

Bright Spots across the Commonwealth

How data-driven strategies are ensuring that more children in Kentucky have a strong start.

Home Visitation

Kentucky's home visitation program serves pregnant mothers through age three when the child is enrolled by three months of age. In 2015, Health Access Nurturing Development Services (HANDS) met criteria from the U.S. Department of Health and Human Services as an evidence-based model.

Building Vocabulary

In Eastern Kentucky, 90% of 3-year-olds and 85% of 5 year-olds enrolled in a program called Early Steps to exceed vocabulary standards.

Monitoring Growth, Learning, and Development

In Louisville, children who completed four or more Ages and Stages Questionnaires[®], a developmental screener, were nearly six times more likely to be ready for kindergarten than those who completed only one, controlling for demographic characteristics and developmental level (OR=5.70, p=0.06).¹

Developing Early Literacy

Close to 30% of Kentucky's Community Early Childhood Councils invest in the Dolly Parton Imagination Library. A study from Shelby County, Tennessee shows that participation is significantly associated with increased scores in skill areas like language and math development.² In Wayne County, Kentucky of the 52% of children identified as participants in the Dolly Parton Imagination Library, 86% entered kindergarten prepared according to Wayne County Public Schools.

High Quality Public Pre-K and Head Start

Across Kentucky, income eligible preschool students were significantly more likely to be kindergarten ready. Head Start Students, on average, outscored eligible students who were not enrolled. During Academic Year 2018, 53,000 children were eligible for Public Pre-K and/or Head Start and an additional 19,000 eligible children could have been enrolled.

Transition to Kindergarten

In Northern Kentucky, 60% of children who entered school where they used best practice transition strategies entered school prepared compared to the state average of 51.1% and county average of 54% (Boone 56.2%, Campbell 54.6, and Kenton 52.2%).

Blending Funding to Better Serve Families

In Southeastern Kentucky, Public Pre-K collaborated with private child care to coordinate and strengthen services for families. Data indicates that children who participate in Public Pre-K half-day and the extended-day private child care for the other part of the day enter kindergarten better prepared. In 2017, data show 63% of children entered kindergarten prepared compared to 50% of the state and 44.8% in the district.

In 2018, data show, 81% of children entered kindergarten prepared compared to 51% of the state and 45.6% in the district.

¹ *It is important to note that this finding approached statistical significance at the p<0.06 level. Given the relatively small comparison and intervention sample (n=31 and n=63, respectively), these findings should be interpreted with caution. A larger sample size is needed to confirm these results.*

² Beckett, J. (n.d.). *An investigation of the relationship between the Imagination Library program and kindergarten literacy.*

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