SC COMMUNITY BLOCK GRANTS FOR EDUCATION PILOT PROGRAM FOR FISCAL YEAR 2019-20

SC Community Block Grants for Education Pilot Program

For the fifth 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 2019-20. Specific grant requirements and mandates are included in Proviso 1.64, attached as Appendix A.

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 innovative, state-of-the-art initiatives and models to improve student learning. Successful proposals will be well-designed and provide a proven track record of improving student performance.

Substantial local leadership and support as well as educator understanding of challenges (supported by data) are integral to the success of local educational initiatives. The Education Pilot Program seeks purposeful, data driven, strategies that will improve children's learning, development and readiness for kindergarten. Proviso 1.64 requires the establishment of a local Community Advisory Committee to guide and assist program leadership and staff throughout the grant cycle. An existing local advisory body with community members can serve as the Community Advisory Committee if it is able to fulfill the Committee's responsibilities.

The National Institute for Early Education Research (NIEER) recently published "The State of Preschool 2018" With its 2018 publication, NIEER introduced a new set of benchmarks that raised standards and reflected a shift toward supports for practices more directly linked to the quality of children's experiences in the classroom.[1] Information about South Carolina in the 2018 NIEER Yearbook may be accessed on the NIEER website at:

http://nieer.org/wp-content/uploads/2019/04/SouthCarolina_YB2018R.pdf.

Available Funding Categories

Total funding available for the Education Pilot Program is $1 million. The Pilot Program is funded with one-time, non-recurring Education Improvement Act revenue.

There are two funding categories and applicants should select only one category:

(A) **New Grants:** If a district has not received this Education Pilot Program grant in the past, it may apply for a new grant. A district may apply for funding to implement a project that is based on a model that has been funded in prior years by the SC Community Block Grants for Education Pilot Program (FY 2015-16 through FY 2018-19) and is a promising practice. **Proposals from districts that have not previously been awarded a grant will be prioritized for funding.**

(B) **Recurring Grants:** If a district has received this Education Pilot Program grant in the past, the district will apply for a recurring grant. Awardees are required to focus on how the request for funding during FY 2019-20 will sustain the project and ensure it will continue after one year of funding if awarded.

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[1] Barnett, B., Frieman-Krauss, A., Weisenfeld, GG., Horowitz, M., Kasmin, R., Squires, J. (2017). The State of Preschool 2016. p.6. National Institute for Early Education Research. New Brunswick, New Jersey: Rutgers University. May be accessed online at: http://nieer.org/wp- content/uploads/2017/08/Executive-Summary_8.21.17.pdf.

Funding Categories

- **All applicants must include a measurable high-quality child-teacher interaction.**
- **The only eligible teacher-child interaction measures are:**
  - o Teaching Pyramid Observation Tool (TPOT), Classroom Assessment Scoring System (CLASS)
  - o Early Childhood Environment Rating Scale – 3rd Edition (ECERS-3)
  - o Early Language and Literacy Classroom Observation (ELLCO)
- More information about specific teacher-child interaction measures may be accessed online at:

  https://www.acf.hhs.gov/sites/default/files/opre/complete_compendium_full.pdf and in **Appendix B.**

- If the proposal is a new applicant, the proposal must be based on ONE of the following promising practices:

  (1) Improve home or school language and literacy environments through the evidence-based program, Learning Environment Analysis (LENA). Cherokee County School District has implemented LENA in home environments since the 2015-16 school year, and Berkeley County School District is implementing LENA in a classroom environment during the 2019-20 school year. Another promising practice is the implementation of Waterford's UPSTART program as a family engagement tool and when used as an enhancement to children enrolled in a four-year-old kindergarten program.

OR

  (2) Implement a teacher-child interaction tool to improve classroom interactions and enhance early literacy or mathematics instruction. Over the past four years, Chesterfield County has implemented ELLCO and is piloting a research-based student mathematics assessment, Research-Based Early Mathematics Assessment (REMA).

OR

  (3) Implement the Pyramid Curriculum developed by the Center for Social Emotional Foundations of Early Learning with ongoing professional development. Utilize the impact of Pyramid Model implementation using the Teaching Pyramid Observation Tool (TPOT), a teacher-child interaction measure focused on social-emotional development. Led by Florence School District One, the Pee Dee Consortium (consisting of eight school districts and Head Start) has implemented this model over the past four years.

Additional Requirements

- No grant may exceed $250,000 annually.
- Matching Funds: Successful proposals will provide at least 10% (ten percent) match, which may be cash or in-kind supports (such as equipment, services, supplies, staff time). Specific cost detail of the match with amounts must be included in the proposal. Districts that have experience with an eligible strategy may be included in a proposal and receive funding as a "mentor" district. Please refer to **Appendix D Project Profiles** for a few examples of district partnerships and mentor districts.

  Match requirements are the responsibility of the school district based on poverty level(s) of

elementary schools for which most (at least 51%) of the 4K students are zoned to attend. See the Poverty Level Sliding Scale Below.

In-kind match is the current cash value of any real property, equipment, goods, or services contributed to a SC Community Block Grant for Education project that would have been an eligible cost under the SC Community Block Grant for Education project if the recipient/sub-recipient was required to pay for such costs with SC Community Block Grant for Education project grant funds. "In-kind" needs to be priced at a stated rate for labor/time, what items are allowed to be counted toward in-kind, and a detailed breakout of actual items being counted toward in-kind. **An estimated cash value for in-kind that does not provide detail is not sufficient.**

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%

Note: Poverty rates should be based on the 2019 Poverty Index provided below.

Priority Points

Public school districts or schools that have a poverty index above 80 percent will receive 10 (ten) priority points, and public school districts or schools that have a low student achievement will receive 10 (ten) priority points if all other grant requirements are met.

Proposals from districts that have not previously been awarded a grant will be prioritized for funding.

Poverty rates are based on the 2019 Poverty Index and may be accessed at:

https://screportcards.ed.sc.gov/files/2019//data-files/.

Student achievement is based on the academic achievement of third grade students in schools where at least 51% (percent) of 4K students are zoned to attend third grade. If the proposed project includes more than one school, provide the school name and achievement data for each. Schools with low student achievement are based on the state average of third grade students who scored "Does Not Meet Expectations" on the 2018-19 SC READY test in English language arts (ELA) or math. "Does Not Meet Expectations" suggests that students need substantial academic support to be prepared for the next grade level.

- In English language arts, if 25 percent or more of the school's third graders scored "Does Not Meet Expectations" on the 2018-19 administration of SC READY ELA, then the school is considered low achieving **OR**
- In math, if 25 percent or more of the school's third graders scored "Does Not Meet Expectations" on the 2018-19 administration of the SC READY mathematics, then the school is considered low achieving.

Selection Process and Timeline

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

- An "intent to apply" is due by **12 noon on August 30, 2019.** The "intent to apply" can be emailed to Bunnie Lempesis Ward at bward@eoc.sc.gov. Please include the name of potential applicant district(s) and primary staff contact information, including name, title, district, work number and email address. **The intent to apply is non-binding and is used to establish communications for subsequent RFP announcements, including webinars and conference calls. Districts are encouraged to submit an "intent to apply" if they are interested in the grant.**

- Informational conference call instructions will be emailed to primary staff contacts included in the "intent to apply." The EOC must receive proposals by **12 noon on October 9, 2019.**

Date and Time	Applicants
August 12, 2019	Grant Application Released.
August 30, 2019 by 12:00 p.m.	Deadline for interested applicants to email an "intent to apply."
September 6, 2019	Interested districts may participate in an informational call or webinar facilitated by EOC.
October 9, 2019 by 12:00 p.m.	Grant proposals are due to the EOC office.
November 15, 2019 in Columbia, S.C.	Some applicants may be selected for a follow-up interview or conference call, conducted by the Grants Committee. Each applicant selected for an interview will be notified of a specific interview or call time, no more than 30 minutes in length.
November 22, 2019	Successful applicants are notified. EOC develops press release.
January 2020	EOC Allocation of grant funds to grantees.
Winter 2020	Grants Orientation Meeting (tentative).

Proposal Selection

Proposals will be reviewed and awarded up to a total of 110 points as outlined below.

	New	**Recurring**
Needs Assessment	10	10
Project Design	10	10
Past Results	0	10
Measurable Goals	10	5
Project Implementation	25	20
Risk and Risk Mitigation strategies	10	10
Budget	10	10
Sustainability	15	15
BONUS POINTS (Per Proviso 1.64)		
Poverty Index of 80 percent or greater	10	10
Low Achievement School(s)	10	10
TOTAL POSSIBLE POINTS	**110**	**110**

Proposal Requirements

- **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.**

- Semiannual grantee reports will be required and must include data and narrative about awarded projects' programmatic progress and financial status. A template will be provided later.

- 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. Footnotes should be no smaller than 10-point font.

- Submitted proposals must be formatted as portrait. Exceptions are: (a) logic model (b) budget templates.

- All illustrations and photos need to use the grayscale. No colors.

- All data presentations are to be numerical charts (e.g., no line graphs, bar charts, or pie charts).

- **Proposals over 20 pages will not be considered**. The 20-page limit does not include (a) letters of support, (b) budget, (c) footnotes or endnotes, (d) cover page, (e) cover sheet, (f) logic model or (g) research supporting proposed project.

- Proposal may use either footnotes or endnotes. Use either MLA (Modern Language Association), APA (American Psychological Association) or Chicago Manual of Style for formatting citations.

- Proposal must label each section of proposal as shown in application and present the sections in the same order given in this application.

- Submit ten three-hole punched, double-sided copies of proposal. Use a staple, paper clip or binder clip each copy; do not package in permanent binders, folders, etc.

- Grant proposals must be mailed or delivered to the SC Education Oversight Committee Office. The mailing address is **P.O. Box 11867, Columbia, SC 29211**. All proposals must be received by the SC Education Oversight Committee Office by **October 9, 2019 at 12 p.m.** The drop off address for the EOC is **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 managed 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.

  o Is the target population experiencing the changes in knowledge, attitudes, behaviors or awareness that your program sought?
  o What are the project's results (outputs and outcomes)?
  o What is the project accomplishing among your target population? How is the project:
    - performing the services or activities planned?
    - reaching the intended target population?
    - reaching the intended number of participants?
    - leading to expected outcomes?
  o How do participants perceive these services and activities?

- Questions or comments may be directed to:

  Bunnie Ward   Hope Johnson-Jones
  Director, Policy Development & Evaluation   Administrative Coordinator
  bward@eoc.sc.gov   hjones@eoc.sc.gov
  (803) 734-2803   (803) 734-6148

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 1.64, 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:** Poverty rates will be based on the 2017 Poverty Index and may be accessed at:
  https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/data-files-for-researchers-2017/.

- **Student Achievement:** based on the academic achievement of third grade students in schools where at least 51% (percent) of 4K students are zoned to attend third grade. If the project includes more than one school, provide the school name and achievement data for each. Low student achievement schools are based on the percentage of students who "Did Not Meet Expectations" on the 2018-19 SC READY in English language arts or math compared to the state average, which will be released this fall.

- **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.**

For **Attachment 5** (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 published 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.

Grant Application

Must submit the application in this order and with these headings:

1   Proposal Summary and Contact Information

- Complete **Cover Page** (**Attachment 1)** and
- Complete **Coversheet (Attachment 2).** Please place Cover Page and Coversheet as first two pages of your proposal.

2   Needs Assessment (10 points)

Describe the need or challenge the project will address. Discuss 3-5 data points over the last 3 years showing measurable need vs. other schools in target area vs state's median/average data. These data points must be relevant to the goals of the grant and clearly show a need greater than normal.

3   Project Design (10 points)

Describe focus area of your project chosen from the three choices below, how it will address the needs assessment, and how the project will help prepare students to be college and career ready. (Show how preparation links to the Profile of the SC Graduate in **Appendix C.)** Provide at least 2 national or internationally published research showing your plan leads to the desired measurable success and is based on best practices and available data. Give full Chicago Manual of Style, MLA or APA citation for all research. Give reason for choosing the specific measure and how fidelity will be tracked.

1. Improve home or school language and literacy environments through the evidence-based program, Learning Environment Analysis (LENA). Cherokee County School District has implemented LENA in home environments since the 2015-16 school year, and Berkeley County School District is implementing LENA in a classroom environment during the 2019-20 school year.

2. Implement a teacher-child interaction tool to improve classroom interactions and enhance early literacy or mathematics instruction. Over the past four years, Chesterfield County has implemented ELLCO and is piloting a research-based student mathematics assessment, Research-Based Early Mathematics Assessment (REMA).

3. Implement the Pyramid Curriculum developed by the Center for Social Emotional Foundations of Early Learning with ongoing professional development. Utilize the impact of Pyramid Model implementation using the Teaching Pyramid Observation Tool (TPOT), a teacher-child interaction measure focused on social-emotional development. Led by Florence School District One, the Pee Dee Consortium (consisting of eight school districts and Head Start) has implemented this model over the past four years.

Also provide the Narrative and Logic Model (Complete **Attachment 3 (Logic Model))**. The Narrative and Logic Model should align. The Narrative provides detail, and the Logic Model summarizes the proposed project with quantifiable and measurable outputs and outcomes. The Logic Model should represent a summary of the proposal narrative and quantify measurable outputs and outcomes. A sample logic model is included but remove the sample from your final proposal submission. Terms used in the Logic Model are defined in the "Useful Definitions" section.

Complete **Attachment 4 (Project Partners).** Explain how partners will help accomplish the project's goals. Letters of support should only be from listed partners.

4   Past Results (For RECURRING APPLICATIONS ONLY) (10 points)

Discuss three to five data points from each prior year that grant had been awarded showing stated goals and actual results. Explain how the prior grant's focus is linked to the chosen data points. Show how the chosen three to five data points are an improvement above that experienced with similar target students in your area not covered by the grant (i.e., grant results versus control results). Also show actual vs. planned budget expenses and explain any significant differences.

5   Measurable Goals (10 points new application, 5 points recurring)

- Any measure sited must be supported by the SCDOE.
- For recurring project proposals: Forecast how three to five of the project outcomes will change, including plans for expansion <u>to at least 20 percent additional students</u>. This should be a data driven versus qualitative discussion.
- For new project proposals: Three to five measurable goals to be achieved within the first 12-24 months that currently have baseline data for comparison purposes.

6   Project Implementation (25 points new application, 20 points recurring)

- Milestones and Timeline:
  Provide a timeline and other relevant information, such as planned technical assistance or professional development.
- Key Personnel and Staff. Describe key personnel and staff and include:

  o   What each listed key individual will be accountable for.

  o   Persons, positions or areas that will report to each key individual.

  o   Percent of time each of the key people overseeing the grant will devote to the project.

  o   Brief biographies of key personnel that must include details regarding their related experience and/or projects.

- Explain selection process for teachers and school for improvement or area of expansion.
- Discuss teacher preparation, support and teacher professional development, identify the projected outcome for professional development and number of students impacted per PD teacher.
  o   Describe the focus and content of proposed professional development.
  o   When and how will professional development be provided?
  o   Estimate total hours of professional development that will be provided.
  o   Who are the target participants for professional development? Quantify the estimated number of participants.
  o   If a recurring project proposal, discuss process to hire and professionally develop teachers, recruit new students, attain needed new space and supplies.
  o   Document the total number of 4K students, and the total percent of 4K students that will be impacted by the implementation of the teacher-student interaction measure.
  o   Evaluate the impact of project professional development on (a) teachers' practice and (b) improvements in children's behavior/performance resulting from their teachers' improved practice.

7   Risk and Risk Mitigation Strategies (10 points)
List three to five potential risks to attaining your desired measurable outcomes. For each risk listed, explain how you will recognize it and possible solutions to mitigate the risk.

8   Budget (10 points)
- **Itemized Budget**: Using Attachment 11.1, provide an itemized budget for each strategy for two time periods: January 2020-June 2020 and July 2020-December 2020. The itemized budget should be aligned with each strategy provided in Attachment 2.2 (Logic Model). Each strategy needs a self-contained/stand-alone budget. Any strategy or goal of the proposal that does not have a detailed budget will be considered incomplete. If proposal is for a recurring grant, provide prior approved project actual expenses and planned expenses so any variance will be clearly detailed. Budgets provided for both time periods should include cash and in-kind match amounts that are consistent with total amounts indicated in **Attachment 4 (Project Partners).**

- **Budget Narrative**: Provide budget narrative that provides additional detail aligned with **Attachments 5.1 and 5.2 (Itemized Budgets).** Organize the budget narrative using each of the budget categories below. Provide evidence of the ability to meet the grant match for each time period.   Any strategy or goal of the proposal that does not have a detailed budget will be considered incomplete.

    o   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.

    o   Purchased Services: Provide specific information about any costs associated with travel, professional development, consultants, evaluation.

    o   Supplies: Detail any supplies requested, including assessments, curricula, student or family materials.

    o   Equipment or Information Technology Needs**:** Detail any expenses associated with the purchase of equipment or information technology.

    o   Other Costs: Specify any other project-related costs, such as transportation.

    o   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 4 (Project Partners).**

9   Sustainability (15 points)
Clearly explain, including existing and potential sources of funding, how this one-year program will continue without additional funding from this grant. Need to show how ongoing expenses will be covered and if any aspects will be removed, why removed.

Attachment 1: Cover Page

Grant Lead School/District Applicant Name:

_____

Project Name:

_____

Type of Grant Request:
☐   New

☐   Recurring

Grant Amount Requested:

_____

One Sentence Description of Project

_____

_____

Attachment 2: Proposal Coversheet

Please indicate if request is New or Recurring:			
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:		2019 Poverty Index for Site:	
Percent of 3rd Graders who scored "Does Not Meet Expectations" on 2018-19 SC READY in ELA		Percent of 3rd Graders who scored "Does Not Meet Expectations" on 2018-19 SC READY in Math	
Project Site 2:		Address:	
Contact Name:		Contact Title:	
Contact Phone:		Contact E-Mail:	
Number Served:		2019 Poverty Index for Site:	
Contact Name:		Contact Title:	
Percent of 3rd Graders who scored "Does Not Meet Expectations" on 2018-19 SC READY in ELA		Percent of 3rd Graders who scored "Does Not Meet Expectations" on 2018-19 SC READY in Math	
Project Site 3:		Address:	
Contact Name:		Contact Title:	
Contact Phone:		Contact E-Mail:	
Number Served:		2019 Poverty Index for Site:	
Percent of 3rd Graders who scored "Does Not Meet Expectations" on 2018-19 SC READY in ELA		Percent of 3rd Graders who scored "Does Not Meet Expectations" on 2018-19 SC READY in Math	
PROPOSED BUDGET and PROJECT SUMMARY			
Total Grant Amount Requested:		**Grant Cash Match Provided:**	
Total Percent of Grant Match Provided:		**Value of In-Kind Match Provided:**	
Brief Description of Proposed Project, including: goal, population served, project focus, anticipated outcomes.			

Attachment 3: Logic Model Template

Problem/Issue				
Goal				
Research/Evidence	Strategies/Intervention	Outputs (include measurable numbers)	Outcomes (1-2 years) (include measurable numbers)	Measures and Assessment Tools
	Strategy 1:			
	Strategy 2:			

Sample Logic Model – Please do not include sample in proposal.

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, there has been a 20% increase in the number of 4K students demonstrating behavioral difficulties. Behavioral issues impact student's readiness for kindergarten. This challenge is validated further by the 4K language and literacy assessment data. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.			
Goal	At four elementary schools that offer 4K, students' kindergarten readiness will improve by Teachers' ability to support the social-emotional needs of their 4K students and the management of their classrooms will improve.			
Research/Evidence	Strategy/Intervention	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Strategy 1: To support students' social-emotional development, enhance educator responsiveness to students' needs. Implement TPOT classroom observation tool.	All 12 4K teachers and 12 4K Teachers Assistants at four schools will participate in a two-day training on social-emotional development. At least 3 district staff and teacher mentors will be trained in TPOT. Beginning in the 2019-20 school year, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations during the school year.	On average, quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance. Measured by number of teacher calls to guardians and parents and the number of teacher referrals to principal, 4K student behavioral issues will improve by 10% during the 2019-20 school year.	TPOT classroom observation scores for teachers and teacher assistants. Data regarding number of student referral to principal and number of teacher calls to guardians and parents for challenging behavior.

Attachment 4: 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]					

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[2] Note: Match contribution amounts should correspond with values provided in Attachments 5.1 and 5.2 (Budget).

Attachment 5.1: Budget Detail for January 2020 – June 2020

Strategy 1: Teacher-Student Interaction Measure (Identify Measure)	All Grant Proposals: Complete Columns A-E					Recurring Education Pilot Program Grant Proposals: Also Complete Columns F-H		
	(A) Education Pilot Program Grant Request Amount	(B) Proposer Cash Match Funds	(C) Proposer In-Kind Match Funds	(D) Project Subtotal	(E) Percent of Total Project Cost	(F) Prior Education Pilot Program Amount Awarded	(G) Prior Education Pilot Program Amount Expended	(H) Variance between Column (6) & Column (7)
Salaries								
Project Staff 1: (Name or Position)	$0			$0				$0
Project Staff 2: (Name or Position)				$0				$0
Project Staff 3: (Name or Position)				$0				$0
Salaries Total	**$0**	**$0**	**$0**	**$0**	**100.0%**	**$0**	**$0**	**$0**
Benefits								
Benefits for Project Staff 1:				$0				$0
Benefits for Project Staff 2:				$0				$0
Benefits for Project Staff 3:				$0				$0
Benefits Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
Purchased Services								
Purchased Service 1: Specify				$0				$0
Purchased Service 2: Specify				$0				$0
Purchased Service 3: Specify				$0				$0
Purchased Services Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
Supplies								
Supply Item 1: Specify				$0				$0
Supply Item 2: Specify				$0				$0
Supply Item 3: Specify				$0				$0

Strategy 1: Teacher-Student Interaction Measure (Identify Measure)	All Grant Proposals: Complete Columns A-E					Recurring Education Pilot Program Grant Proposals: Also Complete Columns F-H		
	(A) Education Pilot Program Grant Request Amount	(B) Proposer Cash Match Funds	(C) Proposer In-Kind Match Funds	(D) Project Subtotal	(E) Percent of Total Project Cost	(F) Prior Education Pilot Program Amount Awarded	(G) Prior Education Pilot Program Amount Expended	(H) Variance between Column (6) & Column (7)
Supplies Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Equipment								
Equipment Item 1: Specify				$0				$0
Equipment Item 2: Specify				$0				$0
Equipment Item 3: Specify				$0				$0
Equipment Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Other Expenses								
Expense 1: Specify				$0				$0
Expense 2: Specify				$0				$0
Expense 3: Specify				$0				$0
Other Expenses Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Strategy 1 Total	**$0**	**$0**	**$0**	**$0**	**100.0%**	$0	$0	$0

Strategy 2: Project Focus	Education Pilot Program Grant Request Amount	Proposer Cash Match Funds	Proposer In-Kind Match Funds	Project Subtotal	Percent of Total Project Cost	(F) Prior Education Pilot Program Amount Awarded	(G) Prior Education Pilot Program Amount Expended	(H) Variance between Column (6) & Column (7)
			Salaries					
Project Staff 1: (Name or Position)				$0				$0
Project Staff 2: (Name or Position)				$0				$0
Project Staff 3: (Name or Position)				$0				$0
Salaries Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
			Benefits					
Benefits for Project Staff 1:				$0				$0
Benefits for Project Staff 2:				$0				$0
Benefits for Project Staff 3:				$0				$0
Benefits Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
			Purchased Services					
Purchased Service 1: Specify				$0				$0
Purchased Service 2: Specify				$0				$0
Purchased Service 3: Specify				$0				$0
Purchased Services Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
			Supplies					
Supply Item 1: Specify				$0				$0
Supply Item 2: Specify				$0				$0
Supply Item 3: Specify				$0				$0
Supplies Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
			Equipment					
Equipment Item 1: Specify				$0				$0
Equipment Item 2: Specify				$0				$0

Strategy 2: Project Focus	Education Pilot Program Grant Request Amount	Proposer Cash Match Funds	Proposer In-Kind Match Funds	Project Subtotal	Percent of Total Project Cost	(F) Prior Education Pilot Program Amount Awarded	(G) Prior Education Pilot Program Amount Expended	(H) Variance between Column (6) & Column (7)
Equipment Item 3: Specify				$0				$0
Equipment Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Other Expenses								
Expense 1: Specify				$0				$0
Expense 2: Specify				$0				$0
Expense 3: Specify				$0				$0
Other Expenses Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Strategy 2 Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Project Grand Total	**$4**	**$0**	**$0**	**$4**		**$0**	**$0**	**$0**

NOTE: Attachment 11.1: Budget Detail for both time periods (1) January 2020-June 2020 and (2) July 2020-December 2020 should be formatted the same. Template also available in Excel. Please contact Bunnie Lempesis Ward at bward@eoc.sc.gov.

Attachment 5.2: Budget Detail for July 2020 – December 2020

Strategy 1: Teacher-Student Interaction Measure (Identify Measure)	All Grant Proposals: Complete Columns A-E					Recurring Education Pilot Program Grant Proposals: Also Complete Columns F-H		
	(A) Education Pilot Program Grant Request Amount	(B) Proposer Cash Match Funds	(C) Proposer In-Kind Match Funds	(D) Project Subtotal	(E) Percent of Total Project Cost	(F) Prior Education Pilot Program Amount Awarded	(G) Prior Education Pilot Program Amount Expended	(H) Variance between Column (6) & Column (7)
Salaries								
Project Staff 1: (Name or Position)	$0			$0				$0
Project Staff 2: (Name or Position)				$0				$0
Project Staff 3: (Name or Position)				$0				$0
Salaries Total	**$0**	**$0**	**$0**	**$0**	**100.0%**	**$0**	**$0**	**$0**
Benefits								
Benefits for Project Staff 1:				$0				$0
Benefits for Project Staff 2:				$0				$0
Benefits for Project Staff 3:				$0				$0
Benefits Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
Purchased Services								
Purchased Service 1: Specify				$0				$0
Purchased Service 2: Specify				$0				$0
Purchased Service 3: Specify				$0				$0
Purchased Services Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
Supplies								
Supply Item 1: Specify				$0				$0
Supply Item 2: Specify				$0				$0

Strategy 1: Teacher-Student Interaction Measure (Identify Measure)	All Grant Proposals: Complete Columns A-E					Recurring Education Pilot Program Grant Proposals: Also Complete Columns F-H		
	(A) Education Pilot Program Grant Request Amount	**(B) Proposer Cash Match Funds**	**(C) Proposer In-Kind Match Funds**	**(D) Project Subtotal**	**(E) Percent of Total Project Cost**	(F) Prior Education Pilot Program Amount Awarded	(G) Prior Education Pilot Program Amount Expended	(H) Variance between Column (6) & Column (7)
Supply Item 3: Specify				$0				$0
Supplies Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Equipment								
Equipment Item 1: Specify				$0				$0
Equipment Item 2: Specify				$0				$0
Equipment Item 3: Specify				$0				$0
Equipment Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Other Expenses								
Expense 1: Specify				$0				$0
Expense 2: Specify				$0				$0
Expense 3: Specify				$0				$0
Other Expenses Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Strategy 1 Total	**$0**	**$0**	**$0**	**$0**	**100.0%**	$0	$0	$0

Strategy 2: Project Focus	Education Pilot Program Grant Request Amount	Proposer Cash Match Funds	Proposer In-Kind Match Funds	Project Subtotal	Percent of Total Project Cost	(F) Prior Education Pilot Program Amount Awarded	(G) Prior Education Pilot Program Amount Expended	(H) Variance between Column (6) & Column (7)
Salaries								
Project Staff 1: (Name or Position)				$0				$0
Project Staff 2: (Name or Position)				$0				$0
Project Staff 3: (Name or Position)				$0				$0
Salaries Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
Benefits								
Benefits for Project Staff 1:				$0				$0
Benefits for Project Staff 2:				$0				$0
Benefits for Project Staff 3:				$0				$0
Benefits Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
Purchased Services								
Purchased Service 1: Specify				$0				$0
Purchased Service 2: Specify				$0				$0
Purchased Service 3: Specify				$0				$0
Purchased Services Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
Supplies								
Supply Item 1: Specify				$0				$0
Supply Item 2: Specify				$0				$0
Supply Item 3: Specify				$0				$0
Supplies Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	**$0**	**$0**	**$0**
Equipment								
Equipment Item 1: Specify				$0				$0
Equipment Item 2: Specify				$0				$0

Strategy 2: Project Focus	Education Pilot Program Grant Request Amount	Proposer Cash Match Funds	Proposer In-Kind Match Funds	Project Subtotal	Percent of Total Project Cost	(F) Prior Education Pilot Program Amount Awarded	(G) Prior Education Pilot Program Amount Expended	(H) Variance between Column (6) & Column (7)
Equipment Item 3: Specify				$0				$0
Equipment Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Other Expenses								
Expense 1: Specify				$0				$0
Expense 2: Specify				$0				$0
Expense 3: Specify				$0				$0
Other Expenses Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Strategy 2 Total	**$0**	**$0**	**$0**	**$0**	**0.0%**	$0	$0	$0
Project Grand Total	**$4**	**$0**	**$0**	**$4**		**$0**	**$0**	**$0**

Resource Guide

Appendix A

Proviso 1.64: SC Community Block Grants for Education Pilot Program

1.64.   (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, social and emotional, and numeracy readiness of children; and (4) engage families in improving their children's readiness.

Appendix B: Comparison of Assessments that Measure Quality of Teacher-Child Interactions[3]
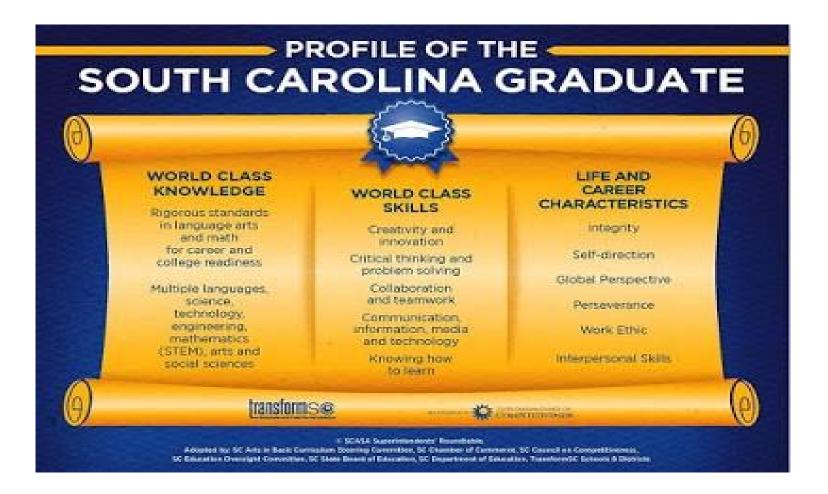
Assessment/ Measure	Ages Served and Learning Environment	Primary Purpose and Administration	Reliability and Validity
Classroom Assessment Scoring System (CLASS)	Two versions are available: pre- school classroom and a K-3 classroom	• Program Improvement/ Evaluation • Observer must attend a training session 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.

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[3] Halle, T., Vick Whittaker, J. E., & Anderson, R. (2010). Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition. Washington, DC: Child Trends. Prepared by Child Trends for the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. May be accessed online at: https://www.acf.hhs.gov/sites/default/files/opre/complete_compendium_full.pdf.

Assessment/ Measure	Ages Served and Learning Environment	Primary Purpose and Administration	Reliability and Validity
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.
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.

APPENDIX C: Profiles of SC Graduate

APPENDIX D: Project Profiles

Cherokee County School District

Community Block Grant Strategy

This is the third year of funding for Cherokee County School District. In this grant cycle, Cherokee continued with a two-pronged focus: 1.To improve home language and literacy environments through an evidence-based parenting program, Talk to Me (child-parent interactions measured with a LENA device) and 2. To increase high quality child-teacher interactions through the Powerful Interactions professional development model as measured by the CLASS instrument. Through the Powerful Interactions professional development, Cherokee 4K teachers have developed awareness and tools that support their mental presence in the classroom by focusing on building and furthering relationships in daily interactions with their students. Strategies for these interactions include mirror talk, asking questions, and using rich language to stimulate children's language development. Coaches and administration have worked to build strengths-based learning partnerships with their teachers and to deepen their understanding of effective early childhood practices. The Talk to Me program uses LENA devices to measure the amount of adult words and the amount of conversational turns (or parent/child interactions within a back and forth conversation) occurring across a typical day. In LENA Start (n=93 families), participants meet in a group setting which allows for increased connections between families and opportunities for parents to compare and reflect on their progress during the week. In LENA Home (n=78 families), facilitators travel to participant homes to work individually on weekly Talk to Me lessons, which provides a more individualized experience and allows for those who have diffuculty traveling to participate.

Outcomes

- Increase in all three CLASS observational domains from fall 2018 to spring 2019
- Increase in adult word counts (32%) and conversational turns (8%) among LENA Start families
- Increase in adult word counts (36%) and conversational turns (14%) among LENA Home families
- Lower talk famlies participating in LENA Start and LENA Home increased at higher rates closing the word gap between higher and lower talk families
- Increase of 22 percentile points in language development among students participating in LENA Snapshot resulting in move from below average to approximately 70th percentile among these students/families
- Daily integration of reading to children among participants as well as regular use of songs and rhyming and open-ended questions

Amount of Funding: $206,857

2018 County Enrollment Data

Kindergarten Enrollment: 676
Full-Day 4K Enrollment School: 238
Full-Day 4K Enrollment Licensed Child Care (First Steps): 29
4-year-old Head Start Enrollment: 112

4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessments. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

KRA 2017 and 2018 Results

Cherokee School District KRA data in 2017 and 2018 are similar with a slight decrease (-2%) in the percentage of children in the "Emerging" category from 2017 to 2018 and a slight increase (+1%) in the "Demonstrating" category from 2017 to 2018. The percentages of children in each category in 2018 are somewhat similar to the overall state averages in each category with a higher percentage of children (+3%) in the "Emerging" category and "Approaching" category (+3%) in Cherokee County School District compared to all South Carolina children and a lower percentage of children (-7%) in the "Demonstrating" category compared to all South Carolina children.

Cherokee	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
Overall	*30%*	*28%*	*41%*	*41%*	*29%*	*30%*
Social Foundations	29%	24%	25%	27%	46%	49%
Language and Literacy	28%	30%	45%	42%	27%	28%
Mathematics	39%	39%	39%	40%	22%	21%
Physical Development and Well-Being	31%	29%	24%	24%	45%	47%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
Overall	*26%*	*25%*	*38%*	*38%*	*36%*	*37%*
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

4K 2017-2018 Results

Cherokee GOLD Assessment Results (Beginning of Year and End of Year)

	BOY (N=371)		EOY (N=331)	
Skill	Scale Mean	% Meet or Exceed (National Norm)	Scale Mean	% Meet or Exceed (National Norm)
Language	314.9	0	431.1	1.5
Literacy	475.8	23.8	635.1	68.0

District Reported Outputs: Cherokee

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
23	72

Number of Schools, Classrooms, and Students Influenced by Professional Development

Schools	Classrooms	Students
11	19	380

Teacher-Child Interaction Measure: Cherokee

Classroom Assessment Scoring System (CLASS) Results (1-7 scale)

Emotional Support (1-7 scale)		Classroom Organization (1-7 scale)		Instructional Support (1-7 scale)		Number of Classrooms
Pre	Post	Pre	Post	Pre	Post	
6.0	6.5	5.8	6.3	4.7	5.4	18

Number of Schools, Classrooms, and Students Influenced by CLASS

Schools	Classrooms	Students
11	19	380

Parent-Child Interaction Measure: Cherokee

Results from LENA

LENA Model	Percentile of Adult Words		Percentile of Conversational Turns		Number of Families
	Pre	Post	Pre	Post	
Home	30th	62nd	50th	58th	78
Start	39th	75th	48th	62nd	93

District Reported Outcomes: Cherokee

Two main goals were outlined by Cherokee County School District in their grant proposal.

Goal 1: Powerful Interactions professional development model measured through CLASS

A total of 19 classrooms across 11 schools participated in professional development (including those in administrative positions such as literacy coaches, principals, and assistant principals). Through this intervention, 72 participants attended 23 professional development experiences.

Results from CLASS show an overall increase across all three scales (Emotional Support, Classroom Organization, and Instructional Support). The stated grant proposal goal for CLASS was for teachers across the district to average a 5.5 on each subscale. Cherokee exceeded this goal for Emotional Support (mean=6.5) and Classroom Organization (mean=6.3) and achieved a 5.4 on Instructional Support.

Goal 2: Talk to Me Cherokee intervention as measured by LENA Start and Home

Two iterations of a 13-week (semester-long) intervention focused on increasing and supporting family literacy/language interactions were implemented with families in either home environments (LENA Home) or group environments (LENA Start).

LENA Home participants (N= 78) increased by 32% in adult word count while conversational turns increased by 8%. However, lower talk families (N=46), conversational turns increased 19%. LENA Start participants (n= 93) increased by 36% in adult word count while conversational turns increased by 14%. Lower talk families (n=44) increased 23 percentile points. This increase closed the gap between the graduates from lower talk families.

The Snapshot is a parent questionnaire that measures a child's receptive and expressive language development. Students participating in the LENA Snapshot showed 22 percentile points growth in language development which took lower talk families from below average to approximately 70th percentile. Rather than falling further behind they are catching up with their peers.

Families were also surveyed regarding their language and literacy practices with their children. Based on the participants surveyed, 100% reported that they read or look at books daily with their child, 95% reported using songs and rhymes, and 60% reported they used open-ended questions after the Talk to Me intervention.
_____

Chesterfield County School District

Community Block Grant Strategy

Building on two previous Community Block Grants that provided additional 4K full-day classrooms, Chesterfield County School District implemented the Early Language and Literacy Tool (ELLCO) for the third consecutive year as well as the Classroom Observation of Early Mathematics—Environment and Teaching (COEMET) in prekindergarten and kindergarten classrooms to focus on teacher-child interactions and enhance early literacy and mathematics instruction. ELLCO results continued to lead to books being purchased for school and home-based use to facilitate repeated reading strategy used within all prekindergarten and kindergarten classrooms. While useful training and professional development occurred through COEMET, the district, in collaboration with the early mathematics professional development coach, determined that COEMET was not the best fit for the district's needs related to early mathematics. Interrater reliability was difficult to achieve with the COEMET, and administrators and teachers found it difficult to understand and incorporate aspects of the COEMET into daily teaching practices. The district will be using the Research-based Early Mathematics Assessment (REMA) in 2019-2020. In addition, the district will be expanding CERDEP to include 7 schools and 12 classrooms in 2019-2020 (compared to 3 schools and 7 classrooms in 2018-19).

Outcomes

- Increase in percentages of children meeting or exceeding expectations in all eight PALS domains from 2017-2018 district-based prekindergarten cohort to 2018-2019 district-based prekindergarten cohort with 88% to 98% of children meeting or exceedng expectations in the PALS domains by the end of prekindergarten in 2019
- Increase in ELLCO average classroom observation results of 0.5 point (5-point scale) from fall 2018 to spring 2019 in General Classroom Environment and Language/Literacy
- Increase in percentage of classrooms receiving the highest possible score within subdomains of ELLCO in 2018-2019: 75% of classrooms received highest possible score in Classroom Structure and Language; 67% of classrooms received highest possible score in Curriculum; and 50% of classrooms received highest possible score in Books and Print/Writing
- Increase of 9% in "Demonstrating Readiness" category on Kindergarten Readiness Assessment from 2017-2018 prekindergarten cohort to 2018-2019 prekindergarten cohort
- Increase of overall percentage of entering kindergarteners in the "Demonstrating Readiness" category from 20% in 2017 to 27% in 2018

Amount of Funding: $105,613

2018 County Enrollment Data

Kindergarten Enrollment: 517
Full-Day 4K Enrollment School: 130
Full-Day Enrollment in Licensed Child Care (First Steps): 3
4-year-old Head Start Enrollment: 112

4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessments. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

KRA 2017 and 2018 Results

Chesterfield County School District KRA data demonstrate decreases in the percentage of children in the "Emerging" category (-1%) and "Approaching" category (-6%) from 2017 to 2018 and an increase in the "Demonstrating" category (+7%) from 2017 to 2018. The percentages of children in each category in 2018 are lower than the overall state averages in each category with a higher percentage of children (+6%) in the "Emerging" category in Chesterfield County School District compared to all South Carolina children and a lower percentage of children (-9%) in the "Demonstrating" category compared to all South Carolina children. However, Chesterfield County School District had a higher percentage change in the "Demonstrating" category (+7%) than all South Carolina children (+1%).

Chesterfield	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
Overall	*33%*	*32%*	*47%*	*41%*	*20%*	*27%*
Social Foundations	30%	30%	28%	26%	42%	44%
Language and Literacy	29%	29%	48%	45%	23%	26%
Mathematics	51%	45%	34%	40%	15%	15%
Physical Development and Well-Being	36%	28%	25%	25%	39%	47%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
Overall	*26%*	*25%*	*38%*	*38%*	*36%*	*37%*
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

4K 2017-18 Results

Chesterfield PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=248)		EOY (N=237)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	3.0	22.2	6.4	92.4	5-7
Alphabet Uppercase	26	6.4	20.2	21.0	83.2	12-21
Alphabet Lowercase	26	5.0	19.8	19.9	85.2	9-17
Letter Sounds	26	2.3	19.0	16.9	89.9	4-8
Begin. Sound Aware.	10	2.9	26.3	8.4	88.6	5-8
Print/Word Aware.	10	3.5	9.7	8.2	84.4	7-9
Rhyme Aware.	10	3.2	23.2	7.4	83.5	5-7
Nursery Rhyme Aware.	10	3.3	14.2	8.1	88.2	6-10

District Reported Outputs: Chesterfield

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
17	240

Number of Schools, Classrooms, and Students Influenced by Professional Development

Schools	Classrooms	Students
11	31	620

Teacher Child Interaction Measure: Chesterfield

Early Language & Literacy Classroom Observation (ELLCO) Results (1-5 scale)

General Classroom Environment (1-5 scale)		Language and Literacy (1-5 scale)		Number of Classrooms
Pre	Post	Pre	Post	
4.3	4.8	4.4	4.9	12

Number of Schools, Classrooms, and Students Influenced by ELLCO

Schools	Classrooms	Students
7	12	240

District Reported Outcomes: Chesterfield

One focus goal was highlighted by Chesterfield School District in the 2017-2018 Community Block Grant proposal.

Goal 1: Improve the current 4K curriculum and teacher practices to promote meaningful learning experiences related to communication, numeracy, and literacy.

PALS End of Year Results 2018 and 2019

Domain	Spring 2018	Spring 2019
Name Writing	92%	98%
Uppercase Alphabet	83%	88%
Lowercase Alphabet	85%	90%
Letter Sounds	90%	92%
Beginning Sound Awareness	89%	93%
Print and Word Awareness	84%	91%
Rhyme Awareness	84%	88%
Nursery Rhyme Awareness	88%	95%

Based on spring 2019 PALS results, the percent meeting or exceeding developmental ranges by the end of 4K exceeded 80% in all eight domains (goal was 80%). In addition, the percent meeting or exceeding ranges improved across all domains from 2018 percentages.

Based on the analysis of ELLCO results across three years (2016-2017, 2017-2018, and 2018-2019), classroom interactions and environment have improved in all 12 classrooms. In 2016-2017, no classroom received the highest possible score in any of the five ELLCO domains; whereas, in 2018-2019, 75% of classrooms received the highest possible score in Classroom Structure and Language; 67% of classrooms received the highest possible score in Curriculum; and 50% of classrooms received the highest possible score in Books and Print/Writing.

Chesterfield uses KRA to explore progress as each cohort of 4K children (enrolled in 12 4K CERDEP or district-based classrooms) enters kindergarten. In 2017, 27.9% of kindergarteners (n=215) who attended 4K (CERDEP or district-supported) "Demonstrated Readiness." This was approximately 8% higher than the overall percentage of kindergarteners in Chesterfield School District who "Demonstrated Readiness" in 2017. In 2018, 37% of kindergartners (n=192) who attended district-based 4K "Demonstrated Readiness," which is a 9% increase from 2017 in readiness among children who attended 4K.

Pee Dee Consortium

Community Block Grant Strategy

Expanding coalition of school districts across the Pee Dee area from seven school districts and Head Start (Florence 1, Florence 2, Florence 3, Florence 4, Dillon 3, Dillon 4, and Marion) to include the Darlington School District. This coalition prioritizes social-emotional development through ongoing professional development focused on the Pyramid Curriculum and the implementation of the Teaching Pyramid Observation Tool (TPOT) with optional poverty training for certain districts within the consortium. Emphasis for the 2018-19 year focused on establishing fidelity across multiple assessors for the TPOT, providing clear examples through coaching for participants to bridge theory to practice on establishing high quality social-emotional environments, and supporting a new district as they began the model of professional development.

Outcomes

- Increase in TPOT scores for the districts on Key Practice Items 8-11, which measure the teacher's intentional teaching of social skills, were as follows: Florence 1 = 24.5%, Florence 2 = 11.75%, Florence 3 = 1.68%, Dillon 3 = 21.5%, Dillon 4 = 15.3%, Marion = 27.9%, Darlington = 86.7%
- Positive correlation found between TPOT scores and the amount of professional development for teachers on the targeted topics related to the Key Practices of intentional teaching of social emotional skills. Darlington teachers had more hours of teacher training than other districts (it was their first year of implementation). Florence 1 had more on-going coaching/technical assistance with weekly goals
- Increase in most districts/programs on TPOT Key Practice 3, which evaluates Teacher-Child Interactions. Pre to post data on Key Practice 3 indicated that all districts scored high with most making improvements. The average pre and post scores for each program were as follows: Florence 1 =86 pre, 90 post, Fl 2 = 93 pre, 93 post, Florence 3 = 86 pre, 86 post, Dillon 3= 93 pre, 94 post, Dillon 4= 80 pre, 84 post, Marion=85 pre, 95 post, Darlington=77 pre. 85 post, Head Start= 89 pre, 90 post
- Improvements in student behavior based on TPOT data. Combined scores across districts showed a decrease of 37% in incidences of challenging behavior exhibited by 4K children
- More than 95% of teachers in the three districts participating in this project attended some or all of the 15 PD sessions on Teaching Children of Poverty
- Growth on PALS from beginning to end of year in all districts. Scores across indicators ranged from 64% to 95% of children meeting or exceeding expectations by the end of year

Amount of Funding: $187,350

2018 County Enrollment Data

Darlington
Kindergarten Enrollment: 643
Full-Day 4K Enrollment School: 193

Florence
Kindergarten Enrollment: 1,761
Full-Day 4K Enrollment School: 489

Full-Day 4K Enrollment in Licensed Child Care (First Steps): 32

4-year-old Head Start Enrollment: 137

Dillon
Kindergarten Enrollment: 438
Full-Day 4K Enrollment School: 158
Full-Day 4K Enrollment in Licensed Child Care (First Steps): 59
4-year-old Head Start Enrollment: 79

Full-Day 4K Enrollment in Licensed Child Care (First Steps): 215

4-year-old Head Start Enrollment: 196

Marion
Kindergarten Enrollment: 311
Full-Day 4K Enrollment School: 95
Full-Day 4K Enrollment in Licensed Child Care (First Steps): 89
4-year-old Head Start Enrollment: 60

4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessment. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

KRA 2017 and 2018 Results

The KRA data focuses on Florence 1 and 2 School Districts as these were among the original districts in Year 1 of the Community Block Grant initiative. Student 4K outcome data are provided for each district in the Pee Dee Consortia.

Florence 1 School District KRA data show a decrease (-6%) in the percentage of children in the "Emerging" category from 2017 to 2018 and a slight increase (+3%) in the "Demonstrating" category from 2017 to 2018. Florence 2 School District data show an increase (+2% in each) in "Emerging" and "Approaching" categories and a decrease (-4%) in the "Demonstrating" category. It is important to note that Florence 1 and Florence 2 show overall growth in "Social Foundations" (+5% in Florence 1 and +17% in Florence 2 in the "Demonstrating" category), which was the priority focus for this grant.

The percentages of children in each category in 2018 are somewhat different than overall state averages in each category with higher percentages of children (+11% and +9%) in the "Emerging" category in Florence 1 and Florence 2 School Districts in 2018 compared to all South Carolina children and a lower percentage of children (-14% and -17%) in the "Demonstrating" category compared to all South Carolina children.

Florence 1	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
Overall	*42%*	*36%*	*38%*	*41%*	*20%*	*23%*
Social Foundations	41%	37%	29%	28%	30%	35%
Language and Literacy	38%	36%	42%	45%	19%	20%
Mathematics	42%	36%	37%	42%	21%	22%
Physical Development and Well-Being	46%	39%	24%	24%	30%	37%

Florence 2	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
Overall	*35%*	*37%*	*41%*	*43%*	*24%*	*20%*
Social Foundations	48%	47%	35%	19%	18%	35%
Language and Literacy	24%	31%	50%	47%	26%	22%
Mathematics	33%	37%	33%	37%	35%	26%
Physical Development and Well-Being	36%	44%	24%	16%	40%	40%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
Overall	*26%*	*25%*	*38%*	*38%*	*36%*	*37%*
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

4K 2017-18 Results

Darlington PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=294)		EOY (N=274)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	2.6	22.0	6.5	95.6	5-7
Alphabet Uppercase	26	5.7	20.1	20.9	86.9	12-21
Alphabet Lowercase	26	3.7	17.7	19.4	86.9	9-17
Letter Sounds	26	1.0	9.9	12.7	83.6	4-8
Begin. Sound Aware.	10	1.4	12.2	7.9	83.9	5-8
Print/Word Aware.	10	3.0	13.9	8.0	80.3	7-9
Rhyme Aware.	10	2.1	14.6	7.0	78.1	5-7
Nursery Rhyme Aware.	10	3.3	18.5	8.8	94.2	6-10

Dillon 3 PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=97)		EOY (N=93)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	3.1	27.9	6.0	82.8	5-7
Alphabet Uppercase	26	8.1	26.8	19.2	77.4	12-21
Alphabet Lowercase	26	6.5	29.9	18.4	76.3	9-17
Letter Sounds	26	4.0	36.1	15.8	81.7	4-8
Begin. Sound Aware.	10	4.1	42.3	8.2	84.9	5-8
Print/Word Aware.	10	4.6	32.0	7.9	77.4	7-9
Rhyme Aware.	10	4.0	35.1	7.0	76.3	5-7
Nursery Rhyme Aware.	10	4.5	36.8	6.9	71.4	6-10

Dillon 4 PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=97) Mean	BOY (N=97) % Meet or Exceed EOY Expectation	EOY (N=93) Mean	EOY (N=93) % Meet or Exceed EOY Expectation	EOY Developmental Expectation
Name Writing	7	1.8	14.2	6.4	92.4	5-7
Alphabet Uppercase	26	3.1	10.0	21.1	87.3	12-21
Alphabet Lowercase	26	2.2	9.2	19.9	89.0	9-17
Letter Sounds	26	0.8	4.2	15.5	90.7	4-8
Begin. Sound Aware.	10	1.6	16.8	7.2	81.4	5-8
Print/Word Aware.	10	2.7	10.8	7.3	64.6	7-9
Rhyme Aware.	10	2.5	17.4	7.1	80.5	5-7
Nursery Rhyme Aware.	10	3.5	29.2	8.7	94.9	6-10

Florence 1 PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=364) Mean	BOY (N=364) % Meet or Exceed EOY Expectation	EOY (N=330) Mean	EOY (N=330) % Meet or Exceed EOY Expectation	EOY Developmental Expectation
Name Writing	7	2.6	22.0	6.4	91.3	5-7
Alphabet Uppercase	26	7.4	29.4	21.3	87.3	12-21
Alphabet Lowercase	26	5.8	27.9	20.1	89.1	9-17
Letter Sounds	26	1.7	13.8	16.1	92.7	4-8
Begin. Sound Aware.	10	2.0	19.9	8.8	93.6	5-8
Print/Word Aware.	10	3.2	13.4	8.5	90.0	7-9
Rhyme Aware.	10	2.5	20.8	7.6	83.6	5-7
Nursery Rhyme Aware.	10	3.7	25.3	8.2	90.3	6-10

Florence 2 PALS Assessment Results (Beginning of Year and End of Year)

		BOY (N=55)		EOY (N=53)		
Skill	Total Possible Points	Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	EOY Developmental Expectation
Name Writing	7	2.5	21.9	5.8	83.0	5-7
Alphabet Uppercase	26	7.1	27.3	16.4	69.8	12-21
Alphabet Lowercase	26	3.4	16.7	14.3	66.0	9-17
Letter Sounds	26	1.3	10.6	10.6	78.0	4-8
Begin. Sound Aware.	10	2.8	27.3	9.2	94.3	5-8
Print/Word Aware.	10	4.1	14.6	7.6	79.2	7-9
Rhyme Aware.	10	2.7	26.1	6.2	66.0	5-7
Nursery Rhyme Aware.	10	4.4	40.7	8.1	81.1	6-10

Florence 3 IGDIs Assessment Results (Beginning of Year and End of Year)

	BOY (N=98)		EOY (N=92)	
Skill	Scale Mean	% Cut Range or Tier 1	Scale Mean	% Cut Range or Tier 1
Picture Naming	47.0	67.4	50.5	94.6
Rhyming	41.9	25.5	49.5	67.4
Sound Identification	45.1	34.7	53.8	85.9
Which One Doesn't Belong	45.0	38.7	51.0	85.9

Florence 4 IGDIs Assessment Results (Beginning of Year and End of Year)

	BOY (N=31)		EOY (N=27)	
Skill	Scale Mean	% Cut Range or Tier 1	Scale Mean	% Cut Range or Tier 1
Picture Naming	46.5	51.7	50.4	92.6
Rhyming	44.3	33.3	48.1	66.7
Sound Identification	45.2	16.7	53.0	88.9
Which One Doesn't Belong	46.6	59.1	51.3	100.0

Marion GOLD Assessment Results (Beginning of Year and End of Year)

	BOY (N=162)		EOY (N=155)	
Skill	Scale Mean	% Meet or Exceed (National Norm)	Scale Mean	% Meet or Exceed (National Norm)
Language	339.3	0	495.1	18.1
Literacy	497.4	40.1	694.6	89.0

District Reported Outputs: Pee Dee Consortium

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
108	1,115

Number of Schools, Classrooms, and Students Influenced by Professional Development

Schools	Classrooms	Students
29	113	1,808

Teacher-Child Interaction Measure: Pee Dee Consortium

Teaching Pyramid Observation Tool (TPOT) Results

Key Practices (Average)		Red Flags (Number)		Incidents (Number)		Effective Strategies (Number)		Number of Classrooms
Pre	*Post*	*Pre*	*Post*	*Pre*	*Post*	*Pre*	*Post*	
77%	83%	124	57	65	21	32	21	113

Number of Schools, Classrooms, and Students Influenced by TPOT

Schools	Classrooms	Students
29	113	1,808

District Reported Outcomes

The Pee Dee Consortium outlined four main goals in their grant proposal related to teacher practices, professional development, student behavior, and student outcomes.

Goal 1: Intentional teaching of social-emotional skills using Pyramid model practices and the quality of teacher/child interactions will be evident on the TPOT with improvements in this area from Fall to Spring by at least 10%.

Intentional Teaching: TPOT Summary reports from each district were analyzed to find the average scores from TPOTs on the Key Practice Items 8 – 11, which measures the teacher's intentional teaching of social skills. The average of Pre to Post growth in scores for the districts were as follows: Florence 1 = 24.5%, Florence 2 = 11.75%, Florence 3 = 1.68%, Dillon 3 = 21.5%, Dillon 4 = 15.3%, Marion = 27.9%, Darlington = 86.7%.

❖ This was Year 1 of the project for Darlington School District, which showed greatest improvement. Of the 8 participating school districts, one district (Florence 4) with 1 classroom did not have a Spring TPOT. (The Fall scores for that classroom were high with a score of 92). Head Start data on the Key Practices 8 – 11 indicated an average improvement of 25.3%.

❖ Data indicated that there was a positive correlation between the scores and the amount of professional development for teachers on the targeted topics related to the Key Practices of intentional teaching social emotional skills. Darlington teachers had more hours of teacher training than other districts. Florence 1 had more on-going coaching/technical assistance with weekly goals.

Quality of teacher/child interactions: TPOT Key Practice 3 specifically evaluates Teacher-Child Interactions. An analysis of the pre and post data on Key Practice 3 indicated that all districts scored high with all but two making improvements, and those two scored the same on pre and post TPOT. The average pre and post scores for each program were as follows: Florence 1 =86 pre, 90 post, Fl 2 = 93 pre, 93 post, Florence 3 = 86 pre, 86 post, Dillon 3= 93 pre, 94 post, Dillon 4= 80 pre, 84 post, Marion=85 pre, 95 post, Darlington=77 pre. 85 post, Head Start= 89 pre, 90 post.

❖ While the improvement on this Key Practice measuring Teacher-Child Interactions was overall less than 10%, this is an area of strength of the majority of teachers, with the scores starting out higher than average, pre scores ranging from 80 to 93 and post scores from 84 to 94.

Goal 2: Student behavior will improve with fewer incidences of challenging behaviors. 100% of teachers will report a reduction in behavior referrals to the office and /or reduction in phone calls to parents regarding behaviors.

Fall TPOT data indicated 65 behavior incidences with the highest number of incidences in districts in Year 1 or Year 2 of the project. Spring 2019 TPOT data indicated a significant improvement in student behavior with few incidences of challenging behaviors. The combined scores of all programs showed decrease of 37% in incidences.

All programs have reported a decrease in the number of behavior related referrals to principals from fall to spring. In the 2019-2020 school year, the project will adopt a Behavior Incidence form to capture more detailed data on incidents reported to the principal/administrator as well as on the individual classroom level with regards to numbers of calls to parents regarding behaviors.

Goal 3: 95% of teachers meet a minimum of one goal related to Pyramid implementation each month and report that they gained new knowledge to better meet the emotional and academic needs of children of poverty through strategies and action research.

Leadership teams met to review the Pyramid Inventory of Practices and set program goals. Programs analyzed the Red Flags and set goals to address any of these with teachers. More than 95% of teachers showed fewer Red Flags.

Attendance records indicated that more than 95% of teachers in the three districts participating in this part of the project this school year, attended some or all of the 15 PD sessions on Teaching Children of Poverty.

Action-research documentation forms completed by teachers were monitored by each program, with follow-up goals set by the coach or principal at each site. Teachers in two districts (FI 1 and FI 2) which participated last year in the Poverty training, reported that they continue to use the strategies learned in the training.

Goal 4: 95% of children score within the expected range in all of the tasks on PALS spring.

All districts within the Pee Dee consortium showed growth on PALS from beginning to end of year tests, however the 95% benchmark was not met across all indicators in PALS. Scores across indicators ranged from 64% to 95% of children meeting or exceeding expectations by the end of year. While these scores do not show the expected benchmark, there was significant growth from pre to post within each indicator. For example, in Print and Word Awareness, while 64.6% of children met or exceeded expectations in the spring of 2019, only 10.8% of children met or exceeded this indicator on the pre assessments, showing an increase of over 50% of children meeting this indicator by the end of the year.