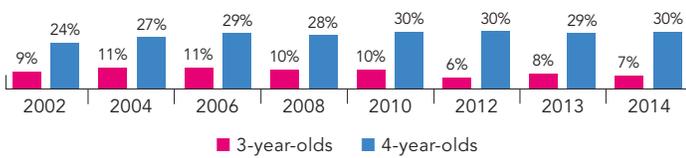
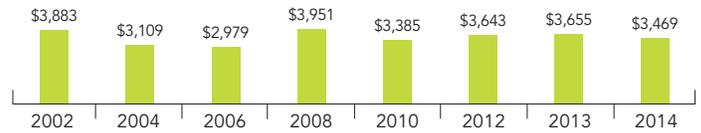


# Kentucky

PERCENT OF STATE POPULATION ENROLLED\*



STATE SPENDING PER CHILD ENROLLED\* (2014 DOLLARS)



The Kentucky Preschool Program (KPP) was launched in 1990, in response to the Kentucky Education Reform Act. KPP eligibility is targeted to 4-year-olds who are homeless, from low-income families, or in foster care, as well as 3- and 4-year-olds with disabilities. In the 2006-2007 school year, the program faced an income-eligibility increase, from 130 percent of the federal poverty level (FPL) to 150 percent of FPL. Local districts have the option of registering additional children exceeding state income eligibility requirements, provided additional space is available and using district funds, tuition, or other funds.

In 2013-2014, 20,558 eligible children participated in KPP, based on an averaged count between December 1 and March 1, including 9,651 students receiving special education services. There was a slight reduction in enrollment for the second consecutive year, partly attributed to changes in data systems, then program capacity. The introduction of the Kentucky System of Intervention (KSI) provides a more precise count of children with a recognized disability, and a modification of the electronic student information system attains a more accurate count. The KSI is modeled after the Response to Intervention (RTI) approach.

Local school districts receive KPP funding according to a funding formula. Funds are based on the number of qualified children registered the previous year, and are weighted by the appropriate per-child rate for at-risk or disability group (speech/language, mild to moderate, and severe). In 2013-14 the funding formula was changed to the same per child rate for at-risk, speech/language, and mild to moderate delays. Children with severe disabilities receive a higher funding formula. School districts may subcontract with Head Start, private child care centers, and special education providers to offer preschool services.

A formal, third-party evaluation to measure program quality of KPP was completed by the University of Kentucky in 2012 as part of a state-wide evaluation of the star rating system compared to the KPP. Kentucky also continues its efforts to support program quality and improve child outcomes. The Kentucky Department of Education (KDE) has been identifying high-quality, state-funded preschool classrooms as Classrooms of Excellence, a practice that began in 2006-2007 school year. Kentucky System of Intervention (KSI) improvements were initiated in 2011-2012, enabling programs to more accurately recognize children suspected of having a disability and offer research-based supports for these children. Kentucky also piloted and applied the Preschool Program Review (P2R) statewide monitoring process respectively in the 2011-2012 and 2012-2013 school years. In its third year during 2013-2014, the P2R requires district self-evaluation of the preschool standards through an online survey, completion of an ECERS-R for every classroom, and site visits at least once every 5 years to observe classrooms; review documentation; and interview parents, teachers, and administrators. To ensure that program quality assessment for the P2R process is reliable, the Early Childhood Regional Training Centers (RTCs) collaborate with KDE staff. RTCs also offer technical assistance before and after ECERS-R observations. In addition to P2R, KPP programs in 14 school districts participated in statewide consolidated monitoring process of state and federal programs in 2013-2014.

In 2011, efforts began to reinforce district capacity to understand and implement Kentucky's Early Childhood Standards and support school readiness. KDE continues this work through Early Learning Leadership Networks (ELLNs), which help to guarantee that districts have knowledgeable unified leadership teams composed of representatives from child care, Head Start, preschool, and kindergarten. These teams guide the professional learning and practice of all teachers, staff and administrators.

An integrated P-12 data management system continued to be developed in 2013-2014 to align program and child outcome data from KPP, Head Start and child care with the K-12 system as part of the Race to the Top-Early Learning Challenge grant. Head Start sequestration in 2013-2014 had a significant impact on the state-funded program where many blended Head Start/preschool settings reduced the number of instructional days, eliminated staff, or were unable to accept additional children. The kindergarten entrance age will change from October 1 to August 1, effective in the 2017-2018 school year, which may have future implications for KPP enrollment.

Kentucky was one of five states funded in the third round of federal Race to the Top-Early Learning Challenge in 2013.

| ACCESS RANKINGS |             |
|-----------------|-------------|
| 4-YEAR-OLDS     | 3-YEAR-OLDS |
| 17              | 10          |

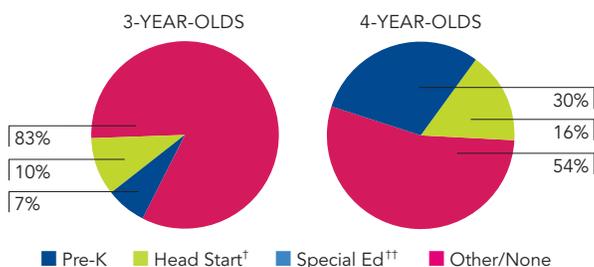
| RESOURCES RANKINGS |                       |
|--------------------|-----------------------|
| STATE SPENDING     | ALL REPORTED SPENDING |
| 30                 | 14                    |

## KENTUCKY PRESCHOOL PROGRAM

### ACCESS

|  |  |
|--|--|
| Total state program enrollment .....                       | 20,558 <sup>1</sup>                              |
| School districts that offer state program .....            | 100%   |
| Income requirement .....                                   | 150% FPL   |
| Hours of operation .....                                   | 2.5 hours/day plus meal time, determined locally |
| Operating schedule .....                                   | Academic year <sup>2</sup>                       |
| Special education enrollment, ages 3 and 4 .....           | 9,871 <sup>3</sup>                               |
| Federally funded Head Start enrollment, ages 3 and 4 ..... | 13,913   |
| State-funded Head Start enrollment, ages 3 and 4 .....     | 0  |

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



<sup>†</sup> Some Head Start children may also be counted in state pre-K.  
<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

| POLICY                            | STATE PRE-K REQUIREMENT   | BENCHMARK   | DOES REQUIREMENT MEET BENCHMARK?    |                                     |
|-----------------------------------|---|---|-------------------------------------|-------------------------------------|
| Early learning standards .....    | Comprehensive   | Comprehensive   | <input checked="" type="checkbox"/> |                                     |
| Teacher degree .....              | BA <sup>4</sup>   | BA  | <input checked="" type="checkbox"/> |                                     |
| Teacher specialized training..... | Interdisciplinary ECE   | Specializing in pre-K   | <input checked="" type="checkbox"/> |                                     |
| Assistant teacher degree.....     | HSD or equivalent   | CDA or equivalent   | <input type="checkbox"/>            |                                     |
| Teacher in-service .....          | 28 clock hours/year   | At least 15 hours/year  | <input checked="" type="checkbox"/> |                                     |
| Maximum class size.....           |   | 20 or lower   | <input checked="" type="checkbox"/> |                                     |
| 3-year-olds .....                 | 20  |   |                                     |                                     |
| 4-year-olds .....                 | 20  |   |                                     |                                     |
| Staff-child ratio .....           |   | 1:10 or better  | <input checked="" type="checkbox"/> |                                     |
| 3-year-olds .....                 | 1:10  |   |                                     |                                     |
| 4-year-olds .....                 | 1:10  |   |                                     |                                     |
| Screening/referral .....          | Vision; hearing; health, full physical exam, and support services | Vision, hearing, health; and developmental; and support services <sup>5</sup> | at least 1 support service          | <input checked="" type="checkbox"/> |
| Meals .....                       | Breakfast or lunch  | At least 1/day  | <input checked="" type="checkbox"/> |                                     |
| Monitoring .....                  | Site visits and other monitoring                                  | Site visits   | <input checked="" type="checkbox"/> |                                     |

**TOTAL BENCHMARKS MET**

**9**

### RESOURCES

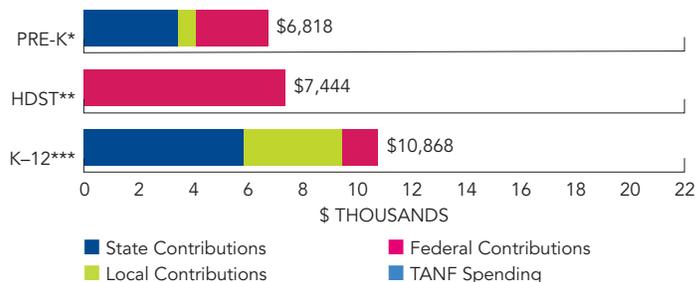
|  |              |
|--|--------------|
| Total state pre-K spending .....               | \$71,315,300 |
| Local match required? .....                    | No           |
| State spending per child enrolled .....        | \$3,469      |
| All reported spending per child enrolled*..... | \$6,818      |

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '13-'14 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> This total does not include an additional 1,691 4-year-olds who were served through tuition or district funds.

<sup>2</sup> The preschool program may begin later and end earlier than the school year calendar, provided districts are using these instructional days for child and family activities such as screening, home visits, and other comprehensive components of the program.

<sup>3</sup> Because the state pre-K program is interrelated with the state special education program, 9,661 of the 3- and 4-year-olds reported as having IEPs are served within KPP.

<sup>4</sup> Teachers hired as lead teachers before 2004-2005 can hold a CDA or AA in child development. These teachers are allowed to remain in their current positions but may not transfer to other districts.

<sup>5</sup> Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, and parent conferences or home visits.