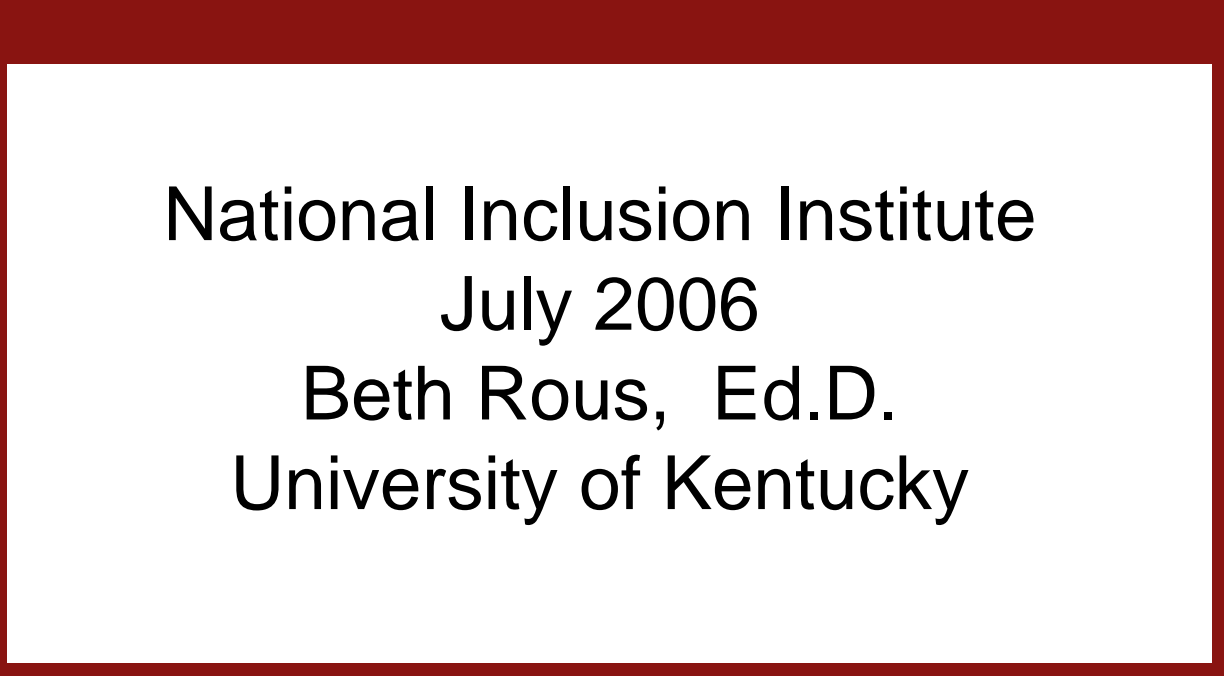




*Using State
Standards to Ensure
Quality Outcomes
for Children*



National Inclusion Institute
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University of Kentucky



Kentucky Invests in Developing Success

Building the Foundation for School Success Kentucky State Outcomes and Indicators

OUTCOME # 1 CHILDREN POSSESS THE FOUNDATION TO SUCCEED IN SCHOOL

Indicators:

- *Infants are born healthy.*
 - Percent of mothers with late or no prenatal care
 - Percent of women with early entry into prenatal care
 - Percent of infants born to mothers using drugs/alcohol
 - Percent or number of pregnant women served in substance abuse program
 - Infant Mortality Rate
 - Percent of newborns receiving newborn hearing screening
 - Percent of infants born low birth weight

- *Children have healthy growth and development.*
 - Percent of uninsured children
 - Children below 200% of poverty having Medicaid/KCHIP coverage
 - Children with Chronic Illness (absentee – school performance)
 - Number of children receiving mental health services
 - Percent of children experiencing abuse and neglect (Child abuse and neglect rate)
 - Childhood nutrition (W.I.C., Ag.)
 - Free/Reduced Lunch (Percent of free and reduced lunch eligible four year old children enrolled in high quality preschool programs)
 - Number of families receiving support through home visiting (HANDS)
 - Percent of preschool children receiving hearing screening
 - Percent of preschool children receiving vision screening
 - Number of children 3-6 receiving a vision exam using state or federal dollars

- *Children have access to early care and education programs.*
 - Number of child care center placements (capacity) ages 0-3
 - Number of child care center placements (capacity) ages 3 - 5
 - Number of family child care placements (capacity)
 - Number of school age placements (capacity)
 - Percent of eligible children served by child care subsidy

- *Children have access to high quality early care and education programs.*
 - Number of eligible children that participates in KY Preschool and Head Start programs
 - Retention of early care teachers
 - Number of programs receiving a ST★R rating (ST★RS for KIDS NOW)
 - Number of children served in ST★R rated program (ST★RS for KIDS NOW)
 - Number of accredited centers
 - Number of accredited family child care homes
 - Number of resource classrooms

- *Children at-risk receive appropriate services.*
 - Rate of neural tube defects in newborns
 - Percent of children 3-4 with disabilities served in state funded preschool program/Head Start

- Percent of state-funded preschool children with educational disabilities (Percent of 3-4 year old children with educational disabilities enrolled)
- Percent of children of ethnic minorities referred to First Steps
- Percent of children from low literacy families referred to First Steps

OUTCOME # 2 SCHOOLS ENSURE CHILDREN'S CONTINUOUS PROGRESS

Indicators:

- *Educators are qualified and competent.*
 - Number or percent of teachers teaching out of field.
 - Number or percent of teachers in Head Start, Pre – K, First Steps with IECE certification
 - Number of teachers with national certification in Pre K-Primary

- *Children make continuous progress.*
 - Number or percent of children spending 5 or more years in primary (K-3)
 - Number or percent of children reaching proficient level in grade 4 in reading.
 - Number or percent of children reaching proficient level in grade 4 in math.
 - Adequate time devoted directly to the teaching of reading
 - Engaging instruction in a supportive environment that will motivate students to achieve and to value education
 - Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels
 - Content area reading instruction in all academic areas
 - Acknowledgement and ownership by communities of the importance of reading which leads to high literacy attainments as a means to improve quality of life
 - Percent of high school dropouts, ages 16-19
 - Percent of age group over 25 with high school diplomas or GED

- *Children perform at high levels.*
 - Gaps in achievement are narrowed

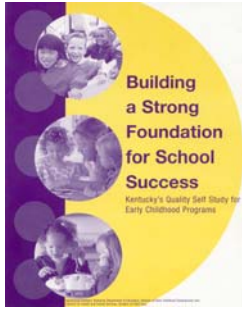
OUTCOME # 3 FAMILIES AND COMMUNITIES SUPPORT LIFE LONG LEARNING

Indicators:

- *Children live in economically secure families.*
 - Percent of population living in poverty
 - Percent of children under age 18 living in poverty
 - Median household income
 - Teen pregnancy rates
 - Number of homeless families and children

- *Families have the skills and education to earn a living wage.*
 - Number of Kentucky adults with a high school diploma or equivalent
 - Number of family literacy programs and participants
 - Number of adult participants in adult education
 - Number of adult participants in higher education

Kentucky's Early Childhood Quality Self Study Overview – Summary



Kentucky's Early Childhood Quality Self Study was designed to address the definition and characteristics of quality across center based settings for children birth to five. The research-based document will assist programs and classrooms in self-assessing and planning for continuous improvement using specific standards and indicators of quality across five key areas. These key areas are: Program Structure and Personnel; Child Experiences in the Environment; Child Experiences with Curriculum and Assessment; Health, Safety and Nutrition; and Program Interactions with Families and Communities.

Purpose of Building a Strong Foundation for School Success Series

The *Building a Strong Foundation for School Success* series consists of three documents carefully designed to be used by **all** early care and education professionals working with young children from birth to five. The first two documents, *Kentucky's Early Childhood Standards* and *Kentucky's Early Childhood Continuous Assessment* guide are designed for use with children in home or center based settings. The *Early Childhood Standards* help ensure quality early care and education services by providing a common language through which program staff can express expectations for young children. Similarly, the *Early Childhood Continuous Assessment Guide* provides recommended guidelines and practices in all areas of assessment: screening, diagnostic, classroom/instructional and program evaluation.

The third document in the series, *Kentucky's Early Childhood Quality Self Study* is designed for use in early childhood center based programs for children from birth to five. Research indicates that child outcomes are enhanced by experiences in quality programs. Completion of the self study can serve as a preparation tool for achieving high quality recognition, but completion does not equate with an accreditation or recognition program. The self study format encourages involvement of all staff and encourages family input in the process.

Kentucky's Early Childhood Quality Self Study includes four main sections: Introduction, Overview, the Quality Self Study Grids, and an Appendix. In addition, a glossary, standards at-a-glance, and an indicator locator for the embedded topics of transition, diversity, guidance, training, and special needs are located in the Overview section. The Appendix contains the Early Childhood Core Content for professionals and a resource list.

Kentucky's Early Childhood Quality Self Study focuses on five areas defining quality early childhood programming and positive outcomes for young children. These areas include:

- Program Structure and Personnel
- Child Experiences in the Environment
- Child Experiences with Curriculum and Assessment
- Health, Safety and Nutrition
- Program Interactions with Families and Communities

Standards in each of the five areas are provided with indicators. Examples are included to further illustrate to the practitioner what the indicators may look like in practice. The user may code the indicator as fully met, in process, or not met and note an action plan or list the evidence if fully met.

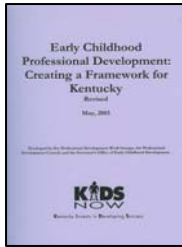
The use of *Kentucky's Early Childhood Standards*, *Continuous Assessment Guide*, and *Quality Self Study* will provide valuable information to ultimately improve child outcomes by helping early care and education programs be accountable for and document quality as well as the results and benefits of their programs.

Kentucky's Early Childhood Quality Self Study is available to download from this web site:

<http://www.kidsnow.ky.gov>

For further information contact: Nancy Newberry, Division of Early Childhood Development,
Kentucky Department of Education nancy.newberry@education.ky.gov or 502/564-8341.

Kentucky Early Childhood Professional Development Framework Overview – Summary



The *Kentucky Early Childhood Professional Development Framework* was developed to support a cohesive system for the education and training of early childhood professionals. Five work groups that represented a diverse group of early childhood educators across the state provided recommendations to the Early Childhood Professional Development Council and the Early Childhood Development Authority on the framework, which was approved in 2001.

Purpose of the Early Childhood Professional Development Framework

The Early childhood Professional Development Framework provides an action plan for the education, training and credentialing of early childhood development professionals in Kentucky. The plan defines five levels of professional accomplishment and the training, credentialing and articulation requirements for each. It includes Core Content, Credentials, Training, Articulation and Scholarship.

- ❖ **Core Content** provides information on the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. Core content is the foundation for determining training content, course content, and competency standards for professional performance. The Core Content plan covers seven essential competency subject areas of early childhood education. Each area is organized into five levels of increasing mastery.
- ❖ **Credentials** for Early Care and Education Professionals describes multiple opportunities to acquire increasing levels of professional credentials. Each credential represents a discrete entry/exit point and each credential represents a building block to the next level of credentialing and competency. Three new early childhood credentials, Commonwealth Child Care Credential, Director's Credential, Trainer's Credential have been created to acknowledge that differing competencies and skill areas are required for different aspects of the early childhood profession. Credential programs are offered in several kinds of education settings to recognize that different types of early childhood practitioners may wish to access education and training settings appropriate to their needs. Lead agencies/institutions are described in the context of each credential. These credentials fit into the five levels of professional accomplishment along with Child Development Associate (CDA) certificates and college degrees in early childhood.
- ❖ The **Training** component outlines a seamless system of training and professional development for early childhood professionals that are designed to instill a sense of professionalism; motivate the pursuit of additional education; help change attitudes about professional development; and provide a follow-up to training that will help in the application of what has been learned to the trainee's unique circumstances. The training plan addresses the need for increased training hours required by STARS for KIDS NOW Quality Rating System and increased competencies as levels of education and training increase.
- ❖ The **Articulation** plan provides a process which meshes the system for credentialing and training of early childhood professionals and includes five levels of competency, each of which articulate into the next level. At lower levels of competency, the completion of a particular credential, program or certificate equivocates or, transfers as college credit. Thus students can transfer their training hours between secondary schools, community and technical colleges, training programs, and four-year institutions. The academic credits are transferable to an Interdisciplinary Early Childhood Education program and count toward IECE degree credit hours.
- ❖ The **Scholarship** program provides support for formal education and training of early childhood professionals at the non-college and college level. College based scholarships are administered through the Kentucky Higher Education Assistance Authority and are for early childhood professionals who will take college-credit courses to obtain the Child Development Associates Credential, associate or bachelor's degrees in early childhood development, or the Director's Credential. The scholarships may be used at Kentucky colleges and universities approved by the Early Childhood Development Authority. Non-college scholarships for the Commonwealth Child Care Credential (60 clock hours) and Child Development Associate's Credential (120 hours) are available through training organizations approved by the Division of Child Care in the Cabinet for Health and Family Services

The *Kentucky Early Childhood Professional Development Framework* is available to download from this web site:

<http://www.kidsnow.ky.gov>

For further information contact Kim Townley, Ph.D., Division of Early Childhood Development, Kentucky Department of Education, ktownley@kde.state.ky.us or 502/564-8341

Building A Strong Foundation for School Success

Kentucky's Early Childhood Standards



Kentucky Early Childhood Standards Overview – Summary

The *Kentucky Early Childhood Standards* document was designed to reflect the range of developmental abilities typical of young children, birth through four years of age. The critical knowledge and skills learned in the early years are presented in developmental domains for children birth-to-three years of age and in content areas for three-and-four-year-old children. This content for learning is intended to support early care and education professionals as well as parents in planning experiences to promote progress along the developmental continuum.

The *Kentucky Early Childhood Standards* document consists of standards, benchmarks, developmental continuum and example behaviors and is linked to the *Kentucky Department of Education K-12 Program of Studies* and to the *National Head Start Outcomes*. Definitions of the major components in the standards are:

- ❖ **Standard:** A general statement that represents the information, skills, or both that a child should know or be able to do.
- ❖ **Benchmark:** A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level.
- ❖ **Developmental Continuum:** A predictable but not rigid sequence of accomplishments that describe the progressive levels of performance in the order in which they emerge in most children.
- ❖ **Example Behaviors:** Observable “samples” of what children might do as they demonstrate accomplishment at each level of the developmental continuum.

Within early childhood settings, *instruction*, *curriculum* and *assessment* are appropriately joined to promote each child’s progress in building a strong learning foundation.

- ❖ **Instruction:** Activities, materials and experiences are provided that address all items along the developmental continuum.
- ❖ **Curriculum:** Experiences are planned that will promote children’s progress towards achieving benchmarks.
- ❖ **Assessment-Classroom/Instructional:** Observing, recording and documenting what children do and how they do it in all developmental domains and using the information to help the child develop further.

Survey results from early childhood programs indicate that the *Kentucky Early Childhood Standards* are used to:

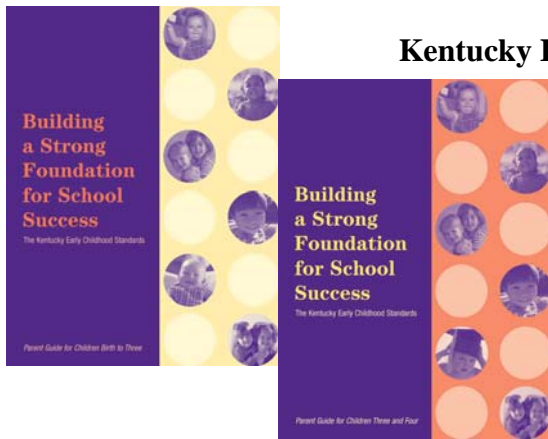
- ❖ Align to school district’s curriculum (Curriculum)
- ❖ Create a curriculum map (Curriculum)
- ❖ Check units of study against standards (Curriculum)
- ❖ Develop new learning centers and classroom activities (Instruction)
- ❖ IEP development (Instruction)
- ❖ Assess learning through observations (Assessment)
- ❖ Use as a part of on-going assessment (Assessment)

The *Kentucky Early Childhood Standards* are available to download from this web site:

<http://www.kidsnow.ky.gov>

For further information contact Barbara A. Singleton, Ed.D., Division of Early Childhood Development, Kentucky Department of Education, barbara.singleton@education.ky.gov or 502/564-7056

Kentucky Early Childhood Standards – Parent Guides Overview – Summary



The Kentucky Early Childhood Standards – Parent Guides (Birth-Three and Three and Four Year Olds) provide an easy-to-understand version of *The Kentucky Early Childhood Standards* for parents of young children. The Guides are a tool to assist parents in understanding the developmental sequence that unfolds in the first four years of life. The Guides help parents to understand their role in supporting development and learning during the first four years. And very importantly, the Guides help the parents to understand the connection between the infant/toddler and preschool years and later academic success.

General Use of the Parent Guides for Early Childhood Professionals:

- ❖ To assist in supporting parents in their role as the primary teachers and caregivers of their children
- ❖ To provide a tool that provides appropriate child development information
- ❖ To underscore the importance of positive daily interactions and routines as the most important way parents can prepare their children for school

Organization and Example of the Parent Guides:

Standard with an interpretive statement:

Standard: English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.

Interpretive statement: Your child's increasing skill and interest in books, letters and sounds.

What does it mean?

- Enjoys and participates in storybook reading.
- Beginning to understand the basic concepts of pre-reading including learning that reading is left to right, top to bottom, front to back and that words have meaning.

What are some things you can do?

- Provide your child with a wide variety of books. Take him/her to the library and let him/her choose different types of books and stories.
- Talk to your child about the letters of the alphabet but make it fun! Use alphabet books, puzzles, or just the letters in your child's name. Talk about the letters that you see in your environment – on signs, books, and notes that you write.

The *Kentucky Early Childhood Standards-Parent Guides* are available to download from this web site:

<http://www.kidsnow.ky.gov>

For further information contact Kim Townley, Ph.D., Division of Early Childhood Development, Kentucky Department of Education, kim.townley@education.ky.gov or 502/564-8341

Kentucky Early Childhood Continuous Assessment Guide Overview – Summary

Building
a Strong
Foundation
for School
Success

Kentucky's Early Childhood
Continuous Assessment Guide

The *Kentucky Early Childhood Continuous Assessment Guide* was developed by a diverse group of early childhood educators across the state to provide guidance to early childhood programs as they develop or revise their assessment system to measure child progress and improvement related to *Kentucky's Early Childhood Standards*. This document is designed as a companion piece to the *Kentucky Early Childhood Standards*, which provides a framework to assist families, early care and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age.

Purpose of the Building a Strong Foundation for School Success Series

All three components of the *Building a Strong Foundation for School Success* series have been carefully designed so that the materials can be used by **all** early care and education professionals working with young children from birth to 5 years of age, both in home and center-based settings. The *Early Childhood Standards* help ensure quality early care and education services by providing a common language through which program staff can express expectation for young children. The *Early Childhood Quality Self-Study* helps programs evaluate their services and determine areas of strength and those areas that need to be addressed to better help children meet the early childhood standards. Similarly, the *Early Childhood Continuous Assessment Guide* provides recommended guidelines and practices in all areas of assessment: screening, diagnostic, classroom/instructional and program evaluation. In addition, both the standards and assessment guide will provide valuable information to help early care and education programs, be accountable for, and document both the results and benefits of their programs.

The *Kentucky Early Childhood Continuous Assessment Guide* includes the following sections: Introduction, Overview, Screening, Diagnostic, Classroom/Instructional, Recommended Assessments, Program Evaluation, Professional Development, and Appendix. Definitions of the major components are:

- ❖ **Continuous Assessment System:** An assessment process that 1) includes both formal and informal assessments that are conducted on a regular basis, 2) is integrated with instruction at various times, 3) improves learning and helps guide and direct the teaching-learning process, 4) informs every aspect of instruction and curriculum (Kentucky Department of Education, March, 2004).
- ❖ **Screening:** “the use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify development and/or health risks” (Council of Chief State School Officers (CCSSO), 2004). Since the purpose of the *Early Childhood Assessment Guide* is to recommend component parts of a comprehensive, continuous assessment system for early childhood programs that address multiple developmental domains; single domain screening instruments were not included in the document.
- ❖ **Diagnostic:** Assessment tools are defined as those that are designed to provide information about a child’s health or developmental status (typically as compared to other children of the same age) and may be used to establish eligibility for special services. Two specific types of assessment tools are discussed: multi-domain and single domain.
- ❖ **Classroom/Instructional:** “an ongoing process of observing a child’s current competencies (including knowledge, skills, dispositions and attitudes) and using the information to help the child develop further in the context of family and caregiving and learning environments” (Council of Chief State School Officers (CCSSO), 2004).

Methods of Collecting Continuous Assessment Information

The *Early Childhood Continuous Assessment Guide* addresses the four primary methods used to collect data when conducting classroom/instruction assessments using a performance or authentic approach: observation, interview, evaluating children’s work, and direct testing. Recommended practice would suggest that all of these methods are important in classroom/instruction assessment. All of these methods can be a part of an early childhood continuous assessment system; however, they should include normal routines and classroom activities and be directly relevant to instructional decisions to help children make progress and monitor their progress toward developmental goals.

The *Kentucky Early Childhood Continuous Assessment Guide* is available to download from this web site:

<http://www.kidsnow.ky.gov>

For further information contact Kim Townley, Ph.D., Division of Early Childhood Development,
Kentucky Department of Education, kim.townley@education.ky.gov or 502/564-8341



Kentucky Invests in Developing Success

Kentucky's Early Childhood Initiative Summary

In order to reach the goal that **all young children in Kentucky are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities**, 25% of Kentucky's Phase I Tobacco Settlement dollars will fund the early childhood initiative.

Assuring Maternal and Child Health

Healthy Babies Campaign: To plan and implement a public awareness / education campaign to educate the public about fetal alcohol syndrome, the impact of substance abuse on pregnancy and childrearing, the importance of smoking cessation, and about healthy lifestyle choices that help babies to be born healthy. Contact: Dr. Kim Townley - 502/564-8341.

Folic Acid Campaign: To prevent the high incidence of Neural Tube Defects (also known as spina bifida or open spine) in Kentucky by providing access to the B vitamin Folic Acid, a known preventive measure. **FACT:** Kentucky's rate of neural tube defects is 1 1/2 times the national average. An estimated 70% of such birth defects are preventable through the administration of folic acid in the early prenatal period. Based on Kentucky's incidence of neural tube defects and the average lifetime cost associated with the condition, the annual cost to Kentuckians is estimated to be \$55 million dollars annually. Contact: Dr. Steve Davis - 502/564-3970 or Sandy Cleveland - 502/564-2154.

Substance Abuse Treatment Program for Pregnant and Post-partum Women: To assist women with current or prior substance abuse problems to bear healthy babies and to remain free of substance abuse behaviors in the future and to provide prevention services. Contact: Janet Mitchell - 502/564-2880

Universal Newborn Hearing Screening: To screen all newborns prior to hospital discharge. **FACT:** At the rate of 3:1000 births, hearing difficulties are the most common sensory birth defect. Early detection and appropriate tracking and follow-up are vital to the development of the child. The cost of educating a deaf child in a residential program is approximately \$27,000 as compared to \$6000 annually for the child who is diagnosed early and served in a typical classroom. Contact: Michelle King - 502/595-4459 ext. 323 and 877-757-4237 or Eric Friedlander - 502/595-4459 ext. 271.

Immunization Program for Underinsured Children: To achieve 100% immunization coverage by age three. **FACT:** Currently 17% of children ages birth to three years old are underinsured. The purchase of vaccines to cover this population of children who are non-Medicaid and non-KCHIP eligible will increase access to immunizations. Contact: Dr. Steve Davis 502/564-3970 or Dr. Kraig Humbaugh - 502/564-7243

Eye Examinations For Children: To require all children to submit evidence of an eye examination (not a screening) no later than Jan. 1 of the first year of public school entry. **FACT:** Screening alone often misses visual difficulties such as amblyopia which have the potential for reversal if diagnosed and treated before the age of five. Contact: Dr. Kim Townley - 502/564-8341, Eric Friedlander - 502/595-4459 ext. 271 or Jackie Ferguson - 800/232-1160.

Oral Health Education and Prevention Program: To prevent early childhood caries (ECC) through: (1) targeted early screening, (2) oral health education of caregivers, (3) application of a fluoride varnish to primary teeth (baby) if necessary, and (4) proper referral to a dentist if appropriate for care. **FACT:** ECC is highly preventable and at an affordable cost. From the 2001 Kentucky Children's Oral Health Survey, nearly one-third of a sample of 2-4 year olds was affected by ECC. Rehabilitation of severe ECC can be more than \$5,000. Contact: Dr. Steve Davis 502/564-3970 or Dr. Jim Cecil - 502/564-3246.

Supporting Families

HANDS Home Visiting Program: To provide a voluntary home visitation program for first time parents who are at-risk in order to promote the healthy growth and development of the child. **FACT:** The highest number of reported child abuse cases (43%) involves children four years old and younger. In evaluations of multiple home visiting programs, participating children exhibited enhanced levels of health and development. Contact: Dr. Steve Davis - 502/564-3970 or Brenda Chandler - 502/564-3756.

Early Childhood Mental Health Program: To provide mental health consultation for early childhood programs, assessment and therapeutic services for young children and their families. Personnel will be trained to deliver age appropriate services. **FACT:** It is estimated that one of every 10 children and adolescents has a mental health challenge. Contact: Dr. Steve Davis 502/564-4830, Mary Beth Jackson - 502/564-3756 or Beth Armstrong - 502/564-4448.

Children's Advocacy Centers: To provide medical examinations for sexually abused children. To implement a statewide medical examination program including telehealth and specialized physician training. **FACT:** In FY 2000, over 3,600 children were served annually by Children's Advocacy Centers, and over 1000 medical exams are provided. Medical examinations are necessary to mitigate the physical and mental health impact of abuse of these children. Contact: Marla Montell - 502/564-9433.

Enhancing Early Care and Education

Access to Child Care Subsidy: To increase the reimbursement to childcare centers and licensed family daycare homes who provide care to low-income families by increasing the percentage of eligible children. **FACT:** By increasing the eligibility from 160% of the federal poverty level to 170% FPL, an estimated 12,000 *additional* children will be covered by eligibility guidelines thereby increasing access to care for low-income families. Contact: Dr. Betsy Farley – 502/564-2524

STARS for KIDS NOW: A voluntary quality rating system to raise the level of quality in child care by offering a system of incentives and rewards based on identified characteristics associated with positive outcomes for children and families and by offering technical assistance to achieve quality indicators. **FACT:** Children cared for in high quality settings performed significantly better in math, language, and social skills at school entrance than did their peers in programs of poor quality, according to a study published by the University of North Carolina. Contact: Mary Howard – 502/564-8341 or Rob Hester – 502/564-7962.

Scholarship Fund for Child Care Providers: To provide a scholarship fund, administered through the Ky. Higher Education Assistance Authority, to those who work in child care at least 20 hours per week. The funds assist personnel in moving through a credentialing system that begins at entry level and proceeds through post-secondary education. **FACT:** Quality of child care is closely associated with the education and training levels of the child care providers. Early care and education personnel are among the most poorly paid individuals in the workforce and therefore need assistance and incentive to increase their educational achievement and to permit workers to move up the career ladder in early childhood. Contact: Albert Fox – 502/564-8341.

Increased Licensing Personnel: To increase the number of licensing personnel dedicated specifically to child care who will bring expertise to upgrade child care quality by having smaller caseloads consisting only of child care facilities. **FACT:** 1999 caseloads averaged 100 facilities per worker (exceeding national standard of 50 facilities) and included facilities other than child care. High case numbers preclude anything but monitoring for compliance with minimal standards and leave no time for assessing quality. Few workers have backgrounds in early childhood. Contact: Dr. Betsy Farley – 502/564-2524 or Rob Hester – 502/564-7962.

Healthy Start in Child Care: To provide personnel to train child care providers and parents in health, safety, nutrition, and the benefits of early intervention and the importance of children's social/emotional well being. **FACT:** There are approximately 2,040 licensed childcare facilities in Kentucky and 814 certified family day care homes that will benefit from assistance to upgrade health and safety conditions and staff/parent training. Contact: Dr. Steve Davis–502/564-3970 or Sue Bell–502/564-3756.

Community Early Childhood Council Funding: To assist agencies and individuals, identified in legislation, in forming community councils to improve the lives of children and families. **FACT:** Approximately 103,000 of Kentucky's young children are in childcare. According to national standards, much of Kentucky's childcare is judged to be of poor quality and yet providers often cannot afford the expense associated with increasing quality. Funding through councils will offer seed money to make needed improvement. Contact: Hanan Osman 502/564-8341.

First Steps: Kentucky's Early Intervention System: To serve children from birth to age 3 who have a developmental delay or a particular medical condition that is known to cause a developmental delay. **FACT:** The First Steps program is increasing approximately 20% annually. Last year over 9800 children were served at an average cost of \$4,000 per child. Contact: Department of Public Health, Meredith Brown-502/564-3756.

Establishing the Support Structure

Early Childhood Development Authority: To receive and disburse funds and to coordinate the development of programs supported by the funds. The Early Childhood Development Authority merges four Councils for efficient coordination of issues related to early childhood. Contact: Dr. Kim Townley – 502/564-8341.

Business Council: To involve the corporate community and local governments in supporting issues of importance to working families in Kentucky. The Business Council is composed of business and community leaders who have demonstrated an interest in early childhood and families in the workplace. Contact: Dr. Kim Townley – 502/564-8341.

Professional Development Council: To work with existing entities to create a seamless system of education and training for early childhood providers, beginning with an entry level credential and proceeding through a Master's degree. Contact: Nancy Newberry – 502/564-8341.

Evaluation of Initiative: To ensure effective use of funds in achieving targeted outcomes across settings statewide. Contact: Dr. Kim Townley – 502/564-8341.

Program Improvements

Training: Requires the Cabinet for Families and Children to set training requirements for all providers of childcare who receive a state childcare subsidy. Contact: Dr. Betsy Farley -502/564-2524.

Child Safety in Childcare: Allows the Cabinet for Families and Children (through Cabinet for Health Services Office of Inspector General) to assess penalties to facilities when an inspector finds a situation that poses an immediate threat to the health, safety, or welfare of children. In addition to a hearing, an informal dispute resolution process is established prior to an action that could result in the closure of a childcare facility. Contact: Dr. Betsy Farley-502/564-2524.