SC Community Block Grants for Education Pilot Program

For the second year, the South Carolina General Assembly has authorized and funded the SC Community Block Grants for Education Pilot Program (Education Pilot Program) for Fiscal Year July 2015 – June 2016. Specific grant requirements and mandates are included in Proviso 1.78, which is attached.

Background

The Education Pilot Program's purpose is **to improve children's readiness for kindergarten by enhancing the quality of pre-kindergarten programs for four-year-old children.** It is a matching grants program intended to encourage and sustain community partnerships among schools, school districts and local communities. Successful partnerships will implement evidence-based, innovative practices and interventions to improve student learning. Successful proposals will be well-designed, evidence-based and provide a proven track record of improving student performance.

Substantial community support is integral to the success of local educational initiatives. The Education Pilot Program seeks purposeful, strategic projects that will fully engage communities in the proposed project and coordinate project efforts with community initiatives that align with or complement the proposed project goals. Proviso 1.78 requires the establishment of a local Community Advisory Committee to guide and assist program leadership and staff throughout the grant cycle. An established local advisory body with community members can serve as the Community Advisory Committee if it is able to fulfill the Committee's responsibilities.

Fiscal Year 2015 – 2016 Focus

For the current fiscal year, funds allocated to the Education Pilot Program must be used to provide or expand **high-quality** early childhood programs for a targeted population of at-risk four-year-olds. Priority will be given to applications that establish or strengthen existing public-private partnerships among school districts, schools, Head Start, and private childcare providers. Any school district or school is eligible to apply.

To provide or expand high-quality 4K services, **successful projects must include all of the following components:**

- **Meeting the minimum program requirements for state-funded full-day 4K**[1] as stated in Proviso 1.78. Proviso 1.78 also requires a high-quality early childhood program address measurable **high-quality child-teacher interactions, curricula and instruction**. Research show that other characteristics include: highly skilled educators, small class sizes, an environment that is rich with language, books, print materials and conversation between and among children and adults. To access the 2015-16 Public School Guidelines for 4K, click here: http://ed.sc.gov/agency/ie/school-transformation/Read-to-Succeed/documents/2015-2016_CDEP_Guidelines_Final_2015-8-20.pdf.
- **Assisting in making the transition to kindergarten.** The shift from preschool to kindergarten represents a significant shift for children and their parents or caregivers. Kindergarten is their introduction to a more formal K-12 environment and includes new surroundings, peers and

[1] For purposes of this application, "state-funded full-day 4K" is the same as South Carolina Child Development Education Program or "CDEP."

expectations. Children who adjust quickly to kindergarten are more likely to enjoy school and experience academic and social gains.

- **Improve the early literacy and/or numeracy readiness of children.** The achievement gap begins very early in life. By four years of age, a low-income child has heard 30 million fewer words than his/her more affluent peer. Early oral interactions are critical to the development of early literacy skills for young children. Longitudinal studies have also shown that mastery of some math concepts at school entry is the strongest predictor of later academic achievement. A recent EOC analysis of PASS data for students who participated in 4K suggests the achievement gap for these students in math is not closing and may be increasing.
- **Engage families in improving their children's readiness for kindergarten.** The family is the primary force in preparing children for school and life. Children benefit when all adults who care for them--families and educators--work together. Family members are truly engaged when they take the lead and make decisions about their children's learning. Family engagement is strongly correlated to children's readiness for school and their academic success in school.

Available Funding

Total funding available for the Education Pilot Program is $2 million. The Pilot Program is funded with one-time, non-recurring revenue. No grant may exceed $250,000 annually. Successful proposals will provide at least ten percent match, which may be cash or in-kind supports (such as equipment, services, supplies, staff time).

Match requirements are the responsibility of the school district based on poverty level(s) of elementary schools for which most of the 4K students are zoned to attend. See the Poverty Level Sliding Scale Below.

If the school(s) that 4K students are zoned to attend have an average poverty index of:	Then, the district needs to provide a match of:
89-100%	10%
77-88%	15%
63-76%	20%
Less than 62%	At least 21%

- Chart based on SDE precode for school year 2013-14 and Medicaid Eligibility Files.
- Median poverty index for SC school districts is 79%.
- Lowest poverty index is 28% and highest poverty index is 98.49%.

Public school districts or schools that have a poverty index above 80 percent and low student achievement will receive priority if all other grant requirements are met. **Student achievement is based on the 2013-14 state report cards of the schools where at least 51% of 4K students are zoned to attend third grade. If the project includes more than one school, provide the school name and state report card rating for each.** Low student achievement schools are the elementary schools determined to be "at-risk" or "needs improvement" on their 2013-14 state school report cards.

Selection Process and Timeline

A seven-member independent grants committee will oversee the application procedure and selection process. Committee members will represent the education and business communities.

The EOC must receive proposals by 12 noon on December 7.

Date/Time/Location	Grants Committee	Applicants
September 21, 2015	Grant Application Released	Grant Application Released
October 1, 2015	EOC Staff Announce Grant Application at SCASA Roundtable	
October 5, 2015		EOC hosts an orientation webinar
December 7, 2015		Applications due by 12 noon
December 16, 2015	GC meets for orientation. Applications are distributed.	
January 5, 2016	GC meets and selects top 10 applications.	
January 26, 2016	GC interviews top 10 applications.	GC interviews top 10 applications.
February 11, 2016	GC meets to determine awards	
February 15-19, 2016	EOC develops press release. Notifies successful applicants.	Successful applicants are notified.
March 2016	EOC allocates funds to grantees.	EOC allocates funds to grantees.

Proposal Selection

Proposals will be reviewed and may be awarded a total of 120 points as outlined below.

Project Description	
Needs Assessment with Statement of Problems	5 points
Project Design	20 points
Leadership and Implementation	30 points
Partnerships and Collaboration	15 points
Evaluation	15 Points
Budget Narrative	10 points
Sustainability	5 points
Project Description Total	**100 points**
Bonus Points	
Poverty Index of 80 percent or greater	10 points
Low Achievement School(s)	10 points
Total Points Allowed	**120 points**

Proposal Requirements

- Education Block Grant funds must be used for 4K programs that (1) develop and establish new quality enhancement strategies or (2) expand or deepen existing quality enhancement strategies. **These funds may not be used to supplant, or replace, funds currently allocated or used for quality enhancement.**
- **The lead applicant must be a school or school district.**
- EOC requests interested applicants email an "intent to apply" to Bunnie Ward at bward@eoc.sc.gov. Please include contact name, contact title, contact phone number, and name of lead applicant agency (school or school district). **Call-in instructions for October 5 informational conference call will be emailed to the contacts who email an "intent to apply."**
- All grant proposals must be in in a Word or PDF document with 1 inch margins at the top, bottom and sides with all pages numbered. Font should be Arial, Times New Roman or Calibri and no smaller than 11-point font. Attachment 3 (Logic Model) should be no smaller than 10-point font to ensure it does not exceed one page.
- The Project Description, including attachments, may not exceed 15 pages.
- Any supporting documents, including letters of support, cannot exceed 15 pages. Letters of support are required for all partners contributing either cash or in-kind match to the project.
- Ten copies of grant proposals are required.
- Grant proposals must be mailed or delivered to the SC Education Oversight Committee Office. All proposals must be received by the SC Education Oversight Committee Office by **December 7, 2015 by 12 p.m.** The address for the EOC is **1205 Pendleton Street, Brown Building, Suite 502, Columbia, SC 29201.** The EOC is located on the grounds of the State House in the Brown Building, on the corner of Pendleton and Sumter Streets.
- Evaluation requirements: Awarded applicants will participate in an ongoing evaluation process conducted by the EOC. Grantees will be expected to participate in site visits and data collection. Grantees may be asked to participate in project presentations. For evaluation purposes, grantees should be prepared to answer the following questions on outcomes and implementation.
    - Is the target population experiencing the changes in knowledge, attitudes, behaviors or awareness that your program sought?
    - What are the project's results (outputs and outcomes)?
    - What is the project accomplishing among your target population? Is the project:
        - performing the services or activities planned?
        - reaching the intended target population?
        - reaching the intended number of participants?
        - leading to expected outcomes?
    - How do participants perceive these services and activities?

Questions or comments may be directed to:

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bward@eoc.sc.gov
(803) 734-2803

Dr. Rainey Knight
Director, Special Projects
raineyhk@gmail.com
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Administrative Coordinator
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Useful Definitions

- **Community**: a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school**,** "community" includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code
- **Community Advisory Committee**: As required by Proviso 1.78, the Community Advisory Committee will provide guidance to program leadership and staff to leverage funding, identify and secure additional funding and resources. The Committee is actively engaged throughout the grant.
- **Poverty**: For 2013-14, the percent of students eligible in the prior year for the free and reduced price lunch program and/or Medicaid
- **Achievement:** established by the EOC for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code. **For the purposes of this grant, achievement should be based on achievement of elementary schools the target population is zoned to attend as kindergartners. Achievement will be based on the 2013-14 state school report card that includes third grade data.**
- **High Quality Early Childhood Program:** meets the minimum program requirements of the state-funded full-day 4K program and provides measurable high-quality child-teacher interactions, curricula and instruction.
- **High-Quality Adult-Child Interactions:** effective, engaging interactions and environments that include a well-organized and managed classroom, social and emotional support, and instructional interactions and materials that stimulate young children's thinking and skills. Such interactions involve the back-and-forth exchanges among teachers and children that occur throughout the day.

  Measures of the quality of adult-child interactions should be obtained through a valid and reliable process for observing how teachers and caregivers interact with children. The process should be designed to promote child learning and to identify strengths and areas for improvement for early learning professionals. **See Appendix B for a list of recommended measures of high-quality adult-child interactions.**
- **Evidence-Based Models/Practices:** models or practices that are derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance.

For Attachment 3 (Logic Model):

- **Logic Model:** A visual tool to clarify and depict a program's goals, strategies and outcomes. A logic model can be used for program planning, program management, communication, and consensus building.
- **Problem/Issue:** Clear articulation of the problem or challenge that the program or initiative will address.
- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Activities/Intervention:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, strategies, methods or action steps.
- **Outputs:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **Measures/Assessment Tools:** Name or description of any specific measures or assessments that will provide information about the impact of the project's implemented strategies or activities.

State Authorization for SC Community Block Grants for Education Pilot Program

1.78. (SDE: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.

The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the state's public education community.

As used in this proviso:

(1) "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

(2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and

(3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

The executive director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

(1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;

(2) a demonstrated ability to meet the match throughout the granting period;

(3) a demonstrated ability to implement the initiative or model as set forth in the application; and

(4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

(1) a comprehensive plan to examine delivery implementation and measure impact of the model;

(2) a report on implementation problems and successes and impact of the innovation or model; and

(3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program.

However, no grant may exceed $250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.

The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.

For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy and numeracy readiness of children; and (4) engage families in improving their children's readiness.

Grant Application

The Project Description should include the components listed below and should not exceed 20 pages, including attachments.

I. Proposal Summary and Contact Information

Complete **Attachment 1 (Proposal Summary and Contact Information).**

II. Project Description

As part of the project description, complete **Attachment 2 (Logic Model)**. The Project Description below should provide additional detail that is consistent with the Logic Model. For further clarification on the Logic Model components, refer to the Definitions section or the Sample Logic Model included in Attachment 2.

1. **Needs Assessment with Statement of Problem** (5 points)
   Describe the need or challenge the project will address. Discuss relevant data that provides evidence of the need or challenge, such as the target population to be served (children, families, educators).

2. **Project Design** (15 points)

   Provide a review of the research on which the initiative is based. Outline the strategies and activities to be undertaken. Detail the project's use of evidence-based practices and models. Address the project's innovative approach.

3. **Implementation and Leadership** (30 points)

   A. Project Leadership. Describe and provide an organizational chart illustrating the management structure of the program and how it fits within the school/district. Include key job descriptions and the percent of time each of the key people overseeing the grant will devote to the project.

   B. Implementation Leadership. Provide evidence the school/district and communities have the capacity to initiate and sustain the model. Will other programs, activities be integrated with this grant initiative? Does this project engage or connect to current local, state or federal interventions that also address the problem identified in Section 1 above? Explain how this initiative supports the school/district strategic plan, especially as it relates to school readiness or improvement in young children's language, literacy and/or mathematics development. Consider any potential challenges or external factors that may impact the success of the project.

4. **Partnerships and Collaborations** (20 points)
   Complete **Attachment 3 (Project Partners)**. Provide information regarding the current and future planned engagement of partners essential to the success of the initiative. Describe their current and future roles and responsibilities. Explain how the proposed project will interface, coordinate or share staff and financial resources with other existing early childhood projects in your community. Document how the proposed projects will leverage or build upon other relevant work in this area. Describe how this project relates to the District's strategic plan and provide the portion of the strategic plan that would be impacted by the proposed project.

Include the length of time the partnership has been underway and the strengths the community group adds to the process. List the business groups, community groups, and individuals involved.

Explain the role of the advisory group in the grant initiative and implementation and the matching support, including in-kind, to be provided.

5. **Evaluation** (15 total points)
   A. **Outcomes Evaluation**: Using **Attachments 2 and 3,** further describe the methods used to report on the initiative's impact on students and, if appropriate, on families, educators and the community. Document measures, assessments or evidence to be collected to demonstrate the impact of the initiative or model on student learning and on other factors. Provide expected percent growth on 4K language and literacy and/or math assessments during the program year. **Receipt of grant funds is contingent upon approval of expected project outcomes by the EOC.**
   B. **Implementation Evaluation**: Consider any potential challenges or external factors that may impact project outcomes.

III. Budget and Sustainability Planning (15 points)

Provide budget detail for April 2016-June 2017 and July 2017-June 2018 by completing Attachment 5 (Budget Detail). Budgets provided for both time periods should include grant match amounts that are consistent with total amounts indicated in **Attachment 4 (Project Partners)**. Provide evidence of the ability to meet the grant match for this time period.

1. **Budget Narrative**: Explain the budget provided in Attachment 5 and address each category below.
   a. **Salaries and Benefits:** List each position that will be compensated with grant funds. Include the annual salary or hourly rate with total compensation amount by position. If a portion of benefits will also be included in this grant, detail the amount and percentage of benefits that will be allocated to the grant.
   b. **Purchased Services:** Provide specific information about any costs associated with travel, professional development, consultants, evaluation.
   c. **Supplies:** Detail any supplies requested, including assessments, curricula, student or family materials.
   d. **Equipment or Information Technology Needs:** Detail any expenses associated with the purchase of equipment or information technology.
   e. **Other Costs:** Specify any other project-related costs, such as transportation.
   f. **Use of Other Funds:** Provide details about the use of financial resources provided as part of the grant match or by collaborating partners. Information in this section should be consistent with information provided in Attachment 3 (Project Partners).

2. **Sustainability:** Describe project plans for sustainability upon completion of grant term.

Attachment 1: Community Block Grants for Education Pilot Program

PROJECT CONTACTS			
Lead School/District Applicant Name:		Address:	
Contact Name:		Contact Title:	
Contact Phone:		Contact E-Mail:	
Name of Fiscal Agent for Grant:		Address:	
Contact Name:		Contact Title:	
Contact Phone:		Contact E-Mail:	
PROJECT LOCATIONS **If there are more than three project sites, provide information on additional sheet.**			
Project Site 1:		Address:	
Contact Name:		Contact Title:	
Contact Phone:		Contact E-Mail:	
Number Served:		2013-14 Poverty Index for Site:	
2013-14 State School Report Card rating where at least 51% of 4K students will attend 3rd grade:			
Project Site 2:		Address:	
Contact Name:		Contact Title:	
Contact Phone:		Contact E-Mail:	
Number Served:		2013-14 Poverty Index for Site:	
Contact Name:		Contact Title:	
2013-14 State School Report Card rating where at least 51% of 4K students will attend 3rd			
Project Site 3:		Address:	
Contact Name:		Contact Title:	
Contact Phone:		Contact E-Mail:	
Number Served:		2013-14 Poverty Index for Site:	
2013-14 State School Report Card rating where at least 51% of 4K students will attend 3rd grade:			
PROPOSED BUDGET			
Total Grant Amount Requested:		**Grant Cash Match Provided:**	
Total Percent of Grant Match Provided:		**Value of In-Kind Match Provided:**	
Description of Proposed Evidence-Based Project (include summary of goals and partnerships, other evidence of collaboration):			

Attachment 2: Logic Model Template and Sample

Problem/Issue				
Goal				
Research/Evidence	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools

Sample Logic Model

Problem/Issue	Third grade reading achievement is the first educational benchmark that is predictive of college and career readiness, yet 62% of Kansas third graders are not proficient readers despite various in-school and out-of-school interventions.			
Goal	This project will improve third grade reading achievement in Salters Pond Elementary School by integrating in-school instruction and out-of-school interventions (after-school and summer reading). Evidence-based family engagement programs will be offered to families and implemented in out-of-school interventions.			
Research/Evidence	Activities/Intervention	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than programs working in isolation.	Afterschool evidence-based literacy programming for K-3 students with differentiated interventions based on the same diagnostic and curriculum-based measures used in-school.	At least 75% attend program regularly. Approximately 1350+ students/school year. At least 50 struggling readers with most need receiving 2 hours of small group tutoring on specific skilled deficiencies daily. Other students reading 25 books annually.	15% increase in acquisition of K-3 reading skills. Improved pre-post literacy and early literacy skills.	Fall and Spring DRA 2 Assessment Scores
Students' academic achievement improve when families are engaged in their children's learning.	An evidence-based family strengthening and engagement program targeting the families of K-3 students in at-risk communities.	10-15+ students/families recruited for and 3-12 families attending regularly at each school program per cycle=350-525 families/cycle. 8-12 families attending family literacy night.	10% increase in pre-post family functioning, parent-child relationship, child behavior. 10% increase in pre-post parent involvement in school	ACIRII to measure parent-child interaction with books Analysis of attendance records for parent-teacher conferences, parent-teacher communication, and attendance at family literacy

				night.

Attachment 3: Project Partners

Partner	Type of Organization (public, private, nonprofit)	Mission of Organization	Role in Proposed Project	Type of Contribution (cash, in-kind, other)	Value of Contribution in Dollars
TOTAL VALUE[2]					

[2] Note: Match contribution amounts should correspond with values provided in Attachment 5 (Budget).

Attachment 4: Budget Detail

Categories	Grant Funds	Match Funds	Total Cost
Salaries			
Benefits			
Purchased Services (including travel, professional development, consultants)			
Supplies			
Equipment			
Other			
Total[3]			

[3] Note: Match contribution amounts should correspond with values provided in Attachment 4 (Partnerships and Collaborations).

Resource Guide

The following resources are included for informational purposes:

South Carolina Department of Social Services promulgates the SC Early Learning Standards that address social-emotional, language and literacy, math, approaches to learning, and physical well-being for three-, four-, and five-year-olds. The standards are undergoing revision, but the current standards may be accessed at http://www.sc-ccccd.net/pdfs-docs/SCEarlyLearningStandards.pdf.

The EOC recently released a report on Readiness Assessment Recommendations that was required by the SC General Assembly as part of the First Steps Reauthorization Act. Appendix A was included in the report and provides an illustrative framework for the skills that a student should demonstrate at the beginning of the kindergarten year. A more detailed discussion of readiness assessment and adult-child interactions is included in the report, which may be accessed on the EOC website at www.eoc.sc.gov under "EOC Readiness Recommendations" on the homepage or at http://1.usa.gov/1fK1zhG.

Appendix B provides more detail about direct observation assessments that consider the quality of teacher-child interactions. Appendix C summarizes 4K language and literacy assessments selected by the State Department of Education for 2015-16 implementation.

Appendix A

EOC Kindergarten Readiness Assessment Framework			
Grad Profile	**Domain**	**Area**	**Skill/Ability** **"At the beginning of Kindergarten, a student can…"**
World Class Skills	**Approaches to Learning**	Curiosity & Initiative	●Show curiosity in an increasing variety of ideas and interests. ●Make predictions and test ideas. ●Seek out new challenges and experiences. ●Ask for help when needed.
		Confidence & Risk Taking	● Show increasing ability to identify and take appropriate risk when learning new knowledge and skills. ● Express confidence in meeting new challenges and experiences.
		Persistence	● Maintain interest in self-selected activities, even if there are interruptions or challenges. ● Identify a problem and be flexible in solving it. Able to change plans if necessary to solve problem.
		Creativity & Problem Solving	● Show creativity and imagination in a variety of settings. ● Engage creatively with others in play. ● Demonstrate an increased ability to accomplish a task requiring multiple steps.
Life and Career Characteristics	**Social - Emotional Development**	Emotional Development	● Show initiative by making choices and accepting responsibility. ● Adjust well to changes in routines and environments. ● Express emotions and needs through appropriate words and actions.
		Social Development	● Treat others with respect in words and actions. ● Show caring for others. ● Follow directions and school rules. ● Respect the property of others. ● Work and play cooperatively with others. ● Interact easily with familiar adults.
	Physical Well Being and Motor Skills	Physical Health	● Access regular medical, dental, vision care. ● Identify different food groups. ● Understand and follow basic health and safety rules (hand washing). ● Perform self-care independently (buttoning clothes, toileting).
		Fine Motor Skills	● Use hand eye coordination to perform various tasks (put together a puzzle, use scissors, tape). ● Use drawing and writing tools with some control and purpose.

		Gross Motor Skills	● Use basic loco motor skills alone, with a partner and in a group. ● Coordinate body movement to perform various tasks (kick a moving ball, throw a ball overhand). ● Coordinate body movement across midline to perform various tasks (use right hand on left side of body).

EOC Kindergarten Readiness Assessment Framework			
Grad Profile	**Domain**	**Area**	**Skill/Ability** **"At the beginning of Kindergarten, a student can…"**
World Class Knowledge	**Mathematics**	Mathematical Processes	● Begin to use and explain strategies to solve mathematical problems. ● Use words and representations to describe mathematical ideas.
		Numbers & Operations	● Show understanding of relationship between number and quantity. ● Begin to understand relationships between quantities.
		Patterns, Relationships, & Functions	● Sort objects into subgroups by classifying and comparing. ● Recognize duplicates and extend patterns.
		Geometry & Spatial Relations	● Recognize and describe some attributes of shapes. ● Show understanding of and use direction, location, and position words (over, under).
		Measurement	● Order, compare and describe objects by size, length, and weight. ● Explore common instruments for measuring during work and play. ● Estimate and measure using non-standard and standard units. ● Show awareness of time concepts.
		Statistics	● Begin to collect data and make records by using pictures to develop lists or graphs.
	Language & Literacy	Listening	● Gain meaning by listening. ● Follow directions that involve a series of actions. ● Demonstrate phonological and phonemic awareness (rhyme, alliteration, smaller and smaller units of sound).
		Speaking	● Speak clearly and convey ideas effectively. ● Use expanded vocabulary and language.
		Reading	● Show interest in and knowledge about books and reading. ● Show some understanding of concepts about print. ● Know letters, sounds, and how they form words. ● Comprehend and respond to various literary texts (fiction, nonfiction, poetry). ● Retell familiar stories. ● Begin to understand how personal experiences connect to texts.

		Writing	● Represent stories through pictures, dictation, and play. ● Use letter-like shapes, symbols, letters, and words to convey meaning. ● Understand purposes of writing. Source: EOC, 2015

Appendix B

Comparison of Assessments that Measure Quality of Teacher-Child Interactions[42]

Assessment/ Measure	Ages Served and Learning Environment	Primary Purpose and Administration	Reliability and Validity[43]
Classroom Assessment Scoring System (CLASS)	Two versions are available: pre-school classroom and a K-3 classroom	• Program Improvement/ Evaluation • Observer must attend a training session and pass a reliability test. • Cost is $600 per person for training and $20 for manual • 2 hours to administer	• Not normed. Reliability: High (.80 or higher). Concurrent validity: Low (below .50). Significant correlations were found with other measures of classroom quality, but they were generally low, possible because this tool measures different aspects of the classroom than other quality measures. • Average inter-rater reliability reported in the Technical Appendix is 87%. Stability across time is uniformly high with almost all correlations above .90. • Results from NCEDL multi-state study show classroom quality as assessed by CLASS is associated with children's performance at the end of pre-school as well as gains in in their performance across the preschool year.
Early Childhood Environmental Rating Scale 3rd Edition (ECERS-3)	Early childhood classrooms serving 2.5-5 year olds. New version published in late 2014.	Program Improvement, Monitoring/Accreditation, Research/Evaluation	Basic field test for reliability. Ongoing testing of reliability and validity, using Item Response Theory.

[42] Washington State Office of Superintendent of Public Instruction, *A Guide to Assessment in Early Childhood Infancy to Age Eight,"* (2008). http://www.k12.wa.us/earlylearning/pubdocs/assessment_print.pdf.

[43] Reliability refers to the consistency to which a test (or subtest) measures a given construct. In general terms, validity refers to the extent to which one can trust that a test measures what it is intended to measure.

Appendix C

4K Language and Literacy Assessments Selected by State Department of Education for 2015-16

Assessment/ Measure	Ages Served and Learning Environment	Primary Purpose and Administration	Reliability and Validity[43]
Early Language & Literacy Classroom Observation Tool (ELLCO Pre-K)	Center-based classrooms for 3- to 5- year-old children	• Program Improvement, Research/Evaluation • Can be administered by teachers, principals, administrators, supervisors, program directors, or researchers • Cost is $50 • 60-90 minutes to administer	The ELLCO Research Edition was used for research purposes in more than 150 preschool classrooms; the reliability was 90% or better.[44]
Teaching Pyramid Observation Tool (TPOT)	Pre-school classrooms	Research/Evaluation	Three separate studies with 174 classrooms. Inter-rater score reliability coefficients were generally acceptable for key practice items. Means percentage scores demonstrated adequate stability. Noteworthy relationships between scores for 10 of 14 TPOT key practice items and overall global classroom quality scores on ECERS-R. TPOT Red Flags subscale had substantial negative relationships with scores for all CLASS domain and dimension scores. Source: EOC, 2015

Appendix C

Assessment	Description	Administration	Validity and Reliability[46]
My Individual Growth Development Indicators (IGDIs)	• Early literacy: picture naming (oral language and vocabulary); rhyming and alliteration (phonological awareness); sound identification (alphabet knowledge); comprehension • Early numeracy: oral counting, number naming, quantity comparison, one-to-one correspondence counting • Designed to support "Response to Intervention" model with whole group, small group and intensive intervention.	• No cost • 10 minutes per child • Currently used in Charleston County School District • Administered in fall, winter and spring • Can be administered by psychologists, teachers, paraprofessionals, volunteers • Age Range: 3-5 years	• Not normed. Reliability: Adequate (.65 to .79). Concurrent validity: Adequate (.50 to .69) • In most instances, preschool administrations of the Early Literacy IGDIs were moderately correlated with kindergarten measures of alphabetic principle and phonological awareness. • Preschool Early Literacy IGDIs was found to be significantly predictive of later outcomes in oral reading fluency both at the end of kindergarten and at the end of first grade. The diagnostic utility of these measures was found to be strong.[47] • Psychometric information available at http://www.myigdis.com/wp-content/uploads/2012/01/Missall-Reschly-et-al-2007.pdf.

Teaching Strategies GOLD	• The first 23 objectives focus on key predictors of school success in the areas of social–emotional, physical, cognitive, oral language, literacy, and math development and learning.	• Ongoing and observation based • Currently used by Head Start and Early Head Start in	• The 2012/2013 technical report was based on a nationally representative norm sample of 18,000 children. It contained children from all 50 states, the District of Columbia, and Puerto Rico. The Center for Educational Measurement and Evaluation

[45] Age range, cost, administration time obtained from April 13 Working Group meeting and Washington State Office of Superintendent of Public Instruction, *A Guide to Assessment in Early Childhood Infancy to Age Eight,"* (2008). http://www.k12.wa.us/earlylearning/pubdocs/assessment_print.pdf.

[46] Reliability refers to the consistency to which a test (or subtest) measures a given construct. In general terms, validity refers to the extent to which one can trust that a test measures what it is intended to measure.

[47] Missall, K., Reschly, A., Betts, J., McConnell, S., Heistad, D., Pickart, M., Sheran, C., Martson, D., "Examination of the Predictive Validity of Preschool Early Literacy Skills," *School Psychology Review* 36, no. 3 (2007): 433-452.

Assessment	Description	Administration	Validity and Reliability[46]
	● The remaining objectives help teachers plan instruction in science and technology, social studies, and the arts, and enable teachers to assess children's English language acquisition.	SC	determined the norm sample from a total of 933,000 children who had scores available using *Teaching Strategies GOLD®* over the 2012/2013 school year. The norm sample contained 3,000 children in each of the six age or class/grade cohorts: birth to 1, 1 to 2, 2 to 3, 3 or preschool, 4 or prekindergarten, and kindergarten. ● The *Teaching Strategies GOLD®* assessment system continues to yield highly valid and reliable results.[48] ● Psychometric information available at http://teachingstrategies.com/content/pageDocs/TS-GOLD-Technical-Summary-2013.pdf.
PALS:Pre-K	● PALS-PreK is a phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. ● The assessment reflects skills that are predictive of future reading success and measures name writing ability, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness. ● PALS consists of three instruments, PALS-PreK (for preschool students), PALS-K (for kindergartners), and PALS 1-3 (for students in Grades 1-3).	· $75 ● Approximately 20- 30 minutes per child ● Currently used in Georgetown School District. ● Can be administered in the fall, winter and spring. ● Administered by teachers who have read the manual and scoring guide. ● Age range is 4 years.	● Not normed. Reliability: High (.80 or higher). Concurrent validity: High (.70 or higher) ● From 2000-2004, four separate pilots have been conducted. Pilot data and data from regular screenings in Virginia's preschools provide evidence of the reliability (including internal consistency and inter-rater reliability) and validity (including content, construct, and criterion-related validity) of PALS-PreK for the purposes for which it was intended. ● Spring developmental ranges suggest a range of performance that may be associated with later reading achievement provide a general guide for educators as they use PALS-PreK to guide the planning and implementation of early literacy instruction. ● Psychometric information available at https://pals.virginia.edu/pdfs/rd/tech/PreK_technical_chapter.pdf

[48]Teaching Strategies GOLD *Technical Summary* (2013) http://teachingstrategies.com/content/pageDocs/TS-GOLD-Technical-Summary-2013.pdf