



# Kentucky Early Childhood Profile Study Guide

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## The Early Childhood Profile -- Introduction

The Kentucky Early Childhood Profiles<sup>1</sup> Study Guide is a supporting tool to drive community conversations around high-quality early childhood education and care as one of the most potent pathways to a larger life for Kentucky families and communities. The Prichard Committee holds the conviction that a groundswell of public engagement and synergy around early childhood education and care can build a pathway to the strongest start possible for all Kentucky children and families in every community in the Commonwealth.

The Early Childhood Profile can help change the conversation in your community to achieve these goals:

- Every Kentucky child will enter school ready to succeed
- Every parent will know what their child needs to be ready for school
- Every community will come together in support of their youngest children

The KY Early Childhood Profiles is produced by the Governor's Office of Early Childhood and the Kentucky Center for Statistics in collaboration with the Kentucky Department of Education, and the Cabinet for Health and Family Services.

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## Step 1: Looking at the State Data

Go to the KYSTATS Early Childhood Profile main page at <https://kystats.ky.gov/Latest/ECP>. Review the introductory paragraph and do a high-level walkthrough of the profile site's three tabs (Kindergarten Readiness, Programs and Enrollments, and Additional Data) while previewing the state early childhood data.

Kindergarten Readiness

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<sup>1</sup> Kentucky Governor's Office of Early Childhood. The Kentucky Early Childhood Profiles. <https://kyecac.ky.gov/schoolreadiness/Pages/The-Early-Childhood-Profiles.aspx>



1. Review the information on this page and find one or two data points as causes for celebration.

What do these bright spots mean for the state as a whole, and possibly for your community?

2. Which one or two data points give you cause for concern? Why?

## Programs and Enrollments

3. Review the information on this page and find one or two data points as causes for celebration.

What do these bright spots mean for the state as a whole, and possibly for your community?

4. Which one or two data points give you cause for concern? Why?

## Additional Data

5. Review the information on this page and find one or two data points as causes for celebration.

What do these bright spots mean for the state as a whole, and possibly for your community?

6. Which one or two data points give you cause for concern? Why?

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## Step 2: Looking at Your Community Data

Go back to the **Kindergarten Readiness** tab on the KYSTATS Early Childhood Profile main page at <https://kystats.ky.gov/Latest/ECP>.

### **Kindergarten Readiness**

1. From the County drop-down menu, choose your county. On the Kindergarten Academic Year drop-down menu, the most current year should be selected by default.
  - From the Kindergarten Readiness Scores chart on the left, add up the percentage of Kindergarten students in your county that were deemed Ready and Ready with Enrichments on Brigance. Compare this with the percentage who were rated as Ready with Interventions. Complete the statements below:



- i. One in every \_\_\_ kindergarten students in \_\_\_\_\_ county this year entered school ready to learn and succeed.
- ii. One in every \_\_\_ kindergarten students in \_\_\_\_\_ county this year entered school not yet ready to learn and succeed.
- o On the Children Ready for Kindergarten by Domain chart on the right, notice that the Brigance assesses readiness in five domains.
  - i. On which domain did the greatest percentage of our kindergarten students demonstrate readiness? \_\_\_\_\_
  - ii. On which domain did the smallest percentage of our kindergarten students demonstrate readiness? \_\_\_\_\_
  - iii. How do you think these results impacted the overall readiness scores of our kindergarten students?

### **Kindergarten Readiness and Third Grade Proficiency**

2. To examine the correlation between how our kindergarten students did on the Brigance with how they performed on 3rd grade reading and math proficiency assessments, go to the Kindergarten Academic Year drop-down menu and choose the academic year five years ago. (For example, for the 3rd graders tested in spring 2023, choose Kindergarten academic year fall of 2019.) Scroll down to the Kindergarten Readiness and Third Grade Proficiency section that displays charts for Third Grade math and Reading Proficiency Scores.
  - o What is the percentage of kindergarteners who were rated Ready with Enrichments in 2019 and scored Proficient and Distinguished in 3rd grade Reading? \_\_\_\_\_  
In 3rd grade Math? \_\_\_\_\_
  - o What is the percentage of kindergarteners who were rated Ready in 2019 and scored Proficient and Distinguished in 3rd grade Reading? \_\_\_\_\_  
In 3rd grade Math? \_\_\_\_\_
  - o What is the percentage of kindergarteners who were rated Ready with Interventions in 2019 and scored Proficient and Distinguished in 3rd grade Reading? \_\_\_\_\_  
In 3rd grade Math? \_\_\_\_\_
  - o What is the percentage of kindergarteners who were rated Ready with Interventions in 2019 and were held back before 3rd grade? \_\_\_\_\_
3. At the bottom of the page, you see data highlighted for the following:
  - i. Number of Children Served by First Steps in the previous year \_\_\_\_\_
  - ii. Percentage of Low birthweight births in the county in the most recent year available \_\_\_\_\_
  - iii. Overall percentage of Kindergarten readiness this school year \_\_\_\_\_



- iv. 3rd Grade Reading and Math proficiency rates for the most recent year available Reading: \_\_\_\_\_ Math: \_\_\_\_\_
  
- Compare these numbers with state data by selecting Kentucky from the County drop-down. How does our county compare with the state? Are we higher or lower in low birthweight births \_\_\_\_\_, participation in First Steps \_\_\_\_\_, and 3rd Grade proficiency \_\_\_\_\_?
  
- Discuss how children with developmental challenges being identified early and receiving interventions through the First Steps program at age 3 can impact the likelihood of demonstrating Reading and Math proficiency in 3rd grade.
  
- Discuss how the development of children with low birthweight may impact the likelihood of demonstrating Reading and Math proficiency in 3rd grade.

Before proceeding to the next section, make sure to re-select your County and the most current Kindergarten Academic Year from the drop-down menus on this page.

Next, go to the **Programs and Enrollments** tab.



## **Counties and their Corresponding Regional Collaboratives**

1. Under the Counties and their Corresponding Regional Collaboratives section, hover your cursor over your county on the map to find out the name of your Early Childhood Regional Collaborative. Then select the name of your regional collaborative from the drop-down menu. Choose County as the detail level.

This will show you the KY counties that belong in the same regional collaborative as your county.

- Did you know about the existence of an Early Childhood Regional Collaborative in your area, and what their purpose is?
- Do you know how this collaborative is working to improve early care and education in your county and in neighboring counties?
- Is your school district involved with this regional collaborative?
- Who will contact your regional collaborative to learn more and to get involved?

Regional Collaboratives are tasked with uniting organizations in local communities to address critical early years of a child's life. The [Kentucky Regional Collaborative Network](#)<sup>2</sup>:

- Aligns birth-5 programs and strategies, reduces duplication and leverages additional resources to ensure children in their community have a strong start.
- Collaborates with the Kentucky Center for Statistics (KYSTATS) on [Early Childhood Profile](#) to connect prevention services along the birth-5 pathway to increase access and opportunity.
- Invests in data-driven solutions through local innovation and decision-making to grow Kentucky's [Bright Spots](#)<sup>3</sup>.
- Effects change to make measurable progress toward locally defined community-wide goals.

## **High Quality Early Care and Education Programs**

Just above the High Quality Early Care and Education Programs section, select your county from the drop-down menu.

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<sup>2</sup> Kentucky Governor's Office of Early Childhood. The Kentucky Regional Collaborative Network. <https://kyecac.ky.gov/community/Pages/Regional-Collaboratives.aspx>

<sup>3</sup> Governor's Office of Early Childhood. Kentucky Early Childhood Bright Spots. <https://kyecac.ky.gov/professionals/Documents/Kentucky%20Early%20Childhood%20Bright%20Spots%20-%20Final.pdf>



2. Review the pie chart showing the proportion of high quality care (scoring 3+ stars on the [KY All STARS Rating System](#)<sup>4</sup>):

% High Quality \_\_\_\_\_  
% Not High Quality \_\_\_\_\_

- How does our percentage of high quality early care compare with the state's? (You can get this by choosing Kentucky from the drop-down menu.) Is it higher or lower than the state's?  
\_\_\_\_\_
- Review the KY All STARS Rating system for more specifics about the levels of
  - Family and community Engagement
  - Classroom Instructional Quality
  - Staff Qualifications and Professional Development
  - Administrative and Leadership Practices
- What does this data tell us about access to affordable high quality early learning opportunities in our county?

### **Kindergarten Readiness by Prior Enrollment**

Make sure that your county is selected on the drop-down menu on this page. Review the definitions at the bottom of this page prior to examining the charts.

3. Review the Kindergarten Readiness by Prior Enrollment chart. This shows you what percentage of the at-risk kindergarten students in your county who came from each of the three major types of prior settings (where they were served before they came to kindergarten) scored Ready or Ready with Enrichment on Brigance this year. .
  - Kindergarteners from Public Preschool Program \_\_\_\_\_% Ready
  - Kindergarteners from Head Start \_\_\_\_\_% Ready
  - At-Risk, No Prior Enrollment \_\_\_\_\_% Ready
- From which setting were the most number of four-year-olds ready for Kindergarten?  
\_\_\_\_\_
- From which setting were the least number/percentage of four-year-olds ready for Kindergarten? \_\_\_\_\_
- What conclusions can we draw about the best ways to prepare our four year olds for Kindergarten?

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<sup>4</sup> Kentucky Cabinet for Health and Family Services. Kentucky All STARS Family Information. <https://www.chfs.ky.gov/agencies/dcb/dcc/Pages/kyallstars.aspx>



4. Review the Enrollments chart. This shows you the number of children who were enrolled in
- Public preschool \_\_\_\_\_
  - Head Start \_\_\_\_\_
  - Private Child Care and receiving assistance through CCAP \_\_\_\_\_

Which setting served the most number of four year olds? \_\_\_\_\_

What percentage of four year olds from this setting ended up Kindergarten-ready? \_\_\_\_\_

5. It also shows you the following:
- Total child care capacity in your county (birth to five) \_\_\_\_\_
  - Total number of kindergarteners \_\_\_\_\_

The total number of kindergarteners represents an approximation of the number of children in each age group. Multiply this number by five to arrive at the total number of children in your county in the birth to five age range. \_\_\_\_\_

Are there enough child care slots for the number of kindergarteners who typically attend public schools?

If not, how many less slots are available than needed? \_\_\_\_\_

Why might some children not be enrolled in a formal early care and education setting?  
*Affordability, accessibility/proximity, hours*

How could this impact the kindergarten readiness rates in our county?

Next, go to the **Additional Data** tab.

### **Average KY All STARS Rating**

Select your county from the drop-down menu.

1. Hover your cursor over your county on the map to find out the average All STARS rating for all early care and education options in your county. Average All STARS Rating \_\_\_\_\_
  - a. Is this higher or lower than the state's average All STARS Rating?
  - b. Why do you think this might be the case?



## KY All STARS Providers/Sites and Rating by Provider/Site

2. From the table on the left, review the number and capacity of early care and education providers at each All STARS rating level:

	Number	Capacity
a. STARS Rating 1	_____	_____
b. STARS Rating 2	_____	_____
c. STARS Rating 3	_____	_____
d. STARS Rating 4	_____	_____
e. STARS Rating 5	_____	_____

Review the information about the [Types of Child Care](#)<sup>5</sup> in Kentucky.

If there are not enough slots in licensed child care and certified child care homes, families may face decisions to entrust their children to registered relative providers or kincare (monitored by the Division of Regulated Child Care or DRCC) or unregulated child care.

- What are the primary differences between regulated and unregulated child care? How do these impact the quality of care and safety of children?
- Since unregulated child care is not monitored by DRCC and does not show up on the public child care registry, [kynect.ky.gov](http://kynect.ky.gov)<sup>6</sup>, how do parents arrive at these resources?

3. The table on the right shows the individual providers, their capacity, and their STARS rating.
  - a. Identify the providers in each of your school’s service areas.

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<sup>5</sup> Kentucky Cabinet for Health and Family Services. Find Child Care. <https://www.chfs.ky.gov/agencies/dccs/dcc/Pages/find-care.aspx>

<sup>6</sup> Commonwealth of Kentucky. Welcome to kynect benefits. <https://kynect.ky.gov/benefits/>



- b. How can you collaborate with these providers to help improve the quality of preschoolers' experiences? What resources can you share with them?
  
- c. How can you plan collaboratively to promote a seamless transition of their children into your kindergarten classes throughout the preschool year?
  
- d. What resources can you share that will improve the quality of early care and learning experiences even before they turn four?

### Selected Characteristics

4. Review the data on the number of children under 6 living below:
  - a. 100% of the Federal Poverty Level (qualifies for Head Start)  
\_\_\_\_\_
  - b. 150% of the Federal Poverty Level (160% FPL qualifies for Public Preschool)  
\_\_\_\_\_
  - c. 200% of the Federal Poverty Level  
\_\_\_\_\_

Children in households living at or lower than 200% of the Federal Poverty Level (FPL) or 85% of the State Median Income (SMI, which is lower in KY than other states), still have difficulty accessing affordable quality early care and education. However, these children may not meet eligibility guidelines for Head Start, Public Preschool, or even CCAP subsidy.

What does our data tell us about the economic stability of families with young children in our county?



5. Review the data on the number of Households in our county with English not the primary language.

How are we currently reaching out to these families and providing language supports to adults and children?

How will these supports impact their ability to get their children ready for Kindergarten?

6. Review the data on the number and percentage of teen births per 1,000 births in our county.
7. Review the number and percentage of pre-term babies in our county.

Are our percentage of teen births and pre-term births higher or lower than the state's?

Teen Births \_\_\_\_\_

Pre-Term Babies \_\_\_\_\_

How is our county providing support to pregnant mothers, and especially young mothers, to ensure healthy development and delivery of babies?

How are babies in our county screened for developmental challenges to provide early support and interventions?



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## Step 3: Identifying Priorities

1. Based on what you've seen, what do you see as current bright spots for your community?

What roles have you played in helping meet some of the needs?

Who are the other partners in the community who have led or contributed to these bright spots?

If you are not sure, where could you find this information?

2. Based on what you've seen, what do you see as current challenges for your community?

What roles could you play in helping meet one or more of these challenges?

Who are the other partners in our community who could lead or contribute to addressing these challenges?



If you are not sure, who could you ask to help? Who will you invite to the table?

3. What are the next steps you will take as a collaborative group to map out and capitalize on your community assets in early care and education?

What assets will you leverage to turn the curve for 1-3 challenges?