

1 A CONCURRENT RESOLUTION establishing the Early Childhood Education
2 Governance and Outcomes Task Force.

3 WHEREAS, early childhood education plays a critical role in student readiness,
4 academic success, workforce development, and long-term economic vitality; and

5 WHEREAS, research demonstrates that developmental outcomes observed at
6 school entry are influenced by experiences prior to age three, underscoring the
7 importance of understanding how early childhood education interacts with broader early
8 childhood systems; and

9 WHEREAS, early childhood education policy, programs, and funding are currently
10 administered through multiple statutory and administrative frameworks; and

11 WHEREAS, the General Assembly has a responsibility to evaluate whether existing
12 governance, coordination, and accountability structures effectively support educational
13 readiness and long-term student outcomes; and

14 WHEREAS, a focused, education-centered review of early childhood governance
15 and outcomes would assist the General Assembly in identifying opportunities to improve
16 alignment with the K–12 education system, strengthen accountability, and support data-
17 informed policymaking; and

18 WHEREAS, the General Assembly has previously convened task forces to examine
19 early childhood issues and now seeks a complementary, nonduplicative effort centered on
20 early childhood education governance and outcomes;

21 NOW, THEREFORE,

22 ***Be it resolved by the House of Representatives of the General Assembly of the***
23 ***Commonwealth of Kentucky, the Senate concurring therein:***

24 ➔Section 1. The Legislative Research Commission is hereby directed to establish
25 the Early Childhood Education Governance and Outcomes Task Force to examine the
26 effectiveness of current early childhood education governance structures, including
27 alignment with the K–12 education system, and to evaluate whether existing statutory

1 and administrative frameworks optimally support school readiness, educational
2 continuity, accountability, and long-term student success.

3 ➔Section 2. The Early Childhood Education Governance and Outcomes Task
4 Force shall study and make findings and recommendations regarding the following:

5 (1) Governance and education alignment, including:

6 (a) The statutory and administrative placement of early childhood education
7 programs within the Commonwealth;

8 (b) The alignment of early learning standards, expectations, and assessments with
9 kindergarten readiness and K–12 education outcomes; and

10 (c) Governance models used by other states to support effective early childhood
11 education systems;

12 (2) Outcomes, data, and accountability, including:

13 (a) Existing school readiness indicators, child development measures relevant to
14 educational outcomes, and early learning performance metrics;

15 (b) Availability and use of data to evaluate early childhood education outcomes
16 and long-term academic performance; and

17 (c) Opportunities to improve data coordination and longitudinal tracking between
18 early childhood education and the K–12 system, including coordination with the
19 Kentucky Center for Statistics when appropriate; and

20 (3) Fiscal and policy overview, including a high-level review of state investments
21 in early childhood education programs, including preschool, and the extent to which
22 those investments are aligned with educational goals and outcomes.

23 ➔Section 3. The Early Childhood Education Governance and Outcomes Task
24 Force:

25 (1) Shall not duplicate the work of the Early Childhood Education Task Force or
26 any other existing body;

27 (2) Shall focus exclusively on education governance, policy alignment,

1 accountability structures, and educational outcomes, and shall not examine the regulation,
2 licensing, or day-to-day operation of childcare providers or noninstructional early
3 childhood services, except to the extent such structures directly affect preschool quality,
4 school readiness, or educational continuity;

5 (3) May review prior findings or reports of the Early Childhood Education Task
6 Force for contextual purposes, but shall not be charged with revisiting or reexamining
7 those recommendations; and

8 (4) May request testimony or technical assistance from subject-matter experts as
9 needed to inform its work.

10 ➔Section 4. The Early Childhood Education Governance and Outcomes Task
11 Force shall be composed of the following members, with final membership being subject
12 to the consideration and approval of the Legislative Research Commission:

13 (1) Two members of the House of Representatives, appointed by the Speaker of
14 the House of Representatives, including at least one member of the House of
15 Representatives Primary and Secondary Education Committee, one of whom shall be
16 designated by the Speaker of the House of Representatives as a co-chair of the task force;

17 (2) One member of the House of Representatives appointed by the Minority Floor
18 Leader of the House of Representatives;

19 (3) Two members of the Senate, appointed by the President of the Senate,
20 including at least one member of the Senate Education Committee, one of whom shall be
21 designated by the President of the Senate as a co-chair of the task force;

22 (4) One member of the Senate appointed by the Minority Floor Leader of the
23 Senate;

24 (5) The commissioner of the Department of Education, or his or her designee;

25 (6) The secretary of the Cabinet for Health and Family Services or his or her
26 designee;

27 (7) One representative from the Early Childhood Advisory Council;

1 (8) The executive director of the Kentucky Governor’s Office of Early Childhood
2 or his or her designee;

3 (9) The executive director of the Kentucky Center for Statistics or his or her
4 designee;

5 (10) One representative of early childhood educators, appointed by the Legislative
6 Research Commission;

7 (11) One representative with expertise in early childhood education, including
8 research experience, which may include experience from one of Kentucky’s public
9 institutions of higher education, appointed by the Legislative Research Commission;

10 (12) One representative with experience in K–12 education and expertise in early
11 learning or kindergarten readiness, appointed by the Legislative Research Commission;
12 and

13 (13) One parent or family representative, appointed by the Legislative Research
14 Commission.

15 ➔Section 5. The Early Childhood Education Governance and Outcomes Task
16 Force shall meet monthly during the 2026 Interim of the General Assembly. The task
17 force shall submit findings and recommendations to the Legislative Research
18 Commission for referral to the appropriate committee or committees no later than
19 December 1, 2026. Recommendations may include proposed statutory or administrative
20 changes, high-level fiscal considerations, and implementation options, as appropriate.

21 ➔Section 6. Provisions of this Resolution to the contrary notwithstanding, the
22 Legislative Research Commission shall have the authority to alternatively assign the
23 issues identified herein to an interim joint committee or subcommittee thereof, and to
24 designate a study completion date.