



KENTUCKY
GOVERNOR'S OFFICE OF
EARLY CHILDHOOD

READY TO GROW, READY TO LEARN & READY TO SUCCEED

Community Early Childhood Councils
Chairperson Orientation Guide

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Prepared by: Alisa S. Ghazvini, Ph.D., Early Childhood Consultant to Kentucky Governor’s Office of Early Childhood,
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Message from the Executive Director

Dear Community Early Childhood Council Chair,

Congratulations on being selected as the chairperson and thank you for your commitment to children and families in the Commonwealth. By strengthening and cultivating strategic partnerships and by unifying and increasing accountability of the early childhood system, we will ensure that more children have a strong start.

The mission of the Early Childhood Advisory Council (ECAC) is to provide leadership and direction for the Commonwealth of Kentucky by providing a comprehensive and sustainable prenatal to age five early childhood system that will ensure a strong foundation for all children. As I reflect on the vision of our office, I am reminded often of Kentucky's progress in helping communities make informed decisions to ensure all children have a strong start.

The Commonwealth has been seen as a pacesetter in early care and education because of its strategic leadership, collaborative partnerships, investment and commitment to using data to drive decision-making. This includes the establishment of Community Early Childhood Councils (CECC) through KIDS NOW legislation in 2000 with a mission of mobilizing local community members to build innovative, collaborative partnerships that promote school readiness.

I encourage you to use your Early Childhood Profile to guide your work. Your community profile can be accessed at https://kystats.ky.gov/Reports/Tableau/ECP_2020.

You can find out more information about the Governor's Office of Early Childhood (GOEC) at www.kyecac.ky.gov.

When children start behind, it is likely they will stay behind. Education is a marathon and *all* children in the Commonwealth need to begin strong at the starting line. Ensuring equity and healthy beginnings starts here—access, quality and outcomes.

Thank you for your partnership.

Using This Guide

Whether you are new to a Community Early Childhood Councils (CECC), new to a leadership role, or have been involved for a long time, this guide has a wide array of information and resources that will be handy now and for future references.

When you begin any new role, you often need guidance and understanding about your position and responsibilities. You need to know who, what or where to go for answers to your questions. This guide is designed to help you with these tasks.

Each of us comes to our role with our own unique experiences, background, training and strengths. What works for you may or may not work for someone else. You may find parts of this material more helpful and relevant than others depending on your background.

Here are a few suggestions to help you get the most out of this guide.

1. Review the acronyms in Appendix A to familiarize yourself with terms you need to know and understand.
2. Get to know Kentucky's statutes, rules and regulations regarding community councils in Section III (also see Appendix B). This section outlines the goals and parameters of your work, and the relationships among the state GOEC, advisory council, local councils and other partners.
3. Read Section IV on membership to get a better sense of your role as a chair and/or member. Completing the leadership capacity self-assessment checklist in Appendix C can be helpful.
4. Review the resources on effecting change in Section V.

Section Overview

- Guide useful for new and veteran council chairs
- Council members bring unique experiences
- Resources designed to help council create and stick to long-term plan

THE FRAMEWORK: OUR MISSION

In 2019, the Early Childhood Advisory Council (ECAC) brought together a wide variety of early childhood partners to create a long-term vision for Kentucky's early care and education system. The 2019-2024 Strategic Plan lays out the vision that all children in Kentucky will have the foundation that enables school and personal success and are supported by strong families

and communities. The mission of the advisory council is to provide leadership and direction for the Commonwealth by providing a comprehensive and sustainable prenatal to age five system that ensures a strong foundation for all children.

The community councils play an integral part in reaching this vision and mission. Using the approved 2019-2024 Strategic Plan, the GOEC identified two priorities that will be the primary focus for the next year. The first priority is to increase unification and accountability across the entire early childhood system. The second is to strengthen and cultivate strategic state and local partnerships. You can find the 2019-2024 Strategic Plan at

<https://kyecac.ky.gov/about/Pages/Advisory-Council-Meeting-Documents.aspx>.

Section Overview
<ul style="list-style-type: none">• ECAC approved in 2019-2024 Strategic Plan• Local councils play an integral part in achieving the goals• GOEC identified two priorities

State Laws, Regulations and Rules

Community councils were established in Kentucky in KIDS NOW legislation in 2000. Kentucky Statute 200.707 sets parameters and includes the following requirements:

- The state advisory council is responsible for recognizing and funding community councils.
- Local councils shall be composed of a minimum of seven members and a maximum of 27 members.
- Each community council shall have at least one member representing local for profit, nonprofit, or family child care; Head Start or Early Head Start; and each school district in the council designated area. Other members can come from a wide variety of local organizations, as outlined in statute (see Appendix B for a copy of the statute).
- Members serve on a voluntary basis and receive no compensation or reimbursement for their service.
- Members serve for a two-year staggered term or until their successors are appointed as outlined in statute.
- Interagency coordination with the District Early Intervention Committee, the Preschool Interagency Planning Council and other interagency groups is required.

- Councils may apply for competitive grants from the ECAC. Grant proposals must include a needs assessment and budget proposal, ensure administrative costs do not exceed 5 percent, and include signed conflict of interest statements for each member.
- Councils must submit annual reports to the ECAC.
- Records with any identifying children or families receiving services must be kept confidential and not subject to public disclosure.

History of Community Early Childhood Councils

Community councils were established to create collaborative partnerships at the local level as recommended in the Governor's Early Childhood Task Force's 20 Year Comprehensive Early Childhood Plan. Councils were designed as an integral part of Kentucky's early childhood system and tasked with mobilizing local community members and encouraging partnerships of local child care centers, certified family child care homes, and public preschool providers to offer high-quality learning environments. Councils identify local needs, develop strategies to address those needs, and measure their results.

Community councils continue to be supported and incorporated in Kentucky's early childhood system, and are instrumental in improving the engagement of families, caregivers and communities. When Kentucky developed the Early Childhood Profiles to call attention to children's readiness for kindergarten and other early childhood indicators, councils were critical partners in distributing the reports locally and building supports for readiness improvement.

In Kentucky's Race to the Top-Early Learning Challenge work, councils were instrumental in supporting increased access to high-quality early-learning opportunities for at-risk children by providing professional development opportunities for teaching staff. In addition, councils supported Born Learning Academies, Strengthening Families Training-of-Trainers and Parent Cafes, and were key partners in the Preschool Development Grant from the U.S. Department of Health and Human Services Office of Child Care.

EFFECTING CHANGE: MEMBERSHIP

Role of the Chair and Other Officers

Community councils are required to designate a chair and/or co-chairs to oversee the council's programs and duties. These duties may be delegated to other council members, but the chair is responsible for ensuring that they are completed.

Chair duties include:

- Ensuring council membership adheres to Kentucky Statute requirements (see Appendix B);
- Maintaining a current list of council members and their contact information;
- Calling meetings;
- Ensuring meeting minutes are completed and submitted monthly to the GOEC (using template in Appendix D);
- Completing and submitting grant applications;
- Signing, along with the fiscal agent, the memorandum of agreement (MOA) for grant funds with the GOEC;
- Providing programmatic oversight of strategies and activities;
- Working in partnership with the fiscal agent to oversee grant funding;
- Partnering with fiscal agent to identify and secure additional funding sources and in-kind donations to maximize the impact of strategies;
 - Ensuring completion of signed conflict of interest statements from each council member;
 - Ensuring that the Kentucky logo for CECC is included on any item funded by tobacco funds administered by the GOEC; and
 - Ensuring compliance with quarterly and annual state reporting requirements.

Section Overview

- Councils required to identify a chair and/or a co-chairs
- Chair's responsibility is governance oversight of the council

In addition to this guide, resources are available to assist you in your leadership role. Information on grant applications, reporting and other requirements are in the

community council section on the GOEC website at

<https://kyecac.ky.gov/community/Pages/Community-Early-Childhood-Councils.aspx>.

You can also access recordings of past webinars at the Kentucky Governor's Office of Early Childhood YouTube Channel. These webinars cover topics such as strategic planning, communication plans, and Born Learning Academies. There is also a leadership self-assessment tool in Appendix C that may be helpful.

Role of the Fiscal Agent

Community councils are required to designate a fiscal agent to provide fiscal oversight and grant administration. A fiscal agent must be a governmental, quasi-governmental, or non-profit agency with federal and state tax identification numbers. The fiscal agent is the legal applicant and is responsible for fiscal and programmatic oversight. Fiscal agents that serve on the CECC Board must complete a conflict of interest form disclosing his/her role as a fiscal agent.

The fiscal agent and the chair or co-chairs work together very closely, often with the fiscal agent serving as an advisor to the chair or co-chairs. They are collaboratively responsible for developing, submitting and implementing the grant. The fiscal agent oversees the budget and is responsible for overall administration.

Fiscal agent duties include:

- Oversight of grant applications;
- Signing, along with the chair/co-chairs, the MOA grants with the GOEC;
- Oversight of grant funding;
- Ensuring grant funding supplements but does not supplant other funds. Grant funding may be added to other funding to expand a program or services but grant funds cannot be used to reallocate existing funding for a program or service for another purpose;
- Partnering with chair/co-chairs to identify and secure additional funding sources and in-kind donations to maximize the impact of strategies and activities;

Section Overview

- Councils required to designate a fiscal agent
- Fiscal agent must be a governmental, quasi-governmental or non-profit agency

- Expending no more than 5% of the total amount of the grant for administrative costs;
- Ensuring compliance with quarterly reporting requirements;
- Ensuring no funds are encumbered prior to the effective date of the MOA;
- Expending funds for allowable activities only, as documented in the annual grant application;
- Submitting budget amendments for any changes to the grant budget using forms required by the GOEC;
- Submitting a final report, in partnership with the chair/co-chairs, within 30 days after the close of the fiscal year; and
- Returning any unexpended funds to the state within 60 days of the contract end date.

Building Leader and Member Capacity

Although the chair provides overall leadership for community council meetings and work, there are many opportunities for members to fulfill leadership roles. Members often serve on the council due to their leadership roles in other organizations and role in birth-to-five work in the community. Strong leaders look for opportunities to build their skills and knowledge, and the skills of their work colleagues.

Building leader and member capacity begins with an inventory of strengths and challenges of the members. Appendix C has a leadership self-assessment tool extracted from Zero to Three¹, which may be helpful in identifying areas for knowledge and skill development. It is also important to ensure that members have a shared understanding of Kentucky's vision for children's success; federal, state and local early childhood systems; the purpose of councils; and local history and needs. This may be accomplished through a combination of orientation resources and processes for new members as well as ongoing training for all members.

Leader and member capacity building is also dependent on a clear long-term plan, realistic target-setting, and shared accountability where everyone around the table has a role in

¹ Parlakian, R., & Seibel, N. L. (2001). *Being in charge: Reflective leadership in infant/family programs*. Washington, DC: ZERO TO THREE.

implementing the local plan.² Shared responsibility may be accomplished through committee structures, assignments and tracking, regular reporting, and shared decision-making.

Building Organizational Capacity

Building organizational capacity begins with good meetings. Members voluntarily give of their time, knowledge and skill to accomplish larger community goals. Good meetings communicate that member time and effort is valued, and they keep the momentum moving forward. It takes planning and good facilitation skills to hold effective meetings. Appendix E provides a checklist for building effective meetings and increasing the likelihood that members are engaged and council work is accomplished.

Strong, capable and distributed leadership is essential for building organizational capacity. Leaders who know the community and partners are good at relationship development, embrace shared goal and decision-making structures, and hold themselves and their partners accountable for achieving agreed upon objectives build strong coalitions of partners.

Shared and transparent governance structures also build organizational capacity. Open and informed decision-making assures local, regional and state partners and builds organizational credibility.³ Organizations that engage diverse community partners and invite community input are more likely to achieve desired outcomes as they build a bigger base of support.

Organizational capacity is also built as members gain greater knowledge about system-building and have a long-term plan. This encompasses having a shared vision, gathering and tracking data, knowing and understanding system partners, identifying barriers, making system

Section overview
<ul style="list-style-type: none">• Council members volunteer their time, knowledge and skill to accomplish goals• Good meetings ensure activity momentum moves forward• Shared and transparent governance build organization capacity

² Thornburg, K R., & Means, K M. (2013). Supporting children through community-based coalitions. *Early Learning Challenge Technical Assistance*. [Available on-line at: <http://elcta.org>.]

³ Raynor, J. (2011). *What makes an effective coalition? Evidence-based indicators of success*. Los Angeles, CA: The California Endowment.

changes, having shared responsibilities for plan implementation, and incorporating accountability and improvement into ongoing processes.

Relationships remain at the heart of organizational capacity building. The extent to which organizations engage community champions and diverse partners, families and communities is directly linked to the ability of the council to take advantage of community strengths and address community challenges. Good relationships support and sustain active engagement. The GOEC, in coordination with Latent Talent Accelerator (a workforce and education consulting firm), has provided councils with several planning and analysis protocols to assist with building organizational capacity. Appendix F includes these resources.

Building Community Capacity

Community capacity refers to the extent to which the council represents and engages the full community.⁴ Organizations that involve a broad array of community members in identifying and tackling community needs have greater capacity to enact needed changes. To build community capacity, councils should consider the following strategies:

- Focus on community needs and invite public input in planning and evaluation;
- Engage families and community leaders in implementation;
- Create linkages to other community advocates;
- Keep community policy makers informed of council activities;
- Identify and leverage in-kind and financial resources; and
- Develop communication strategies to keep community informed.

ACHIEVING GOALS: PLAN FOR SUCCESS

Understanding Evidence-based Practices and Collective Action

With limited dollars, funders and policymakers want to ensure that monies are invested in programs that work. Definitions, standards and frameworks for evidence-based practices vary across different professional fields (e.g., education, health, social services). Evidence-based

⁴ Thornburg, K R., & Means, K M. (2013). Supporting children through community-based coalitions. *Early Learning Challenge Technical Assistance*. [Available on-line at: <http://elcta.org>.]

programs are best understood on a continuum with increasing confidence in the program's likelihood of achieving its desired results.

The concept of a continuum of evidence is critical as there are very few programs that have the highest level of evidence with well-designed and implemented randomized, experimental studies. In early childhood, most practices are considered promising or with moderate evidence (quasi-experimental) since conducting controlled experimental studies are difficult to do and costly. There are early childhood programs with demonstrated returns on investment that serve as models for the field.⁵

Although implementing the exact model may be cost-prohibitive, councils may find that aspects of the program are useful for planning and implementation. Members should be knowledgeable of the limitations of this approach. It is important for councils to understand how evidence-based practices operate on a continuum that moves from emergent to promising to strong evidence. Appendix G has a list of evidence-based frameworks and resources that may be helpful as CECC members deliberate about what strategies to use in their local communities.

Another frame for consideration in reaching desired results is collective action. Collaboration is not a new term, but collective action includes a more structured process. Collective action initiatives involve bringing together important community members across different sectors to solve a specific social problem.⁶ What sets the work apart from 'collaboration' or 'coordination' is a focus on using centralized staffing, shared measurement and continuous communication.

Although it makes sense that greater social change is possible through greater cross-sector coordination than through the isolated work of individual organizations, evidence of the effectiveness of collective action is limited. Appendix H provides some resources to learn more about collective action. Councils have the opportunity to bring together nonprofits, governments, businesses and the public around a common agenda – school readiness – to create collective action and finally impact.

⁵ Heckman, J. (2014). Invest in early childhood development: Reduce deficits, strengthen the economy. [Available at: www.heckmanequation.org].

⁶ Kania, J. & Kramer, M. (2011). Social impact. *Stanford Social Innovation Review (Winter)*. Stanford, CA: Stanford University.

School readiness is defined as each child entering school ready to engage in and benefit from early learning experiences that best promote the child’s success. Community councils play a crucial role in mobilizing community members to identify unique local needs and build innovative, collaborative school-readiness partnerships to realize this vision - **Ready to Grow, Ready to Learn, and Ready to Succeed.**

Long-term Planning

Session Overview
<ul style="list-style-type: none">• Long-term planning identifies direction, strategies and resources• Councils should use the Early Childhood Advisory Council 2019-2024 Strategic Plan for long-term planning.

Organizations use long-term planning to envision implementation of their mission and bring about a change. It involves identifying a direction, selecting strategies to get there, and allocating resources to move toward the goal. This long-term plan should serve as your strategic and guiding focus for all your work.

In the best case scenario, local councils should lead efforts to mobilize all cross-sector partners in the community to ensure that more children have a strong start. In some communities, there are multiple entities working toward this same goal. Councils play an important leadership role in helping to influence the development of a common strategic plan that includes a shared mission; an outline of goals, objectives and activities; an assessment of current resources; and a strategic analysis.

A mission statement should clearly describe why the organization exists and guide its work over time. Identifying specific goals within the mission helps break down the work into concentrated areas, and objectives and activities break the work down into even more specific elements that guide the work of staff, stakeholders and volunteers.

Implementation of the objectives and activities requires an assessment of current resources. Many organizations utilize a SWOT (i.e., strengths, weaknesses, opportunities and threats) to focus on maximizing strengths, minimizing weaknesses, and taking advantage of opportunities to overcome threats. Important things to consider include:

- Have you collected sufficient community data?
- Do your goals align with state goals?

- Are your activities and timelines realistic given your resources?
- Do all council members have some role in the work?
- Are you tracking progress and celebrating successes along the way?
- Do you have an evaluation plan?

Some organizations utilize a results-based accountability framework in its strategic planning. There are numerous resources available online to help organizations with this orientation. The National Council of Nonprofits has a number of resources and links on its website to assist organizations in strategic planning (<http://www.councilofnonprofits.org>).

Councils should also review the strategic plan of the ECAC (visit <https://kidsnow.ky.gov/about/ECAC/Pages/ECAC-info.aspx>). The vision, mission, goals and objectives developed by the ECAC are comprehensive and require all early childhood system partners to work together. By aligning a local strategic plan with the state strategic plan, councils build the opportunity to ensure more children start school strong. Appendix F includes planning and analysis protocols to guide local processes.

Collaboration and Coordination with Partners

As specified in Kentucky Statute 200.707, councils must have a wide array of members, and coordination is required with the District Early Intervention Committee, the Preschool Interagency Planning Council, and other interagency groups. Otherwise, local councils have flexibility in identifying and including community leaders. A healthy organization builds in regular opportunities to assess leadership and membership, and encourages new people to join.

In addition to local early childhood leaders, business and civic leaders can play a very important role in the work. Such representatives often bring a different skill set to the team and provide resources and ideas that have not been considered. They often serve as great community advocates with local policymakers and other community leaders. To engage these local stakeholders, develop talking points and resources to share information on the following:

- The percentage of children under age 5 years living in families where all parents in the home are working;
- The importance of quality early care and education in supporting employees, reducing absenteeism from work, and lowering employee turnover;
- The role that high-quality early care and education can play in addressing the growing skill gap of the workforce; and

- The supports needed to increase the availability of high-quality early care and education programs in your area.

The US Chamber of Commerce Foundation (look for their publication, *Leading the Way: A Guide for Business Engagement in Early Education* at www.uschamberfoundation.org), Ready Nation (look for their publication, *Business Case for Early Childhood Investments* at www.ReadyNation.org), and Heckman-the Economics of Human Potential (see www.heckmanequation.org) have good resources for engaging the business and civic sector.

For collaboration and coordination to move beyond words on the paper, there must be processes in place to build strong relationships, support planning and implementation, and track progress. Such efforts require resources, can be time intensive, and often require staffing. CECC members have their own full-time positions at other organizations and often have limited time and availability. Therefore, community councils have to carefully balance project implementation with limited time and a budget. Collaboration and coordination across participating partners is essential for staffing and supporting project activities.

Submitting Grant Applications

Funding for councils is provided with tobacco settlement dollars through an annual grant application administered through the GOEC. Although funding is contingent on availability, Kentucky has consistently provided funding to support councils since their creation in 2000. Grant applications are revised annually based on fiscal resources, policy changes, changes in participation, and system improvements.

Section Overview
<ul style="list-style-type: none"> • Council grants funded with Tobacco Master Settlement dollars • Funding should align work with state priorities, based on local needs

One important and key decision is the configuration of councils. An evaluation in Kentucky in 2017 recommended consideration of merging some councils to ensure sufficient resources to address needs and reach desired outcomes. The size and funding levels of some community councils limit their ability to utilize evidence-based programs, adequately coordinate partners, and track outcomes. Councils must carefully balance the ability of the organization to represent local needs and to support program planning and implementation.

In order to support the state vision for early childhood, parameters for CECC funding were identified to ensure that local work aligns to state priorities, is determined based on local needs, is linked to desired outcomes, and has accountability mechanisms to assess progress (see Appendix F for resources). Councils that have a long-term, community-driven plan will be best prepared to complete the application. Each grant application release is accompanied with instructions, appendices and opportunities for training and technical assistance. Application deadlines, requirements, disqualifying factors, and the application scoring rubric are clearly identified. Chairs, co-chairs and fiscal agents are encouraged to carefully review grant applications and involve all members in planning and developing the grant application. Each application should be based on an assessment of needs, data-driven strategies and improving kindergarten readiness rates.

Submission of a grant application requires signatures by the chair/co-chairs and the fiscal agent. Once submitted, there are additional requirements before funding is received. Preliminary notices of awards are announced. Recipients must submit a final member list (using the template provided) by the deadline in the grant application. Contracts, affidavits, invoice, and 990 Forms must also be completed and signed, and the originals sent to the GOEC before grant funds are released.

Accountability – Timelines, Tracking and Reporting

Grant applications incorporate accountability requirements with timelines, tracking and reporting. Important timeline requirements include submitting the following documents by the designated deadline:

Section Overview
<ul style="list-style-type: none"> • Councils track goals, strategies, performance indicators and activities for reporting • Creating a detailed work plan keeps work on schedule • Councils required to provide quarterly and final reporting

- Grant application;
- Final member list;
- Original, signed award contract, affidavit, invoice, and 990 Form;
- Monthly meeting minutes on provided template;
- Quarterly report on provided template; and
- Annual report on template provided.

Councils must track the goals, strategies, performance indicators and activities that they have identified in their work plan. A detailed work plan keeps

the work on schedule and incorporates action steps, who is responsible, partner involvement, and deadlines. The information in the section on strategic planning in this guide may assist with developing meaningful performance indicators and outcomes linked to strategies and activities. It is important to have tracking processes and reminders in place to collect regular updates on plan-of-work activities and outcomes from project leads and participants. There are a number of online applications that enable teams to work together on documents and communicate. Creating a space for project leads to easily enter information and data on an ongoing basis can be an important tool for reporting and project success.

Another important aspect of accountability is reporting. In addition to keeping the council and local community members informed of the work of the council, councils have state quarterly and final reporting requirements for the annual grants. Quarterly reports should provide a progress report on the goals, strategies, performance indicators and activities outlined in the grant application. The final report should detail the outcomes identified in the grant application and the strategies and activities that were provided. Once again, it is important to note that CECC developing and implementing a strategic plan will be better prepared to meet this requirement. Fiscal reports are required as part of the quarterly and final reports, should incorporate in-kind funds, and must mirror the grant budget categories of spending. Any budget changes must be accompanied by a budget amendment using the form identified by the GOEC.

APPENDICES

APPENDIX A: Acronyms

Acronym	Name
ARC	Admissions and Release Committee
ADA	Americans with Disabilities Act
ASD	Autism Spectrum Disorder
CAG	Continuous Assessment Guide
CHFS	Cabinet for Health and Family Services
CDC	Center for Disease Control
CCAP	Child Care Assistance Program
CCHC	Child Care Health Consultation
CCSHCN	Commission for Children with Special Health Care Needs
CD	Communication Disorder
CECC	Community Early Childhood Council
CEC	Council for Exceptional Children
DHH	Deaf/Hard of Hearing
DPH	Department for Public Health
DCBS	Department of Community Based Services
DPH	Department of Public Health
DD	Developmental Delay
DEC	Division of Early Childhood
ECE-TRIS	Early Care and Education Training Resource Information System
ECAC	Early Childhood Advisory Council
ECDB	Early Childhood Development Branch
ECERS-3	Early Childhood Environmental Rating Scale- 3 rd Edition
ELLN	Early Learning Leadership Network
FRYSC	Family Resource and Youth Services Center
FRC	Family Resource Center
HANDS	Health Access Nurturing Development Services
IEP	Individual Education Plan
IFSP	Individual Family Service Plan
IDEA	Individuals with Disabilities Education Act

Acronym	Name
ITERS-R	Infant-Toddler Environmental Rating Scale
KAR	Kentucky Administrative Regulation
KRS	Kentucky Revised Statute
KAECE	KY Association for Early Childhood Education
KDE	KY Department of Education
KEDS	KY Early Childhood Data System
KEIS	KY Early Intervention System
KERA	KY Education Reform Act
KHSA	KY Head Start Association
KISSED	KY Initiative for Social Skills and Emotional Development
KTAP	KY Transitional Assistance Program
LEA	Lead (Local) Education Agency
NAEYC	National Association for the Education of Young Children
NCLB	No Child Left Behind
OIG	Office of the Inspector General
PRAMS	Pregnancy Risk Management System
PDG	Preschool Development Grant
PD	Professional Development
RTT	Raise To the Top
RTC	Regional Training Center
SACERS	School Age Care Environmental Rating Scale
SNAP	Supplemental Nutritional Assistance Program
TSG	Teaching Strategies Gold
TA	Technical Assistance
TANF	Temporary Assistance for Needy Families
TQRIS	Tiered Quality Rating and Improvement System
VIPS	Visually Impaired Preschool Services
WIC	Women, Infant & Child

APPENDIX B: Kentucky Revised Statute 200.707

200.707 Community early childhood councils.

1. (1) The Early Childhood Advisory Council may recognize and fund a community early childhood council. A council shall be composed of no fewer than seven (7) and no more than twenty-seven (27) members. Each council shall be composed of at least one (1) member representing local agencies or organizations from profit, nonprofit, or family child care, Head Start or Early Head Start, and each school district in its designated service area. Other members may be appointed who represent local agencies and organizations, including, but not limited to, the organizations or agencies listed:
 1. (a) Early childhood advocate;
 2. (b) Faith community;
 3. (c) Family resource center;
 4. (d) Military establishment;
 5. (e) Child-care resource and referral agency or child-care subsidy agent;
 6. (f) Child-care consumer or parent;
 7. (g) County cooperative extension service;
 8. (h) Department for public health;
 9. (i) University, college, or technical school;
 10. (j) United Way;
 11. (k) Kentucky Early Intervention System;
 12. (l) Agency administering services to children with disabilities;
 13. (m) Home visitation agency;
 14. (n) Family literacy agency;
 15. (o) Civic organization;
 16. (p) Public library;
 17. (q) Regional training center;
 18. (r) Community action agency;
 19. (s) Government;
 20. (t) Business community;
 21. (u) Home schooling association;
 22. (v) Health care professional;
 23. (w) Foster care parent; or
 24. (x) Adoptive parent.
2. (2) Members shall serve on a community early childhood council on a voluntary basis and receive no compensation or expense reimbursement for their service.
3. (3) (a) Members shall serve for a term of two (2) years and until their successors are appointed, except that for those members initially appointed, the terms shall be as follows:
 1. One-third (1/3) of the members shall be appointed for three (3) years;
 2. One-third (1/3) shall be appointed for two (2) years; and
 3. One-third (1/3) shall be appointed for one (1) year.

(b) Vacancies shall be appointed for unexpired terms in the same manner as original appointments.

4. (4) A community early childhood council shall collaborate with the District Early Intervention Committee, the Preschool Interagency Planning Council, and other existing interagency groups in the service area.
5. (5) A community early childhood council may apply for a competitive grant from the Early Childhood Advisory Council, consistent with a state plan for grant participation as established by the Early Childhood Advisory Council. Grant proposals shall:
 1. (a) Include a needs assessment and budget proposal for the respective service area served by a community early childhood council;
 2. (b) Not include administrative costs that exceed five percent (5%); and
 3. (c) Contain a signed statement from each member of the community early childhood council certifying that no program, agency, or individual that may receive part of an award would constitute a conflict of interest under KRS Chapter 11A for the council member. Issues concerning conflicts of interest shall be submitted to the Executive Branch Ethics Commission for resolution.
6. (6) A community early childhood council shall submit an annual report to the Early Childhood Advisory Council that details the activities and services of the community early childhood council, including the progress that the community early childhood council has made toward addressing the early childhood development and school readiness goals for its designated service area and recommendations that may be included in the state plan.
7. (7) Any records that are in the custody of a community early childhood council, a designated service provider, or a grantee that contain personal and identifying information relating to a family or children receiving services through the council shall be confidential and not subject to public disclosure, except as otherwise authorized by law.

Effective: June 25, 2013

History: Amended 2013 Ky. Acts ch. 57, sec. 8, effective June 25, 2013. -- Created 2000 Ky. Acts ch. 308, sec. 4, effective July 14, 2000.

APPENDIX C: Leadership Self-Assessment Tool

The Leadership Self-Assessment Tool is a series of statements and reflective questions that offer insight into your leadership style to help you identify your strengths and opportunities for growth. Reflective leadership is characterized by self-awareness, careful and continuous observation, and respectful, flexible responses. Please use the following assessment to identify your leadership style.

Instructions: Rate yourself on a scale of **1 (Rarely)**, **2 (Sometimes)**, or **3 (Almost Always)** on the following statements.

Self-Assessment Statements	Rating
1. In a discussion, I can see areas of agreement among differing opinions.	1 2 3
2. I lead by example, not just by words.	1 2 3
3. I notice good work and I give staff positive feedback.	1 2 3
4. I recognize the value of humor in the workplace.	1 2 3
5. I have a vision of where the agency/center/project I lead is going and can communicate it to others.	1 2 3
6. When something is not going right for one of my staff members, I take the time to help them think it through and develop an approach to solving it.	1 2 3
7. I am comfortable telling others when I don't know the answer to a particular question.	1 2 3
8. I make sure we celebrate as a team when we meet milestones.	1 2 3
9. I have ways of handling the pressures of my position that allow me to think and strategize even in the midst of crisis.	1 2 3
10. I focus the work of the agency/center/project I lead around the children and families we serve.	1 2 3
11. I make sure people know that it is safe to share their opinions and to say what they really think and feel.	1 2 3
12. I encourage people to let me know what they need in order to work well and, whenever possible, ensure that they get it.	1 2 3

Self-Assessment Statements	Rating
13. I gather input from others and involve staff in decision-making. I devolve decision-making whenever appropriate.	1 2 3
14. I make opportunities to stay current about issues in the field.	1 2 3
15. I think before I act.	1 2 3
16. I meet regularly with the staff who report to me.	1 2 3
17. I solicit feedback from my staff about my own performance.	1 2 3
18. I have a mentor or supervisor in the organization.	1 2 3

Understanding Your Responses

If your responses were mostly

Ones:

Reflective supervision may be new to you or your organization. Consider attending an external training session on reflective supervision and relationship-based organizations. You also may wish to do some independent reading on reflective supervision. See articles in the *ZERO TO THREE* Journal for additional resources.

Twos:

Reflective supervision is not entirely new to you, but you may be hesitant to fully implement it in practice. Beginning with the areas you marked as “ones,” work with your supervisor to identify experiences that will help you build your skills and use them with confidence. Consider attending workshops or conferences on the subject.

Threes:

You are comfortable using reflective supervision with your staff and have integrated many facets of this approach into your daily work. You can expand your knowledge and continue growing by identifying your next challenges, for example: develop your own training session on reflective supervision, mentor a colleague, and continue to take external classes and conferences.

Excerpted from: Parlakian, R., & Seibel, N. L. (2001). Being in charge: Reflective leadership in infant/family programs. Washington, DC: ZERO TO THREE.

APPENDIX D: Meeting Minutes Template



2019-20 Community Early Childhood Council

Meeting Minutes

Per KRS 200.707(1), “A council shall be composed of no fewer than seven (7) and no more than twenty-seven (27) members. Each council shall be composed of at least one (1) member representing local agencies or organizations from profit, nonprofit or family child care, Head Start or Early Head Start and each school district in its designated service area. Other members may be appointed who represent local agencies and organizations.”

Call to Order

A meeting of [CECC name] held on [date] at [location]. It began at [time] and was presided over by [chair’s name], with [secretary’s name] as secretary.

Attendees

Voting members in attendance included [List and Attach Sign in Sheet]

Guests in attendance included [List and Attach Sign in Sheet]

Approval of Minutes

A motion to approve the minutes of the previous [date] meeting made by [name], seconded by [name], and approved by CECC members.

Financial Report

A financial update was provided by [name]. A motion to approve was made by (name) seconded by [name] and approved by CECC members.

Unfinished Business

[Topic] presented by [name]. The following resolution was adopted: [resolution]. A motion to approve the resolution made by [name], seconded by [name], and approved by CECC members.

New Business

[Topic] presented by [name].

[Topic] presented by [name].

Announcements

Adjourned

A motion to adjourn made by [name] seconded by [name] and approved by CECC members.

Sign in Sheet

Date:

Name	Email	Agency
		Chair
		Secretary
		Treasurer/Fiscal Agent
		For Profit
		Nonprofit/Family Child Care
		Head Start/Early Head Start
		School District
		School District

APPENDIX E: Effective Meetings

Checklist for Facilitating Effective Meetings

- ✓ Identify desired results for each meeting and include them on the agenda
- ✓ Contact anyone with responsibility for an agenda item before and after meetings to ensure they have the help and resources they need, the work is progressing as planned, and they are prepared to present
- ✓ Identify any resources or information that should be reviewed prior to the meeting and list those on the agenda
- ✓ Create a meeting packet with the agenda, prior minutes for approval, and other items for review
- ✓ Distribute the meeting packet to members at least one week prior to the meeting
- ✓ Stick to the agenda during the meeting
- ✓ Start and end the meeting on time
- ✓ Provide regular opportunities for member training on topics of interest
- ✓ Delegate responsibilities across all members and involve others in agenda items
- ✓ Set deadlines, track progress, and have report outs
- ✓ Recognize accomplishments and completion of tasks
- ✓ Provide a summary of decisions and outstanding items at the end of the meeting
- ✓ Identify agenda items for the next meeting
- ✓ Thank members for their attendance and participation
- ✓ Take a few minutes after the meeting to reflect on what went well and where improvements could be made
- ✓ Provide regular opportunities for members to evaluate/provide input regarding meetings

Member Involvement Recommendations

- Consider adding a team building activity to the agenda
- Involve members in presenting and running aspects of the agenda
- Provide and/or encourage socialization among members outside of meetings, e.g., invite members to bring refreshments to share for a get-together after a meeting once a quarter
- Ensure the council utilizes an equity lens and operates under principles of respect and inclusion

- Stress the importance of member involvement and participation
- Celebrate successes
- Practice good facilitation skills to encourage discussion and exchange of ideas
- Incorporate fun and laughter into the meeting

APPENDIX F: Planning and Analysis Protocols by Latent Talent Accelerator

Issue Analysis and Resolution Action Protocol

Step 1: Identify your most pressing issue.

Step 2: Make a claim statement that clarifies the issue.

Step 3: Determine the current impact of the issue.

- Who is being impacted by the issue?

- How are those individuals or groups being impacted?

- How is the issue impacting you?

Step 4: Determine the short-term implications of the issue on the individuals or groups identified in Step 3.

Step 5: Determine the long-term implications of the issue on the individuals or groups identified in Step 3.

Step 6: Examine your personal contribution to this issue.

- How have I contributed to the problem?

- How can I contribute to the solution?

Step 7: Describe the ideal outcome.

- When this issue is resolved, what difference will that make for students?
- When this issue is resolved, what results will others expect and experience?

Step 8: Commit to strategic action.

- What is the most potent resolution strategy I could take to move this issue toward resolution?
- What barriers can I anticipate?
- How will I overcome potential barriers and move myself and my colleagues toward a resolution?

Based on *Fierce Conversations* by Susan Scott. Adapted from a workshop with Ann Delehant.

State the Goal:			
Step #	Action in Logical Sequence	Vested Community Stakeholder(s)	Target Delivery Date
			Owner of the Action
*Example	*Identify county-wide Adverse Childhood Experiences data to be shared during all community early childhood providers' faculty/staff meetings.	*Local childcare building leaders	*October 15th
#1		*Early childhood advocate	*Debbie, CECC member, Family Resource Center
		*Family Resource Center	

Phase 4: Building a Coalition and Collective Efficacy

- A. Identify all stakeholders that have a vested interest in each action in column three in the table above. Feel free to add rows to the table to fully identify the vested stakeholders.
- B. Set a target delivery date for completing and documenting each action. Record the agreed upon delivery date in the top row on column four within the appropriate action (see example as a model for how to use the table).
- C. Assign a board member to manage the completion and documentation of the agreed upon action by the agreed upon delivery date. Record the “owner of the action” in the bottom row on column four within the appropriate action (see example as a model for how to use the table).

APPENDIX G: Evidence-based Practice Resources

Child Welfare Information Gateway. (2019). *Prevention evidence-based practice registries*.

[Available at: <https://www.childwelfare.gov/topics/management/practice-improvement/evidence/registries-resources/registries/prevention/>].

Williams-Taylor, L. The journey to evidence-based programming. Children's Services Council of Palm Beach County. [Available at www.cscpbc.org].

Social Programs that Work. (2019). Prenatal/early childhood. [Available at:

https://evidencebasedprograms.org/policy_area/prenatal-earlychildhood/].

Virginia Early Childhood Foundation. (2012). *Evidence base directory*. [Available at:

<https://www.vecf.org/reports-and-tools/#>].

APPENDIX H: Collective Action Resources

Center for Community Health and Development, University of Kansas. (2019). *Community tool box: Collective impact*. [Available on-line at: <https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/collective-impact/main>].

Collective Impact Forum. (2019). *Collective impact*. [Available on-line at:

<https://www.collectiveimpactforum.org/what-collective-impact>].

Stanford Social Innovation Review. (2019). *Collective impact*. [Available on-line at:

https://ssir.org/articles/entry/collective_impact#].