative officer to coordinate the Councils’ activities. The secretary of the Education and Workforce Development Cabinet shall be the appointing authority for the ECAC.” The strategic planning process of the ECAC and this grant will be aligned to ensure a consistent and comprehensive vision and plan.
The ECAC is a cross section of partners and stakeholders from across the state; there are representatives from the state’s Cabinets, elected offices, congressional districts, and the private sector. Grant activities will be aligned with established and operational subcommittees of the ECAC to take advantage of existing partnerships and avenues for communication (as shown in Exhibit 1). The subcommittees meet regularly to conduct the work of state planning and oversight. As for local stakeholders, the KYGOEC manages and administers the Community Early Childhood Councils (CECCs). The CECCs have a diverse membership and facilitate further engagement with local stakeholders from across the state.

Exhibit 1  The ECAC Subcommittee Structure and Relation to Project Activities

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<tr>
<th>ECAC Subcommittees</th>
<th>Grant Activities and Workgroups</th>
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<tr>
<td>Executive Subcommittee</td>
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<td>Data Subcommittee</td>
<td>Needs Assessment and Strategic Planning</td>
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<tr>
<td>Professional Development Subcommittee</td>
<td>Professional Development Framework Training, Career Lattice, Apprenticeship, Post-secondary alignment</td>
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<td>Birth through Third Grade Alignment Subcommittee</td>
<td>Transitions, Infant, Toddler, and Expectant Families</td>
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<td>Strengthening Families Subcommittee</td>
<td>Parent Engagement Models, Trauma and Resiliency Trainings</td>
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<td>Mobilizing Communities Subcommittee</td>
<td>CECC support, Leadership Workgroup</td>
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<tr>
<td>Tiered Quality Rating Improvement System (TQRIS) Subcommittee</td>
<td>Consumer Education and Referral, Family Engagement Partnership, Early Childhood Standards, Blended mixed delivery service models, Continuous Quality Improvement Process</td>
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<tr>
<td>Program Investment Subcommittee</td>
<td>Grants Management</td>
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Kentucky is applying for a PDG to continue the needs assessment and strategic planning work that commenced in summer 2018, under the oversight of the ECAC, and using data and information obtained through the RTT-ELC validation and sustainability studies.
Kentucky’s B-5 Mixed Delivery System Description and Vision Statement

Kentucky’s mixed delivery system is composed of licensed, certified, and regulated child care facilities, state-funded preschool programs, and Head Start/Early Head Start programs. In applying for the PDG, Kentucky affirms its commitment to a strong, nimble, and responsive system, which is characterized by:

● **Blended funding streams** that provide the resources for staff, practitioners, financial supports, and tangible materials. Funding streams must be mapped and tracked so that their sustainability and strengthening over time can be addressed.

● **Visionary leadership.** Sustainable systems invest in developing the leaders that they need and want, with ongoing support, training, and engagement opportunities.

● **Responsive and caring adults** including parents, caregivers, and professionals are supported in fostering early learning for children and families. Services and programs must have strong workforce development “pipelines” that nurture high-quality and responsive professionals.

● **Feedback communication loops** among parents, professionals, and staff, which allow for open, candid discussion among the individuals who nurture, educate, and care for children.

● **Information systems** that provide real-time information for planning and mid-course adjustments. Information systems should be robust and serve multiple purposes, from system accountability to impact evaluation.

● **Interconnected management systems**, with operational nodes at the state, regional, and local levels. Management systems must receive ongoing support in the form of professional development, as needed technical assistance or guidance, and routine systems updates.

● **Infrastructure**, or the staff and financial and tangible resources that ensure system components (such as programs, subsidies, data systems) are fundamentally strong, responsive
Adaptability, or the ability to withstand changes in political, economic, social, or technological conditions over time.

Kentucky has needs in each of these areas, along with needs in the domains shown in its vision for a Mixed Delivery System (Exhibit 2). Kentucky’s key partners in applying for and implementing the PDG, to meet these needs, include programs and staff in the Cabinet for Health and Family Services (CHFS), the Education and Workforce Development Cabinet (EWDC), the Kentucky Department of Education (KDE), the Kentucky Head Start Association (KHSA), and the KCEWS. Through these partnerships, staff and stakeholders across agencies and divisions will develop and implement mutually-supportive agendas, with attention to **increasing the quality, coordination, alignment, and efficiency of programs and services**. The grant will result in a comprehensive statewide plan along with content-specific work plans that contain specific action items and refinements. The grant will also result in the production and distribution of information and resources to parents, educators, and professionals connected to young children. Project staff will work to ensure resources are accessible to families across the state, with attention to cultural-responsiveness, language needs, and community context.

**Target Populations and Outcomes**

Through this grant there is a focus on highly vulnerable children and families and children in rural areas along with parents, caregivers, and the professionals who support them. In its one-year timeframe, the grant expects to achieve indirect outcomes for children related to the enhanced awareness of and engagement by parents and providers in high-quality and responsive supports and services. The state also will strengthen and enhance its early childhood data systems. Over a longer timeframe, the project team believes that Kentucky will achieve
outcomes related to enhanced and increased service use, the receipt of services that are effective, coordinated, and responsive to child needs, and ultimately, an increase in the number and percent of children (and families) who are healthy and ready to start kindergarten.

**Progress and Challenges for Kentucky’s Mixed Delivery System**

The PDG is a timely opportunity for Kentucky to reflect on its progress, lessons learned, and opportunities as a result of recent investments, such as the RTT-ELC. Through the RTT-ELC, Kentucky was able to enhance and refine its mixed delivery system. The largest investment of the Kentucky RTT-ELC went to its TQRIS: Kentucky All STARS. Launched in 2016 (and building off of Kentucky’s STARS for KIDS NOW), Kentucky All STARS requires participation by all programs receiving public funds and utilizes a hybrid five-star rating scale, wherein programs earn ratings by achieving a combination of “blocks” and “points.”

The recent RTT-ELC validation and sustainability studies affirmed that many stakeholders find the Kentucky All STARS standards to be meaningful and reliable indicators of high-quality early learning environments. Over time, there has been a consistent increase in the number of sites participating and advancing in ratings. As of September 2018, 70% of state-funded preschool and blended preschool-Head Start sites achieved a 5-star rating in the TQRIS (wherein a 1-star is the lowest rating and a 5-star is the highest rating). Further, 43% of participating licensed child care centers had a 3-star or higher rating as did 92% of participating licensed Head Start centers. While there is room to grow the higher quality ratings of licensed child care centers, it is worth noting that 36% of licensed centers were at 3-star or higher ratings in December 2017. Thus, there was a seven-percentage point gain in the percent of higher quality licensed child care centers over the past year. Additional successes include:

- Unified Kentucky All STARS standards for all early care and education program types.
• Through training, technical assistance, and other supports made possible with the RTT-ELC grant, 1,663 child care providers (including licensed Head Start programs) received non-monetary incentives which included classroom materials and technical assistance. Over the course of one year, the training consortium served 4,411 child care staff through 461 no-cost training sessions. In state-funded public preschool programs, 1,097 staff were trained in Dramatic Play, 1,014 staff in Block Play, 988 staff in Visual/Performing Arts, and 205 staff in Kentucky’s Initiative in Social Emotional Development.

• The Kentucky Super Star Leadership Academies (KSSLA) established two leadership cohorts in 2017 with a total of 228 participants from licensed child care, state-funded preschool, and Head Start programs. Upon completion, 88% of respondents reported a change in classroom practice and 53% reported a change in organizational practice.

• As of the end of 2017, the Early Care and Education--Training Records Information System (ECE-TRIS) Unified Registry expanded by 91% with 6,669 distinct people assigned credit within the system and 325% growth of credits assigned.

• KCEWS oversaw the integration of early childhood data into Kentucky’s Longitudinal Data System (KLDS) from Head Start grantees, Health Access Nurturing Development Services (HANDS), First Steps Early Intervention (Part C of IDEA) data, Born Learning Academies, Family Youth Resource and Service Centers (FRYSC), Kentucky’s Integrated Child Care System (KICCS, in progress) and the ECE-TRIS (also in progress).

• Kentucky’s Strengthening Families (KYSF) trained 4,500 participants and 10 Master KYSF Overview Trainers.

• Born Learning Academies, granted through FRYSCs, which provide trainings for parents on early childhood resources and familiarizes families with their local school, in 81 counties.
Kentucky’s Vision for a Mixed Delivery System

**Exhibit 2**

| Vision: A comprehensive early childhood system in which all parents, early learning programs, and professionals are encouraged and supported to ensure children are healthy and ready to start school. |

**State vision for successful, high quality, highly rated programs**

- Children are healthy & ready for kindergarten
- Responsive families and communities

**Primary drivers:**
- Elected leaders support early education
- Coordinated state offices with shared vision
- Leaders invested in high quality practices
- Data-driven decision making
- All STARS aligned protocols

**Goals:**
- All children enter kindergarten ready
- Children learn
- Families succeed

**Primary drivers:**
- Accessed and coached
- Services and support
- Early intervention

**Primary drivers:**
- Low turnover
- High quality
- Family engagement

**Primary drivers:**
- Early childhood
- Community
- Early education

**Program for kindergarten readiness**

- Children are healthy & ready
- Responsive families and communities

**Primary drivers:**
- Ready for kindergarten
- Services and support
- Early intervention

**Supports transitions for classrooms**

- Free or low-cost
- Support
- Early childhood

**Primary drivers:**
- High quality
- Early learning

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**Supports health and wellness**

- Children are healthy & ready
- Responsive families and communities

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**Supports high quality, early learning programs**

- Children are healthy & ready
- Responsive families and communities

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**Supports high quality, early learning programs**

- Children are healthy & ready
- Responsive families and communities

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Finally, the 2017 evaluation of CECCs identified several successes (and opportunities for improvement). Among the successes, the authors found “For those councils with strong member participation and collaboration, there were reports of significant leveraging of resources to maximize the funding provided by the State. Increased local awareness of the importance of school readiness and the early years and support for early childhood issues were important outcomes reported by council leaders. Families with young children were provided with a number of resources, training opportunities, materials, and activities. This evaluation confirms that local partnerships can be effective in identifying and meeting local needs and building local commitment.”

Moving forward, and with the assistance of the PDG, Kentucky will engage in continuous quality improvement for its mixed delivery system, which means acknowledging and addressing challenges, which include:

- Connecting with parents, including parents who are not using formal early care and education settings. From the 2500+ parents who returned surveys (conducted at participating validation study sites), parents do not appear to be connecting Kentucky All STARS rating with quality, suggesting the need for additional outreach and education regarding the Kentucky All STARS standards and their connection to quality.

- Working across three program types, including licensed and certified child care, state-funded preschool programs, and Head Start/Early Head Start. The support and services for the three program types varies and different sites may require different types of support to advance in rating. At the same time, the existence of the different program types creates an opportunity to leverage expertise and professional supports, to encourage greater consistency in implementing Kentucky All STARS and quality improvements.
• Ongoing need for professional development and formal education. The availability, accessibility, and affordability of these supports can serve as a constraint or a facilitator for growing quality. Kentucky will examine its ability to provide these services, in sufficient intensity, as well as the incentives and tangible resources that support quality.

• One of Kentucky’s strengths is the strong alignment of state-funded preschool programs with the system for early intervention; there may be opportunities to broaden and deepen supports for inclusion among child care and Head Start/Early Head Start programs, to ensure children with special learning or developmental needs receive appropriate services.

• The state will use this opportunity to address a critical data system need for a unique child identifier, which will enhance data reporting and system evaluation.

• Ensuring that the needs of the most vulnerable children are met. Almost two-thirds of respondents in a 2018 online survey of early care and education professionals reported working with children with two or more adverse childhood experiences (ACES). However, many early care and education professionals may not have formal professional development or training specific to ACES. Thus, there are opportunities to develop professional practices for supporting highly vulnerable children.

• Additional areas for growth identified by stakeholders included sustaining quality through strategic financing, collaborations at the local level, and ongoing and intentional use of data-informed programming and decision-making.

Project Description

The next sections of this application contain Kentucky’s approach to the five required activities specified in the PDG, which will assist Kentucky in building on its strengths and responding to its needs. This application was developed with substantial input from a wide range
of stakeholders, including (a) more than 2500 parents who participated in the RTT-ELC studies; (b) more than 800 parents and community members who responded to online PDG planning surveys; (c) business, civic, and elected representatives through the ECAC; and (d) a planning and visioning team that included elected and appointed representatives from the EWDC, the CHFS, the KDE, and the Kentucky Office of Head Start Collaboration. Additional one-on-one conversations and input opportunities were conducted with (a) leaders from KCEWS; (b) members of the ECAC; (c) members of the KHSA; and (d) staff from the CHFS and the KDE.

In Activities One and Two, Kentucky will continue the assessment and planning work initiated through the RTT-ELC grant. Activities Three and Four are designed to share best practices information among families and professionals throughout the Commonwealth, foster collaboration and coordination across programs, and maximize knowledge and participation in Kentucky’s mixed delivery system. Activity Five, which will begin once Activities One and Two are successfully completed, will promote the ongoing improvement of quality in the state’s early care and education programs. Exhibit 3 summarizes Kentucky’s primary project goal, five activity areas, and objectives and key strategies for each activity.

Activity One: Statewide Needs Assessment Plan

Goal: Complete a needs assessment that captures Kentucky’s early childhood system strengths and opportunities for growth and identifies actionable items for consideration in planning.

Kentucky will use Activity One to enhance its understanding of the availability and use of quality early care and education services and other parent and family supports throughout the state, with a focus on its most vulnerable populations:

- **Vulnerable children or families** are defined as those individuals exposed to or experiencing multiple ACES, children who are candidates for foster care or children and
Project Goal: Complete needs assessment, planning, and project activities that will position Kentucky to enhance, align and strengthen its early childhood system.

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<td>Build capacity among state leaders to envision a comprehensive, aligned, efficient and responsive early childhood system through: --Comprehensive needs assessment and strategic planning; --Revised systems logic model and evaluation plan; and --Capacity-building activities for state and community partners.</td>
<td>Bolster and support local community efforts to connect with, educate, and link children and families to services through: --Comprehensive outreach and education campaign; and --Community programming and outreach.</td>
<td>Convene collaborative work groups to link strategic plan goals to initiatives and content specific work plans through: --Standards-based technical assistance and training; --Blended models of funding; --Enhanced Infant Toddler quality care; --Transitions; and --Focus on trauma and resilience.</td>
<td>Improve quality of early childhood programs through best practices, standards and professional and leadership development through: --Continuous quality improvement process; --Workforce development; and --Leadership development.</td>
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families involved in the child welfare system, children and families in rural or low/limited accessibility areas, expectant families, and children with learning or developmental needs.

- **Underserved populations**, as defined by the CHFS in identifying medically underserved areas, which may have shortages of primary medical care, dental, or mental health providers and may be urban or rural areas, population groups, or medical or other public facilities.

- **Rural populations** are identified using United States Census designations\(^1\). Kentucky also will consider definitions for limited or low accessibility areas, or areas with accessibility

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challenges, such as limited interstate, major highway access, or limited internet access.

For many of these children and families, access to affordable high-quality early care and education is critical, wherein Kentucky All STARS criteria are used to identify and rate the quality of early care and education settings. One goal of the grant is to further map out and assess the availability and affordability of high-quality early care and education throughout the state. Statistics regarding the overall availability of quality early care and education are provided above; however, not all counties offer high quality early care and education across all program types. Kentucky plans to expand and improve the quality in all types of programs across the state so that families in rural areas do not have limited choices.

It is difficult to estimate the unduplicated numbers of children served in existing programs, as the state does not have a unique child identification number, which also could be used to generate estimates of the unique number of children on waiting lists for services. Further, there are gaps in Kentucky’s knowledge about the overall affordability of care for working families or the working poor (who may not qualify for subsidies), families improving their employability, how best to leverage resources for early care and education across program types, quality transition practices across settings and age groups, and how best to reinforce strong literacy and numeracy practices in early learning settings. Kentucky will reference its system model (Exhibit 2) in identifying additional indicators of interest. Kentucky will partner with the KCEWS to review existing data housed within the KLDS (Exhibit 9) and to develop a blueprint for the expansion of this system, including data that address the quality and appropriateness of early care and education facilities, child and family vulnerabilities, and support for transitions. Kentucky will complete Activity One using the following steps:

**Step 1: Define the scope and develop a work plan.** The ECAC Executive Subcommittee will
meet regularly from December 2018 through April 2019, to analyze and discuss data compiled across Kentucky stakeholders (with the input and support of staff from the KCEWS and contracted staff). The subcommittee will update its scope of work, revise its calendar and timelines, and rely on high quality data to create or adopt sections of its needs assessment.

Step 2: Collect, compile, and present data. Contracted staff, in collaboration with the KCEWS, will follow the work plan and compile and present data in accessible and meaningful ways. Possible themes or content areas include many of the topics covered by the state’s system model (Exhibit 2) and the PDG: population and demographics, family outreach and engagement, statewide quality and accessibility of early care and education programs, physical health and well-being, transitions, social and emotional health, and early intervention. The team will highlight issues relevant for understanding vulnerable children and families, including substance or opioid abuse, access to high quality early care and education, family stability, parental education, and poverty. Data sources include data compiled by the KCEWS (Exhibit 9), data collected through the RTT-ELC validation and sustainability studies, data presented in partner agency (KDE, CHFS, KHSA) needs assessments, current child care market rate survey and workforce study, and data collected through PDG activities.

Step 3: The subcommittee will complete a systems analysis. The goal of a systems analysis is the determination of level and severity of needs, including a determination of gaps and opportunities to strengthen or enhance services or infrastructure. The ECAC Executive Subcommittee will examine existing data related to the unduplicated number of children served or on a waiting list for early care and education services and will make recommendations regarding a unique, statewide, child identification number (ID) critical for completing estimates of children served. The analysis will include a consideration of the political, economic, social,
and technological (PEST) influences on progress as well as barriers that may prevent or challenge the availability of high-quality early care and education, statewide. As a result, The ECAC Executive Subcommittee will create linkages from the needs assessment to the strategic plan referenced in Activity Two of the PDG.

Step 4. Finalize a written Needs Assessment. The ECAC Executive Subcommittee will complete a written needs assessment for submission to the full ECAC. The final written document will include (a) references to Kentucky’s vision for an early childhood system; (b) explication of systems components, around which the needs assessment is structured; (c) a draft Logic Model; and (d) a summary of data and information, along with priorities suggested by review of the data.

Activity Two: Statewide Strategic Plan

Goal: Create a 5-year strategic plan that identifies Kentucky’s opportunities for growth, as well as priorities and strategies for strengthening its early childhood system, and serving more children and families with high quality, responsive services.

Kentucky will draw upon Activity One to complete a statewide strategic plan that will (a) reflect current data on Kentucky’s children and families; (b) identify specific goals that define Kentucky’s vision for children and families; (c) present strategies that are timely, scalable, and actionable; (d) present a timeline for implementation; and (e) identify the expertise and resources necessary for making progress. In addition, Kentucky’s plan will generate a vision of an effective and efficient early childhood system that can meet existing and emerging needs across the state, including the needs of highly vulnerable populations and populations in rural areas. The plan also will identify opportunities to further leverage partnerships and collaborations across program types to maximize resources and the population served. At present the plan goals are to:
• Braid or blend resource streams, partner agency plans, infrastructure, and awareness-building opportunities, to serve a greater number of families with high quality, responsive services;
• Ensure the continuous quality improvement across the mixed delivery system, including the alignment of policies, procedures, and implementation activities for all service domains;
• Maximize parental choice and knowledge base for engaging in the mixed delivery system;
• Build awareness of and responsiveness to emerging needs and opportunities; and
• Ensure high quality transition experiences to meet the needs of all families, especially highly vulnerable children and families.

**Step 1. Define the scope of the strategic plan.** Validation and sustainability studies accomplished under the RTT-ELC grant were used in ECAC strategic planning meetings and can be leveraged as a strong starting point for many content domains. The ECAC Executive Subcommittee will meet regularly from December 2018 through April 2019, to review additional data captured in the needs assessment and to develop and refine strategic plan goals and strategies. Tasks include: (a) reviewing the current strategic plan as well as strategic plans for partnering agencies, departments, and divisions within the CHFS, the KDE, the EWDC, the KHSA, and the KCEWS; (b) reviewing and revising the state’s vision and mission for its mixed delivery system and (c) creating a structure for the new strategic plan and aligning it with the needs assessment currently in development.

The ECAC Executive Subcommittee will incorporate input from KCEWS in developing a data plan that complements the strategic plan and serves as a blueprint for compiling, analyzing, and reporting data. Indicators will reference the needs assessment data and information, to facilitate regular review of progress. In addition to these tasks, the ECAC Executive Subcommittee will ensure a range of stakeholders have input into the strategic plan.
Exhibit 4 contains a list of stakeholders whose input is desired into both the needs assessment and strategic planning processes, whether it be agency leadership or a designee. The ECAC Executive Subcommittee will engage in data collection events, as presented in Exhibit 4, to ensure the plan captures a range of perspectives and is representative of different regions and populations across the state.

**Step 2. Review needs assessment data and stakeholder input and create goal and strategy statements.** Stakeholder input will be analyzed and incorporated into goal statements, with a focus on developing and deepening partnerships where they exist—such as the existing partnerships between CHFS, Department of Community-Based Services (DCBS), Division of Child Care (DCC) and KDE in the Kentucky All STARS system, the partnerships between CECCs and the KYGOEC to support local community services, or potential partnerships between DCC and Apprenticeship programs to develop and maintain a professional workforce. The plan will incorporate goals that are prudent, critical, and achievable. The ECAC Executive Subcommittee will create goals that can build or reinforce the state’s early childhood system infrastructure and in so doing, address multiple needs and generate the greatest value for state investments. Each goal statement will have at least one objective, which is a statement of the system features that need to be modified, improved, created, or removed in order to achieve the goal. Objectives will be informed by the needs assessment, stakeholder data, and analysis of archival and partner documents (including current agency policies, procedures, protocols, and guidelines). Kentucky is aware that the existence of different program types can create barriers to comprehensive services and smooth transitions for children and families, especially when considering Kentucky All STARS ratings. Thus, Kentucky will create goal and strategy statements that address barriers, so that children experience consistency in the
quality of early care and education services, and seamless transitions within and across services.

**Step 3. Develop a data strategy that identifies strategic plan indicators and data sources, which will allow the state to track progress on the plan at state and county levels.** The ECAC Executive Subcommittee will incorporate input from the KCEWS, which has developed a web-based, interactive tool for the state that captures key education and workforce performance indicators on the refinement of a comprehensive data plan. KCEWS’ portal currently features early care and education, with indicators and data on school readiness and participation in Kentucky All STARS and subsidized early care and education (among other indicators). Data are available on the county-level and generate county profiles, for use by stakeholders, facilitating a data-informed approach to planning and programming. As a result of Activity Two, the data plan will reference strategic plan strategies and their related outputs and outcomes. Staff from the KYGOEC, the CHFS, KDE, Head Start, the ECAC Data Subcommittee, contracted staff, and content experts, will collectively generate a master list of desired indicators, identifying which of these indicators are not yet available and need development. Of particular interest and need is a unique child identifier. The PDG will support the development of a plan for the creation of a unique identifier to be used throughout Kentucky’s mixed delivery system. The unique identifier will provide a primary key for matching, linking and integrating data from multiple sources into the KLDS so that staff can generate unduplicated counts of children served and children waiting for services. The unique identifier also will help ensure policymakers, practitioners, researchers, and the public have access to timely, high-quality, data to measure progress and identify other challenges throughout the Commonwealth.

**Step 4. Incorporate ECAC feedback and submit a final plan for approval.** The final step in this activity is the presentation of the draft strategic plan to the ECAC, anticipated in April 2019.
Updates on the plan will be provided throughout the needs assessment and planning processes. Written reports or updates will be provided in advance of ECAC meetings and ECAC members will be invited to participate in interviews during the needs assessment and planning processes. The ECAC Executive Subcommittee members will respond to questions from ECAC members as they occur and will incorporate feedback to create and submit a final plan for approval.

**Activity Three: Maximizing Parental Choice and Knowledge**

**Goal:** To expand parental choice and knowledge about existing early care and education programs and enhance skills to support school readiness for children including the smooth transitions for their children from birth through five including kindergarten.

Kentucky will maximize parental choice and knowledge with four major strategies that emphasize outreach, engagement, transitions, and coordination of services that directly impact children and families. Activity three will help professionals and service providers develop and use strategies that are inclusive of fathers, families for whom English is not a primary language, and varying family circumstances.

**Strategy 1: Outreach & education campaign on the importance of early childhood learning**

1.1 Develop and enhance communication tools related to Kentucky All STARS and quality indicators. Kentucky PDG staff (assisted by contracted staff and content experts) will:

- Develop or revise educational materials for families on quality early care and education in a mixed delivery system, available resources and, parenting and school readiness information. These materials will be timely, accurate, culturally-responsive, and available in different languages.

- Update existing Parent Guides, last revised in 2012, which are based on the Kentucky Early Childhood Standards. Two parent guides, one for infants and toddlers and one for
Ensuring Stakeholder Input into the Needs Assessment and Strategic Plan

<table>
<thead>
<tr>
<th>Stakeholder Groups</th>
<th>Data Collected During Needs Assessment Activity</th>
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<tr>
<td>Custodial and non-custodial parents</td>
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<td>Parent surveys</td>
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<td>Parent council or association representatives</td>
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<td>Child Care Advisory Councils (CECCs)</td>
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<td>Community partners and representatives</td>
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<td>Child care facilities</td>
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<td>Business or public/private partnerships</td>
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<td>Community Early Childhood Councils (CECCs)</td>
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<td>CECC surveys and interviews</td>
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<td>Online survey</td>
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<td>Interviews</td>
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<td>Data from RTT validation</td>
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<tr>
<td>BUILD technical assistance and guidance documents</td>
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* = data to be collected during Needs Assessment activity. ◆ = these will be a focus on how we address accessibility areas.
preschoolers, are available in English and Spanish online and in print format. The parent
guides will be revised and updated to reflect current best practices, new Head Start
Performance Standards, and revised Kentucky Early Childhood Standards. Parent guides will
be available online and printed copies distributed through local community groups.

- Develop, print, and distribute new parent education materials in response to a need for more
information on: (a) indicators of early care and education quality; (b) trauma and resiliency;
(c) social and emotional development; and (e) navigating early childhood transitions through
kindergarten.

- Develop and distribute a parent toolkit for assessing early care and support needs and
navigating early learning options in a mixed delivery system.

- Develop a comprehensive social media/cell phone-based parent education campaign using
innovative, technology-based, communication strategies (social media, apps and text
programs) to provide parents with information about child development, community
resources, and tips for activities to promote school readiness. Notably, KCEWS plans to
develop an interactive tool or report to maximize parent choice about childcare and education
programs as well as training on using the tool.

- Update the Kentucky All STARS website with additional content on early care and education
options in a mixed delivery system and how to access early care and education programs.

- Develop Kentucky All STARS marketing materials for early care and education programs as
well as parent-focused materials that explain Kentucky All STARS.

Kentucky will also develop and disseminate materials for the business community
regarding the benefits of investing in early childhood, including brochures, flyers and media
marketing tools.
1.2 Enhance and align consumer education and referral function through the mixed delivery system. Kentucky will convene a consumer education and referral work group, under the oversight of the TQRIS Subcommittee, to assess current consumer education and referral services and tools for user friendliness and access. This work group will identify challenges and opportunities to (a) develop a quality framework for consumer education and referral services to meet best practices and core functions; (b) provide guidance and guidelines for best practices; (c) align and coordinate consumer education and referral across CCR&R, Kentucky All STARS, state-funded preschool, Child Find, and Head Start; and (d) determine the extent to which consumer education and referral services meet the needs of vulnerable populations and make recommendations for changes as needed.

Strategy 2: Local evidence-based family engagement and support initiative

Kentucky will promote and increase engagement of mothers, fathers, and other family members in the development and education of their children by expanding access to and information about local evidence-based strategies. More specifically:

2.1 Community support grants for family engagement. The PDG will provide targeted community support grants to CECCs to develop and implement family engagement services utilizing best practice strategies. Grants will vary in size based on population density and a determined set of community indicators of need. Family engagement strategies may include early literacy programs and piloting innovative models such as LENA Grow.

2.2 Strengthening Families expansion. Kentucky will further the reach of existing KYSF strategies through expansion at the local level. The grant will support additional KYSF staff (housed within the CHFS Department for Public Health) who will provide Training-of-Trainer events and Parent Café Trainings, technical assistance to providers, regional training events, and
development of local leadership teams. In addition, KYSF staff will expand the use of the Connect the Dots framework, which focuses on enhancing families’ social emotional protective factors as a way to address challenging behaviors in their children and is implemented through trainings and supporting materials for parents and caregivers.

The Strengthening Families Subcommittee of the ECAC will review parent engagement and support models (ex./Parent Academy, Born Learning Academy), trauma and resiliency informed care trainings, and services with inclusion of children and families connected to child welfare for possible incorporation into local strategies in Years 2-4.

2.3 Family engagement partnership with Head Start. A family engagement partnership workgroup, under the oversight of the Strengthening Families Subcommittee and with representation from the KHSA, the Kentucky Office of Head Start Collaboration, the CHFS, and the KDE will identify strategies to leverage the Parent, Family and Community Engagement framework and expertise of Head Start. Data products from the KCEWS will be used to drive understanding of local needs and priorities. Recommendations from this work group will guide implementation of collaborative family engagement strategies in Years 2-4.

Strategy 3: Early Childhood Transitions and Transition to Kindergarten

3.1 Convene state-level transitions work group. Kentucky will convene a transitions work group, under the oversight of the Birth to Third Grade Alignment Subcommittee that fosters smooth early childhood transitions, including the transition to kindergarten. This work group will be composed of staff from agencies including but not limited to the KYGOEC, the Kentucky Office of Head Start Collaboration, the CHFS DCBS DCC, Part C of IDEA, the KHSA, the KDE, and the ECAC. Local stakeholders such as parents, teachers and administrators also will be engaged in the work group. The transitions work group will review existing transitions policies, activities
and documents, and identify areas for opportunity and improvement. Previous transitions work to be reviewed and incorporated includes: Transition One Stop, Early Childhood Interagency Transition Agreement, Interagency Self-Assessment Tool, Step by Step Family Transition Guide, and Head Start transition policies and process. The transitions work group, supported by contracted staff and content experts, will be responsible for making recommendations for strategies to foster interagency collaboration, support educators in their role with transitions, and improve communications with parents about transitions.

3.2 *Transitions Coordinator Position.* A Transitions Coordinator Position will be created and housed within the KYGOEC to work closely with the Birth to Third Grade Alignment Subcommittee. The Transitions Coordinator will be responsible for coordinating and supporting a statewide transition to kindergarten planning process and implementation of school readiness summits (discussed in section 3.4, below). In addition, the position will collaborate closely with partner agencies to identify transition opportunities and gaps or challenges from birth through kindergarten, and to develop collaborative strategies for fostering smooth transitions.

3.3 *Develop statewide transition to kindergarten plan.* With the oversight and guidance of the Birth to Third Grade Alignment Subcommittee, a Transition to Kindergarten plan will be developed, inclusive of all mixed delivery system program types and informed by data analyses specific to the transition to kindergarten. Contracted staff and content experts will support the planning process and write the final plan. The transition to kindergarten planning process will include input from state and local stakeholders such as parents and families, teachers, administrators, CECCs and other community partners as well as the transitions work group. The final Transition to Kindergarten plan will include state and local action steps targeted towards supporting children, families, teachers, programs and schools, and will guide future transitions
work. With renewal funding in Years 2-4, identified strategies would be implemented at the state
and local levels and may include, interagency policies, parent communications and materials,
and professional development for educators.

3.4 School Readiness Summits. Building on previous work with the Superintendents Toolbox and
School Readiness Summits, the KYGOEC will facilitate and coordinate a cohort of three
regional School Readiness Summits. Local School Readiness teams will be formed, action plans
that include a transition to kindergarten component will be developed, and quality improvement
grants will support early childhood transitions, especially the transition to kindergarten.

Strategy 4: State coordination of health, mental health and wellness supports

A Disabilities and Mental Health Specialist will be created in the KYGOEC. This staff
position will (a) coordinate and facilitate collaboration among health, mental health, early
intervention and disability services, and partners at the CHFS and the KDE (which administer
Medicaid, CHIP, Title V Maternal and Child Health Programs, Healthy Start, CACFP, WIC,
IDEA Parts B and C); (b) examine state and local resources targeting health, mental health and
wellness; (c) work with state-level and external content experts to identify gaps and develop
plans for ensuring services are comprehensive and accessible for all families; and (d) collaborate
with data partners to review existing data and identify additional needed data.

Kentucky will foster a trauma and resiliency-informed focus by creating a Trauma and
Resiliency Coordinator position in the CHFS, Department for Public Health that will (a) partner
with Kentucky Strengthening Families and the Strengthening Families Subcommittee of ECAC
to foster greater awareness and understanding of the impacts of trauma; (b) support and align
with state agencies to adopt a trauma and resiliency-informed approach in policies, planning, and
communications; (c) identify strategies to develop and provide additional professional
development and supports to state and local level professionals on trauma and resiliency; and (d) develop plans for innovative approaches for local technical assistance and support in Years 2-4.

**Activity Four: Sharing Best Practices**

Goal: To share best practices among early care and education providers to better leverage resources, increase quality, collaboration, and efficiency, and promote transitions and to provide systematic statewide technical assistance to communities and community-based organizations.

Kentucky will disseminate best practices in early care and education, leverage expertise and resources across partner agencies, and create greater consistency and efficiency of services through the creation of a statewide best practices clearinghouse. Kentucky will align state standards and the professional development framework with best practices research, professional development on evidence-based tools for state-level professional development practitioners, an initiative focused on infants, toddlers, and expectant families, and local dissemination of evidence-based strategies.

**Strategy 1: Develop state clearinghouse for best practices in early childhood**

The KYGOEC will develop and house a state clearinghouse for best practices in early childhood. The KYGOEC will promote the dissemination of best practices by (a) creating a clearinghouse web page (linking to best practices available through national clearinghouses); (b) identifying and updating content for best practices clearinghouse by leveraging efforts conducted by researchers, national technical assistance centers, Kentucky Office of Head Start Collaboration, the KDE, Part C of IDEA, the KHSA, national organizations, and state organizations and think tanks; (c) providing systematic statewide technical assistance, written guidance, and training to communities and CECCs on how to improve their efficiency in serving local needs; and (d) providing an annual Early Childhood Institute, at which professional
development sessions target best practices and vulnerable populations (with a focus on social and emotional development, early childhood transitions, infant and toddler care, literacy and math).

**Strategy 2: Implementation of best practices in early care and education**

Kentucky All STARS standards were revised during the RTT-ELC grant to include the implementation of evidence-based screening, assessment, and curriculum tools. Through RTT-ELC funding, early care and education sites received these tools and other resources. Early care and education professionals also were given one-time trainings on how to use all resources provided. Additional and ongoing implementation support is needed for these resources, to ensure that staff that provide training, technical assistance, and support do so with ongoing and full reliability on these tools. Therefore, the grant will support two strategies: (a) provide state and regional trainers and technical assistance providers with trainings on the evidence-based tools being implemented, directly from the model developers (ERS training on ECERS-3, ITERS, SACERS, FCCERS (train the trainers), Brigance Inventory of Early Development, Creative Curriculum, Teaching Strategies Gold, Highscope, and Ages and Stages Questionnaires) and (b) develop policy and guidance on training requirements for early childhood technical assistance practitioners and trainers.

**Strategy 3: Update Kentucky’s Early Childhood Standards and Related Materials**

Kentucky has developed a series of guiding documents showcasing best practices in early childhood entitled *Building a Strong Foundation for School Success* to support families and early care and education professionals. A collaborative early childhood standards work group, under the oversight of the Professional Development (PD) Subcommittee, will partner with contracted staff and, content experts to review the existing guidance documents, identify areas of improvement, and revise or develop new documents. This work group will also develop a plan
for systematic statewide training and technical assistance to local communities, based on the revised documents and implemented in Years 2-4. The following documents will be revised:

- Building a Strong Foundation for School Success: Kentucky’s Early Childhood Standards (last updated 2013)
- Kentucky’s Early Childhood Continuous Assessment Guide (last updated 2010)
- Kentucky’s Early Childhood Quality Self-Study (developed 2004)

**Strategy 4: Update the Professional Development Framework**

Kentucky will revise its Professional Development Framework. The 2015 Institute of Medicine and National Research Council report, *Transforming the Workforce for Children Birth Through Age Eight*, highlights the need for a range of competencies and specific expertise to ensure the development and learning that prepare young children for academic success. To foster the recommended “available, accessible, high-quality professional learning supports” that lead to positive child outcomes, and to create greater efficiencies through coordination and leveraging of existing expertise and resources, Kentucky will follow these steps: (1) the PD Subcommittee will define a scope of work for revising the PD Framework and assign work groups to address the key areas of work; (2) with assistance from contracted staff and content experts, an analysis of existing technical assistance and training offered through state partner agencies will be conducted to identify areas of strength, gaps, duplication of services and opportunities for improvements and efficiency; (3) a standards-based technical assistance process and technical assistance standards will be developed and will include expectations or requirements for key steps of technical assistance process. Recommendations for statewide technical assistance standards will be incorporated into the PD Framework; (4) the PD Subcommittee, with input from the TQRIS Subcommittee, will develop recommendations for
how to support technical assistance practitioners in Years 2-4 of grant. The PD subcommittee will review results from other states as they consider the above strategies; and (5) a training work group, under the oversight of the PD Subcommittee, will review data, identify training needs, and develop a plan to leverage partner agency expertise and resources and ensure quality and consistency of trainings. The training work group will also (a) develop a plan for providing statewide technical assistance and training to early care and education professionals, communities, and community-based organizations on Kentucky’s revised PD Framework; (b) leverage partnerships and opportunities across agencies by assessing staff specializations and needed supports for specific areas of professional development or curriculum implementation; and (c) develop recommendations for specialized, evidence-based trainings, for state and regional trainers and technical assistance practitioners.

**Strategy 5: CECC Support and Infrastructure**

A 2017 evaluation reported that CECCs would benefit from additional technical assistance and support as well as opportunities to network and share lessons learned across communities. In addition, it was recommended that CECCs focus on evidence-based family engagement strategies. Developing the following supports will foster CECC capacity and focus on evidence-based practices: (a) facilitated CECC peer learning group, in which the KYGOEC organizes and facilitates peer learning with early childhood councils in other states. A small peer learning team with representation by local CECCs and led by the CECC Coordinator will participate in calls, webinars and/or visits with other states to share lessons learned and best practices; (b) ongoing and regular training and technical assistance to CECCs through monthly webinars on key topics such as leadership, administration, data, and grant writing; ; (c) development of a CECC orientation guide for new local CECC Chairs; and (d) the targeted
Community Support Grants referenced in Activity Three (Strategy 2), which will be implemented with support and technical assistance from the KYGOEC staff.

**Strategy 6: Foster and support high-quality, blended, mixed delivery service models**

The Kentucky Office of Head Start Collaboration and PDG Project Manager will facilitate a blended model work group, under the oversight of the TQRIS Subcommittee, to identify strategies to foster and support high-quality mixed delivery service models including (a) providing annual updates describing the number and type of mixed delivery service models; (b) identifying best practices in blended models; (c) developing guidance and resources for best practices in blended models; (d) mapping of current state agency processes, policies to identify challenges/barriers and develop recommendations; and (e) coordinating Kentucky All STARS with other state and federal monitoring processes to best support blended models.

**Strategy 7: Infant, Toddler and Expectant Families Initiative**

Kentucky will develop an Infant, Toddler and Expectant (ITE) Families focused initiative to develop and disseminate best practices for infants, toddlers, and expectant families. This initiative will foster learning opportunities that enhance the capacity of early care and education professionals to support high quality, developmentally appropriate practices for Kentucky’s youngest children and expectant families. Specifically, this strategy will (a) convene an ITE work group, under the oversight of the Birth through Third Grade Alignment Subcommittee, to develop a scope of work for the initiative. Membership will include child care, Head Start, Professional Development, home visiting, health, and mental health; (b) create an Infant/Toddler Specialist (ITS) position within the CHFS DCBS DCC that will work closely with the PDG Project Manager and Disabilities and Mental Health Specialist. The ITC position will participate in the infant and toddler work group and will be responsible for coordinating the development of
professional learning plans, guidance for professionals, training of trainers content, consumer education and training and technical assistance materials; (c) identify areas for collaboration and coordination including partnering with Early Head Start to effectively serve more expectant families; and (d) develop recommendations on a plan for specialized technical assistance and coaching to (1) develop baseline knowledge and coaching capacity with an infant/toddler focus; (2) establish an Infant Toddler Specialist Network to support early care and education programs through technical assistance, coaching, and supervision; and (3) assist two infant/toddler specialists in completing certification training through the West Ed Program for Infant Toddler Care (PITC). The work group and the Infant and Toddler Coordinator will work in collaboration with the Professional Development Subcommittee to develop recommendations for Years 2-4.

Activity Five: Improving Overall Quality of Early Childhood Care and Education

Goal: Develop a framework and strategies for improving and sustaining the overall quality of early care and education programs throughout the state.

Kentucky plans to submit its needs assessment and strategic plan within the first six months of the grant. Upon approval of these documents, Kentucky will begin the three strategies in Activity Five, which are presented below. Throughout, Kentucky’s rationale and goal is the ongoing and sustainable improvement of quality within its mixed service delivery system.

Strategy 1: Kentucky All STARS Continuous Quality Improvement

The TQRIS subcommittee of the ECAC will respond to the state’s strategic plan goals and priorities (Activity Two) by developing and engaging in a continuous quality improvement process that includes reviewing data, tracking progress and performance, collecting stakeholder input, and engaging with parent and family feedback on Kentucky All STARS. The TQRIS subcommittee (supported by KCEWS and contracted staff) will provide (a) progress reports that
include measures of access, family satisfaction, and quality; (b) recommendations for system modifications and policies to enhance collaboration, efficiency, and maximize parent access and choice; (c) input (in collaboration with the ECAC Executive Subcommittee and the Data Subcommittee) on how to upgrade and strengthen shared information systems as Kentucky All STARS moves into maturation; and (d) oversight of data quality and high standards of inter-rater reliability across partner agencies.

**Strategy 2: Workforce Development**

Kentucky will develop the pipeline of early care and education professionals joining the field and will provide a career pathway for advancement and professional learning opportunities to maximize the current early care and education workforce.

5.1 Career Lattice Redesign

Kentucky’s Career Lattice currently contains five levels; these levels do not include a professional pathway with milestones and recognition of advancement. During Year 1, the PD Subcommittee will review the Career Lattice and develop recommendations for revisions. The recommendations will take into consideration: (a) additional levels to provide a pathway to degrees; (b) use of micro-credentials (e.g., Infant/Toddler, Social/Emotional, Leadership and Literacy); (c) cross-institution common coursework; (d) apprenticeship program opportunities (see below); (e) incentives or retention strategies tied to progression; and (f) tracking progress through the ECE-TRIS workforce registry as professionals complete coursework, achieve credentials, and advance on the lattice.

5.2 Apprenticeship program

The Early Childhood Education Apprenticeship Program is part of Tech-Ready Apprentices for Careers in Kentucky (TRACK). This program serves as a career pathway,
providing post-secondary training for entry-level positions in the early care and education
industry. Students earn wages throughout their on-the-job training hours that are fulfilled in a
child care setting. Students earn a Child Care Development Specialist certificate and, once a
student graduates from high school, apprentices begin working full-time in that same program.

The KYGOEC will form a work group, under the oversight of the Professional
Development Subcommittee and in collaboration with the EWDC, to study the customization
and piloting of the Early Childhood Education Apprenticeship Program as a career pathway for
high school students, within all early care and education settings. In Year 1, the apprenticeship
model and Child Care Development Specialist credential will be reviewed and modified as
appropriate to meet the needs of high school students and participating early care and education
sites. The work group also will design a pilot test, for implementation in the latter half of the
potential four-year grant period.

5.3 Post-secondary education quality and alignment

The PD Subcommittee will respond to strategic plan goals and priorities for improving
the accessibility and use of high-quality care by creating a blueprint to improve the consistency
and rigor in the early care and education field preparation. The PD Subcommittee will consider
steps such as (a) conducting a qualitative review of curricula and requirements for advancement;
(b) aligning curricula with early childhood research; (c) establishing core/common curricula
across systems; (d) examining the transferability of credits; and (e) developing micro credentials.

Strategy 3: Leadership Development

The Mobilizing Communities Subcommittee will define the scope of work for a Leadership
Development Strategy for early care and education professionals and administrators. A work
group will be convened to (a) identify leadership needs, including the need to foster individuals
who are interested in opening child care facilities; (b) identify priority areas of focus for leadership development strategies; (c) review best practices in Leadership Development; (d) review existing or recent Leadership Development models including the Early Learning Leadership Network (ELLN), Super Stars Leadership Academy, and Head Start; and (e) make recommendations for Leadership Development Strategies to be implemented in Years 2-4.

Organizational Capacity and Management: Agencies and Key Individuals

KYGOEC Roles, Responsibilities, Expertise, and Experience of Key Staff

Authorized Organizational Representative (AOR). The KYGOEC Executive Director will serve as AOR for the grant and will ensure the successful ramp-up of project activities, including the hiring and on-boarding of the Project Manager. The current Executive Director has acted in multiple capacities throughout her career to support young children and their families, guided the successful implementation of the RTT-ELC grant, and is responsible for managing the work of the ECAC, as well as ensuring fiscal and programmatic accountability for all KYGOEC funds in support of early care and education initiatives. The Executive Director will provide in-kind services to the project and act as interim project manager until one is hired. Further details on staff competencies are presented in Exhibit 5.

Project Manager and Federal Point of Contact (1 FTE). The PDG Project Manager will have experience in Kentucky’s early childhood systems, including management as well as service experience, working with young children, families, and professionals. The PDG Project Manager will provide daily management and oversight, relying on a background that includes project management, fiscal oversight and accountability. The Project Manager will bring experience in federal grants administration and reporting, as well as an understanding of Kentucky’s current mixed delivery system and its potential for growth and improvement.
Professional Development Manager (.5 FTE). The Professional Development Manager brings expertise in multiple early childhood systems, including early care and education facilities, Child Care Resource and Referral (CCR&R), national standards, TQRIS initiatives, professional registries, Infant-Toddler care, and Environment Rating Scales. The current Professional Development Manager serves as the liaison on the PDG application, staff lead on the Early Childhood Institute and the ECAC’s PD Subcommittee in the re-imagining of career pathways and the Career Lattice, the PD Framework, and Early Childhood Standards.

Disabilities and Mental Health Specialist (1 FTE). This position will have a background in early childhood mental and socio-emotional health and will be responsible for compiling and producing guidance on best practices for child health, mental health, and wellness. This staff position requires a four-year degree and at least three-to-four years’ experience in the field.

Transitions Coordinator (1 FTE). This coordinator will have a background in the mixed delivery system and will be responsible for guiding and supporting transitions planning in collaboration with state agency partners, at the state and local levels. This staff position requires a four-year degree and at least three-to-four years’ experience in the field.

Communications Director (.5 FTE). The Communication Director has experience with a number of state media campaigns, including The First Lady’s Youth Leadership Council and The First Lady’s Initiative, Uniting the Community. The Communication Director was also instrumental in the development of the State’s child welfare reform bill and has led tasks such as the Kids of Kentucky: Who Is in Your Family? book launch and press conference that was created in partnership with the First Lady’s Office, the KYGOEC, and Lakeshore Learning.

The Head Start Collaboration Director is a position within the KYGOEC and statutorily is a member of the ECAC. The current Collaboration Director has worked in early childhood
education for twenty years, specializing in collaboration, behavior management strategies, and working with children with special needs.

The CECC Coordinator (.5 FTE). The Community Early Childhood Council (CECC) Coordinator works to provide guidance and support to CECCs. The current coordinator has a master’s degree in Interdisciplinary Early Childhood Education and over ten years of experience in early childhood family support, early intervention, and state-funded preschool.

KYGOEC Assistant (1 FTE). The grant will support a project assistant, housed at the KYGOEC. The Project Assistant will have at least a high school diploma and experience with project management and early care and education services.

CHFS Roles, Responsibilities, Expertise, and Experience of Key Staff: The Cabinet for Health and Family Services (CHFS) will house six staff who are supported by the grant. All staff are Kentucky Grade 15, which requires a four-year degree and three-to-four years of experience in the field. Within the DCBS DCC, the grant will support an Infant-Toddler Specialist (1 FTE). Within the DPH, the grant will support one Trainer (1 FTE) and one Technical Assistance position (1 FTE) that will both support KYSF & Connect the Dots; as well as 50% of two existing employees, a Social and Emotional Consultant (.5 FTE) and a Family Consultant (.5 FTE) that will continue to work on KYSF & Connect the Dots, as well as other PDG aligned activities, with the other 50% of each employee being supporting through state funded matching dollars. Within the DPH, Division of Maternal and Child Health, the grant will support a Trauma and Resiliency Coordinator (1 FTE).

KDE Roles, Responsibilities, Expertise, and Experience of Key Staff: Within the Office of Special Education and Early Learning, the grant will support an Education Academic Program Consultant II (1 FTE) who will serve as PDG coordinator for the KDE. This position will be a
Kentucky Grade 15, which requires a four-year degree and three-to-four years of experience.

**EWDC Roles, Responsibilities, Expertise, and Experience of Key Staff:** Within the Office of Education & Training, the grant will support an Apprenticeship Program Coordinator (1 FTE) to oversee the creation of a plan and pathway for an apprenticeship applicable and appropriate to the early childhood education field to be added to the Registered Apprenticeship Program.

**KCEWS Roles, Responsibilities, Expertise, and Experience of Key Staff:** KCEWS will house several contracted staff, supported (at varying FTE) by the grant. Positions include a Research Director, Developer, Research Analysts, Business Analyst, Training Business Analyst, Data Scientist, Communications Director, a Project Manager for the project overall, as well as a Project Manager to oversee the Unique Identifier tasks. In-kind support will be provided by the KCEWS Executive Director, System Architect, Research Assistant(s), and Executive Staff Advisor. Staff will be responsible for supporting data compilation, analysis, and reporting in all five activities, and the deliverables cited in the program performance plan.

**KHSA Roles, Responsibilities, Expertise, and Experience of Key Staff:**

**KHSA Assistant (1 FTE).** The grant will support a Head Start Implementation Assistant, to support the KHSA Executive Director on grant-related tasks. The assistant will have at least a high school diploma and experience with project management and early care and education.

**Technical Assistance Content Experts**

The KYGOEC will contract with a content expert team who, collectively, will provide technical assistance to the project team on project implementation and performance/budget tracking; early childhood systems; implementation science; trauma-informed practices; early childhood professional and workforce development; early childhood learning standards and milestones; data systems and unique identifiers; micro-credentialing; developing of professional
or career ladders; fiscal mapping; communications and outreach; parent engagement; infant-toddler quality care and related issues; cultural sensitivity or responsiveness; collective impact; and leadership development. The KYGOEC plans for two expert review panels, to be staffed with nationally-recognized experts in Early Childhood Professional Development and Early Learning Standards. Finally, the KYGOEC will contract with a separate evaluation team.

Alignment of Grant Activities with other Initiatives

Kentucky’s mixed delivery system relies on partnerships and support that includes:

Child Care Development Block Grant Fund. This funding resource is utilized to ensure subsidies for eligible children, to participate in early care and education. This resource also funds Child Care Resource and Referral agencies, who are charged with parent outreach and consumer education as well as professional supports such as training and technical assistance. The current grant will leverage these resources across all activities, through the participation of leaders in grant work groups and planning teams, and the use of agency networks to communicate with and engage parents, professionals, and other system staff.

Tobacco Settlement Fund. A portion of funds from the Tobacco Settlement are devoted to early childhood. Investments include funding of the KYGOEC for management positions and CECCs. Through the current grant, CECCs will be critical in implementing family engagement strategies and dissemination of best practices at the community level.

Individuals with Disabilities in Education Act (IDEA) Parts B and C. Federal funds provided through IDEA are allocated to the CHFS and the KDE. Staff from these agencies will participate in work groups and planning teams, leveraging existing expertise to support professional development and development of best practices for consumption by the early childhood workforce at-large, parents, and affiliated staff in health and social service agencies.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Contracted Staff and Content Experts</th>
<th>KYSA: Project Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KCEWS: Analysts and Research Staff</td>
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<tr>
<td></td>
<td>KCEWS: Project Manager (2)</td>
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<td></td>
<td>EDC: Apprenticeship Program Coor d</td>
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<td></td>
<td>KDE: Education A cad Program Consultant II</td>
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<td></td>
<td>CHFS DPH: Trauma/Resilience Coor d</td>
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<td></td>
<td>CHFS DPH: Consultants (2)</td>
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<tr>
<td></td>
<td>CHFS DPH: KYSP Trainer/TA Spe c</td>
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<td></td>
<td>CHFS DCC: Infant Toddler Spe c</td>
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<td></td>
<td>CHFS DCC: Consultants (2)</td>
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<td></td>
<td>KYGOEC: Project Assistant</td>
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<td>KYGOEC: CECC Coordinator</td>
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<td>KYGOEC: Head Start Collab Director</td>
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<td>KYGOEC: Communications Director</td>
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<td>KYGOEC: K Transitions Coor d</td>
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<td>KYGOEC: Project Manager</td>
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<td>KYGOEC: AOR</td>
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<table>
<thead>
<tr>
<th>Competencies</th>
<th>Contracted Staff and Content Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Outreach</td>
<td>Management</td>
</tr>
</tbody>
</table>
Head Start. With multiple grantees and hundreds of sites throughout the state, Head Start and Early Head Start provide high quality, comprehensive services to eligible children and families. Both the KHSA and the Head Start Collaboration Director will be leveraged through the participation of leaders in grant work groups and planning teams, and the use of grantees to communicate with and engage parents and professionals.

State Revenues. State revenues support a number of programs, including the KCEWS, the KDE state-funded preschool, and the Apprenticeship Program at the EWDC.

Organizational Capacity of the State Entity

Housing the grant administration within the KYGOEC ensures that a centrally-placed agency is coordinating investments. The current KYGOEC team has experience and proven success administering, monitoring and providing grant compliance and oversight through its experience with the RTT-ELC grant. Oversight of federal funding will be accomplished by:

- **Ensuring appropriate governance and fidelity to vision.** The Executive Director of the KYGOEC will provide updates and progress reports to the ECAC as well as other stakeholders and will remain in constant communication with the PDG Project Manager. The ECAC’s grant visioning team may be more heavily involved in grant overview, through its communications with the Executive Director.

- **Ensuring fiscal responsibility.** The program will ensure fiscal responsibility by utilizing the Finance Office of Administrative Services (OAS), a branch of the Governor’s Executive Office. Upon receipt of grant award, the Finance OAS will set up several controls within the state accounting system including appropriate federal allotments, budget codes and activity codes. A federal allotment of monies, for each partner agency, will be updated with each and every budget amendment in the event that Kentucky
receives renewal grants in the future. A grant budget, accounting codes and activity codes, will be used by partner agencies to track expenditures within approved amounts in the federal budget categories. The program manager will receive monthly expenditure reports from both partner agencies and the Finance OAS, to use in program administration and oversight. The program manager and budget analyst will work in alignment to ensure approved expenses are compared with planned expenditures, alongside staff roles and responsibilities as well as the detailed scope of work created for each major grant activity. Expenditure reports will only report actual expenditures shown within the state accounting system and will contain the following fields: monthly expenditures, budgeted funds, year-to-date expenditures, encumbered funds, and projected expenditures for the next month.

- **Hiring a dedicated, full-time, project manager.** The project manager will ensure all activities are fully executed, in compliance with federal requirements. The project manager will engage with, collaborate, and ensure faithful implementation of project activities by partner agencies and staff. Specific oversight activities include regular [monthly or more frequent] meetings and communications regarding the grant, and receipt and review of project reports, including expenditure reports.

- **Hiring a contracted budget analyst** to support the project manager, working across agencies to collaborate, align workflow and track expenditures.

**Project Timeline and Milestones**

The project’s timeline, organized by key milestones, is presented in Exhibit 6. As can be seen, investments in Activities One through Four will start immediately. Investments in Activity Five will commence upon the successful completion of activities one and two; Kentucky projects Activity Five will begin in project month six.
### Exhibit 6  Project Timeline

<table>
<thead>
<tr>
<th>Grants Management</th>
<th>2019 Grant Period by Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthy calls &amp; quarterly team meetings</td>
<td>J  F  M  A  M  J  A  S  O  N  D</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
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<tr>
<td>Communications</td>
<td></td>
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<tr>
<td><strong>Activity 1: Needs Assessment</strong></td>
<td></td>
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<tr>
<td>Define scope and work plan and meet regularly</td>
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<tr>
<td>Data collection</td>
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<tr>
<td>Complete and submit a written needs assessment</td>
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<tr>
<td><strong>Activity 2: Strategic Plan</strong></td>
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<tr>
<td>Define scope, review needs assessment data, and compile stakeholder input</td>
<td>J  F  M  A  M  J  A  S  O  N  D</td>
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<tr>
<td>Develop and submit data plan and final strategic plan</td>
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<tr>
<td><strong>Activity 3: Parent Choice &amp; Knowledge</strong></td>
<td></td>
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<tr>
<td>Outreach and education campaign</td>
<td></td>
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<tr>
<td>Local family engagement initiative</td>
<td></td>
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<tr>
<td>CECC community support grants</td>
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<tr>
<td>Kentucky Strengthening Families</td>
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<tr>
<td>Head Start Partnership work group</td>
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<tr>
<td>Transitions planning</td>
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<tr>
<td>Transitions Coordinator</td>
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<tr>
<td>Transition to Kindergarten planning</td>
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<tr>
<td>School Readiness Summits</td>
<td></td>
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<tr>
<td>Health, mental health and wellness</td>
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<tr>
<td>Disabilities &amp; Mental Health Spec</td>
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<tr>
<td>Trauma and Resiliency Coordinator</td>
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<tr>
<td><strong>Activity 4: Best Practices</strong></td>
<td></td>
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<tr>
<td>State clearinghouse</td>
<td></td>
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<tr>
<td>Trainings on evidence-based tools</td>
<td></td>
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<tr>
<td>Revise early childhood standards and professional development framework</td>
<td>J  F  M  A  M  J  A  S  O  N  D</td>
</tr>
<tr>
<td>Community Early Childhood Council TA</td>
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<tr>
<td>Blended models work group</td>
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<tr>
<td>Infant and Toddler Position</td>
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<tr>
<td><strong>Activity 5: Quality Improvement</strong></td>
<td></td>
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<tr>
<td>All STARS quality improvement process</td>
<td></td>
</tr>
<tr>
<td>Workforce development</td>
<td></td>
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<tr>
<td>Leadership development planning</td>
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</tbody>
</table>
Program Performance Evaluation Plan

Grant results will be tracked over the duration of the grant—to ensure resources are faithfully expended and projected outputs and outcomes met. The project’s initial logic model (shown in Exhibit 7) guided the development of the project performance plan. The project’s

**Expected Outcomes** include:

### Year One Outcomes

1. Kentucky will complete its Needs Assessment and Strategic Plan processes with documents that inform content-specific work plans for the state;
2. Kentucky state leaders will develop their capacity for conceptualizing early childhood systems and for using implementation science to enhance partnerships and provide greater access to resources for a greater number of children and families;
3. Kentucky state leaders will use fiscal mapping to inform and improve state plans for leveraging resources across partners and programs;
4. Parents are aware of, connected to, and engaged with helpful resources;
5. Parents maximize their choices within Kentucky’s mixed delivery system; and
6. Caregivers and teachers provide high quality and responsive services to children and especially highly vulnerable children, or children typically considered under-served or in rural or limited or low access areas.

### Longer-Term Outcomes:

7. More children are healthy and ready to start kindergarten, with the support of parents, caregivers, and teachers.

As Activities One and Two are completed, a final logic model and an evaluation plan will be completed, with the assistance of the contracted evaluation team. Evaluation elements and
metrics are presented below and reflect concepts in this application and its initial logic model. Proposed evaluation data sources are presented in Exhibit 8, linked to elements in the model.

**Formative Elements**

- **Service Statistics related to Participation and Use.** The project team will collect participation and use data through sign-in sheets for meetings, trainings, and events. The project team also will develop and use participant sign-in sheets for local and community events, a document archive, and Google analytics for tracking website participation and use. Sample metrics across activities include: number of duplicated and unduplicated participants in events, activities, or services; number of events completed; number of resources made available; or number of services provided.

- **Quality and Satisfaction Data.** The project team will confirm that services are high quality, relevant, useful, and timely through the use of rubrics (to be developed), and surveys and interviews (to be developed). Sample metrics across activities include: participant satisfaction with project event or activity; or participant rating of quality, relevance, and usefulness of project events, resources, or activities.

- **Cost-Related Data.** The project team will rely on extant expenditure reports to track costs for each project activity and strategy. Sample metrics across activities include: total costs expended on event or activity; total matching or in-kind resources.

**Summative, or Outcomes-Focused, Elements**

- **Document Review.** The project team will develop rubrics for reviewing documents generated across the project’s content workgroups. Sample metrics across activities include: number of products completed; rating of products for quality, relevance, alignment with strategic plan, alignment with best practices, or usefulness.
• **Pre-Post Surveys.** The project team will encourage the use of pre- and post-surveys (to be developed), especially in conjunction with training and technical assistance strategies. Sample metrics across activities include: extent to which participants improve or increase knowledge or capacity, ability to access resources, or ability to improve the quality of early learning environments.

• **One-Time Surveys (including Retrospective Pre-Post).** The project team will develop feedback surveys for use with parents, early care and education professionals, and other state and local stakeholders to provide feedback on community events, grant strategies, and other grant-related activities. Sample metrics across activities include: extent to which participants improve or increase knowledge or capacity, ability to access resources, ability to maximize choices, or ability to improve the quality of early learning environments.

• **Observation or Rating Data.** The project team will use Environment Rating Scale observation data, as already used and planned by DCC and KDE. The team will investigate the use of Classroom Observation Scoring System (CLASS) assessment data, which may be available for participating Head Start sites. Sample metrics across activities include: observed improvements in quality of early care and education environments.

• **Interviews or Focus Groups.** The project team will plan and complete interviews and focus groups with a variety of state and local stakeholders, to confirm outcome achievement as well as the implementation of strategies within different activities. Protocols are to be developed. Sample metrics across activities include: extent to which participants report improve or increase knowledge or capacity, ability to leverage resources across partners, or ability to improve the quality of early learning environments.
Exhibit 7 Initial Logic Model

Vision: A comprehensive early childhood system in which all parents, early learning programs, and professionals are

Project Goal: Complete needs assessment, planning, and project activities that will position Kentucky to enhance and

Objectives:
1. Build capacity among state leaders to envision and create a comprehensive and responsive early childhood system.
2. Convene content-specific work plans (standards-based TA and training, blended funding, workforce development, Infant To Toddler Quality Care, Transition to Kindergarten)
3. Cross-agency Needs Assessment and Strategic Planning
4. Community Programming and Outreach
5. Reordered systems logic model
6. Community programming and outreach
7. Each of these activities:
   - Cross-agency Needs Assessment
   - Community Programming and Outreach
   - Activity 7: Parental Choice
   - Activity 3: Community Programming and Outreach
   - Activity 4: Community Programming and Outreach
   - Activity 2: Parental Choice
   - Activity 1: Needs Assessment

Inputs and Resources
Activities
Outputs
Outcomes

Values
Community Early Childhood Council
Community First
GOE and partner agencies
GOE

Partners:

Activities

1. Needs Assessment and Strategic Plan
2. Reordered systems logic model
3. Cross-agency Needs Assessment
4. Provide access to services and support
5. Build capacity among state leaders
6. Cross-agency Needs Assessment, planning, and project activities
7. Each of these activities:
   - Cross-agency Needs Assessment
   - Community Programming and Outreach
   - Activity 7: Parental Choice
   - Activity 3: Community Programming and Outreach
   - Activity 4: Community Programming and Outreach
   - Activity 2: Parental Choice
   - Activity 1: Needs Assessment

Values
Community Early Childhood Council
Community First
GOE and partner agencies
GOE
### Logic Model Evaluation Elements and Data Sources

#### Formative Evaluation Approach

- Summative, or Outcome-Focused, Approach

#### Exhibit 8 Logic Model Evaluation Elements and Data Sources
• **Extant Data Systems.** The project team will rely on extant data already compiled and available through the KCEWS. The grant includes strategies to expand the KLDS to include new data from partner agencies and on relevant topics; the data landscape is presented below. Sample metrics include: improvements in state or local capacity to respond to child and family needs; increasing percentages of children experiencing smooth transitions; increasing percentages of children ready to start kindergarten; return on state and local investments.

*Exhibit 9 KCEWS Data Landscape*

<table>
<thead>
<tr>
<th>Existing</th>
<th>To Be Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ All STARS rating system scores, workforce education, and affiliated professional development (training and technical assistance) activities.</td>
<td>Data from new partner agencies and topics such as:</td>
</tr>
<tr>
<td>★ Time series kindergarten entry assessment scores (Brigance K Screen III)</td>
<td>★ Child and family vulnerability</td>
</tr>
<tr>
<td>★ Domain scores for academic/cognitive, language development, physical development, self-help skills, and socio-emotional skills</td>
<td>★ Progress on literacy and numeracy or mathematics skills</td>
</tr>
<tr>
<td>★ Numbers of children participating in kindergarten and preschool along with Head Start participation and percentages of children with special learning needs or disabilities</td>
<td>★ Data on children and families with Limited English Proficiency</td>
</tr>
<tr>
<td>★ Child care capacity, along with participation in Child Care Assistance Program (CCAP)</td>
<td>★ Data on service availability and use in limited or low access (rural) areas</td>
</tr>
<tr>
<td>★ Third grade assessment results</td>
<td>★ Head Start participation and performance data</td>
</tr>
<tr>
<td>★ Birth, poverty, and demographic estimates</td>
<td>★ Workforce development and pipeline data</td>
</tr>
<tr>
<td>★ Participation in WIC, First Steps, and HANDS</td>
<td>★ Data on the development and maintenance of system drivers.</td>
</tr>
</tbody>
</table>

**Program Performance Evaluation Staff**

The grant’s Project Manager will be responsible for implementing a program performance evaluation, with assistance from the KCEWS, contracted staff, and a third-party evaluator.
Data Infrastructure, Systems, Elements, and Gaps

The KCEWS currently houses the comprehensive KLDS for the state; one of its highlighted areas is early childhood. As noted earlier, Kentucky recognizes this grant is an opportunity to develop the data system, including the development of a unique child identifier for tracking use of services. Kentucky will use the needs assessment and strategic planning process to develop a comprehensive data plan, which will identify data gaps. The data team, headed by the KCEWS, will develop a plan for generating new data elements (Exhibit 10).

Exhibit 10 KCEWS New Data Elements

<table>
<thead>
<tr>
<th>Data Planning, Compilation, &amp; Analysis</th>
<th>Data Use, Research, and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct a data gap analysis of current birth through five data in the KLDS versus birth through five data available throughout the state and determining which should be included in the KLDS to support the studies and analyses as identified in the needs assessment and the strategic plan.</td>
<td>5. Support data collection and program evaluation of proposed activities.</td>
</tr>
<tr>
<td>2. Improve the accuracy, effectiveness and efficiency of the current KLDS early childhood data collection process to ensure data quality and completeness, which will ultimately improve research about the quality and availability of programming and supports for children birth through five.</td>
<td>6. Evaluate the performance of currently implemented early childhood care and education programs in Kentucky for accountability and impact evaluation to inform continuous quality improvement across service domains and services.</td>
</tr>
<tr>
<td>3. Develop a roadmap for creating a unique early childhood identification number across data sources.</td>
<td>7. Determine significant indicators birth through 3rd grade that impact educational outcomes from early childhood into elementary school using predictive analytics of existing data.</td>
</tr>
<tr>
<td>4. Define and develop an early care and education system prototype to capture individual student data for early care and education programs.</td>
<td>8. Collaborate with parents, caregivers, professionals, and community and state leaders in determining metrics useful across systems to drive quality evidence-based improvement activities that are aligned with the needs assessment and strategic plan.</td>
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<td></td>
<td>9. Create an interactive report to maximize parent choice by informing them of access and performance of early care and education providers.</td>
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<td></td>
<td>10. Train stakeholders (parents, caregivers, practitioners, providers, community leaders, etc.) to use the interactive reports to increase awareness of or access to services.</td>
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</table>
Data Approach and Methodology

Funded activities will implement data collection activities to collect formative and summative data, as appropriate. Contracted staff will assist the project team in developing instruments and guidance for use by state and local activity teams. Participation data will be compiled and analyzed on a monthly basis, with assistance from contracted staff. These data will be reported to the project management team, as one element for monthly review (along with expenditures and activity implementation data). Other formative data will be compiled on a quarterly basis. Descriptive statistics will be used to report findings. Summative data will be compiled and reported in the final three months of the grant. Contracted staff, including a third-party evaluator and KCEWS staff, will provide guidance and assistance on sampling, data collection, and analysis methodologies, to ensure rigorous outcome data are available.

Data Use and Feedback Loops

**Monitoring Tasks:** The project manager will conduct regular management team meetings. In addition to reviewing grant expenditures, the project manager will use the grant’s timetable and performance evaluation data to ensure faithful and full execution of grant activities.

Management team meetings will be supplemented by additional communications and support, as deemed necessary, by individual staff. The project team will work with contracted staff, as necessary, to ensure a rigorous and timely data collection plan is enacted.

**Evaluation Tasks:** The project team will use formative data to assess implementation quality, satisfaction, and cost. These data will be used to make “mid-stream” adjustments, as are needed. The project team will use summative data to reflect on grant achievements, determine the extent to which project outcomes were achieved, and to plan for additional system improvements.
PDG Results and System Assessment

Ultimately, a comprehensive assessment of the results of the PDG grant will incorporate not just individual investments but also the extent to which these investments contribute to system development overall. Thus, through both Needs Assessment and Year 1 follow-up data collections, the project team will determine the extent to which strategic plan goals and objectives are met and progress is made towards the state vision. As noted above, the project team will work with staff from KCEWS and other partner agencies to complete data objectives and develop a long-term plan for assessing progress.

Sustainability Plan

Kentucky plans to use grant resources to develop stakeholder capacity and comprehensive plans that will be utilized by partner agencies and staff to make progress towards Kentucky’s vision, after the close of the one-year PDG grant. The project team plans to seek whatever renewal funds may be available after the close of the grant, to implement funds-leveraging, such as is mapped and planned during the grant, and to seek out additional sponsorship and support from Kentucky stakeholders. After the grant’s completion, several strategies and initiatives will need active maintenance:

- **Parent and family outreach, engagement, and education:** moving forward, Kentucky will rely on state-local partnerships, particularly through the existing CECCs, to ensure accessible, affordable, and responsive services are available to children and families.

- **Coordination of state and local efforts:** following the grant’s first year, staff at the KYGOEC will continue to track implementation of this project’s strategic and work plans, with support and oversight from ECAC and its subcommittees.

- **Support for the early childhood education professional workforce:** the project team
will create recommendations and plans for partner agencies invested in professional workforce supports, such as training and technical assistance, as well as supports for ongoing educational achievement and the tracking of the workforce;

· **Support for Kentucky All STARS, the state’s TQRIS:** Kentucky currently utilizes resources from the CHFS DCBS DCC to support tiered reimbursements for participating child care providers. Further, the KDE provides support for preschool programs while Head Start grantees rely upon federal funds. The project plans developed in year 1 will emphasize how best to leverage existing funds to ensure ongoing participation and progress in Kentucky All STARS.

· **Comprehensive data system that provides timely and meaningful data.** The KCEWS currently receives state support, which is expected to continue. The grant provides an opportunity to enhance the existing infrastructure in such a way that upgrades can be maintained after grant activities are completed.

**Dissemination Plan**

There are several goals for reporting outside of the project management team:

**Goal 1. Ensure key stakeholders are apprised of grant implementation, progress, and results.**

Objective 1.1. Develop a reporting framework for use in distributing reports and guidance to stakeholders such as ECAC, partner agencies, and CECCs.

**Goal 2. Ensure parents are informed about the availability and quality of resources and services (as well as progress and results of the grant) and given an opportunity to provide feedback on these resources and services.**

Objective 2.1. In partnership with CECCs and a media specialist, develop a framework for providing accessible (culturally-responsive, language-sensitive) information to parents.

Objective 2.2. Working with contracted staff, establish online and hard copy
opportunities for parents to provide feedback.

Objective 2.3. Working with partner agencies, ensure information regarding high quality early care and education is available and accessible to families through multiple portals.

Goal 3. Ensure early childhood systems professionals are informed about the availability of resources and services (as well as progress and results of the grant) and given an opportunity to provide feedback on these resources and services.

Objective 3.1. In partnership with the CHFS DCBS DCC, the KDE, the KHSA, and a media specialist, develop a framework for providing information to systems professionals.

Objective 3.2. Working with contracted staff, establish online opportunities for professionals to provide feedback.

Strategies to Identify and Engage with Target Audiences.

The project team will consult with media or marketing specialists to develop an outreach and communication plan, focused on families. The plan will list target audiences and will identify specific opportunities to engage with these audiences. The plan will address issues of cultural-responsiveness and will determine the need for materials to be available in different languages. The plan also will contain a timeline for development and distribution of information over the grant period. Other strategies include: (a) Use existing KYGOEC staff to coordinate messaging and information campaigns across partner agencies; (b) Use local and state partners to distribute information to parents and professionals, using printed materials as well as updated web-based materials, social media, and cell phone campaigns; and (c) Maintain open communication with CECCs and local partner agencies to ensure materials are relevant, timely, accessible, and high quality for children and families, and are being distributed effectively and used by target audiences.
Allocation of Staff Time and Resources for Dissemination Purposes.

The project budget includes communications staff employed at the KYGOEC and contracted media or marketing specialists. The communications team will work with Kentucky Interactive, the state-supported resource for online information management and design.

Plan to Evaluate Dissemination Activities

Communication strategies also will be evaluated. Initial plans include the use of Google Analytics and other tracking tools as well as feedback and opinion surveys. These plans may be augmented, in the final evaluation plan, with data collections that target parent, professional, and stakeholder feedback on the accessibility, quality, and usefulness of the information that is distributed. Four outcomes are of particular interest: (1) Stakeholders will report an increased awareness of the need for high quality, accessible, early care and education options; (2) Early care and education professionals will report an understanding of and support for Kentucky All STARS standards; (3) Partner agencies will use consistent and mutually-supportive marketing and information materials; and (4) Parents will report increased awareness of local services, which are responsive to their family’s needs.
September 24, 2018

To Whom It May Concern,

As Governor of the Commonwealth of Kentucky, I am writing to you today to express my strong support of our state’s application for the Preschool Development Grant Birth through Five (PDG B-5).

In July of this year, I signed Executive Order 2018-581 creating the Early Childhood Advisory Council. Linda Hampton will serve as Executive Director as well as Executive Director of the Governor’s Office of Early Childhood. In those roles, Director Hampton is ideally suited and uniquely qualified to oversee the proper execution of this grant.

Our administration created the Office of Early Childhood specifically for the purpose of making sure our goals for the education and development of Kentucky’s children dovetail with those of the Administration for Children and Families, and the Department of Education. I can say with confidence that Director Hampton will be a diligent advocate in safeguarding these grant funds and making sure they are applied only to our existing programs, to ensure:

- Provision is made for struggling children birth to age five to obtain a quality educational foundation.
- Improvement is realized in the transition from early care and learning to elementary school.
- Parental choice and access to all systems providing early childhood care and education is expanded for services to infants, toddlers and young children.

As a father of 9 children, it is vitally important to my wife Glenna and me that Kentucky become a standard bearer for the nation in early childhood development. We recognize the critical importance of these years to the creation of healthy, happy, well-adjusted elementary age children. It is precisely the passion we have for these programs which led me to create
the Early Childhood Advisory Council and Office of Early Childhood, and to place Director Linda Hampton in this pivotal role. She will be an excellent steward of these grant dollars. I enthusiastically support this application and thank you for your thoughtful and favorable consideration of Kentucky’s receipt of this award.

Sincerely,

Matthew G. Bevin
Governor
November 6, 2018

Dear Linda,

The Kentucky Cabinet for Health and Family Services (CHFS) is partnering with the Kentucky Governor’s Office of Early Childhood to apply for the Preschool Development Grant Birth through Five (PDG B-5). The CHFS is responsible for administering Kentucky’s Child Care Development Funding (CCDF) and, through the Division of Child Care (DCC), has oversight of all licensed and registered early care and education programs, as well as family child care homes. The CHFS also has oversight over the Department for Public Health (DPH), where much of the implementation of Kentucky Strengthening Families is handled.

The CHFS commits to the following:

- I will personally attend, or send a designee to, all necessary strategic planning, needs assessment and all other appropriate PDG B-5 committee meetings.
- Eric Lowery, or his designee within appropriate Divisions and/or Departments, will work closely with the PDG B-5 Project Manager and Budget Analyst to ensure financial tracking measures outlined in the grant application are followed.
- The CHFS is prepared to offer agency expertise and knowledge regarding all PDG B-5 deliverables, in accordance with leveraging existing resources and engaging in best practices.
- Designees from both the DCC and the DPH will participate in the updating of valuable early childhood resource documents for families and providers, as outlined in the grant application.
- Designees from both the DCC and the DPH will participate in the planning and implementation of continuous improvement of the Kentucky All STARS quality rating system, as well as a leadership development plan and a professional development framework for the early education field. Designees also will participate in conversations on constructive transitions for children served in early care and education settings.
- Appropriate early education staff will participate in trainings on screening and assessment tools and environmental rating tools, as outlined in the grant application.
- Through PDG B-5 grant funding, the DCC will hire an Infant Toddler Specialist at a Grade 15 in a Federally Funded Time Limited full time 37.5 hour position.
Through PDG B-5 grant funding, the DPH will hire three total positions funded by the PDG B-5: (1) a Trauma and Resiliency Informed Coordinator (2) a Kentucky Strengthening Families Technical Assistance Specialist and (3) a Training Consultant with evenly split time on Kentucky Strengthening Families and Connect the Dots. The DPH will also utilize PDG B-5 funding to support 50% of two existing full time positions.

The CHFS offers up to $1,250,000 in matching contribution towards Kentucky’s required PDG B-5 matching portion, through existing staff and planned positions.

The CHFS looks forward to partnering in Kentucky’s Preschool Development B-5 grant to expand upon the success of Kentucky’s successful Race to the Top Early Learning Challenge grant by continuing to improve the outcomes for low-income and disadvantaged children.

Sincerely,

[Signature]

Secretary Adam Meier
Executive Director  
Governor’s Office of Early Childhood

Dear Linda:

The Kentucky Education and Workforce Development Cabinet (EWDC) is partnering with the Kentucky Governor’s Office of Early Childhood (GOEC) to apply for the Preschool Development Grant Birth through Five (PDG B-5). The EWDC provides life-long educational and workforce services to Kentucky citizens, preparing them for next-generation learning, work and citizenship. The EWDC includes the Division of Apprenticeship, which oversees Kentucky’s apprenticeship program. The Division’s responsibilities include registering apprenticeship programs, protecting apprentices, issuing nationally recognized and portable Certificates of Completion, promoting the development of new programs, and assuring that all programs provide high-quality training and produce skilled, competent workers.

The EWDC commits to the following:

- I will personally attend, or send a designee to, all necessary strategic planning, needs assessment and all other appropriate PDG B-5 committee meetings.
- Tiffany Yeast, or a designee within appropriate agencies, will work closely with the Project Manager and Budget Analyst to ensure adherence to financial tracking measures outlined in the grant application.
- The EWDC is prepared to offer agency expertise and knowledge regarding all PDG B-5 deliverables, in accordance with leveraging existing resources and engaging in best practices.
- Designees from the Division of Apprenticeship will participate in a leadership development plan for the early education field.
- The EWDC will partner to create a plan and pathway for an apprenticeship applicable and appropriate to the early childhood education field to be added to the Registered Apprenticeship Program.
- Through PDG B-5 grant funding, the EWDC will hire an Apprenticeship Program Coordinator to oversee the work of the early childhood education apprenticeship.

The EWDC looks forward to partnering with GOEC in Kentucky’s PDG B-5 to create and refine an apprenticeship tailored to the early childhood education field, which will strengthen the workforce pipeline for these invaluable educators and ensure stronger outcomes for the low-income and disadvantaged children with whom they work.

Sincerely,

Derrick K. Ramsey
Secretary
November 6, 2018

Dear Linda,

The Kentucky Department of Education is partnering with the Kentucky Governor’s Office of Early Childhood to apply for the Preschool Development Grant Birth through Five (PDG B-5). The KDE partners with districts, schools, families, students, business and industry, and communities to provide leadership and support to ensure success for each and every student. The KDE has oversight over the state funded preschool program for three and four year olds, based on income, and for children with developmental delays and disabilities (who are served regardless of income).

- I will personally attend, or send a designee to, all necessary strategic planning, needs assessment and all other appropriate PDG B-5 committee meetings.
- Charles Harman, or a designee within appropriate Divisions and/or Departments, will work closely with the PDG B-5 Project Manager and Budget Analyst to ensure financial tracking measures outlined in the grant application are followed. Designees from KDE will participate in the updating of valuable early childhood resource documents for families and providers, as outlined in the grant application.
- KDE is prepared to offer agency expertise and knowledge regarding all PDG B-5 deliverables, in accordance with leveraging existing resources and engaging in best practices.
- Designees from KDE will participate in the planning and implementation of continuous improvement of the Kentucky All STARS quality rating system, as well as a leadership development plan and a professional development framework for the early education field. Designees also will participate in conversations on constructive transitions for children served in early care and education settings.
- Appropriate early education staff will participate in trainings on screening and assessment tools and environmental rating tools, as outlined in the grant application.
- Through PDG B-5 grant funding, the KDE will hire an Education Program Consultant to support the management and oversight of grant activities in which KDE is participating.
- The KDE also offers $1,268,337.00 in matching contribution towards Kentucky’s required PDG B-5 matching portion, through activities that align with the PDG B-5 grant.
The KDE looks forward to partnering in Kentucky’s Preschool Development B-5 grant to enhance and sustain the progress made in the early childhood field through Kentucky’s successful Race to the Top Early Learning Challenge by continuing to improve the outcomes for all of Kentucky’s children.

Sincerely,

Wayne D. Lewis, Ph.D.
Commissioner of Education
November 6, 2018

Dear Ms. Hampton,

As Executive Director of the Kentucky Center for Education and Workforce Statistics (KCEWS), our office is excited about the opportunity to expand our partnership with the Governor’s Office of Early Childhood to apply for the Preschool Development Grant Birth through Five (PDG B-5).

KCEWS has the legislative authority to collect and integrate education and workforce data so that policymakers, practitioners and the public can make the best informed decisions possible. We manage and maintain the Kentucky Longitudinal Data System which includes data from early childhood, K-12, postsecondary, workforce, and social service program data.

KCEWS will utilize current birth through five data in the Kentucky Longitudinal Data System (KLDS) to accomplish several goals and we commit to the following:

- I will personally attend, or send a designee to, all necessary strategic planning, needs assessment and all other appropriate PDG B-5 committee meetings.
- Linda Borkosky will work closely with the PDG B-5 Project Manager and Budget Analyst to ensure financial tracking measures outlined in the grant application are followed.
- KCEWS is prepared to offer agency expertise and knowledge regarding all PDG B-5 deliverables, in accordance with leveraging existing resources and engaging in best practices.
- Staff time of existing contracted staff will be utilized through the PDG B-5 grant funding to accomplish grant deliverables, which includes a Research Director, Developer, Business Analyst, Project Manager and four Research Analysts.
- KCEWS also offers $46,084 in matching contribution towards Kentucky’s required PDG B-5 matching portion, through existing non-contract staff that will contribute to PDG B-5 aligned work in the other half of their time not charged to the grant.

KCEWS looks forward to expanding the early childhood landscape in the KLDS, as part of Kentucky’s PDG B-5 Grant Application. Through the grant, KCEWS will engage in planning for a unique child identifier, and will create a blueprint for bringing more data into the KLDS and the effective and meaningful use of KLDS data at state and local levels. As a result, KLDS will encompass more information on early childhood education and related programs and will build capacity to inform quality improvement practices and streamline services for efficiency in serving families of low-income, disadvantaged, and vulnerable children.

Sincerely,

Kate Shirley Akers, PhD
Executive Director
November 6, 2018

Mrs. Linda Hampton
Kentucky Governor's Office of Early Childhood
125 Holmes Street
Frankfort, KY 40601

RE: Kentucky Preschool Development Grant B-5
SAI# KY201811061127
CFDA# 93.434

Dear Mrs. Hampton:

The Kentucky State e-Clearinghouse is the official designated Single Point of Contact (SPOC) for the Commonwealth pursuant to Presidential Executive Order 12372, and supported by Kentucky Statutes KRS 45.03. The primary function of the SPOC is to streamline the review aforementioned process for the applicant and the funding agency. This process helps in vocalizing the statutory and regulatory requirements. Information in the form of comments, if any, will be attached to this correspondence.

This proposal has been reviewed by the appropriate state agencies in the e-Clearinghouse for conflicts with state or local plans, goals and objectives. After receiving this letter you should make it available to the funding agency and continue with the funding agencies application process. This e-clearinghouse SPOC letter signifies only that the project has followed the state reviewing requirements, and is neither a commitment of funds from this agency or any other state or federal agency. Please remember if any federal reviews are required the applicant must follow through with those federal agencies.

The results of this review are valid for one year from the date of this letter. If the project is not submitted to the funding agency or not approved within one year after the completion of this review, the applicant can request an extension by email to Lee.Nalley@ky.gov. If the project changes in any way after the review, the applicant must reapply through the eclearinghouse for a new review. There are no exceptions.

If you have any questions regarding this letter or the review process please contact the e-Clearinghouse office at 502-573-2382, ext. 274.

Sincerely,

Lee Nalley, SPOC
Kentucky State Clearinghouse
November 6, 2018

Richard Gonzalez  
Administration for Children and Families  
Office of the Deputy Assistant Secretary for Early Childhood Development  
Switzer Building  
330 C Street, SW, 4th Floor  
Washington, D.C. 20201

Dear Mr. Gonzalez,

Thank you for the opportunity for the Commonwealth of Kentucky Governor’s Office of Early Childhood to apply for the Preschool Development Grant B-5. It is my understanding that in the past, federal grant program officers have requested information about the calculation of fringe rate on salaries for the personnel portion of Kentucky’s budget, therefore this letter accompanies the application to serve as justification.

Each agency put forth personnel and fringe rates applicable and appropriate for their respective state cabinet, agency, division and department. In particular, for the Kentucky Governor’s Office of Early Childhood, a fringe rate of 114% is used for calculating personnel costs. This percentage is a combination of the employer share of FICA, retirement, health insurance and life insurance. Both FICA and retirement are calculated as a percentage of salary with the employer share of FICA at 7.65% of salary and retirement for non-hazardous employees at the actuarial required calculation as part of the 2018-2020 enacted budget (HB 200, 2018 Reg. Session), currently at 83.43% of salary. Life insurance is a fixed amount per employee of $12.00 per year. The employer share of health insurance is variable depending on the plan the employee chooses and the dependent coverage. The health insurance amounts for current employees in the Kentucky Governor’s Office of Early Childhood range from 15% to 30% of the employees’ salaries. In order to account for a range of health coverage, fringe benefits for all employees represented are calculated at 114% for the purposes of this grant budget.

If you have any additional questions regarding the information provided please contact me at (502) 564-8044.

Sincerely,

Nancy Haggerty, Director  
Division of Budget and Planning  
Office of Administrative Services  
Finance and Administration Cabinet