SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

State-Funded Full-Day 4K Annual Report
2021-22 & 2022-23

Prepared by
Dr. Jenny May
Dana Yow

March 2023

Introduction

The following is a report from the South Carolina Education Oversight Committee (EOC) pursuant to Provisos 1.55 and 1A.29 of the 2022-23 General Appropriations Act to report on the Child Early Reading and Development Education Program (CERDEP).

Pursuant to Proviso 1.55:

Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by March first of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress....The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the programs implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

Key Findings

1. While the estimated number of four-year-olds in poverty is steadily decreasing, the number of four-year-olds served by a State-funded full-day 4K program has increased.
2. The State's investment in four-year-old programs has continued to increase; the projected investment of $103 million this fiscal year is the largest investment to date.
3. State-funded 4K is beneficial for student kindergarten readiness for students in poverty. In the 2022-23 school year, 41% of students served in a State-funded CERDEP program were *Demonstrating Readiness* on the KRA, compared to 27% percent of non-CERDEP pupils in poverty scoring at the same level this school year.
4. The performance of 1,575 kindergarten students who previously served in a Head Start 4K program is included in this year's report for the first time, as the data was provided to the EOC for the 2022-23 school year. These students are considered non-CERDEP as Head Start is a federally-funded program.
5. Expanding upon the interactive dashboard that was piloted in 2022 to show educational outcomes and gaps in service for four-year-olds in SC, the EOC will produce and publish a broader Education Data Dashboard in 2023 to fulfill the requirements of Proviso 1.106 in the 2022-23 Appropriations Act.

Recommendations

Expand Opportunities for CERDEP Access

Recommendation 1: Increase the CERDEP allocation by $2.5 million to allow CERDEP 4K school districts to select and fund approved curricula.

In 2024, *Big Day in Pre-K,* a previously approved curriculum by Houghton Mifflin Harcourt for CERDEP 4K programs, will no longer be available. Approximately 40 percent of CERDEP 4K districts were implementing the *Big Day* curriculum in 2018. This increased allocation will offset the cost school districts will incur replacing this curriculum and support the expansion of CERDEP 4K in school districts.

Recommendation 2: Evaluate the current waitlist processes and procedures used in school districts and within SC First Steps to reduce inconsistencies, allowing families to access available options for State-funded 4K.

Sharing waitlists between CERDEP 4K programs in school districts and First Steps partners is required so that all eligible children can access a State-funded full-day 4K program. In 2019-20, SCDE began collecting and sharing waitlists earlier in the summer; this shift in the timeline increased the number of children enrolling on the first day of school. SCDE collects waitlists from the Palmetto Pre-K web portal as well as district-generated waitlists. Leaders at both First Steps and SCDE confirmed that the process is becoming more efficient and that improvements are occurring. As noted in Table 1, during the 2021-22 school year, ten school districts referred 308 students to First Steps. In the 2022-23 school year, First Steps received waitlists from 29 school districts. Despite these improvements, inconsistencies in the process remain. It was reported to the EOC that not all districts have waitlists; rather some have open seats that can be filled within a class.

Another challenge with the current waitlist structure exists because First Steps and SCDE use different eligibility criteria for enrollment. Of the 308 children on district waitlists shared with First Steps, only 158 children were eligible for First Steps 4K. CERDEP 4K enrollment allows for financially eligible districts and schools to serve at-risk students as defined by those who meet a poverty threshold, have an Individual Education Plan (IEP), or are at-risk due to developmental screener results. In contrast, First Steps 4K is only available to students who meet the financial requirement. In the 2021-22 school year, this difference left 150 children on

waitlists. It is not possible to determine with certainty how many children who were on a waitlist ultimately enrolled in a State-funded 4K program with the data available.

Table 1: Children Referred by Waitlist, 2021-22

School District	Number of Children Referrred
Aiken	119
Anderson 5	1
Berkeley	75
Chesterfield	28
Colleton	1
Laurens 56	5
Marlboro	6
Newberry	40
Williamsburg	20
York 1	13
TOTAL	308

Source: CERDEP Information, Annual Memorandum with EOC from SCDE, December 2022

A Follow-up to 2022 Recommendation:
The EOC recommended an increased reimbursement rate to $5,100 for the 2022-23 school year to ensure that school districts could meet the teacher-to-student ratio and fully fund the salary and fringes of more experienced, certified teachers. This increase in reimbursement occurred this school year using carry-forward funds at the SC Department of Education. The SCDE and SCFS have requested a similar change in funding for the 2023-24 school year.

Recommendation 3: Examine the impact of current marketing efforts to expand knowledge of and access to four-year-old programs in SC.

Recent efforts include the First 5 and Palmetto PreK web portals, which utilize State and federal funding. These efforts, led by the Early Childhood Advisory Council, are collaborative and include Head Start, locally funded, school districts' 4K programs, and SC Department of Social Services (DSS) vouchers for 4-year-old classrooms.

The Palmetto Pre-K Portal (http://palmettoprek.org/), was launched in February 2020. SCDE collects parent information and shares it with districts to reach out to interested families. From February 1, 2020 through July 31, 2022, 18,640 parent leads were collected using this online platform. The Palmetto Pre-K Portal has been facilitating access to early childhood education programs for over 15,000 families since its inception and continued momentum will improve access to state-funded 4K opportunities.

Using the Palmetto PreK portal, 15,359 SC families were eligible for at least one program:

- 7,409 for Head Start
- 4,959 for First Steps 4K
- 7,574 for CERDEP 4K
- 2,575 for SC Department of Social Services (DSS) voucher

The First 5 portal (https://first5sc.org/), launched in February 2022, will be fully functional to enroll families in programs they are eligible for using a universal application by March 1, 2023. A description of this portal's utilization will be offered in the 2024 State-Funded Full-Day 4K Annual Report.

Continue to find meaningful ways to evaluate program quality

Recommendation 4: Monitor non-licensed CERDEP programs to ensure quality.

Beginning with the 2021-22 Appropriations Act, both CERDEP 4K programs and non-profit independent schools participating in CERDEP are "not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP." EOC staff recommends consistent monitoring of non-licensed independent schools participating in CERDEP to prevent any issues that may compromise the quality of CERDEP programs and the health and safety of the children they serve.

Recommendation 5: Evaluate assessment instruments used in State-funded 4K programs.

The EOC is continuing to collaborate with the SCDE and other early childhood stakeholders to build an aligned, coherent early assessment system for 4K and 5K classrooms that is connected to the State's content standards, provides teachers with information and ongoing information to guide instruction, and is integrated and aligned with the assessment system in future grades.

A Follow-up to 2022 Recommendation:

The 2022 CERDEP Report recommended an evaluation of current CERDEP 4K assessments. In 2022, the EOC commissioned psychometricians and early childhood faculty at Clemson University to evaluate the three approved assessments for CERDEP programs to determine the degree that the assessments align with the Early Learning Standards, and to what extent the approved 4K assessments are indicators of kindergarten readiness as measured by the Kindergarten Readiness Assessment (KRA). This report is included in Appendix A.

Expand Coordination and Collaboration

Recommendation 6: Partner on Preschool Development Grant.

The EOC is working to partner with SC First Steps and SCDE to conduct a systemic evaluation of SC's early childhood landscape, focusing on quality and student success. This work will be funded by a one-year planning Preschool Development Grant from the U.S. Administration for Children and Families that the SC Department of Social Services has been awarded. Grant progress will be included in the 2024 EOC 4K Report.

SC Child Early Reading and Development Education Program (CERDEP) 4K Report

This report seeks to answer four questions:

1. How many four-year-old children are in SC and in poverty?
2. How many children are served by CERDEP? How many potentially eligible children are not served by CERDEP?
3. What is the financial investment in CERDEP?
4. What is the impact of the 4K investment on kindergarten readiness and school success experienced by children participating?

While the scope of this report is focused on CERDEP, there are a variety of other 4K options in South Carolina available to families. These other placement options for four-year-olds have a variety of other funding sources (e.g. state, federal, and private) and were discussed in detail in the 2022 report. This report is focused on students eligible for or served by CERDEP, which is the inclusive term to refer to those programs administered by the SC Department of Education (SCDE) and the South Carolina Office of First Steps (SCFS). Public schools, nonprofit independent schools and childcare centers licensed by the SC Department of Social Services (DSS) may participate in CERDEP and serve eligible four-year-olds.

CERDEP 4K is the term used to refer to CERDEP programs in public schools that are State-funded and run by the local school district with the SCDE as the reporting agency. Historically, these programs were referred to as Public CERDEP. First Steps 4K is the term for State-funded CERDEP in non-public school settings with SCFS as the oversight and reporting agency. In previous EOC reports, these programs were referred to as Non-Public CERDEP. Please see the State-Funded Full-Day 4K Annual Report for Fiscal Years 2020-21 & 2021-22 for a more complete review of the 4K landscape and an infographic of various funding streams.

Term	Definition
CERDEP	This is the inclusive term to include those programs administered by the SC Department of Education (SCDE) and the SC Office of First Steps (SCFS). It includes public schools, nonprofit independent schools and childcare centers licensed by the SC Dept. of Social Services (DSS) in CERDEP that serve eligible four-year-olds.
CERDEP 4K	This is the term for CERDEP in public schools that are State-funded and run by the local school district with the SCDE as the reporting agency.
First Steps 4K	This is the term for State-funded CERDEP in non-public school settings with SC First Steps as the oversight and reporting agency.

Changes to CERDEP

Table 2: Changes to CERDEP by Fiscal Year

Changes to CERDEP in 2021-22 Fiscal Year:	CERDEP Changes 2022-23 Fiscal Year:
Eligibility has shifted from district level to school level in any school with 60% or higher poverty index.	For the fiscal year 2022-23, children who were eligible to participate in CERDEP in the 2021-22 fiscal year but did not, are eligible to participate in the program this year subject to classroom availability and funding. Funding carried forward can be used for this purpose in response to the pandemic.
Beginning this fiscal year, students in any school district may participate in CERDEP pending availability of space and funding. Eligible students are defined by Section 59-156-130 of 1976 Code as having an annual income of 185% or less of the federal poverty guidelines or Medicaid eligibility.	Beginning this fiscal year, public and non-public CERDEP 4K providers are exempt from being licensed, approved, or registered by the Department of Social Services (DSS). Instead, the SCDE and Office of First Steps are responsible for ensuring providers deliver high-quality educational programs pursuant to Section 59-159-160.
	In accordance with ACT 284, the curriculum review process has begun so that updates to the CERDEP approved curricula list can occur.

In both the 2021-22 and 2022-23 fiscal years, a number of changes to CERDEP process and policy were implemented. While Table 2 summarizes the changes, some necessitate further discussion:

Exemption from DSS licensure
Per Provisos 1.55 and 1A.29, beginning with the current fiscal year, 4K programs in public schools and nonprofit independent schools participating in CERDEP are not required to be approved, registered, or licensed by DSS in order to participate in CERDEP. Instead, the SCDE and SCFS are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

This revision allows for CERDEP 4K programs in public schools to participate in CERDEP without completing additional paperwork and monitoring from DSS since health and safety compliance is maintained under public school infrastructure. First Steps 4K does not currently exempt childcare from licensing in 4K for participating childcare centers. In many cases, a childcare center participating in First Steps 4K also serves children from birth through school age, which requires DSS licensure. While all childcare centers are not required to be licensed, SCFS requires childcare centers that are seeking to become First Steps 4K programs be licensed.

It is the recommendation of the EOC that staff monitor the impact of this revision in an effort to maintain quality in all CERDEP 4K programs.

Curriculum Review Process:

In accordance with Act 284, all CERDEP classes must select curricula and assessment from a list approved by the SCDE using the review process and criteria for selection. Changes to the list of approved curricula are then pre-sented to the State Board of Education, a process which occurred in January 2023. The approved list currently in-cludes six curricula available to CERDEP programs. In 2019, *Big Day for PreK*, a previously approved curriculum, announced it was being discontinued; this impacted CERDEP 4K programs since 40 percent of school districts were using *Big Day* in 2018. The SCDE estimates that a $2.5 million increase to the CERDEP allocation will allow CERDEP 4K school districts to select and fund approved curricula to replace *Big Day*. First Steps 4K programs were not impacted by the curriculum change since no program has implemented it.

Estimate of Four-Year-Olds in SC & Those in Poverty

This report estimates the number of four-year-olds in poverty projected to reside in each SC school district and the number of four-year-olds in poverty overall.

These analyses use county birth rates reported four years ago by the SC Department of Health and Environmental Control (DHEC) and the current poverty index, which uses data from the SCDE and the Office of Revenue and Fiscal Affairs.

The poverty index uses student data from the federal Supplemental Nutrition and Assistance Program, Temporary Assistance for Needy Families, and Medicaid. It also includes foster, homeless and migrant students. By multiplying the district poverty index by the number of projected four-year-old children, an approximate number of at-risk four-year-olds in poverty by district was estimated. Note, that this method of estimation does not account for mobility in and out of districts in the first four years of life, and may not reflect an accurate current number of four-year-olds in poverty. Therefore, some report percentages may exceed 100% or be less than zero.

The number of four-year-olds in poverty statewide has decreased since before the pandemic, meaning that the potentially eligible pool of children to enroll in Head Start or state funded 4K has decreased by approximately four percent from 2019-20 through the 2022-23 school years.

For a breakdown of potentially unserved four-year-olds in poverty for 2021-22 and 2022-23, refer to Appendices B and C of this report. Please note that data from 2022-23 are not as complete due to the timing of this report. Some statewide data are available for the current school year, while other data is not yet reported in detail. In Summer 2023, the interactive 4K and 5K dashboard will be available utilizing a more complete data set linked to offer additional insights and supplement the findings in this section.

Figure 1: Estimated Number of Four-Year-Olds in Poverty in SC
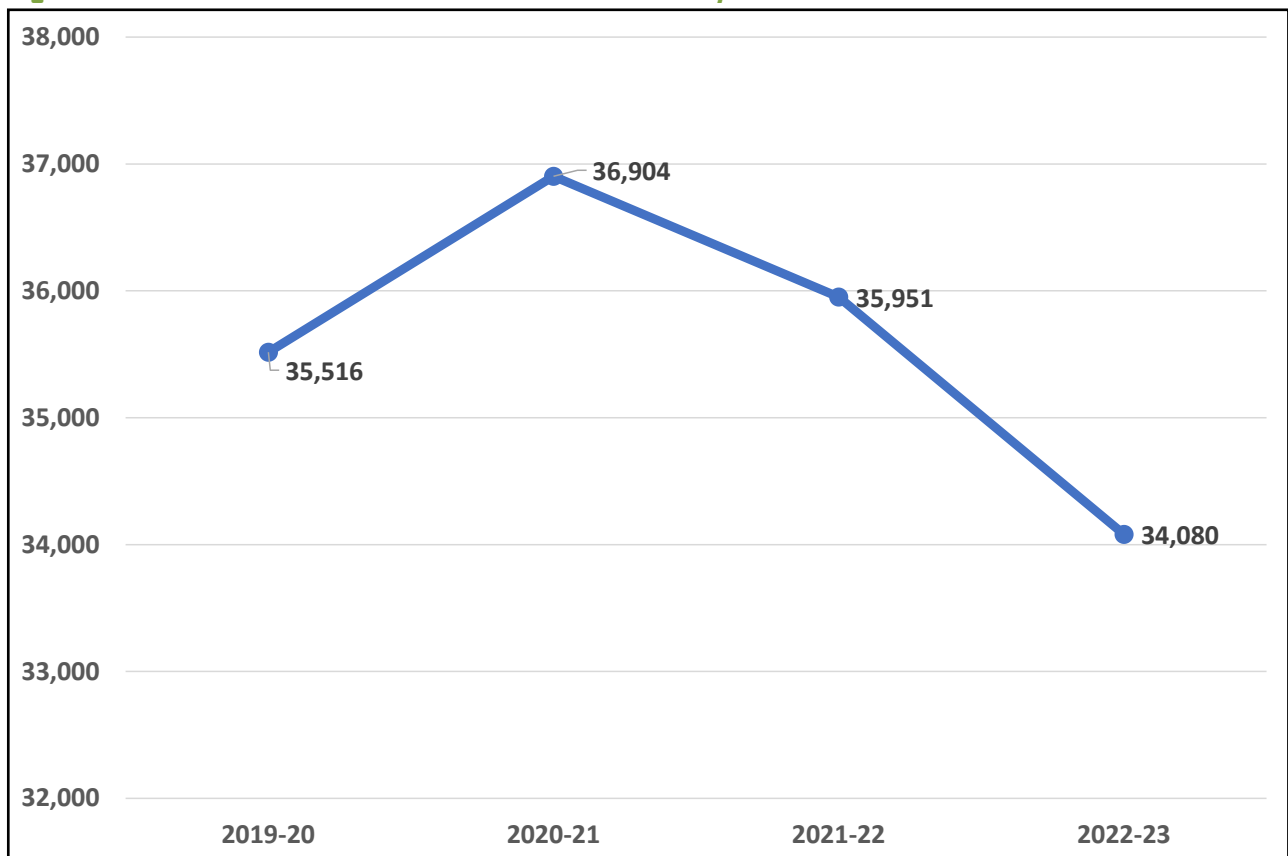
Source: DHEC Birth Data, SCDE Poverty Index, developed in collaboration with RFA

CERDEP 4K

Despite a decrease in potentially eligible children, statewide from the 2019-20 school year through the 2022-23 school year, the number of students served by CERDEP 4K has increased by approximately 30 percent. CERDEP 4K levels are now above pre-pandemic rates.

Using updated CERDEP eligibility in the 2020-21 and 2022-23 Appropriations Act (Provisos 1.55 and 1.56 respec-tively), schools at 60 percent or higher poverty index in any district and districts at 70 percent or higher poverty index are eligible for CERDEP 4K.

See Appendix D for a list of school districts' poverty indexes in 2022-23.

Figure 2: CERDEP 4K Enrollment
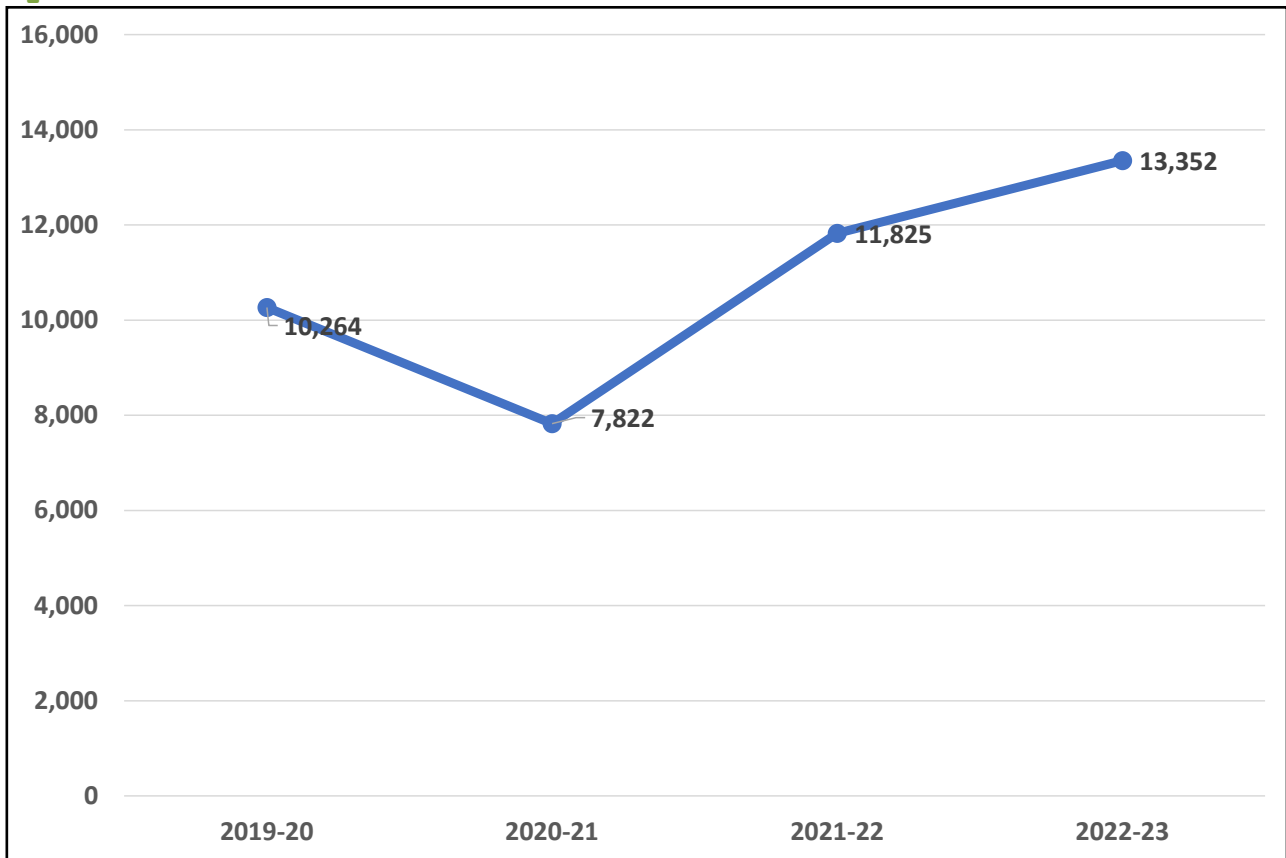
Source: SCDE 45-day enrollment files, 2019-22

In the 2020-21 school year, there were 71 districts participating in CERDEP including the SC Charter District; a total of 11,825 students were served. There are 66 school districts participating in CERDEP in the 2022-23 school year, serving 13,352 students. The number of districts reflects fewer districts participating due to district consoli-dation; however 69 additional classrooms were added. See Appendix E for district CERDEP 4K enrollment from 2019 through 2022.

First Steps 4K

SC First Steps offers CERDEP classes in non-public (previously referred to as private) childcare settings approved and supported by SC First Steps. In the 2021-22 school year, First Steps added 46 new centers to offer CERDEP classes for four-year-olds. The actual number of classrooms was 44 with 755 additional children served.

Table 3 illustrates the approved, actual and maximum number of children who could be served in the new First Steps 4K centers in 2021-22, and Appendix H lists all First Steps 4K centers in the 2021-22 school year.

A notable difference between CERDEP 4K and First Steps 4K is that many First Steps 4K programs participate in ABC Quality, and have received a financial benefit for meeting these standards of high quality. ABC Quality is SC's statewide rating and improvement system for childcare and early childhood; private childcare centers that are licensed or registered by DSS can voluntarily participate in the system. The ratings range from A+ to C based on evidence based criteria and program aspects known to support healthy and safe development in young children. Each program that participates in the ABC Quality program has completed 15 hours of pre-service training, or completes a course called Early Child Development 101 and is current on First Aid/CPR. DSS preschool quality standards include six quality standards: Responsive and Sensitive Care, Language and Communication, Guidance, Program Structure, Early Learning, and Environment. By meeting specified performance levels on these quality standards, a program can be rated:

- A+ and A: score the highest on quality standards.
- B+ and B: score higher on quality standards.
- C: meets quality standards beyond licensing requirements.
- P: part of ABC Quality but awaiting quality rating.

As noted in Table 5, between the 2018-19 and 2021-22 state fiscal years, the number of children funded in First Steps 4K has increased with the exception of the 2020-21 year due to the pandemic. In 2021-22, an impressive expansion in the number of First Steps 4K classrooms occurred, and grants totaling $100,000 were awarded to centers for renovations to meet licensing requirements.

Table 3: New First Steps 4K Classrooms by ABC Quality Rating, 2021-22

ABC Quality Rating	Number of Approved Classrooms	Number of Actual Classrooms	Room Capacity: # of Students
A+	2	2	40
A	2	2	20
B+	6	6	92
B	15	15	225
C	13	8	200
Not applicable or not participating	8	8	141
P	4	3	59
Total	50	44	777

Summary CERDEP Tables

Table 4: All CERDEP Programs, 2018-19 through 2021-22

	2018-19 (FY19)	2019-20 (FY20)	2020-21 (FY21)	2021-22 (FY22)
Full-Time Equivalent Children Funded (through day 180)	12,707	13,654	10,410	15,168
Number of New Classrooms Funded	30	69	30	113
Total Number of CERDEP Classrooms	819	888	881	1,059
Total Expenditures	$70,795,690	$75,873,168	$58,886,320	$88,653,568
Funds Carried Forward	$13,237,100	$2,641,918	$12,028,297	$13,238,453

Source: SC First Steps and SCDE

Table 5: First Steps 4K Historical Data

	2018-19 (FY19)	2019-20 (FY20)	2020-21 (FY21)	2021-22 (FY22)
Full-Time Equivalent Children Funded (through day 180)	2,458	2,455	2,131	2,731
Number of New Classrooms Funded	18	22	29	44
Total Number of First Steps 4K Classrooms	219	241	233	266
Total Expenditures	$19,713,585	$21,749,929	$17,564,184	$25,274,611
Funds Carried Forward	$6,537,962	$1,197,608	$4,482021	$3,103,990

Source: SC First Steps Data Request: Payments to providers for instruction (total cost / per child pro rata $4,800)

$103.1 million
Projected total State investment in CERDEP for 2022-23

See Appendix F for historical financial data.

Table 6: CERDEP 4K Historical Data

	2018-19	2019-20	2020-21	2021-22
Full-Time Equivalent Children Funded	9,812	10,609	7,822	11,825
Number of New Classrooms	12	47	1	69
Total Number of CERDEP 4K Classrooms	600	647	648	793
Total Expenditures	$51,082,105	$54,123,239	$41,322,136	$63,378,957
Funds Carried Forward	$6,699,138	$1,444,310	$7,546,276	$10,134,463

Source: Source: Data requests from SC First Steps and SC Department of Education 2018 through 2022

CERDEP Impact on Kindergarten Readiness

The Kindergarten Readiness Assessment (KRA) is used to determine if a child entering a SC kindergarten/5K classroom is prepared to meet the kindergarten standards. The KRA has also been used at the state level, in conjunction with 4K assessments, as a measure to determine the return on investment in State-funded four-year-old programs.

The KRA is scored across a number of domains with the number of points earned on the assessment equating to a performance level. *Emerging Readiness* represents students who are just beginning to engage with kindergarten-ready skills in the domain. *Approaching Readiness* is the mid-range performance level for students who have some kindergarten-readiness skills. *Demonstrating Readiness* is the performance level for students who consistently demonstrate they are ready to learn the kindergarten standards.

For students who completed 4K in the 2021-22 school year and took KRA in the first 45 days of the 2022-23 school year, data show that CERDEP resulted in students demonstrating readiness in kindergarten more often than non-CERDEP students. The same is true for the previous year's data; see Table 8.

A notable comparison (Table 7) is looking at the performance of pupils in poverty, who are identified as such in their current 5K year. Comparing those students' performance on the KRA presents an equitable comparison with students whose 4K experience was in a CERDEP program. Students enrolled in CERDEP are students in poverty.

Table 7: 2022-23 KRA Performance of Pupils in Poverty: CERDEP vs. non-CERDEP

4K Experience	KRA Performance: *Emerging Readiness*	KRA Performance: *Approaching Readiness*	KRA Performance: *Demonstrating Readiness*
All CERDEP (n=11,668)	2,565 (22%)	4,328 (37%)	4,775 (41%)
Pupils in Poverty Non-CERDEP (n=23,465)	8,729 (37%)	8,416 (36%)	6,320 (27%)

Source: SCDE, 2022-23 45-day files

State-funded 4K is beneficial for student kindergarten readiness for students in poverty. In the 2022-23 school year, 41% of students served in a State-funded CERDEP program were *Demonstrating Readiness* on the KRA, compared to 27% percent of non-CERDEP pupils in poverty scoring at the same level this school year.

Statewide, 38% of students in kindergarten were *Demonstrating Readiness* on the 2022-23 KRA.

Table 8: 2022-23 KRA Performance Based on Prior 4K Experience

KRA Performance Level Description		Emerging Readiness	Approaching Readiness	Demonstrating Readiness
4K Experience		2022-23 Number (%)	2022-23 Number (%)	2022-23 Number (%)
CERDEP	CERDEP 4K	2,008 (20%)	3,611 (36%)	4,279 (43%)
	First Steps 4K	557 (32%)	717 (41%)	496 (28%)
Subtotal: All CERDEP		2,565 (22%)	4,328 (37%)	4,775 (41%)
Non-CERDEP	Head Start	545 (35%)	610 (39%)	420 (27%)
	Other Public 4K (non-CERDEP)	3,598 (26%)	5,074 (36%)	5,424 (38%)
	Private Formal 4K Experience	1,076 (12%)	2,519 (29%)	5,128 (59%)
	Unknown	6,800 (39%)	5,886 (34%)	4,760 (27%)
Subtotal Non-CERDEP		12,019 (29%)	14,089 (34%)	15,732 (38%)
TOTAL		14,584 (27%)	18,417 (34%)	20,507 (38%)

Note: slight variances in totals/percentages are attributed to rounding errors.

Future Directions

Partnership with Clemson University

To more comprehensively evaluate the impact of CERDEP on kindergarten readiness and determine salient elements of quality in preschool settings, EOC staff has partnered with state agencies and institutions of higher education to answer the following questions:

- Of the children who score "Ready" on end of 4K assessments, do they score "Ready" on the KRA at the beginning of kindergarten? If not, why?
- Are students scoring "Not Ready" at the beginning of 4K assessments scoring "Ready" on the KRA at the beginning of kindergarten?
- Can patterns be determined from family supports and 4K programming?
- To what degree are KRA results predictive of third grade SC READY scores?
- Are there patterns related to curricular decisions and reading interventions that can be discerned?

Education Data Dashboard

In accordance with the legislative directive and funding that the EOC develop and maintain interactive data dashboards, a complete 4K/5K dashboard will be available in 2023 with additional details related to prior 4K experience, KRA performance level, gender and poverty status.

Appendix A

4K and 5K Assessment Analysis

4K and 5K Assessment Analysis

Presented to:
South Carolina Education Oversight Committee

Presented by:
Anna H. Hall, Ph.D.
Sandra M. Linder, Ph.D.
Heather R. Brooker, Ph.D.
Julie Lorah, Ph.D.
Grace Bachewiig, M.Ed.

Table of Contents

About Team

Anna H. Hall, Ph.D.; Associate Professor at Clemson University. Dr. Hall's research focuses on early childhood literacy development and instruction. She has provided content analysis for two state reports on the topic of early childhood assessment and has served as a panel chair for the Head Start Graduate Student Research grant review sponsored by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services.

Sandra M. Linder, PhD.; Professor of Early Childhood Mathematics Education and Assistant Chair of the Department of Teaching and Learning at Clemson University. Dr. Linder's research focuses on early mathematical play and the role of parents/caregivers in support of young children's mathematical development. Dr. Linder has served as an external evaluator for the SC Education Oversight Committee on the three-year implementation of 4K Community Block Grants and is currently part of the statewide needs assessment team for the SC Department of Social Services and SC First Steps Preschool Development Grant.

Heather R. Brooker, Ph.D.; Lecturer of Classroom Assessment and Educational Psychology. Dr. Brooker's research, teaching, and service interests focus on teacher preparation, confidence, and support in implementing classroom assessment best practices in their K-12 classrooms.

Julie Lorah, Ph.D.; Assistant professor in the Department of Education and Human Development. Dr. Lorah's research focuses on the study and application of advanced statistical models, particularly the multilevel model and moderation model, and the methods for interpreting these models.

Additionally, we would like to acknowledge the work of Clemson University doctoral student, **Grace Bache-Wiig,** from the College of Education who assisted in the data and analysis portions of this report.

Executive Summary

Pursuant to Proviso 1.55 in the 2022-23 Appropriations Act, the Education Oversight Committee (EOC) shall "conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and issue findings in a report to the General Assembly by March 1st of each year." This report summarizes the scope and findings for Parts 1-2 of the 4K and 5K Assessment Analysis.

Scope

An initial analysis of state approved assessments for 4K was conducted in the spring of 2022. Findings and recommendations focused on the constructs measured by the three state-approved assessments of students in public-funded 4K programs (IGDIs-EL, PALS-PreK, and the Teaching Strategies Gold). The report also described the degree constructs aligned across the three assessments and how the assessments aligned with the 4K Early Learning Standards (ELS).

The expansion of this work is provided in this report and includes information on the alignment of the Kindergarten Readiness Assessment (KRA) with ELS and Kindergarten Standards and a description of the KRA's ability to accurately and reliably measure skills needed to access activities in kindergarten. Specifically, the current report lists findings from the following scope of work:

1. Examine the KRA test and technical manual to report:
   A. Is the KRA aligned with the SC Early Learning Standards, which outline expectations of children at the end of the age periods of 36 to 48 months and 48 to 60+ months?
   B. What construct(s) are measured by the KRA? How do the constructs relate to the test scores (e.g., overall, by domain/subdomain, etc.)?
   C. Is the KRA aligned with the SC Kindergarten standards?
   D. What information does the KRA technical manual provide regarding evidence of the reliability, validity, and fairness/equity of score interpretations and the purpose/use of testing information?
   E. Which assessment (IDGIs-EL, PALS-PreK, Teaching Strategies Gold, or the KRA) more completely assesses:
      a. ELS
      b. Profile of the Ready Kindergartener?
2. Examine the accuracy and reliability of the KRA in measuring Kindergarten Readiness as South Carolina has defined it using the profile of the Ready Kindergarten Student.

a. What are the strengths/weaknesses of the psychometric properties of the KRA in measuring readiness?
b. What are the strengths/weaknesses of reliability of the assessment for different groups of students (race, gender, SES)?

Summary of Findings

- Overall analysis of item alignment for all four assessments (KRA, Gold, PALS, and IGDIs) showed that the PALS-PreK and IGDIs were not closely aligned with ELS or Kindergarten Standards, while the KRA and GOLD had comparable moderate alignment across both sets of standards.

- When combining categories of fully aligned and somewhat aligned items on the PALS-PreK and IGDIs, standard indicators not aligned with items significantly surpassed aligned items standards.

- Because the PALS-PreK and IGDIs are literacy-focused assessments, it is not surprising that assessment items aligned most often with standard indicators related to Language and Literacy and had little to no alignment with items in other domains.

- The Fall 2022 scope of work expanded to examine all domains of the Gold domains (rather than focusing solely on the Language and Literacy domain currently required by the state of SC). When examining the entire assessment, the GOLD showed the closest alignment with indicators across the ELS and Profile of the Ready Kindergartner (Younger ELS 52%, Older ELS 90%, and Profile 87%)

- The KRA showed similar alignment with the ELS Younger standards and Ready Profile indicators and less alignment with the ELS Older standards (Younger ELS 54%, Older ELS 57%, and Profile 70%)

- When comparing alignment of the KRA to the ELS and Kindergarten standards, the assessment was more closely aligned with the ELS.

- The GOLD assessment is a fully observational tool (indicating a high level of subjectivity) while the KRA is composed of selected-response, performance-task, and observational items (indicating less subjectivity than the GOLD).

- Norm/pilot groups for the KRA were diverse in terms of race/ethnicity and gender.

- In terms of validity, evidence that the test measures what it claims to measure, the KRA provided convincing content validity and construct validity evidence, but did not include criterion-related validity evidence.

- The KRA did not provide convincing evidence that it is fair and unbiased toward students falling into subcategories of race/ethnicity, sex/gender, urban/suburban/rural, or geographic location. However, it did provide guidelines

on universally designed field supports to guide teachers when administering to students with disabilities and ELL learners.

● In terms of reliability, an indication of how much confidence one can put in the accuracy of a score, the KRA provided convincing evidence of internal consistency. Although the KRA described offering teacher training, it did not provide statistical evidence of inter-rater reliability.

● The following table outlines the positives and negatives observed for the GOLD and KRA assessments as they proved to be the closest aligned assessments with South Carolina ELS and Kindergarten expectations examined in this report.

	Kindergarten Readiness Assessment	Teaching Strategies Gold
Positives	● Over half of ELS (younger and older) and Kindergarten Standards are currently met/somewhat met by KRA ● Over half of indicators on the SC Profile are met/somewhat met by KRA ● Ease of implementation (selected-response and performance items can be assessed prior to school start) ● Combination of selected-response, performance-tasks, and observation items allow for increased objectivity while also providing deeper insight about each child ● 3-point rubric increases ease of scoring for teachers	● Over half of standards are met/somewhat met by Gold ● Over half of indicators on the SC Profile are met/somewhat met by Gold ● Inclusion of visual and performative arts present within scope of assessment ● Ability of teachers to implement one or multiple domains (however number of standards met in this report is based on measuring all domains) ● Substantive assessment; gives a full picture of the child ● History of use across the country provides positive feedback
Negatives	● Observational items could be hard to complete at the beginning of the year ● Very few items measure science and social studies standards ● Interrater reliability could be	● Fully observational assessment- including 38 objectives- requires significant time across the year to complete and thorough training ● Interrater reliability could

	difficult to establish for observational items	be difficult to establish for all items

Recommendations from the Review Team

- The team recommends refocusing assessment efforts to focus on 4K rather than 5K as the KRA alignment is stronger with the ELS. The kindergarten standards are meant to provide a picture of student mastery at the end of Kindergarten. As the goal is to determine readiness for kindergarten, using the ELS and SC Profile to examine alignment provides a better framework.

- Out of the four assessments examined in this work, the team recommends focusing on the KRA and the GOLD (all domains) as options for state approved assessments for determining kindergarten readiness.

- However, ultimately the team recommends examining the potential of the KRA as a pre/post assessment at the beginning and end of 4K as the combination of performance indicators and observation items better captures student readiness with less subjectivity than a purely observational instrument (e.g., the Gold).

- Prior to implementing the KRA as a pre/post, the team recommends revising and condensing the ELS (now that they have been implemented over a number of years) to more closely align with the SC Profile of a Ready Kindergartner.

- Following the refinement of the ELS, the team recommends conducting a KRA revision to align with most if not all remaining ELS standards through additional observational and performance items.

- If the GOLD continues to be a state approved assessment, an analysis of which GOLD domains should be required is needed, as the current requirement of the Language and Literacy domain provides much less alignment with standards than the KRA with its multiple domains.

- It is recommended that the chosen assessment(s) moving forward incorporate training for teachers on procedures, consistency regarding procedures (eg. who are the assessors, when does the assessment occur), and training on using the data to plan formative instruction to support student growth and learning at all levels. Without training and/or administration by a trained administrator, the team has concerns regarding subjectivity, inter-rater reliability, and the potential to aggregate data to use the results for differentiated instruction and formative assessment practices.

- The team recommends differential item functioning research be done on the tests used by South Carolina to provide evidence that the populations at risk in the state (for example, focal groups such as minoritized races and ethnicities, children in ESOL families, children in rural schools, and low-income districts) are being assessed in an unbiased way, and that test results are being used fairly.

KRA Alignment with South Carolina Early Learning Standards

1A: Is the KRA aligned with the SC Early Learning Standards, which outline expectations of children at the end of the age periods of 36 to 48 months and 48 to 60+ months?

This section presents a comparative analysis of the items in the Kindergarten Readiness Assessment (KRA) and the South Carolina Early Learning Standards for Younger Preschoolers (36 to 48 months) and Older Preschoolers (48 to 60+ months).

Degree of Overall Alignment

The project team conducted an item analysis by comparing each assessment item on the KRA to each indicator across the SC Early Learning Standards for both Younger (198 indicators) and Older Preschoolers (233 indicators).

To determine alignment, the project team examined if assessment items met a standard indicator on the SC Early Learning Standards. For example, when examining the Solves Problems item in the KRA assessment, the project team looked across standard indicators for Younger and Older Preschoolers in each domain to see if the item aligned with any indicators in any domain. Once the project team completed this initial analysis, the team determined the extent to which items aligned with indicators. Assessment items were rated using the following categories: Item Fully Aligned to Indicator (Green), Item Somewhat Aligned to Indicator (Yellow), and Indicator Not Aligned to Indicator (Red)—see Tables Appendices for analysis of each indicator and Tables 1.1-1.2 for alignment summary of indicators.

The assessment item was identified as fully aligned to the indicator if the item addressed all aspects of the indicator. For example, the Engage with Peers in Pretend Play item in the KRA is fully aligned with the Approaches to Learning indicator: Engage in Make-Believe Play with Imaginary Objects item (APL-3o). However, the Engage with Peers in Pretend Play item is only somewhat aligned to the indicator: Add New Actions, Props, or Dress-Up Items to Pretend Play (APL-4i) as this item is too general to specifically indicate if the student is able to add new actions, props, or dress-up items to pretend play. Once the extent of item alignment was determined, the number of indicators across all domains was totaled for each category. Following this analysis, the project team totaled item and indicator alignment for all domains of the SC Early Learning Standards.

Analysis Results

The project team examined alignment between the KRA to the SC Early Learning Standards for Younger and Older Preschoolers. The domains examined in the SC Early Learning Standards were as follows: (1) Approaches to Learning, (2) Emotional and Social Development, (3) Health and Physical Development, (4) Language Development and Communication, (5) Mathematical Thinking and Expression, and (6) Cognitive Development. Findings for the overall analysis of item alignment across all domains indicate that the KRA has moderate alignment to indicators for the Younger and Older Preschoolers.

When examining the Younger Preschoolers specifically, assessment items in the KRA fully aligned with 21% (or 40 out of 194) of the standard indicators. When combining categories of fully aligned and somewhat aligned, 57% (110 out of 194) aligned with standard indicators. Results indicated the KRA does not align with 43% of all Early Learning indicators for Younger Preschoolers.

Table 1.1: *Item Alignment for Younger Preschooler – All Domains*

	Fully Aligned	*Fully or Somewhat Aligned*	*No Alignment*
KRA	*40 (21%)*	*110 (57%)*	*84 (43%)*

Results for Older Preschoolers demonstrated less items fully aligned with the older standards (13%; 29 out of 231) and a similar number of items are fully or somewhat aligned (54%; 124 out of 231). Assessment items for the KRA do not align with 46% of all Early Learning indicators for Older Preschoolers.

Table 1.2: *Item Alignment for Older Preschooler - All Domains*

	Fully Aligned	*Fully or Somewhat Aligned*	*No Alignment*
KRA	*29 (13%)*	*124 (54%)*	*107 (46%)*

Constructs and Relationship to Test Scores

1B: What construct(s) are measured by the KRA? How do the constructs relate to test scores (e.g., overall, by domain/subdomain, etc.)?

This section presents an analysis of the constructs and item types of the Kindergarten Readiness Assessment 2.0 (KRA 2.0). The purpose being to explore the validity and

reliability of this assessment measure in providing information about student needs in relation to mastery of developmental and learning expectations across the skills associated with school readiness in the Common Language Standards provided in Appendix B of the 2018 KRA 2.0 Development and Technical Report.

Degree of Overall Alignment

KRA 2.0 is an updated version of KRA 1.5 which was developed in response to funding from Race to the Top - Early Learning Challenge grant funding aimed at assessing students' preparedness for kindergarten based on essential domains of school readiness anchored in the Common Language Standards.

To explore alignment of identified constructs with student learning measures, the team reviewed the KRA 2.0 and details were compiled with the intention and goal of the assessment, organization within the assessment of construct domains, subdomains, and individual items/tasks. Upon completion of the review, the number of constructs were discussed as a team and determinations were made of rationality of construct measurement and inclusion based on developmental trajectory. Secondary analyses included initial exploration of the individual task items for socio-cultural responsiveness and support for differentiated instruction.

Analysis Results

The project team analyzed the KRA 2.0 assessment in relation to:

    a)   the organizational hierarchy and complexity of each construct,

    b)   construct items assessed, and

    d)   instructional aims for further teacher support in the construct areas.

Sum of Item Constructs

The different construct subdomains assessed within the KRA 2.0 are organized with a 3-tiered hierarchy (Domain, Subdomain, Items). A summary of the organizational hierarchy and detailed names of the constructs is shown in Tables 1.3 - 1.6.

The KRA utilizes three different item types to assess school readiness across four domains: Language and Literacy, Mathematics, Physical Well-Being and Motor Development, and Social Foundations. The item-types include: selected-response items, performance task items (where students are asked to complete an activity or action in response to a prompt that is graded by a 3-point rubric), and observational-rubric items which are designed to describe and evaluate specific behaviors or skills that are developmentally appropriate and aligned with typical planned classroom instruction.

In total, the KRA 2.0 measures 17 items within the domain of Language and Literacy worth a total of 34 points, or 35% of the total points across all domains.

Under the Language and Literacy domain the team has identified six subdomains: Oral Language, Phonological Awareness, Alphabet Knowledge, Print and Word Awareness, Comprehension, and Writing Skills. The items within these subdomains focus on diagnosing students' language skills in listening and communicating with an understanding of the conventions of standard English grammar and usage, as well as an ability to use conversational context to determine meaning. Additionally, they are designed to measure emergent literacy skills associated with understanding of concepts about print, alphabet knowledge, phonological awareness, comprehension, and writing skills.

Table 1.3: *Detailed comparison of hierarchical structure and measured Language and Literacy foundational skill constructs across the KRA 2.0 assessment.*

Subdomain	Item	Number of Items Observed	Number of Items Scored
KRA 2.0			
6	12	17	17
Oral Language	Uses social conventions of standard English grammar when engaged in literacy activities	2	2 (*3 points)
	Engages in conversations through multiple exchanges with adults and peers	1	1
	Follows multi-step directions	1	1
	Uses an expanding expressive vocabulary	1	1
Alphabet Knowledge	Letter Sounds	2 (* one with 5 lowercase and one with 5 uppercase letters)	2 (*each worth a total of 3 points)
Print and Word Awareness	Distinguish words for letters	1	1
	Demonstrate how print is read	1	1
Phonological Awareness	Beginning Sound Awareness	2	2

	Identify Rhyming Words	2	2
Comprehension	Retell the appropriate sequence	1	1
	Identify key details	2	2
Writing Skills	Name Writing	1	1

*The skills/behaviors listed in the subdomains above are not exhaustive of the skills/domains associated with the Common Language Standards. They represent the item types provided for each of those subdomains in the 2020 KRA Form A Test Booklet provided (KRA 2018 Development and Technical Report, p. 48-49).

The KRA 2.0 measures 14 items within the domain of Mathematics worth a total of 25 points, or 26% of the total points across all domains. The four subdomain foundational skill sets identified and measured under this domain are: counting and cardinality, operations and algebraic thinking, measurement and data, and geometry.

Table 1.4: *Detailed comparison of hierarchical structure and measured Mathematics foundational skill constructs across the KRA 2.0 assessment.*

Subdomain	Item	Number of Items Observed	Number of Items Scored
KRA 2.0			
4	12	14	14
Uses number concepts and operations (Counting and Cardinality)	Count to 20	1	3 points total
	Tell how many there are	1(6 numbers to name)	1 (total of 3 points)
	Say these numbers	1	1
	Identify the set that has the same number	1	1
	Solve simple addition problems	1	1

	Determine amount needed to complete a set	1	1
Explores and describes spatial relationships and shapes (Geometry)	Name these shapes	1 (3 shapes to name)	1 (total of 2 points)
	Match shapes	1	1
Compares and measures (Measurement and Data)	Identify set that is "less than"	1	1
	Order objects by size	1	1
	Pair numerals with sets	1 (3 sets)	1 (total of 3 points)
	Sort by one attribute	1	1

*The skills/behaviors listed in the subdomains above are not exhaustive of the skills/domains associated with the Mathematics Domain Common Language Standards, they represent the item types provided for each of those subdomains in the 2020 KRA Form A Test Booklet provided (KRA 2018 Development and Technical Report, p. 49-50).

The KRA 2.0 measures 12 observational-rubric items in the Social Foundations domain worth a total of 24 points, or 25% of the total points across all domains. The three subdomain foundational skill sets identified and measured under this domain are: social emotional, approaches to learning/executive functioning, and social studies. Each of the three domains contain distinct subdomains and item types.

Table 1.5. *Detailed comparison of hierarchical structure and measured Social Foundations skill constructs across the KRA 2.0 assessment.*

Subdomain 1	Subdomain 2	Item	# of Items Observed	# of Items Scored
KRA 2.0				
3	**4**	**12**	**12**	**12**
Social Emotional	Regulates own emotions and feelings	Express own emotions-	1	1 (total of 2 points)

		Ask familiar adults for help	1	1 (total of 2 points)
		Control impulses and behavior	1	1 (total of 2 points)
		Waits to take turns	1	1 (total of 2 points)
Approaches to learning/executive functioning	Demonstrates positive approaches to learning	Focus on activities	1	1 (total of 2 points)
		Solve problems	1	1 (total of 2 points)
		Express a desire to learn	1	1 (total of 2 points)
		Engage with peers in pretend play	1	1 (total of 2 points)
		Share materials with peers	1	1 (total of 2 points)
	Remembers and connects experiences	Follow multi-step directions	1	1 (2 points)
Social Studies	Shows basic understanding of people and how they live	Explain why rules are needed-	1	1(total of 2 points)
		Show or explain ways that adults help to keep people safe	1	1 (total of 2 points)

*The skills/behaviors listed in the subdomains above are not exhaustive of the skills/domains associated with the Social Foundations Domain Common Language Standards, they represent the item types provided for each of those subdomains in the 2020 KRA Form A Test Booklet provided (KRA 2018 Development and Technical Report, p. 52-53).

The KRA 2.0 measures 7 observational-rubric items in the Physical Well-Being and Motor Development domain worth a total of 14 points, or 14% of the total points across all domains. The three subdomain foundational skill sets identified and measured under this domain are identified and associated with the following overarching headings: Physical Education, Health, and Science/Technology. It is important to note that the team did not identify any items in Form A that directly assessed the Science Domain. Each of the two domains assessed in Form A contain distinct subdomains and item types as indicated in Table 1.6 below.

Table 1.6: *Detailed comparison of hierarchical structure and measured* Physical Well-Being and Motor Development *skill constructs across the KRA 2.0 assessment.*

Subdomain 1	Subdomain 2	Item	Number of Items Observed	Number of Items Scored
KRA 2.0				
3	4	12	12	12
Physical Education	Demonstrates traveling skills	Move through a crowded environment	1	1 (total of 2 points)
	Demonstrates balancing skills	Run, jump, and/or hop	1	1 (total of 2 points)
		Bend, stretch, and/or twist	1	1(total of 2 points)
	Demonstrates fine-motor strength and coordination	Hold scissors	1	1(total of 2 points)
		Hold writing tool	1	1 (total of 2 points)
Health	Demonstrates personal health and hygeine practices	Complete personal care tasks	1	1 (total of 2 points)
		Complete health practices	1	1(total of 2 points)

*The skills/behaviors listed in the subdomains above are not exhaustive of the skills/domains associated with the Pysical Well-Being and Motor Development Domain Common Language Standards, they represent the item types provided for each of those subdomains in the 2020 KRA Form A Test Booklet provided (reference KRA 2018 Development and Technical Report p. 51-52).

Instructional Aims and Teacher Support

One of the greatest challenges and burdens placed on teachers is utilizing assessment results to identify student needs and plan for instruction that will support student growth and learning in relation to those needs. The team acknowledges that the KRA 2.0 offers teachers the opportunity to utilize results obtained from this assessment to identify students' performance level of kindergarten readiness as emerging, approaching, or demonstrating based on skill measures across the essential domains. Furthermore, that assessment results can be easily generated in the KReady system to offer multiple

formats for aggregating and viewing individual and classroom student results across domains and items. However, it is not clear how these results might be used by teachers to inform instructional planning for supporting student growth and learning in the regular classroom at all performance levels.

Like KRA 2.0, the Gold offers a variety of behavioral indicators to be measured across domains. Furthermore, the evaluation of student performance for each of the behavioral indicators are based on developmental progressions and age/grade level learning established by widely held expectations (WHE) consisting of field vetted early childhood developmental experts (p.6, Teaching Strategies Gold Technical Manual 2020). This potentially allows trained test administrators the opportunity to analyze student strengths and weaknesses on age/grade level appropriate developmental and learning behavioral expectations from birth to 6 years. However, without training and/or administration by a trained administrator, the team has concerns regarding subjectivity as well as teachers' abilities to aggregate this data and use the results to effectively plan for differentiated instruction and formative assessment practices for supporting student progress (allowing teacher/student to set individual growth targets, monitor and self-reflect on student progress). Furthermore, the team is concerned about the practicality in terms of time needed to administer the large variety of one-on-one behavioral tasks associated with the different item-types within normally planned classroom instructional time.

KRA Alignment with South Carolina Kindergarten Standards

1C: Is the KRA aligned with the SC Kindergarten standards?

This section presents a comparative analysis of the items in the Kindergarten Readiness Assessment (KRA) and the South Carolina Kindergarten Standards.

Degree of Overall Alignment

The project team conducted an item analysis by comparing each assessment item on the KRA to each indicator across the SC Kindergarten Standards.

To determine alignment, the project team examined if assessment items met, somewhat met, or did not meet standard indicators on the SC Kindergarten Standards. Assessment items were rated using the following categories: Item Fully Aligned to Indicator (Green), Item Somewhat Aligned to Indicator (Yellow), and Indicator Not Aligned to Indicator (Red)—see Tables Appendices for analysis of each indicator and Tables 1.4-1.5 for alignment summary of indicators. Once the extent of item alignment was determined, the number of indicators across all domains was totaled for each

category. Following this analysis, the project team totaled item and indicator alignment for all domains of the SC Early Learning Standards.

Analysis Results

The project team examined alignment between the KRA to the SC Kindergarten Standards. The domains examined in the SC Kindergarten Standards were as follows: (1) Literacy, (2) Mathematics, (3) Science, and (4) Social Studies. Findings for the overall analysis of item alignment across total and individual domains indicate that the KRA has low to moderate alignment to indicators for SC Kindergarten Standards.

When examining the Kindergarten standards, assessment items in the KRA fully align with only 9% (or 17 out of 181) of the standard indicators. When combining categories of fully aligned and somewhat aligned, 29% (52 out of 181) of KRA items aligned with standard indicators. Results indicate the KRA does not align with 71% of all Early Learning indicators for Younger Preschoolers. By domain, the KRA aligned most closely to the SC math standards (56% fully or somewhat aligned), followed by the literacy (28%), social studies (14%), and science standards (9%).

Table 1.4: *Item Alignment for Kindergarten Standards – All Domains*

	Fully Aligned	Fully or Somewhat Aligned	No Alignment
KRA	17 (9%)	52 (29%)	129 (71%)

Table 1.5: Item Alignment for Kindergarten Standards - By Domain

	Fully Aligned	Fully or Somewhat Aligned	No Alignment
Literacy	10 (8%)	34 (28%)	86 (72%)
Math	6 (24%)	14 (56%)	11 (44%)
Science	0 (0%)	2 (9%)	20 (91%)
Social Studies	1 (7%)	2 (14%)	12 (86%)

Evidence of Reliability, Validity, and Fairness/Equity

1D: What information does the KRA technical manual provide regarding evidence of the reliability, validity, and fairness/equity of score interpretations and the purpose/use of testing information?

Table 1.3-1.6 summarize the information we gleaned from the technical manual.

For validity evidence, we examined data provided by the publishers in five areas: content validity, concurrent and predictive criterion-related validity, construct validity, and item bias/fairness.

Content validity evidence focuses on whether the assessment adequately covers the content area. The items on the KRA are aligned to the Common Language Standards that are used in The KRA technical manual report identifies item alignment to the Common Language Standards and the use of multiple test items in assessing student development and learning across those standards . This alignment was reviewed with feedback based on field testing and pilots conducted by early childhood educators and state department representatives. Results of these efforts were further supported empirically using Item Response Theory techniques.

Construct validity evidence provides data to show that the concept is being fully and accurately assessed. The KRA provided construct validity based on cognitive interviews and teacher surveys conducted during the pilot and field tests. Feedback indicated that student response processes were consistent with the intended design of items in measuring the construct domains.

The KRA does provide two additional field supports for students with disabilities and ELL learners that provide detailed guidelines on how to provide and use universally designed support strategies for test administration to students with disabilities and ELL learners. Outside of these supports, there is no other convincing evidence that the KRA 2.0 is fair and unbiased toward minority populations. We raise the concern that being similarly stable within each subgroup does not imply that the test is fair and consistent across subgroups. The technical manual for the KRA did not provide any evidence that they analyzed their test for item bias or fairness.

Criterion-related validity evidence shows the relationship of data gathered on the instrument in question compared to a similar, external assessment, both assessing the same group of children. The two types of criterion-related validity evidence are concurrent and predictive. In the former, the external assessment is given to the same children at the same time as the assessment being validated. In the latter the assessment is given to the children, and then at some future time they are assessed

using the external assessment. The correlation of assessment scores on both assessments is evidence of criterion-related validity. The KRA 2.0 provided neither.

Reliability evidence aims to provide the test user with confidence that a score for a student is accurate, since tests are typically given only once. Reliability evidence is usually provided as inter-rater, internal consistency, or classification consistency and sensitivity. Inter-rater reliability evidence is when two raters score the same students independently and their scores are correlated. Internal consistency evidence shows all items relating with each other and the overall score. Classification consistency and sensitivity evidence show that the same child is placed in the same category (for example: emerging, approaching, demonstrating readiness) consistently, often focusing on those near the borderline.

The KRA provided evidence of internal consistency reliability (Cronbach's alpha) across all domains. Additionally, all educators administering the assessment must complete training on the administration and scoring processes, along with passing a content assessment. The team acknowledges that while teachers are required to go through training, no inter-rater reliability evidence was provided in terms of observation rubric classifications.

KRA Alignment with South Carolina Early Learning Standards and Profile of the Ready Kindergartner

1E: a) Which assessment (IDGIs-EL, PALS-PreK, Teaching Strategies Gold, or the KRA) more completely assesses the ELS?

When examining the Younger Preschoolers specifically, assessment items in the Gold, the IGDIs-EL, PALS-PreK, and the KRA were found to fully align with 15%, 2%, 5%, and 21% of the standard indicators, respectively.

Results for Older Preschoolers were similar. Assessment items for the Gold were found to fully align with 27% of standard indicators. The IGDIs-EL fully aligned to 1%, the PALS-PreK fully aligned to 3%, and the KRA fully aligned to 13% of standard indicators.

Based on these results, the GOLD and KRA had similar alignment to the Younger Preschooler ELS, however the GOLD showed significantly higher alignment with the standards for Older Preschools when compared to all other assessments. These findings are only representative of the entire Gold assessment, not the current requirement of only implementing the Language and Literacy domain in SC.

Table 1.7: *Item Alignment for Younger Preschooler – All Domains*

	Fully Aligned	*Somewhat*	*Fully or Somewhat*	*No Alignment*
TS Gold	*29 (15%)*	*72 (37%)*	*52%*	*48%*
IGDIs-EL	*3 (2%)*	*15 (8%)*	*9%*	*91%*
PALS-PreK	*9 (5%)*	*17 (9%)*	*13%*	*87%*
KRA	*40 (21%)*	*70 (36%)*	*57%*	*43%*

Table 1.8: *Item Alignment for Older Preschooler - All Domains*

	Fully Aligned	*Somewhat*	*Fully or Somewhat*	*No Alignment*
TS Gold	*63 (27%)*	*145 (62%)*	*90%*	*10%*
IGDIs-EL	*3 (1%)*	*9 (4%)*	*5%*	*95%*
PALS-PreK	*7 (3%)*	*22 (10%)*	*13%*	*87%*
KRA	*29 (13%)*	*95 (41%)*	*54%*	*46%*

1E: b) Which assessment (IDGIs-EL, PALS-PreK, Teaching Strategies Gold, or the KRA) more completely assesses the Profile of the Ready Kindergartener?

When comparing these four assessments to the SC Profile of the Ready Kindergartner, the GOLD and KRA were most closely aligned. The KRA fully or somewhat aligned to 70% of the indicators under the SC Profile. The GOLD fully or somewhat aligned with 87% of these indicators. The PALS and IGDIs-EL showed minimal alignment to the SC Profile. The IGDIs items fully aligned with 2% (1 out of 63) of indicators, and somewhat aligned with 3% (2 out of 63) leaving 95% not aligned. The PALS-PreK fully aligned with 10% (6 out of 63) of indicators, and somewhat aligned with 8% (5 out of 63) leaving 82% not aligned.

Based on these results, the GOLD showed the most alignment and the KRA yielded similar results. It is important to again note that the GOLD alignment was conducted

using the full 38 observation indicators for the GOLD, rather than only the Language and Literacy domain items, which is currently the state requirement.

Table 1.9: *Item Alignment for Profile of the Ready Kindergartener*

	Fully Aligned	*Somewhat*	*Fully or Somewhat*	*No Alignment*
TS Gold	*27 (45%)*	*25 (42%)*	*87%*	*13%*
IGDIs-EL	*1 (2%)*	*2 (3%)*	*5%*	*95%*
PALS-PreK	*6 (10%)*	*5 (8%)*	*18%*	*82%*
KRA	*27 (45%)*	*15 (25%)*	*70%*	*30%*

Accuracy and reliability of the KRA in measuring Kindergarten Readiness

2A: What are the strengths/weaknesses of the psychometric properties of the KRA in measuring readiness?

Table 2.1: *Strengths and weaknesses of the KRA psychometric properties*

STRENGTHS	WEAKNESSES
Aligned with essential domains of school readiness according to the U.S. Department of Education	Very few items (e.g., two items to assess student understanding of beginning word sounds)
Offers item measures across all domains	Possible subjectivity in teacher classification of observation item scores as emerging, approaching, or demonstrating
Offers a variety of item types (selected-response, performance-task, observational)	Does not allow for identifying deficits in pre-requisite skills as a means of diagnosing and planning targeted differentiated instruction to foster rigorous

	but reasonable student growth targets, foster student goal setting, and inform parents
Uses scaled scores	Does not provide criterion-related validity measures
Used cognitive interviews and teacher surveys to establish construct validity	
Assessment is practical given the short timeframe needed to perform	

2B: What are the strengths/weaknesses of reliability of the assessment for different groups of students (race, gender, SES)?

The KRA did not provide convincing evidence that it is fair and unbiased toward students falling into subcategories of race/ethnicity, sex/gender, urban/suburban/rural, or geographic location. However, it did provide guidelines on universally designed field supports to guide teachers when administering to students with disabilities and ELL learners. The team recommends differential item functioning research be done on the tests used by South Carolina to provide evidence that the populations at risk in the state (for example, focal groups such as minoritized races and ethnicities, children in ESOL families, children in rural schools, and low-income districts) are being assessed in an unbiased way, and that test results are being used fairly. In terms of reliability, an indication of how much confidence one can put in the accuracy of a score, the KRA provided convincing evidence of internal consistency, with Cronbach's Alpha levels ranging between 0.93 to 0.82 across the domains. As a further measure of reliability, the KRA described teacher training activities (e.g., stimulator modeling of proper administration and scoring processes) along with successful completion of a content assessment. However, it did not provide statistical evidence of inter-rater reliability for the observational-rubric items. This is problematic since observational-rubric items represent 24/26 of the KRA assessment items.

Recommendations

When examining all four assessments (PALS-PreK, IGDIs-EL, GOLD, and KRA) across the Early Learning Standards and the SC Profile of a Ready Kindergartener, it is clear that the PALS-PreK and IGDIs assessments do not align well with these frameworks.

These two assessments work to assess literacy standards but do not provide a well-balanced picture of student ability in multiple domains.

To better understand each child's readiness for kindergarten, the GOLD (all domains) and the KRA are more comprehensive and closely aligned with ELS and Kindergarten standards as well as the Profile of a Ready Kindergartner. While the original scope of work for this alignment (in spring 2022) included the GOLD assessment, it was limited to the Language and Literacy domain of the overall instrument. When considering each of the 38 observational indicators within the full GOLD, it meets or partially meets 52% of the Younger ELS, 90% of the Older ELS, and 87% of the indicators on the Profile of a Ready Kindergartner. Comparatively, the KRA meets or partially meets 57% of the Younger ELS, 54% of the Older ELS, 52% of the Kindergarten standards, and 70% of the indicators on the Profile of a Ready Kindergartner. While neither of these assessments are fully aligned with any of these frameworks, they align with over half of the standard indicators, demonstrating that both assessments (the KRA or the GOLD in its entirety) would be useful in providing an overall picture of school readiness for students across South Carolina. The table below shows an overall comparison of the KRA and the GOLD to the ELS and Ready Profile. As the scope of work did not include examining the GOLD in comparison to the kindergarten standards (only the KRA), the alignment data for the Kindergarten standards and the GOLD is not provided.

Table 2.2: *TS Gold and KRA Item Alignment*

	Early Learning Standards - Younger			Early Learning Standards- Older			South Carolina Profile of a Ready Kindergartener			South Carolina Kindergarten Standards		
Alignment	Fully	Some	No	Fully	Some	No	Fully	Some	No	Fully	Some	No
Gold	*15%*	*37%*	*48%*	*27%*	*62%*	*10%*	*45%*	*42%*	*13%*	*NA*	*NA*	*NA*
KRA	*21%*	*36%*	*46%*	*13%*	*41%*	*46%*	*45%*	*25%*	*30%*	*9%*	*19%*	*71%*

It is important to consider the implementation of each assessment when making decisions about which tool gives the most accurate information on child growth and development. While the GOLD shows the most alignment, this assessment is a fully observational instrument and requires a substantial time commitment to implement, particularly if it is implemented more than once during the school year. It also requires

significant training and established interrater reliability amongst observers to determine fidelity of implementation. The GOLD consists of 38 observation indicators across all domains. Each observation indicator is assessed using a nine-point rating scale. The assessment provides examples for each level on this 9-point scale, however it may be difficult for teachers to use this discrete scale during implementation if they are teaching simultaneously.

The KRA uses a combination of observational and performance indicators. The KRA consists of 24 observation indicators across domains and utilizes a three-point rating scale, which may be easier for teachers to use objectively. The KRA also has 26 performance-based indicators which are implemented one on one with each child by the assessor. The table below further compares the KRA and the GOLD.

Table 2.3: *Gold and KRA Item Alignment*

	Kindergarten Readiness Assessment	Teaching Strategies Gold
Positives	- More than half of ELS (younger and older) and kindergarten standards are met/somewhat met - More than half of indicators on the SC Profile are met/somewhat met - Ease of implementation (Performance items can be assessed prior to school start) - Combination of performance and observation items allows for increased objectivity while also providing deeper insight about each child 3-point rubric is easier for teachers to score	- More than half of standards are met/somewhat met - More than half of indicators on the SC Profile are met/somewhat met - Inclusion of visual and performative arts within scope of assessment - Ability of school to implement all or part of assessment (however number of standards met is based on the entire assessment) - Substantive assessment, gives a full picture of the child - History of use across the country with positive feedback
Negatives	Observational items can be hard to complete at beginning of the year	Fully observational tool (including 38 different objectives) requires time

	● Indicators related to social studies and science on kindergarten standards have very little alignment to KRA ● Interrater reliability could be difficult to establish for observational items	across the year to complete and training for observers ● Interrater reliability could be difficult to establish

From a feasibility standpoint, the project team recommends refocusing assessment efforts to focus on 4K (rather than 5K) as the assessment alignment is stronger overall with the ELS standards. The kindergarten standards are meant to provide a picture of student mastery at the end of kindergarten. As the goal is to determine readiness for kindergarten, using the ELS and Ready Profile to examine alignment provides a better framework. Based on the results outlined above, if the SC Education Oversight Committee is seeking a holistic assessment to provide a full picture of school readiness, the project team recommends focusing on the KRA and the GOLD as options for state approved assessments.

However, ultimately the team recommends examining the potential of the KRA as a pre/post assessment at the beginning and end of 4K as the combination of performance indicators and observation items allows for a more complete picture of student readiness with less subjectivity than a fully observational instrument. The team recommends conducting a review and potential revision of the ELS standards at the Younger and Older Preschooler levels. This revision should be conducted in conjunction with a SC-driven KRA revision to meet additional ELS standards that can be captured through a few additional observation and performance items. These revisions should also consider alignment with the SC Profile of a Ready Kindergartner to ensure consistency across frameworks.

The GOLD holds great potential as an ongoing formative assessment used at the classroom level to provide a substantive picture of student progress (much like the Measure of Academic Progress or MAP assessment at the K-12 level). If the GOLD is also included as a state approved assessment moving forward, an analysis of domains should be included, as the current requirement is limited to the Language and Literacy domain, which provides much less alignment to ELS than the KRA.

Regardless of which assessment(s) are required moving forward, the project team recommends that training is incorporated for teachers on assessment procedures and steps are taken to ensure inter-rater reliability. Further, the project team recommends continued analysis of assessment practices across school districts to determine overall

recommendations for implementation. Recommendations regarding who should conduct assessments, how to implement assessments with fidelity, and when to conduct assessments should be established prior to requiring these assessments. The SC EOC should also consider the impact of assessment practices on teachers and students. Minimizing classroom disruptions should be a priority. As such, the project team recommends developing policies around implementation that support teachers (for example: staggered starts, external assessors, providing pay for substitutes, etc.).

Finally, continued analysis of assessment implementation should occur, specifically differential item functioning research to provide evidence that populations at risk (for example, focal groups such as minoritized races and ethnicities, children in ESOL families, children in rural schools, and low-income districts) are being assessed in an unbiased way, and that test results are being used fairly.

Appendix A: Individual Item Alignment Tables

Assessment items were rated using the following categories: Item Fully Aligned to Indicator (Green), Item Somewhat Aligned to Indicator (Yellow), and Indicator Not Aligned (Red).

Table A.1: Younger Preschoolers Alignment Table: APPROACHES TO LEARNING

Younger Preschoolers (36-48 months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Curiosity, Information-Seeking, Eagerness				
Goal APL-1: Children show curiosity and express interest in the world around them.				
Discover things that interest and amaze them and seek to share them with others. APL-1j	9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills a. Engages in conversations			28. Engage in conversations 38. Express a desire to learn
Communicate interest to others through verbal and nonverbal means APL-1k	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly 10. Uses appropriate conversational and other communication skills			38. Express a desire to learn 39. Engage with peer in pretend play

	a. Engages in conversations b. Uses social rules of language			
Show interest in a growing range of topics, ideas, and tasks. APL-1l				38. Express a desire to learn
Goal APL-2: Children actively seek to understand the world around them.				
Ask questions about the people and things around them. APL-2i	9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills b. Uses social rules of language			28. Engage in conversations 38. Expresses a desire to learn
Use all available senses, tools, and a variety of strategies to explore the environment. APL-2j				
Purposely try different ways of doing things to see what and how they work. APL-2k				37. Solves Problems
Subdomain: Play and Imagination				
Goal APL-3: Children engage in increasingly complex play				

Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m	10. Uses appropriate conversational and other communication skills a. Engages in conversations			*39.* Engages with peers in pretend play 40. Shares materials with peers
Talk to peers and share materials during play. APL-3n	9. Uses language to express thoughts and needs			28. Engage in conversations 33. Control impulses and behavior 34. Wait to take turns 39. Engage with peers in pretend play 40. Shares materials with peers
Engage in make-believe play with imaginary objects. APL-3o				39. Engage with peers in pretend play
Use language to begin and carry on play with others. APL-3p	8. Listens to and understands increasingly complex language a. Comprehends language 9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills a. Engages in conversations b. Uses social rules of language			28. Engage in conversations 31. Expresses own emotions 34. Wait to take turns 39. Engage with peers in pretend play

Express knowledge of their everyday lives and culture through play APL-3q	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary d. Tells about another time or place 10. Uses appropriate conversational and other communication skills a. Engages in conversations			39. Engage with peers in pretend play
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness				
Offer new ideas about how to do or make things. APL-4h	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			28. Engage in conversations 38. Expresses a desire to learn
Add new actions, props, or dress-up items to pretend play. APL-4i				39. Engage with peers in pretend play
Use materials or actions to represent experiences or ideas in novel ways. APL-4j				
Experiment with language, musical sounds, and movement. APL-4k	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary	Rhyming (all) Sound Identification (all) Alliteration (all)	Section II: Letter Sounds Section III: Beginning Sound Awareness (all)	30. Use words that reflect variety, specificity, and complexity

31

			Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	
Subdomain: Risk-Taking, Problem-Solving, and Flexibility				
Goal APL-5: Children are willing to try new and challenging experiences				
Express a belief that they can do things that are hard. APL-5k				31. Express own emotions
Choose to participate in an increasing variety of familiar and new experiences. APL-5l				35. Focus on activities 38. Express a desire to learn
Accept new challenges when offered. APL-5m				38. Express a desire to learn
Try things they are not sure they can do, while avoiding dangerous risks APL-5n				38. Express a desire to learn
Goal APL-6: Children use a variety of strategies to solve problems				
Seek and make use of ideas and help from adults and peers to solve problems APL-6k	8. Listens to and understands increasingly complex language a. Comprehends language b. Follows directions			28. Engage in conversations 32. Ask familiar adults for help 37. Solve problems 38. Express a desire to learn 39. Engage with peers in pretend play
Purposefully use a variety of strategies to solve different types of problems. APL-6l				37. Solve problems

Talk to themselves to work through the steps to solve a problem. APL-6m				37. Solve problems
Subdomain: Attentiveness, Effort, and Persistence				
Goal APL-7: Children demonstrate initiative				
Show increasing independence and purpose when making choices. APL-7h				
Express goals or plans and follow through on them. APL-7i	9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills			
Makes decisions about materials needed to carry out a task. APL-7j				

Goal APL-8: Children maintain attentiveness and focus				
Focus on age-appropriate activities for a short period of time, even with interruptions APL-8h				33. Control impulses and behavior 35. Focus on activities
Remain engaged in more complex activities that they have chosen. APL-8i				35. Focus on activities 38. Express a desire to learn

Maintain focus and return to an activity after a break. APL-8j				33. Control impulses and behavior 35. Focus on activities
Goal APL-9: Children persist in challenging activities				
Seek help from others to complete a challenging activity APL-9e	9. Uses language to express thoughts and needs			32. Ask familiar adults for help
When something does not work, try different ways to complete the task APL-9f				37. Solve problems
Keep working to complete tasks, including those that are somewhat difficult. APL-9g				33. Control impulses and behavior 35. Focus on activities

Table A.2: Older Preschoolers Alignment Table: APPROACHES TO LEARNING

Older preschoolers (48-60+ months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Curiosity, Information-Seeking, Eagerness				
Goal APL-1: Children show curiosity and express interest in the world around them.				
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1m	9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills 11. Demonstrates positive approaches to learning d. Shows curiosity and motivation			28. Engage in conversations 38. Express a desire to learn
Discover things that interest and amaze them and seek to share them with others. APL-1n	9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills a. Engages in conversations 11. Demonstrates positive approaches to learning d. Shows curiosity and motivation			38. Express a desire to learn 39. Engage with peers in pretend play
Show interest in a growing range of topics, ideas, and tasks. APL-1o	11. Demonstrates positive approaches to learning 12. Remembers and connects experiences			38. Express a desire to learn
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists			1. Count to 20 29. Write first name 38. Express a desire to learn 43. Run, Jump, and/or Hop 44. Bend, stretch, and/or twist
Goal APL-2: Children actively seek to understand the world around them.				

Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills b. Uses social rules of language 11. Demonstrates positive approaches to learning d. Shows curiosity and motivation			28. Engage in conversations 38. Express a desire to learn
Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). APL-2m	11. Demonstrates positive approaches to learning d. Shows curiosity and motivation 24. Uses scientific inquiry skills			
Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking			37. Solves Problems

Subdomain: Play and Imagination

Goal APL-3: Children engage in increasingly complex play.

Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	9. Uses language to express thoughts and needs d. Tells about another time or place 10. Uses appropriate conversational and other communication skills a. Engages in conversation			39. Engage with peers in pretend play 40. Share materials with peers

Use more complex and varied language to share ideas and influence others during play. APL-3s	10. Uses appropriate conversational and other communication skills			28. Engage in conversations 39. Engage with peers in pretend play 40. Shares materials with peers
Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	14. Uses symbols and images to represent something not present b. Engages in sociodramatic play			39. Engage with peers in pretend play
Demonstrate their cultural values and "rules" through play (tell another child, "That's not what we eat for breakfast."). APL-3u	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			39. Engage with peers in pretend play 41. Explain why rules are needed
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.				
Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	14. Uses symbols and images to represent something not present b. Engages in sociodramatic play			28. Engage in conversations 39. Engage with peers in pretend play
Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	14. Uses symbols and images to represent something not present			28. Engage in conversations 39. Engage with peers in pretend play
Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	14. Uses symbols and images to represent something not present			
Make up stories, songs, or dances for fun during play. APL-4o	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			30. Use words that reflect variety, specificity, and complexity

Invent new games. APL-4p	11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking			

Subdomain: Risk-Taking, Problem-Solving, and Flexibility

Goal APL-5: Children are willing to try new and challenging experiences.

Express a belief that they can do things that are hard. APL-5o	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists			31. Express own emotions
Approach new experiences independently. APL-5p	1. Regulates own emotions and behaviors c. Takes care of own needs appropriately			35. Focus on activities 37. Solve problems 38. Express a desire to learn
Ask to participate in new experiences that they have observed or heard about. APL-5q	11. Demonstrates positive approaches to learning d. Shows curiosity and motivation			38. Express a desire to learn
Independently seek new challenges. APL-5r	11. Demonstrates positive approaches to learning d. Shows curiosity and motivation			38. Express a desire to learn

Goal APL-6: Children use a variety of strategies to solve problems.

Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n	9. Uses language to express thoughts and needs			28. Engage in conversations 32. Ask familiar adults for help 37. Solve problems 38. Express a desire to learn 39. Engage with peers in pretend play
Describe the steps they will use to solve a problem. APL-6o	11. Demonstrates positive approaches to learning c. Solves problems			37. Solve problems
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	11. Demonstrates positive approaches to learning c. Solves problems			37. Solve problems

Explain how they solved a problem to another person. APL-6q	9. Uses language to express thoughts and needs 11. Demonstrates positive approaches to learning c. Solves problems			37. Solve problems

Subdomain: Attentiveness, Effort, and Persistence

Goal APL-7: Children demonstrate initiative.

Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). APL-7k	11. Demonstrates positive approaches to learning d. Shows curiosity and motivation			
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l				
Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL-7m				

Goal APL-8: Children maintain attentiveness and focus.

Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists			33. Control impulses and behavior 35. Focus on activities
Consistently remain engaged in self-directed activities. APL-8l	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists			35. Focus on activities 38. Express a desire to learn
Shift attention back to a task after having been diverted from it. APL-8m	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists			33. Control impulses and behavior 35. Focus on activities

Goal APL-9: Children persist at challenging activities

Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	1. Regulates own emotions and behaviors c. Takes care of own needs appropriately 9. Uses language to express thoughts and needs			32. Ask familiar adults for help
When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i	11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking			37. Solve problems
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	11. Demonstrates positive approaches to learning b. Persists			35. Focus on activities
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later.) APL-9k	11. Demonstrates positive approaches to learning b. Persists e. Shows flexibility and inventiveness in thinking			33. Control impulses and behavior 35. Focus on activities

Table A.3: Younger Preschoolers Alignment Table: EMOTIONAL AND SOCIAL DEVELOPMENT (ESD)

Younger Preschoolers (36-48 months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Developing and Sense of Self				
Goal ESD-1: Children demonstrate a positive sense of self identity and self-awareness				
Describe self ESD-1k	9. Uses language to express thoughts and needs			
Express a sense of belonging to a group ESD-1l				39. Engage with peers in pretend play
Use own first and last name. ESD-1m			Section I: Name Writing	29. Write first name
Choose activities they like and name their favorite activities. ESD-1n				35. Focus on activities 38. Express a desire to learn
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do				
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k	9. Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

10. Uses appropriate conversational and other communication skills

a. Engages in conversations | | | 28. Engage in conversations |

Express the belief that they can do many things. ESD-2l	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			38. Express a desire to learn
Try new activities and attempt new challenges. ESD-2m				38. Express a desire to learn
Subdomain: Developing a Sense of Self with Others				
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs				
Seek out trusted teachers and caregivers as needed. ESD-3o				32. Ask familiar adults for help
Show affection for adults they are close to. ESD-3p				
Given time, form positive relationships with new teachers or caregivers. ESD-3q				
Show ease and comfort in their interactions with familiar adults. ESD-3r				32. Ask familiar adults for help
Ask for assistance from adults. ESD-3s	9. Uses language to express thoughts and needs			32. Ask familiar adults for help

Goal ESD-4: Children form relationships and interact positively with other children				
Demonstrate social skills when interacting with other children. ESD-4k	10. Uses appropriate conversational and other communication skills b. Uses social rules of language			28. Engage in conversations 33. Control impulses and behavior 34. Wait to take turns 39. Engage with peers in pretend play 40. Share materials with peers
Form and maintain friendships with a few other children. ESD-4l				28. Engage in conversations 39. Engage with peers in pretend play
Identify another child as a friend. ESD-4m				
Approach other children easily, expecting positive interactions. ESD-4n				28. Engage in conversations 39. Engage with peers in pretend play 40. Share materials with peers
Show ease and comfort in their interactions with familiar children. ESD-4o				28. Engage in conversations 39. Engages with peers in pretend play
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups				
Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k	8. Listens to and understands increasingly complex language a. Comprehends language b. Follows direction			36. Follow multi-step directions 47. Follow basic safety rules
Often make requests clearly and effectively. ESD-5l	9. Uses language to express thoughts and needs			32. Ask familiar adults for help

	b. Speaks clearly			
Show awareness that their actions affect others. ESD-5m				33. Control impulses and behavior
Wait for a short time to get what they want. ESD-5n				34. Wait to take turns 40. Share materials with peers
Work to resolve conflicts effectively, with guidance and support. ESD-5o				
Notice and accept similarities and differences among all people, including people with disabilities. ESD-5p				
Subdomain: Learning About Feelings				
Goal ESD-6: Children identify, manage, and express their feelings				
Express a range of emotions with their face, body, vocal sounds, and words. ESD-6l	9. Uses language to express thoughts and needs b. Speaks clearly			31. Express own emotions
Use a variety of words or signs to express and manage feelings more clearly. ESD-6m	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly			31. Express own emotions
Describe reasons for their feelings. ESD-6n	9. Uses language to express thoughts and needs			31. Express own emotions

Goal ESD-7: Children recognize and respond appropriately to the needs and feelings of others			
Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j	9. Uses language to express thoughts and needs		
Communicate concern for others ESD-7k	9. Uses language to express thoughts and needs		
Offer help to meet the needs of others ESD-7l	9. Uses language to express thoughts and needs		
Show awareness that other people have different feelings ESD-7m	8. Listens to and understands increasingly complex language		

Table A.4: Older Preschoolers Alignment Table: EMOTIONAL AND SOCIAL DEVELOPMENT (ESD)

Older Preschoolers (48-60+ months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Developing and Sense of Self				
Goal ESD-1: Children demonstrate a positive sense of self identity and self-awareness				
Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). ESD-1o	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p				39. Engage with peers in pretend play
Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q				35. Focus on activities 38. Express a desire to learn
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do				
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 10. Uses appropriate conversational and other communication skills a. Engages in conversations			28. Engage in conversation
Express the belief that they can do many things. ESD-2o	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			Express a desire to learn
Stick with tasks even when they are challenging. ESD-2p	11. Demonstrates positive approaches to learning b. Persists			35. Focus on activities

Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). ESD-2q	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			

Subdomain: Developing a Sense of Self with Others

Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs

Seek out trusted teachers and caregivers as needed. ESD-3t	1. Regulates own emotions and behaviors c. Takes care of own needs appropriately 2. Establishes and sustains positive relationships a. Forms relationships with adults			32. Ask familiar adults for help
Form positive relationships with new teachers or caregivers over time. ESD-3u	2. Establishes and sustains positive relationships a. Forms relationships with adults			
Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v	2. Establishes and sustains positive relationships a. Forms relationships with adults 10. Uses appropriate conversational and other communication skills a. Engages in conversations b. Uses social rules of language			32. Ask familiar adults for help 28. Engage in conversations

Goal ESD-4: Children form relationships and interact positively with other children

Demonstrate social skills when interacting with other children. ESD-4p	1. Regulates own emotions and behaviors 2. Establishes and sustains positive relationships b. Responds to emotional cues c. Interacts with peers d. Makes friends			28. Engage in conversations 33. Control impulses and behavior 34. Wait to take turns 39. Engage with peers in pretend play 40. Share materials with peers

	10. Uses appropriate conversational and other communication skills b. Uses social rules of language			
Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	2. Establishes and sustains positive relationships c. Interacts with peers d. Makes friends			28. Engage in conversations 39. Engage with peers in pretend play
Seek and give support with children they identify as friends. ESD-4r	3. Participates cooperatively and constructively in group situations			40. Share materials with peers
Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	2. Establishes and sustains positive relationships c. Interacts with peers d. Makes friends 10. Uses appropriate conversational and other communication skills a. Engages in conversations b. Uses social rules of language			28. Engage in conversations 39. Engage with peers in pretend play 40. Share materials with peers
Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	3. Participates cooperatively and constructively in group situations			28. Engage in conversations 39. Engage with peers in pretend play
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups				
Follow social rules, transitions, and routines that have been explained to them. ESD-5r	8. Listens to and understands increasingly complex language a. Comprehends language b. Follows direction			36. Follow multi-step directions 47. Follow basic safety rules
Make requests clearly and effectively most of the time. ESD-5s	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly			32. Ask familiar adults for help

Balance their own needs with those of others in the group. ESD-5t	3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others			40. Share materials with peers
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u	3. Participates cooperatively and constructively in group situations b. Solves social problems			37. Solve Problems
Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v	3. Participates cooperatively and constructively in group situations b. Solves social problems			37. Solve Problems
Express respect and caring for all people, including people with disabilities. ESD-5w	3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others			
Recognize and honor cultural differences. ESD-5x				
Subdomain: Learning About Feelings				
Goal ESD-6: Children identify, manage, and express their feelings				
Express a range of emotions happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	1. Regulates own emotions and behaviors a. Manages feelings 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			31. Express own emotions
Independently manage and express feelings effectively most of the time. ESD-6p	1. Regulates own emotions and behaviors a. Manages feelings 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly			31. Express own emotions
Use a larger vocabulary for talking about different	1. Regulates own emotions and behaviors			

feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q	a. Manages feelings 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r	1. Regulates own emotions and behaviors a. Manages feelings 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Use problem-solving strategies when feeling angry or frustrated. ESD-6s	1. Regulates own emotions and behaviors a. Manages feelings			
Goal ESD-7: Children recognize and respond appropriately to the needs and feelings of others				
Communicate understanding and empathy for others' feelings. ESD-7n	3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o	3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support. ESD-7p	3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others			

Table A.5: Younger Preschoolers Alignment Table: HEALTH AND PHYSICAL DEVELOPMENT

Younger Preschoolers (36-48 months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Physical Health and Growth				
Goal HPD-1: Children develop healthy eating habits				
Try new foods. HPD-1p				
Feed themselves with utensils independently. HPD-1q				
Communicate that some foods are good for them and some are not healthy. HPD-1r	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.				
Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2k				43. Run, jump, and/or hop 44. Bend, stretch, and/or twist
Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l				
Participate in simple games and other structured motor				

activities that enhance physical fitness HPD-2m			
Transition from active to quiet activities with limited guidance and support. HPD-2n			33. Control impulses and behavior

Goal HPD-3: Children develop healthy sleeping habits

Recognize and communicate signs of being tired. HPD-3i	9. Uses language to express thoughts and needs		
With increasing independence, start and participate in sleep routines. HPD-3j			

Subdomain: Motor Development

Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment

Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l			43. Run, jump, or hop 44. Bend, stretch, and/or twist
Refine movements and show generally good coordination HPD-4m			43. Run, jump, or hop 44. Bend, stretch, and/or twist
Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive			

technology effectively. HPD-4n				
Move in space with good coordination HPD-4o				42. Move through a crowded environment 43. Run, jump, and/or hop

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools

Draw simple shapes and figures (square for block, circles). HPD-5j	19. Demonstrates writing skills		Section I: Name Writing	46. Hold writing tool
Engage in activities that require hand-eye coordination HPD-5K	19. Demonstrates writing skills		Section I: Name Writing	45. Hold scissors 46. Hold writing tool
Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, and adapted tools). HPD-5l	19. Demonstrates writing skills		Section I: Name Writing	45. Hold scissors 46. Hold writing tool

Subdomain: Self-Care

Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs

Use words, signs, or sign language to ask for the things they need. HPD-6g	9. Uses language to express thoughts and needs 19. Demonstrates writing skills b. Writes to convey ideas and information			28. Engage in conversations 32. Ask familiar adult for help
Use different strategies to calm themselves when needed HPD-6h				33. Control impulses and behavior

Goal HPD-7: Children develop independence in caring for themselves and their environment

Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j				32. Ask familiar adults for help 49. Complete personal care tasks 50. Follow basic health practices
Dress and undress themselves with occasional assistance. HPD-7k				49. Complete personal care tasks
Follow basic hygiene practices with reminders. HPD-7l				50. Follow basic health practices

Gain independence in hygiene practices. HPD-7m				50. Follow basic health practices
Serve food for themselves. HPD-7n				
Help with routine care of the indoor and outdoor learning environment. HPD-7o				
Name people who help children stay healthy. HPD-7p	9. Uses language to express thoughts and needs			48. Show or explain ways that adults help to keep people safe

Subdomain: Safety Awareness

Goal HPD: Children develop awareness of basic safety rules and begin to follow them

Know what their bodies can do and play within their abilities to avoid injury to self or others. HPD-8i				47. Follow basic safety rules
Usually recognize and avoid objects and situations that might cause harm. HPD-8j				47. Follows basic safety rules

Usually follow established safety rules. HPD-8k				41. Explains why rules are needed 47. Follows basic safety rules
Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l				32. Ask familiar adults for help

Table A.6: Older Preschoolers Alignment Table: HEALTH AND PHYSICAL DEVELOPMENT

Older preschoolers (48-60+ months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Physical Health and Growth				
Goal HPD-1: Children develop healthy eating habits				
Try new foods. HPD-1s				
Feed themselves with utensils independently. HPD-1t	7. Demonstrates fine-motor strength and coordination			
Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u				
Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v				
Name foods and beverages that help to build healthy bodies. HPD-1w				
Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.				
Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2o	4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills			43. Run, jump, and/or hop 44. Bend, stretch, and/or twist
Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Participate in structured and unstructured motor activities that build strength, speed,	6. Demonstrates gross-motor manipulative skills			

flexibility, and coordination (red light, green light; chase; free play). HPD-2q				
Transition independently from active to quiet activities most of the time. HPD-2r				33. Control impulses and behavior

Goal HPD-3: Children develop healthy sleeping habits

Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Independently start and participate in sleep routines most of the time. HPD-3l				

Subdomain: Motor Development

Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment

Coordinate movement of upper and lower body. HPD-4p	6. Demonstrates gross-motor manipulative skills			
Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q	4. Demonstrates traveling skills 5. Demonstrates balancing skills			43. Run, jump and/or hop 44. Bend, stretch, and/or twist
Move quickly through the environment and stop (run fast, pedal fast). HPD-4r	4. Demonstrates traveling skills			42. Move through a crowded environment
Show awareness of own body in relation to other people and objects while moving through space. HPD-4s				42. Move through a crowded environment

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools

Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	19. Demonstrates writing skills a. Writes name		Name Writing	29. Write first name 46. Hold writing tool

Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	7. Demonstrates fine-motor strength and coordination			45. Hold scissors
Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	7. Demonstrates fine-motor strength and coordination			45. Hold scissors 46. Hold writing tool

Subdomain: Self-Care

Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs

Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i	9. Uses language to express thoughts and needs			28. Engage in conversations 32. Ask familiar adults for help
Consistently use strategies to calm themselves when needed. HPD-6j	1. Regulates own emotions and behaviors			33. Control impulses and behavior

Goal HPD-7: Children develop independence in caring for themselves and their environment

Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q				32. Ask familiar adults for help 49. Complete personal care tasks 50. Follow basic health practices
Dress and undress themselves independently. HPD-7r				49. Complete personal care tasks
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s				
Describe the value of good health practices (wash hands to get rid of germs, drink	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			49. Complete personal care tasks 50. Follow basic health practices

milk to build strong bones). HPD-7t			

Subdomain: Safety Awareness

Goal HPD: Children develop awareness of basic safety rules and begin to follow them

Avoid potentially dangerous behaviors. HPD-8m				47. Follow basic safety rules
Consistently recognize and avoid objects, substances, and activities, within the environment that might cause harm. HPD-8n	26. Demonstrates knowledge of the physical properties of objects and materials			47. Follow basic safety rules
Independently follow established safety rules. HPD-8o				47. Follow basic safety rules
Identify people who can help them in the community (police, firefighter, nurse). HPD-8p				48. Show or explain ways that adults help to keep people safe

Table A.7: Younger Preschoolers Alignment Table: LANGUAGE DEVELOPMENT AND COMMUNICATION

Younger Preschoolers (36-48 months)	Teaching Strategies Gold	IGDIs- EL	PreK	
Domain: Learning to Communicate				
DC-1: Children understand communications from others				
Follow simple multistep directions with visual cues, if needed. LDC-1m	8. Listens to and understands increasingly complex language a. Comprehends language b. Follows directions			36. Follow multi-step directions
Goal LDC-2: Children participate in conversations with peers and adults				
Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2i	10. Uses appropriate conversational and other communication skills b. Uses social rules of language			

Initiate and carry on conversations and ask questions about things that interest them. LDC-2j	10. Uses appropriate conversational and other communication skills a. Engages in conversations			28. Engage in conversations
With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k	10. Uses appropriate conversational and other communication skills a. Engages in conversations			28. Engage in conversations
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood				
Answer longer questions using more detail. LDC-3d	8. Listens to and understands increasingly complex language a. Comprehends language 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			20/21. Answer questions about story detail 30. Use words that reflect variety, specificity, and complexity
Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			32. Ask familiar adults for help

Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly				
Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4i	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly			
Speak clearly enough to be understood by familiar adults and children. LDC-4j	9. Uses language to express thoughts and needs b. Speaks clearly			30. Use words that reflect variety, specificity, and complexity
Goal LDC-5: Children describe familiar people, places, things, and events				
Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. LDC-5d	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary d. Tells about another time or place			28. Engage in conversations
Describe experiences and create or retell short narratives. LDC-5e	9. Uses language to express thoughts and needs d. Tells about another time or place			

Goal LDC-6: Children use most grammatical constructions of their home language well

Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar			28. Engage in conversations 30. Use words that reflect variety, specificity, and complexity
Make grammatical errors that follow language rules (say, "mouses" instead of "mice"). LDC-6h	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar			

Goal LDC-7: Children respond to and use a growing vocabulary

Repeat familiar songs, chants, or rhymes. LDC-7l	8. Listens to and understands increasingly complex language a. Comprehends language	Rhyming (all)	Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	

Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7m	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary	Picture Naming (all)		30. Use words that reflect variety, specificity, and complexity
Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7n	9. Uses language to express thoughts and needs	Picture Naming (all)		
Use many kinds of cues in the environment to figure out what words mean. LDC-7o	8. Listens to and understands increasingly complex language a. Comprehends language			

Subdomain: Foundations for Reading

Goal LDC-8: Children develop interest in books and motivation to read

Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j	17. Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts 18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections b. Uses emergent reading skills			16/17. Identify rhyming words 20/21. Answer question about story detail 22. Identify story sequence 27. Demonstrate how print is read
Show an interest in books, other print, and reading related activities. LDC-8k	17. Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts			
Listen to and discuss storybooks, simple information books, and poetry. LDC-8l	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			20/21. Answer question about story detail 22. Identify story sequence

Goal LDC-9: Children develop book knowledge and print awareness

Hold a book upright while turning pages one by one front to back, but not always in order. LDC-9h	17. Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts b. Uses print concepts		Section IV: Print and Word Awareness (#6)	27. Demonstrate how print is read
With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, "message" on card for family member). LDC-9i	17. Demonstrates knowledge of print and its uses b. Uses print concepts		Section IV: Print and Word Awareness (all)	
Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, when they will have a turn). LDC-9j	17. Demonstrates knowledge of print and its uses b. Uses print concepts			27. Demonstrate how print is read

Goal LDC-10: Children comprehend and use information presented in books and other print media

Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-10i	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections		Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	
With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.LDC-10j	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			
Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts. LDC-10k	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections c. Retells stories and recounts details from informational texts			

Relate personal experiences to events described in familiar books, with prompting and support. LDC-10l	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			
Ask questions about a story or the information in a book. LDC-10m	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			
With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10n	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections c. Retells stories and recounts details from informational texts			20/21. Answer question about story detail 22. Identify story sequence
Goal LDC-11: Children develop phonological awareness				

Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11g	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme	Rhyming (all)	Section V: Phonological Awareness- Rhyme Awareness (all) Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	16/17. Identify rhyming words
Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11h	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme	Rhyming (all)	Section V: Phonological Awareness- Rhyme Awareness (all) Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	
Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11i	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme b. Notices and discriminates alliteration	Sound Identification (all) Rhyming (all) Alliteration (all)	Section III: Beginning Sound Awareness (all) Section V: Phonological Awareness- Rhyme Awareness (all) Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	16/17. Identify rhyming words 18/19. Identify beginning sounds
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle				

Demonstrate an interest in learning the alphabet. LDC-12b	16. Demonstrates knowledge of the alphabet a. Identifies and names letters		Section II: Uppercase Alphabet Recognition Section II: Lowercase Alphabet Recognition Section II: Letter Sounds	24. Name letters (uppercase) 25. Name letters (lowercase) 26. Make letter sounds
Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals LDC-12c	16. Demonstrates knowledge of the alphabet a. Identifies and names letters		Section II: Uppercase Alphabet Recognition Section II: Lowercase Alphabet Recognition Section II: Letter Sounds	15. Distinguish words from letters
Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d	16. Demonstrates knowledge of the alphabet a. Identifies and names letters		Section I: Name Writing Section II: Uppercase Alphabet Recognition Section II: Lowercase Alphabet Recognition Section IV: Print and Word Awareness (Item 8)	24. Name letters (uppercase) 25. Name letters (lowercase)

Subdomain: Foundations of Writing

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes

Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c	19. Demonstrates writing skills b. Writes to convey ideas and information		I: Name Writing	
With prompting and support, communicate their thoughts for an adult to write. LDC-13d	19. Demonstrates writing skills b. Writes to convey ideas and information			
Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e	19. Demonstrates writing skills b. Writes to convey ideas and information			
Goal LDC-14: Children use knowledge of letters in their attempt to write				
Begin to use letters and approximations of letters to write their name. LDC-14a	19. Demonstrates writing skills a. Writes name		I: Name Writing	29. Write first name

Distinguish letters from different kinds of drawings/ graphics. LDC-14b	19. Demonstrates writing skills c. Writes using conventions		Section I: Name Writing Section II: Uppercase Alphabet Recognition Section II: Lowercase Alphabet Recognition	
Show they know that written words are made up of particularletters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LDC-14c	19. Demonstrates writing skills c. Writes using conventions	Sound Identification (all)	I: Name Writing	15. Distinguish words from letters
Goal LDC-15: Children use writing skills and conventions				
Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, and computers. LDC-15f	19. Demonstrates writing skills b. Writes to convey ideas and information		I: Name Writing	46. Hold writing tool
Make marks they call "writing" that look different from drawings LDC-15g	19. Demonstrates writing skills c. Writes using conventions		I: Name Writing	

| Play with writing letters and make letter-like forms. LDC-15h | 19. Demonstrates writing skills

c. Writes using conventions | | I: Name Writing | |

Table A.8: Older Preschoolers Alignment Table: LANGUAGE DEVELOPMENT AND COMMUNICATION

Older preschoolers (48-60+ months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Learning to Communicate				
Goal LDC-1: Children understand communications from others				
Show understanding of increasingly complex sentences. LDC-1n	8. Listens to and understands increasingly complex language a. Comprehends language			
Respond to requests for information or action. LDC-1o	8. Listens to and understands increasingly complex language b. Follows direction			20/21. Answer questions about a story detail
Follow more detailed multistep directions. LDC-1p	8. Listens to and understands increasingly complex language a. Comprehends language b. Follows direction			36. Follow multi-step directions
Goal LDC-2: Children participate in conversations with peers and adults				
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	10. Uses appropriate conversational and other communication skills b. Uses social rules of language			
Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	10. Uses appropriate conversational and other communication skills a. Engages in conversations			28. Engage in conversations

Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	10. Uses appropriate conversational and other communication skills a. Engages in conversations			28. Engage in conversations 39. Engage with peers in pretend play
Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	10. Uses appropriate conversational and other communication skills a. Engages in conversations			28. Engage in conversations
Show an appreciation for and can use humor appropriately. LDC-2p	8. Listens to and understands increasingly complex language a. Comprehends language			
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood				
Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me.") LDC-3f	8. Listens to and understands increasingly complex language a. Comprehends language 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			20/21. Answer questions about story detail 30. Use words that reflect variety, specificity, and complexity
Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			32. Ask familiar adults for help

Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly				
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			30. Use words that reflect variety, specificity, and complexity
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l	10. Uses appropriate conversational and other communication skills b. Uses social rules of language			

Speak clearly enough to be understood by most people. LDC-4m	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly			30. Use words that reflect variety, specificity, and complexity
States point of view, likes, and dislikes. LDC-4n	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			28. Engage in conversations
Relays messages accurately. LDC-4o	9. Uses language to express thoughts and needs			28. Engage in conversations
Expresses ideas in more than one way. LDC-4p	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			30. Use words that reflect variety, specificity, and complexity
Goal LDC-5: Children describe familiar people, places, things, and events				
Describe experiences and create and/or retell longer narratives. LDC-5f	9. Uses language to express thoughts and needs d. Tells about another time or place			20/21. Answer questions about story detail 30. Use words that reflect variety, specificity, and complexity
Goal LDC-6: Children use most grammatical constructions of their home language well				
Speak in full sentences that are grammatically correct most of the time. LDC-6i	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar			28. Engage in conversation 30. Use words that reflect variety, specificity, and complexity
Goal LDC-7: Children respond to and use a growing vocabulary				
Repeat familiar songs, chants, or rhymes. LDC-7p	8. Listens to and understands increasingly complex language a. Comprehends language	Rhyming (all)	Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	
Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			30. Use words that reflect variety, specificity, and complexity

Infer the meaning of different kinds of new words from the context in which they are used (for example, hear "sandals" and "boots" used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r	8. Listens to and understands increasingly complex language a. Comprehends language			
Distinguishes between real and made-up words. LDC-7s	8. Listens to and understands increasingly complex language a. Comprehends language			
Subdomain: Foundations for Reading				
Goal LDC-8: Children develop interest in books and motivation to read				
Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	17. Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts 18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections b. Uses emergent reading skills		Print and Word Awareness -left to right directionality -moves finger along line of print - each printed word matched 1 to 1 with each spoken word in order	16/17. Identify rhyming words 20/21. Answer questions about story detail 22. Identify story sequence 27. Demonstrate how print is read
Use and share books and print in their play. LDC-8n	17. Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts 18. Comprehends and responds to books and other texts b. Uses emergent reading skills			

Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			20/21. Answer questions about story detail 22. Identify story sequence
Goal LDC-9: Children develop book knowledge and print awareness				
Hold a book upright while turning pages one by one from front to back. LDC-9k	17. Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts b. Uses print concepts		Section IV: Print and Word Awareness (#6)	27. Demonstrate how print is read
Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, "Those words tell the story", or reading familiar signs in the environment). LDC-9l	17. Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts		Section IV: Print and Word Awareness (all)	
Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m	17. Demonstrates knowledge of print and its uses b. Uses print concepts		Section IV: Print and Word Awareness (#1)	
With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n	17. Demonstrates knowledge of print and its uses b. Uses print concepts		Section IV: Print and Word Awareness (#7)	27. Demonstrate how print is read
Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words,	17. Demonstrates knowledge of print and its uses b. Uses print concepts		Section IV: Print and Word Awareness (#1)	27. Demonstrate how print is read 23. Name nouns and verbs 24. Name letters (uppercase) 25. Name letters (lowercase)

directionality of print). LDC-9o				
Identify their name and the names of some friends when they see them in print. LDC-9p	16. Demonstrates knowledge of the alphabet a. Identifies and names letters		Section I. Name Writing	
Goal LDC-10: Children comprehend and use information presented in books and other print media				
Imitate the special language in story- books and story dialogue with accuracy and detail. LDC-10o	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections		Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	
Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections c. Retells stories and recounts details from informational texts			
Use knowledge of the world to make sense of more challenging texts. LDC-10q	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections c. Retells stories and recounts details from informational texts			
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			

Ask more focused and detailed questions about a story or the information in a book. LDC-10s	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			
Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			20/21. Answer questions about story detail 22. Identify story sequence
Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u	18. Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections			20/21. Answer questions about story detail 22. Identify story sequence

Goal LDC-11: Children develop phonological awareness

Distinguishes between similar sounding words (e.g., tree and three). LDC-11j	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme	Rhyming (all)	Section V: Phonological Awareness- Rhyme Awareness (all)	18/19. Identify beginning sounds
Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme	Rhyming (all)	Section V: Phonological Awareness- Rhyme Awareness (all) Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	16/17. Identify rhyming words
Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme	Rhyming (all)	Section V: Phonological Awareness- Rhyme Awareness (all) Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	

Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme b. Notices and discriminates alliteration	Rhyming (all) Alliteration (all)	Section III: Beginning Sound Awareness (all) Section V: Phonological Awareness- Rhyme Awareness (all) Section V: Phonological Awareness- Nursery Rhyme Awareness (all)	16/17. Identify rhyming words 18/19. Identify beginning sounds
Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11n	15. Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration	Sound Identification (all) Alliteration (all)	Section III: Beginning Sound Awareness (all)	
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle				
Demonstrate an interest in learning the alphabet. LDC-12e	16. Demonstrates knowledge of the alphabet a. Identifies and names letters	Sound Identification (all)	Section II: Uppercase Alphabet Recognition Section II: Lowercase Alphabet Recognition Section II: Letter Sounds	24. Name letters (uppercase) 25. Name letters (lowercase) 26. Make letter sounds
Show they know that letters function to represent sounds in spoken words. LDC-12f	16. Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences		Section II: Letter Sounds	26. Make letter sounds
Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	16. Demonstrates knowledge of the alphabet a. Identifies and names letters		Section I: Name Writing Section II: Uppercase Alphabet Recognition Section II: Lowercase Alphabet Recognition Section IV: Print and Word Awareness (Item 8)	24. Name letters (uppercase) 25, Name letters (lowercase)
Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple."). LDC-12h	16. Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences	Sound Identification (all)	Section II: Uppercase Alphabet Recognition Section II: Lowercase Alphabet Recognition Section II: Letter Sounds Section III: Beginning Sound Awareness (all)	26. Make letter sounds
Associate sounds with the letters at the beginning of some words, such as	15. Demonstrates phonological awareness,	Alliteration (all)	Section III: Beginning Sound Awareness (all)	26. Make letter sounds 18/19. Identify beginning sounds

awareness that two words begin with the same letter and the same sound. LDC-12i	phonics skills, and word recognition b. Notices and discriminates alliteration			

Subdomain: Foundations of Writing

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes

Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f	19. Demonstrates writing skills b. Writes to convey ideas and information		Section I: Name Writing	
Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g	19. Demonstrates writing skills b. Writes to convey ideas and information		Section I: Name Writing	

Communicate their thoughts for an adult to write. LDC-13h	19. Demonstrates writing skills b. Writes to convey ideas and information			
Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i	19. Demonstrates writing skills b. Writes to convey ideas and information		Section I: Name Writing	
Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). LCD-13j	8. Listens to and understands increasingly complex language a. Comprehends language			

Goal LDC-14: Children use knowledge of letters in their attempt to write

Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d	19. Demonstrates writing skills a. Writes name b. Writes to convey ideas and information		Section I: Name Writing	29. Write first name
Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). LDC-14e	15. Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text		Section I: Name Writing Section III: Beginning Sound Awareness (all)	
Goal LDC-15: Children use writing skills and conventions				
Use a variety of writing tools and materials with increasing precision. LDC-15i	19. Demonstrates writing skills b. Writes to convey ideas and information		Section I: Name Writing	46. Hold writing tool
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). LDC-15j	19. Demonstrates writing skills b. Writes to convey ideas and information		Section I: Name Writing	
Use some conventional letters in their writing. LDC-15k	16. Demonstrates knowledge of the alphabet a. Identifies and names letters b. Identifies letter-sound correspondences		Section I: Name Writing	

Table A.9: Younger Preschoolers Alignment Table: MATHEMATICAL THINKING AND EXPRESSION

Younger Preschoolers (36-48 months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Foundations for Number Sense				
Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities				
Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select the preferred amount and can explain that he wanted more (or less). MTE-1k				6. Identify set that has "the same number as" 7. Identify set that has "less than"
Rote count to 10 with increasing accuracy. MTE-1l				1. Count to 20
Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, "How many are there?" MTE-1m				2. Tell how many

Recognize numerals up to 5 during play and daily activities. MTE-1n				3. Name numerals 8. Pair numerals with sets
Match numerals 1-5 to sets of objects, with guidance and support. MTE-1o				8. Pair numerals with sets
Write numerals or number-like forms up to 5 during play and daily activities. MTE-1p				
Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities				
Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). MTE-2b				9. Determine amount needed to complete a set
Show they understand that putting objects together in a set will make a bigger set, and removing objects from a set will make a smaller set. MTE-2c				4. Solve simple addition problem 9. Determine amount needed to complete a set
Subdomain: Foundations for Algebraic Thinking				

Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities				
Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). MTE-3e				10. Sort by one attribute
Identify familiar objects as the same or different. MTE-3f		Which One Doesn't Belong (all)		10. Sort by one attribute 11. Compare height 12. Order objects by size 13. Match shapes 16/17. Identify rhyming words 18/19. Identify beginning sound
Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors). MTE-3g				
Subdomain: Foundations for Geometry and Spatial Understanding				
Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities				
Respond to and begin to use words describing positions (in, on, over, under, etc.). MTE-4i	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			14. Use prepositions

Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences. MTE-4j	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			5. Name shapes 13. Match shapes
Stack or line up blocks that are the same shape. MTE-4k				13. Match shapes

Subdomain: Foundations of Measurement and Data Analysis

Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing and interpreting data during play and other activities.

Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5f	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			11. Compare height 12. Order objects by size
Compare the size or weight of two objects and identify which one is the longer/taller/heavier than the other ("That rock is heavier than this one. I can lift it. The snake is longer than the worm.") MTE-5g	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			11. Compare height 12. Order objects by size
Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5h				

Describe the weather as hot or cold. (Engage in explorations with temperature.) MTE-5i				
Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-5j				

Subdomain: Mathematical Thinking and Reasoning

Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment

Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). MTE-6a	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary	Which One Doesn't Belong (all)		

Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show "lots of people," put craft sticks in a pile to show the number of children who want crackers for snack). MTE-6b	10. Uses appropriate conversational and other communication skills

19. Demonstrates writing skills | | | |
| Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials. MTE-6c | | | | |

Table A.10: Older Preschoolers Alignment Table: MATHEMATICAL THINKING AND EXPRESSION

Older preschoolers (48-60+ months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Foundations for Number Sense				
Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities				
Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects. MTE-1q	20. Uses number concepts and operations			6. Identify set that has "the same number as" 7. Identify set that is "less than"
Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r	22. Compares and measures			7. Identify set that is "less than"
Rote count to 20 with increasing accuracy. MTE-1s	20. Uses number concepts and operations a. Counts			1. Count to 20
Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.) MTE-1t	20. Uses number concepts and operations a. Counts			2. Tell how many
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many are there?" MTE-1u	20. Uses number concepts and operations a. Counts			2. Tell how many
Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. MTE-1v	20. Uses number concepts and operations a. Connect numerals with their quantity			3. Name numerals 8. Pair numerals with sets
Match numerals 1–10 to sets of objects, with guidance and support. MTE-1w	20. Uses number concepts and operations			8. Pair numerals with sets

	a. Connect numerals with their quantity			
Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) MTE-1x	13. Uses classification skills			10. Sort by one attribute
Given a number 0–5, count out that many objects. MTE-1y	20. Uses number concepts and operations a. Counts			9. Determine the amount needed to complete a set
State the number of objects in a small collection (1–5) without counting (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting). MTE-1z				
Tell what number comes next or what number came before another number when counting 1–5. MTE-1aa				
Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train). MTE-1ab				
Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities				
Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d	20. Uses number concepts and operations			9. Determine amount needed to complete a set

Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). MTE-2e	20. Uses number concepts and operations e. Applies properties of mathematical operations and relationships			4. Solve simple addition problems 9. Determine amount needed to complete a set

Subdomain: Foundations for Algebraic Thinking

Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities

Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). MTE-3h	13. Uses classification skills 22. Compares and measures			10. Sort by one attribute
Describe, duplicate, and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i	23. Demonstrate knowledge of patterns			
Show beginning abilities to create simple repeating patterns. MTE-3	23. Demonstrate knowledge of patterns			

Subdomain: Foundations for Geometry and Spatial Understanding

Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities

Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 21. Explores and describes spatial relationships and space			
Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). MTE-4m				

Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n				5. Name shapes
Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). MTE-4o	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			

Subdomain: Foundations of Measurement and Data Analysis

Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing and interpreting data during play and other activities.

Use descriptive language for size, length, or weight (short, tall, long, heavy, and big). MTE-5k	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 13. Uses classification skills			11. Compare height 12. Order objects by size
Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). MTE-5l	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 13. Uses classification skills 22. Compares and measures			11. Compare height 12. Order objects by size
Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m	13. Uses classification skills 22. Compares and measures			12. Order objects by size
Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n	22. Compares and measures a. Measures objects			
Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) MTE-5o	27. Demonstrates knowledge of Earth's environment			
Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-5p				

Subdomain: Mathematical Thinking and Reasoning

Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment				
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 20. Uses number concepts and operations e. Applies properties of mathematical operations and relationships	Which One Doesn't Belong (all)		
Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). MTE-6e	10. Uses appropriate conversational and other communication skills 19. Demonstrates writing skills 20. Uses number concepts and operations e. Applies properties of mathematical operations and relationships			
Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have crackers, so I got four more."). MTE-6f	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 20. Uses number concepts and operations e. Applies properties of mathematical operations and relationships			
Identify and describe strategies used to complete increasingly difficult puzzles (e.g., when completing a floor puzzle, working on the edges first). MTE-6g	2. Explores and describes spatial relationships and shapes a. Understands spatial relationships			

Table A.11: Younger Preschoolers Alignment Table: COGNITIVE DEVELOPMENT

Younger Preschoolers (36-48 months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Construction of Knowledge: Thinking and Reasoning				
Goal CD-1: Children use their senses to construct knowledge about the world around them				
Explore objects, tools, and, materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h		Which One Doesn't Belong? (all)		
Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1i	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Enjoys fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind				

the mask remains the same person). CD-1j				
Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1k		Which One Doesn't Belong? (all)		10. Sort by one attribute 13. Match shapes 16/17. Identify rhyming words 18/19. Identify beginning sound
Goal CD-2: Children recall information and use it for addressing new situations and problems				
Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o		Which One Doesn't Belong? (all)		
Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p				41. Explain why rules are needed
Describe or act out a memory of a situation or action, with adult support. CD-2q	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			28. Engage in conversations 30. Use words that reflect variety, specificity, and complexity
Make predictions about what will happen using what they know. CD-2r	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Introduce ideas or actions in play based on previous	9. Uses language to express thoughts and needs			28. Engage in conversations 30. Use words that reflect

knowledge or experience. CD-2s	a. Uses an expanding expressive vocabulary d. Tells about another time or place			variety, specificity, and complexity
Ask questions about why things happen and try to understand cause and effect. CD-2t	8. Listens to and understands increasingly complex language 10. Uses appropriate conversational and other communication skills a. Engages in conversations			38. Express a desire to learn

Goal CD-3: Children demonstrate the ability to think about their own thinking, reasoning, taking perspectives, and making decisions

Uses language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3f	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			39. Engage with peers in pretend play
Uses words like "think" and "know" to talk about thoughts and beliefs. CD-3g	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h				

Remember and describe, at the end of the day what they had done while at school. CD-3i	9. Uses language to express thoughts and needs d. Tells about another time or place			

Subdomain: Creativity Expression

Goal CD-4: Children demonstrate appreciation for different forms of artistic expression

Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4g				
Participate in, describe, and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).CD-4h	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 10. Uses appropriate conversational and other communication skills			

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance

Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m				

Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n				
Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o			Section I: Name Writing	
Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p				
Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q				
Subdomain: Social Connections				
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities				
Talk about close family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night."). CD-6h	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary d. Tells about another time or place			
Adopt roles of family and community members during				

play, given support and realistic props. CD-6i				
Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			48. Show or explain ways that adults help to keep people safe

Goal CD-7: Children recognize that they are members of different groups

Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, That's my family," or "I'm in Ms. Emily's class."). CD-7d				

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others

Show acceptance of people who are different from themselves as well as people who are similar. CD-8d				
Given support and guidance, explore different cultural practices during play and planned activities. CD-8e				

Goal CD-9: Children explore concepts connected with their daily experiences in their community

Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has	9. Uses language to express thoughts and needs			

101

swings and a sandbox."). CD-9b	a. Uses an expanding expressive vocabulary d. Tells about another time or place			
Notice changes that happen over time (seasons, self or others growing bigger). CD-9c				
Notice and talk about weather conditions. CD-9d	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e	8. Listens to and understands increasingly complex language b. Follows directions			33. Control impulses and behavior 34. Wait to take turns 40. Share materials with peers
Subdomain: Scientific Exploration and Knowledge				
Goal CD-10: Children observe and describe characteristics of living things and the physical world				
Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-10e				
Notice and react to the natural world and the				

outdoor environment. CD-10f				
Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-10g	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Notice and describe current weather conditions. CD-10h	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-10i	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper). CD-10j				
Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations				
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11i	19. Demonstrates writing skills b. Writes to convey ideas and information			

Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.). CD-11j	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Ask questions to find out more about the natural world. CD-11k	10. Uses appropriate conversational and other communication skills a. Engages in conversations			28. Engage in conversations 32. Ask familiar adults for help 38. Express a desire to learn
With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars). CD-11l				
Describe and predict changes that take place when mixing and manipulating materials. CD-11m	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			

Table A.12: Older Preschoolers Alignment Table: COGNITIVE DEVELOPMENT

Older preschoolers (48-60+ months)	Teaching Strategies Gold	IGDIs- EL	PALS-PreK	KRA
Subdomain: Construction of Knowledge: Thinking and Reasoning				
Goal CD-1: Children use their senses to construct knowledge about the world around them				
Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials	Which One Doesn't Belong? (all)		
Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation (show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 12. Remembers and connects experiences			
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n	11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking			
Organize and use information through matching, grouping, and sequencing. CD-1o	13. Uses classification skills	Which One Doesn't Belong? (all)		10. Sort by one attribute 11. Compare height 12. Order objects by size 13. Match shapes
Goal CD-2: Children recall information and use it for addressing new situations and problems				
Demonstrate their ability to apply what they know about	12. Remembers and connects experiences			41. Explain why rules are needed

everyday experiences. CD-2u				
Describe past events in an organized way, including details or personal reactions. CD-2v	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			28. Engage in conversations 30. Use words that reflect variety, specificity, and complexity
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	12. Remembers and connects experiences			
Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			28. Engage in conversation 30. Uses words that reflect variety, specificity, and complexity
Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	12. Remembers and connects experiences			
Speculate and imagine what might happen next. CD-2z	12. Remembers and connects experiences			38. Express a desire to learn
Goal CD-3: Children demonstrate the ability to think about their own thinking, reasoning, taking perspectives, and making decisions				
Uses language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3j	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			39. Engage with peers in pretend play
Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). CD-3k	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			
Use language to describe their thinking processes with adult support. CD-3l	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			

Work on a project over several days, solving problems and making their work more elaborate. CD-3m	11. Demonstrates positive approaches to learning b. Persists c. Solves problems			
Subdomain: Creativity Expression				
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression				
Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language			
Participate in, describe, and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 10. Uses appropriate conversational and other communication skills 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language			
Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show"). CD-4k	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language			
Recognize the value of artistic expression and the role the arts play in human's lives. CD-4l				
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance				

Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language			
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	36. Explores drama through actions and language			
Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	33. Explores the visual arts		Section I: Name Writing	
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	34. Explores musical concepts and expression			
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	34. Explores musical concepts and expression 35. Explores dance and movement concepts			
Subdomain: Social Connections				
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities				
Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary d. Tells about another time or place			
Adopt roles of a wide variety of family and community members during dramatic play, using props, language,	14. Uses symbols and images to represent something not present b. Engages in sociodramatic play			

and actions to add detail to their play. CD-6l				
Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary			48. Show or explain ways that adults help to keep people safe

Goal CD-7: Children recognize that they are members of different groups

Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	29. Demonstrates knowledge about self			

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others

Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	3. Participates cooperatively and constructively in group situations 30. Shows basic understanding of people and how they live			
Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 30. Shows basic understanding of people and how they live			
Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	30. Shows basic understanding of people and how they live			

Goal CD-9: Children explore concepts connected with their daily experiences in their community

Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9f	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary d. Tells about another time or place 32. Demonstrates simple geographic knowledge			
Observe and talk about changes in themselves and their families over time. CD-9g	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary d. Tells about another time or place 31. Explores change related to familiar people or places			
Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary d. Tells about another time or place 30. Shows basic understanding of people and how they live			
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 30. Shows basic understanding of people and how they live			
Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	8. Listens to and understands increasingly complex language b. Follows directions 3. Participates cooperatively and constructively in group situations			33. Control impulses and behavior 34. Wait to take turns 40. Share materials with peers
Subdomain: Scientific Exploration and Knowledge				

Goal CD-10: Children observe and describe characteristics of living things and the physical world

Collect items from nature (rocks, leaves, and insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k	13. Use classification skills 26. Demonstrates knowledge of the physical properties of objects and materials			
Notice and react to the natural world and the outdoor environment. CD-10l	27. Demonstrates knowledge of the Earth's environment			
Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 25. Demonstrates knowledge of the characteristics of living things			
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n	25. Demonstrates knowledge of the characteristics of living things			
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 27. Demonstrates knowledge of the Earth's environment			
Notice, describe, and attempt to explain properties of materials and changes in sub-stances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-10p	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 26. Demonstrates knowledge of the physical properties of objects and materials			
Participate in activities that help to care for the environment and explain why they are important with	27. Demonstrates knowledge of the Earth's environment			

guidance and support (gathering cans for recycling, planting trees). CD-10q				
Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations				
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11n	19. Demonstrates writing skills b. Writes to convey ideas and information			
Ask questions and identify ways to find answers (look in a book, use the computer, try something, and watch what happens). CD-11o	10. Uses appropriate conversational and other communication skills a. Engages in conversations 24. Uses scientific inquiry skills			28. Engage in conversations 32. Ask familiar adults for help 38. Express a desire to learn
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p	13. Uses classification skills 22. Compares and Measures 26. Demonstrates knowledge of the physical properties of objects and materials			10. Sort by one attribute 11. Compare height 12. Order objects by size 13. Match shapes
Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q	28. Use tools and other technology to perform tasks			
Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r	24. Uses scientific inquiry skills			
Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-11s	11. Demonstrates positive approaches to learning d. Shows curiosity and motivations e. Shows flexibility and inventiveness in thinking			37. Solves problems
Engage in the scientific process by observing, making predictions, recording predictions	24. Uses scientific inquiry skills			

(through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t				
Analyze the result of an attempted solution and use new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u	11. Demonstrates positive approaches to learning c. Solves problems			37. Solves problems

Table A.13: South Carolina Kindergarten Standards Table

South Carolina Kindergarten Standard	KRA
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness and begin to verbally articulate "I wonders" about ideas of interest.	38. Express a desire to learn 39. Engage with peers in pretend play
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	20/21. Answer question about story detail 22. Identify story sequence
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	32. Ask familiar adults for help 38. Express a desire to learn 39. Engage with peers in pretend play
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	
Standard 4: Synthesize information to share learning and/or take action.	
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	
4.2 With guidance and support, use tools to communicate findings.	
4.3 With guidance and support, reflect on findings.	
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 With guidance and support, recognize the value of individual and collective thinking.	
5.2 With guidance and support, monitor and assess learning to guide inquiry.	
Reading – Literary Text (RL)	
Principles of Reading (P)	

Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	27. Demonstrate how print is read
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	15. Distinguish words from letters
1.3 Understand that words are separated by spaces in print.	
1.4 Recognize and name all upper-and lowercase letters of the alphabet.	24. Name letters (uppercase) 25. Name letters (lowercase)
Standard 2: Demonstrate understanding of spoken words, syllables and sounds.	
2.1 Recognize and produce rhyming words.	16/17. Identify rhyming words
2.2 Count, produce, blend and segment syllables in spoken words.	
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	
2.4 Isolate and pronounce the initial, medial, and final sounds in three-phoneme words.	19. Identify beginning sounds
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	
3.1 Produce one-to-one letter-sound correspondences for each consonant.	26. Make letter sounds
3.2 Associate long and short sounds of the five major vowels with their common spellings.	26. Make letter sounds
3.3 Read regularly spelled one-syllable words.	
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	
3.5 Read common high-frequency words.	
3.6 Recognize grade-appropriate irregularly spelled words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 With guidance and support, ask and answer who, what, when, where, why and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	20/21. Answer question about story detail 22. Identify story sequence

115

5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Describe the relationship between illustrations and the text.	
Standard 7: Analyze the relationships among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.	
7.1 With guidance and support, retell a familiar text, identify beginning, middle and end in a text heard or read.	20/21. Answer question about story detail 22. Identify story sequence
7.2 Read or listen closely to compare familiar texts.	
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 With guidance and support, read or listen closely to: a. describe characters and their actions; b. compare characters' experiences to those of the reader; c. describe setting; d. identify the problem and solution; and e. identify the cause of an event.	
Language Craft and Structure (LCS)	
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia and alliteration; identify when the author uses each.	16/17. Identify rhyming words
9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 With guidance and support, ask and answer questions about known and unknown words.	
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	
10.4 With guidance and support, identify the individual words used to form a compound word.	
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	

10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.	
11.1 Identify the author and illustrator and define the role of each.	
11.2 Identify who is telling the story, the narrator or the characters.	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Recognize and sort types of literary texts.	
12.2 Recognize the crafted text structure of recurring phrases.	
Range and Complexity (RC)	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
Reading Informational Texts (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	27. Demonstrate how print is read
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	15. Distinguish words from letters
1.3 Understand that words are separated by spaces in print.	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	24. Name letters (uppercase) 25. Name letters (lowercase)
Standard 2: Demonstrate understanding of spoken words, syllables and sounds.	
2.1 Recognize and produce rhyming words.	16/17. Identify rhyming words
2.2 Count, pronounce, blend, and segment syllables in spoken words.	
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	19. Identify beginning sounds
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	
Standard 3: Know and apply grade-level phonics and word analysis when decoding words.	

3.1 Produce one-to-one letter sound correspondences for each consonant.	26. Make letter sounds
3.2 Associate long and short sounds of the five major vowels with their common spelling.	26. Make letter sounds
3.3 Read regularly spelled single-syllable words.	
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	
3.5 Read common high-frequency words.	
3.6 Recognize grade-appropriate irregularly spelled words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	20/21. Answer question about story detail 22. Identify story sequence
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	
Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	
8.2 With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and	

describe key facts or information; describe the relationship between these features and the text.	

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 With guidance and support, ask and answer questions about known and unknown words.	
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	
9.5 With guidance and support use words and phrases acquired through talk and text; explore nuances of words and phrases.	

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

10.1 Identify the author and illustrator and define the role of each.	

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 With guidance and support, explore informational text structures within texts heard or read.	
11.2 With guidance and support, identify the reasons an author gives to support a position.	

Range and Complexity (RC)

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

12.1 Engage in whole and small group reading with purpose and understanding.	20/21. Answer question about story detail 22. Identify story sequence
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	

Writing (W)

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	
1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	
2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	
3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	
Language (L)	
Standard 4: Demonstrate the conventions of standard English grammar and usage when writing and speaking.	
4.1 With guidance and support, use nouns.	23. Name nouns and verbs
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	
4.3 With guidance and support, understand and use interrogatives.	
4.4 With guidance and support, use verbs.	23. Name nouns and verbs
4.5 With guidance and support, use adjectives.	
4.6 With guidance and support, use prepositional phrases.	14. Use prepositions
4.7 With guidance and support, use conjunctions.	
4.8 Produce and expand complete sentences.	
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word in a sentence and the pronoun I.	
5.2 Recognize and name end punctuation.	
5.3 Write letter(s) for familiar consonant and vowel sounds.	
5.4 Spell simple words phonetically.	
5.5 Consult print and multimedia resources to check and correct spellings.	
Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of purposes, and audiences over short and extended time frames.	
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	
6.2 Print upper- and lowercase letters.	29. Write first name

6.3 Recognize that print moves from left to right and that there are spaces between words.	27. Demonstrate how book is read
6.4 Locate letter keys on an electronic device.	
Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	28. Engage in conversations 39. Engage with peers in pretend play
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	28. Engage in conversations 34. Wait to take turns
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	28. Engage in conversations
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	28. Engage in conversations
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	28. Engage in conversations
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	20/21. Answer question about story detail
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	
3.2 Use appropriate props, images, or illustrations to support verbal communication.	
Language, Craft and Structure (LCS)	
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	
4.1 Identify speaker's purpose.	
4.2 Identify the introduction and conclusion of a presentation.	
4.3 Identify when the speaker uses intonation and word stress.	
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	16/17. Identify rhyming words

5.2 Employ repetitive language, onomatopoeia and/or alliteration to impact the audience.	

Kindergarten Math Standards

South Carolina Kindergarten Standard	KRA
Number Sense	
K.NS.1 Count forward by ones and tens to 100.	1. Count to 20
K.NS.2 Count forward by ones beginning from any number less than 100.	1. Count to 20
K.NS.3 Read numbers from 0-20 and represent a number of objects 0-20 with a written numeral.	3. Name numerals 8. Pair numerals with sets
K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: a. the last number said tells the number of objects in the set (cardinality); b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number); c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.	2. Tell how many 4. Solve simple addition problems 6. Identify a set that has "the same number as" 7. Identify a set that is "less than" 9. Determine amount needed to complete a set
K.NS.5 Count a given number of objects from 1-20 and connect this sequence in a one-to-one manner.	2. Tell how many 4. Solve simple addition problems 6. Identify a set that has "the same number as" 7. Identify a set that is "less than" 9. Determine amount needed to complete a set
K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).	
K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	6. Identify a set that has "the same number as" 7. Identify a set that is "less than"
K.NS.8 Compare two written numerals up to 10 using more than, less than, or equal to.	9. Pair numerals with sets
K.NS.9 Identify first through fifth and last positions in a line of objects.	
Number Sense and Base Ten	
K.NSBT.1 Compose and decompose numbers from 11-19 separating ten ones from the remaining ones using objects and drawings.	
Algebraic Thinking and Operations	
K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	4. Solve simple addition problems

K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	
K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.	
K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1-9.	4. Solve simple addition problem
K.ATO.5 Add and subtract fluently within 5.	
K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.	
Geometry	
K.G.1 Describe positions of objects by appropriately using terms, including *below, above, beside, between, inside, outside, in front of, or behind*.	14. Use prepositions
K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	5. Name shapes
K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	
K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	
K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	
Measurement and Data Analysis	
K.MDA.1 Identify measurable attributes (length, weight) of an object.	11. Compare height 12. Order objects by size
K.MDA.2 Compare objects using words such as *shorter/longer*, *shorter/taller*, and *lighter/heavier*.	11. Compare height 12. Order objects by size
K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	10. Sort by one attribute
K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.	

Kindergarten Science Standards

South Carolina Kindergarten Standard	KRA
Physical science (PS)	
PS2: Motion and Stability: Forces and Interactions	

123

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object	
K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	
PS3: Energy	
K-PS3.1 Make observations to determine the effect of sunlight on Earth's surface.	
K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	
LS1: Molecules to Organisms: Structures and Processes	
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	
ESS2: Earth's Systems	
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	
K-ESS2.2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	
ESS3: Earth and Human Activity	
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	
K-ESS3-2. Ask questions to understand the purpose of weather forecasting to prepare for and respond to severe weather.	
K-ESS3-3. Obtain and communicate information to define problems related to human impact on the local environment	
Engineering, Technology, and Applications of Science	
ETS1.A: Defining and Delimiting an Engineering Problem	
ETS1.B: Developing Possible Solutions	37. Solves problems
ETS2.A: Interdependence of Science, Engineering, and Technology	
Science and Engineering Practices	
Asking Questions and Defining Problems	
K-ESS3-2. Ask questions based on observations to find more information about the designed world	38. Express a desire to learn

	KRA
Developing and Using Models	
K-ESS3-1. Use a model to represent relationships in the natural world	
Planning and Carrying out Scientific Investigations	
K-PS2-1. With guidance, plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question	
K-PS3-1. Make observations (firsthand or from media) to collect data that can be used to make comparisons	
Analyzing and Interpreting Data	
K-PS2-2. Analyze data from tests of an object or tool to determine if it works as intended	
K-LS1-1./K-ESS2.1 Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	
Use Mathematical and Computational Thinking	
Constructing Explanations and Designing Solutions	
K-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem	
Engaging in Argument from Evidence	
K-ESS2-2. Construct an argument with evidence to support a claim	
Obtaining, Evaluating and Communicating Information	
K-ESS3-3. Communicate information with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas.	

Kindergarten Social Studies Standards

South Carolina Kindergarten Standard	KRA
History	
Standard 1: Utilize the college and career skills of a historian to study continuity and change over time for one's personal history and one's community.	
K.H.1 Identify similarities and differences between oneself and others.	
K.H.2 Examine ways in which individuals change or stay the same over time.	
K.H.3 Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts.	

Geography	
Standard 2: Utilize the college and career skills of a geographer to apply map skills and draw conclusions about place in one's personal community.	
K.G.1 Identify a map, various map features, and explain the purpose of maps.	
K.G.2 Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and/or natural features.	
K.G.3 Describe and compare the cultural and natural environment around one's home and school by constructing a visual representation.	
Economics	
Standard 3: Utilize the college and career skills of an economist to understand how economic decisions affect one's personal community.	
K.E.1 Identify and compare wants and needs.	
K.E.2 Explain how wants and needs change over time.	
K.E.3 Explain why people have jobs, and describe the economic benefits for self and community.	
K.E.4 Identify an economic want or need at one's school or community level and create a solution.	
Civics and Government	
Standard 4: Utilize the college and career skills of a political scientist to understand and display civic dispositions in one's personal community.	
K.CG.1 Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions.	
K.CG.2 Explain the purpose of rules and laws, and discuss consequences of breaking them.	41. Explain why rules are needed
K.CG.3 Establish and practice classroom rules and procedures for listening and responding appropriately to others.	34. Wait to take turns 41. Explain why rules are needed
K.CG.4 Collaborate with others to identify a classroom or school issue and propose a resolution using civic dispositions.	

Table A. 14: Profile Standards Table

First Step Profile Standards	Teaching Strategies Gold	IGDIs-EL	PALS-PreK	KRA
Approaches to Learning and Inquiry				
Demonstrates eagerness to learn	11. Demonstrates positive approaches to learning			38. Express a desire to learn

Shows curiosity through questioning	11. Demonstrates positive approaches to learning			38. Express a desire to learn
Shows creativity and imagination through pretend play	14. Uses symbols and images to represent something not present			39. Engages with peers in pretend play
Engages in daily opportunities for play and exploration	14. Uses symbols and images to represent something not present			39. Engages with peers in pretend play
Shows willingness to try new things	11. Demonstrates positive approaches to learning			38. Express a desire to learn
Persists in tasks that are challenging	11. Demonstrates positive approaches to learning			
Maintains attention	11. Demonstrates positive approaches to learning			33. Control impulses and behavior 35. Focus on activities
Applies learning to new situations	11. Demonstrates positive approaches to learning			
Solves problems with materials at hand	11. Demonstrates positive approaches to learning			37. Solves problems
Uses senses and observations to learn about the world around them	24. Uses scientific inquiry skills 13. Uses classification skills			
Physical Development, Self-Help, and Motor Skills				
Moves with control and balance while walking, running, jumping and climbing	4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills			42. Move through a crowded environment 43. Run, jump, and/or hop 44. Bend, stretch, and/or twist
Uses fingers to control small objects, such as pencils/crayons, scissors, buttons, zippers	7. Demonstrate fine-motor strength and coordination			45. Hold scissors 46. Hold writing tool
Uses hand-eye coordination to perform simple tasks, like putting together a puzzle	7. Demonstrate fine-motor strength and coordination			45. Hold scissors
Independently performs self-help tasks such as toileting, hand washing, tooth brushing and dressing				49. Complete personal care tasks 50. Follow basic health practices
Emotional and Social Development				

Shares, takes turns and plays well with others	2. Establishes and sustains positive relationships 3. Participates cooperatively and constructively in group situation			34. Waits to take turns 39. Engage with peers in pretend play 40. Shares materials with peers
Follows simple rules and directions	1.Regulates own emotions and behaviors 8. Listens to and understands increasingly complex language			36. Follows multi-step directions 41. Explains why rules are needed 47. Follows basic safety rules
Expresses emotions through appropriate actions and words	1.Regulates own emotions and behaviors 2. Establishes and sustains positive relationships			31. Express own emotions 32. Ask familiar adults for help
Adjusts to changes in routine and environment	1.Regulates own emotions and behaviors			35. Focus on activities
Shows self-control	1.Regulates own emotions and behaviors			33. Control impulses and behavior
Shows caring and understanding of others' feelings				
Interacts with familiar adults	2. Establishes and sustains positive relationships			32. Asks familiar adults for help
Respects the property of others				
Resolves conflicts using words and adult support	2. Establishes and sustains positive relationships			28. Engage in conversations 31. Express own emotions 32. Ask familiar adults for help
Makes friends	2. Establishes and sustains positive relationships			
Mathematical thinking				
Number Sense				
Counts in sequence up to 20	20. Uses number concepts and operations			1.Count to 20
Counts up to 10 objects, using one number for each object	20. Uses number concepts and operations			2. Tell how many

Recognizes up to five objects in a group without counting				
Compares sets of objects by quantity (more than or less than)	20. Uses number concepts and operations			6. Identify set that has "the same number as" 7. Identify set that is "less than"
Describes and compares objects by size (big and small), length (long and short) and weight (light and heavy)	22. Compares and measures			11. Compare height 12. Order objects by size
Understands and uses the terms first, second and third				22. Identifying story sequence
Matching Sorting and Classifying				
Recognizes and draws basic shapes, such as circle, square and triangle	21. Explores and describes spatial relationships and shapes			13. Match shapes
Recognizes and repeats simple repeating patterns, such as triangle, square, triangle, square	23. Demonstrate knowledge of patterns			
Describes the positions of objects using the terms above and below	21. Understands spatial relationships			14. Use prepositions
Sorts and classifies up to 10 objects into categories				10. Sort by one attribute
Language and Literacy Development				
Listening, Speaking and Understanding				
Converses with others, taking turns speaking and listening	8. Listens to and understands increasingly complex language 9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills			28. Engage in conversations
Speaks clearly, expressing ideas and questions	9. Uses language to express thoughts and needs			28. Engage in conversations

				30. Use words that reflect variety, specificity, and complexity 32. Ask familiar adults for help 38. Express and desire to learn
Uses words to seek help, answer questions and solve problems	8. Listens to and understands increasingly complex language 9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills			30. Use words that reflect variety, specificity, and complexity 32. Ask familiar adults for help 38. Express and desire to learn
Speaks in complete sentences of at least six to eight words	9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills			28. Engage in conversations 30. Use words that reflect variety, specificity, and complexity
Listens to stories and retells them	18. Comprehends and responds to books and other texts			
Begins to ask questions about stories that are read aloud	18. Comprehends and responds to books and other texts			
Follows directions and completes tasks that require multiple steps	8. Listens to and understands increasingly complex language			36. Follows multi step directions
Asks and answers "how" and "why" questions				38. Express a desire to learn
Early Reading				
Shows interest in books and reading				
Holds books upright, turning pages one at a time from front to back	17. Demonstrates knowledge of print and its uses		4. Print and Word Awareness	27. Demonstrate how print is read
Knows that printed words have meaning	15. Demonstrates phonological awareness, phonics skills, and word recognition		4. Print and Word Awareness	15. Distinguish words from letters

Uses pictures in a book to tell and retell the story	17. Demonstrates knowledge of print and its uses 18. Comprehends and responds to books and other texts			20/21. Answer question about story detail V1-2 22. Identify story sequence
Recognizes and names/reads familiar signs and logos	17. Demonstrates knowledge of print and its uses			
Listens to a story being read aloud	18. Comprehends and responds to books and other texts			20/21. Answer question about story detail V1-2
Makes predictions about what will happen in a story being read aloud	18. Comprehends and responds to books and other texts			
Begins to follow text from left to right as it is read aloud	17, Demonstrates knowledge of print and its uses 18. Comprehends and responds to books and other texts		4. Print and Word Awareness	27. Demonstrate how print is read
Recognizes and names rhyming words	15. Demonstrates phonological awareness, phonics skills, and word recognition	Rhyming	5. Rhyme Awareness	16/17. Identify rhyming words V1-2
Recognizes that letters represent spoken words	15. Demonstrates phonological awareness, phonics skills, and word recognition 16. Demonstrates knowledge of the alphabet		4. Print and Word Awareness	15. Distinguish words from letters
Recognizes some upper and lowercase letters and their sounds	15. Demonstrates phonological awareness, phonics skills, and word recognition 16. Demonstrates knowledge of the alphabet	Sound Identification	2. Alphabet Awareness a. Uppercase Alphabet Recognition b. Lowercase Alphabet Recognition c. Letter Sounds	18./19. Identify beginning sounds V1-2 24./25. Name letters (uppercase and lowercase) 26. Make letter sounds
Recognizes that spoken words can be represented in written language	15. Demonstrates phonological awareness, phonics skills, and word recognition 16. Demonstrates knowledge of the alphabet		1. Name Writing	15. Distinguish words from letters
Recognizes written name as well as other familiar words	15. Demonstrates phonological awareness,		1. Name Writing	15. Distinguish words from letters

	phonics skills, and word recognition 16. Demonstrates knowledge of the alphabet			
Begins to use pictures and text read aloud to learn the meaning of unfamiliar words	18. Comprehends and responds to books and other texts	Picture naming		
Early Writing				
Draws pictures and tells their story				
Writes using a combination of letters, letter-like shapes and scribbles	19. Demonstrates writing skills		1. Name Writing	
Uses drawing and writing during play	19. Demonstrates writing skills		1. Name Writing	
Writes name independently or using an example	19. Demonstrates writing skills		1. Name Writing	

Appendix B & C
2021-22 Potentially Unserved Four-Year-Olds in Poverty

County birth rates reported by the SC Department of Health and Environmental Control (DHEC) provided the number of four-year-old children by county. For counties that had multiple districts, the analysis allocates the number of four-year-old children to districts based on the student enrollment in school year 2021-22.

The 2021-22 poverty index is the poverty index created by SCDE, in cooperation with the Office of Revenue and Fiscal Affairs. The poverty index was developed because of the implementation of the United States Department of Agriculture's Community Eligibility Program. The index uses student data from the federal Supplemental Nutrition and Assistance Program, Temporary Assistance for Needy Families, and Medicaid. It also includes foster, homeless and migrant students. By multiplying the district poverty index by the number of projected four-year-old children, an approximate number of at-risk four-year-olds in poverty by district was estimated.

While a student must live in a district that is eligible to participate in CERDEP, a student may attend a First Steps CERDEP provider that is in any district. This may partially explain why some districts have more than 100 percent of estimated children in poverty being served. CERDEP enrollment in school district used the number of children funded in school year 2021-22. The CERDEP counts reflect 45-day student enrollment counts in public schools and First Steps centers for both Appendixes B and C.

The SC Head Start Collaboration Office provided student information based on December 2022 Head Start Census data. The data reflect the number of 4K students served in Head Start in each county, then were converted to district levels using the same allocation process as was used for county birth rates. SC Voucher data provided by SC Department of Social Services for all quality levels is also included, and the same process was utilized to convert to district levels. These estimates include a degree of rounding error, so some totals may be different from the sum of the column. These state funded tuition vouchers can be used in private, licensed childcare and braided with First Steps funding or used in private programs that are not First Steps affiliated for families who qualify. SC Voucher data was shown in this table in an effort to accurately represent the number of students accessing some state funded formal early childhood setting when they are four-years-old.

Appendix B: 2021-22 Four-Year-Olds in Poverty Estimates and Enrollment

2021-22 Four-Year-Olds in Poverty Estimates and Enrollment

School District	Four-Year-Olds Served in Head Start	Four-Year-Olds Receiving Vouchers from DSS (all quality levels)	Student Enrollment in CERDEP in Public Schools	Student Enrollment in CERDEP in First Steps 4K	Total Four-Year-Olds in CERDEP (public or First Steps)	Four-Year Olds in CERDEP (public or First Steps 4K) and Head Start	Estimated Number of Four-Year-Olds in Poverty	Percentage of Four-Year-Olds in poverty accessing CERDEP or Head Start	Percentage of Four-Year-Olds in poverty not served by CERDEP or Head Start
Abbeville	22	20	74	1	75	97	167	58%	42%
Aiken	57	235	498	136	634	691	1,192	58%	42%
Allendale	12	11	41	2	43	55	83	67%	33%
Anderson 1	28	94	117	10	127	155	360	43%	57%
Anderson 2	10	33	81	5	86	96	169	57%	43%
Anderson 3	7	24	101	1	102	109	131	83%	17%
Anderson 4	8	26		5	5	13	121	11%	89%
Anderson 5	36	120	369	40	409	445	616	72%	28%
Bamberg 1	12	11	20	1	21	33	65	51%	49%
Bamberg 2	6	6	19	6	25	31	41	76%	24%
Barnwell 19	5	4	17	4	21	26	37	69%	31%
Barnwell 29	6	5	20	3	23	29	44	67%	33%
Barnwell 45	16	13	39	18	57	73	113	65%	35%
Beaufort	101	132		21	21	122	1,161	11%	89%
Berkley	178	274	721	45	766	944	1,545	61%	39%
Calhoun	7	12	68	1	69	76	112	68%	32%
Charleston	124	385	299	56	355	479	2,438	20%	80%
Cherokee	47	81	271	26	297	344	491	70%	30%
Chester	29	71	81	15	96	125	287	44%	56%

School District	Four-Year-Olds Served in Head Start	Four-Year-Olds Receiving Vouchers from DSS (all quality levels)	Student Enrollment in CERDEP in Public Schools	Student Enrollment in CERDEP in First Steps 4K	Total Four-Year-Olds in CERDEP (public or First Steps)	Four-Year Olds in CERDEP (public or First Steps 4K) and Head Start	Estimated Number of Four-Year-Olds in Poverty	Percentage of Four-Year-Olds in poverty accessing CERDEP or Head Start	Percentage of Four-Year-Olds in poverty not served by CERDEP or Head Start
Chesterfield	75	24	261	11	272	347	382	91%	9%
Clarendon 1	6	7		2	2	8	41	18%	82%
Clarendon 2	24	28	71	1	72	96	166	58%	42%
Clarendon 3	11	13		1	1	12	53	22%	78%
Clarendon 4	40	48	43		43	83			
Colleton	75	63	194	12	206	281	384	73%	27%
Darlington	66	127	242	45	287	353	586	60%	40%
Dillon 3	9	22	72	4	76	85	86	98%	2%
Dillon 4	22	55	130	21	151	173	282	61%	39%
Dorchester 2	13	205	339	47	386	399	896	45%	55%
Dorchester 4	1	18	64		64	65	114	57%	43%
Edgefield	10	23	120	3	123	133	120	111%	-11%
Fairfield	0	28	113	3	116	116	193	60%	40%
Florence 1	88	260	178	178	356	444	837	53%	47%
Florence 2	6	18	43	2	45	51	58	88%	12%
Florence 3	18	54	140	11	151	169	227	75%	25%
Florence 4	4	11	28	11	39	43	48	89%	11%
Florence 5	7	20	40		40	47	67	70%	30%
Georgetown	73	85	246	41	287	360	366	98%	2%
Greenville	156	900		263	263	419	3,858	11%	89%
Greenwood 50	71	83	214	21	235	306	494	62%	38%
Greenwood 51	8	9	40	1	41	49	53	92%	8%
Greenwood 52	13	15	39	4	43	56	76	73%	27%
Hampton 1	22	25	107	5	112	134	124	108%	-8%

School District	Four-Year-Olds Served in Head Start	Four-Year-Olds Receiving Vouchers from DSS (all quality levels)	Student Enrollment in CERDEP in Public Schools	Student Enrollment in CERDEP in First Steps 4K	Total Four-Year-Olds in CERDEP (public or First Steps)	Four-Year Olds in CERDEP (public or First Steps 4K) and Head Start	Estimated Number of Four-Year-Olds in Poverty	Percentage of Four-Year-Olds in poverty accessing CERDEP or Head Start	Percentage of Four-Year-Olds in poverty not served by CERDEP or Head Start
Hampton 2	7	8		1	1	8	46	18%	82%
Horry	108	906	8	353	361	469	2,029	23%	77%
Jasper	36	35	125	16	141	177	308	57%	43%
Kershaw	15	62	344	13	357	372	451	83%	17%
Lancaster	53	126	40	11	51	104	525	20%	80%
Laurens 55	14	75	189	25	214	228	395	58%	42%
Laurens 56	7	38	91	42	133	140	215	65%	35%
Lee	13	46	60	27	87	100	173	58%	42%
Lexington 1	28	191	164	57	221	249	667	37%	63%
Lexington 2	9	63	265	28	293	302	369	82%	18%
Lexington 3	2	15	96	6	102	104	82	127%	-27%
Lexington 4	3	24	171	3	174	177	149	119%	-19%
Lexington 5	18	123	217	39	256	274	413	66%	34%
Marion 10	40	131	116	83	199	239	324	74%	26%
Marlboro	46	48	95	15	110	156	250	62%	38%
McCormick	10	2	21	1	22	32	52	62%	38%
Newberry	18	57	136	11	147	165	285	58%	42%
Oconee	13	78	299	17	316	329	475	69%	31%
Orangeburg	58	160	445	46	491	549	816	67%	33%
Pickens	59	139	101	37	138	197	707	28%	72%
Richland 1	26	514	633	234	867	893	1,622	55%	45%
Richland 2	32	627	378	171	549	581	1,454	40%	60%
SC Public Charter School			21		21	21			
Saluda	12	22	77	10	87	99	169	58%	42%

School District	Four-Year-Olds Served in Head Start	Four-Year-Olds Receiving Vouchers from DSS (all quality levels)	Student Enrollment in CERDEP in Public Schools	Student Enrollment in CERDEP in First Steps 4K	Total Four-Year-Olds in CERDEP (public or First Steps)	Four-Year Olds in CERDEP (public or First Steps 4K) and Head Start	Estimated Number of Four-Year-Olds in Poverty	Percentage of Four-Year-Olds in poverty accessing CERDEP or Head Start	Percentage of Four-Year-Olds in poverty not served by CERDEP or Head Start
Spartanburg 1	20	75		18	18	38	240	16%	84%
Spartanburg 2	39	150	111	32	143	182	474	38%	62%
Spartanburg 3	10	40	118	18	136	146	153	96%	4%
Spartanburg 4	11	41	95	4	99	110	151	73%	27%
Spartanburg 5	34	130	41	37	78	112	382	29%	71%
Spartanburg 6	43	164	284	46	330	373	600	62%	38%
Spartanburg 7	28	106	206	66	272	300	414	72%	28%
Sumter	126	402	437	146	583	709	1,046	68%	32%
Union	27	32		22	22	49	240	20%	80%
Williamsburg	49	36	106	30	136	185	323	57%	43%
York 1	9	43	158	27	185	194	215	90%	10%
York 2	15	69		7	7	22	173	13%	87%
York 3	32	146	339	38	377	409	663	62%	38%
York 4	31	142		15	15	46	220	21%	79%
TOTAL	2,581		11,825	2,835	14,660	17,426	35,951	48%	52%

Note, that this method of estimation does not account for mobility in and out of districts in the first four years of life, and may not reflect an accurate current number of four-year-olds in poverty. Therefore, some report percentages may exceed 100% or be less than zero.

Appendix C
2022-23 Potentially Unserved Four-Year-Olds in Poverty

2022-23 school district	Estimated Number of Children in Poverty	Head Start enrollment by county estimate	Student Enrollment in CERDEP in Public Schools 2022-23	Student Enrollment in First Steps 4K	All Students in CERDEP 4K and First Steps 4K	All Students in CERDEP 4K and First Steps 4K and Head Start	Percentage of 4-year-olds in poverty accessing CERDEP or Head Start	Percentage of 4-year-olds in poverty not served by CERDEP or Head Start
Abbeville 60	161	22	95	1	96	118	73%	27%
Aiken 01	1,187	57	548	88	636	693	58%	42%
Allendale 01	77	12	47		47	59	77%	23%
Anderson 01	348	28	129	3	132	160	46%	54%
Anderson 02	168	10	85	4	89	99	59%	41%
Anderson 03	128	7	102	4	106	113	88%	12%
Anderson 04	115	8		5	5	13	11%	89%
Anderson 05	597	36	370	19	389	425	71%	29%
Bamberg 03	72	18	37	4	41	59	82%	18%
Barnwell 45	110	16	40	10	50	66	60%	40%
Barnwell 48		11	41		41	52	NA	NA
Beaufort 01	1,057	101		12	12	113	11%	89%
Berkeley 01	1,531	178	902	21	923	1,101	72%	28%
Calhoun 01	110	7	89		89	96	87%	13%
Charleston 01	2,329	124	504	42	546	670	29%	71%
Cherokee 01	499	47	298	15	313	360	72%	28%
Chester 01	284	29	143	6	149	178	63%	37%
Chesterfield 01	374	75	259	7	266	341	91%	9%
Clarendon 06	35	6	141	2	143	149	421%	-321%
Colleton 01	385	75	200	6	206	281	73%	27%
Darlington 01	604	66	257	30	287	353	58%	42%

2022-23 school district	Estimated Number of Children in Poverty	Head Start enrollment by county estimate	Student Enrollment in CERDEP in Public Schools 2022-23	Student Enrollment in First Steps 4K	All Students in CERDEP 4K and First Steps 4K	All Students in CERDEP 4K and First Steps 4K and Head Start	Percentage of 4-year-olds in poverty accessing CERDEP or Head Start	Percentage of 4-year-olds in poverty not served by CERDEP or Head Start
Dillon 03	84	9	63	1	64	73	87%	13%
Dillon 04	1,216	22	123	4	127	149	12%	88%
Dorchester 02	869	13	328	33	361	374	43%	57%
Dorchester 04	110	1	75		75	76	69%	31%
Edgefield 01	120	10	99	1	100	110	92%	8%
Fairfield 01	173		133	6	139	139	80%	20%
Florence 01	795	88	307	133	440	528	66%	34%
Florence 02	54	6	58		58	64	118%	-18%
Florence 03	215	18	139	9	148	166	77%	23%
Florence 05	64	7	57		57	64	100%	0%
Georgetown 01	361	73	260	16	276	349	97%	3%
Greenville 01	3,705	156		98	98	254	7%	93%
Greenwood 50	447	71	259	14	273	344	77%	23%
Greenwood 51	51	8	36		36	44	86%	14%
Greenwood 52	68	13	38	2	40	53	77%	23%
Hampton 03	123	29	136	6	142	171	139%	-39%
Horry 01	1,941	108	8	226	234	342	18%	82%
Jasper 01	286	36	122		122	158	55%	45%
Kershaw 01	439	15	335	9	344	359	82%	18%
Lancaster 01	494	53	200	7	207	260	53%	47%
Laurens 55	398	14	209	12	221	235	59%	41%
Laurens 56	210	7	98	34	132	139	66%	34%
Lee 01	143	13	27	1	28	41	29%	71%
Lexington 01	660	28	237	38	275	303	46%	54%

2022-23 school district	Estimated Number of Children in Poverty	Head Start enrollment by county estimate	Student Enrollment in CERDEP in Public Schools 2022-23	Student Enrollment in First Steps 4K	All Students in CERDEP 4K and First Steps 4K	All Students in CERDEP 4K and First Steps 4K and Head Start	Percentage of 4-year-olds in poverty accessing CERDEP or Head Start	Percentage of 4-year-olds in poverty not served by CERDEP or Head Start
Lexington 02	369	9	275	16	291	300	81%	19%
Lexington 03	81	2	101	14	115	117	145%	-45%
Lexington 04	145	3	199		199	202	139%	-39%
Lexington 05	402	18	231	43	274	292	72%	28%
Marion 10	312	40	101	40	141	181	58%	42%
Marlboro 01	227	46	146	9	155	201	88%	12%
McCormick 01	40	10	20		20	30	75%	25%
Newberry 01	291	18	165	3	168	186	64%	36%
Oconee 01	450	13	325	6	331	344	77%	23%
Orangeburg	850	58	474	25	499	557	66%	34%
Pickens 01	687	59	422	29	451	510	74%	26%
Richland 01	1,587	26	722	109	831	857	54%	46%
Richland 02	1,422	32	398	111	509	541	38%	62%
Saluda 01	190	12	110	6	116	128	67%	33%
Spartanburg 01	231	20		11	11	31	13%	87%
Spartanburg 02	474	39	132	29	161	200	42%	58%
Spartanburg 03	155	10	113	15	128	138	89%	11%
Spartanburg 04	150	11	104	1	105	116	77%	23%
Spartanburg 05	375	34	79	23	102	136	36%	64%
Spartanburg 06	595	43	344	29	373	416	70%	30%
Spartanburg 07	408	28	266	29	295	323	79%	21%
Sumter 01	1,007	126	424	69	493	619	61%	39%
Union 01	229	27		15	15	42	18%	82%
Williamsburg 01	242	49	82	6	88	137	57%	43%

2022-23 school district	Estimated Number of Children in Poverty	Head Start enrollment by county estimate	Student Enrollment in CERDEP in Public Schools 2022-23	Student Enrollment in First Steps 4K	All Students in CERDEP 4K and First Steps 4K	All Students in CERDEP 4K and First Steps 4K and Head Start	Percentage of 4-year-olds in poverty accessing CERDEP or Head Start	Percentage of 4-year-olds in poverty not served by CERDEP or Head Start
York 01	210	9	160	1	161	170	81%	19%
York 02	163	15		1	1	16	10%	90%
York 03	649	32		31	31	63	10%	90%
York 04	204	31		5	5	36	18%	82%
State Total	34,080	2,581	13,352	1,605	14,957	17,538	51%	49%

Note, that this method of estimation does not account for mobility in and out of districts in the first four years of life, and may not reflect an accurate current number of four-year-olds in poverty. Therefore, some report percentages may exceed 100% or be less than zero.

Appendix D: Poverty Index of CERDEP Eligible Districts, 2022-23	
District	**INDEX**
BAMBERG 02	94.2
ALLENDALE 01	93.9
DILLON 04	92.5
LEE 01	91.9
WILLIAMSBURG 01	91.7
HAMPTON 02	91.6
CLARENDON 01	91.4
BARNWELL 19	91.1
FLORENCE 04	91
MARION 10	90.9
FLORENCE 03	89
FAIRFIELD 01	87.5
CLARENDON 02	87.3
MARLBORO 01	85.7
ORANGEBURG	85.6
COLLETON 01	84.5
MCCORMICK 01	83.9
JASPER 01	83.6
LEXINGTON 04	80.7
LAURENS 56	80.3
HAMPTON 01	79.3
CALHOUN 01	79
CHESTER 01	79
DARLINGTON 01	78.9
UNION 01	78.8
BARNWELL 29	78.5
BARNWELL 45	78.5
SALUDA 01	77.7
BAMBERG 01	77.3
RICHLAND 01	77.3
DORCHESTER 04	76.6
LEXINGTON 02	76.1
SUMTER 01	75.5
LAURENS 55	75.4
CHESTERFIELD 01	75.3
CHEROKEE 01	74
GREENWOOD 50	74
FLORENCE 05	72.7
GREENWOOD 51	72
LEXINGTON 03	71.9
SPARTANBURG 07	71.9
ANDERSON 03	71.6
NEWBERRY 01	71.6

SPARTANBURG 03	71.4
DILLON 03	71.3
FLORENCE 02	69.8
GEORGETOWN 01	69.4
ABBEVILLE 60	69.3
FLORENCE 01	69
SPARTANBURG 04	68
SPARTANBURG 06	67.5
YORK 01	67.2
ANDERSON 05	66.3
OCONEE 01	65.8
ANDERSON 02	65.4
EDGEFIELD 01	64.6
AIKEN 01	64.1
HORRY 01	64
GREENWOOD 52	63.9
KERSHAW 01	61.9
STATE TOTAL	61.9
CLARENDON 03	61.7
YORK 03	61.6
PICKENS 01	60.5
GREENVILLE 01	60.2
ANDERSON 04	59.7
SPARTANBURG 01	58.8
SPARTANBURG 02	58.4
BEAUFORT 01	57.7
BERKELEY 01	57.3
RICHLAND 02	56.9
CHARTER INSTITUTE AT ERSKINE	55.2
SPARTANBURG 05	54.4
LANCASTER 01	53
DORCHESTER 02	52.2
CHARLESTON 01	50.8
ANDERSON 01	49.7
SC PUBLIC CHARTER SCHOOL DISTRICT	49.6
LEXINGTON 01	45.3
LEXINGTON 05	43.7
YORK 02	33.9
YORK 04	21

Appendix E: CERDEP 4K Enrollment by District 2019-2022

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Student Enrollment in CERDEP in Public Schools 2022-23	Percent change 2019-20 to 2022-23
Abbeville	98	19	74	95	-3.1%
Aiken	490	374	498	548	11.8%
Allendale	66	49	41	47	-28.8%
Anderson 1			117	129	
Anderson 2	102	42	81	85	-16.7%
Anderson 3	117	95	101	102	-12.8%
Anderson 4					
Anderson 5	423	294	369	370	-12.5%
Bamberg 1	25	20	20		
Bamberg 2	36	21	19		
Bamberg 3				37	
Barnwell 19	21	19	17		
Barnwell 29	20	18	20		
Barnwell 45	39	36	39	40	2.6%
Barnwell 48				41	
Beaufort					
Berkeley	963	834	721	902	-6.3%
Calhoun	97	87	68	89	-8.2%
Charleston			299	504	
Charter Institute at Erskine					
Cherokee	261	220	271	298	14.2%
Chester	189	112	81	143	-24.3%
Chesterfield	147	166	261	259	76.2%
Clarendon 1	41	28			
Clarendon 2	95	54	71		
Clarendon 3	39	15			
Clarendon 4			43		
Clarendon 6				141	

Colleton	241	122	194	200	-17.0%
Darlington	318	157	242	257	-19.2%
SC School for the Deaf and Blind					
Dillon 3	63	48	72	63	0.0%
Dillon 4	123	121	130	123	0.0%
Dorchester 2			617	328	
Dorchester 4	100	45	64	75	-25.0%
Edgefield	125	98	120	99	-20.8%
Fairfield	150	124	113	133	-11.3%
Florence 1	393	142	178	307	-21.9%
Florence 2	38	35	43	58	52.6%
Florence 3	128	113	140	139	8.6%
Florence 4	22	34	28		-100.0%
Florence 5	29	21	40	57	96.6%
Georgetown	324	193	246	260	-19.8%
Greenville					
Greenwood 50	230	151	214	259	12.6%
Greenwood 51	32	27	40	36	12.5%
Greenwood 52	40	26	39	38	-5.0%
Hampton	104	86	107	136	30.8%
Hampton 2	29	28			-100.0%
Horry	21	5	8	8	-61.9%
Jasper	156	58	125	122	-21.8%
Kershaw	146	318	344	335	129.5%
Lancaster			40	200	
Laurens 55	203	151	189	209	3.0%
Laurens 56	68	66	91	98	44.1%
Lee	77	15	60	27	-64.9%
Lexington 1			164	237	
Lexington 2	274	252	265	275	0.4%
Lexington 3	139	89	96	101	-27.3%
Lexington 4	226	166	171	199	-11.9%
Lexington 5			217	231	
Marion 10	142	93	116	101	-28.9%
Marlboro	160	100	95	146	-8.8%

McCormick	19	20	21	20	5.3%
Newberry	162	132	136	165	1.9%
Oconee	368	299	299	325	-11.7%
Orangeburg	124	358	445	474	282.3%
Pickens			101	422	
Richland 1	480	445	633	722	50.4%
Richland 2			378	398	
SC Public Charter School			21		
Saluda	81	75	77	110	35.8%
Spartanburg 1					
Spartanburg 2			111	132	
Spartanburg 3	113	79	118	113	0.0%
Spartanburg 4	109	79	95	104	-4.6%
Spartanburg 5			41	79	
Spartanburg 6	339	274	284	344	1.5%
Spartanburg 7	211	106	206	266	26.1%
Sumter	574	385	437	424	-26.1%
Union					
Williamsburg	131	79	106	82	-37.4%
York 1	183	104	158	160	-12.6%
York 2					
York 3			325		
York 4					
TOTAL	10,264	7,822	11,825	13,352	30.1%

Appendix F: CERDEP Financial Data

First Steps Fiscal Year 2021-22 Actual Revenues and Actual Expenditures	
Total Available Funds	
Carry forward from FY20 to FY21	$3,103,990
State Funds Expended and on-hold Locally	$1,186,558
Interest Earned on Cash	$691
EIA Appropriated Funds	$25,203,775
Appropriated General Funds	$6,509,359
Teacher Supply Funds	$68,200
ESSER Federal Funds	$590,695
CARES Act Funds (DSS Quality Rating Funds, Received 2020-21)	$386,566
GEER Funds (Governors Emergency Education Relief, Received 2020-21)	$4,027,218
Total Available Funds	$41,077,052
Total Actual Transfers/Expenditures	
Transfers	
Portion of EOC Evaluation	$105,000
	$0
Subtotal:	*$105,000*
OFS Administrative Expenditures	
Salaries	$1,525,759
Contractual Services	$451,471
Supplies/Materials	$982,290
Rental/Lease	$66,839
Travel	$65,560
Fringe Benefits	$637,054
GASB 87 Lease	$54,887
Parent Engagement (Proviso 1.69)	$0
Other	$0
Subtotal	$3,783,860
Payments to Providers:	
Instruction ($4,800 per child pro-rata)	$13,108,823
Extended Program (Extended day, Extended Year & Summer Programs)	$4,988,888
Curriculum/Equipment and Materials for New Classrooms ($1,000 to $10,000 per provider)	$630,363
Incentives and Miscellaneous	$358
Stipends (Not Including Teacher Supply Payments)	$275,652
Recruitment and Retention (ESSER Federal Grant Expenditures)	$205,600
Language and Literacy Boost (ESSER Federal Grant Expenditures)	$385,095
Teacher Supplies	$68,200
Transportation ($587 per child)	$96,121
Higher Reimbursement Rates (Quality Payments 10%)	$1,101,112
Other (Field Trips, Office Supplies, Center Grants)	$525,539
Subtotal	$21,385,751
Total Transfers/Expenditures	**$25,274,611**
Funds Carried Forward to FY22	$8,717,966
Unobligated and Unreimbursed Federal Funds	$5,977,261
State Funds Expended and On-Hold Locally (at Manley Garvin for center reimbursements)	$1,107,214
Total Carry Forward	**$15,802,441**

First Steps Fiscal Year 2022-23 Projected Revenues and Projected Expenditures	
Total Available Funds	
Carry forward from FY22 to FY23	$14,695,227
State Funds Expended and on-hold Locally (at Manley Garvin for Center Reimbursements)	$1,107,214
Interest Earned on Cash	$50,000
EIA Appropriated Funds $19,983,799 Recurring	$19,983,799
Appropriated General Funds	$6,522,877
Teacher Supply Funds	$70,800
ESSER Funds (SCDE)	$1,362,500
Total Available Funds	**$43,792,417**
Total Projected Transfers/Expenditures	
Transfers	
Portion of EOC Evaluation	$105,000
Subtotal:	*$105,000*
OFS Administrative Expenditures	
Salaries	$1,827,331
Contractual Services	$1,000,000
Supplies/Materials	$1,100,000
Rental/Leased Space	$197,331
Travel	$180,000
Fringe Benefits	$758,987
Equipment/Assets	$300,000
Parent Engagement (Proviso 1.69)	$0
Other	$0
Subtotal	$5,363,649
Payments to Providers:	
Instruction ($5,100 per child pro-rata)	$15,090,877
Extended Program (Extended day, Extended Year & Summer Programs Proviso 1.56 &1A.29)	$5,743,208
Curriculum/Equipment and Materials for New Classrooms ($1,000 to $10,000 per provider)	$750,000
Incentives and Miscellaneous	$35
Stipends (Not Including Teacher Supply Payments)	$385,000
Recruitment and Retention (ESSER Program Costs)	$262,500
Language and Literacy Boost (ESSER Program Costs)	$1,100,000
Teacher Supplies	$70,800
Transportation ($574 per child)	$139,000
Higher Reimbursement Rates (Proviso 1.56 and 1A.29)	$1,267,600
Other (Field Trips, Office Supplies, Center Grants)	$225,000
Subtotal	$25,034,020
Total Transfers/Expenditures	**$30,502,669**
Funds Projected to Carry Forward	$12,089,748
State Funds Expended and On-Hold Locally (at Manley Garvin for center reimbursements)	$1,200,000
Total Carry Forward	**$13,289,748**

South Carolina Department of Education
FY22 CERDEP 4K Revenues and Expenditures

Revenues	
Carryforward from FY 21 to FY 22	$7,546,275.63
FY 22 General Fund Appropriation	$5,983,049.00
FY22 EIA Recurring Appropriation	$53,225,118.00
FY22 EIA Non-Recurring Appropriation	$6,758,978.00
Total Revenues	**$73,513,420.63**
Expenditures	
Portion of EOC Evaluation (EIA)	$195,000.00
Cost of Instruction ($4,800 per child pro-rata)	$55,085,973.34
Supplies for New Classrooms ($10,000 per classroom)	$1,468,000.00
Transportation	
Assessment	$440,815.24
Professional Development and Curriculum	
Other: Expansion	
Extended Year	
Summer Program	$916,125.40
Extended Day	$459,043.59
Parental Engagement	$4,814,000.00
Total Expenditures	**$63,378,957.57**
Amount Remaining to Carryforward to FY23	**$10,134,463.06**

Revenues	
Carryforward from FY 22 to FY 23	$10,134,463.06
FY 22 General Fund Appropriation	$5,983,049.00
FY22 EIA Recurring Appropriation	$53,225,118.00
Total Revenues	**$69,342,630.06**
Expenditures	
Portion of EOC Evaluation (EIA)	$195,000.00
Cost of Instruction ($5,100 per child pro-rata)	$64,661,766.69
Supplies for New Classrooms ($10,000 per classroom)	$770,000.00
Transportation	
Assessment	$600,000.00
Professional Development and Curriculum	
Other: Expansion	
Extended Year	
Summer Program (from FY 22)	$157,429.34
Extended Day	$290,000.00
Parental Engagement	$6,000,000.00
Total Expenditures	**$72,674,196.03**
Amount Remaining to Carryforward to FY23	**$3,331,565.97**
As allowable by Proviso 1.85, funds from Half day 4K for FY 23 expenditures will be used.	

Appendix G: CERDEP and Head Start Enrollment 2019-2021

Program	19-20	20-21	21-22
First Steps 4K	2,345	2,145	2,838
CERDEP 4K	10,264	7,822	11,825
Head Start	4,228	2,766	2,648
Total	16,837	12,733	17,311
*using 45 day count for CERDEP FS and 4K programs, using census data reported by HS			
**data from CERDEP from pg 26 FY2019-20 & 2020-21 State Funded Full Day 4K Report			
**Head Start data from Census used in poverty estimate December 2023			

Appendix H: First Steps 4K Programs by Location and Quality Rating

Provider (**)= New 2021-2022	Service Options 21-22 by Contract (ED Extended Day, SS Summer Session, TR Traditional Routine	County	ABC Quality Rating www.scchildcare.org	Number of Approved Classes	Number of Actual Classes	4K Room Capacity (Number of Students)
5 Star Academy	ED & SS	Lexington	B	1	1	12
A & A Learning Center	ED & SS	Lexington	B	1	1	10
A Child's Haven	TR	Greenville	C	1	1	10
ABC Academy, LLC	TR	Saluda	B	1	1	20
Abundant Blessings CDC	TR & SS	Spartanburg	B	1	1	20
Academy Kingdom CCC (**)	ED & SS	Charleston	B	1	1	10
Academy Road Preschool & Child Care	TR & SS	Colleton	C	1	1	20
Agape Learning Center	TR	Richland	NA	1	1	16
Agape United Daycare	ED & SS	York	B	1	1	18
Anchor's Away CDC	ED & SS	Horry	B	1	1	20
Angels Club CDC	ED & SS	Richland	C	1	1	20
Angel's Inn Child Care	TR & SS	Florence	B	1	1	19

Antioch 3 & 4K Development Center	**ED & SS**	Florence	B+	**1**	**1**	20
Aspire Early Learning Academy	**TR & SS**	Richland	B+	**1**	**1**	10
Aspire Early Learning Academy #2 (**)	**TR & SS**	Lexington	B	**1**	**1**	10
ATM Daycare	**TR & SS**	Horry	B+	**1**	**1**	14
Aye's Kinderoo Care CDC	**ED & SS**	Richland	B	**2**	**1**	20
Beacon of Hope Learning Center	**ED**	Jasper	B+	**1**	**1**	10
Beginners Paradise	**ED & SS**	Horry	B	**1**	**1**	20
Belvedere Early Learning Center	**ED & SS**	Richland	B	**1**	**1**	10
Betty's Creative Corner 929	**ED & SS**	Aiken	A	**1**	**1**	20
Betty's Day Care & Preschool	**ED & SS**	Berkeley	B	**1**	**1**	10
Big Blue Marble Academy 3	**ED & SS**	Lexington	B+	**1**	**1**	20
Big Blue Marble Academy 4	**TR**	Laurens	C	**1**	**1**	10
Bishopville Lee Child Care	**ED & SS**	Lee	B+	**1**	**1**	20

Blossom Academy (**)	**ED & SS**	Lancaster	A	**1**	**1**	10
Brighter Children's Learning Center	**TR & SS**	Orangeburg	B	**1**	**1**	15
Brookland Academy CDC	**TR**	Lexington	B+	**1**	**1**	20
Busy Bee's Childcare and Preschool	**ED & SS**	Aiken	B+	**1**	**1**	20
Cadence Academy, Greenville (**)	**TR**	Greenville	B	**1**	**1**	20
Cadence Academy, Myrtle Beach	**TR & SS**	Horry	B	**1**	**1**	20
Cadence Academy, Surfside	**TR & SS**	Horry	B	**1**	**1**	20
Capture Child Development Center	**ED & SS**	Horry	C	**1**	**1**	20
CARE Academy (**)	**ED & SS**	Charleston	B	**1**	**1**	10
Care-A-Lot Day Care Center	**TR & SS**	Sumter	B	**1**	**1**	16
Carolina Forest CDC	**ED & SS**	Horry	B+	**1**	**1**	20
Center for Learning	**ED**	Richland	B	**1**	**1**	20
Chabad Academy	**ED & SS**	Horry	B	**2**	**2**	25

Child Dev Ministry of First United Methodist Church	**TR & SS**	Horry	B	**2**	**2**	40
Child Enrichment Center @Baptist Church of Beaufort	**ED**	Beaufort	C	**1**	**1**	10
Children's Garden	**TR & SS**	Richland	A+	**1**	**1**	10
Children's Keeper Learning Center	**TR & SS**	Hampton	B+	**1**	**1**	20
Children's World 5	**ED & SS**	Richland	C	**1**	**1**	20
Circle of Friends, The Phoenix Center (**)	**TR & SS**	Greenville	B+	**1**	**1**	16
Clemson CDC	**ED & SS**	Pickens	A+	**1**	**1**	20
Coastal Children's Academy, Inc.	**ED & SS**	Horry	C	**2**	**1**	30
Coastal Kids Academy of SC	**ED & SS**	Horry	NA	**1**	**1**	20
Compass Point 4K	**TR & SS**	Chesterfield	A	**2**	**2**	18
Connect Kids	**TR**	Horry	C	**1**	**1**	20
Conway Daycare LLC	**TR**	Horry	B	**1**	**1**	19
Cool Kids Academy	**ED & SS**	Williamsburg	B	**1**	**1**	20

Cowpens Creative Kids	**ED & SS**	Spartanburg	B	**1**	**1**	14
Creative Learning Kids CDC	**ED & SS**	Spartanburg	A+	**1**	**1**	10
Cutie Pies Inc. Surfside	**TR**	Horry	C	**1**	**1**	11
Dalzell Prep (**)	**TR & SS**	Sumter	C	**1**	**1**	20
Daniel Island Academy	**ED & SS**	Berkeley	A+	**1**	**1**	10
Developmental Center for Exceptional Children	**ED & SS**	Anderson	B+	**1**	**1**	15
Divine Redeemer Catholic School	**TR**	Berkeley	NA	**1**	**1**	18
Dolphin Prepratory Academy (**)	**TR & SS**	Lexington	B	**1**	**1**	20
Dream Catcher Child Development Center	**ED & SS**	Richland	C	**1**	**1**	15
Eagle Academy	**TR & SS**	Cherokee	B+	**1**	**1**	20
East Carolina Early Learning Academy	**ED & SS**	Georgetown	C	**1**	**1**	20
Eddlemon CDC (**)	**ED & SS**	Spartanburg	NA	**1**	**1**	10
Edu Scholars Learning Center	**ED & SS**	Florence	NA	**1**	**1**	20

Especially Children CDC (**)	**ED & SS**	Greenville	B	**1**	**1**	20
Excellent Learning Preschool	**ED & SS**	Florence	B	**3**	**2**	60
Exceptional Child Academy	**ED & SS**	Spartanburg	C	**1**	**1**	13
Family Affair Childcare, Aiken	**TR & SS**	Aiken	B	**1**	**1**	18
Family Affair Childcare, N. Augusta	**TR & SS**	Aiken	B	**1**	**1**	10
Fantasy Island (**)	**TR & SS**	Richland	A	**1**	**1**	10
First Nazareth Child Development Center	**ED & SS**	Richland	B	**1**	**1**	20
First United Methodist Children's Center	**ED & SS**	Marlboro	B	**1**	**1**	20
Foothills Early Learning Center (**)	**TR & SS**	Oconee	B	**1**	**1**	20
Footprints Academy	**ED & SS**	Richland	NA	**1**	**1**	16
Footprints Day Care	**ED & SS**	Richland	C	**1**	**1**	17
Footprints LC of Fountain Inn (**)	**TR**	Greenville	C	**1**	**1**	17
Fort Lawn 4K (**)	**ED**	Chester	NR	**1**	**1**	20

Fort Mill Preparatory Cooperative Preschool (**)	**TR**	York	A+	**1**	**1**	20
Foster's Child Care Center	**TR & SS**	Charleston	A	**1**	**1**	10
Fuller Normal School and Industrial Institute (**)	**ED & SS**	Greenville	C	**4**	**1**	80
Geer Memorial CDC	**TR & SS**	Pickens	NA	**2**	**2**	20
Grace Academy	**ED & SS**	Richland	C	**2**	**2**	34
Growing Minds Learning Center	**ED & SS**	Spartanburg	C	**1**	**1**	10
High Point Academy (**)	**TR**	Spartanburg	NA	**1**	**1**	20
Highland Early Learning Center (**)	**ED & SS**	Spartanburg	NA	**1**	**1**	16
HIS Day Care (**)	**ED & SS**	Greenville	B	**1**	**1**	10
Holy Angels Academy (**)	**TR**	Sumter	NA	**1**	**1**	15
Horizons Christian Academy	**TR**	Chester	B	**1**	**1**	15
House of Joy	**TR & SS**	York	B	**1**	**1**	20
Itsy Bitsy Steps Learning Center	**ED & SS**	Sumter	C	**1**	**1**	18

J & J Child Care	**ED & SS**	Orangeburg	B+	**1**	**1**	10
J'Dae Early Learning Academy	**ED & SS**	Dillon	P	**1**	**1**	10
Jehovah Missionary Baptist Church Academic School (JMBC)	**ED & SS**	Sumter	B	**2**	**2**	20
Joyful Academy	**TR & SS**	York	NA	**1**	**1**	20
Kiddie Land Child Care Center	**TR & SS**	Anderson	B	**1**	**1**	20
Kiddie University (*R)	**ED & SS**	Anderson	B	**1**	**1**	10
Kid's Academy	**ED & SS**	Sumter	C	**1**	**1**	20
Kids Corner Early Learning Academy	**ED & SS**	Florence	B+	**2**	**1**	20
Kid's First Academy	**TR & SS**	Sumter	C	**1**	**1**	20
Kids Limited CDC	**TR & SS**	Dillon	B	**2**	**2**	20
Kids Paradise	**ED**	Horry	C	**1**	**1**	20
Kids Unlimited of Prosperity	**TR**	Newberry	B	**2**	**1**	20
Kidz Kare Child Enrichment Center (**)	**ED & SS**	Greenville	NR	**1**	**1**	20

Kidz Will Be Kidz	**TR & SS**	Orangeburg	B	**1**	**1**	10
Kinder Academy	**ED & SS**	Richland	B	**2**	**1**	11
KL Kids Learning Academy	**ED & SS**	Cherokee	B	**1**	**1**	17
La Petite Academy 7515 (**)	**TR & SS**	Dorchester	B+	**1**	**1**	20
La Petite Academy 7501	**TR & SS**	Richland	B	**1**	**1**	10
La Petite Academy 7503	**ED & SS**	Lexington	B	**1**	**1**	20
La Petite Academy 7504	**ED & SS**	Florence	B	**1**	**1**	20
La Petite Academy 7514	**ED & SS**	Berkeley	B	**1**	**1**	18
Learning on Main	**ED & SS**	Aiken	NA	**1**	**1**	20
Learning Years CDC	**ED**	Spartanburg	B	**1**	**1**	17
Legacy Christian School	**TR & SS**	Spartanburg	C	**1**	**1**	20
Legacy Early College	**ED & SS**	Greenville	NA	**6**	**6**	120
Lexington CDC	**ED & SS**	Lexington	C	**1**	**1**	18

Lil' Angels Child Development Center (*R)	**ED & SS**	Kershaw	B+	1	1	16
Lisa's Little Wildcats	**ED & SS**	Cherokee	NA	**1**	**1**	10
Little Blessings CDC	**TR & SS**	Horry	B	**1**	**1**	20
Little Creations Learning Center	**ED & SS**	Florence	C	**2**	**2**	20
Little Learners Academy (**)	**ED & SS**	Greenville	C	**2**	**1**	20
Little Love Christian Academy	**ED & SS**	Richland	A	**1**	**1**	20
Little Me Childcare Center (**)	**ED & SS**	Spartanburg	C	**1**	**1**	15
Little Promises Learning Center	**ED & SS**	Marion	B	**1**	**1**	10
Little Smurf CDC	**ED & SS**	Georgetown	A+	**2**	**1**	38
Little Wizards Learning Center	**ED & SS**	Williamsburg	NA	**1**	**1**	20
Little Wonders Learning Center (**)	**ED & SS**	Greenville	P	**1**	**1**	19
Live Love Grow Learning Center (*R)	**ED & SS**	Florence	C	**2**	**1**	20
Love Covenant CDC	**TR & SS**	Sumter	B	**1**	**1**	20

Lovell Weekday Ministry	**ED**	Horry	NA	**1**	**1**	18
Luv-N-Care Child Care	**TR & SS**	Sumter	B	**1**	**1**	20
Maximum Child Learning Center	**TR & SS**	Spartanburg	C	**1**	**1**	20
McGill's Bundles of Joy	**ED & SS**	Marion	B	**3**	**2**	40
MEGA CDC	**ED & SS**	Lexington	A+	**1**	**1**	10
Megiddo Kid Station	**ED & SS**	Aiken	A	**1**	**1**	18
Mercy Baptist CDC	**ED & SS**	Horry	NA	**1**	**1**	20
Midlands Primary Learning Center	**ED & SS**	Lexington	B	**1**	**1**	10
Mingo Creek Academy (**)	**TR & SS**	Georgetown	NA	**1**	**1**	20
Miracle Academy	**ED & SS**	Berkeley	B+	**1**	**1**	20
Miss Tammy's Little Learning Center - Boiling Springs (**)	**ED**	Spartanburg	B	**1**	**1**	20
Miss Tammy's Little Learning Center - Inman	**ED**	Spartanburg	B+	**1**	**1**	20
Miss Tammy's Little Learning Center-Redland	**ED & SS**	Spartanburg	A	**1**	**1**	20

Mon Aetna Baptist Church CEC	**TR & SS**	Union	A	**2**	**1**	20
Montessori Day Academy	**ED & SS**	Darlington	C	**1**	**1**	10
My Sunshine CDC	**TR & SS**	Horry	C	**1**	**1**	14
Nana's Little Elephants	**ED & SS**	Richland	C	**1**	**1**	10
New Beginnings at Warth CCC	**TR & SS**	Sumter	C	**1**	**1**	20
New Generation (**)	**TR & SS**	Greenville	C	**1**	**1**	16
New Hope ELA	**ED & SS**	Richland	C	**1**	**1**	20
New Jerusalem Missionary Baptist Church CDC	**TR & SS**	Barnwell	A	**3**	**3**	28
Onus Early Learning Center (**)	**TR**	Williamsburg	P	**1**	**1**	10
Open Arms Child Support Center (**)	**ED & SS**	York	B+	**1**	**1**	10
Our Clubhouse	**ED & SS**	Oconee	B	**1**	**1**	20
Our Kid's CDC (**)	**TR & SS**	Greenville	B	**1**	**1**	20
Our Lady of Peace Catholic School	**TR**	Aiken	NA	**1**	**1**	20

Oxford Children's Academy	**TR & SS**	Horry	C	**1**	**1**	20
Palmetto Prep LLC	**ED & SS**	Sumter	C	**1**	**1**	20
Piedmont Community Actions ELC	**TR & SS**	Spartanburg	A+	**1**	**1**	20
Pleasant Grove Academy	**TR & SS**	Marion	B	**1**	**1**	20
Plymouth Childcare Development Center (**)	**ED & SS**	Charleston	B	**1**	**1**	10
Precious Little Angels Day Care	**ED & SS**	Spartanburg	B+	**1**	**1**	20
Precious One Learning Center	**ED & SS**	Florence	C	**2**	**2**	31
Progressive Family Life	**ED & SS**	Bamberg	A+	**1**	**1**	20
Prosperity Childcare	**TR & SS**	Darlington	B	**1**	**1**	20
Ragin Prep Christian Academy Little Lambs (**)	**TR & SS**	Sumter	P	**1**	**1**	20
Ridgeland Baptist Church Child Care Ministry	**ED**	Jasper	NA	**1**	**1**	14
Right Choice Child Development Center	**ED & SS**	York	B	**1**	**1**	10
Riverpointe Christian Academy-North	**TR & SS**	Dorchester	B+	**2**	**2**	24

Royalty Academy (**)	**TR**	Fairfield	P	1	0	10
Ruby's Academy (**)	**TR & SS**	Charleston	NA	**1**	**1**	10
Sampit Community Center	**ED & SS**	Georgetown	B	**1**	**1**	20
Sea Mountain Academy (**)	**ED & SS**	Horry	C	**1**	**1**	12
Seven Oaks Kids Academy	**ED & SS**	Lexington	B	**1**	**1**	20
Shaw AFB Child Development Center	**TR & SS**	Sumter	NA	**1**	**1**	20
Sherman's Child Development Center	**ED & SS**	Horry	B	**1**	**1**	14
Simon Says Learning Center	**ED & SS**	Sumter	C	**1**	**1**	20
Small Impressions CDC	**TR & SS**	Greenville	B+	**1**	**1**	20
Small Minds of Tomorrow II	**ED & SS**	Georgetown	B	**1**	**1**	11
Small Wonders Preschool & Learning Center	**ED & SS**	Horry	C	**1**	**1**	20
South Carolina State University CDC	**ED**	Orangeburg	A+	**2**	**2**	28
Spring Valley Early Learning Academy	**ED & SS**	Richland	B	**1**	**1**	18

St. Anthony Catholic School	**TR**	Florence	NA	**1**	**1**	20
St. Anthony of Padua Catholic School	**ED**	Greenville	B	**2**	**2**	40
St. John Catholic School (**)	**TR**	Charleston	NA	**1**	**1**	10
St. Joseph Catholic School	**ED**	Anderson	NA	**1**	**1**	20
St. Martin de Porres Catholic School	**ED**	Richland	NA	**1**	**1**	20
St. Paul the Apostle Catholic School	**TR**	Spartanburg	NA	**1**	**1**	20
St. Peter's Catholic School	**TR**	Beaufort	NA	**1**	**1**	20
Stephanie's Preschool Blessing & Afterschool	**TR & SS**	Kershaw	C	**1**	**1**	17
Stepping Stones CCC (*R)	**ED**	Florence	B	**1**	**1**	10
Sugar & Spice CDC (**)	**ED & SS**	York	B+	**1**	**1**	10
Sugar Bears Daycare	**ED & SS**	Marion	B	**1**	**1**	20
Sunrise Children's Academy	**TR**	Horry	B	**1**	**1**	20
Sunshine House 02	**ED & SS**	Greenwood	B	**1**	**1**	20

Sunshine House 05	**ED & SS**	Aiken	B+	**1**	**1**	20
Sunshine House 10	**ED & SS**	Spartanburg	B+	**1**	**1**	20
Sunshine House 110	**ED & SS**	Richland	B	**2**	**2**	30
Sunshine House 12	**ED & SS**	York	B	**1**	**1**	20
Sunshine House 134	**ED & SS**	Greenwood	C	**1**	**1**	19
Sunshine House 135	**ED & SS**	Greenwood	B	**1**	**1**	16
Sunshine House 17	**ED & SS**	Spartanburg	B	**1**	**1**	20
Sunshine House 21	**ED & SS**	Richland	B	**2**	**2**	40
Sunshine House 22	**ED & SS**	Richland	B+	**1**	**1**	20
Sunshine House 23	**ED & SS**	Richland	B	**2**	**2**	20
Sunshine House 30	**ED & SS**	Florence	B+	**1**	**1**	20
Sunshine House 43	**ED & SS**	Richland	C	**2**	**2**	40
Sunshine House 57	**ED & SS**	Aiken	B	**1**	**1**	20

Sunshine House 86 (**)	**ED & SS**	Richland	B		**1**	**1**	20
Swan Lake Academy LLC	**TR & SS**	Sumter	B		**1**	**1**	10
Tamassee Early Learning Center (Pennsylvania)	**ED & SS**	Oconee	B		**1**	**1**	10
Tender Bears DC and LC	**ED & SS**	Williamsburg	B+		**1**	**1**	20
The Children's Center (*R)	**TR & SS**	Beaufort	B+		**1**	**1**	20
The Franklin School	**ED & SS**	Spartanburg	B		**1**	**1**	20
The House of Smiles	**TR & SS**	Berkeley	B+		**1**	**1**	10
The Learning Station	**ED & SS**	Horry	B+		**2**	**2**	37
The Learning Station-Forestbrook	**ED & SS**	Horry	B		**1**	**1**	15
The Learning Tree Day School	**ED & SS**	Horry	B+		**1**	**1**	20
Thelma Brown Head Start (*R)	**TR & SS**	Florence	A+		**1**	**1**	20
This is My Child, Middle Tyger Community Center (**)	**ED**	Spartanburg	A+		**1**	**1**	20
Thompson Children's Learning Center	**ED & SS**	Darlington	B		**1**	**1**	19

Thornwell CDC	**ED & SS**	Laurens	B		**3**	**3**	60
Tiny Creators Learning Ctr	**ED & SS**	Richland	B+		**1**	**1**	15
Tiny Treasures Childcare	**TR & SS**	Aiken	B+		**1**	**1**	20
Trinity Learning Center	**ED & SS**	Richland	NA		**2**	**1**	28
Troy-Johnson Learning Korner	**ED & SS**	Marion	B+		**1**	**1**	20
True Foundations	**ED & SS**	Aiken	C		**1**	**1**	20
True Saints Christian Day Care	**ED & SS**	Darlington	B		**1**	**1**	20
Turner CDC	**ED & SS**	Lexington	B		**1**	**1**	10
Vanessa's Palace	**ED & SS**	Sumter	B		**1**	**1**	20
Vanessa's Playland	**ED & SS**	Sumter	B		**1**	**1**	10
W.C. Christian Academy	**TR & SS**	Dorchester	C		**1**	**1**	10
We Care for Children, CDC (**)	**ED & SS**	Charleston	B		**1**	**1**	15
Welfare Baptist Church Day Care	**ED & SS**	Anderson	B		**1**	**1**	15

Wilson's Daycare	**ED & SS**	Williamsburg	B		**1**	**1**	20
Wright Way CDC	**ED & SS**	Orangeburg	B		**1**	**1**	20
Wright's Daycare	**ED & SS**	Orangeburg	B		**1**	**1**	20
Young World Day Care	**TR & SS**	Laurens	C		**1**	**1**	20
Your Neighborhood Childcare & Development Center	**ED & SS**	Horry	B		**2**	**1**	20
Zion Canaan CDC	**TR & SS**	Florence	B		**1**	**1**	20

Appendix I: ABC Voucher Data 2021-22 School Year 4 yo accessing vouchers								
County	Total	Quality Level						
		A+	A	B+	B	C	NA	P
Abbeville	20			1	8	11		
Aiken	235		26	85	83	40	1	
Allendale	11			9	1	1		
Anderson	297	2		37	130	120	1	7
Bamberg	17	5				12		
Barnwell	21	1	5	2	5	8		
Beaufort	132	3		48	42	36	3	
Berkeley	274	2	25	56	93	97		1
Calhoun	12				9	1		2
Charleston	385	2	18	39	177	144	4	1
Cherokee	81			9	52	19	1	
Chester	71	2	1		28	35		5
Chesterfield	24				4	19	1	
Clarendon	48			1	7	36	1	3
Colleton	63			25	33	5		
Darlington	127	3	1	7	68	28	2	18
Dillon	77			1	51	19	1	5
Dorchester	223		6	37	63	114	2	1
Edgefield	23		1	8	5	9		
Fairfield	28			3	4	11		10
Florence	363	6		80	154	111	2	10
Georgetown	85	12		1	45	26	1	
Greenville	900	11		52	503	313	2	19
Greenwood	107	15			45	47		
Hampton	33	3		11	14	3		2
Horry	906	1		129	352	418	3	3
Jasper	35			22	5	6	2	
Kershaw	62		2	9	27	21	2	1
Lancaster	126	7	25	4	53	27	1	9
Laurens	113	2		2	26	82	1	
Lee	46		1	28	12	5		
Lexington	416	22	18	86	176	99	5	10
Marion	131			20	86	24		1
Marlboro	48				22	25		1
McCormick	2	1				1		
Newberry	57	22	1	1	28	2	1	2
Oconee	78				38	39		1
Orangeburg	160	1	1	3	95	58	1	1

Appendix I: ABC Voucher Data 2021-22 School Year 4 yo accessing vouchers								
County	Total	Quality Level						
		A+	A	B+	B	C	NA	P
Pickens	139	5	5	30	16	77		6
Richland	1,141	22	84	171	497	324	9	34
Saluda	22	2		6	10	4		
Spartanburg	705	89	8	121	256	200	1	30
Sumter	402			8	136	255		3
Union	32	1	10	6	6	9		
Williamsburg	36	5		2	23	5	1	
York	400	36	26	22	217	50	1	48
Total	8,714	283	264	1,182	3,705	2,996	50	234

Appendix I: ABC Voucher Data 2021-22 School Year 4 yo accessing vouchers								
County	Expenditures by ABC Level							Total Expenditures
	A+	A	B+	B	C	NA	P	
Abbeville			$2,176	$11,496	$11,496			$36,699
Aiken		$103,386	$383,635	$348,861	$120,960	$546		$957,388
Allendale			$25,035	$190	$1,480			$26,705
Anderson	$9,557		$173,193	$435,163	$358,800	$1,806	$18,690	$997,209
Bamberg	$12,021				$36,833			$48,854
Barnwell	$345	$19,103	$4,827	$9,662	$23,954			$57,891
Beaufort	$23,478		$191,994	$141,055	$142,123	$4,070		$502,720
Berkeley	$15,652	$63,037	$237,513	$387,149	$316,407		$162	$1,019,920
Calhoun				$29,636	$3,564		$4,205	$37,405
Charleston	$1,935	$120,689	$158,768	$622,315	$571,260	$7,280	$2,235	$1,484,482
Cherokee			$26,414	$253,455	$68,667		$200	$348,736
Chester	$6,910	$884		$111,988	$120,349		$21,836	$261,967
Chesterfield				$8,193	$52,030	$2,142		$62,365
Clarendon			$2,575	$19,145	$137,777	$1,088	$6,021	$166,606
Colleton			$77,400	$100,992	$9,508			$187,900
Darlington	$8,316	$452	$18,944	$185,209	$82,258	$813	$15,891	$311,883
Dillon			$3,895	$147,846	$58,156	$702	$2,045	$212,644
Dorchester		$22,405	$169,366	$281,940	$447,635	$4,084	$2,900	$928,330
Edgefield		$3,718	$33,758	$18,328	$31,830			$87,634
Fairfield			$2,938	$8,270	$27,081		$36,124	$74,414
Florence	$37,110		$384,983	$493,393	$323,262	$3,990	$21,355	$1,264,093
Georgetown	$41,516		$6,170	$118,055	$64,777	$1,140		$231,658
Greenville	$42,033		$228,008	$2,297,107	$1,309,912	$2,316	$70,011	$3,949,387
Greenwood	$23,773			$148,150	$158,717			$330,640
Hampton	$3,132		$32,091	$33,101	$2,094		$3,889	$74,307
Horry	$1,000		$622,857	$1,500,964	$1,813,012	$1,782	$6,865	$3,946,480

Appendix I: ABC Voucher Data 2021-22 School Year 4 yo accessing vouchers								
County	Expenditures by ABC Level							Total Expenditures
	A+	A	B+	B	C	NA	P	
Jasper			$60,854	$30,852	$8,644	$92		$100,442
Kershaw		$1,104	$33,779	$80,098	$23,188	$294	$952	$139,415
Lancaster	$31,313	$59,509	$24,650	$199,921	$79,017	$3,060	$18,710	$416,180
Laurens	$3,348		$7,221	$90,397	$260,274	$1,242		$362,482
Lee		$3,100	$89,083	$34,602	$18,706			$145,491
Lexington	$60,189	$83,751	$379,741	$757,493	$315,973	$7,574	$21,471	$1,626,192
Marion			$65,543	$318,475	$68,813		$2,900	$455,731
Marlboro				$64,758	$61,947		$3,375	$130,080
McCormick	$225				$903			$1,128
Newberry	$81,862	$2,570	$1,450	$93,844	$9,010	$798	$750	$190,284
Oconee				$125,510	$108,603		$221	$234,334
Orangeburg	$1,499	$1,120	$19,207	$247,663	$145,968	$1,302	$425	$417,184
Pickens	$28,822	$17,714	$129,498	$69,647	$323,984		$16,300	$585,965
Richland	$82,197	$362,410	$645,600	$1,886,306	$1,181,855	$7,344	$75,095	$4,240,807
Saluda	$9,628		$16,625	$30,943	$12,362			$69,558
Spartanburg	$379,437	$24,860	$550,602	$1,133,888	$692,526	$138	$72,339	$2,853,790
Sumter			$24,130	$603,242	$1,054,718		$3,030	$1,685,120
Union	$882	$22,568	$26,313	$35,062	$28,554			$113,379
Williamsburg	$18,952		$4,520	$75,708	$15,567	$1,092		$115,839
York	$197,652	$73,147	$112,757	$1,107,174	$116,979	$242	$247,004	$1,854,955
Total	$1,122,784	$985,527	$4,978,113	$14,697,246	$10,821,533	$54,937	$675,001	$33,346,673

Appendix J: Head Start Census Data:

Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of December 1, 2022	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
Aiken County School District Head Start	Aiken	5	126	54	57	-	-	13	2	1
	Barnwell	3	56	29	27	-	-	6	1	-
Aiken County District Early Head Start	Aiken	2	27	6	-	-	-	5	1	-
	Barnwell	1	16	1	-	-	-	2	-	-
Beaufort-Jasper Head Start	Beaufort	5	263	162	101	-	-	20	8	2
	Jasper	2	92	56	36	-	-	6	6	-
Beaufort-Jasper Early Head Start	Beaufort	3	100	16	-	7	-	13	17	1
	Jasper	1	6	-	-	-	-	1	2	-
Berkeley School District Head Start	Berkeley	9	376	151	178	-	-	24	1	1
	Dorchester	3	38	23	14	-	-	3	-	-
Carolina CAA Head Start	Chester	2	66	32	29	-	-	6	1	-
	York	4	129	46	60	-	-	6	-	2
	Union	1	68	22	27	-	-	4	-	-
Carolina CAA Early Head Start	Chester	1	8	2	-	-	-	1	-	-
	York	3	-	-	-	-	-	-	-	-
	Union	1	32	10	-	-	-	4	-	-
Charleston County School District	Charleston	10	646	522	124	-	-	47	5	4
Charleston County School District Early Head Start	Charleston	7	173	-	-	-	22	20	7	2
Charleston County First Steps-Early Head Start Partnership	Charleston	3	15	-	-	-	-	3	-	3
Chesterfield/Marlboro Head Start	Chesterfield	4	149	59	75	-	-	10	-	4
	Marlboro	2	89	33	46	-	-	5	-	-
Darlington County Head Start	Darlington	2	207	126	66	-	-	16	9	2
Darlington County Early Head Start	Darlington	1	16	-	-	-	-	2	--	-

Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of December 1, 2022	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
East Coast Migrant Head Start (June 2022 – November 2022)	Cherokee	1	16	5	4	-	-	2	2	-
(Only # of Centers,	Clarendon	1	16	5	-	-	-	2	2	-
and # of Classrooms are	Colleton	1	14	1	4	-	-	2	7	-
included in December 1,2022 totals)	Saluda	-	-	-		-	-	-	-	-
GLEAMNS Head Start	Abbeville	1	45	16	22	-	-	4	2	-
	Edgefield	1	30	18	10	-	-	4	-	-
	Greenwood	2	184	78	91	-	-	17	6	2
	Laurens	1	36	12	21	-	-	4	1	-
	Lexington	3	117	47	60	-	-	11	5	1
	McCormick	1	19	7	10	-	-	2	1	-
	Newberry	1	33	12	18	-	-	6	-	-
	Richland	2	143	76	58	-	-	20	7	1
	Saluda	1	26	11	12	-	-	5	-	-
GLEAMNS Early Head Start	Edgefield	1	22	-	-	-	-	4	-	-
	Greenwood	1	16	2	-	-	-	4	3	-
	Saluda	1	8	2	-	-	-	4	-	-
GLEAMNS Early Head Start Partnership	Abbeville	1	8	1	-	-	-	3	-	-
	Laurens	HB	-	-	-	-	-	3	-	-
	Greenwood	HB	7	-	-	-	7	3	-	-
ISWA Development Corp- Catawba Indian Nation	Catawba Indian Nation (York County)	1	72	45	27	-	-	4	6	6
ISWA Development Corp-Catawba Indian Nation Early Head Start	Catawba Indian Nation (York)	1	32	1	-	-	-	4	6	3
Lancaster Head Start	Lancaster	1	109	42	53	-	-	7	3	9
Lancaster Early Head Start	Lancaster	1	59	10	-	-	11	6	1	1

Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of December 1, 2022	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
Lancaster County First Steps Early Head Start Partnership	Lancaster	2	68	9	-	2	-	9	1	1
Lowcountry CAA Head Start	Colleton	2	154	51	71	-	-	9	25	-
	Hampton	1	57	22	29	-	-	4	9	1
Lowcountry Early Head Start	Colleton	1	36	4	-	2	2	4	9	2
	Hampton	1	21	3	-	-	4	5	7	-
OCAB CAA Head Start	Allendale	1	27	15	12	-	-	3	-	-
	Bamberg	3	71	53	18	-	-	5	-	-
	Calhoun	1	28	21	7	-	-	2	-	-
	Orangeburg	6	285	227	58	-	-	17	2	6
OCAB Early Head Start	Bamberg	1	31	-	-	-	12	4	-	-
Pee Dee CAA Head Start	Dillon	2	130	99	31	-	-	10	-	-
	Florence	8	289	166	123	-	-	23	1	5
	Marion	3	117	77	40	-	-	9	-	-
Pee Dee CAA Early Head Start	Dillon	2	16	-	-	-	-	2	-	-
	Florence	4	86	-	-	1	22	8	1	3
	Marion	1	16	-	-	-	-	2	-	-
Piedmont CAA Head Start	Cherokee	1	61	18	43	-	-	5	5	2
	Spartanburg	6	297	113	184	-	-	20	18	10
Piedmont CAA Early Head Start	Cherokee	1	16	5	-	-	11	2	6	-
	Spartanburg	2	77	8	-	1	26	5	9	-
Richland County First Steps Early Head Start	Richland County	2	89	14	-	2	36	11	11	2

Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of December 1, 2022	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
SHARE Head Start	Anderson	5	199	94	88	-	-	13	-	-
	Greenville	10	324	120	156	-	-	24	1	-
	Oconee	1	20	6	13	-	-	2	-	-
	Pickens	4	116	42	59	-	-	8	-	-
SHARE Early Head Start	Anderson	3	71	15	-	-	-	11	-	-
	Greenville	9	115	28	-	6	-	20	-	-
	Oconee	1	21	7	-	-	-	3	-	-
	Pickens	1	24	7	-	-	-	3	-	-
South Carolina Association of Community Action Partnership- Early Head Start Child Care Partnership	Anderson	1	12	-	-	-	-	2	-	-
	Bamberg	1	24	2	-	-	-	3	-	-
	Berkeley	2	32	6	-	-	-	4	-	1
	Georgetown	3	55	10	-	-	-	7	-	2
	Laurens	1	47	3	-	-	-	6	2	-
	Lexington	1	16	2	-	-	-	2	1	-
	Orangeburg	2	45	4	-	-	-	6	-	-
	Newberry	1	16	3	-	-	-	2	-	-
Spartanburg County First Steps Early Head Start	Spartanburg	5	94	-	-	2	39	9	11	1
Spartanburg County First Steps Early Head Start Child Care Partnership	Spartanburg	7	66	-	-	-	-	10	5	-
Waccamaw EOC Head Start	Horry	3	217	92	108	-	-	14	3	2
	Georgetown	3	169	82	73	-	-	11	-	3
	Williamsburg	2	134	73	49	-	-	10	-	5
Waccamaw EOC Early Head Start	Williamsburg	1	46	6	-	-	-	6	-	-

Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of December 1, 2022	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# Homeless Children	# of Foster Children by County
Wateree CAA Head Start	Clarendon	2	114	74	40	-	-	12	-	1
	Kershaw	1	61	46	15	-	-	5	-	-
	Lee	1	46	33	13	-	-	4	-	1
	Sumter	5	303	177	126	-	-	20	1	1
Wateree CAA Early Head Start	Clarendon	1	24	1	-	-	-	3	-	-
	Kershaw	1	16	-	-	-	-	2	-	-
	Lee	1	8	-	-	-	-	1	-	-
	Sumter	2	72	3	-	7		9	-	-
Vital Connections of the Midlands Early Head Start	East Richland (Arthurtown)	1	13	3	-	3	-	3	-	1
	Columbia (Children's Garden)	1	15	3	-	1	-	2	1	-
	Lower Richland (Tender Years)	1	37	9	-	3	-	5	3	-
Totals as of December 1, 2022		**234**	**8,295**	**3,590**	**2,581**	**37**	**192**	**739**	**233**	**95**

South Carolina Child Development Education Pilot Program (CDEPP)- *Serving 4-year olds*

Piedmont
- Spartanburg - 20

References:

[2022 First Steps Annual Report](#) (last retrieved 2/23/2023)

[Findings of the Fall 2021 Kindergarten Readiness Assessment (KRA)](#) (last retrieved 2/23/2023)

[Guidelines 2021-2022 First Steps South Carolina](#) (last retrieved 2/23/2023)

[Intentional Teaching Tool Preschool](#) (last retrieved 2/23/2023)

[KRA Technical Report 2020-2021](#) (last retrieved 2/23/2023)

[State-Funded Full-Day 4K Annual Report: FY 20-21 & FY 21-22](#) (last retrieved 2/23/2023)