

Investing in South Carolina's Future Talent

How early childhood care and education can help to secure the state's economic future

EARLY CHILDHOOD TASK FORCE CONVENED BY THE
SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

ACKNOWLEDGMENTS

The Early Childhood Task Force was convened under the auspices of the South Carolina Council on Competitiveness. Its members volunteered their time to attend the meetings and their expertise to provide content. Members of the Task Force are:

Dr. Abe Wandersman
University of South Carolina

Amy Nienhuis
Family Connection

Dr. Baron Holmes
University of South Carolina
Children's Law Center

Beverly Hunter
SC Child Care Services

Dr. William H. Brown
University of South Carolina

Bunnie Ward
Education Oversight
Committee

Callee Boulware
Reach Out and
Read Carolinas

Dr. Dan Wuori
South Carolina First Steps

Dave Morley
Retired (formerly
of Monsanto)

Debbie Hyler
The School Foundation

Debbie Robertson
South Carolina First Steps

Denise Lyons
South Carolina State Library

Eric Bellamy
Children's Trust of
South Carolina

Dr. Herman Knopf
Child Development Research
Center at the University
of South Carolina

Jamie Moon
Institute for Child Success

John Read
Tri-County Cradle to Career

Kathy Dunleavy
Mary Black Foundation

Kathy Olson
United Way of the Midlands

Dr. Kellye Rembert
Clemson University

Leigh Bolick
South Carolina Department
of Social Services

Dr. Leigh D'Amico
University of South Carolina

Mary Lynn Diggs
South Carolina Head Start
State Collaboration Office

Mary Anne Mathews
South Carolina First Steps

Megan Branham
South Carolina
Children's Trust

Pamela Hoppock
South Carolina State Library

Penny Danielson
South Carolina Department
of Education

Rebecca Thomas
Richland County Library

Dr. Sally McClellon
University of South
Carolina Aiken

Tamela Spann
Mary Black Foundation

Many others have contributed their thoughts and feedback throughout the production of this report. We are grateful to the following organizations for their contributions:

Dr. Larry Allen,
*former Dean, College of Health, Education and
Human Development - Clemson University*

Dr. Suzan D. Boyd & M. Edward Sellers

Center on the Developing Child at Harvard University

Children's Trust of South Carolina

SC Education Oversight Committee

Center on the Developing Child at Harvard University

Human Services Alliance, Beaufort County

Institute for Child Success

Parents as Teachers

ReadyNation

The Riley Institute at Furman University

Dr. Joseph Von Nessen
Moore School of Businesses

SC Chamber of Commerce

SC Department of Commerce

SC Department of Employment and Workforce

SC First Steps to School Readiness

SC Department of Social Services

Dr. Lemuel Watson
*Dean, College of Education -
University of South Carolina*

The views expressed in this publication are those of the authors and do not necessarily represent those of the organizations listed in this Acknowledgments, their directors, officers or employees.

Capable children are the foundation of a prosperous and sustainable society. Through early childhood care and education, we can ensure that South Carolina's youngest citizens grow into responsible, successful adults — and that our state's talent pool of highly skilled workers continues to grow.



TABLE OF CONTENTS

FOREWORD	01
SECTION ONE: The Economic & Scientific Case for Support	02
Part One: A Historical Shift in Business and Labor	03
Part Two: The Obstacles Facing South Carolina’s Future Talent	05
Part Three: The Scientific Argument for Early Care and Education	06
Part Four: The Economic Argument for Early Care and Education	08
Part Five: The Current Momentum in South Carolina	13
Section One Summary	14
SECTION TWO: Evidence-Based Programs	18
Home Visitation Program Models	20
Group Based Parent Education and Support	22
Early Literacy Programs	23
Early Education Programs	24
SECTION THREE: South Carolina Case Studies	28
Tri-County Cradle to Career Collaborative	29
Start SMART Initiative	31
Spartanburg Academic Movement	32
Beaufort County Early Childhood Coalition	34
Appendix	36

FOREWORD

Many states have struggled to regain their footing in the post-recession landscape. South Carolina, however, has continued to pick up steam. New business investment and expansion are booming in South Carolina, creating more and more jobs.

South Carolina's economic growth has been strong and stable throughout the current expansion period, which is now in its eighth year. Since 2010, capital investment in the state has exceeded \$33 billion and South Carolina's rate of job growth has climbed from an annual average of 1.3 percent in 2010 to 2.4 percent in 2016. This rate of job growth is nearly a full percentage point higher than the U.S. average over the same time period (1.5%).¹

Unfortunately, this job creation is taking place simultaneously with a significant likelihood of South Carolina's children experiencing difficult circumstances. As of 2016, 23% of children in South Carolina are being raised in poverty.² The research shows that children raised in poverty are less likely to succeed in school and gain the skills required in the future workforce.

Research also shows that the foundation of brain architecture needed to master the cognitive and non-cognitive skills necessary for success in higher education and careers is laid in the earliest years of an individual's life. Children who experience toxic stress and disadvantaged circumstances during this time have more difficulty becoming successful, productive citizens. The most impactful investments we can make to develop our future talent are made in the earliest years of an individual's life.

There is scientific and economic consensus around the significant, long-term returns generated by investments made in early childhood care and education. There are also several evidence-based approaches to early care and education being implemented and evaluated, but we are only addressing some of the need. We must think proactively about building the talent of all South Carolinians so that job creation translates to prosperity for everyone.

This report summarizes the scientific and economic arguments behind targeted investments in early childhood care and education. The evidence is compelling. Numerous studies show that investments in the earliest years of young peoples' lives, especially those in disadvantaged circumstances, will help to secure the prosperity of our citizens and our state's economic future.



David L. Morley

*Chairman, Early Childhood Task Force
Former Senior Vice President & Chief Strategist, Monsanto
Retired*

SECTION ONE

The Economic & Scientific Case for Support

New business investment and expansion are booming in South Carolina, creating unprecedented, unmet demand for a skilled workforce. It's a capacity issue so profound that many business leaders consider our state to be approaching a "fiscal cliff of human capital." Companies everywhere are asking, "Where are we going to find our next hire? What can we do about our state's growing deficit of skilled workers? How can we help cultivate the next generation of homegrown talent?"

A Historical Shift in Business and Labor

Our nation is no longer a low-cost producer of commodity goods, but a post-industrial producer of high value goods and services. This means that our future talent pool will need both post-secondary credentials and strong soft skills to compete for jobs.

The complexity of business in the 21st century is a poor fit with the hierarchical, commodity-driven organizational structure of yesteryear. High value goods and services are best suited to an organizational structure that is highly networked and driven by advances in information technology.

According to the Lumina Foundation, 60% of working-aged Americans (ages 25-64) should have a postsecondary degree or industry certificate by the year 2025, because two-thirds of all jobs created will require some form of postsecondary education.⁵ In South Carolina, 40.7% of working-aged employees have a postsecondary degree or industry certificate.⁶

Spending on information technology as a percentage of all business fixed investment has grown from near zero after World War II to nearly 50 percent today.³

Computer technology automates repetitive tasks but leaves non-repetitive tasks and higher levels of human interaction to employees. It is now imperative that employees have the cognitive ability to navigate complex networks, and the non-cognitive skills to function in a demanding environment.

Increased demand for cognitive skills.

Over the past thirty years, the national employment landscape has shifted to offer more middle-skill jobs and managerial and professional jobs that require some form of postsecondary education.⁴ There are far fewer jobs for individuals without some form of education or training beyond high school.

“The No. 1 workforce issue facing business is to have a talent pipeline that ensures the company remains globally competitive... Unfortunately, it is becoming increasingly difficult to find workers to fill critical needs or middle-skilled jobs. These are well-paying jobs that require some education and training beyond high school but less than a bachelor’s degree. South Carolina’s continued economic success is dependent on solving this issue.”

- AL REID
Operations Leader, Boral Stone Products and
Chairman of the SC Chamber’s Manufacturers
Steering Committee

Increased demand for non-cognitive skills.

Today’s jobs also require the ability to adapt and continually learn new skills to be successful in today’s complex business networks. Non-cognitive skills, also known as “soft skills,” such as critical thinking, creativity, communication and collaboration, are increasingly important.

In a recent national survey, **nine out of 10 executives said soft skills were important to support business expansion.** However, less than half of executives polled rated their own employees “above average” in these areas.⁷

South Carolina’s education leadership has recognized this shift in the importance of soft skills and spearheaded an effort with the business community to define the skills and characteristics needed for graduates to be successful. The Profile of the South Carolina Graduate, codified by the General Assembly in 2016 and available on page 13, defines not only the knowledge, but also the skills and characteristics necessary to succeed.

Over the last four decades, the American economy has flourished, and the value of goods produced in this country has almost quadrupled.⁸ As the economy has grown, the shape of American employment has dramatically changed. Not only have low-skill job opportunities decreased, but also, mid-skill jobs and managerial positions have begun to require a higher degree of training and postsecondary education.

In other words, a high school diploma is no longer sufficient qualification for many job openings. The future success of South Carolina’s economy will depend on well-educated and highly resourceful workers who can continually learn new skills to remain competitive in an ever-changing global market. These skills will include proficiency in traditional academic areas like literacy and math, as well as soft skills like communication, collaboration, task focus, responsibility and critical thinking.

“We have always focused in education on the knowledge piece and on the skills piece. One of the things that we did not focus on to the extent that we needed is the life and career characteristics. Now that we have acknowledged the importance of these ‘soft skills’ with the Profile of the South Carolina Graduate, we can create a system that focuses on that as well.”

- **DR. RUSSELL BOOKER**
superintendent of Spartanburg School District 7

The Obstacles Facing South Carolina's Future Talent

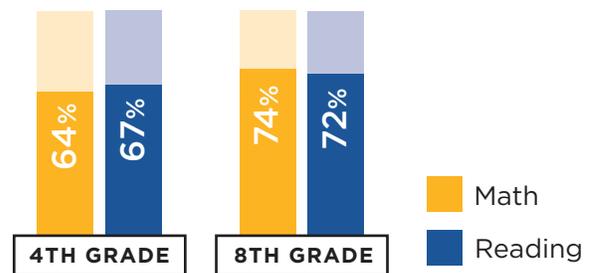
The growing demand for a more highly educated workforce is happening at a time when our children are growing up in increasingly difficult circumstances. These circumstances place children at risk for school failure by the third grade. The Annie E. Casey Foundation's *KIDS COUNT* project measures child and family well-being in the United States. The data show that South Carolina's children continue to face difficult circumstances. Nearly one in four children in South Carolina is living in poverty.⁹

This is a significant figure, because children living in low-income families are less likely to have met the developmental milestones essential for success in careers and higher education.¹⁰ Overall, 22 percent of children who have lived in poverty do not graduate from high school, a figure about three times greater than the rate for children with no family poverty experience.¹¹

Other research shows that reading competencies at the end of third grade are a significant indicator for success in school. The end of third grade is a key point in the life of a child, because it marks the point when children transition from learning to read to using reading to learn other subjects.¹² This is troubling news for South Carolina, because the majority of South Carolina's students are falling behind in third grade and fall even further behind by eighth grade.¹³

With the vast majority of eighth graders already behind the curve as rising freshman, it is not surprising that approximately **17 percent of South Carolina's students do not graduate from high school.**¹⁴

Percentage of South Carolina Students not Proficient in Math and Reading¹⁵



South Carolina's 2016 ACT results show that 83% of graduates aspire to postsecondary education; however, **only 14% of all graduates were college ready in all 4 subjects, compared to 26% nationally.** Only 5% of South Carolina's African American students were college ready.¹⁶

83%

OF SC GRADUATES ASPIRE TO POSTSECONDARY EDUCATION

14%

OF THEM WERE COLLEGE READY IN ALL 4 SUBJECTS

Twenty states required at least 90% of students to take the ACT in 2016. South Carolina ranked 18 out of twenty only surpassing Mississippi and Nevada.¹⁷

Even students who go on to higher education may have struggles. On average, about 30% of students entering two-year colleges in South Carolina require some remedial education. For some two-year colleges in the state, the percentage of students needing at least one developmental studies course is as high as 90%.¹⁷

In sum, our state's students, especially those who come from disadvantaged circumstances, are ill-equipped for the changing employment landscape. The problem we face is clear. South Carolina must find a way to better equip our future talent pool.

PART THREE

The Scientific Argument for Early Care and Education

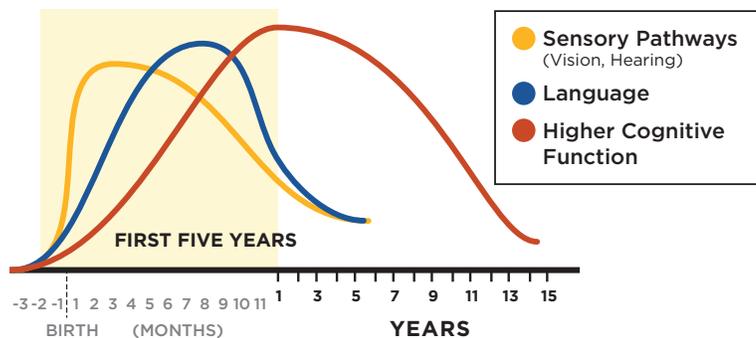
The foundation of the human brain is built during the first five years of life. The lack of quality early care and education makes it difficult for a human brain to develop to its fullest potential.

The highly integrated structure of the brain is similar to building a house. If a house has a weak foundation, it can still be built. Will there be problems in the future? Yes. Are repairs possible? Yes, but they are very expensive and will unlikely bring the house to the standard of one built with the proper foundation. The brain processes information by forming networks of specialized nerve cells, called neurons, which communicate with one another using electrical and chemical signals. These messages are the physical basis of learning and memory.¹⁸

The foundation of the brain is built in the first few years of life when more than 1,000,000 new neural connections are formed every second.¹⁹ Sensory pathways for vision and hearing are the first to develop, followed by early language skills and higher cognitive function. By age three, the brain of a child reaches 80% of its adult volume and with it, the foundation for learning.²⁰

Human Brain Development²¹

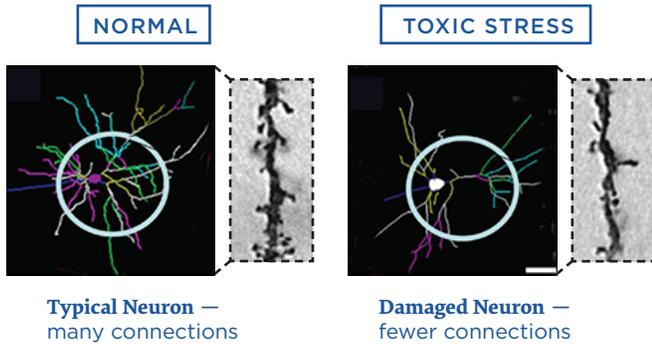
Neural Connections for Different Functions Develop Sequentially



What a child experiences, especially during the first few years of life, affects the quality of the brain's foundation. The figure on the following page shows the difference between normal neuron development and a child who has experienced toxic stress. It is clear that there is less "foundation" in the brain of the child who has experienced toxic stress.

Persistent Stress Changes Brain Architecture²²

Prefrontal Cortex & Hippocampus



Both the density of neurons and the connective capability between neurons are inferior in the child exposed to toxic stress. The quality of this development is critical because, as Hammond puts it, “skills beget skills”.²³ The brain develops in a hierarchical structure where more complex skills are built upon lower level skills.²⁴

In the developing child, this is important because the brain’s ability to change and adapt diminishes over time. In the first years of life, the brain is very flexible but as the structure is solidified it is more difficult to change.²⁵ This is demonstrated by the ease of a young child to learn languages, even multiple languages, compared to an adult trying to learn a second language.²⁶

Therefore, it is easier and less costly to form strong brain circuits during the early years than it is to intervene or “fix” them later.²⁷ Additionally, the later “fix”, while helpful, is not as effective or efficient as forming the circuits correctly in the first five years of life.

The importance of early brain development is demonstrated by a newly released study from the Robert Wood Johnson Foundation. The findings of the 20-year study suggest that kindergarten students who are more inclined to exhibit soft skills or “social competence” skills – such as sharing, cooperating, or helping other kids – are more likely to attain higher education and well-paying jobs. In contrast, students who exhibit weaker soft skills are more likely to drop out of high school, abuse drugs and alcohol, and need government assistance.²⁷

Results of a One-Point Change in a Child’s Social Competence Score²⁸

Graded on a five-point scale in kindergarten

1-POINT INCREASE

1-POINT DECREASE

2x
AS LIKELY TO
ATTAIN A COLLEGE
DEGREE IN EARLY
ADULTHOOD

67%
HIGHER CHANCE
OF HAVING BEEN
ARRESTED BY
EARLY ADULTHOOD

54%
MORE LIKELY TO
EARN A HIGH
SCHOOL DIPLOMA

82%
HIGHER RATE
OF RECENT
MARIJUANA USAGE

46%
MORE LIKELY TO
HAVE A FULL-
TIME JOB AT
THE AGE OF 25

82%
HIGHER CHANCE OF
BEING IN OR ON A
WAITING LIST FOR
PUBLIC HOUSING

The healthy relationships between parents and caregivers can have a significant positive impact on the development of the young brain.²⁹ These relationships with adults are both important in promoting healthy brain development and in buffering the response adverse experience that could contribute to toxic stress, too.³⁰ Neglect and abuse, conversely, can lead to stress in the child that can significantly alter the young person’s brain development. Relationships also build resilience across childhood and into adulthood. The

single most common factor for children and teens who overcome serious hardship is having at least one stable and committed relationship with a supportive parent, caregiver or other adult.³¹ As stated by Harvard's Center on the Developing Child, "The emotional and physical health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important prerequisites for success in school and later in the workplace and community."³²

The science shows that quality early childhood care and education lays the foundation for the future cultivation of more advanced skills. When children have the appropriate foundation in place, they can become more productive, successful citizens. By helping parents and caregivers lay the early groundwork for the development of cognitive and non-cognitive skills, we can help ensure the success South Carolina's future talent pool.

PART FOUR

The Economic Argument for Early Care and Education

Studies have proven that early childhood development has lasting, positive effects on the economy and the workforce. Economists have confirmed the economic benefits of early childhood intervention programs.

While degrees of economic return have varied across studies, **programs discussed in this report have had a positive return in the range of \$1.80 to \$17.07 of return on each dollar spent.**³³

Research into the economic effects of child development began decades ago with the work of the Perry Preschool Study, followed by the Abecedarian Intervention Project. These seminal studies focused on the field of early childhood education.

\$1.80 – \$17.07

RETURN ON INVESTMENT OF EACH
DOLLAR SPENT ON THESE PROGRAMS

Economists who have publicly called for investment in early childhood initiatives include:³⁴

- » **Ben Bernanke** (Past Federal Reserve Bank Chair, Princeton University)
- » **Janet Yellen** (Current Federal Reserve Chair)
- » **Dennis Lockhart** (President & Chief Executive Officer, Federal Reserve Bank of Atlanta)
- » **Art Rolnick** (Chief Economist, Minneapolis Federal Reserve Bank)
- » **James Heckman** (University of Chicago, Nobel Laureate Economics)

THE PERRY PRESCHOOL STUDY charted the progress of five successive classes of 3 and 4 year olds. The intervention consisted of 2.5 hours daily of in-class instruction and a 1.5 hour weekly teacher visit to the home. The results were astounding. By age 27, the treatment group completed significantly higher levels of education, the need for special education was halved, school achievement improved and literacy tested at age 14 was significantly higher.

What's more, the treatment group's motivation and high opinions of school were significantly higher than those of the control. Beyond academic achievement, the treatment group was also financially more successful than the control group, boasting increased employment rates, higher wages, lower welfare assistance, greater home ownership, likeliness of second car ownership, and more savings accounts.

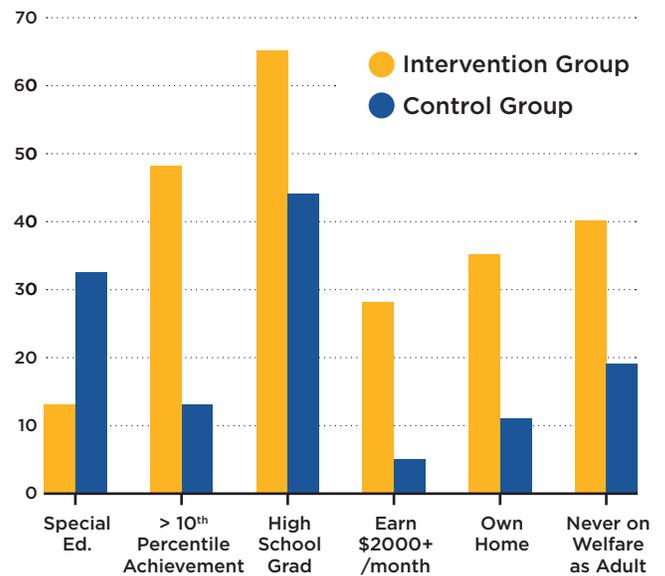
The above chart was largely measured at age 27, but a follow-up survey conducted at age 40 reconfirmed the results. Men in the treatment group were more likely to raise their own children and be married than men in the control group. Furthermore, arrest rates were halved in the treatment group.³⁵

THE ABECEDARIAN INTERVENTION PROJECT followed the Perry Preschool project by about 10 years. The project enrolled infants and provided full-day, year-round center-based daycare through age 5. In addition, mothers were provided services to help them reinforce the learning at home. The data collected replicated many of the findings found in the Perry Preschool Study. At age 21, the treatment group was over 2.5 times more likely to be enrolled in college. The treatment group also reported higher paying jobs, lower crime rates, lower incidence of drug use, and decreased incidence of teen pregnancy. The treatment group also reported a much lower prevalence of depression.³⁶

These findings are impressive but not surprising given what we now know about childhood brain development. In both the Perry Preschool Study and the Abecedarian Intervention Project, the gains reported translated to tremendous returns per dollar invested. Because the Abecedarian study ended at age 21, versus age 40 in the Perry study, its reported returns appear understandably lower. A significant aspect of the Perry results was adulthood successes, including higher earnings, decreased participation in welfare programs and lower crime rates.

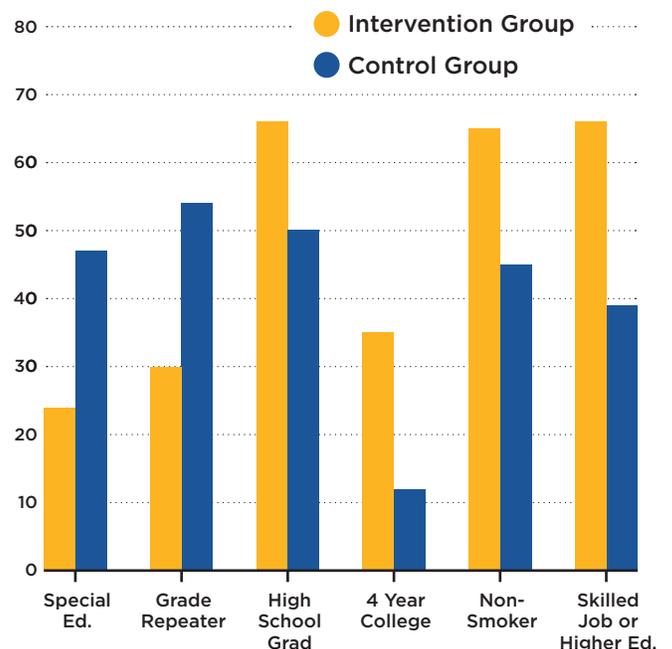
Perry Preschool

Data collected at 27 years old / Achievement test at 14 years old / High school graduation on time



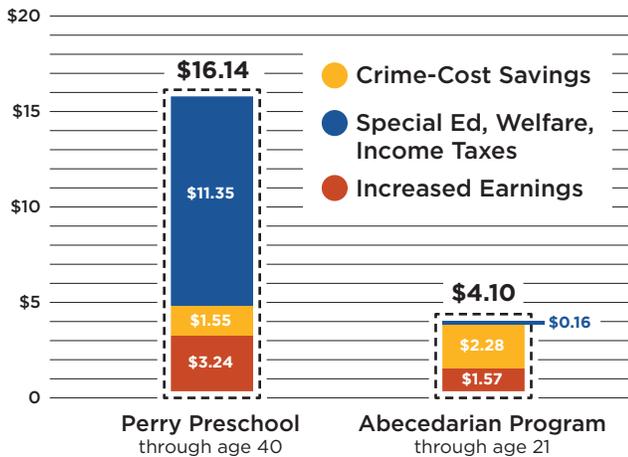
Abecedarian Program

Data collected at 21 years old



Cost/Benefit for Two Early Childhood Programs³⁷

(Dollars returned per dollar invested)



Since these famous findings, economists have analyzed a vast number of projects that further validate these returns. The **Chicago Child Parent Center Study**, a comprehensive parent and student intervention conducted in the 1980s, returned \$11 for every \$1 invested, equivalent to an 18% annual retention investment³⁸ More recently, The **Rand Corporation** researched 15 programs, many of which are being implemented today, and concluded that they generated a return to society ranging from \$1.80 to \$17.07.

Supporting Research: the Economic Impact of Early Intervention on Future Skills

In combining what we know about brain development and the economic returns of early childhood interventions, one can also extrapolate from other findings the significant economic returns that would be realized.

The Chicago Child Parent Center Study's treatment group of students enjoyed the following successes:³⁹

29%

HIGHER HIGH SCHOOL GRADUATION RATE

41%

LOWER NEED FOR SPECIAL EDUCATION

33%

LOWER JUVENILE ARRESTS

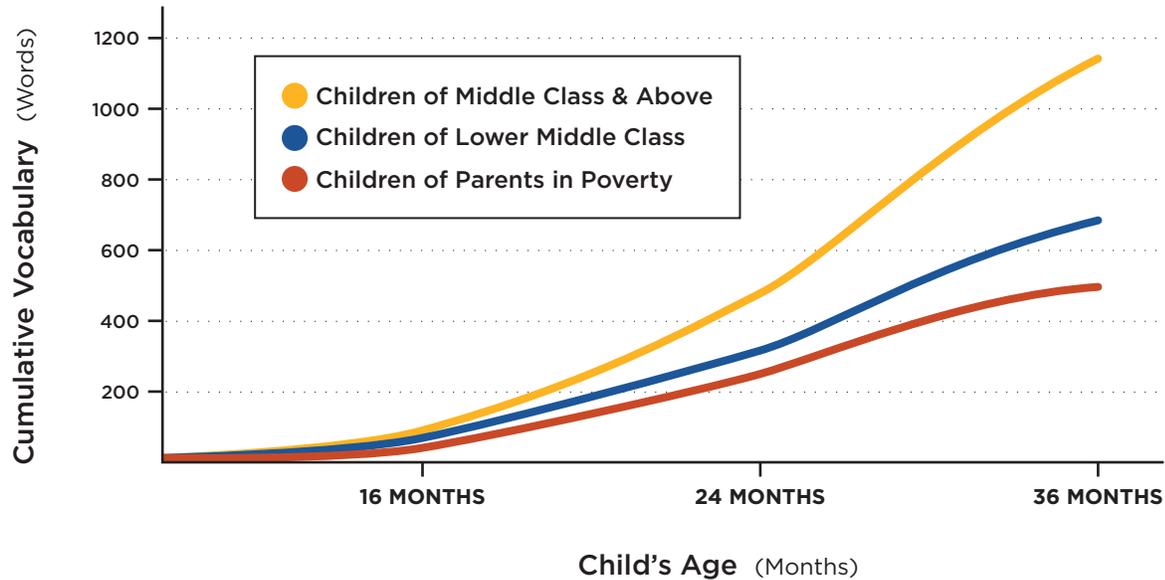
42%

LOWER RATE OF VIOLENT OFFENSES

51%

LOWER RATE OF CHILD MALTREATMENT

Barriers to Educational Achievement Emerge at a Very Young Age⁴⁰



THE HART AND RISLEY STUDY evaluated the vocabulary of children with different economic circumstances. The study found that, by 36 months of age, impoverished children possessed a cumulative vocabulary approximately 40 percent smaller than that of wealthier children. By age three, children from high-income families are exposed to 30 million more words than children from families on welfare. Impoverished children also heard a much higher percent of words with negative connotations. From birth, wealthier children heard approximately six words of encouragement for every one word of discouragement. In poor families, that ratio was two to one. In a follow-up study, researchers found that a child's vocabulary attainment by age three was highly indicative of performance at ages nine and 10 on various vocabulary, language development and reading comprehension measures.⁴¹

In a recent **study conducted at Yale by Dr. Ed Ziegler**, children birth - three years old of all economic backgrounds were exposed to the Parents as Teachers program followed by a quality preschool program. Subsequently, the exposed and unexposed children were tested, and it was shown that children exposed to quality childhood development, regardless of economic background, entered kindergarten equally ready to learn. **Simply put, the achievement gap associated with poverty was virtually eliminated.** The measures were significant through 3rd grade.⁴²

While other studies have shown that **the academic benefits of early childhood interventions fade if not followed by quality elementary and secondary education, the social emotional benefits leading to success in adulthood persist.**

Impoverished children possess a cumulative vocabulary approximately **40 percent smaller** than that of wealthier children by 36 months of age.⁴³

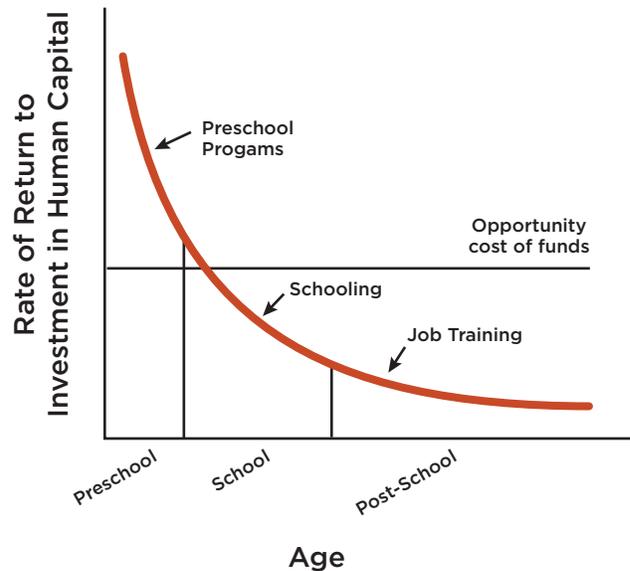
Numerous studies of current and past interventions show consistent results:

- » **Higher** academic achievement
- » **Higher** adult incomes
- » **Stronger** family foundations, including two parent families
- » **Greater** home ownership
- » **Lower** welfare enrollment
- » **Lower** crime rates
- » **Lower** drug use
- » **Lower** teen pregnancy
- » **Lower** maternal depression

Thus, the **highest return on dollar investment in childhood education occurs between birth and age three**. As Knudsen reports in the graph below, returns diminish over time.⁴⁴

The act of early intervention changes short- and long-term outcomes for our youngest and most vulnerable citizens. The benefits can be measured in academic performance, employment status, wages, crime reduction and family stability. To capitalize on these benefits, quality care and education should occur during the most critical stages of brain development, from birth to three years of age.

ROI's Diminish Over Time⁴⁵



Perhaps Nobel Laureate recipient Dr. James Heckman summarizes the power of early childhood investment best:

The highest rate of return in early childhood development comes from investing as early as possible, from birth through age five, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness. The best investment is in quality early childhood development from birth to age five for disadvantaged children and their families.⁴⁶

- JAMES J. HECKMAN
Nobel Laureate in Economics

The Current Momentum in South Carolina

Investments in early childhood care and education earn a higher return when followed with high-quality education, and South Carolina is already making tremendous strides towards improvement of the PK-12 education system.

The South Carolina General Assembly passed Act 287 in 2014, which mandated that South Carolina First Steps and the State Board of Education create the Profile of the Ready Kindergartner to establish benchmarks for school readiness, just as the Profile of the South Carolina Graduate established benchmarks for the successful graduate. The Profile of the Ready Kindergartner was approved by the State Board of Education on October 14, 2015, and has been endorsed by several statewide entities such as the South Carolina Chamber of Commerce and the South Carolina Chapter of the American Academy of Pediatrics. Five-year-olds entering kindergarten will be assessed on the benchmarks, including the social and emotional competencies that lay the foundation for the development of soft skills later in life.

The Read to Succeed Act of 2014 also strengthened early education by expanding funding for full-day prekindergarten for four-year-old, at-risk children. Sixty-four of South Carolina’s 82 school districts are now eligible to receive state funding for four-year-old kindergarten programs. **However, approximately half of South Carolina’s at-risk four-year-olds are not enrolled in a program.**⁴⁷

At the K-12 portion of the education system, there is also growing momentum to personalize education and to innovate methods of teaching and learning. The South Carolina Department of Education has adopted the Profile of the South Carolina Graduate and declared a goal to have at least one school in every school district implementing personalized learning for students.

Profile of the South Carolina Graduate

WORLD KNOWLEDGE

- » Rigorous standards in language arts & math for career & college readiness.
- » Multiple languages, science, technology, engineering, mathematics (STEM), arts & social sciences

WORLD-CLASS SKILLS

- » Creativity & innovation
- » Critical thinking & problem solving
- » Collaboration & teamwork
- » Communication, information, media & technology

LIFE & CAREER CHARACTERISTICS

- » Integrity
- » Self-direction
- » Global perspective
- » Perseverance
- » Work ethic
- » Interpersonal skills

TransformSC, a grassroots coalition of parents, students, teachers, elected officials, the business community and higher education institutions, works to transform the PK-12 public education system across South Carolina. Officially launched in 2013, TransformSC aims to prepare high school graduates for life after graduation, including college and careers, by individualizing education with innovative approaches to the delivery of learning in the

classroom. TransformSC’s network of schools across the state are working together to change the traditional educational model using innovative methods such as project-based learning, continuous assessment, competency-based progression and blended learning, designed to individualize learning and to teach soft skills in addition to the traditional content knowledge.

SUMMARY

Investing in South Carolina's Future Talent

A summary of how early childhood care & education can help secure our state's economic future

More South Carolinians must seek postsecondary credentials.



ONLY 14%
of SC students are college-ready in all four subjects

AND YET

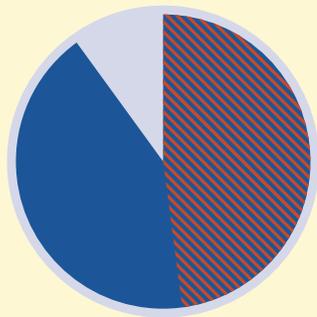
60%
of jobs will require postsecondary credentials by 2025



of South Carolinians have a postsecondary credential (2015)

More South Carolinians must acquire soft skills.

(critical thinking, creativity, communication & collaboration)



90%
of executives say soft skills are important to business expansion

AND YET

LESS THAN 50%
rated their own employees above average in these skills

South Carolina's children & parents are facing increasingly difficult circumstances.



1 IN 4

SC children live in poverty



12%

of SC children live with a household head who did not graduate from high school or obtain a GED

The foundation of success for South Carolinians is created in a child's earliest years.



AGES **1-3**

WHEN THE FOUNDATION FOR THE BRAIN'S ARCHITECTURE IS BUILT

- » It is difficult to acquire cognitive and non-cognitive skills without appropriate brain architecture.

It is less costly & more effective to invest in quality early childhood care & education than to address problems at a later age.

QUALITY EARLY CHILDHOOD CARE & EDUCATION RESULT IN

INCREASED RATE OF

- » academic achievement
- » income
- » home ownership
- » two-parent homes

DECREASED RATE OF

- » welfare enrollment
- » incarceration
- » drug use
- » teen pregnancy

- » Studies show return of **\$1.80 to \$17.07** per dollar invested on early care & education.

To secure the economic prosperity of our citizens and our state, South Carolina's future talent pool must have access to quality, evidence-based early care and education.

ENDNOTES - SECTION 1

1. Analysis by Dr. Joseph Von Nessen, February 22, 2017. Data from the Bureau of Labor Statistics and the South Carolina Department of Commerce.
2. Annie E. Casey Foundation Data Center. "Children in Poverty." Retrieved November 2017. <http://datacenter.kidscount.org/data/tables/2913-children-in-poverty>
3. Carnevale, Anthony P. and Rose, Stephen J. The Economy Goes to College: The Hidden Promise of Higher Education in the Post-Industrial Service Economy. April 13, 2015.
4. Ibid.
5. Lumina Foundation. Retrieved from: <https://www.luminafoundation.org/facts-and-figures>
6. Lumina Foundation. Retrieved from: <http://strongernation.luminafoundation.org/report/2016/-south-carolina>
7. Closing the Job Skills Gap with New York Workers: Creating a 21st Century Workforce through Smart Investment in Children, ReadyNation, 2015.
8. Carnevale, Anthony and Rose, Stephen J. The Economy Goes to College. April 13, 2015. Retrieved from: <https://cew.georgetown.edu/wp-content/uploads/EconomyGoesToCollege.pdf>
9. Annie E. Casey Foundation Data Center. "Children in Poverty." Retrieved November 2017. <http://datacenter.kidscount.org/data/tables/2913-children-in-poverty>
10. The Annie E. Casey Foundation. (2014) Data Snapshot: Early reading proficiency in the United States. Baltimore, MD. Retrieved from: www.aecf.org
11. The Annie E. Casey Foundation. (2013) Early Warning confirmed: A research update on Third-Grade Reading. Baltimore, MD. Retrieved from: www.aecf.org
12. The Annie E. Casey Foundation. (2014) Data Snapshot: Early reading proficiency in the United States. Baltimore, MD. Retrieved from: www.aecf.org
13. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics and Reading Assessments.
14. "2016 State Report Cards. South Carolina Department of Education News Releases. Retrieved from <https://ed.sc.gov/newsroom/news-releases/2016-state-report-cards>.
15. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics and Reading Assessments.
16. Retrieved from: https://www.act.org/content/dam/act/unsecured/documents/state41_South%20Carolina_Web_Secured.pdf
17. Retrieved from: http://www.act.org/content/dam/act/unsecured/documents/CCCR_National_2016.pdf
18. Rand Corporation. "The Urban Child Institute CANDLE Study." Retrieved November 2017. https://www.rand.org/pubs/research_reports/RR1336.html
19. Center on the Developing Child. Retrieved from www.developingchild.harvard.edu/science/key-concepts/brain-architecture/
20. Rand Corporation. "The Urban Child Institute CANDLE Study." Retrieved November 2017. https://www.rand.org/pubs/research_reports/RR1336.html
21. C.A. Nelson (2000). Credit: Center on the Developing Child. Retrieved from: www.developingchild.harvard.edu
22. Radley et al (2004); Bock et al (2005). Credit: Center on the Developing Child. Retrieved from: www.developingchild.harvard.edu
23. Center on the Developing Child (2007). The Science of Early Childhood Development. Retrieved from www.developingchild.harvard.edu.
24. Knudsen, E., J. Heckman, J. Cameron and J. Shonkoff. "Economic, Neurobiological, and Behavioral Perspectives on Building America's Future Workforce." Proceedings of the National Academy of Sciences 103, 27 (July 2006): 10155-10162. Retrieved from: <http://www.pnas.org/content/103/27/10155>.
25. Ibid.
26. Center on the Developing Child. InBrief: The Science of Early Childhood Development. Retrieved from: <http://developingchild.harvard.edu/resources/inbrief-science-of-ecd/>.
27. Associated Press. "Unraveling how kids become bilingual so easily," July 20, 2009. Retrieved from: http://www.nbcnews.com/id/32013276/ns/health-childrens_health/t/unraveling-how-kids-become-bilingual-so-easily/#.WKtcvG8rJhE
28. Robert Johnson Wood Foundation, 2015.
29. Center on the Developing Child. Retrieved from www.developingchild.harvard.edu.
30. National Scientific Council on the Developing Child. "The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do." Retrieved from www.developingchild.harvard.edu.
31. National Scientific Council on the Developing Child. "The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do." Retrieved from www.developingchild.harvard.edu.
32. Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health: November 2015, Vol. 105, No. 11, pp. 2283-2290.
33. Karoly, L.A.; Kilburn, M.R.; & Cannon, J.S. Proven Benefits of Early Childhood Interventions. Rand Research Briefs, 2005.
34. ReadyNation
35. Knudsen, E., J. Heckman, J. Cameron and J. Shonkoff. "Economic, Neurobiological, and Behavioral Perspectives on Building America's Future Workforce." Proceedings of the National Academy of Sciences 103, 27 (July 2006): 10155-10162. Retrieved from: <http://www.pnas.org/content/103/27/10155>.
36. Knudsen, E., J. Heckman, J. Cameron and J. Shonkoff. "Economic, Neurobiological, and Behavioral Perspectives on Building America's Future Workforce." Proceedings of the National Academy of Sciences 103, 27 (July 2006): 10155-10162. Retrieved from: <http://www.pnas.org/content/103/27/10155>.

ENDNOTES - SECTION 1

37. Karoly, L.A.; Kilburn, M.R.; & Cannon, J.S. Proven Benefits of Early Childhood Interventions. Rand Research Briefs, 2005.
38. Schweinhart, L.J. et al, The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions, and Frequently Asked Questions, 2005.
39. Reynolds, A.J. et al. Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Center Program. 2001
40. Hart, B. & Risley, T.R. "The Early Catastrophe: The 30 Million Word Gap by Age 3" (2003, spring). American Educator, pp.4-9..<http://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>
41. Campbell, F.A.; Pungello, E.P.; & Burchinal, M. Adult Outcomes as a Function of an Early Childhood Education Program: An Abecedarian Project Follow-up. Developmental Psychology, 2012, Vol 48, no.4 pp.1022-1043.
42. Early Education Program Yields High Economic Returns. University of Minnesota, Science Daily, Feb, 4, 2011.
43. Hart, B. and Risley, T.R. The Early Catastrophe: The 30 Million-Word Gap by Age 3. American Educator. Spring: 4-9, 2003.
44. Ibid.
45. Knudsen, E. I. et al Economic, Neurobiological and Behavioral Perspectives on Building America's Future Workforce. Proceedings of the National Academy of Sciences of the USA, Vol.103(27) 2006, July 5.
46. Heckman, J.J. Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy. The Heckman Equation, December 2012.
47. <http://www.eoc.sc.gov/Evaluations%20in%20Progress/CDEPP/CDEP%20Report%202014.pdf>

SECTION TWO

Evidence-Based Programs

The future cultivation of a skilled South Carolina workforce depends on the creation of community coalitions who will invest in early childhood intervention and development initiatives. The following programs can be combined in any number of ways to address the distinctive needs of individual communities.

EVIDENCE-BASED PROGRAMS

Home Visitation Program Models	Level of Evidence (Based on South Carolina First Steps)
1. Early Head Start-Home Visitation*	EB-Evidence Based
2. Early Steps to School Success	EI-Evidence Informed**
3. Family Check-Up*	EB-Evidence Based
4. Healthy Families America*	EB-Evidence Based
5. Nurse-Family Partnership*	EB-Evidence Based
6. Parents as Teachers*	EB-Evidence Based
7. Parent-Child Home Program	EI-Evidence Informed**

Group Based Parent Education and Support	Level of Evidence (Based on South Carolina First Steps)
8. Incredible Years Preschool/Early Childhood Basic	EB-Evidence Based
9. Triple P—Positive Parenting Program	EB-Evidence Based

Early Literacy Programs	Level of Evidence (Based on South Carolina First Steps)
10. Motherread/ Fatherread/Teacheread/Babyread	EI-Evidence Informed**
11. Raising a Reader	EI-Evidence Informed**
12. Reach Out and Read	EB-Evidence Based

Early Education Programs	Level of Evidence (Based on South Carolina First Steps)
13. Child Care Technical Assistance/Facility Quality Enhancement	EB-Evidence Based
14. SC Child Care Resource and Referral (SC-CCRRN)	EB-Evidence Based***
15. ABC Child Care Quality Rating Improvement System (QRIS)	EI-Evidence Informed***
16. SC Child Care Inclusion Collaborative (SCIC)	EI-Evidence Informed***
17. Consultation/Coaching	EB-Evidence Based

*DHHS Determination
 **Undergoing additional review
 ***DSS Determination

Home Visitation Program Models (1–8)

1. Early Head Start-Home Visitation

Goals: Enhance the development of infants and toddlers while strengthening families.

Theory of Change: The principles of EHS are designed to nurture healthy attachments between parent and child (and child and caregiver), emphasize a strengths-based, relationship-centered approach to services, and encompass the full range of a family’s needs from pregnancy through a child’s third birthday. EHS promotes an emphasis on high quality; prevention and promotion activities; positive relationships and continuity; parent involvement; inclusion; cultural competence; comprehensiveness, flexibility and responsiveness; transition planning; and, collaboration.

Key Features: Perform weekly 90-minute home visits and two group socialization activities per month for parents and their children.

Target Audience: Pregnant women, low income children ages 0–3

Location in South Carolina: Charleston and Richland counties

2. Early Steps to School Success

Goals: Enhance early language, literacy and school success for children by providing education and literacy services to families with children under the age of five. Parents become child’s support through education and a strong home/school connection.

Theory of Change: All children are born ready to learn, but for 16 million children living in poverty in America, they enter school unready to succeed. Before even walking through the classroom door, American children living in poverty have already fallen behind in school. By age 4, children from low-income families are up to 18 months behind their peers developmentally. A child’s brain is already 80 percent formed by age 3 and 90 percent

formed by age 5. But children in poverty are less likely to attend preschool and often live in households where early learning activities are few and far between. The best way to ensure all children have a fair chance at a brighter future is to give each child the opportunity to learn and grow early on. The Early Steps to School Success program lays a critical foundation of language and literacy skills for children from birth to age 5, so they can enter school ready to succeed.¹

Key Features: Performs bi-weekly home visits and year round service until child is three. Includes an in home book bag exchange and a transition plan for seamless continuum to school program until child reaches kindergarten.

Target Audience: Pregnant women, at-risk children birth to 24 months.

Location in South Carolina: Barnwell, Lee, Orangeburg counties

3. Family Check-Up

Goals: Preventative program model helps parents address typical challenges that arise with young children before these challenges become more serious or problematic.

Theory of Change: In high-risk families, normative challenges are more likely to lead to unfavorable outcomes, such as child conduct problems. The FCU preventative intervention program focuses on providing a comprehensive assessment of child and family functioning to promote change in parenting and child problem behavior by providing detailed information about child, family and community-level risk factors directly related to the development of early-onset conduct problems.²

Key Features: Provides three home visits, then makes recommendations for a family-based intervention tailored to the needs of the family, such as parent management training, preschool consultation, or community referrals.

Target Audience: Families with children 24–35 months, 36–47 months, and 48+ months.

Location in South Carolina: Aiken county

4. Healthy Families America

Goals: Engage families in home visitation, promote healthy growth and development and promote family functioning.

Theory of Change: In order for children to grow, develop, and reach their individual potential, they need a stable, secure, responsive, and supportive home environment. When families are faced with multiple challenges, such as previous experiences of abuse or neglect, current substance abuse and mental health issues, or violent surroundings, they often are not able to provide an environment that is supportive of positive outcomes for children. Programs that provide families who are at risk with long-term guidance about positive parenting, child health, and child development are likely to help prevent child abuse, neglect, and other poor childhood outcomes.³

Key Features: Hour-long home visits at least weekly until children are 6 months old, with the possibility for less frequent visits thereafter. Visits begin prenatally or within the first three months after a child's birth.

Target Audience: Pregnant women, children birth to 36 months who are at risk for adverse childhood experiences, including child maltreatment.

Location in South Carolina: Greenwood, Pickens, Barnwell, Georgetown, and Charleston counties

5. Nurse-Family Partnership

Goals: Improve pregnancy outcomes by helping first-time mothers engage in good preventive health practices, improve child health and development by helping parents provide responsible and competent care, improve the economic self-sufficiency of the family.⁴

Theory of Change: Young women who become pregnant before they are prepared to care for a child face risk factors at an exponentially higher rate than those who are better equipped to meet the challenges of parenting. Poverty, conflict and

despair often impede any potential for positive outcomes for these mothers and their babies. Providing low-income, first-time parents with a relationship they can count on is key to providing the foundation for strong families. This program allows nurses to deliver the support vulnerable moms need to have a healthy pregnancy, become knowledgeable and responsible parents, and provide their babies with the best possible start in life.⁴

Key Features: Each mother, early in her pregnancy, is partnered with a registered nurse and receives ongoing home visits through the child's second birthday.

Target Audience: First-time, low-income mothers and their child from pregnancy until the baby turns 2-years old.

Location in South Carolina: Abbeville, Anderson, Barnwell, Berkeley, Charleston, Chester, Chesterfield, Colleton, Darlington, Dillon, Dorchester, Edgefield, Florence, Georgetown, Greenville, Greenwood, Horry, Lancaster, Laurens, Lexington, Marlboro, Marion, McCormick, Oconee, Orangeburg, Pickens, Richland, Saluda, Spartanburg, Union, Williamsburg, York counties

6. Parents as Teachers

Goals: Increase parent knowledge of early childhood development and improve parenting practices, provide early detection of developmental delays and health issues, prevent child abuse and neglect, increase children's school readiness and school success.⁵

Theory of Change: The early years of a child's life are critical for optimal development and provide the foundation for success in school and in life. Parents are their children's first and most influential teachers. Increasing parents' knowledge of their child's emerging development, improving their parenting capacity, early detection of developmental delays and health issues, and improved family functioning lead to strong communities, thriving families, and children who are healthy, safe, and ready to learn.⁵

Key Features: Parent educator personal visits, group connections, screening, and resource network.

Target Audience: Families of children prenatal to

kindergarten entry with identified school readiness risk factors.

Location in South Carolina: Abbeville, Aiken, Allendale, Anderson, Bamberg, Barnwell, Beaufort, Berkeley, Calhoun, Charleston, Chester, Clarendon, Darlington, Dillon, Dorchester, Fairfield, Florence, Greenville, Greenwood, Hampton, Horry, Jasper, Kershaw, Laurens, Lee, Lexington, Marlboro, McCormick, Newberry, Oconee, Pickens, Richland, Spartanburg, Sumter, Union, York counties

7. Parent-Child Home Program

Goals: To ensure that children from low-income households enter school prepared to be successful, progress through the educational system as successfully as their counterparts from middle-income households, and graduate from high school.⁶

Theory of Change: Research indicates that children from low-income households enter school well behind their more affluent peers. Programs that increase language and literacy skills, enhance social-emotional development, and strengthen the parent-child relationship bridge the achievement gap and prepare young disadvantaged children and families for school success.⁶

Key Features: Biweekly (2 times per week) home visits over a two-year period (minimum of 92 home visits), books and educational toys, service network

Target Audience: Parents of children between the ages of 16 months and 4 years who are challenged by poverty, isolation, limited educational opportunities, language and literacy barriers, and other obstacles to healthy development and educational success.⁶

Location in South Carolina: Charleston, Dorchester, Florence, Georgetown, Horry, Lancaster, Richland, Williamsburg counties

Group Based Parent Education and Support (9-10)

8. Incredible Years Preschool/Early Childhood Basic

Goals: Provides parents and teachers with strategies to reduce challenging behaviors in children and to increase children's social and self-control behaviors.

Theory of Change: Children often enter kindergarten with limited social-emotional skills which can be a risk factor for the development of violence, school failure, delinquency, and substance abuse. Providing parents and teachers with effective strategies to help them assist the child in developing strong social and emotional skills should improve both parenting and child outcomes.

Key Features: Incredible Years programs were developed to help caregivers meet the needs of children, specifically children with challenging behaviors or conduct problems. The components of these programs include: 1) strengthening children's social skills, emotional regulation, and school readiness skills; 2) using praise and incentives to encourage cooperative behavior; 3) using positive discipline to respond to inappropriate behavior; and 4) handling misbehavior with positive parenting responses.

Target Audience: For the first intervention level, all parents of children birth through preschool are the target audience. For the other intervention levels, parents of children birth through preschool with behavioral, emotional, and developmental problems are the target audience.

Location in South Carolina: Chesterfield

9. Triple P—Positive Parenting Program

Goals: The goals of the Triple P – Positive Parenting Program are 1) to prevent behavioral, emotional, and developmental problems in children, 2) to enhance the knowledge, skills, and confidence of parents, and 3) to reduce the use of corporal punishment.

Theory of Change: Parents have different parenting styles, and children have different behavioral styles. Parents need different types of parenting education and support, depending on their styles and their children's behavioral needs. Providing education and support that matches the needs of both parent and child enhances positive parenting behavior and positive parent-child interaction. This improvement in parents' knowledge, skills, and confidence improves children's behavior and emotional development.

Key Features: Triple P uses a multi-level parenting and family support strategy. The program targets the developmental periods of infancy, toddlerhood, pre-school, elementary school, and adolescence. Within each developmental period, the intervention varies from being very broad (targeting an entire population) to quite narrow (targeting only high-risk children).

Target Audience: Multiple levels of intervention for parents of Birth-Preschool

Location in South Carolina: Saluda

Early Literacy Programs (11–13)

10. Motherread, Fatherread, Teacherread, Babyread

Goals: Teach parents critical literacy skills and give children a supportive environment for reading, critical thinking and problem solving skills

Theory of Change: Providing adults with literacy skills in an environment that encourages their feelings of competence and worth should increase adults' literacy.

Teaching parents why reading is important and how to be reading role models increases the likelihood that adults will read with their children. Providing teachers, parents, and caregivers with strategies to increase children's reading comprehension, vocabulary, and translation from spoken language to the written word should increase children's literacy.

Key Features: Using a group based format, adult classes help parents learn to be effective and engaging story readers, writers, and tellers. Motherread curriculum is appropriate for all adults, regardless of reading ability or educational experience. They offer a variety of curricula, including Motherread/Fatheread, Birth and Beginning Years.

Target Audience: Parents of Birth to 5 years of age, early care and educational professionals

Location in South Carolina: Darlington, Chesterfield, Charleston

11. Raising a Reader

Goals: Promote children's reading readiness, parents' use of effective book sharing and family literacy habits.

Theory of Change: Providing families a rotation of books ensures that they have access to books that are age appropriate with a range of vocabulary words. Providing families with training regarding effective strategies for book sharing experiences will increase the participation of young children in the reading experience. Encouraging library visits and improving the connection between families and libraries should encourage a lifetime habit of reading. These practices, taken together, are likely to improve reading readiness outcomes for young children.

Key Features: RAR promotes the literacy of children from birth through kindergarten by means of a weekly rotation of bags filled with books sent to children's homes, providing children and families access to over 100 books per rotation cycle.

Target Audience: Birth to 3rd grade

Location in South Carolina: Charleston, Dillon, Horry, Marion counties

12. Reach Out and Read

Goals: Promote early literacy and school readiness

Theory of Change: Increasing children's access to books and training and encouraging parents to read more often to young children will likely increase children's literacy experiences. Parents are likely to view the doctor as an authority and therefore follow through on the "prescription" to read to their children.

Families trust their doctors and Reach Out and Read leverages this unique and trusting relationship between doctors and patients to deliver a full dose of literacy to children and families early and often. Doctors have unparalleled access to children, especially in their earliest years, years vital for growth and development. Doctors provide the essential link between healthy minds and healthy bodies, and encourage parents in their role as their child's first and most important teacher.

Being read to frequently by adults helps children learn new concepts and new words. Language shared with children starting at birth build essential brain architecture. Book reading also lets young children learn about the principles of print, such as how pages are turned, that print is read left to right, and that different words have different meanings. Improving the number of words children understand and their knowledge of print material will improve their readiness for school.

Key Features: Medical Provider education of parents about the importance of language and literacy, taught during the pediatric well-visits. In addition, children take home a new book at each check-up to build their home library and provide families they tool needed to implement the doctor's "prescription to read" daily.

Target Audience: Parents of children 6 months to 5 years of age. Although Reach Out and Read aims to ensure school success for all children, efforts are first focused on children growing up in low-income households.

Location in South Carolina: Statewide

Early Education Programs (14-18)

13. Child Care Technical Assistance/ Facility Quality Enhancement

Goals: Provide individualized information and personalized skill building opportunities for child care providers. Program quality enhancement/maintenance is designed to help programs meet, maintain, and achieve higher quality improvement standards by offering some financial incentives.

Theory of Change: Research suggests that there are positive effects on the knowledge and skills of the adult learner as a result of working with an expert. When trying to enhance the quality of services, the use of financial incentives to programs is one mechanism. Often the improvement of quality incurs additional cost for a center (e.g. training for staff, facility upgrades). If the center administrator recognizes the benefit of the enhancement, a financial incentive that helps cover some or all of the cost is likely to increase the probability that the change will occur.

Key Features: Centers and providers participate based on a selection process that involves a need for increasing the center's quality rating and their participation in the state subsidy program. Individualized classroom providers within the center work with certified TA providers through the SC Center for Child Care Career Developments' (CCCCD) Technical Assistance Program (TAP).

Target Audience: Child Care Centers, individualized classrooms and teachers within the Center.

Location in South Carolina: Throughout the state in various locations administered through individual First Steps' Local Partnerships.

14. SC Child Care Resource and Referral (SC-CCRRN)

Goals: Improve the quality of early care and education programs through the provision of technical assistance and modeling; increase parent (s) awareness of child care options and indicators of quality care; serve as advocates in the community to promote quality early care and education.

Theory of Change: Providing parents with more knowledge about the characteristics of high quality child care and information about how to access this care as well as providing support and training to practitioners should improve families' access to better care and improve children's developmental outcomes.

Key Features: Field technical assistance providers (quality coaches) respond to referrals from state licensing and quality monitors, other state agencies such as Baby Net, First Steps, SC Inclusion Collaborative or the child care providers themselves requesting technical assistance by visiting the centers and working collaboratively to improve child care quality.

Target Audience: Child care providers and families who need assistance to locate quality child care.

Location in South Carolina: Statewide delivery of services coordinated by the network office located in Columbia, SC.

15. ABC Child Care Quality Rating Improvement System (QRIS)

Goals: Helps programs achieve and maintain higher quality standards by offering financial incentives, technical assistance and monitoring.

Theory of Change: When trying to enhance the quality of services, the use of financial incentives to programs is one mechanism. Often the improvement of quality incurs additional cost for a center (e.g. training for staff, facility upgrades). If the center administrator recognizes the benefit of the enhancement, a financial incentive that helps cover some or all of the cost is

likely to increase the probability that the change will occur.

Key Features: Grants and bonuses awarded to providers that participate in the QRIS, monitoring, and technical assistance visits to observe and assess quality performance.

Target Audience: Child care centers and benefits children who attend quality child care.

Location in South Carolina: Statewide presence based out of two regional offices.

16. SC Child Care Inclusion Collaborative (SCIC)

Goals: Provide individualized training and technical assistance for child care providers to support the inclusion of children with disabilities/developmental delays in child care programs.

Theory of Change: Supporting child care programs and staff by providing information and training regarding inclusion of children with disabilities or developmental delays should improve outcomes for children in child care.

Key Features: Technical assistance providers respond to referrals by providing on-site training and technical assistance, i.e., coaching, to child care programs throughout South Carolina.

Target Audience: Child care teachers and directors/administrators

Location in South Carolina: Statewide coverage through inclusion specialists

17. Consultation/ Coaching

Goals: Engage in a process where the experience of an expert is used to help a child care professional address a specific topic or issue while developing a relationship with the provider to enhance individual professional skills and behaviors.

Theory of Change: Child care professionals are required throughout their careers to learn new skills and behaviors as the knowledge base changes in their field. When an expert who knows how to implement the skills and behavior an individual is trying to learn, can work one-on-one in the individual's specific work context, there is an increased likelihood that the practitioner will make the required changes in their behavior. The longer the provider receives the support, the more likely the targeted practitioner's behavior will be sustained over time.

Key Features: A consultant may guide collaboration and problem-solving through a process using specific expertise and adult learning knowledge and skills and/or facilitate the assessment and resolution of a specific issue. Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional skills, and behaviors and focuses on goal-setting and achievement for an individual or group.

Target Audience: Child Care Providers, Center Directors, or other EC Providers/Educators

Location in South Carolina: Several locations in state, likely to be grant-funded.

ENDNOTES - SECTION 2

-
1. http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.8193011/k.4505/Early_Steps_to_School_Success.htm
 2. <http://homvee.acf.hhs.gov/Model/1/Family-Check-Up-In-Brief/9> and <http://www.promisingpractices.net/program.asp?programid=285>
 3. The Smart Start Resource Guide of Evidence-Based and Evidence-Informed Programs and Practices. May 29th, 2015. The North Carolina Partnership for Children, Inc.
 4. <http://www.nursefamilypartnership.org/>
 5. http://www.parentsasteachers.org/images/stories/PAT_EBHVModel_2015_sm.pdf
 6. <http://www.parent-child.org/>

SECTION THREE

South Carolina Case Studies

Early development is critical to a child's potential school achievement, economic productivity, and future success.

The South Carolina community coalitions profiled here have excelled in bringing together an array of programming and resources, creating comprehensive early development initiatives that meet the distinctive needs of local parents and caregivers.

CASE STUDY #1: Tri-County Cradle to Career Collaborative (Berkeley, Charleston, Dorchester)

Mission

To facilitate disciplined community collaboration to improve educational outcomes for all our children—from birth to workforce readiness.

Partners

Regional business and community leaders, public school district superintendents, university presidents and representatives from PK-12 and higher educational institutions, elected officials and community volunteers

About the Coalition

In September 2011, a small group of community leaders in Berkeley, Charleston and Dorchester counties, led by Trident United Way, gathered to explore the possibility of establishing an educational alignment partnership for the tri-county region.

With the leadership and generous financial backing of one of the state's most prominent philanthropists, the support of the superintendents of the four public school districts and the input of presidents from the five non-profit colleges serving the tri-county region, a working group was formed and quickly expanded. The working group included representatives from PK-12 and higher educational institutions, as well as philanthropic, economic development, civic, health and human service institutions, elected officials and other community volunteers. The group agreed to form an organization to serve as the backbone for the community's collective impact efforts across the full continuum from cradle to career.

Encouraged by STRIVE's success in Cincinnati, and recognizing the significant resources already dedicated to improving educational outcomes in the region, the group agreed to focus their efforts on implementing collective impact to make more effective and efficient use of resources dedicated to educating children in the region. The group brings together like-minded stakeholders who

are committed to partnering to coordinate actions and align resources around mutually reinforcing activities. This approach is grounded in continuous communication and data driven decision-making based on common metrics, and, when successfully implemented, relies upon the support of a backbone organization.

On September 13, 2012, the cross sector leadership agreed upon roles, responsibilities and limitations for the Tri-County Cradle to Career Collaborative (TCCC), governance role definitions, funding model considerations, and an accountability structure. An RFP was issued for a host organization to provide the infrastructure and overhead to the TCCC during the organization's developmental stages. The College of Charleston was selected to serve as host, providing in-kind support in the form of payroll services, benefits administration, office space, IT equipment and support, and other administrative support, as well as the utilization of the College Foundation's 501(c)3 status for tax-deductible gift receipting and financial management. In July 2013, the Executive Team established TCCC as a not-for-profit, became the first board of directors, and adopted bylaws.

Program Offerings and Selected Results

Since officially becoming a not-for-profit organization, TCCC has secured funding for its initial three years of operations; hired a staff of three; selected core indicators to measure progress; developed a communications plan; compiled baseline data and published a report to the community; implemented a continuous improvement process; built a database of partner organizations; and launched two networks to focus on Kindergarten Readiness and High School Graduation following two informational, community-wide conferences held during the Fall of 2014.

Through the use of a continuous improvement process, these networks are tasked with diving deeper into the data surrounding milestones; identifying contributing

factors; helping set goals; analyzing what programs are currently working to improve outcomes, what needs are unmet and where to look for solutions; and recommending changes to align resources and activities to address needs more effectively and efficiently. Additional networks will be launched in the future to address other milestones in the continuum.

CASE STUDY #2: Start SMART Initiative (Florence)

Mission

To assist families, inform the community, and change schools to meet the school readiness needs of children living in Florence School District One.

Partners

Florence Education Foundation, Florence School District One, colleges and universities, Chamber of Commerce, McLeod Health, and Carolina's Health

Program Offerings and Selected Results

To assist parents, Start SMART offers home visits, parent workshops, community events, social media and newsletters. The Start 2 Read program delivers age appropriate children's books to parents and children monthly at the pediatrician's office, workplace or home visits.

To better engage the Florence community on the subject of early childhood development, the organization maintains a stellar website, www.startsmartflo.org. The website includes a readiness quiz with feedback, child development information and links to various resources for families. In addition, billboards throughout town remind parents and the community that young children must be cherished and educated. A Start SMART advisory board, composed to community stakeholders meets monthly to guide the program.

Start SMART also provides high quality training for all early childhood educators in the Florence area. Child care classes are offered monthly and include credit for caregivers. Training is targeted and based upon sound principles of early education and care. The early childhood centers are also actively engaged with the University of South Carolina Educational Research department to do action research. Children with special needs are also integrated into the centers. Curriculum Fidelity and student achievement are measured with formative assessments.

Start SMART's three-pronged approach is flexible and dynamic. By working with families, the community and schools, we believe that children will have a better chance of being ready to enter Kindergarten.

CASE STUDY #3: Spartanburg Academic Movement - “SAM” (Spartanburg)

Mission

SAM is an “all-in partnership” of schools and colleges, businesses, governments, foundations, faith communities and individuals across Spartanburg County in pursuit of high levels of educational achievement.

Collectively, SAM’s mission is to:

- » Measure academic accomplishment that matters, cradle to career;
- » Set achievement targets that escalate annually;
- » Align networks in pursuit of these targets; and,
- » Report progress with persistent regularity.

Partners

Spartanburg’s seven school districts, seven universities/colleges, Spartanburg Chamber of Commerce, local, national, and international businesses, nonprofits, local foundations, and community organizations.

About the Coalition

Using the StriveTogether collective impact model, SAM’s impact comes from a commitment to data-defined targets of academic achievement at every level. Focusing on a set of goals and performance indicators, SAM convenes partners to evaluate progress, learn from each other, and align efforts to achieve goals. Collaborative Action Networks focus on utilizing the Six Sigma continuous improvement process to improve outcomes at various stages along the cradle to career continuum, leveraging resources, and advancing best practices.

SAM’s commitment to Early Learning is focused through its Kindergarten Success Collaborative Action Network to improve kindergarten readiness outcomes for all students in Spartanburg County by collectively addressing the factors having the greatest impact on kindergarten readiness goals.

Program Offerings and Selected Results

As a collective impact “backbone” organization, SAM does not run programs. SAM’s county-wide approach focuses on using data to drive decisions to impact factors that contribute the most to the desired result, in this case kindergarten readiness outcomes.

To date, through its Kindergarten Success Collaborative Action Network, SAM has:

- » Implemented a comprehensive population level assessment of kindergarten readiness addressing all five domains of readiness: physical health and well-being, social competency, emotional maturity, language and cognitive development, and communication and general knowledge. The evidence-based tool, the Early Development Instrument (EDI), has provided detailed information on vulnerabilities that children have when they enter kindergarten, even to the census tract level, allowing for community conversations about policy, universal, and targeted programming to improve the kindergarten readiness of children throughout the county.
- » Developed a collective network of childcare providers, home visiting programs, teen parenting programs, and free online offerings to increase developmental screens taking place utilizing the Ages and Stages Questionnaire – Third Edition and secured a partnership with Help Me Grow South Carolina to ensure that children with identified delays get connected to the appropriate intervention as quickly as possible.
- » Supported the development of a 4K attendance campaign within the school districts call Strive for Five, which encourages parents and preschool students to attend school on time every day of the week. This was in response to research that indicated attendance patterns were affecting kindergarten readiness outcomes and nearly 20% of 4K students in the county were chronically absent.

One school district has seen a 64% decrease in chronic absenteeism of 4 year olds at one participating school, a 62% decrease and 16% decrease at two other schools in the district.

- » Has shepherded the launch of Quality Counts, a continuous quality rating and improvement system, into the public school 4K classrooms through securing several Community Block Grant for Education awards. This partnership has resulted in increases in preschool students' pre-literacy skills of greater than 60% and classroom quality enhancements greater than 75%. Some teachers experienced 200% growth in the quality ratings of their classrooms.
- » Continues to work to identify factors that are impacting kindergarten readiness and convene partners to collectively impact these factors so that overall student achievement will improve.

CASE STUDY #4: Beaufort County Early Childhood Coalition (Beaufort)

Mission

To build collaborative efforts to assist Beaufort County children to be healthy and ready for success upon entering school.

Partners

Beaufort County School District Families and Children's Educational Services (FACES), Beaufort County First Steps, Beaufort Jasper Economic Opportunity Commission (EOC) Headstart / Early Headstart, Child Abuse Prevention Association, Beaufort Memorial Hospital Healthlink for Children, South Carolina Department of Social Services, United Way of the Lowcountry, and other various community partners and stakeholders such as local pediatricians, child care centers, after-school programs, and others.

Program Offerings and Selected Results

The Beaufort County Early Childhood Coalition has developed a centralized process that allows a multi-disciplinary, interagency team called The Universal Staffing Team to discuss new parent referrals. The team consists of representatives from each of the Early Childhood Family Support/Parent Education programs operating in the community. The Universal Staffing Team reviews new family referrals on a biweekly basis. Referrals are received primarily from the Beaufort County School District and Beaufort Jasper EOC HeadStart / Early HeadStart, but any of the partners may make referrals. The initial screening is conducted by the presenting agency so that adequate information is available to make a decision on case management. Representatives from each of the partner agencies gather to review the particular circumstances of each family and their specific needs. The team then builds a list of risk and protective factors present in the family and determines which partner agency provides the closest match between services provided and needs

assessed. These factors and the team's knowledge of the services provided by each partner are used to assign a case managing agency as well as to make recommendations for additional services.

The Coalition also developed a 'Who-to-Call' booklet. This resource is a collection of parenting-related resources and is dedicated to all young children of Beaufort County and their families. It was developed in both English and Spanish, and was printed and distributed to many community partners. The Coalition no longer prints the English edition, but it continues to provide the booklet in Spanish.

The Early Childhood Coalition retains a Facilitator, who performs the following tasks:

- » Convenes monthly meetings for the Beaufort County Early Childhood Coalition's School Readiness Workgroup
- » Convenes quarterly meetings for the Beaufort County Early Childhood Coalition's Leadership agencies (each member contributes financially, listed above)
- » Fosters collaboration among agencies county-wide that work with young children and their families, including private and public child care centers, state agencies, local area non-profits, local government agencies, the school district, and others

Additionally, a Clinical Coordinator (Licensed Master Social Worker) facilitates the Universal Staffing process.

- » Facilitate the Universal Staffing Team meeting
- » Aid the team in assessing risk and protective factors for mothers of young children
- » Facilitate the development of a treatment plan, as needed, for mothers of young children to receive coordinated assistance from community partners based on their needs

- » Work with Collaborative Organization for Services for Youth (COSY) staff (Administrative Technician, Administrative Manager, and the COSY Facilitator) in recording and reporting on risk and protective factors for program participants as well as other relevant demographic data for strategic policy-level discussions

According to the most recent Beaufort County KIDS COUNT, 97.8% of all 1st, 2nd, or 3rd graders were testing on grade level (2015 data).

Appendix

PAT Profile of 0-4 Year Old.....	37
Profile of the Ready Kindergartner	49



Parents as Teachers®

MILESTONES

by school readiness domain

> Child's name: _____ DOB: _____

> Date of enrollment: _____

> Age/adjusted age at enrollment: _____

Domain I: Language and literacy development

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Listening, understanding, talking and expressing	Emerging	Achieved
3 to 4	I listen responsively to books and stories.		
	I show an understanding of position words (e.g., up, down, under, behind).		
	I can carry out three simple, related directions in order (e.g., take off your shoes, hang up your coat and come sit with me).		
	I answer simple questions.		
	I use four to six words in a sentence.		
	I carry on a conversation for more than two turns on the same topic.		
4 to 5	I use the appropriate pitch and volume when I speak, most of the time.		
	My speech is 90 percent understandable.		
	I ask questions using is, what, where and why.		
	I can learn a song and the actions that go with the words.		
5 to 6	I carry out four simple, related directions in order (e.g., steps to get ready to go outdoors).		
	I use six to eight words in a sentence.		
	I use future and past tenses.		
	I carry on a conversation for multiple turns on the same topic.		
5 to 6	I answer questions about a story (e.g., "Why was the child so happy?").		
	I repeat a story I just heard, maintaining the sequence of events.		



NOTES



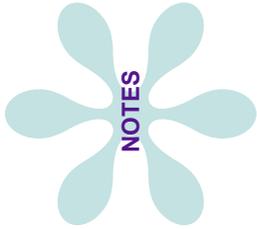
DOMAIN I: LANGUAGE (continued), page 2 of 12

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Listening, understanding, talking and expressing	Emerging	Achieved
5 to 6	I answer questions that require a solution (e.g., “What do you do when ...?”)		
	I use correct verb tense and all parts of speech.		
	I use comparison words (e.g., heavier, smaller, fastest).		

Typical age range	Early reading	Emerging	Achieved
3 to 4	I can describe the action in a picture.		
	I tell the story when I look at a favorite picture book.		
	I say a favorite rhyme.		
	I sing parts and phrases of familiar songs.		
	I identify my own name when I see it printed.		
4 to 5	I can predict a suitable ending to a simple story.		
	I can fill in a word that is missing from a rhyme, chant or song (e.g., Jack and Jill went up the ____).		
	I can “read” environmental print and symbols print (e.g., McDonald’s, STOP, Exit).		
	I tell a story with a beginning, middle and end.		
5 to 6	I can name some letters when shown them in print.		
	I am learning the sound a letter makes when shown most letters.		
	I can find a repeated word within a book.		

Typical age range	Early writing	Emerging	Achieved
3 to 4	I experiment with a variety of writing tools and materials.		
	I have started copying some familiar letters.		
	I use scribbles, shapes and letter-like symbols to write.		
4 to 5	I try to write for a variety of purposes (e.g., lists, messages, pretend play).		
	I print some letters.		



NOTES



DOMAIN I: LANGUAGE (continued), page 3 of 12

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Early writing	Emerging	Achieved
5 to 6	I can print letters and numbers, copying a model. I can print letters and numbers without a model.		

Domain II: Cognitive and general knowledge

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Attention and memory	Emerging	Achieved
3 to 4	I stay with a task of my choice, without supervision, for a few minutes. I can recall a short sequence of events from a recent experience in correct order (e.g., draw, act or retell events). I can answer an unrelated question while engaged in a task.		
4 to 5	I stay with a task of my choice, without supervision, for more than five minutes. I can recall several details of a sequence of events with more detail. I can reengage in a task after an interruption.		
5 to 6	I can recall a complex sequence of events with growing accuracy. I can resist distractions and stay on task.		

Typical age range	Numbers: Counting, ordering and measuring quantities	Emerging	Achieved
3 to 4	I can spontaneously recognize a group of three. I can recite counting words up to 20 (with errors). I point to or move objects when counting out loud (may skip or count items more than once). I know the difference between numerals and letters. I can place three objects in order based on one characteristic (e.g., tallest to shortest). I can respond appropriately to questions about the location of an object (e.g., which block is on top?). I can use a familiar item such as string to measure an object.		



NOTES



DOMAIN II: COGNITIVE (continued), page 4 of 12

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Numbers: Counting, ordering and measuring quantities	Emerging	Achieved
4 to 5	I can spontaneously recognize a group of five when presented in a non-linear, organized way (e.g., on dice).		
	I count 10 objects out loud.		
	I can evenly divide a set of four objects between myself and a friend.		
	I can place five objects in order and explain my decision.		
	I can recognize some numerals.		
	I use a variety of vocabulary to make comparisons of quantity, size and weight (e.g., more, less, biggest).		
	I can use non-standard units to measure objects (e.g., determine how many blocks in the length of a table).		
	I can make reasonable estimates of small quantities of objects (up to seven or eight).		
	I can fill in the next number in the phrase “five, six, seven, ...”		
	I can divide a group of 10 objects between myself and a friend evenly.		
5 to 6	I can solve simple math problems (e.g., know that when two oranges are taken away from a group of six, there are four left).		
	I can describe a line of people or items by using ordinal position such as first, second or third.		
	I can estimate to solve a task and then check by counting (e.g., guess how many spoons are needed to serve the family).		
Typical age range	Matching, sorting and classifying	Emerging	Achieved
3 to 4	I understand relationships between objects (e.g., by use, by group) and apply them generally across many objects.		
	I can match by one characteristic or attribute.		
	I can copy a predictable pattern.		
	I understand the concept of “same” and “different”.		



NOTES



DOMAIN II: COGNITIVE (continued), page 5 of 12

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Matching, sorting and classifying	Emerging	Achieved
4 to 5	<p>I identify items based on category when looking at a picture book (e.g., animals, foods or toys.)</p> <p>I can sort objects into groups according to their characteristics.</p> <p>I can create a predictable pattern.</p> <p>I can recognize subtle differences between items within a sub-group (e.g., jungle versus farm animals or fruits versus vegetables).</p> <p>I can sort objects by more than one characteristic or make complex associations.</p> <p>I can extend a predictable pattern.</p> <p>I name opposites (e.g., an elephant is big, a mouse is _____).</p>		
5 to 6			
Typical age range	Reasoning	Emerging	Achieved
3 to 4	<p>I use my senses to investigate and make comparisons (e.g., compare textures of objects using sense of touch).</p> <p>I show curiosity by asking “why” questions.</p> <p>I explore simple cause and effect principles such as force and motion (e.g., when I push harder, the car goes faster).</p> <p>I can recognize a problem and explore ways to solve it (e.g., how to open a container).</p> <p>I notice changes in matter (e.g., ice melting or sand absorbing water).</p> <p>I explore the effects of forces in nature such as wind, gravity and magnetism (e.g., observe that a toy car rolls slower when a ramp is lowered).</p> <p>I can use materials to design a solution to a simple problem (e.g., build a wall of rocks to stop water flowing through sand or mud).</p> <p>I can predict (not necessarily with accuracy) the results of an action and test out my idea.</p> <p>I explore changes in matter and describe what happens (e.g., cooking).</p>		
4 to 5			

DOMAIN II: COGNITIVE (continued), page 6 of 12

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Reasoning	Emerging	Achieved
5 to 6	I can use experience to more accurately predict and test the results of an action.		
	I adjust my ideas and actions based on new learning about physical properties of objects such as weight and composition.		
	I can apply a learned strategy to a similar problem.		
	I experiment with changes in matter to see which are reversible (e.g., melting ice can be re-frozen or flour used to make a cake cannot be returned to its original state).		

Typical age range	Scientific Knowledge	Emerging	Achieved
3 to 4	I can identify and describe basic characteristics of living things (e.g., body parts).		
	I can rotate and flip shapes such as blocks or puzzle pieces to make them fit.		
	I use common shapes to create representations of real objects (e.g., place square blocks on a "road" to be the "cars").		
	I can communicate what event is coming next in a daily predictable routine.		
	I can identify when an adult uses tools and technology to answer questions.		
	I make comparisons and categorize living things (e.g., all fish have fins).		
4 to 5	I combine two-dimensional shapes to create complex designs (e.g., place triangles around a circle to make a flower).		
	I use time-related words (without accuracy) to describe the sequence and duration of events.		
	I can use simple tools to explore the physical properties of objects (e.g., magnifiers, scales or thermometers).		
	I can represent new knowledge, plans or steps of an experiment (e.g., draw observed changes, characteristics or results).		



NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Scientific Knowledge	Emerging	Achieved
5 to 6	I can identify things as living or non-living based on characteristics such as breathing, movement or growth.		
	I can match a two-dimensional shape to the related three-dimensional one.		
	I use standard and non-standard scientific tools appropriately in pretend play (e.g., telescope, magnifying glass, jar, cup and spoon).		
	I show an understanding that clocks or calendars are used to track time.		
	I can tell the difference between past and future events.		
	I can explain or communicate a conclusion (e.g., heavy things sink).		
	I collect and record information from observations (e.g., draw, write or make simple charts).		





Domain III: Social and emotional development, page 8 of 12

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Emotion, understanding and expression	Emerging	Achieved
3 to 4	I respond to simple questions and verbal greetings.		
	I show concern to peers who are in need, hurt, upset or angry.		
	I express affection toward others.		
	I recognize emotions and expressions of feelings in others.		
	I can interpret others' emotions by their facial expressions.		
	I can label my own basic emotions accurately (e.g., sad, angry, happy).		
4 to 5	My emotional display is appropriate for the situation (e.g., express joy when something good happens).		
	I express a wider range of emotions than I used to.		
	I incorporate emotion during pretend play.		
	I show when I experience complex emotions (e.g., embarrassment, pride, shame, guilt).		
	I can label and show understanding of others' feelings.		
	My displayed emotion is appropriate for the situation, but what I'm feeling may be different.		
5 to 6	I use polite words when appropriate (e.g., please and thank you).		
	I understand that people can respond emotionally in different ways to the same event.		
	I understand the need to match my emotional expression to the situation (e.g., what I do compared to what I really feel).		

Typical age range	Regulation of emotion and behavior	Emerging	Achieved
3 to 4	I can wait while another child or adult takes a turn during a structured game or activity.		
	I finish something even though I would prefer to do something else.		

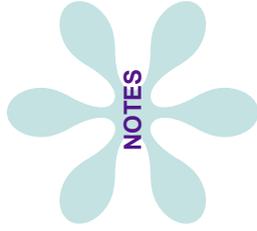


NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.



Typical age range	Regulation of emotion and behavior	Emerging	Achieved
4 to 5	I verbalize what I want to another person prior to physical expression (e.g., saying "I want a turn" before grabbing a toy).		
	I comply with adults' requests most of the time (e.g., talk quietly, come to the table).		
	I can regain my calm in a changing or disappointing situation.		
	I can follow external directions to inhibit my behavior.		
	I can give up an immediate reward to earn a more valued reward.		
5 to 6	I respond appropriately given the situation/place (e.g., sit and wait in a restaurant, interact with other children at a playground).		
	I understand that I can exaggerate or diminish my emotional reactions to impact others' response to (e.g., cry louder to get a parent to react).		
	I play simple games according to the rules.		
	I follow rules most of the time.		
	I find it easier to cope with situations that used to be challenging (e.g., following bedtime routine, sharing toys).		



Typical age range	Self-concept and awareness	Emerging	Achieved
3 to 4	I know my first and last name.		
	I understand that girls and boys are different.		
	I know my own gender.		
	I can describe myself in terms of observable traits (e.g., hair color, skin color).		
	I eat with utensils and drink from an open cup.		
	I can care for some of my own basic needs, such as feeding and washing myself.		
	I can dress and undress myself without help except for zippers, buttons and tying.		

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.



Typical age range	Self-concept and awareness	Emerging	Achieved
4 to 5	I can compare my own traits to others' traits, noticing differences and similarities (e.g., Jane's hair is darker than mine; Tom is tall like I am).		
	I can describe myself in terms of my likes and interests (e.g., I like ice cream, I like playing with dolls).		
	I know what the rules are in my family.		
	I notice that expectations are different in different settings.		
	I dress and undress myself including zippers and buttons (not tying).		
5 to 6	I can describe where I live (e.g., neighborhood, street, city or state).		
	I can describe myself in terms of abilities and personality characteristics (e.g., I am a good runner, I am funny).		
	I can care for more of my basic needs independently.		
Typical age range	Relationships with peers and caregivers	Emerging	Achieved
3 to 4	I am attached to one or more significant adults.		
	I show preference for being with certain people (e.g., peers, caregivers).		
	I can name a friend.		
	I separate from my parents with ease.		
	I ask for help to complete a task (e.g., ask for a towel to clean up a spill).		
4 to 5	I demonstrate a sense of humor.		
	I share toys or equipment with other children without being asked.		
	I seek out play partners who have something in common with me.		
4 to 5	I play cooperatively with a group of two or more children with the same goal in mind.		



NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.



Typical age range	Relationships with peers and caregivers	Emerging	Achieved
5 to 6	I lead and sometimes follow during play with peers.		
	I negotiate and resolve conflict with peers without adult support.		
	I respect the rights and property of others.		
	I verbally negotiate play with peers (e.g., work out roles and rules in pretend play).		



Domain IV: Physical well-being and motor development

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Gross	Emerging	Achieved
3 to 4	I can catch a medium-sized ball by scooping or trapping it against my body.		
	I can balance on each leg for five or more seconds.		
	I can walk down stairs alternating feet, without holding on to a wall or rail.		
	I can move my body in time to music.		
	I can jump forward two feet (feet together).		
	I can climb on playground equipment.		
	I can rotate my body to throw an object.		
	I can aim and kick a ball toward a target.		
4 to 5	I can hop on one foot.		
	I can bounce and then catch a large ball.		
	I can balance on one foot for 10 seconds.		
	I can run and pivot to change directions without stopping.		
	I can gallop.		
	I adjust my body rhythm when music tempo changes.		

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Typical age range	Gross	Emerging	Achieved
5 to 6	I can aim and throw a ball overhand toward a target.		
	I can kick a ball rolling straight toward me.		
	I can walk down steps carrying an object.		
	I can skip.		
	I can catch a ball with two hands.		

Typical age range	Fine	Emerging	Achieved
3 to 4	I can fasten and unfasten my own clothing sometimes.		
	I can use tongs and tweezers to pick up small objects.		
	I can cut a stationary object with scissors.		
	I can draw a O and a +.		
	I can string half-inch beads with ease.		
4 to 5	I can draw a square, a triangle and zigzag lines, imitating an adult.		
	I can draw a person with four parts.		
	I can cut out simple pictures following a general outline.		
	I can build block structures that extend out and up.		
	I can pour liquid or sand into a small container without spilling.		
5 to 6	I can trace around my own hand.		
	I can draw a scene with three or more recognizable objects.		
	I can cut cloth or other materials.		
	I can build three-dimensional block structures.		



Area for handwritten notes, enclosed in a dotted border.

Profile of the Ready Kindergartner

The Ready Five-Year-Old has developed the skills and abilities necessary to achieve at age-appropriate levels. He/she is physically, socially, & emotionally prepared to benefit from a quality kindergarten experience.

Approaches to Learning & Inquiry

- » Demonstrates eagerness to learn.
- » Shows curiosity through questioning.
- » Shows creativity and imagination.
- » Engages in daily opportunities for play and exploration.
- » Shows willingness to try new things.
- » Persists in tasks that are challenging.
- » Maintains attention.
- » Applies learning to new situations.
- » Solves problems with materials at hand.
- » Use senses and observations to learn about the surrounding world.

Emotional & Social Development

- » Works and plays cooperatively with others.
- » Expresses emotions through appropriate actions and words.
- » Follows simple rules/directions.
- » Adjusts to changes in routine and environment.
- » Shows self-control.
- » Shows caring and understanding of other's feelings.
- » Takes turns.
- » Shares toys and equipment with others.
- » Interacts with familiar adults.
- » Respects the property of others.
- » Resolves conflicts using words and adult support.
- » Makes Friends.

Physical Development, Self-Help & Motor Skills

- » Moves with control and balance while walking, running, jumping, climbing.
- » Uses fingers to manipulate small objects, such as pencils/crayons, scissors, buttons, zippers.
- » Uses hand-eye coordination to perform simple tasks, like putting together a puzzle.
- » Independently performs self-help tasks such as toileting, hand washing, tooth brushing, and dressing.

Language & Literacy Development

LISTENING, SPEAKING & UNDERSTANDING

- » Converses with others, taking turns speaking and listening.
- » Speaks clearly, expressing ideas and questions.
- » Uses words to seek help, answer questions and solve problems
- » Speaks in complete sentences of at least six to eight words.
- » Listens to stories and retells them.
- » Begins to ask questions about events in texts that are read aloud.
- » Follows directions and completes tasks that require multiple steps.
- » Asks and answers “how” and “why” questions.

EARLY READING

- » Shows interest in books and reading.
- » Explores books independently.
- » Knows that printed words have meaning.
- » Uses pictures in a text to tell and retell the story.
- » Recognizes and reads familiar signs and logos.
- » Maintains attention on story being read aloud.
- » Makes predictions about what will happen next in a story being read aloud.
- » Identifies the front and back of a book.
- » Begins to follow text from left to right as it is read aloud.
- » Recognizes and names rhyming words.
- » Recognizes that letters represent spoken sounds.

- » Recognizes some upper and lower case letters and their sounds.
- » Recognizes that spoken words can be represented in written language.
- » Recognizes written name as well as other familiar words.
- » Begins to use pictures and text read aloud to learn the meaning of unfamiliar words.

EARLY WRITING

- » Draws pictures and tells their story.
- » Writes using a combination of drawing, letters, scribbles, letter-like shapes and/or symbols to tell a story.
- » Uses writing during play to create signs, lists, etc.
- » Writes name independently or using a model.

Mathematical Thinking

NUMBER SENSE

- » Counts orally to 20.
- » Counts up to 10 objects.
- » Matches numbers to groups of up to five objects
- » Compares sets of objects (more than or less than) and describes quantity size (big and small), length (long and short) and weight (light and heavy).
- » Identifies first through third in a line of objects.

MATCHING, SORTING, CLASSIFYING

- » Creates simple repeating patterns.
- » Describes positions of objects by using the terms, above and below.
- » Recognizes and draws basic shapes (circle, square and triangle).
- » Sorts and classifies up to 10 objects into categories.

Characteristics of Ready Families & Caregivers

Ready families and caregivers provide safe, loving, and stimulating environments in which children can grow and develop optimally, while ensuring that pediatric health and dental needs are regularly addressed.

- » Provide safe and loving home environments in which children can grow and develop optimally.
- » Ensure that their children's pediatric health and dental needs are regularly addressed.
- » Create "language rich" homes in which conversation and written literacy are modeled daily.
- » Ensure that their young children receive adequate rest and a healthy diet.
- » Expose young children to regular and varied learning experiences in and out of the home.

Characteristics of Ready Schools and Educators

Ready schools and educators understand that each child develops on a unique timeline and are prepared to meet the individual needs of all students through high-quality, developmentally appropriate instruction.

- » Understand that each child develops on a unique timeline.
- » Prepared to meet the unique, individual needs of all students.
- » Highly knowledgeable in both child development and the progression of early learning.
- » Provide the social, emotional and academic supports needed to advance their students abilities.
- » Create emotionally safe and nurturing environments that are free of stress.
- » Equipped to support the needs of their students' parents and caregivers.

Characteristics of Ready Communities

Ready Communities provide the resources necessary to ensure optimal development. They create environments in which young children can grow and learn in the absence of fear, stress, danger and hunger.

- » Provide access to the resources necessary to ensure good health and optimal physical, social/emotional and cognitive development.
- » Create environments in which children:
 - Can grow and develop in the absence of fear, stress, danger and hunger.
 - Have access to needed pediatric, dental and mental health resources.
 - Spend their days in nurturing, language-rich, and developmentally supportive environments (whether a loving home, a high-quality early education setting or both).
 - Are cared for by loving adults attentive to their physical, emotional and developmental needs.

Contributing Resources

- » Burts, D.C., Hart, C.H., Charlesworth, R., et. al. (1992). Observed activities and stress behaviors of children in developmentally appropriate and inappropriate kindergarten classrooms. *Early Childhood Research Quarterly*, Volume 7, Issue 2, Pages 297-318.
- » Child Trends. (2001). School readiness: Helping communities get children ready for school and schools ready for children. Retrieved from <http://www.childtrends.org/wp-content/uploads/2013/03/schoolreadiness.pdf>
- » Good start, grow smart: South Carolina early learning standards for 3, 4, and 5-year-old children. (2009). Retrieved from <https://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf>
- » Institute for Child Success. (2015). Think tank on school readiness: Results of a working group. Retrieved from <http://scfirststeps.com/wp-content/uploads/2015/09/ICS-Readiness-Description-Think-Tank-Series-final-write-up.pdf>
- » National Association for the Education of Young Children. (2009). Where we stand on school readiness: A position statement of the National Association for the Education of Young Children. Retrieved from <https://www.naeyc.org/files/naeyc/file/positions/Readiness.pdf>
- » National Governor's Association. (2005). Final report of the National Governor's Association Task Force on School Readiness. Retrieved from <http://www2.ed.gov/parents/earlychild/ready/preschool/preschool.pdf>
- » Parents as Teachers. (2014). Developmental milestones by school readiness domain. Retrieved from <http://scfirststeps.com/wp-content/uploads/2015/09/Parents-as-Teachers-4-and-5-Year-Old-Milestones.pdf>
- » Rhode Island KIDS COUNT. (2005). Getting ready: Findings from the National School Readiness Indicators initiative, A 17 state partnership. Retrieved from <http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+-+Full+Report%2Epdf>
- » SC Department of Education. (2015). South Carolina college and career ready standards: English language arts. Retrieved from <http://ed.sc.gov/instruction/standards-learning/english-language-arts/standards/>
- » SC Department of Education. (2015). South Carolina college and career ready standards: Mathematics. Retrieved from <http://ed.sc.gov/instruction/standards-learning/mathematics/>
- » SC Education Oversight Committee. (2015). Readiness assessment recommendations per Act 287 of 2014. Retrieved from <http://www.eoc.sc.gov/Reports%20%20Publications/Readiness%20Assessment%20Recs%20June%202015/Early%20Readiness%20Report%202015%20for%20web.pdf>
- » Scott-Little, C., Kagan, S.L., Reid, S.L., Sumrall, T.C., and Fox, E.A. (2015) Common early learning and development standards analysis for the North Carolina EAG consortium summary report (2015), Retrieved from <http://scfirststeps.com/wp-content/uploads/2015/09/KEA-10-state-ExecutiveSummary-EarlyLearningStandards-2015.pdf>
- » U.S. Department of Education. (2005). Helping your preschool child. Retrieved from <http://www2.ed.gov/parents/earlychild/ready/preschool/preschool.pdf>
- » United Way Success by Six of Greater Cincinnati. (2015). School readiness checklist. Retrieved from http://sb6uwgc.org/index.cfm?fuseaction=home.viewPage&page_id=8DB255E7-B27C-F41F-032F09E7549EFB75