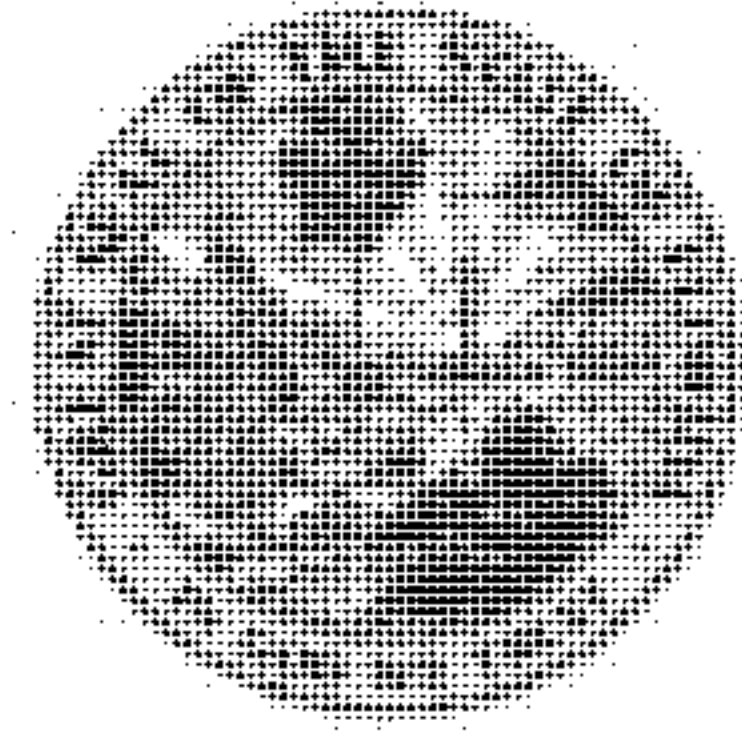


**Race to the Top-Early Learning Challenge**

**Application for Initial Funding**

CFDA Number 84.412



**Appendix**

The State of Florida

October 19, 2011

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MISSION STATEMENTS STRATEGIC GOALS STRATEGIES FOUNDATION

# FLORIDA'S CHILDREN ARE HEALTHY AND PREPARED TO BE SUCCESSFUL

## Stable and Nurturing Families

Parents and caregivers have the resources, knowledge and skills to foster safe, stable and nurturing home environments

- Expand parent skill-building opportunities through evidence-based home visiting, family support and/or parent education programs
- Provide public awareness and education so families know about appropriate expectations for children and resources available
- Expand availability of resources and interventions to families who need intensive support

## Healthy Children

All young children are physically, socially, emotionally, and mentally healthy

- Expand preventative health care and education – preconception, prenatally and during early years of life
- Expand access to health and dental care through primary care and medical homes
- Expand access to substance abuse and mental health services
- Develop and implement an ongoing comprehensive plan to identify/treat special needs
- Create a comprehensive screening and assessment system statewide

## Quality Early Learning Experiences

All young children experience nurturing, developmentally appropriate early learning opportunities\*

\* Early learning programs include public and private centers and family child care homes

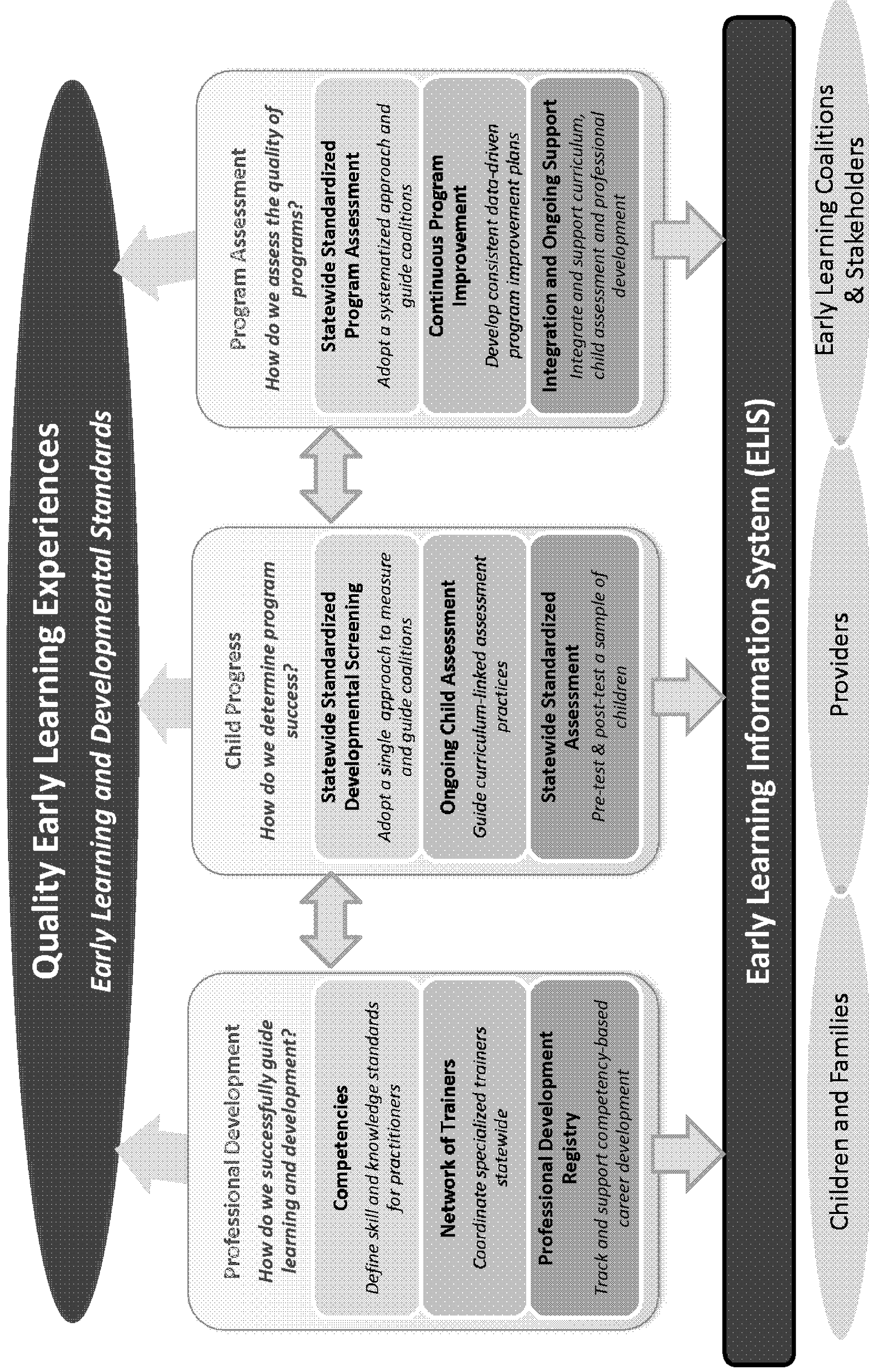
- Create a comprehensive statewide professional development system
- Expand scholarships for professionals seeking a credential or degree in child development or early childhood
- Expand wage incentive programs to attract and retain qualified professionals
- Create a statewide quality rating improvement system including support to help programs increase and sustain quality
- Improve the quality and accessibility of publicly funded early learning opportunities
- Expand child care subsidy so more families receive assistance

### CITIZENS ARE ENGAGED IN COMMUNITIES THAT ARE SAFE AND PROMOTE POSITIVE CHILD AND FAMILY DEVELOPMENT

Sustained Political Will	Integrated Comprehensive Services	Evidenced Based Programs and Practice	Standards/ Data Driven Accountability	Human Capital	Culturally Responsive Practice	Public/ Private Partnerships	Adequate Resources	Unified Data System
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**Early Learning Partners Initiative Building Strong Sustainable Programs**



Note: Projects supported by federal ARRA funds.

September 22, 2010

## Early Learning and Development Legislation, Policies, and Practices

**Florida's high quality plan shall be implemented pursuant to specific legislative authority, as enacted and revised by the Florida Legislature.**

### Federal Regulations

45 CFR 98 & 99

### Florida Statutes

#### **Child Care Licensing:**

- 402.26 Child care; legislative intent.
- 402.281 Gold Seal Quality Care program.
- 402.301 Child care facilities; legislative intent and declaration of purpose and policy.
- 402.302 Definitions.
- 402.3025 Public and nonpublic schools.
- 402.3026 Full-service schools.
- 402.305 Licensing standards; child care facilities.
- 402.30501 Modification of introductory child care course for community college credit authorized.
- 402.3054 Child enrichment service providers.
- 402.3055 Child care personnel requirements.
- 402.3057 Persons not required to be refingerprinted or rescreened.
- 402.306 Designation of licensing agency; dissemination by the department and local licensing agency of information on child care.
- 402.307 Approval of licensing agency.
- 402.308 Issuance of license.
- 402.309 Provisional license or registration.
- 402.310 Disciplinary actions; hearings upon denial, suspension, or revocation of license or registration; administrative fines.
- 402.311 Inspection.
- 402.3115 Elimination of duplicative and unnecessary inspections; abbreviated inspections.
- 402.312 License required; injunctive relief.
- 402.3125 Display and appearance of license; posting of violations; information to be provided to parents.
- 402.313 Family day care homes.
- 402.3131 Large family child care homes.
- 402.314 Supportive services.
- 402.315 Funding; license fees.
- 402.316 Exemptions.
- 402.317 Prolonged child care.
- 402.318 Advertisement.
- 402.319 Penalties.

**School Readiness Program:**

- 411.01 School readiness programs; early learning coalitions.
- 411.0101 Child care and early childhood resource and referral.
- 411.01013 Prevailing market rate schedule.
- 411.01014 School readiness transportation services.
- 411.01015 Consultation to child care centers and family day care homes regarding health, developmental, disability, and special needs issues.
- 411.0102 Child Care Executive Partnership Act; findings and intent; grant; limitation; rules.
- 411.0103 Teacher Education and Compensation Helps (TEACH) scholarship program.
- 411.0104 Early Head Start collaboration grants.
- 411.0105 Early Learning Opportunities Act and Even Start Family Literacy Programs; lead agency.
- 411.0106 Infants and toddlers in state-funded education and care programs; brain development activities.
- 411.011 Records of children in school readiness programs.

**Voluntary Prekindergarten Education Program:**

- 1002.51 Definitions.
- 1002.53 Voluntary Prekindergarten Education Program; eligibility and enrollment.
- 1002.55 School-year prekindergarten program delivered by private prekindergarten providers.
- 1002.57 Prekindergarten director credential.
- 1002.59 Emergent literacy training courses.
- 1002.61 Summer prekindergarten program delivered by public schools and private prekindergarten providers.
- 1002.63 School-year prekindergarten program delivered by public schools.
- 1002.65 Professional credentials of prekindergarten instructors; aspirational goals; legislative intent.
- 1002.66 Specialized instructional services for children with disabilities.
- 1002.67 Performance standards; curricula and accountability.
- 1002.69 Statewide kindergarten screening; kindergarten readiness rates; state-approved prekindergarten enrollment screening; good cause exemption.
- 1002.71 Funding; financial and attendance reporting.
- 1002.72 Records of children in the Voluntary Prekindergarten Education Program.
- 1002.73 Department of Education; powers and duties; accountability requirements.
- 1002.75 Office of Early Learning; powers and duties; operational requirements.
- 1002.77 Florida Early Learning Advisory Council.
- 1002.79 Rulemaking authority.

*Florida Administrative Code***CHAPTER 65C-20****FAMILY DAY CARE STANDARDS AND LARGE FAMILY CHILD CARE HOMES**

- 65C-20.008 Application
- 65C-20.009 Staffing Requirements
- 65C-20.010 Health and Safety Related Requirements
- 65C-20.011 Health Records



- 65C-20.012 Enforcement
- 65C-20.013 Large Family Child Care Homes (LFCCH)
- 65C-20.014 Gold Seal Quality Care Program

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- 65C-22.002 Physical Environment
- 65C-22.003 Training
- 65C-22.004 Health Related Requirements
- 65C-22.005 Food and Nutrition
- 65C-22.006 Record Keeping
- 65C-22.007 Evening Child Care
- 65C-22.008 School Age Child Care
- 65C-22.009 Gold Seal Quality Care Program
- 65C-22.010 Enforcement

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- 65C-25.002 Admission and Assessment
- 65C-25.003 General Information
- 65C-25.004 Physical Environment
- 65C-25.005 Personnel Requirements
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### **OFFICE OF EARLY LEARNING SCHOOL READINESS PROGRAM**

- 60BB-4.100 Definitions
- 60BB-4.200 General Eligibility Provisions
- 60BB-4.201 Eligibility for Children at Risk of Abuse or Neglect
- 60BB-4.202 Eligibility for Children at Risk of Welfare Dependency
- 60BB-4.203 Eligibility for Children in Working Families Whose Income Does Not Exceed 150 Percent of the Federal Poverty Level
- 60BB-4.204 Eligibility for Three-and Four-year-old Children Who may not be Economically Disadvantaged But Who Have Been Served in a Specific Part-time or Combination of Part-time Exceptional Education Programs With Required Special Services, Aids, or Equipment, and Were Previously Reported for Funding Part-Time With the Florida Education Finance Program as Exceptional Students
- 60BB-4.205 Economically Disadvantaged Children, Children With Disabilities, and

Children at Risk of Future School Failure, From Birth to Four (4) Years of Age, Who are Served at Home Through Home Visitor Programs and Intensive Parent Education Programs Such as the Florida First Start Program.

60BB-4.206 Eligibility for Children Who Meet Federal and State Requirements for Eligibility for the Migrant Preschool Program but Who do not Meet the Criteria of Economically Disadvantaged

60BB-4.207 Eligibility for Children in the Relative Caregiver Program

60BB-4.208 Verification of Employment and Income

60BB-4.209 Redetermination of Eligibility for Financial Assistance

60BB-4.210 Maintaining Eligibility for Financial Assistance; Breaks in Employment

60BB-4.300 Waiting List Procedures

60BB-4.400 Required Parent Co-payment

60BB-4.401 Co-payment Collection

60BB-4.500 Reimbursement- General Provisions Regarding Reimbursements for Holidays and Absences

60BB-4.501 Reimbursement During Emergency Closures

60BB-4.502 Records to be Maintained and Monitoring for Reimbursements

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## **CHAPTER 6A-1**

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#### **VOLUNTARY PREKINDERGARTEN EDUCATION PROGRAM:**

6A-1.099821 Voluntary Prekindergarten (VPK) Provider Kindergarten Readiness Rate

6A-1.099823 Performance Standards for Children Participating in the Voluntary Prekindergarten (VPK) Education Program

6A-1.099824 Voluntary Prekindergarten (VPK) Low Performing Provider Good Cause Exemption

## **CHAPTER 6A-6**

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#### **VOLUNTARY PREKINDERGARTEN EDUCATION PROGRAM:**

6A-6.040 Voluntary Prekindergarten (VPK) Director Credential for Private Providers

## **CHAPTER 60BB-8**

### **VOLUNTARY PREKINDERGARTEN EDUCATION PROGRAM:**

60BB-8.100 Definitions

60BB-8.200 Documenting Child Eligibility for the VPK Program

60BB-8.201 Child Registration Procedures; Application: Parent-Orientation Session

60BB-8.2015 VPK Child Registration Pilot Project

60BB-8.202 Child Eligibility Determination and Enrollment Procedures

60BB-8.204 Uniform Attendance Policy for Funding the VPK Program

60BB-8.205 Advance Payment and Reconciliation for the Voluntary Prekindergarten Education Program

60BB-8.210 Reenrollment for Good Cause or Extreme Hardship in the Voluntary Prekindergarten Education Program

60BB-8.300 Provider and Class Registration Procedures; Application; Eligibility Determination



60BB-8.301 Statewide Provider Agreement for the VPK Program  
60BB-8.305 Recording and Certifying Child Attendance in the VPK Program  
60BB-8.400 VPK Program Class Sizes; Blended Classes; Multi-Class Groups  
60BB-8.410 Voluntary Prekindergarten Program Substitute Instructors  
60BB-8.451 VPK Class Schedules (Repealed)  
60BB-8.900 Obtaining VPK Forms

## Florida's Workforce Knowledge and Competency Framework

Core competencies are an essential element of the professional development system because they are a set of knowledge and skill standards that define what early childhood practitioners; Directors; Trainers; Technical Assistance Specialists; Career Advisors; and School Age Practitioners should know and be able to do in order to facilitate child growth and development and partner effectively with families. Florida has the following published core competencies:

- ✓ Core competencies for practitioners
  - Health, Safety, and Nutrition
  - Child Development and Learning
  - Building Family and Community Relationships
  - Teaching and Learning Environments and Interactions
  - Curriculum
  - Observing, Documenting, Screening, and Assessing to Support Young Children and Their Families
  - Professionalism.
- ✓ Core competencies for directors
  - Organizational Administration and Programming
  - Fiscal and Legal
  - Personnel
  - Health, Safety, Nutrition, and Exercise
  - Family and Community Relations
  - Leadership
- ✓ Core competencies for trainers
  - Professionalism
  - Learning Environment
  - Presentation
  - Instruction
  - Assessment
- ✓ Core competencies for technical assistance specialists
  - Content Knowledge and Professionalism
  - Building Relationships and Accountability
  - Facilitating Shared Goal Setting and Planning
  - Utilizing Effective Communication Skills
  - Modeling Best Practices
- ✓ Core competencies for career advisors
  - Foundation of Career Advising Knowledge
  - Effective Job specific Professional Practices
  - Use of Technical knowledge and Skills
  - The Use of Effective Communication/Interpersonal Skills
- ✓ Core competencies for school age practitioners
  - Safety and Wellness
  - Child and Youth Growth and Development
  - Family, School, and Community Relationships
  - Learning Environment and Curriculum
  - Interactions with Children and Youth
  - Youth Engagement
  - Cultural Competency and Responsiveness
  - Program Planning and Development
  - Child/Youth Observation and Assessment
  - Professional Development and Leadership

**RACE TO THE TOP EARLY LEARNING CHALLENGE  
PARTICIPATING STATE AGENCY  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Agency for Workforce Innovation Office of Early Learning (“Lead Agency”) and the Florida Department of Education (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).



## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.



**EXHIBIT I – PARTICIPATING STATE AGENCY PRELIMINARY SCOPE OF WORK  
Florida Department of Education**

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(B)(1)</b>	Just Read Florida! Title I Part B IDEA	Representatives from each program are sitting on the state committee to refine statewide TQRIS standards
<b>(B)(2)</b>		
<b>(B)(3)</b>	Just Read Florida! Title I Part B IDEA	Representative participates in workgroups for development of provider orientation materials for the statewide TQRIS
<b>(B)(4)</b>	Just Read Florida! Title I Part B IDEA	Representatives from each program serve as committee members for the development of the statewide TQRIS public awareness campaign, Everybody’s a Teacher as led by the DCF
<b>(B)(5)</b>		
<b>(C)(1)</b>	Just Read Florida! Title I Part B IDEA  Just Read Florida!	Representative serves on workgroup to review, revise, update and develop new training for Florida’s Birth to Five Early Learning and Developmental Standards  Representative serves on workgroup to create curriculum and assessment approval processes to ensure that early learning curricula and assessments are aligned with the standards
<b>(C)(2)</b>	Just Read Florida! Title I Part B IDEA  Just Read Florida!	Representative from each program serve as members of state research advisory committee  Conduct public solicitation of formative assessment in partnership with the OEL
<b>(C)(3)</b>		
<b>(C)(4)</b>		
<b>(D)(1)</b>	Just Read Florida!	Representative from program serves on committee to develop voluntary advanced credential, Advanced Professional Certificate (APC)
<b>(D)(2)</b>	Just Read Florida!	Representative from program serves on committee to develop and implement Teaching Excellence Strategy



Selection Criterion	Participating Party	Type of Participation
		<p>Representative from program serves on committee to develop and implement the Director's Institute in alignment with the Florida Director's Credential and the Core Competencies for Directors</p> <p>Representative from program serves on the committee to develop and implement Florida's Technical Assistance Specialist Credential in alignment with the Core Competencies for Technical Assistance Specialists</p>
<b>(E)(1)</b>	Just Read Florida!	<p>Responsible for replacing the ECHOS with an observation-based assessment instrument directly aligned to the 4-year-old early learning developmental standards and predictive of later outcomes</p> <p>Reform the method by which Voluntary Prekindergarten Programs (VPK) are deemed low-performing providers in partnership with the OEL</p> <p>Adopt child assessment approach consistent with the state's approved assessment systems that are aligned to the early learning and developmental standards, valid and reliable, and capable of electronic data reporting</p>
<b>(E)(2)</b>	Just Read Florida!	<p>Lead effort to create a data bridge between early learning coalitions (ELCs) and school districts to allow ELCs to generate a 10 digit student identifier that would be used to track children through the prek-20 system</p> <p>Provide training on use of the data bridge</p> <p>Develop interface between the Statewide Longitudinal Data System (SLDS) and the Early Learning Information System (ELIS) or the Head Start Administrative Data Warehouse</p> <p>Develop interfaces between the SLDS and the three primary systems that make up the Early Learning Data System: ELIS, Registry, and TQRIS data system (PLATINUM)</p>

Mel Jurado 10/17/11  
Signature (Authorized Representative of Lead Agency) Date

Leonard Robinson 10-18-2011  
Signature (Authorized Representative of Participating State Agency) Date

## **PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Florida’s Office of Early Learning (“Lead Agency”) and Florida’s Department of Children and Families (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any) that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;



- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

**B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

**C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

**D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

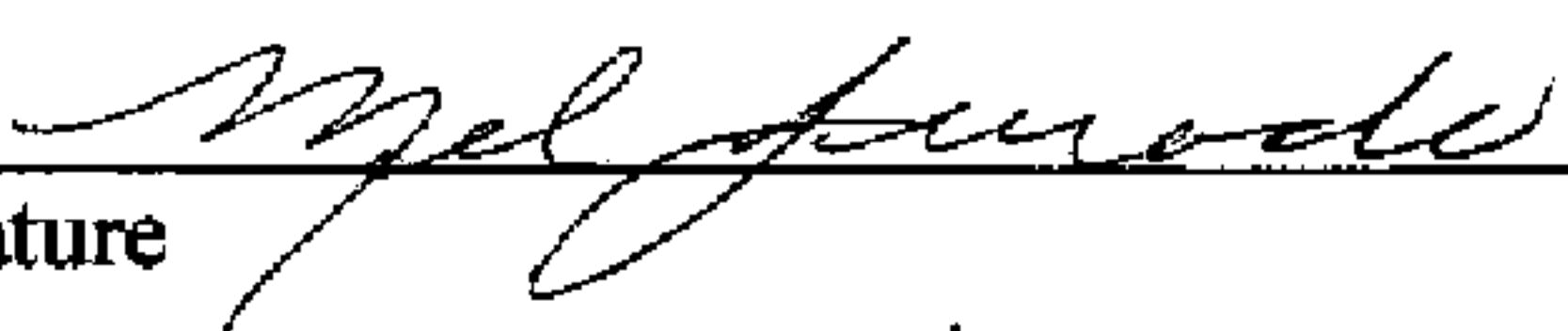
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**


This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

<u></u>	<u>10/17/11</u>
Signature	Date
<u>Mel Jurado</u>	<u>Director</u>
Print Name	Title

**Authorized Representative of Participating State Agency:**

<u></u>	<u>10/17/11</u>
Signature	Date
<u>David Wilkins</u>	<u>secretary</u>
Print Name	Title

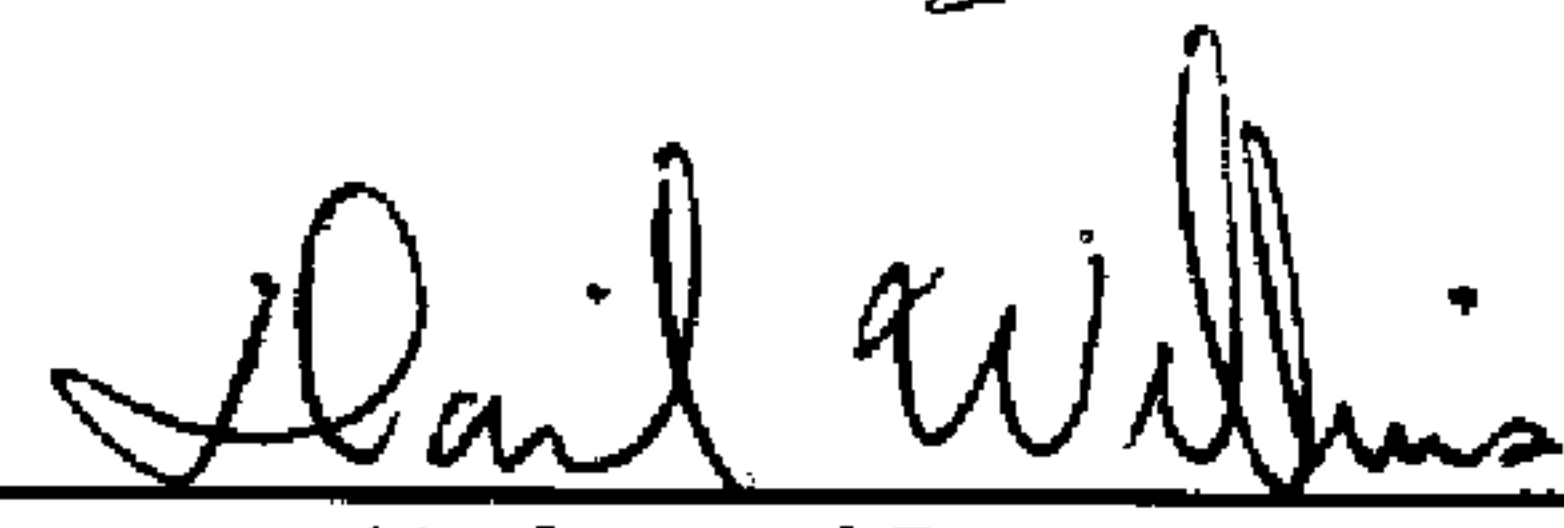
**EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK**  
**Florida Department of Children and Families**

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(B)(1)</b>	Child Care Licensing Foster Care Child Welfare Children’s Mental Health  Child Care Licensing	Representatives from each program are sitting on the state committee to refine statewide TQRIS standards  Responsible for working collaboratively with the Department of Health, Department of Education, and Office of Early Learning to determine if there are opportunities to improve child care licensing standards in alignment with the Child Care Licensing Task Force recommendations from 2010 in order to support the statewide TQRIS
<b>(B)(2)</b>	N/A	N/A
<b>(B)(3)</b>	Child Care Licensing  Child Care Licensing Foster Care Child Welfare Children’s Mental Health	Representative participates in workgroups for development of provider orientation materials for the statewide TQRIS to include simultaneous promulgation of TQRIS and Gold Seal Quality Program rule  Responsible for enhancement of Everybody’s A Teacher initiative as the cornerstone outreach and education program on quality early learning environments and early childhood development for parents and caregivers.
<b>(B)(4)</b>	Child Care Licensing	Responsible for development of the Child Care Report Card available via the web and incorporating information on child care licensing and quality for parents and caregivers
<b>(B)(5)</b>	N/A	N/A
<b>(C)(1)</b>	Child Care Licensing Foster Care Child Welfare Children’s Mental Health	Representative serves on workgroup to review, revise, update and develop new training for Florida’s Birth to Five Early Learning and Developmental Standards
<b>(C)(2)</b>	Child Care Licensing Foster Care Child Welfare Children’s Mental Health	Representative from each program serve as members of state research advisory committee  Representative from each program support work toward comprehensive, coordinated system of care including enhanced screening,

Selection Criterion	Participating Party	Type of Participation
		assessment and referral as led by DOH
(C)(3)	N/A	N/A
(C)(4)	N/A	N/A
(D)(1)	Child Care Licensing	Responsible for alignment of all state mandated child care training to the Core Competencies for Early Care and Education Practitioners  Representative from program serves on committee to develop voluntary advanced credential, Advanced Professional Certificate (APC)
(D)(2)	Child Care Licensing	Representative from program serves on committee to develop and implement Teaching Excellence Strategy  Representative from program serves on committee to develop and implement the Director's Institute in alignment with the Florida Director's Credential and the Core Competencies for Directors  Representative from program serves on the committee to develop and implement Florida's Technical Assistance Specialist Credential in alignment with the Core Competencies for Technical Assistance Specialists
(E)(1)		
(E)(2)	Child Care Licensing	Responsible for enhancing the Registry application to incorporate workflows and processes to streamline access to online training and automatically place practitioners, directors and trainers on the appropriate career pathway  Responsible for creating an interface between the Child Care Training Application (CCTA) and the Child Care Licensing Application (CCLA) for seamless data sharing

  
 \_\_\_\_\_  
 Signature (Authorized Representative of Lead Agency) Date

  
 \_\_\_\_\_  
 Signature (Authorized Representative of Participating State Agency) Date 10/17/11



## **PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Florida’s Office of Early Learning (“Lead Agency”) and Florida’s Department of Health (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any) that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.




**EXHIBIT I – PARTICIPATING STATE AGENCY PRELIMINARY SCOPE OF WORK  
Florida Department of Health**

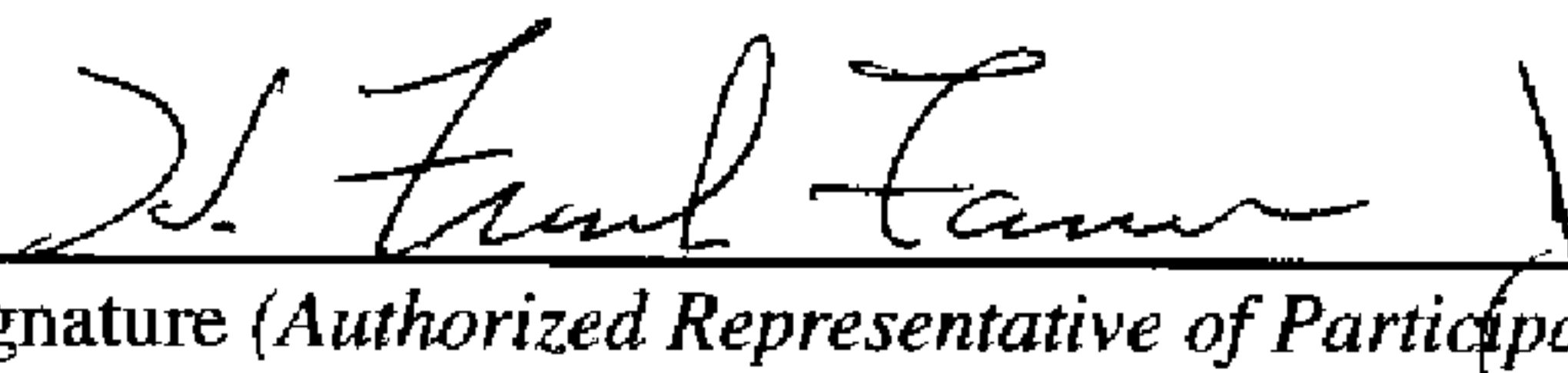
The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(B)(1)</b>	Maternal and Child Health Children’s Medical Services/Early Steps/Part C IDEA Child and Adolescent Health Family Health Services	Representatives from each program are sitting on the state committee to refine statewide TQRIS standards
<b>(B)(2)</b>		
<b>(B)(3)</b>		
<b>(B)(4)</b>	Maternal and Child Health Children’s Medical Services/Early Steps/Part C IDEA Child and Adolescent Health Family Health Services	Representatives from each program serve as committee members for the development of the statewide TQRIS public awareness campaign, Everyone’s a Teacher as led by the DCF
<b>(B)(5)</b>		
<b>(C)(1)</b>	Maternal and Child Health Children’s Medical Services/Early Steps/Part C IDEA	Representative from each program serves on workgroup to review, revise, update and develop new training for Florida’s Birth to Five Early Learning and Developmental Standards
<b>(C)(2)</b>	Maternal and Child Health Children’s Medical Services/Early Steps/Part C IDEA Child and Adolescent Health Family Health Services	Representative from each program serve as members of state research advisory committee
<b>(C)(3)</b>		
<b>(C)(4)</b>		
<b>(D)(1)</b>	Children’s Medical Services/Early Steps/Part C IDEA	Responsible for aligning Infant Toddler Developmental Specialist (ITDS) Core Competencies to the Core Competencies for Technical Assistance Specialists, Career Pathway, and formal and informal training and education for the early learning workforce  Representative from program serves on committee to develop voluntary advanced credential, Advanced Professional Certificate (APC)
<b>(D)(2)</b>	Maternal and Child Health Children’s Medical Services/Early Steps/Part C IDEA Child and Adolescent Health Family Health Services	Representative from program serves on committee to develop and implement Teaching Excellence Strategy  Representative from program serves on committee to develop and implement the

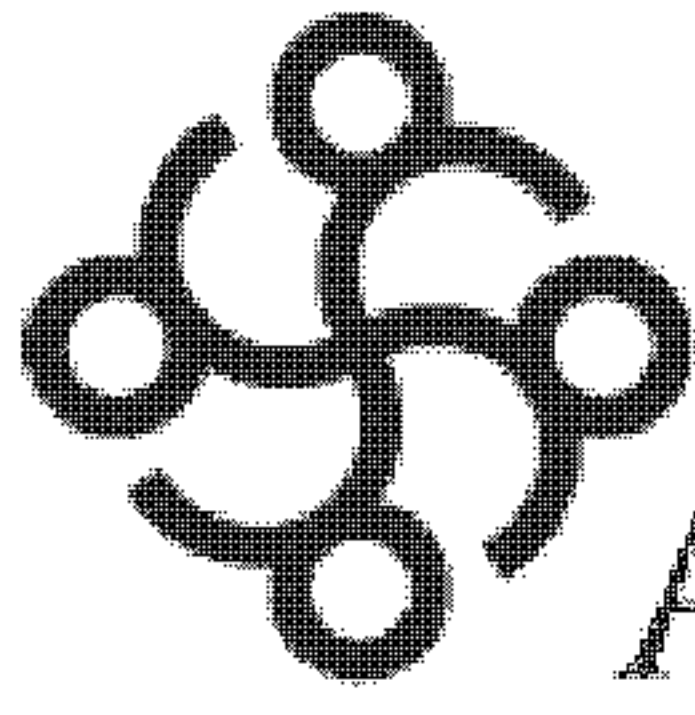


Selection Criterion	Participating Party	Type of Participation
		<p>Director's Institute in alignment with the Florida Director's Credential and the Core Competencies for Directors</p> <p>Representative from program serves on the committee to develop and implement Florida's Technical Assistance Specialist Credential in alignment with the Core Competencies for Technical Assistance Specialists</p>
(E)(1)		
(E)(2)		


10/07/11  
 \_\_\_\_\_  
 Signature (Authorized Representative of Lead Agency) Date


18 Oct 2011  
 \_\_\_\_\_  
 Signature (Authorized Representative of Participating State Agency) Date

<b>Letters of Support</b>
<b>Alliance for Early Care &amp; Education</b>
<b>Association of Early Learning Coalitions</b>
<b>Congressman Hastings</b>
<b>Congress Members Castor, Wasserman Schultz, and Brown</b>
<b>Congressman Rooney</b>
<b>Congresswoman Wilson</b>
<b>Early Learning Advisory Council</b>
<b>Florida Department of Health</b>
<b>Florida Department of Health, Children's Medical Services, Early Steps</b>
<b>Florida Department of Health, Division of Family Health Services (Maternal, Infant and Early Childhood Home Visiting and Maternal and Child Health Title V)</b>
<b>Fifth Third Bank</b>
<b>Florida Association for the Education of Young Children</b>
<b>Florida College System</b>
<b>Florida Children's Services Councils</b>
<b>Florida College System Foundation</b>
<b>Florida Community College Early Childhood Educator's Network</b>
<b>State Board of Education</b>
<b>Florida Distance Learning Consortium</b>
<b>Florida Family Child Care Home Association</b>
<b>Florida Head Start Association</b>
<b>Lake Community Action Agency Head Start/Early Head Start</b>
<b>Manatee Community Action Agency Head Start/Early Head Start</b>
<b>Okaloosa County Comprehensive Head Start Child Development, Inc.</b>
<b>Orange County Head Start</b>
<b>Suwannee Valley Community Coordinated Child Care, Inc.</b>
<b>Florida State Advisory Council on Early Education and Care</b>
<b>Houghton Mifflin Harcourt</b>
<b>Juvenile Justice Center</b>
<b>Nemours BrightStart!</b>
<b>North Florida Child Development</b>
<b>Palm Beach State College</b>
<b>Publix Super Markets</b>
<b>Quality Rating Improvement System Collaborative</b>
<b>Redlands Christian Migrant Association</b>
<b>School Board of Polk County</b>
<b>United Way of Miami-Dade – Affiliated CEOs and business leaders</b>
<b>United Way of Miami-Dade Women's Leadership Council</b>
<b>Walt Disney World Resort</b>
<b>W.K. Kellogg Foundation</b>



# ALLIANCE FOR EARLY CARE & EDUCATION

4349 NW 36 Street #106, Miami FL 33166 T (786) 999-8596 F (786) 999-8599 E info@myaece.org

## Board of Directors

Elizabeth Bezos  
Rainbow Children's Academy  
*Chairperson*

Armando Guerra  
Small Wonders of Miami 2  
*Vice-Chairperson*

Silvia LaVilla  
KidCo Childcare  
*Secretary*

Verónica Fernández  
Early Start Learning Center  
*Treasurer*

María Elena Delgado  
Victoria's Playhouse I & II  
*Director-at-Large*

María Luaces  
FL Family Child Care Home Assoc.  
*Director-at-Large*

Terry Rutherford  
Independent Preschool Organization  
*Director-at-Large*

Dona Daley  
Young Children with Special Needs  
& Disabilities Council  
*Director-at-Large*

Reine Price  
Miami Dade College  
*Director-at-Large*

Linda Carmona-Sánchez  
A+ Early Learning Center  
*President*

October 18, 2011

Honorable  
Gov. Rick Scott  
The Capitol  
Tallahassee FL 32301

Re: Race to the Top – Early Learning Challenge Grant

Honorable Governor Scott;

The Alliance for Early Care and Education, Inc. is a nonprofit organization dedicated to ensuring that all Florida's children benefit from a high quality early childhood experience. We represent more than 1,475 licensed childcare providers who understand that high quality early learning includes a safe and healthy learning environment, skilled professionals in the classroom, a research and evidence based curriculum and parent involvement. We also understand that the promise of high quality early childhood education requires an infrastructure that must be solidly based on best practices and adequate funding.

## Charter Members

Elizabeth Bezos  
Rainbow Children's Academy

Linda Carmona-Sánchez  
A+ Early Learning Center

María Elena Delgado  
Victoria's Playhouse I & II

Silvia LaVilla  
KidCo Childcare

Gladys R. Montes  
United Way Center for Excellence

To that end, we support the Race to the Top – Early Learning Challenge Grant proposal prepared by the Office of Early Learning and we see this as an opportunity to strengthen Florida's existing system of disconnected state agencies with excessive, and often contradicting, regulatory authority. We would respectfully suggest that the proposal could be improved with a revision of the current early learning governance structure to one that is equitably inclusive of direct-service childcare providers in state and local decision-making. We feel that this would reduce the possibility of unintended consequences that could be harmful to childcare businesses and the families we serve. Furthermore, we strongly suggest that there can be no meaningful commitment to improving the quality of early learning without addressing the unacceptable reimbursement rates for school readiness and voluntary prekindergarten programs. None of this will be possible without the benefits of the Race to the Top – Early Learning Challenge Grant award.

## Staff

Linda Carmona-Sánchez  
*Chief Executive Officer*

María Elena Delgado  
*Membership Coordinator*

Dominique Cavé  
*Administrative Assistant*

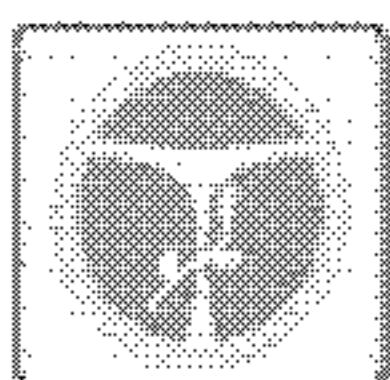
Thanking your for the opportunity of sharing our thoughts with you on this important matter, I remain,

Very truly yours,

Linda Carmona-Sánchez  
President & Chief Executive Officer



A Union of Professionals



The Association of  
  
Early Learning Coalitions

**Executive  
Committee**

Roseann Fricks,  
Chair  
ELC of Marion

Dave McGerald,  
Past Chair  
ELC of  
Hillsborough

Lauren Faison,  
Vice Chair  
ELC of Big Bend

Anne Bouhebent,  
Secretary  
ELC of Florida's  
Heartland

Gordon Tremaine,  
Treasurer  
ELC of Alachua

Janet Kahn, Small  
Coalition  
Representative  
ELC of Sarasota

Evelio Torres,  
Large Coalition  
Representative  
ELC of Miami-  
Dade/Monroe

216 South Monroe Street, Tallahassee, FL 32301 (850) 728-2093 [www.earlylearningassociation.org](http://www.earlylearningassociation.org)

September 9, 2011

The Honorable Rick Scott, Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

The members of the Association of Early Learning Coalitions applaud your leadership and Florida's application for the Florida Race to the Top-Early Learning Challenge proposal. We know the importance of early learning to Florida's future economic success - through the preparation of children for success in school and life, and the support it provides to ensure families can work. The Race to the Top-Early Learning Challenge provides an unprecedented opportunity in our state to build a stronger, more effective early learning system. Florida is well positioned to receive Race to the Top-Early Learning Challenge funding and to immediately move forward with innovative, accountable, effective and relevant early learning initiatives, which will benefit our children, improve our economy and serve as a blueprint for early education improvement everywhere. Florida's Early Learning Coalitions offer our full support for Florida's High Quality Plan!

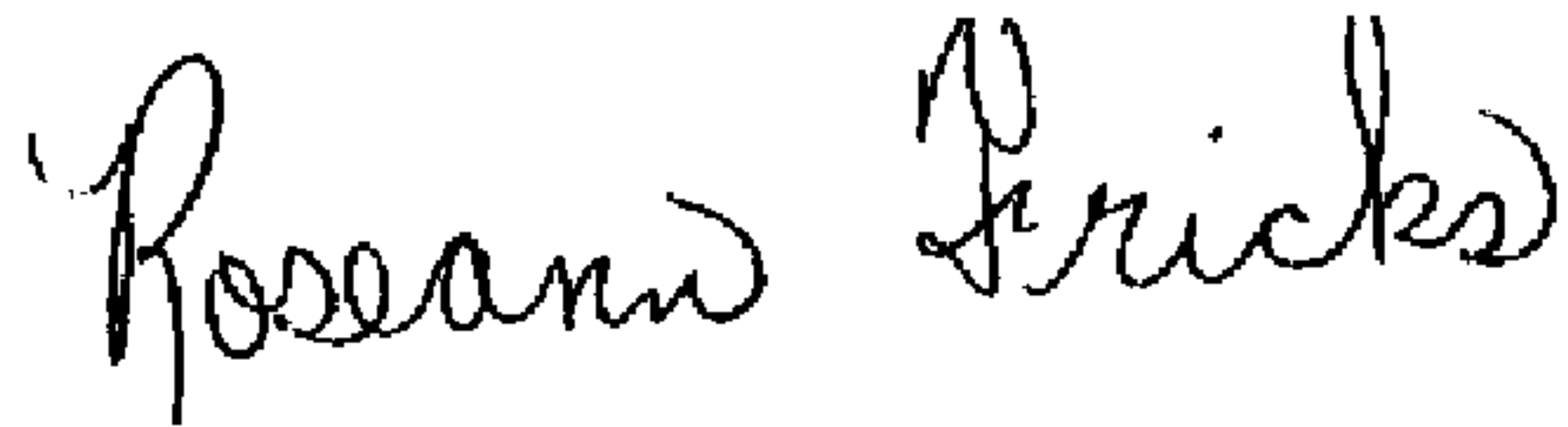
The Association of Early Learning Coalitions is a membership organization of the Executive Directors of Florida's 31 Early Learning Coalitions. Our members, with their local Board members (made up of at least one-third private business representatives, including your appointees), have been at the forefront of efforts to create bold reforms and supports necessary to create a world-class early learning system. Association members are committed to Florida's Plan for a statewide Quality Rating Improvement System (QRIS), and in many cases, have been at the forefront of creating local pilot systems. We have developed a common statewide school readiness contract and are proceeding to phased-in implementation, providing a basis for ensuring adherence to Florida Statutes. In recognition of the importance of improving child assessment processes, we have committed to a more consistent system, moving toward statewide adoption of Teaching Strategies Gold. Florida's application builds upon our state's substantial educational and business assets, and harnesses the deep impact of linking strong standards and innovative early learning programs.

The only way Florida can truly position itself for success is to make sure its application is both bold and uniquely Floridian. This is a once-in-a-lifetime chance to enhance our early learning system, improve child outcomes and support working families. Florida's High Quality Plan outlines reforms that raise the state's bar on quality educational experiences for children and promises to support our goals of improving the state's economic vitality.

Like you, the Association of Early Learning Coalitions is committed to our state's future and looks forward to seeing the implementation of Florida's High Quality Plan, once funded. We stand ready to assist with this endeavor and greatly appreciate your time and advocacy for strengthening early learning.

Sincerely,

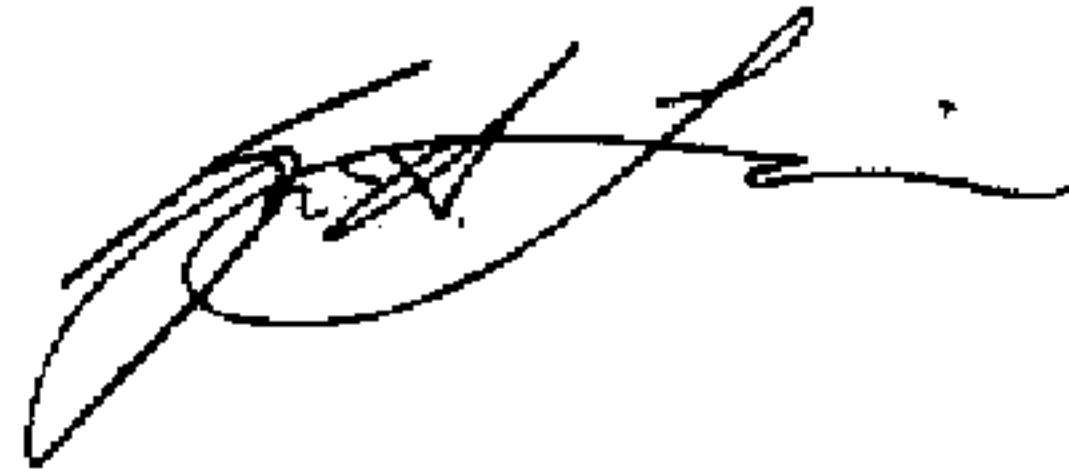




Roseann Fricks, AELC Chair  
Executive Director, ELC of Marion County



Tom Logan, Executive Director  
ELC of Florida's Gateway



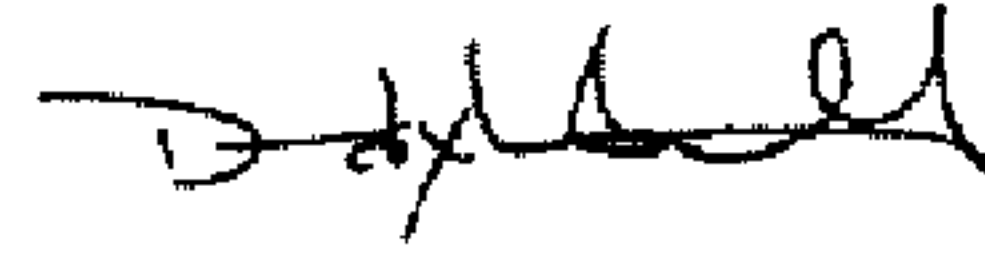
Gordon Tremaine, Executive Director  
ELC of Alachua County



Anne Bouhebent, Executive Director  
ELC of Florida's Heartland



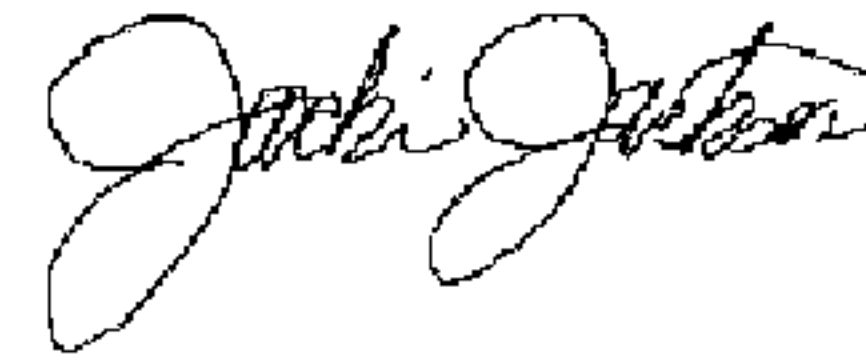
Lauren Faison, Chief Executive Officer  
ELC of the Big Bend Region




Dave McGerald, Executive Director  
ELC of Hillsborough County



Sky Beard, Executive Director  
ELC of Brevard



Jacki Jackson, Executive Director  
ELC of IRMO



Tabitha Cullen, Interim Chief Executive Officer  
ELC of Broward County



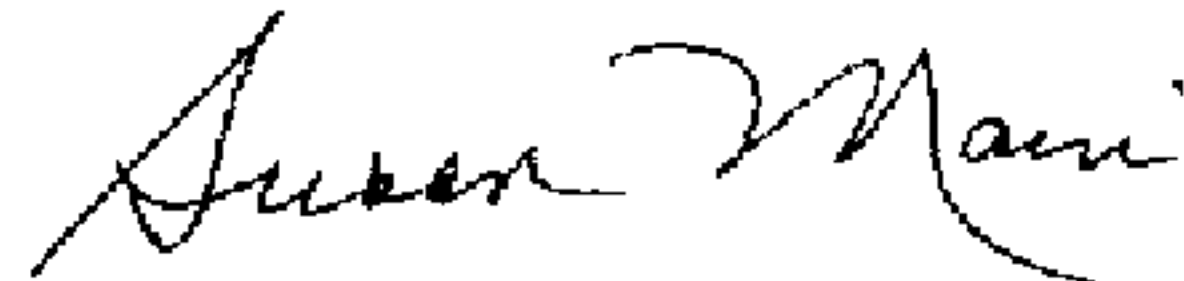
Lesha Buchbinder, Executive Director  
ELC of Lake County

**Steve Mountain**

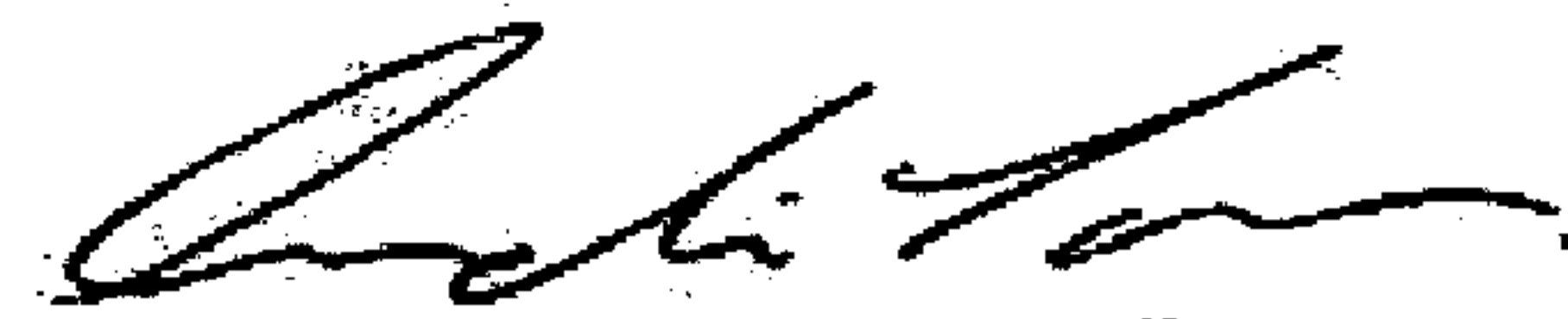
Steve Mountain, Executive Director  
ELC of CNBB



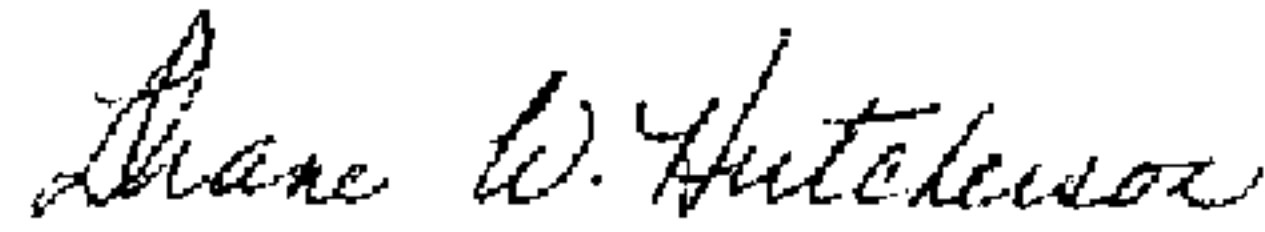
Paul Sharff, Executive Director  
ELC of Manatee County



Susan Main, Executive Director  
ELC of Duval



Evelio Torres, Chief Executive Officer  
ELC of Miami Dade/Monroe



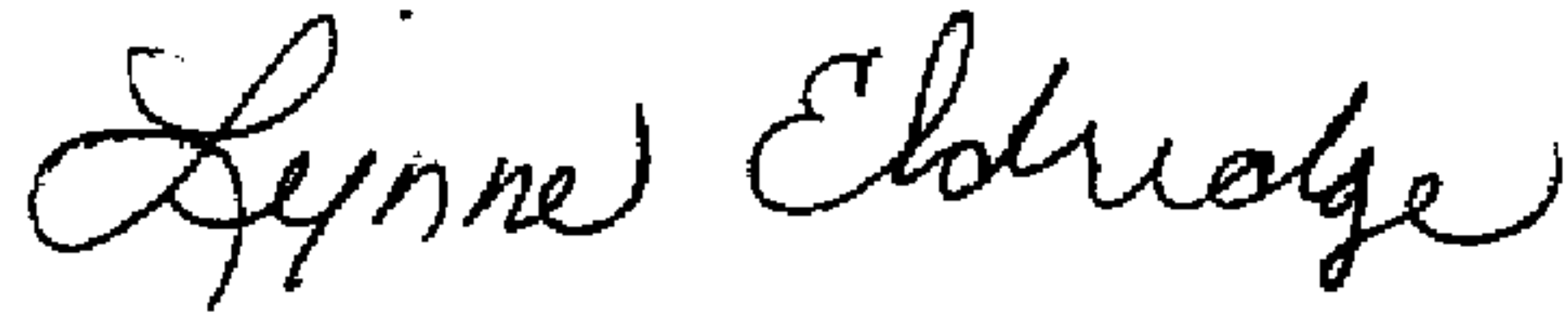
Diane Hutcherson, Executive Director  
ELC of Escambia County



Sonya Bosanko, Executive Director  
ELC of the Nature Coast



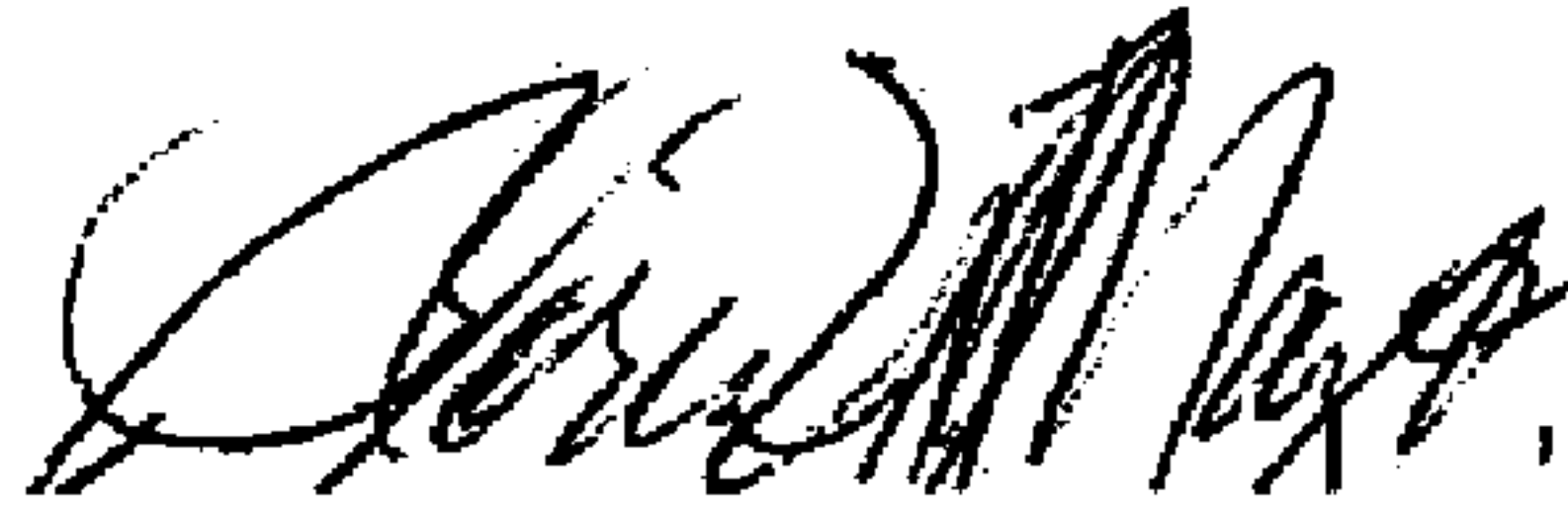
Lara Glaser, Executive Director  
ELC of Flagler & Volusia



Lynne Eldridge, Executive Director  
ELC of Northwest Florida



Kris Giordano, Chief Executive Officer  
ELC of Polk County



Gloria Mayo, Executive Director  
ELC of Okaloosa & Walton Counties



Dawn Bell, Executive Director  
ELC of Putnam/St. John's Counties



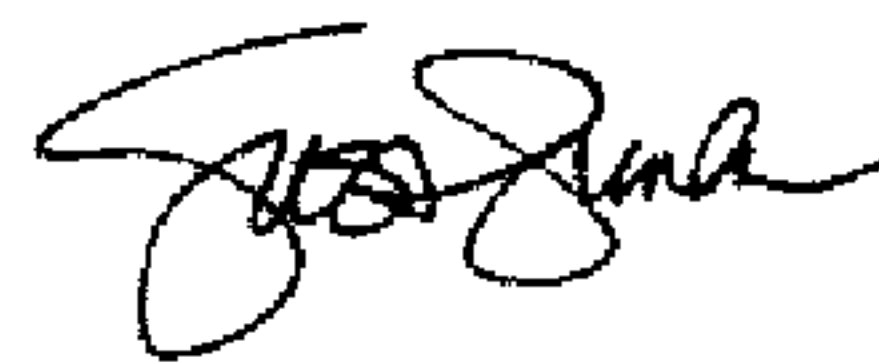
Melissa Bracken, Executive Director  
ELC of Santa Rosa County



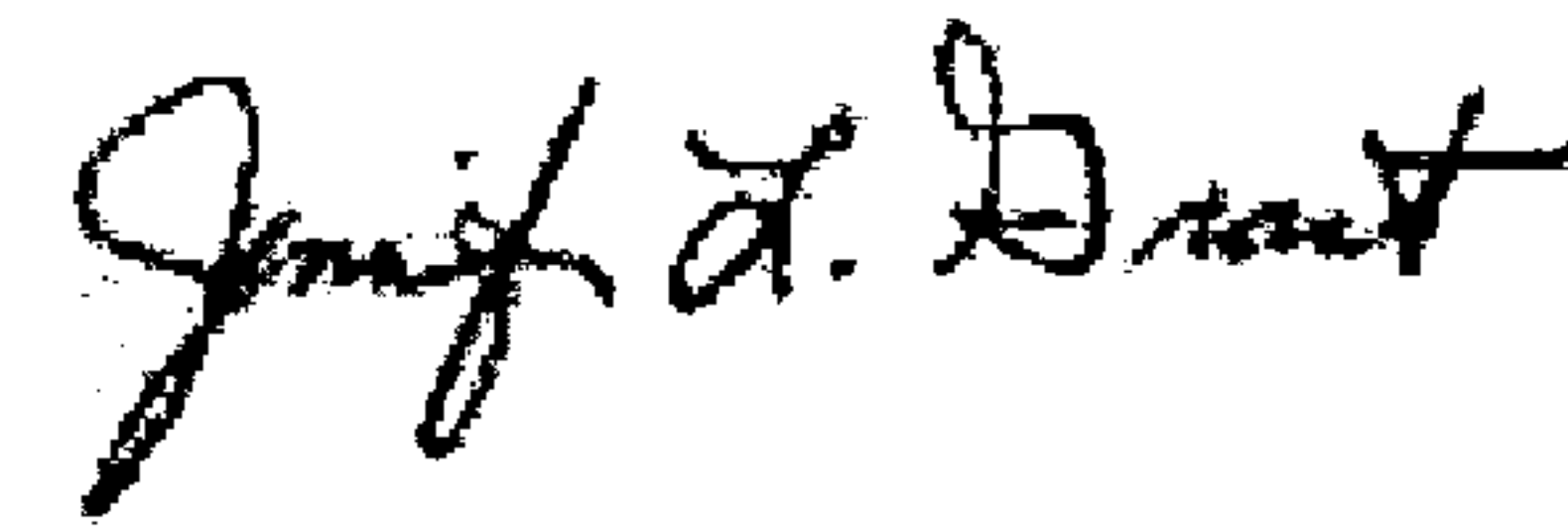
Karen Willis, Chief Executive Officer  
ELC of Orange County



Janet Kahn, Executive Director  
ELC of Sarasota County



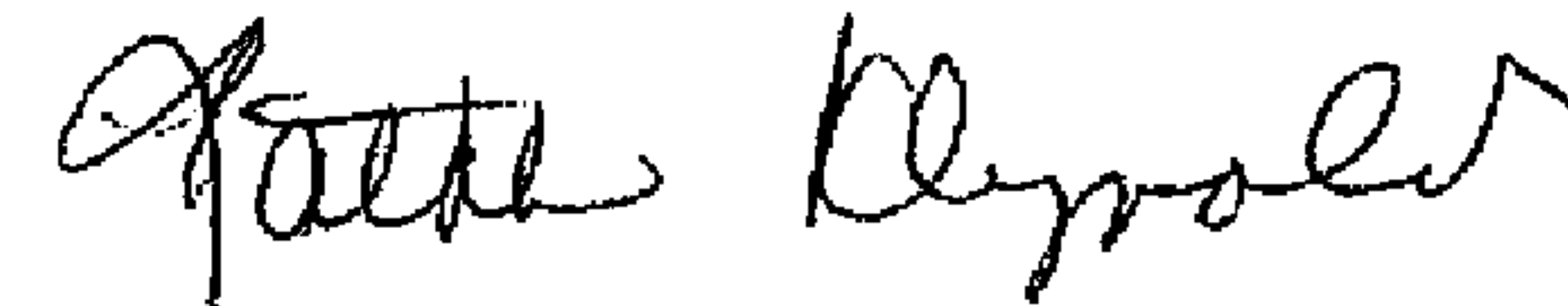
Susan Sunka, Executive Director  
ELC of Osceola County



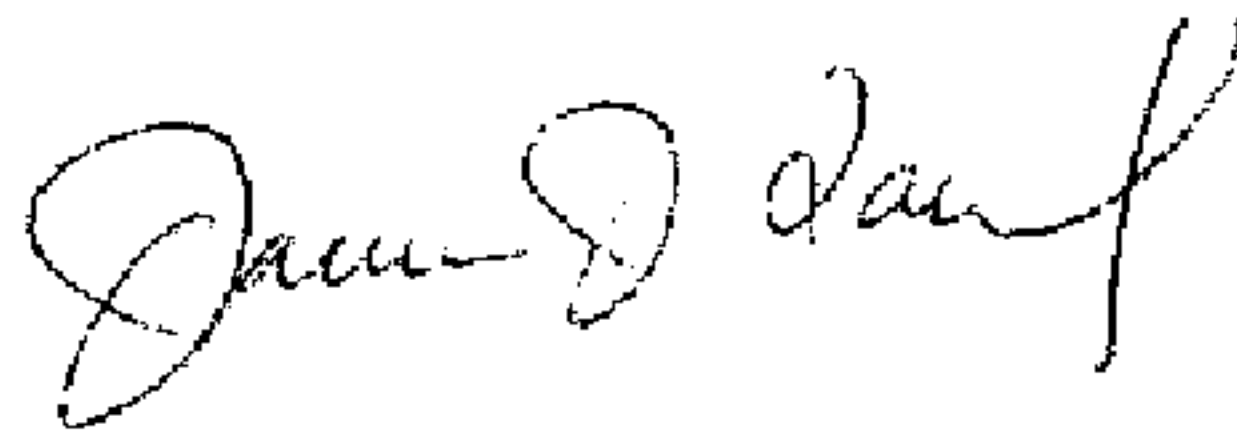
Jennifer Grant, Executive Director  
ELC of Seminole



Warren Eldridge, Executive Director  
ELC of Palm Beach County



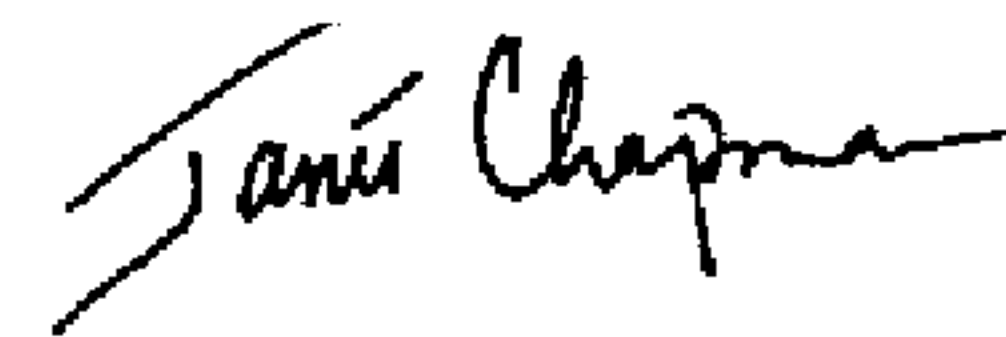
Kathleen Reynolds, Chief Executive Officer  
ELC of Southwest Florida



James J. Farrelly, Executive Director  
ELC of Pasco/Hernando



Nancy Archer, Chief Executive Officer  
ELC of St. Lucie County



Janet Chapman, Executive Director  
ELC of Pinellas

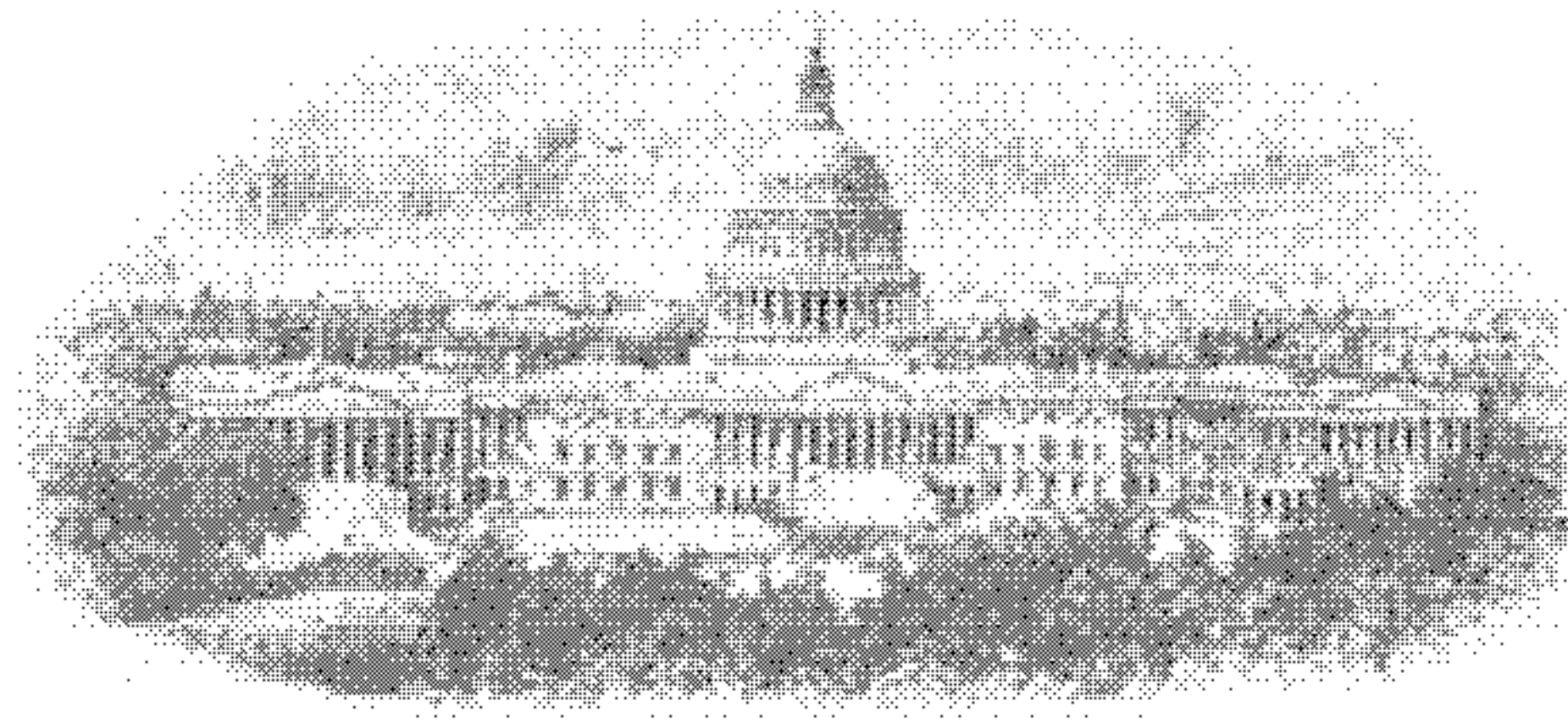
**ALCEE L. HASTINGS**  
23RD CONGRESSIONAL DISTRICT  
FLORIDA

**RULES COMMITTEE**  
SUBCOMMITTEE ON LEGISLATIVE  
AND BUDGET PROCESS  
RANKING MEMBER

**UNITED STATES  
HELSINKI COMMISSION**  
RANKING DEMOCRATIC MEMBER

**FLORIDA DELEGATION**  
DEMOCRATIC CHAIRMAN

SENIOR DEMOCRATIC WHIP



**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-0923**

September 30, 2011

PLEASE RESPOND TO:

2353 RAYBURN BUILDING  
WASHINGTON, DC 20515-0923  
TELEPHONE: (202) 225-1313  
FAX: (202) 225-1171

2701 W. OAKLAND PARK BOULEVARD  
SUITE 200  
FT. LAUDERDALE, FL 33311  
TELEPHONE: (954) 733-2800  
FAX: (954) 735-8444

DELRAY BEACH CITY HALL  
100 NW 1ST AVENUE  
DELRAY BEACH, FL 33444  
TELEPHONE: (561) 243-7042  
FAX: (561) 243-7327

[www.alceehastings.house.gov](http://www.alceehastings.house.gov)

Secretary Arne Duncan  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-3100

Dear Secretary Duncan,

I write to express my support for Florida's Race to the Top-Early Learning Challenge proposal. This funding will allow Florida to create a more efficient and seamless birth to 8 early childhood system, improve the standards of early learning, allow for enhanced data collection, and increase access to high quality early childhood education.

Florida is well positioned to wisely invest Race to the Top-Early Learning Challenge funding and to immediately move forward with innovative, accountable, and effective early learning initiatives, as well as to demonstrate measurable and meaningful results. Florida's proposal accelerates the reforms necessary to create a world-class early learning system by building upon our state's existing early learning programs and integrating and linking strong standards of accountability.

A robust and effective early learning system is paramount to the future prosperity of Florida and our nation. The Race to the Top-Early Learning Challenge will allow Florida to further enhance its early learning system, improve child outcomes, and provide much need support to working families.

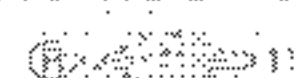
Thank you for consideration of Florida's proposal. I respectfully request to be kept informed of the overall progress of this matter and when a final decision is made. If you should have any further questions, please do not hesitate to contact me at (202) 225-1313. With warm regards, I remain,

Sincerely,

A handwritten signature in black ink that reads "Alcee L. Hastings". The signature is fluid and cursive, with a long horizontal stroke at the end.

Alcee L. Hastings  
Member of Congress

PRINTED ON RECYCLED PAPER



**Congress of the United States**  
**Washington, DC 20515**

September 27, 2011

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202

RE: Support Florida's Race to the Top – Early Learning Challenge proposal


Dear Secretary Duncan:


As members of the Florida Congressional Delegation, we write to lend our full support to Florida's Race to the Top-Early Learning Challenge proposal. Florida's strategy is to create a much more efficient and seamless birth to early childhood system, improve the standards of early learning, increase access to high quality education, allow for meaningful data that will lead to improved policy decisions, and improve the school readiness of Florida's children. The Florida Race to the Top-Early Learning Challenge proposal accelerates bold reforms necessary to create a world-class early learning system. It builds upon our state's early learning initiatives, and integrates and links strong standards with efficient early learning education.

A strong early learning system is essential to the future prosperity of Florida and our nation. This great opportunity will enhance our early learning system, improve child outcomes and support working families. Furthermore, Florida is well positioned to wisely invest Race to the Top-Early Learning Challenge funding, and to immediately move forward with innovative, accountable, effective and relevant early learning initiatives, as well as to demonstrate measurable and meaningful results.

Ensuring a solid education for Florida's youth is of vital importance to us and we encourage you to approve Florida's Race to the Top-Early Learning Challenge proposal. Thank you for considering Florida's proposal and for your commitment to our state's future.

Sincerely,

  
Kathy Castor  
Member of Congress

  
Debbie Wasserman Schultz  
Member of Congress

  
Corrine Brown  
Member of Congress



THOMAS J. ROONEY  
16TH DISTRICT, FLORIDA

DEPUTY WHIP

1529 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515

(202) 225-5792

<http://rooney.house.gov>

Congress of the United States  
House of Representatives  
Washington, DC 20515-0916

COMMITTEE ON AGRICULTURE

CHAIRMAN — SUBCOMMITTEE ON  
LIVESTOCK, DAIRY AND POULTRY

COMMITTEE ON ARMED SERVICES

SELECT COMMITTEE ON INTELLIGENCE

September 13, 2011

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

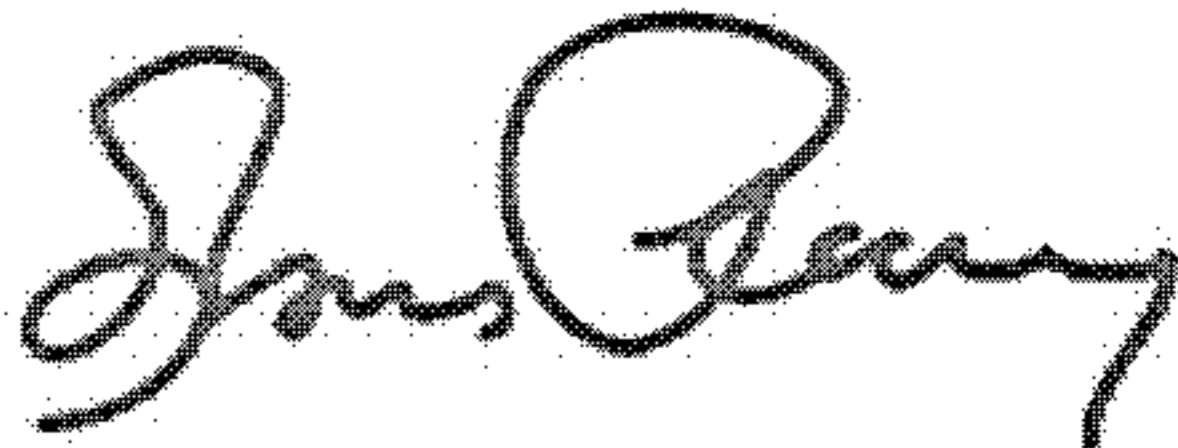
I wish to voice my support for Florida's Race to the Top-Early Learning Challenge proposal. I believe a solid early learning system is paramount for the future prosperity of Florida and our nation. Florida's proposal provides exactly the bold ideas needed to achieve America's promise.

I pledge to support Florida's Race to the Top-Early Learning Challenge proposal and assist in providing positive conditions for reform throughout the state. Florida is well positioned to receive Race to the Top-Early Learning Challenge funding and to immediately move forward with innovative, accountable, effective and relevant early learning initiatives which will benefit our children, improve our economy and serve as a blueprint for early education improvement everywhere.

The Governor and the Florida General Assembly have a proven track record of uniting in support of early learning initiatives. By building strong and effective partnerships with local profit and non-profit organizations, Florida is using innovative approaches to establish and provide high quality early learning and development programs. We are collectively dedicated to continuing that track record and improving Florida's early learning system.

If you have any questions, please contact my Legislative Director, Hannah Walker at 202-225-5792.

Sincerely,



Thomas J. Rooney  
Member of Congress (FL-16)

cc: Association of Early Learning Coalitions

STUART DISTRICT OFFICE:  
171 SW FLAGLER AVENUE  
STUART, FL 34994  
772-288-4588 PHONE  
772-288-4631 FAX

PUNTA GORDA DISTRICT OFFICE:  
225 TAYLOR STREET, #200  
PUNTA GORDA, FL 33950  
941-575-9101 PHONE  
941-575-9103 FAX

SE. LUCIE COUNTY SATELLITE OFFICE:  
COUNTY ADMINISTRATION COMPLEX  
2300 VIRGINIA AVENUE, 1ST FLOOR  
FORT PIERCE, FL 34982  
772-461-3533 PHONE  
772-461-1594 FAX

SEBRING SATELLITE OFFICE:  
HIGHLANDS COUNTY GOVERNMENT CENTER  
600 SOUTH COMMENCE AVENUE  
SEBRING, FL 33870  
BY APPOINTMENT  
OFFICE: 883-471-1813

PRINTED ON RECYCLED PAPER



FREDERICA S. WILSON  
CONGRESS OF THE UNITED STATES  
HOUSE OF REPRESENTATIVES  
17TH DISTRICT, FLORIDA

September 28, 2011

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:


I write to lend my full support for Florida's Race to the Top-Early Learning Challenge proposal. This will allow Florida to compete for a major opportunity for education reform that will create a much more efficient and seamless birth to 8 early childhood system, improve the standards of early learning, increase access to high quality, allow for meaningful data that will lead to improved policy decisions, and improve the school readiness of Florida's children. The Florida Race to the Top-Early Learning Challenge proposal accelerates bold reforms necessary to create a world-class early learning system. It builds upon our state's early learning programs and systems, and integrates and links strong standards and wonderful early learning programs.

I, like you believe a strong early learning system is paramount to the future prosperity of Florida and our nation. This great opportunity will enhance our early learning system, improve child outcomes and support working families. Furthermore, Florida is well positioned to wisely invest Race to the Top-Early Learning Challenge funding, and to immediately move forward with innovative, accountable, effective and relevant early learning initiatives, as well as to demonstrate measurable and meaningful results.

In closing, I pledge to exercise the powers of my office to vigorously support Florida's Race to the Top-Early Learning Challenge proposal, and make a commitment to support any legislation required for implementation of the Florida plan, once funded.

Thank you for considering Florida's proposal and for your commitment to our state's future.

Sincerely,

  
FREDERICA S. WILSON  
Member of Congress

MIAMI-DADE OFFICE  
18425 NW 2ND AVENUE  
SUITE #355  
MIAMI GARDENS, FL 33169  
(305) 690-5925

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208 CANNON HOUSE OFFICE BUILDING  
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(202) 225-4506

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BROWARD OFFICE  
10100 PINES BOULEVARD  
BUILDING B, 3RD FLOOR  
PEMBROKE PINES, FL 33026  
(954) 450-6767

# EARLY LEARNING ADVISORY COUNCIL

October 7, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

On behalf of the Early Learning Advisory Council, we support the Florida Race to the Top-Early Learning Challenge proposal. The Race to the Top-Early Learning Challenge provides an unprecedented opportunity for our children to realize success in school, work and life. As business leaders in education working relentlessly each day to provide high-quality early learning experiences for young children, we fully embrace and are committed to helping the state achieve the bold reforms outlined in its proposal.

We know from extensive research that quality early learning for our children, has dramatic and lasting affects across a broad range of social policy issues. We know that young children early learning experiences will affect all parts of society later including our schools, healthcare system, future workforce and criminal justice. The Florida Race to the Top-Early Learning Challenge proposal is a once in a lifetime opportunity to accelerate reforms and supports necessary to create a world-class early learning system.

The Florida plan outlines activities that raise the state's bar on quality educational experiences for children and promises to support our goals of improving the state's early learning system that not only prepares children for success, but supports families toward their unique goals including remaining in the workforce and reaching economic self-sufficiency.

Florida benefits from a number of coordinating councils focused on children ages birth to eight; however, there is still much work to be done to meet the goal of a unified, seamless system of services. The Race to the Top-Early Learning Challenge is Florida's chance to bring together years of dedication, planning, and resources to meet our collective goal. For this reason, the Early Learning Advisory Council fully supports Florida's proposal. We remain committed to our state's future and look forward to seeing the implementation of the Florida plan, once funded.

Sincerely,



Harry Duncanson, Chair  
Early Learning Advisory Council





Rick Scott  
Governor

H. Frank Farmer, Jr., MD, PhD, FACP  
State Surgeon General

October 14, 2011

The Honorable Rick Scott  
Governor the State of Florida  
The Capitol – Plaza Level 05  
400 South Monroe Street  
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am pleased to offer the Department of Health's support to the Race to the Top-Early Learning Challenge initiative. We believe a solid early learning system is paramount for the future prosperity of Florida and our nation. The Federal Race to the Top-Early Learning Challenge grant provides an unprecedented opportunity to revive Florida's economy, support families, and prepare children for success in school, work, and life.

Florida is well positioned to receive Race to the Top-Early Learning Challenge funding and to immediately move forward with innovative, accountable, effective, and relevant early learning initiatives, which will benefit our children, improve our economy, and serve as a blueprint for early education improvement everywhere. Our Department administers several major programs serving children with high needs, including Part C of the Individuals with Disabilities Education Act (IDEA). Part C, called Early Steps, serves many children and families in Florida who will greatly benefit from this grant.

While our Department is committed to the success of Florida's early learning initiatives, regardless of whether our programs are awarded additional funding, the Race to the Top-Early Learning Challenge grant would undoubtedly provide Florida with critical resources to jumpstart the transformation of the early learning system, which supports so many working families. Specifically, we look forward to seeing focus and outcomes surrounding the following application priorities: support for enhanced professional development to meet the needs of Florida's infants, toddlers, and their families in home and community-based settings; emphasis on competencies required for professionals working with families of infants and toddlers receiving Early Steps services; and strong emphasis on family engagement.

We are committed to supporting collaborative efforts in building a coordinated cohesive early learning system. We believe that this ground-breaking opportunity will help position Florida to be a leader in early education and prepare every child in Florida for success.

Sincerely,

A handwritten signature in cursive script, appearing to read "H. Frank Farmer Jr.", written in black ink.

H. Frank Farmer, Jr., M.D., Ph.D., FACP  
State Surgeon General





Rick Scott  
Governor

H. Frank Farmer, Jr., MD, PhD, FACP  
State Surgeon General

---

October 4, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

I am writing to provide our enthusiastic support for the Race to the Top-Early Learning Challenge initiative on behalf of the Florida Department of Health, Children's Medical Services, Early Steps. We believe a solid early learning system is paramount for the future prosperity of Florida and our nation. 24 years ago, part of the initial chapter of a report by the Committee for Economic Development (CED), entitled, *Children In Need: Investment Strategies for the Educationally Disadvantaged* stated the following,

*"This nation cannot continue to compete and prosper in the global arena when more than one-fifth of our children live in poverty and a third grow up in ignorance."*

The Federal Race to the Top-Early Learning Challenge grant provides an unprecedented opportunity to revive Florida's economy, support families and prepare children for success in school, work and life.

While Early Steps is committed to the success of Florida's early learning initiatives regardless of whether the state is awarded the Race to the Top-Early Learning Challenge grant, receiving these funds would undoubtedly provide Florida with critical resources to jumpstart the transformation of the early learning system which supports so many working families. Specifically, we look forward to seeing focus and outcomes surrounding the following application priorities: support for enhanced professional development to meet the needs of Florida's infants, toddlers and their families in home and community-based settings; emphasis on competencies required for professionals working with families of infants and toddlers receiving Early Steps services; and strong emphasis on family engagement.

We believe that this ground-breaking opportunity will help position Florida to be a leader in early education and prepare every child in Florida for success.

Sincerely,

A handwritten signature in cursive script, reading "Megan Marie Fishburn".

Bureau Chief, Early Steps



Rick Scott  
Governor

H. Frank Farmer, Jr., MD, PhD, FACP  
State Surgeon General

October 4, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

As the Maternal, Infant and Early Childhood Home Visiting and Maternal and Child Health Title V Director, it is my pleasure to express full support for the Race to the Top - Early Learning Challenge initiative. A solid early learning system is paramount for the future prosperity of Florida and our nation. The Federal Race to the Top - Early Learning Challenge grant provides an opportunity to revive Florida's economy, support families and prepare children for success in school, work and life.

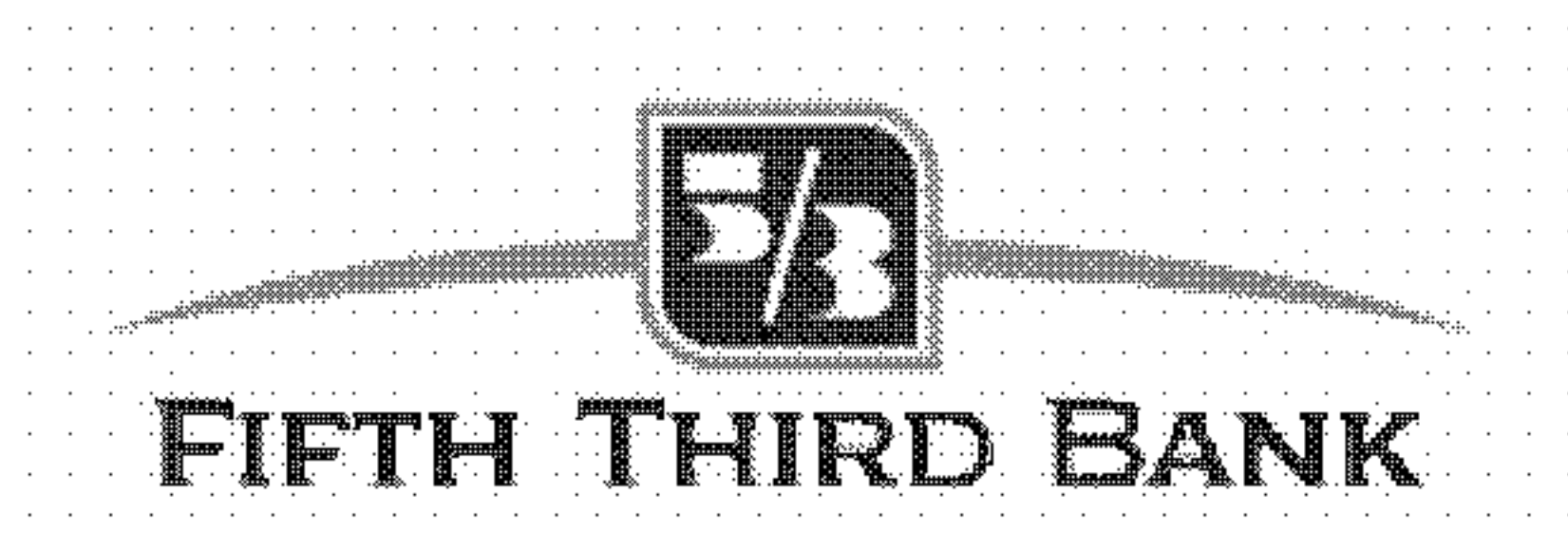
Florida is well positioned to receive Race to the Top - Early Learning Challenge funding and to move forward with innovative, accountable, effective and relevant early learning initiatives. These initiatives will benefit our children, improve our economy and serve as a blueprint for early education improvement everywhere. The Race to the Top - Early Learning Challenge grant will also provide Florida with critical resources to jumpstart the transformation of the early learning system which supports many working families.

The Florida Department of Health is committed to supporting collaborative efforts in building a coordinated cohesive early learning system. This ground-breaking opportunity will help position Florida to be a leader in early education and prepare every child in Florida for success.

Respectfully,

A handwritten signature in cursive script that reads "Annette Phelps".

Annette Phelps, A.R.N.P., M.S.N.  
Director, Division of Family Health Services



September 14, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

On behalf of Fifth Third Bank, please consider this letter as support for Florida's application for Race to the Top-Early Learning Challenge funding. We are proud to be a partner in this endeavor and understand that education is vital to recruitment, training and long-term investments in our workforce; and that a strong and vibrant early learning system serves as the foundation of our education system.

Our ability to maintain state-of-the-art operations in a competitive marketplace requires Fifth Third to attract and retain the best and brightest. This can only be accomplished on the front end by assuring our prospective employees that their children will enjoy high quality early learning and education experiences from birth through postsecondary institutions of higher education. At the end of the process, we need an education system that yields people with the skills to help us compete and win.

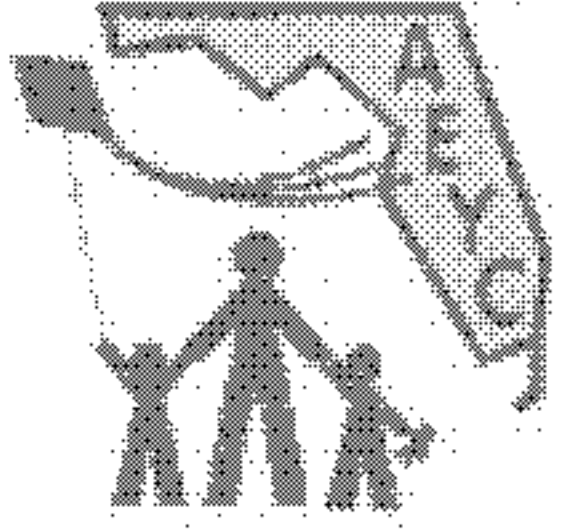
Because we understand how important early learning is to our future success, we have provided both financial and in-kind support to advance the important work of the Early Learning Coalition of Orange County.

Like you, Fifth Third is committed to our state's future and looks forward to seeing the implementation of Florida's Race to the Top-Early Learning Challenge plan, once funded. We greatly appreciate your leadership in advancing this application.

Sincerely,

A handwritten signature in cursive script that reads 'Rebecca E. Reynolds'.

Rebecca E. Reynolds  
Vice President, Central Florida  
Fifth Third Bank



## FLORIDA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

*The mission of the Florida Association for the Education of Young Children is to support early childhood professionals by providing leadership, advocacy, and professional development opportunities.*

**State Affiliate for NAEYC and SECA**

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

October 6, 2011

Dear Governor Scott:

We are writing to express our enthusiastic support for Florida's Race to the Top-Early Learning Challenge proposal. The Race to the Top-Early Learning Challenge provides an unprecedented opportunity for our children to realize success in school, work and life. As leaders in education working relentlessly each day to provide high-quality early learning experiences for young children, we fully embrace and are committed to helping the state achieve the bold reforms outlined in its proposal.

We especially appreciate the role early learning programs will play in this, including working with families, community leaders and state agencies to improve our early learning system. Early learning programs and schools in Florida are important early learning system partners, and are committed to participating in and supporting the Race to the Top-Early Learning Challenge.

Florida Association for the Education of Young Children wants to ensure the proposal addresses the following as they are important items for our 3650 members here in Florida:

- NAEYC Accreditation is the benchmark of early care and education quality. We want Gold Seal to remain as a reward for schools attaining these above state regulation standards.
- We support a statewide Quality Rating System and believe NAEYC Accreditation, which is in legislation as the attainment of best quality to be the top level of the system.
- We want to see our association, the Florida Association for the Education of Young Children, and other provider associations, included in the proposal.

We are tremendously excited about this unique time in our state. We are not just talking about high expectations and success for every child, but also pursuing ambitious reforms that will make reaching those goals a reality. In addition to playing a strong advocacy role for the reform priorities outlined in Florida's Race to the Top-Early Learning Challenge application, we stand ready to more deeply partner with the state to address the needs of Florida's children and families.

We want to thank you for your leadership in education and, again, express our excitement about the work ahead. The Race to the Top-Early Learning Challenge is a continuation of the already courageous reforms underway in the state. Once the Florida plan receives funding, we look forward to working with you as well as schools, districts and the state to realize its implementation.

Sincerely,

Charlene Gross, FLAEYC President

Florida Association for the Education of Young Children (FLAEYC)  
3026 West Main Street ♦ Tampa, FL 33607  
Toll free: 1-866-322-6335 ♦ Phone: 813-878-9973 ♦ Fax 813-878-9978  
info@flaeyc.org ♦ [www.flaeyc.org](http://www.flaeyc.org)



# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

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JOHN R. PADGET

Gerard Robinson  
Commissioner of Education

Willis N. Holcombe, Chancellor  
The Florida College System



September 22, 2011

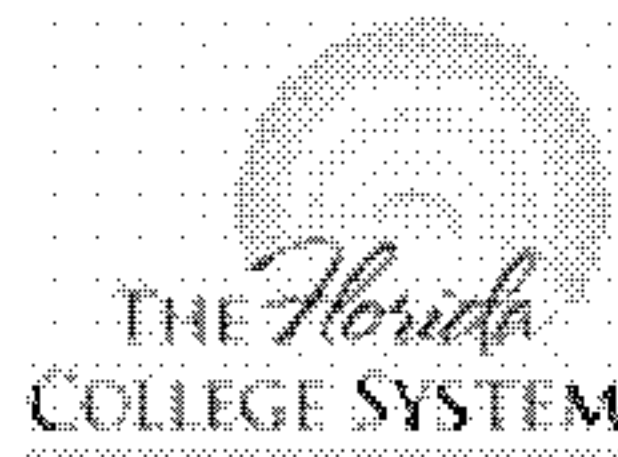
The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, Florida 32399-0001

Dear Governor Scott:

On behalf of the Florida College System, I offer full support of the Division of Florida Colleges to “The Race to the Top (RTT)-Early Learning Challenge” Florida proposal and encourage you to do the same.

Research shows that sound early childhood learning experiences have a clear benefit to lifelong student success and therefore ultimately the economic well-being of the State. We know that enhancing teacher preparation will improve learning outcomes in K-12 and higher education, by accelerating the bold reforms and supports necessary to create a world-class education system. The proposal will create a future allowing all Florida children to succeed not only in school, but in work and life.

The Florida College System strongly believes that Florida is primed to implement an impressive education and training system that will support these reforms. This proposal builds upon our System’s substantial educational commitment to, and investment in the professional development of early childhood teachers, as well as our recognized articulation with the State University System. It is comprehensive and well-grounded in research that supports results. The Florida College System has been a key player in the development of Florida’s early learning system, particularly in the areas of professional development for teachers. With RTT supported initiatives our colleges will continue to be a provider of top-quality education and



Governor Rick Scott  
Page Two  
September 22, 2011

training in the future. Most of our colleges currently offer entry level, short course, training and many offer Associate Degree programs in early childhood. Several colleges are now also offering new bachelor's degrees in Early Childhood, designed for a teacher certification path and some designed to prepare pre-school providers in programs (like Voluntary Pre-Kindergarten –“VPK”), that are exempt from certification requirements.

Palm Beach State College currently serves as a state leader in early childhood training, developing informal paths as well as formal paths for practitioners as well as child-care center directors. With RTT support, Palm Beach State stands ready, as do all 28 colleges, to develop and embrace an expanded, robust education and training system for early childhood.

In addition, Florida has consistently utilized innovative methods to improve student access and completion, which the RTT proposal builds on, such as:

- State developed curriculum frameworks for certificate and degree programs, ensuring a level of consistency in programs across the State.
- State articulation mechanisms, including local and state articulation agreements, providing common pre-requisites for majors required of all providers, guaranteed transfer of credit using the common course numbering system.
- Online advising via State supported FACTS.org system.
- Access to online courses and programs via the Florida Distance Learning consortium.

The RTT proposal builds on these core systems and will result in unique and specialized paths, tools and services for the early learning professional. The System sees RTT as a once-in-a-lifetime opportunity to enhance our early learning system and improve child outcomes and enthusiastically supports the Florida Race to the Top-Early Learning Challenge proposal.

Sincerely,



Willis N. Holcombe  
Chancellor

Cc: Dr. Dennis Gallon, President, Palm Beach State College  
Ms. Erin McColskey, Executive Assistant to the President, College Advancement and Communications, Palm Beach State College  
Dr. Judith Bilsky, Executive Vice Chancellor, DFC



**FLORIDA CHILDREN'S  
SERVICES COUNCIL**

October 12, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

The Florida Children's Services Council (FCSC) proudly supports Florida's application for Race to the Top – Early Learning Challenge funding. We believe that Florida's historic investments in education, its proven dedication to quality education and the ongoing support of FCSC and similar programs make Florida uniquely equipped for this grant opportunity.

The Florida Children's Services Council is a non-profit organization comprised of local Children's Services Councils (CSC) established in counties throughout the state. Each CSC provides funding for primary prevention and early intervention programs that promote positive family functioning. Through collaborative efforts with state agencies, officials and service providers, CSCs work to improve young lives by making strategic investments in the well-being of Florida's children. Local CSCs take pride in being recognized for providing innovative leadership and vision to community ties, state and national initiatives. The Race to the Top – Early Learning Challenge grant will strengthen not only support for FCSC, but also strengthen the state's early learning system, enhance our economy, support working families and improve outcomes for children.

The Florida plan outlines activities that raise the state's bar on quality educational experiences for children. The plan promises to support our goals of protecting funding and improving early childhood/afterschool programs; creating a coordinated statewide professional development system; and supporting universal developmental screenings, assessments, and access to appropriate interventions in early childhood programs.

We are fully committed to supporting the Florida's plan. We believe that this ground-breaking opportunity will help position Florida to be a leader in education and prepare every child in Florida for success.

Sincerely,

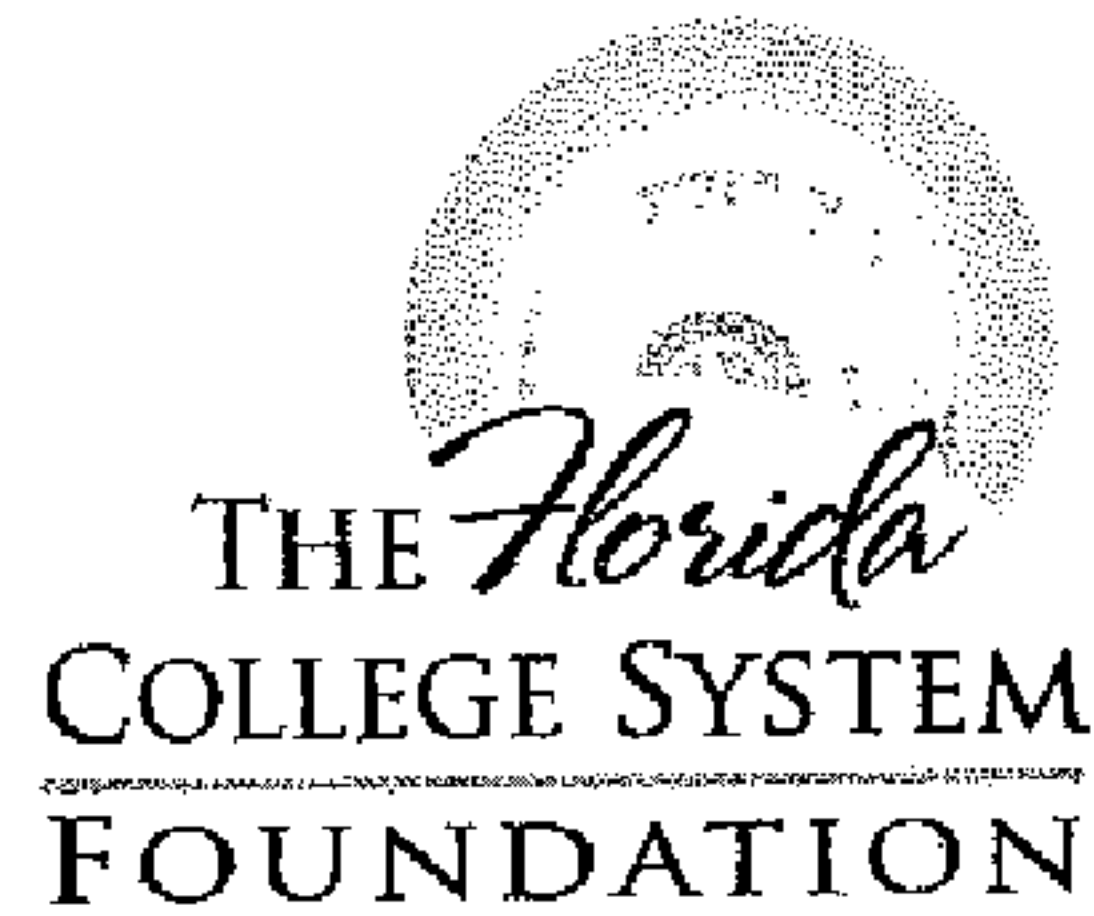
A handwritten signature in black ink, appearing to read "Brittany Birken".

Brittany Birken, Ph.D.  
Chief Executive Officer  
Florida Children's Services Council

216 South Monroe, Tallahassee, FL 32301 (850) 402-5437 phone (850) 942-5437 fax [www.floridacsc.org](http://www.floridacsc.org)

The Children's Trust of Miami-Dade County • CSC of Martin County • CSC of St. Lucie County • Jacksonville Children's Commission  
JWB - CSC of Pinellas County • CSC of Palm Beach County • CSC of Broward County • Children's Board of Hillsborough County





September 27, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

On behalf of the Florida College System Foundation, serving Florida's 28 colleges, I am pleased to offer the Foundation's support "The Race to the Top (RTTT)-Early Learning Challenge" Florida proposal.

The Florida College System Foundation was established in 1994. Its mission is to promote Florida's Colleges to be the nation's leading advocate for postsecondary educational opportunity, access, and student success while respecting and protecting the autonomy and local support of the individual colleges. The Foundation's Board of Directors supports the Foundation's recruitment of gifts and donations from national and statewide groups. The Florida College System Foundation coordinates and communicates closely with Florida's 28 college foundations.

The concepts of the RTTT proposal are exciting and will have a long-term benefit to the State. We specifically support the enhancement of the Professional Development efforts in the State, and the enrollment of practitioners in the Florida Colleges to accomplish the same. The Foundation commits to seek outside funds to support scholarships for that enrollment.

We know that scholarships have played a critical role in the success of professional development efforts at the local level. In at least one of our communities, the number of completers in the Associate Degree in Early Childhood is very strong, and reported as strongly connected to the level of local support for scholarships.

We look forward to working with our Colleges and the RTTT leadership, and supporting this worthy and exciting effort.

Sincerely,

Judy Green  
President

---

P. O. Drawer 10503 ■ Tallahassee, Florida 32302-0503  
Phone: (850) 245-9494 ■ Fax: (850) 245-9454  
[www.fldoe.org/cc/foundation](http://www.fldoe.org/cc/foundation)





September 12, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

The Race to the Top-Early Learning Challenge provides an unprecedented opportunity to create a future allowing all Florida children to succeed in school, work and life. This has been the vision of Florida's early learning system and a necessary component of a strong and economically vital future for the state. The Florida Race to the Top-Early Learning Challenge proposal accelerates the bold reforms and supports necessary to create a world-class education system. It builds upon our state's substantial educational assets, and harnesses the deep impact of linking strong standards and great early learning programs to build the foundations for success.

The only way Florida can truly position itself for victory is to make sure its proposal is both bold and uniquely Floridian. Florida has consistently utilized innovative partnerships to help fulfill its mission to the families and children of our state. The Race to the Top-Early Learning Challenge is a once-in-a-lifetime opportunity to enhance our early learning system and improve child outcomes. The Florida Community College Early Childhood Educators' Network enthusiastically supports the Florida Race to the Top-Early Learning Challenge proposal.

We have worked in the past to support the development of Florida's early learning system, particularly in the areas of professional development for teachers. The Network Community Colleges and State Colleges will continue to be a provider of top-quality teacher training in the future. Additionally, the Florida Community College Early Childhood Educators' Network commits to working very closely with the Division of Early Learning to support the state's success in this challenge. Like you, we are committed to our state's vibrant future and see the Race to the Top-Early Learning Challenge as a key step toward realizing our goals.

Sincerely,

Dr. Kathryn Stuckey - President  
Florida Community College  
Early Childhood Educators' Network  
5502 Gardens Drive  
Sarasota, FL 34243

# FLORIDA DEPARTMENT OF EDUCATION



Gerard Robinson  
Commissioner of Education

## STATE BOARD OF EDUCATION

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September 30, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

The Florida Department of Education is pleased to provide this letter of support for Florida's Race to the Top Early Learning Challenge grant application. The Department agrees to be a Participating State Agency and agrees to use, to the extent applicable and consistent with the State Plan:

- (a) A set of statewide Early Learning and Development Standards;
- (b) A set of statewide Program Standards;
- (c) A statewide Tiered Quality Rating and Improvement System; and
- (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

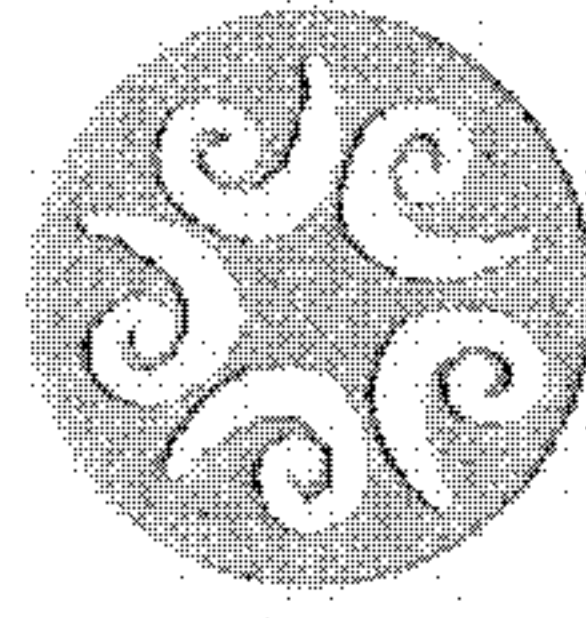
Like you, we are committed to our state's vibrant future and see the Race to the Top Early Learning Challenge as a key step toward realizing our goals.

Sincerely,

Handwritten signature of Kathleen Shanahan.

Kathleen Shanahan, Chair  
State Board of Education

KS/la/ce



# Florida Distance Learning Consortium

September 14, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

On behalf of The Orange Grove Digital Repository of the Florida Distance Learning Consortium, we offer our support for Florida's Race to the Top-Early Learning Challenge, which provides an unprecedented opportunity to create a future allowing all Florida children to succeed in school, work and life. The Florida Race to the Top-Early Learning Challenge proposal shares the vision of Florida's early learning system and builds upon our state's substantial educational assets, and harnesses the deep impact of linking strong standards and great early learning programs to build the foundations for success. The Orange Grove will be able to provide open-access to all Orange Grove resources and open textbooks as well as provide a collection for the storage and dissemination of grant related resources.

The only way Florida can truly position itself for victory is to make sure its proposal is both bold and uniquely Floridian. Florida has consistently utilized innovative partnerships to help fulfill its mission to the families and children of our state. The Race to the Top-Early Learning Challenge is a once-in-a-lifetime opportunity to enhance our early learning system and improve child outcomes. The Florida Distance Learning Consortium enthusiastically supports the Florida Race to the Top-Early Learning Challenge proposal.

We have worked in the past to support the development of Florida's early learning system, particularly in the areas of professional development for teachers. Florida's post-secondary institutions will continue to be a provider of top-quality teacher training in the future. Additionally, the Florida Distance Learning Consortium commits to working very closely with the Division of Early Learning to support the state's success in this challenge. Like you, we are committed to our state's vibrant future and see the Race to the Top-Early Learning Challenge as a key step toward realizing our goals.

Sincerely,

A handwritten signature in black ink, appearing to read "John H. Opper, Jr.", written in a cursive style.

John H. Opper, Jr.  
Executive Director

1753 West Paul Dirac Drive  
Tallahassee, FL 32310  
V: 850-922-3359 ♦ F: 850-922-3109





www.familychildcare.org

**9207 Edgemont Lane  
Boca Raton, FL 33434  
954-581-1192  
info@familychildcare.org**

**Tammy Tener  
Executive Director**  
280 Country Sun Cove  
Oviedo, FL 32765  
407-366-8467  
fax 407-366-5624  
[tenerfcc@gmail.com](mailto:tenerfcc@gmail.com)

**Karan Hiester  
President**  
1859 Mango Tree Dr.  
Edgewater, FL 32141  
386-663-4074  
[educate71@hotmail.com](mailto:educate71@hotmail.com)

**Mission Statement**

*Our mission is to represent a united voice on behalf of all children to promote and encourage professional family child care through education, legislation, advocacy, caring and love.*

FFCCHA is an affiliate of the national organization



# FFCCHA, Inc.

**Florida Family Child Care Home Association**

Established 1993

*... quality care from providers with love to share*

September 29, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott,

FFCCHA would like to extend our support for Florida's Race to the Top-Early Learning Challenge proposal. Our non-profit organization disseminates educational information and offers scholarships for training and credentials for family child care providers. With pride, Florida ranks 2<sup>nd</sup> in the nation with over 200 nationally (NAFCC) accredited Family Child Care homes.

Our members and leaders work long hours every day to provide high-quality early learning experiences for Florida's young children in their registered or licensed homes. Some providers even work nights or weekends for parents needing odd hour care. We are dedicated to our profession and are willing to commit to taking an active part in helping the state achieve the reforms outlined in its proposal.

We especially appreciate and are encouraged by the role family child care providers will play in this, including working with our families, community leaders, and state agencies to strengthen our early learning system. Family child care providers in Florida are an important component of the early learning system partners, and are committed to participating in and supporting the Race to the Top-Early Learning Challenge.

Thank you for your support and leadership in early education. The Race to the Top-Early Learning Challenge is a continuation of reforms already underway in the state. We look forward to working with you and many leaders throughout the state to realize its implementation.

Sincerely,

Tammy Tener, FFCCHA Executive Director



# FLORIDA HEAD START ASSOCIATION

## 2009 - 2011 FHSA Board of Directors

**President:**  
M. Juanita Heinzen  
Executive Director,  
Pinellas County  
Head Start/EHS  
(Director's Group)

**Vice President:**  
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ALPI, Inc.  
(Friend's Group)

**Treasurer:**  
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ALPI Inc.  
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Donna Maas

**Friend's Group:**  
James Lowe

**Parent's Group**  
Keysha Young  
Jeffrey Jackson

**Supportive Partner:**  
Lilli Copp  
Director, The Florida  
Head Start State  
Collaboration Office

949 Duncan Road  
South Daytona, FL 32119

Phone: 386-846-0704  
Fax: 386-845-9301  
E-mail: negar@fl-hsa.com



[www.fl-hsa.org](http://www.fl-hsa.org)

20 September 2011  
The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

It is my honor to write this letter of enthusiastic support for Florida's Race to the Top-Early Learning Challenge proposal. This truly is an unprecedented opportunity for Florida to creatively and effectively have a positive impact on school readiness and education for its low-income and challenged families' school, work and life experiences. Florida's forty-seven Head Start, Early Head Start, Migrant, Seasonal and Indian grantees serve over thirty-four thousand challenged families located in every county in the state. The Head Start model of comprehensive services highlights research-based curriculums to maximize school readiness for pre-schoolers as well as health and family services, parent program involvement, job readiness training, educational and vocational certifications and employment opportunities. The Race To The Top initiative will assist us to reach a new benchmark for quality early childhood education.

The Florida Head Start Association (FHSA) membership appreciates the role Head Start and Early Head Start programs will play. We look forward to strengthening the state's early childhood education agenda by working with families, community leaders and state agencies and to assist us all to improve the early learning system. FHSA is committed to participating in and supporting the Race to the Top-Early Learning Challenge. Strong advocacy for low-income children and families has always been our mantra and will continue as we posture to be proactive partners and leaders in support of the Race to the Top-Early Learning Challenge application.

Thank you, Sir, for your leadership, as we ready our communities for the work ahead! Once the Florida plan receives funding, FHSA looks forward to working with you as well as with school districts, county governments, community action agencies, and the state to realize its implementation.

M. Juanita Heinzen,  
FHSA Board President

William Holt,  
Vice-President

Deloris Johnson,  
Treasurer

Thelma Griffith,  
Director Rep

Cherie Green,  
Secretary

Donna Maas,  
Staff Rep

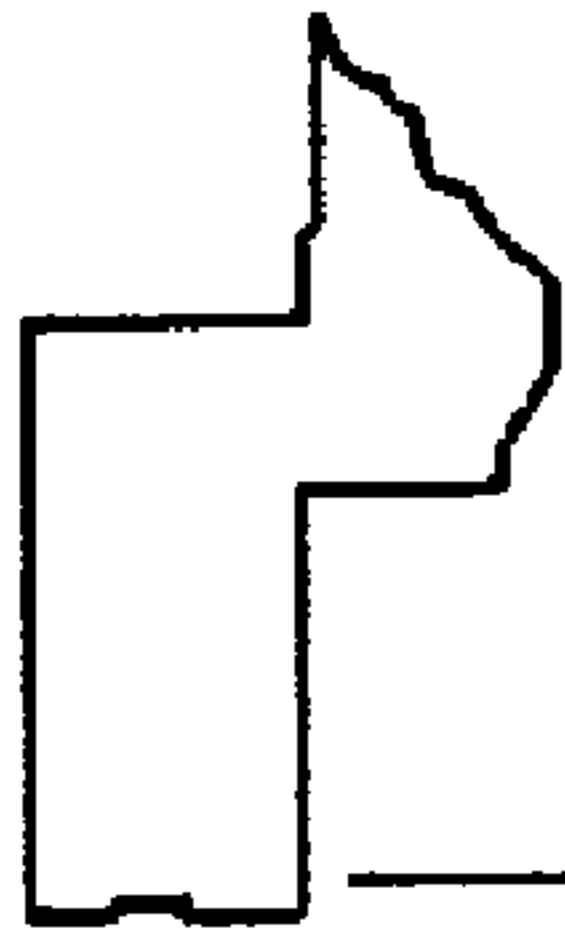
Louis A. Finney  
Director Rep

Jeffrey Jackson  
Parent Rep

James Finnegan,  
Director Rep

Negar Afshar-Pflueger  
FHSA Operations Manager

The Florida Head Start Association is the statewide voice for Head Start programs and the children and families they serve. The Association is enriched by its active and diverse membership, professionalism, collaboration, accountability, and positive outcomes. The FHSA promotes excellence through data-driven decision making, professional development opportunities, effective communication and exemplary leadership.



Local, State & Federally Funded

An Equal Opportunity Employer

# LAKE COMMUNITY ACTION AGENCY, INC.

*"Caring and Sharing"*

501 North Bay Street • Eustis, Florida 32726

(352) 357-5550 • (352) 357-3497 • (352) 357-7070

FAX (352) 483-2298 • <http://www.lakecaa.org/>

**Executive Director:**  
James H. Lowe, CCAP

September 26, 2011

## Board of Directors

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*President*

John Christian,  
*Vice President*

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*Secretary*

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*Assistant Secretary*

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*Member-at-Large*

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Freda Mays

Leslie Campione

Sandy Gamble

Michael Holland

Willie Montgomery

Robert Ragin

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

The Lake Community Action Agency Head Start/Early Head Start Programs are writing to express our enthusiastic support for Florida's Race to the Top-Early Learning Challenge proposal. The Race to the Top-Early Learning Challenge provides an unprecedented opportunity for our children to realize success in school, work and life. As leaders in early education working relentlessly each day to provide high-quality early learning experiences for young children, we fully embrace and are committed to helping the state achieve the bold reforms outlined in its proposal.

We especially appreciate the role Head Start and Early Head Start programs will play in this, including working with families, community leaders and state agencies to improve our early learning system. Head Start programs in Florida are important early learning system partners, and are committed to participating in and supporting the Race to the Top-Early Learning Challenge.

We are tremendously excited about this unique time in our state. We are not only focusing on high expectations and success for every child, but also pursuing ambitious reforms that will make reaching those goals a reality. In addition to playing a strong advocacy role for the reform priorities outlined in Florida's Race to the Top-Early Learning Challenge application, we stand ready to more comprehensively partner with districts and the state to address the needs of Florida's children and families.

We want to thank you for your leadership, again, and express our excitement about the work ahead. The Race to the Top-Early Learning Challenge is a continuation of the already courageous reforms underway in the state. Once the Florida plan receives funding, we look forward to working with you as

**Programs:**

Head Start • Early Headstart • Community Services Block Grant • Weatherization • Emergency Assistance • Summer Food • Shapedown  
Low Income Home Energy Assistance • Family Resource Programs • Home Repairs • Mid-Florida Homeless Coalition • Family Self-Sufficiency  
Individual Development Account (IDA) • Volunteer Income Tax Assistance (VITA) • Voluntary Pre-Kindergarten (VPK) • Kids Care Coalition

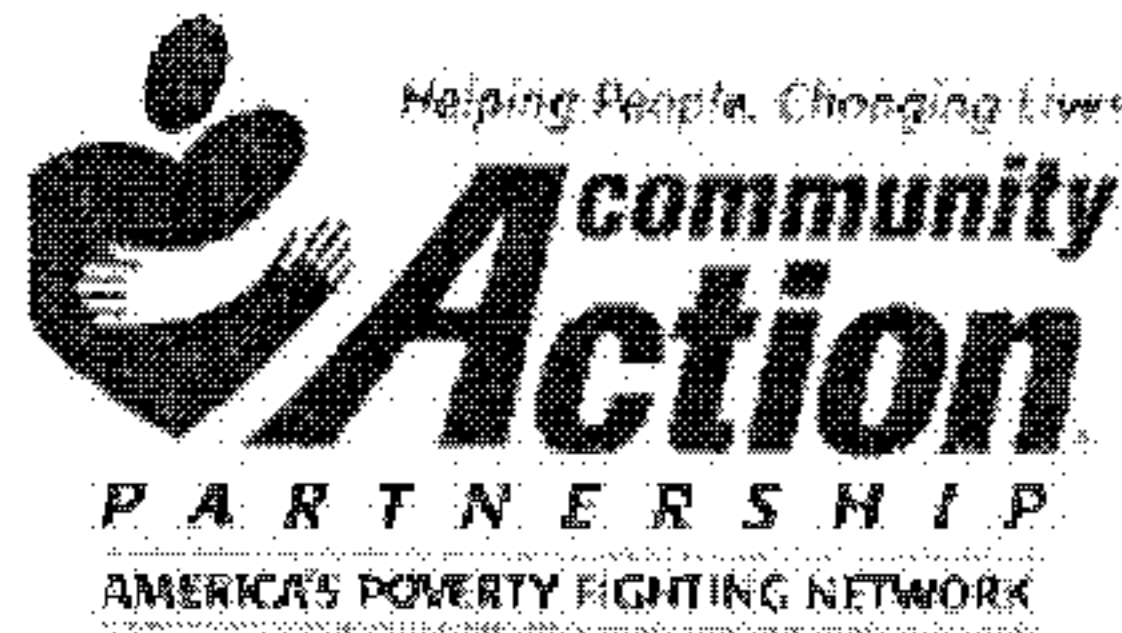
well as schools, early learning programs and the state to realize its implementation.

Sincerely,

*James H. Lowe*  
James H. Lowe, Executive Director



# Manatee Community Action Agency, Inc.



302 Manatee Avenue East  
Suite 322  
Bradenton, FL 34208  
(p) 941.827.2887  
(f) 941.827.3001  
www.manateecaa.org

## Head Start

Early Head Start  
Head Start  
Voluntary Prekindergarten

(p) 941.750.6667  
(f) 941.746.7374

## Resource Connection For Families

Child Development Services  
Family Self-Sufficiency  
Healthy Families Manatee  
HIPPI  
Housing Counseling  
LIHEAP  
Weatherization  
Whole Child Project

(p) 941.827.0188  
(f) 941.827.0193  
941.748.0617

September 26, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott,

We are writing to express our support for Florida's Race to the Top-Early Learning Challenge proposal. The Race to the Top-Early Learning Challenge provides an unprecedented opportunity for our children to achieve success in school, work and life. As leaders and providers for high-quality early learning experiences for young children, we are fully committed to helping the state achieve the reforms outlined in this proposal.

We appreciate the role Head Start and Early Head Start programs will play in this, including working with families, community leaders and state agencies to improve our early learning system. Head Start programs in Florida are important early learning system partners, and are committed to participating and supporting the Race to the Top-Early Learning Challenge. We are excited that our state is placing focus on young children by setting high expectations for success for every child and pursuing reforms that will make reaching those goals a reality.

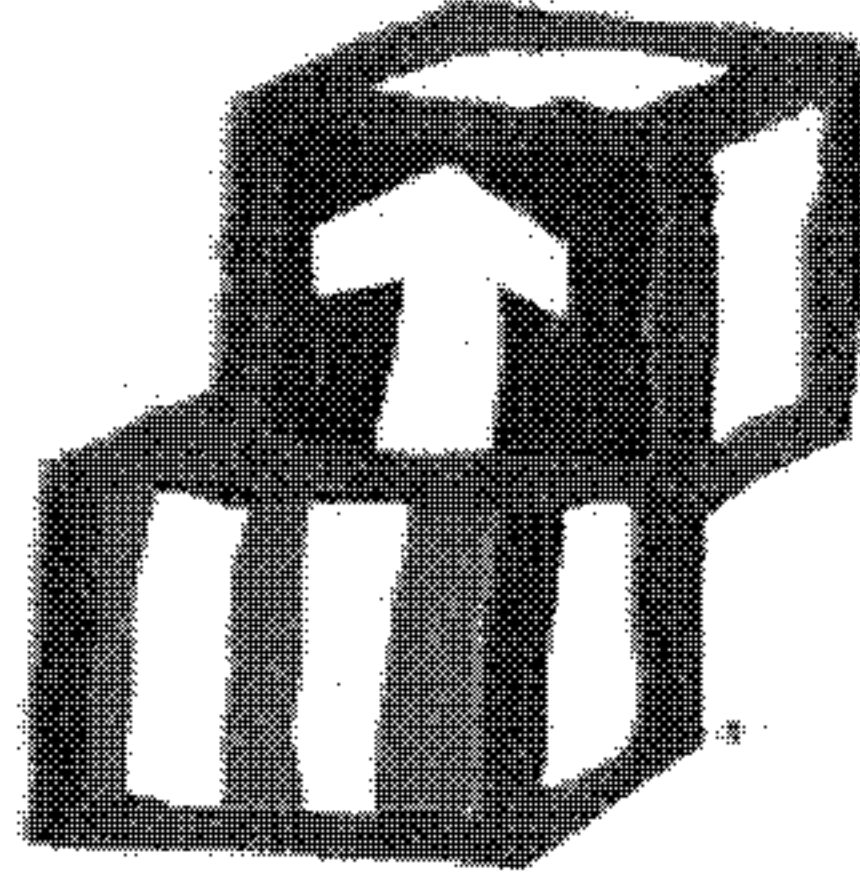
We want to thank you for your leadership and express our commitment to the work ahead. Once the Florida plan receives funding, we look forward to working with you as well as schools, early learning programs and the state to realize the implementation of the plan.

Sincerely,

Barbara Patten, Executive Director

Kathy Patreka, Head Start/Early Head Start Director





**Okaloosa County Comprehensive Head Start  
Child Development, Inc.**

60 Second Street, Suite 401  
Shalimar, Florida 32579  
Phone: 850-651-0645 Fax: 651-8593

September 26, 2011  
The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

Okaloosa County Comprehensive Head Start Child Development Inc. is writing to express our enthusiastic support for Florida's Race to the Top-Early Learning Challenge proposal. The Race to the Top-Early Learning Challenge provides an unprecedented opportunity for our children to realize success in school, work and life. As leaders in early education working relentlessly each day to provide high-quality early learning experiences for young children, we fully embrace and are committed to helping the state achieve the bold reforms outlined in its proposal.

We especially appreciate the role Head Start and Early Head Start programs will play in this, including working with families, community leaders and state agencies to improve our early learning system. Head Start programs in Florida are important early learning system partners, and are committed to participating in and supporting the Race to the Top-Early Learning Challenge.

We are tremendously excited about this unique time in our state. We are not only focusing on high expectations and success for every child, but also pursuing ambitious reforms that will make reaching those goals a reality. In addition to playing a strong advocacy role for the reform priorities outlined in Florida's Race to the Top-Early Learning Challenge application, we stand ready to more comprehensively partner with districts and the state to address the needs of Florida's children and families.

We want to thank you for your leadership, again, and express our excitement about the work ahead. The Race to the Top-Early Learning Challenge is a continuation of the already courageous reforms underway in the state. Once the Florida plan receives funding, we look

forward to working with you as well as schools, early learning programs and the state to realize its implementation.

Sincerely,

*Dr. Lynn Boyer (ma)*

Dr. Lynn Boyer, Board of Directors, Chairperson

*Ms. Janet A. Clark*

Ms. Janet Anderson Clark, MS, Executive Director



**FAMILY SERVICES DEPARTMENT  
HEAD START DIVISION**

**Jacquelyn A. Jenkins, Manager**

2100 East Michigan Street • Orlando, Florida 32806-4914  
407-836-6590 • Fax: 407-836-7420 • <http://www.orangecountyfl.net>

September 26, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

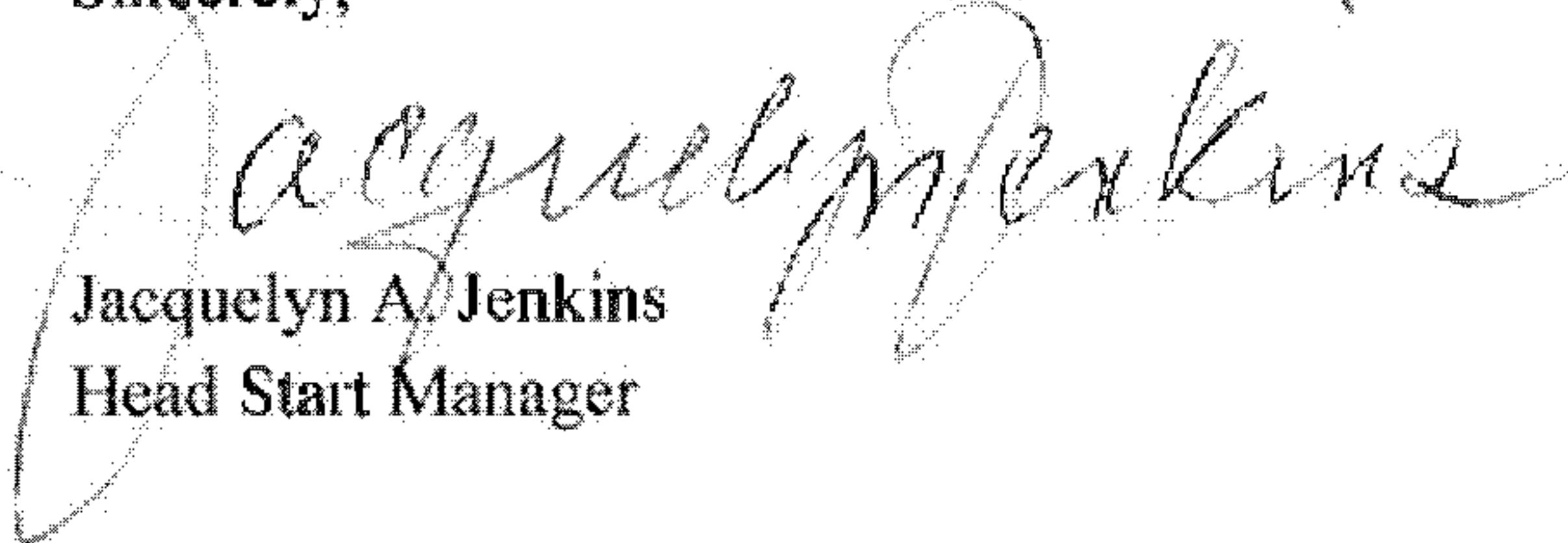
On behalf of Orange County Head Start I am very pleased to write this letter of support for Florida's Race to the Top-Early Learning Challenge proposal. The Race to the Top-Early Learning Challenge will provide an unprecedented opportunity for our Head Start children to realize success in school, work and life. As leaders in early education working relentlessly each day to provide high-quality early learning experiences for young children, we fully embrace and are committed to helping the state achieve the bold reforms outlined in its proposal.

We especially appreciate the role Head Start and Early Head Start programs will play in this, including working with families, community leaders and state agencies to improve our early learning system. Head Start programs in Florida are important early learning system partners, and are committed to participating in and supporting the Race to the Top-Early Learning Challenge.

We are tremendously excited about this unique time in our state. We are not only focusing on high expectations and success for every child, but also pursuing ambitious reforms that will make reaching those goals a reality. In addition to playing a strong advocacy role for the reform priorities outlined in Florida's Race to the Top-Early Learning Challenge application, Orange County Head Start stands ready to more comprehensively partner with districts and the state to address the needs of Florida's children and families.

Please consider this proposal. Orange County Head Start thanks you for your leadership and expresses our excitement about the work ahead. The Race to the Top-Early Learning Challenge is a continuation of the already courageous reforms underway in the state. Once the Florida plan receives funding, we look forward to working with you as well as schools, early learning programs and the state to realize its implementation.

Sincerely,

  
Jacquelyn A. Jenkins  
Head Start Manager

JAJ/tm





**Suwannee Valley Community Coordinated Child Care, Inc.**

P. O. Box 2637 · Lake City, FL 32056-2637

(386) 754-2222 · Fax (386) 754-2220

*Michele Ward, Executive Director*

September 26, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

We are writing to express our enthusiastic support for Florida's Race to the Top-Early Learning Challenge proposal. The Race to the Top-Early Learning Challenge provides an unprecedented opportunity for our children to realize success in school, work and life. As leaders in early education working relentlessly each day to provide high-quality early learning experiences for young children, we fully embrace and are committed to helping the state achieve the bold reforms outlined in its proposal.

We especially appreciate the role Head Start and Early Head Start programs will play in this, including working with families, community leaders and state agencies to improve our early learning system. Head Start programs in Florida are important early learning system partners, and are committed to participating in and supporting the Race to the Top-Early Learning Challenge.

We are tremendously excited about this unique time in our state. We are not only focusing on high expectations and success for every child, but also pursuing ambitious reforms that will make reaching those goals a reality. In addition to playing a strong advocacy role for the reform priorities outlined in Florida's Race to the Top-Early Learning Challenge application, we stand ready to more comprehensively partner with districts and the state to address the needs of Florida's children and families.

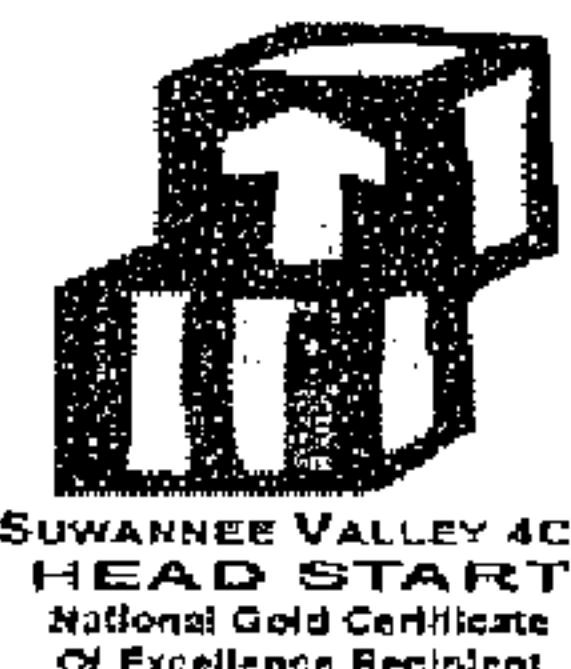
We want to thank you for your leadership, again, and express our excitement about the work ahead. The Race to the Top-Early Learning Challenge is a continuation of the already courageous reforms underway in the state. Once the Florida plan receives funding, we look forward to working with you as well as schools, early learning programs and the state to realize its implementation.

Sincerely,

Michele Ward  
Executive Director

*Proudly serving 494 Head Start and Early Head Start children in  
Columbia, Hamilton, Lafayette and Suwannee counties.*

Funded by the Federal Department of Health and Human Services and the local communities.







September 12, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

On behalf of the Florida State Advisory Council on Early Education and Care (Advisory Council), we support the Florida Race to the Top-Early Learning Challenge proposal. The Advisory Council is charged to lead the development of a high quality, comprehensive system of early learning that ensures statewide coordination and collaboration among the wide array of programs including Head Start, child care and prekindergarten. Our membership includes a range of early learning experts dedicated to improving the lives of children. We believe that the Race to the Top-Early Learning Challenge provides an unprecedented opportunity to create a future that allows all Florida children to realize success in school, work and life.

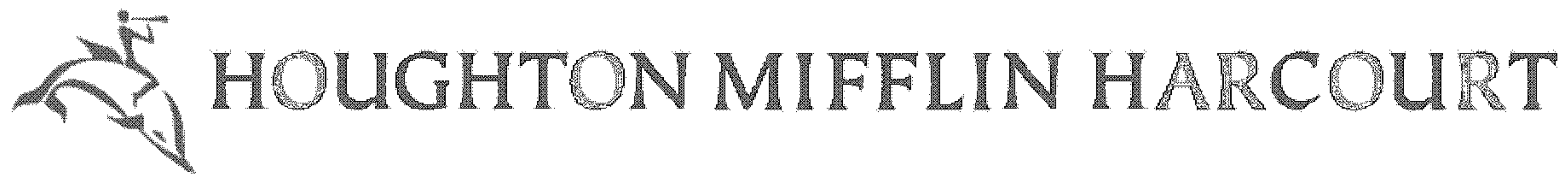
We know from research that what happens to children echoes over the long haul across a broad range of social policy issues. Further, from our experiences, we know that how children fare today will be felt in all parts of society later including in our schools, the healthcare system, future workforce, in criminal justice settings, and in our local communities. The Florida Race to the Top-Early Learning Challenge proposal is a once in a lifetime opportunity to accelerate reforms and supports necessary to create a world-class early learning system.

The Florida plan outlines activities that raise the state's bar on quality educational experiences for children and promises to support our goals of improving the state's early learning system that not only prepares children for success, but supports families toward their unique goals including remaining in the workforce and reaching economic self-sufficiency.

Florida benefits from a number of coordinating councils focused on children ages birth to eight; however, there is still work to be done to meet the goal of a unified, seamless system of services. The Race to the Top-Early Learning Challenge is Florida's chance to bring together years of dedication, planning, and resources to meet our collective goal. For this reason, the Advisory Council fully supports Florida's proposal. We remain committed to our state's future and look forward to seeing the implementation of the Florida plan, once funded.

Sincerely,

Stacy Howard, Ph.D.  
Director  
Florida State Advisory Council



September 29, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

Education is the cornerstone to the success of our state's citizens and economy. Florida has an unprecedented opportunity in shaping our children's foundation for learning, school success and, ultimately, strengthening the state's economic vitality. Empirical studies have proven that investments in high-quality early learning are among the most cost-effective of any investment along the educational pipeline. On behalf of Houghton Mifflin Harcourt, a leading provider in Global Education, we wish to express our continued support of Florida's commitment to the youngest of our citizenry and the preparation necessary for them to meet the challenges the future holds.

In the fall of 2010, the St. Lucie County Public Schools (SLCPS) and Houghton Mifflin Harcourt (HMH) partnered to address what critical changes were needed in teaching, learning, and community interaction with SLCPS over the next five years. An overarching vision was juxtaposed with the district's goals to determine the best course of action to increase student achievement and enhance curriculum initiatives. As a result of this collaboration, Early Childhood: Age 3 to Grade 3 was identified as one of four strategic foci.

HMH believes the years prior to kindergarten are among the most significant in shaping a child's foundation for learning and school success. A child's learning begins at birth, and takes shape as they are nurtured, challenged, and engaged in high-quality learning environments that seek to improve their cognitive, social, emotional, and language development, in addition to building relationships with parents and other caregivers.

The SCLPS goals support a seamless developmentally appropriate research-based curriculum, assessments, and reading materials in both print and digital form. These instructional materials will enhance the stages of oral language development in young students. Engaging technology-based and web-based instructional resources will inform instruction and support 21<sup>st</sup> century learning through a highly interactive online learning environment. Evidence-based professional development will be customized to support identified ECE goals that will enable HMH's support of the Early Learning Coalition of St. Lucie County.

Houghton Mifflin Harcourt understands how important early learning is to our future success and supports the Early Learning Coalition of St. Lucie County. HMH will provide approximately \$500,000 annually in the form of financial support and in-kind donations for the next five years.

Like you, Houghton Mifflin Harcourt is committed to a plan that supports a uniform system of standards to guide the effectiveness of programs in order to better promote early learning, child development, and school readiness.

We greatly appreciate your time and consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Russ Carlson', with a long horizontal flourish extending to the right.

Russ Carlson  
Executive Vice President  
Enterprise Solutions



CIRCUIT COURT  
ELEVENTH JUDICIAL CIRCUIT OF FLORIDA

CIRCUIT JUDGE

JUVENILE JUSTICE CENTER  
3300 N.W. 27<sup>TH</sup> AVENUE  
MIAMI, FLORIDA 33142

October 3, 2011

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

I write to lend my full support for Florida's Race to the Top-Early Learning Challenge proposal. This is the opportunity we have all been waiting for to build on our community's extensive early childhood work.

This will allow Florida to compete for a major opportunity for education reform that will create a much more efficient and seamless birth to 8 early childhood system, improve the standards of early learning, increase access to high quality, allow for meaningful data that will lead to improved policy decisions, and improve the school readiness of Florida's children. The Florida Race to the Top-Early Learning Challenge proposal accelerates bold reforms necessary to create a world-class early learning system. It builds upon our state's early learning programs and systems, and integrates and links strong standards and wonderful early learning programs.

We are all aware of the robust research defining the crucial importance quality early learning experiences and its impact on the life course of a child. This great opportunity will enhance our early learning system, improve child outcomes and support working families. Furthermore, Florida is well positioned to wisely invest Race to the Top-Early Learning Challenge funding, and to immediately move forward with innovative, accountable, effective and relevant early learning initiatives, as well as to demonstrate measurable and meaningful results.

In closing, I pledge to vigorously support Florida's Race to the Top-Early Learning Challenge proposal, and make a commitment to support any steps required for implementation of the Florida plan, once funded.

Thank you for considering Florida's proposal and for your commitment to our state's future.

Sincerely,

A handwritten signature in black ink, appearing to read "Cindy S. Lederman".

Cindy S. Lederman  
Circuit Court Judge  
Juvenile Justice Center



# Nemours BrightStart!

10140 Centurion Parkway North  
Jacksonville, FL 32256  
p 904.697.3118 • f 904.697.3172 • Nemours.org

October 5, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

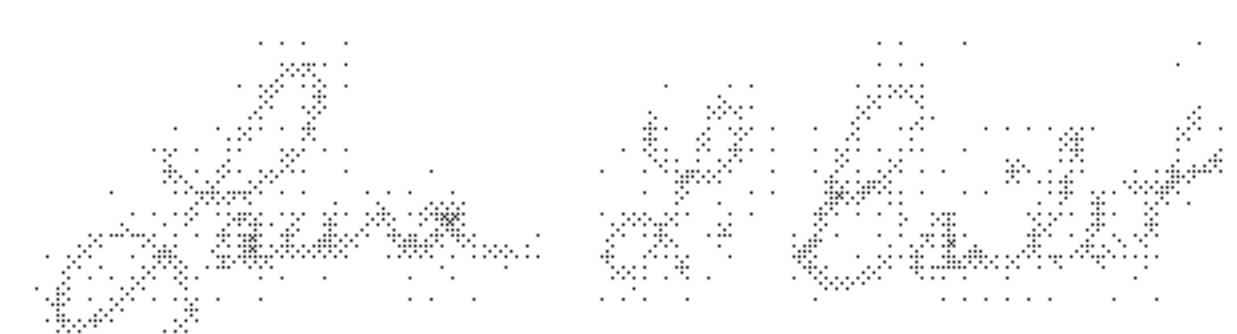
Florida has an unprecedented opportunity to create a world-class early learning system that ensures the state's economic vitality and prepares Florida's children for success in school, work and life. Our state has long demonstrated its commitment to educating our young people and preparing them for the challenges the future holds. On behalf of Nemours BrightStart!, a reading failure prevention program within Nemours, one of the nation's largest integrated pediatric health systems, we wish to express our complete support for – and hope that – Florida will be awarded Race to the Top-Early Learning Challenge funding. We want to reiterate the importance of a strong and vibrant early learning system to the long-term health of the Sunshine State's business community and improving the lives of children and families throughout Florida.

Education is the keystone to the success of our state's citizens and economy. Whether at the bedside or in the laboratory; online or out in the community, the dedicated health professionals of Nemours work to ensure that all children have the opportunity to reach their full potential in life. We are proud to be a partner in this endeavor and understand that education is vital to recruitment, training and long-term investments in our workforce.

Reading failure affects 30 percent or more of our nation's children, making it a major child health issue that undermines academic, emotional, social, behavioral and cognitive development. That is why Nemours created Nemours BrightStart!, the first program of its kind in the nation to target large numbers of young children for screening and reading readiness instruction. Nemours BrightStart! develops unique programs and tools targeting young children at risk for reading failure, to identify and teach them effectively at an early age. This program is designed specifically to bolster reading readiness skills and has proven effective using the highest research standards.

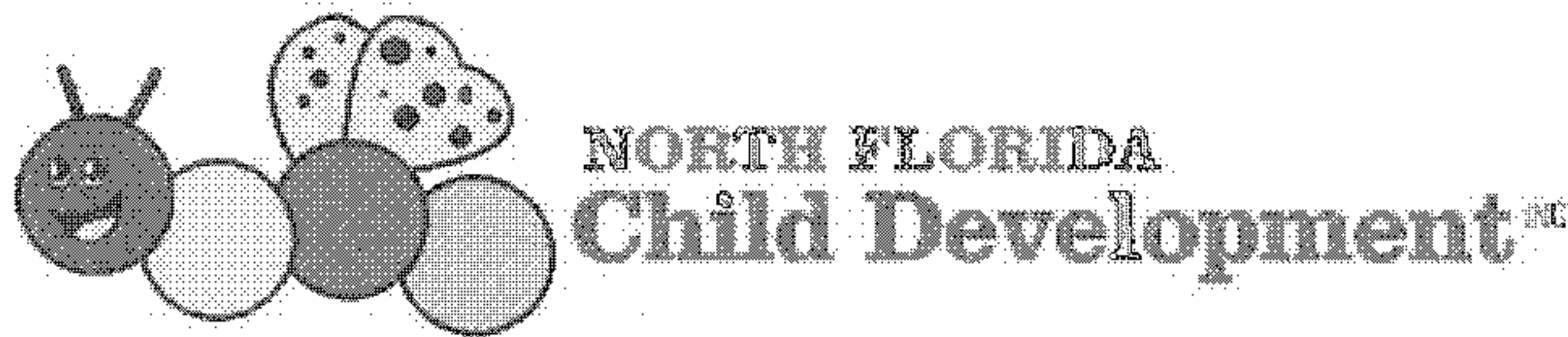
Nemours BrightStart! is committed to our state's future and looks forward to seeing the implementation of the Florida plan.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laura L. Bailet".

Laura L. Bailet, Ph.D.

Executive Director, Nemours BrightStart!



The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
200 South Monroe Street  
Tallahassee, FL 32399-00001

September 23, 2011

Subject: Race to the Top-Early Learning Challenge Proposal

Dear Governor Scott:

North Florida Child Development, Inc. is a 503(c) not-for profit organization serving infants, toddlers, preschoolers, and expectant mothers in the rural northwest Florida counties of Calhoun, Gulf, Liberty, Madison, and Wakulla. We are writing to convey our eager support for Florida's Race to the Top-Early Learning Challenge proposal. NFCD receives funding from Head Start, Early Head Start, School Readiness, and VPK and this grant will allow us to serve these participants more efficiently.

NFCD is excited about our Head Start and Early Head Start programs being a participant of the planning and writing process in preparing Florida's application for the Race to the Top-Early Learning Challenge and CEO of NFCD my agency represents one of the main communities of children and families that this acquisition will help the most.

This is a great opportunity for Florida to have a positive impact on education and school readiness for our low-income and challenged families. This new initiative will allow Florida to reach a new benchmark for quality early childhood education and enables us to coordinate service delivery to our comprehensive partners such as the local school districts. Working together with these partners will allow us to jointly serve the children and families in these communities and should reduce expenses due to being able to combine funds for the administrative warehouse, child assessment warehouse, and comprehensive professional development system.

We are committed to supporting and participating in Florida's effort to obtain the Race to the Top-Early Learning Challenge grant. Once the Florida plan receives approval, NFCD looks forward to working with all the stakeholders in the implementation.

Sincerely,

*Sharon Gaskin*

Sharon T. Gaskin  
Chief Executive Officer

[www.floridachildren.org](http://www.floridachildren.org)

850-639-5080 Phone • 850-639-4173 Fax

P.O. Box 38, 200 North Second Street, Wewahitchka, Florida 32465

*Sharon T. Gaskin, CEO*

Calhoun County • Gulf County • Liberty County • Madison County • Wakulla County



September 27, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

On behalf of the District Board of Trustees and as President of Palm Beach State College, I offer the support of Palm Beach State for "The Race to the Top-Early Learning Challenge" Florida proposal.

When I came to Palm Beach State 13 years ago, I was pleasantly surprised to find that the Economic Council of Palm Beach County was engaged in a conversation about early childhood, and specifically the brain development of infants and toddlers. Business leaders were excited about the conversation, understanding that the long-range result of investing in this area would be that K-12 would improve, and therefore, their workforce would improve. What an exciting concept to have the opportunity to address as a new President.

As a result of that conversation, the College received legislative support for a short period of time, allowing us to develop an *Institute of Excellence in Early Care and Education*. The Institute's sole focus was to create the training for child care practitioners that resulted in enhanced child development. Over time, the Institute has been very successful, in large part due to the support of our local Children's Services Council. We have become the leader in the State in this field, with the last year being funded by the State to share our model with other regions.

While the depth of our programs/services is hard to describe in a short letter, our successes include:

- Creation of a career pathway with education and training that includes:
  - Creation and offering informal instruction that articulates into credit.
  - Creation and offering of several vocational credit certificates.
  - Complete revision of the Associate in Science early childhood degree program and related certificates.
  - Assisting Florida Atlantic University's creation and approval of the Bachelor's degree in Early Childhood (non-teacher certification track).



*The Honorable Rick Scott  
Governor of Florida  
September 27, 2011*

*Page 2*

- Creation and implementation of articulation agreements locally and statewide related to the pathway.
- Creation of a model for community collaboration for the 'professionalization' of early childhood employment.
- Development of model relationships built with multiple types of centers, including Head Start, the Palm Beach County School District and locally supported centers.
- Development, based on a community survey, of a non-college credit pathway that provides early childhood skills while concurrently developing literacy skills. This pathway instills confidence in high risk learners about their ability to learn and to pursue formal education.

We believe that these efforts, along with many other improvements throughout Florida, set an amazing groundwork for Florida to have the best professional development system in the Country, especially important in a state the size of Florida. We look forward to continuing our role as Florida's Professional Development leader.

Beyond our own role and interest in professional development, Palm Beach State supports the full proposal, knowing that success in early childhood efforts will have a long-term benefit. Enhancing early learning systems will improve child outcomes in K-12 and higher education, allowing all Florida children to succeed not only in school, but in work and life.

Sincerely,



Dennis P. Gallon, Ph.D.  
President

PUBLIX SUPER MARKETS  
C H A R I T I E S

October 4, 2011

CAROL JENKINS BARNETT  
*President*

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

PO Box 407  
LAKELAND, FLORIDA  
33802-0407

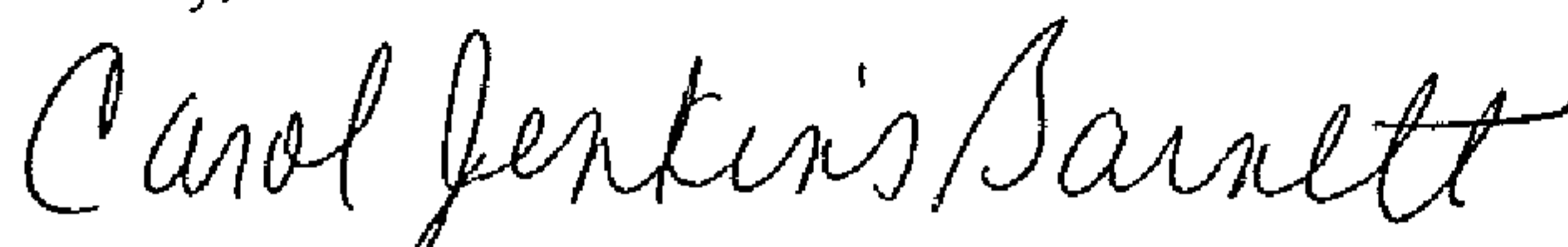
I am writing to express my support for Florida's Race to the Top-Early Learning Challenge proposal. As the vice-chair of The Children's Movement of Florida and someone who believes fully in the importance of early education, I believe that this is an opportunity -- an opportunity we cannot afford to miss -- for our children to realize success in both school and in life.

In the next two months, Barney and I will be making a \$1 million commitment to United Ways and the Women's Leadership Councils across Florida for the implementation of a statewide early literacy initiative focused on ensuring that more of Florida's children are reading by third grade -- the point in life where children are no longer "learning to read," but rather "reading to learn." Our initiative will not only measure the involvement of tens of thousands of volunteers across Florida, but is seeking full partnerships with the regional school districts to measure the outcomes of the children within the program. This effort will be a key part of the state's broader public awareness campaign outlined in the state's Race to the Top application to help families and communities realize the critical importance of the early years.

I am personally thrilled about this unique time in our state -- and the opportunity for the United Ways of Florida, Women's Leadership Councils, and The Children's Movement to be full partners moving forward. We are not just talking about high expectations and success for every child, but also pursuing ambitious reforms that will make reaching those goals a reality. We have worked closely with the authors of Florida's Race to the Top application to ensure our effort will fully complement and reinforce the goals of the state's proposal.

The Race to the Top-Early Learning Challenge is a continuation of your already courageous reforms underway in the state. Once the Florida plan receives funding, we look forward to working with you and leaders throughout the state to realize its implementation.

Sincerely,



Carol Jenkins Barnett

9/16/11

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

On behalf of the Multi-County QRIS Collaborative, we write this letter of support to state our full support of the Florida Race to the Top-Early Learning Challenge proposal. The Multi-County QRIS Collaborative is comprised of the counties that have developed and implemented QRIS throughout Florida. Our projects are located in many of the most populous counties in the state and have helped improve the early care and development experiences of thousands of young Floridians. We have coordinated our efforts and piloted different innovative strategies for program improvement in each of our regions. From these experiences, we have built an invaluable base of experience, knowledge and partnerships that will significantly strengthen Florida's ability to stand up an innovative and comprehensive tiered quality rating and improvement system statewide.

Our Collaborative fully understands the value of tiered quality rating improvement systems to support program assessment and improvement strategies. We have each seen significant quality improvement in early learning programs as a result of these local QRIS investments and are eager to see these effective strategies taken statewide so more young children can benefit. The QRIS foundation we have built has heavily informed our state's application and we are eager to be significant partners as Florida builds on this foundation to take Quality Counts statewide.

We strongly believe that the Race to the Top-Early Learning Challenge provides an unsurpassed opportunity for Florida to make significant and innovative reforms for early learning and development programs. Our Collaborative is fully supportive of the state's application for the Race to the Top-Early Learning Challenge. We are thrilled that implementing a statewide QRIS is a central part of this application. We are deeply committed to the success of our state's children and we look forward to actively supporting the implementation of the Florida plan, once funded.

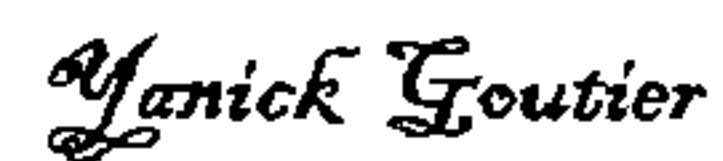
Sincerely,

*Sharon Cohen*

Early Education Project Manager  
Children's Services Council of Broward



Padma Rajan  
Director of Quality Initiatives  
Early Learning Coalition of Duval

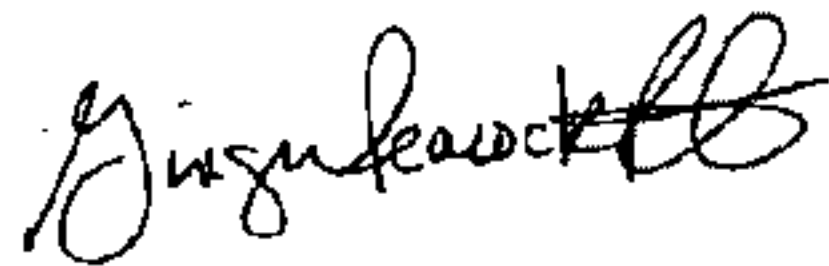


Yanick Goutier  
Director Early Care and Education  
Family Central, Inc.



**Donna J. Williams**  
**Director of Quality Services**

Early Learning Coalition of Seminole



Ginger Peacock Preston  
Assistant Director Early Learning Programs  
Jacksonville Children's Commission

Pam Hollingsworth, M. Ed.

Director of Quality Counts

Early Learning Coalition of Miami-Dade/Monroe



Andi Lybrand, M.Ed.  
Training & Curriculum Coordinator

Early Learning Coalition of Alachua County





Lois Smith  
Director of Provider Services  
Early Learning Coalition of Orange County



Chief Program Officer  
Early Learning Coalition of Broward County, Inc.



Claudia Malecki  
Quality Programs Manager  
The Early Learning Coalition of Sarasota Country



Pamela S. Parmenter  
Quality Initiatives Program Manager  
Early Learning Coalition of Manatee County



Christine Kendall  
Early Learning Program Manager  
Early Learning Coalition of Manatee County

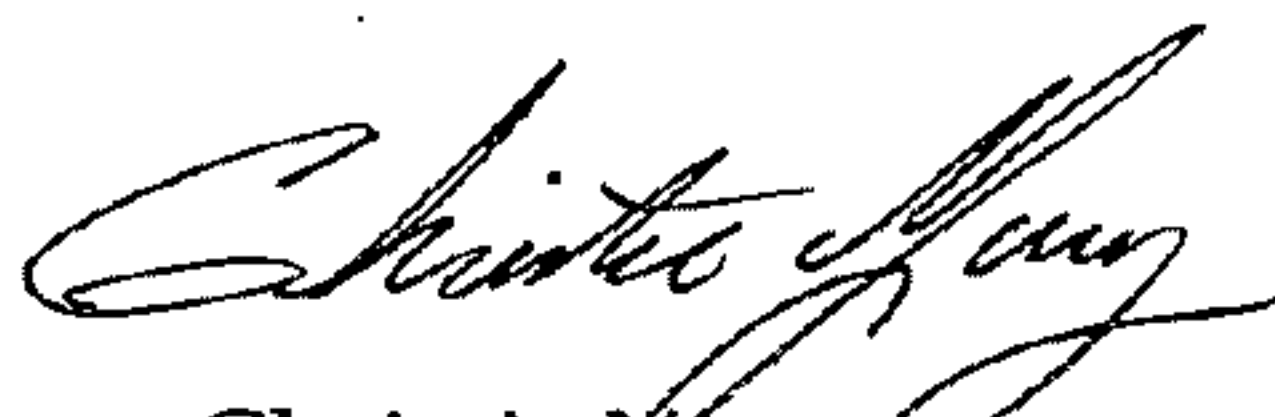


Tracy Knight  
Quality Counts for Kids Program Manager

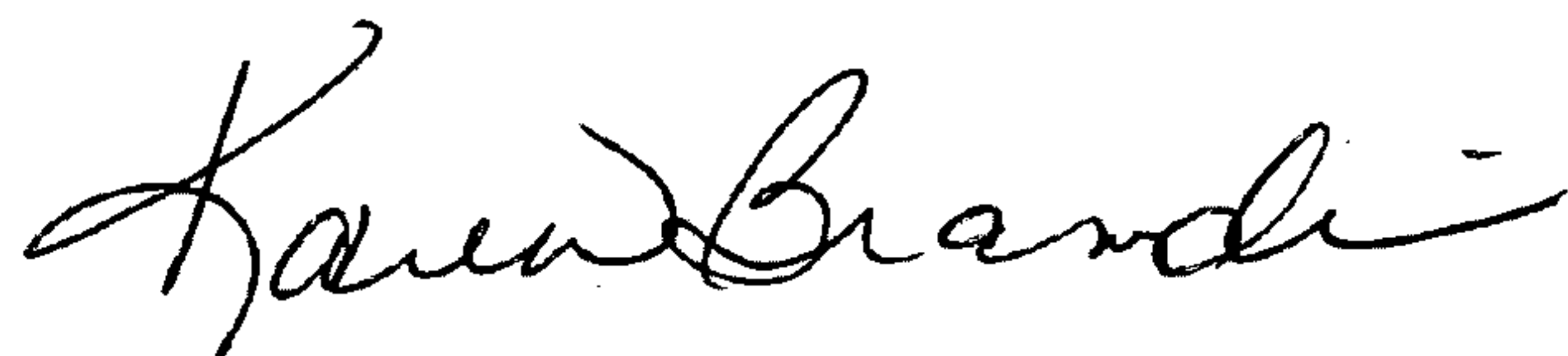
Early Learning Coalition of Hillsborough County



Director of Programs  
Early Learning Coalition of Polk County



Christie Young  
Chief Operating Officer  
Early Learning Coalition of Palm Beach County

A handwritten signature in black ink, reading "Karen Brandi". The signature is written in a cursive style with a horizontal line at the end.

Karen Brandi  
Program Officer  
Children Services Council of Palm Beach County



RCMA

(b)(6)

REDLANDS CHRISTIAN MIGRANT ASSOCIATION, 402 WEST MAIN STREET, IMMOKALEE, FLORIDA 34142-3933  
(239) 658-3560 • FAX (239) 658-3571  
www.rcma.org

September 13, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

I am writing to express my enthusiastic support for Florida's Race to the Top-Early Learning Challenge proposal. The Race to the Top-Early Learning Challenge provides an unprecedented opportunity for our children to realize success in school, work and life. As a leader in education working persistently each day to provide high-quality early learning experiences for low income, largely Hispanic children, I fully embrace and am committed to helping the State achieve the bold reforms outlined in its proposal. Given the census data and impact of the emerging Hispanic population in our State, we look forward to playing a role in ensuring positive outcomes for this group of emerging very young leaders.

I value the role schools and early learning programs will play in this, including working with families, community leaders and state agencies to improve our early learning system. Of particular interest to us are the many family literacy opportunities that will be expanded, those that recognize the importance of parent involvement in the success of their children. Our expertise in bilingual, culturally competent delivery systems is offered, particularly in the rural communities of Florida. In short, RCMA is committed to participating in and supporting the Race to the Top-Early Learning Challenge.

Thank you for your leadership in education. The Race to the Top-Early Learning Challenge is a continuation of the already courageous reforms underway in the state. Once the Florida plan receives funding, all of us in RCMA look forward to working with you, the Head Start community, the Early Learning Coalitions, and the school districts across the 21 counties in which we operate.

Sincerely,

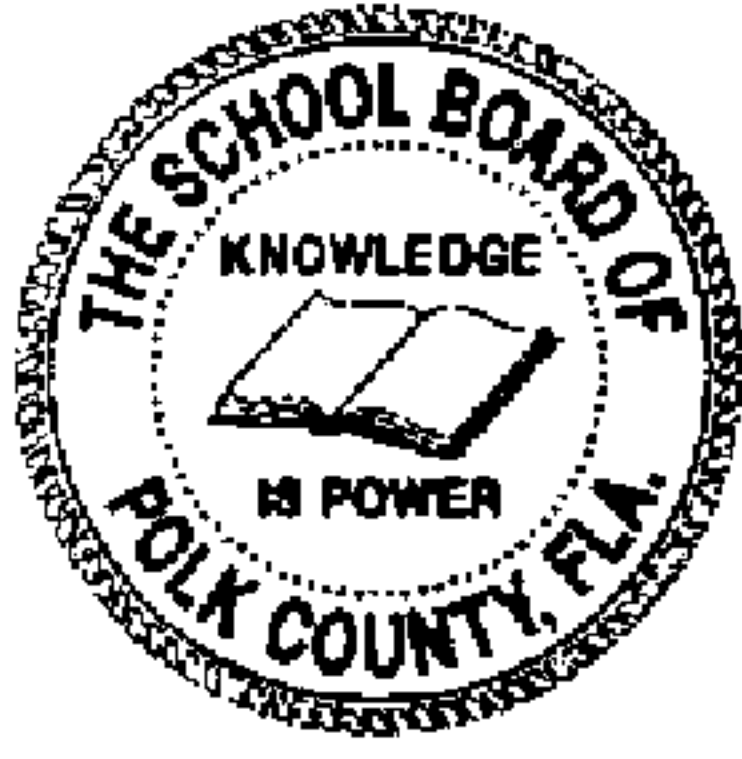
Barbara Mainster  
Executive Director

BM/jb

ESTABLISHED IN 1965, RCMA IS AN EQUAL OPPORTUNITY EMPLOYER FUNDED IN PART BY:







# SCHOOL BOARD OF POLK COUNTY

P.O. BOX 391  
BARTOW, FLORIDA 33831

(863) 534-0500

1915 SOUTH FLORAL AVENUE  
BARTOW, FLORIDA 33830

## Board Members

BOARD CHAIR  
KAY FIELDS  
DISTRICT 5

FRANK J. O'REILLY  
DISTRICT 1

LORI CUNNINGHAM  
DISTRICT 2

HAZEL SELLERS  
DISTRICT 3

DICK MULLENAX  
DISTRICT 4

MARGARET A. LOFTON  
DISTRICT 6

TIM HARRIS  
DISTRICT 7

C. WESLEY BRIDGES, II  
General Counsel

## Administration

SHERRIE B. NICKELL, Ed.D.  
Superintendent

## Preschool Programs

MATTI GARCIA FRIEDT  
Director

863-648-3051 ph  
863-648-3050 fx  
Matti.friedt@polk-fl.net

September 26, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

Please allow us to express Polk County School District Preschool Program's support for Florida's Race to the Top-Early Learning Challenge proposal. The Early Learning Challenge provides a great opportunity for the State of Florida to provide our children the chance to realize success in school, work and life. We are fully committed to working collaboratively to assist the state in achieving the reforms that are outlined in the state's proposal. Our intent is to provide high-quality early learning experiences for all the young children of Florida.

In particular, we appreciate the role Head Start programs like ours will play in working with families, community leaders and state agencies to improve our early learning system. Head Start programs in Florida are important early learning system partners and are committed to participating in and supporting the Race to the Top-Early Learning Challenge.

This is a unique time in our state. We believe Florida's early learning professional community members are not only focused on identifying and implementing high expectations for the success of every child, but we are also pursuing ambitious reforms in credentialing and certification for the instructors and care givers of our state's most precious resource. In addition to playing a strong advocacy role for the reform priorities outlined in Florida's Race to the Top-Early Learning Challenge application, as a Head Start grantee we stand ready to partner more comprehensively with the state's Early Learning Coalitions, child care providers and other school districts in order to identify and address the needs of Florida's children and families.

Thank you for your leadership in this project. There is much work to be done and we are poised with excitement to face the challenge ahead. The Race to the Top-Early Learning Challenge is a continuation of the already courageous reforms underway in our state. Once the Florida plan receives funding, we look forward to working collaboratively to realize its implementation.

Sincerely,

Matti Garcia Friedt  
Director Preschool Programs

*Polk County Schools -  
an equal opportunity  
institution for education  
and employment*

*The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences  
that result in high achievement for our students.*





October 5, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

As CEOs and business leaders affiliated with the United Way of Miami-Dade, we fully support Florida's application for Race to the Top – Early Learning Challenge funding. We believe that Florida's historic investments in education, its proven dedication to quality education and the ongoing support of dedicated organizations including United Way of Miami-Dade, its volunteers and community partners make Florida uniquely equipped for this grant opportunity.

Through the United Way Center for Excellence in Early Education, its demonstration school and robust and innovative adult education programs for teachers, school administrators and parents, we appreciate how public and private resources can be leveraged to improve quality early learning opportunities and outcomes for children in our community that will have a far-ranging impact our economy.

We understand the need to strengthen the state's early learning system in order to support working families and improve outcomes for children. Florida's proposal for a Race to the Top – Early Learning Challenge grant from the U.S. Department of Education includes goals that will create a world-class early education system and improve the state's economic vitality. We agree that these strategies will deliver on the commitment that all children in the state have access to early educational experiences that prepare them to be productive citizens and to succeed in a knowledge-based, highly skilled and globally competitive economy.

We are committed to supporting the state's efforts in this area and believe this groundbreaking opportunity will help position Florida to be a leader in education and prepare every child in Florida for success.

Sincerely,

[the undersigned]

*Governor Scott*  
*October 4, 2011*

*Page 2 of 2....*

Jayne Harris Abess  
Partner  
thinkLAB Ventures

Sheldon T. Anderson  
President & CEO, SE Region  
Northern Trust

Antonio Argiz  
President and CEO  
Morrison Brown, Argiz and Farra

Stephen Danner  
Managing Director  
CBIZ MHM, LLC

Jorge Gonzalez  
President & CEO  
City National Bank of Florida

Dan Hanrahan  
President & CEO  
Royal Caribbean Cruises, LTD

Fred Jackson  
CEO  
BeecherJackson

Jack Lowell  
Senior Managing Director  
Flagler Real Estate Services, LLC

Phillis Oeters  
Vice President  
Baptist Health

Eugene Matthew Schaefer  
Miami Market President  
Bank of America

Penelope Shaffer  
Market President, SFL  
Blue Cross and Blue Shield of Florida

Trae Williamson  
President  
Williamson Automotive Group



October 5, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

As members of the United Way of Miami-Dade Women's Leadership Council, we fully support Florida's application for Race to the Top – Early Learning Challenge funding. We believe that Florida's historic investments in education, its proven dedication to quality education and the ongoing support of dedicated organizations including United Way of Miami-Dade, its volunteers and community partners make Florida uniquely equipped for this grant opportunity.

The Women's Leadership Council has been active in promoting early childhood education and literacy through efforts spearheaded by the United Way. During our annual Women's Leadership Breakfast, which brings together over 1,000 women from South Florida, we raise a call to action on early childhood education advocacy. Additionally, through volunteer initiatives at the United Way of Miami-Dade's Center for Excellence in Early Education, we participate in early literacy programs for young children and their families. As business leaders, philanthropists, community activists and mothers, we know that Race to the Top represents Florida's best chance to engage in the fundamental reforms that are needed to develop our workforce and fuel future innovations.

We understand the need to strengthen the state's early learning system in order to support working families and improve outcomes for children. Florida's proposal for a Race to the Top – Early Learning Challenge grant from the U.S. Department of Education includes goals that create a world-class early education system and improve the state's economic vitality. We agree that these strategies will deliver on the commitment that all children in the state have access to early educational experiences that prepare them to be productive citizens and to succeed in a knowledge-based, highly skilled and globally competitive economy.

We are committed to supporting the state's efforts in this area because we believe that this opportunity will help position Florida to be a leader in education and prepare every child in Florida for success.

Sincerely,

[the undersigned]



*Governor Scott  
October 4, 2011*

*Page 2 of 2....*

Sari Agatston  
CEO  
South Beach Diet Company

Kay Hancock-Apfel  
Owner, Chairman and CEO  
Consumer Asset Management, Inc.

Yolanda Berkowitz  
Community Volunteer

Maria M. Blet  
Managing Director  
KR Financial Services, Inc.

Margaret Brisbane  
Division Director, Enterprise Technology Services  
Miami-Dade County

Anne Carricarte  
Community Volunteer

Dr. Kira Flanzreich  
Community Volunteer

Elizabeth Leight  
Community Volunteer

Lisa Mendelson  
Community Volunteer

Sue Miller  
Community Volunteer

Toni Randolph  
Community Volunteer

Leslie Miller Saiontz  
Community Volunteer

Mary Young  
Director, Ziff Graduate Career Services  
University of Miami School of Business



## Walt Disney World Resort

September 12, 2011

The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

Our state has long demonstrated a commitment to educating our youth to ensure they are prepared to be successful in a dynamic, changing world. On behalf of the Walt Disney World Resort in Orlando, we wish to express our support for the Race to the Top Early Learning Challenge funding.

Exposing children early to the tools they need to be successful builds their confidence so they may complete their education and fully contribute to our economy. As an entertainment leader in a competitive marketplace, Walt Disney World Resort must continue to attract and retain the best and brightest. Prospective employees want their children to enjoy high quality early learning and education experiences from birth through postsecondary institutions of higher education. Recruiting qualified talent allows us to continue our legacy of providing world-class experiences for our guests.

We are proud to already be a partner in various endeavors that demonstrate a commitment to education. Walt Disney World Resort has actively supported five neighboring Early Learning Coalitions (Osceola, Orange, Seminole, Lake, Polk) for several years, in addition to the corresponding school districts. Contributions have included financial support, in-kind donations, volunteer time/skills for various projects, assisting in fundraising efforts, and placing committed Cast Members on boards. We also engage our characters for special events, such as the Wee Read Program in Osceola County. Yearly contributions are valued at approximately \$150,000, with another \$190,000 to school districts. This commitment ensures that we are supporting children throughout their formative learning years.

As one of the largest employers in the state of Florida, Walt Disney World Resort remains committed to Florida's children, and this grant will ensure they are better prepared to become responsible citizens. We greatly appreciate your advocacy to bring these dollars to our state.

Sincerely,

A handwritten signature in black ink that reads "Angie Sola". The signature is written in a cursive, flowing style.

Angie Sola  
Community Relations Program Manager  
Walt Disney World Resort  
PO Box 10000 - TD N 111C  
Lake Buena Vista, FL 32830  
407-828-5692 (office)  
321-239-7944 (cell)  
407-828-8121 (fax)

PO Box 10000, Lake Buena Vista, FL 32830

© Disney

Sterling K. Speirn  
President and  
Chief Executive Officer

September 9, 2011

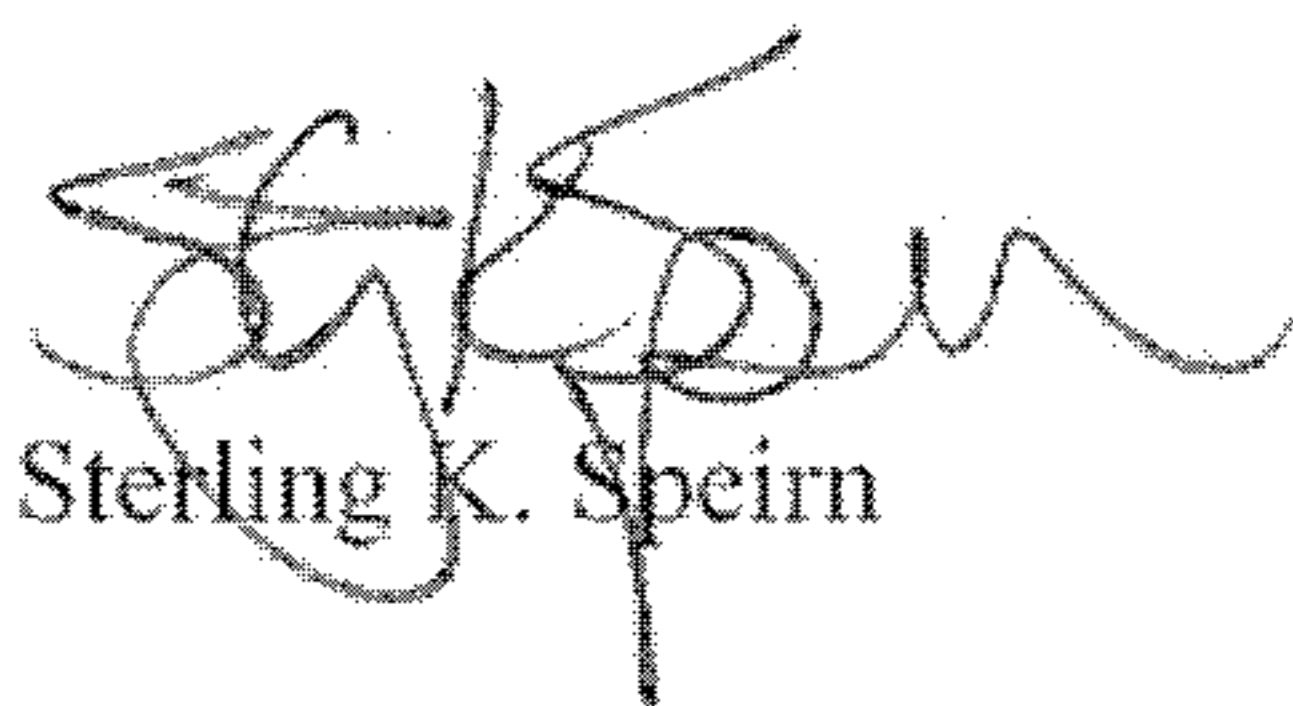
The Honorable Rick Scott  
Governor of Florida  
Executive Office of the Governor  
Plaza Level 05, The Capitol  
400 South Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

The W.K. Kellogg Foundation is pleased to provide this letter of support for Florida's application for Race to the Top – Early Learning Challenge funding. Our support stems from the knowledge the Foundation has gleaned from over a decade of investment in early childhood and elementary education in Florida and from the personal engagement of our program and executive staff with educational innovators in your state. Their innovations have prepared vulnerable children for school entry, successfully closed achievement gaps and strengthened families and communities in Florida. We believe that Florida is well positioned to utilize the Early Learning Challenge grant to scale such innovations and make sustainable improvements in your early learning system.

Ultimately, the Early Learning Challenge grant will enable Florida to better serve its youngest citizens, particularly its most vulnerable children. As an organization deeply committed to equity and excellence in early learning and teacher quality, the W.K. Kellogg Foundation greatly values your leadership in helping Florida develop a national model for early learning education. We strongly encourage the U.S. Department of Education to fund Florida's Race to the Top – Early Learning Challenge grant.

Sincerely,



Sterling K. Speirn

**W.K. KELLOGG  
FOUNDATION**

One Michigan  
Avenue East  
Battle Creek, MI  
49017-4012  
USA  
269-968-1611  
TDD on site  
Facsimile: 269-968-0413  
www.wkkf.org

*To help people  
help themselves  
through the practical  
application of knowledge  
and resources to improve  
their quality of life and  
that of future generations*



# FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

(b)(6)



(b)(6)

# PHYSICAL DEVELOPMENT

(b)(6)

## **BIRTH TO 6 MONTHS**

### **A. Gross Motor Development**

1. Shows characteristics of appropriate health and development
2. Demonstrates beginning signs of balance, control, and coordination

### **B. Fine Motor Development**

1. Demonstrates visual abilities that support healthy growth and Development
2. Demonstrates beginning signs of strength, control, and eye-hand coordination

### **C. Self-Help**

1. Demonstrates beginning participation in self-care
2. Participates in basic health and safety routines

### **D. Health**

1. Shows characteristics of good nutritional health
2. Exhibits auditory abilities that support healthy growth and development
3. Shows characteristics of good oral health
4. Shows basic physical needs are met

## **8 to 18 Months**

### **A. Gross Motor Development**

1. Shows characteristics of appropriate health and development
2. Demonstrates increased balance, control, and coordination

### **B. Fine Motor Development**

1. Demonstrates visual abilities that support healthy growth and development
2. Demonstrates increased strength, control, and eye-hand coordination

### **C. Self-Help**

1. Demonstrates increased participation in self-care
2. Participates in basic health and safety routines



#### **D. Health**

1. Shows characteristics of good nutritional health
2. Exhibits auditory abilities to support healthy growth and development
3. Shows characteristics of good oral health
4. Shows basic physical needs are met

### **18 to 24 Months**

#### **A. Gross Motor Development**

1. Shows characteristics of appropriate health and development
2. Demonstrates improved signs of balance, control and coordination

#### **B. Fine Motor Development**

1. Demonstrates visual abilities to support healthy growth and development
2. Demonstrates improved strength, control, and eye-hand coordination

#### **C. Self-Help**

1. Demonstrates participation in self-care
2. Participates in basic health and safety routines

#### **D. Health**

1. Shows characteristics of good nutritional health
2. Exhibits auditory abilities to support healthy growth and development
3. Shows characteristics of good oral health
4. Shows basic physical needs are met

### **2-Year-Olds**

#### **A. Gross Motor Development**

1. Shows characteristics of appropriate health and development
2. Demonstrates advancing balance, control, and coordination

#### **B. Fine Motor Development**

1. Develops visual abilities to support healthy growth and development
2. Demonstrates advancing strength, control, and eye-hand coordination

#### **C. Self-Help**

1. Demonstrates advancing participation in self-care
2. Participates in basic health and safety routines

#### **D. Health**

1. Exhibits auditory abilities to support healthy growth and development
2. Shows characteristics of good oral health
3. Shows basic physical needs are met

### **3-Year-Olds**

#### **A. Gross Motor Development**

1. Show characteristics of appropriate health and development
2. Demonstrates increasing control of large muscles
3. Demonstrates increasing coordination of large muscles



## **B. Fine Motor Development**

1. Demonstrates increasing control of small muscles
2. Shows improving eye-hand coordination
3. Uses various drawing and art tools with developing coordination

## **C. Self-Help**

1. Actively participates in self-care
2. Actively takes part in basic health and safety routines

## **D. Health**

1. Exhibits auditory abilities to support healthy growth and development
2. Shows characteristics of good oral health
3. Shows physical needs are met

# **4-Year-Olds**

## **A. Health and Wellness**

1. Shows characteristics of good health to facilitate learning
2. Shows visual abilities to facilitate learning and healthy growth and development
3. Demonstrates auditory ability to facilitate learning and healthy growth and development
4. Demonstrates characteristics of good oral health and performs oral hygiene routines
5. Shows familiarity with health care providers in relation to health and wellness
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health
7. Shows basic physical needs are met
8. Actively takes part in basic health and safety routines
9. Participates in physical fitness activities
10. Makes healthy food choices

## **B. Self-Help**

1. Actively participates in self-care
2. Helps carry out classroom routines

## **C. Gross Motor Development**

1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

## **D. Fine Motor Development**

1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination



# APPROACHES TO LEARNING

(b)(6)

## **Birth to 8 Months**

### **A. Eagerness and Curiosity**

1. Shows awareness of and interest in the environment

### **B. Persistence**

2. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes

### **C. Creativity and Inventiveness**

1. Notices and shows interest in excitement with familiar objects, people, and events

## **8 Months to 18 Months**

### **A. Eagerness and Curiosity**

1. Shows eagerness and curiosity as a learner

### **B. Persistence**

1. Pays attention briefly and persists in repetitive tasks

### **C. Creativity and Inventiveness**

1. Approaches and explores new experiences in familiar settings

## **18 to 24 Months**

### **A. Eagerness and Curiosity**

1. Shows eagerness and curiosity as a learner

### **B. Persistence**

1. Pays attention for longer periods of time and persists at preferred activities

### **C. Creativity and Inventiveness**

1. Explores the various new properties and uses for familiar objects and experiences



## **2-Year-Olds**

### **A. Eagerness and Curiosity**

1. Shows eagerness and curiosity as a learner

### **B. Persistence**

1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem

### **C. Creativity and Inventiveness**

1. Explores the environment with purpose and flexibility

## **3-Year-Olds**

### **A. Eagerness and Curiosity**

1. Shows eagerness and is curious to learn new things and have new experiences

### **B. Persistence**

1. Sustains attention for brief periods and finds help when needed

### **C. Creativity and Inventiveness**

1. Approaches daily activities with creativity and inventiveness

### **D. Planning and Reflection**

1. Shows initial signs of planning and learning from their experiences

## **4-Year-Olds**

### **A. Eagerness and Curiosity**

1. Shows curiosity and is eager to learn new things and have new experiences

### **B. Persistence**

1. Attends to tasks for a brief period and seeks help when needed

### **C. Creativity**

1. Approaches daily activities with creativity, and inventiveness

### **D. Planning and Reflection**

1. Shows initial signs of planning and learning from their experiences



# SOCIAL AND EMOTIONAL DEVELOPMENT

(b)(6)

(b)(6)

## Birth to 8 Months

### A. Trust and Emotional Security

1. Experiences and develops secure relationships
2. Responds to the environment

### B. Self Regulation

1. Develops early emotional regulation
2. Develops early behavioral regulation
3. Develops early social problem-solving

### C. Self-Concept

1. Forms and maintains mutual relationships with others
2. Becomes aware of oneself as a unique individual while still connected to others
3. Demonstrates emerging sense of competence and confidence in growing abilities

## 8 to 18 Months

### A. Trust and Emotional Security

1. Experiences and develops secure relationships
2. Responds to the environment

### B. Self-Regulation

1. Demonstrates developing emotional regulation
2. Demonstrates developing behavioral regulation
3. Demonstrates developing social problem-solving

### C. Self –Concept

1. Forms and maintains mutual relationships with others
2. Becomes aware of oneself as a unique individual while still connected to others
3. Demonstrates increasing sense of competence and confidence in growing abilities



## **18 to 24 Months**

### **A. Trust and Emotional Security**

1. Forms and maintains secure relationships with others
2. Responds to the environment

### **B. Self-Regulation**

1. Demonstrates increasing emotional regulation
2. Demonstrates increasing behavior regulation
3. Demonstrates increasing social problem-solving

### **C. Self-Concept**

1. Forms and maintains mutual relationships with others
2. Becomes aware of self as a unique individual while still connected to others
3. Demonstrates increasing sense of competence in growing abilities

## **2-Year-Olds**

### **A. Trust and Emotional Security**

1. Forms and maintains secure relationships with others
2. Responds to the environment

### **B. Self-Regulation**

1. Demonstrates increasing emotional regulation;
2. Demonstrates increasing behavior regulation
3. Demonstrates increasing social problem-solving

### **C. Self-Concept**

1. Forms and maintains mutual relationships with others
2. Becomes aware of oneself as unique individual while still connected to others
3. Demonstrates increasing sense of competence and confidence in growing abilities

## **3-Year-Olds**

### **A. Pro-social Behaviors**

1. Develops positive relationships and interacts comfortably with familiar adults
2. Interacts with and develops positive relationships with peers
3. Joins in group activities and experiences within early learning environments
4. Shows care and concern for others

### **B. Self Regulation**

1. Follows simple rules and routines with support
2. Begins to use materials with increasing care and safety
3. Adapts to transitions with support
4. Shows developing ability to solve social problems with support from familiar adults

### **C. Self-Concept**

1. Shows growing confidence in their abilities
2. Begins to independently initiate and direct some experiences

# 4-Year-Olds

## A. Self-Regulation

### a. Affective

1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time

### b. Life/Adaptive

1. Follows simple rules, agreements, and familiar routines with teacher support
2. Begins to use materials with increasing care and safety
3. Adapts to transitions with increasing independence

## B. Relationships

### a. Self

1. Shows increasing confidence in their own abilities

### b. Peers

1. Interacts with and develops positive relationship with peers
2. Develops special friendships
3. Shows care and concern for others

### c. Adults

1. Develops positive relationships and interacts comfortably with familiar adults.

## C. Social Problem Solving

1. Shows developing ability to solve social problems with support from familiar adults
2. Develops an initial understanding of bullying, with support from familiar adults



# LANGUAGE AND COMMUNICATION

(b)(6)

(b)(6)

## **BIRTH TO 8 MONTHS**

### **A. Listening and Understanding**

1. Responds to frequently heard sounds and words.

### **B. Communication and Speaking**

1. Uses a variety of sounds and movements to communicate.

### **C. Early Reading**

1. Shows enjoyment of the sounds and rhythms of language.

### **D. Early Writing**

1. Develops eye-hand coordination and more intentional hand control
2. Watches activities of others and imitates sounds, facial expressions, and actions

## **8 to 18 Months**

### **A. Listening and Understanding**

1. Shows increased understanding and gestures and words

### **B. Communicating and Speaking**

1. Uses consistent sounds, and gestures, and some words to communicate

### **C. Early Reading**

1. Builds and uses vocabulary with language, pictures, and books

### **D. Early Writing**

1. Uses tools to make scribbles
2. Repeats actions that symbolize ideas

## **18 to 24 Months**

### **A. Listening and Understanding**

1. Gains meaning through listening



2. Attends to and tries to take part in conversations
- B. Communicating and Speaking**
1. Uses a larger number of words and uses words together
  2. Attends to and tries to take part in conversations
- C. Early Reading**
1. Learns that pictures represent real objects, events, and ideas (stories)
  2. Shows motivation to read
- D. Early Writing**
1. Makes purposeful marks on paper
  2. Uses beginning representation through play that imitates familiar routines

## **2-Year-Olds**

- A. Listening and Understanding**
1. Gains meaning through listening
- B. Communicating and Speaking**
1. Speaks clearly and is understood by most listeners
  2. Participates in conversations
- C. Early Reading**
1. Shows growing interest in print and books
  2. Shows motivation to read
- D. Early Writing**
1. Uses scribbles, marks and drawings to convey messages
  2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed

## **3-Year-Olds**

- A. Listening and Understanding**
1. Listens to and understands spoken language
  2. Shows understanding by following simple directions
- B. Communicating and speaking**
1. Shows improving expressive communication skills
  2. Shows increased vocabulary and uses language for many purposes
- C. Early Reading**
1. Shows an appreciation and enjoyment of reading
  2. Demonstrates beginning phonological awareness
  3. Shows awareness of letters and symbols
  4. Demonstrates comprehension and responds to stories
- D. Early Writing**
1. Begins to use writing, pictures and play to express ideas
  2. Shows beginning writing skills by making letter-like shapes and scribbles to write

## **4-Year-Olds**

### **A. Listening and Understanding**

1. Increases knowledge through listening
2. Follows multi-step directions

### **B. Speaking**

1. Speech is understood by both a familiar and an unfamiliar peer or adult

### **C. Vocabulary**

1. Shows an understanding of words and their meanings
2. Shows increased vocabulary to describe many objects, actions, and events

### **D. Sentences and Structure**

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
2. Connects phrases and sentences to build ideas

### **E. Conversation**

1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems
2. Initiates, ask questions, and responds to adults and peers in a variety of settings
3. Uses appropriate language and style for context

### **F. Emergent Reading**

1. Shows motivation for reading
2. Shows age-appropriate phonological awareness
3. Shows alphabetic knowledge
4. Demonstrates comprehension of text read aloud

### **G. Emergent Writing**

1. Shows motivation to engage in written expression
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
3. Demonstrates age-appropriate ability to write letters
4. Demonstrates knowledge of purposes, functions, and structure of written composition



(b)(6)

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

(b)(6)

## **Birth to 8 Months**

### **A. Exploration and Discovery**

1. Responds in simple ways to people and objects
2. Establishes primary relationships
3. Begins to make things happen

### **B. Concept Development and Memory**

1. Responds in simple ways to people and objects
2. Establishes primary relationships
3. Begins to make things happen

### **C. Problem-Solving and Creative Expression**

1. Responds in simple ways to people and objects
2. Establishes primary relationships
3. Begins to make things happen

## **8 to 18 Months**

### **A. Exploration and Discovery**

1. Responds in varied ways to people and objects
2. Establishes more complex relationships
3. Initiates more events

### **B. Concept Development and Memory**

1. Responds in varied ways to people and objects
2. Establishes more complex relationships
3. Initiates more events

### **C. Problem-Solving and Creative Expression**

1. Responds in varied ways to people and objects



2. Establishes more complex relationships
3. Initiates more events

## **18 to 24 Months**

### **A. Exploration and Discovery**

1. Shows more complex responses to people and objects
2. Expands relationships
3. Initiates more complex interactions

### **B. Concept Development and Memory**

1. Shows more complex responses to people and objects
2. Expands relationships
3. Initiates more complex interactions

### **C. Problem-Solving and Creative Expression**

1. Shows more complex responses to people and objects
2. Expands relationships
3. Initiates more complex interactions

## **2 year-olds**

### **A. Exploration and Discovery**

1. Demonstrates varying responses to people and objects
2. Engages in multiple productive relationships
3. Initiates rich and varied events

### **B. Concept Development and Memory**

1. Demonstrates varying responses to people and objects
2. Engages in multiple productive relationships
3. Initiates rich and varied events

### **C. Problem-Solving and Creative Expression**

1. Demonstrates varying response to people and objects
2. Engages in multiple productive relationships
3. Initiates rich and varied events

## **3-Year-Olds**

### **A. Mathematical Thinking**

1. Demonstrates interest in mathematical problem solving
2. Sorts objects into groups by one characteristic
3. Shows knowledge of numbers and counting
4. Recognizes some geometric shapes
5. Shows beginning understanding of spatial relationships and position words
6. Demonstrates beginning ability to compare and contrast
7. Engages in activities that explore measurement

### **B. Scientific Thinking**

1. Uses senses to collect information through observation and exploration
2. Begins to use simple tools for observing and investigation
3. Begins to compare objects

### **C. Social Studies**

1. Begins to recognize and appreciate similarities and differences in people
2. Begins to understand family characteristics, roles and functions
3. Shows awareness of some social roles and jobs that people do
4. Demonstrates awareness of group rules
5. Demonstrates awareness of the environment around them

### **D. The Arts**

1. Uses many different creative art materials to express and explore
2. Engages in musical experiences
3. Engages in creative movement and dramatic play
4. Shows understanding and appreciation of artistic creations or events

## **4-Year-Olds**

### **A. Mathematical Thinking**

#### **a. Number Sense**

1. Demonstrates understanding of one-to-one correspondence
2. Shows understanding of how to count and construct sets
3. Shows understanding by participating in the comparison of quantities
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10
5. Counts and knows the sequence of number names (spoken) 10 to 15
6. Shows understanding of and uses appropriate terms to describe ordinal positions

#### **b. Number and Operations**

1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time

#### **c. Patterns and Seriation**

1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)
2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)

#### **d. Geometry**

1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations



3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects

**e. Spatial Relations**

1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)
2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me”)
3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)
4. Uses directions to move through space and find spaces in place (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)

**f. Measurement**

1. Engages in activities that explore measurement
2. Compares continuous quantities using length, weight, and height;
3. Represents and analyzes data
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time

**B. Scientific Inquiry**

**a. Investigation and Inquiry**

1. Demonstrates the use of simple tools and equipment for observing and investigating
2. Examines objects and makes comparisons

**b. Physical Science**

1. Explores the physical properties and creative use of objects or matter

**c. Life Science**

1. Explores growth and change of living things
2. Identifies the characteristics of living things
3. Identifies the five senses and explores functions of each

**d. Earth and Space**

1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment

**e. Environmental Awareness**

1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time

**C. Social Studies**

**a. Individual Development and Identity**

1. Begins to recognize and appreciate similarities and differences in people
2. Begins to understand family characteristics, roles, and functions

3. Shows awareness and describes some social roles and jobs that people do

**b. People, Places, and Environments**

1. Demonstrates awareness of geographic thinking

**c. Technology and Our World**

1. Shows awareness of technology and its impact on how people live

**d. Civic Ideals and Practices**

1. Demonstrates awareness of group rules (civics)
2. Begins to understand and take on leadership roles

**D. Creative Expression Through The Arts**

**a. Visual Arts**

1. Explores visual arts
2. Creates visual arts to communicate an idea
3. Discusses and responds to the feelings caused by an artwork

**b. Music**

1. Explores music
2. Creates music to communicate an idea
3. Discusses and responds to the feelings caused by music

**c. Creative Movement and Dance**

1. Explores creative movement and dance
2. Creates creative movement and dance to communicate an idea
3. Discusses and responds to the feelings caused by creative movement and dance

**d. Dramatic Play and Theatre**

1. Explores dramatic play and theatre
2. Creates dramatic play and theatre to communicate an idea
3. Discusses and responds to the feelings caused by dramatic play and theatre



<p><b>Race to the Top Early Learning Challenge Essential Domains of School Readiness</b></p>	<p><b>Florida Early Learning and Developmental Standards for Four Year Olds (2011)</b> Age Group: four-year-olds (year prior to kindergarten eligibility)</p>	<p><b>Florida Kindergarten Readiness Screener (FLKRS): Early Childhood Observation System (ECHOS) and Florida Assessment for the Instruction in Reading (FAIR-K)</b></p>
<p><b>Language and Literacy Development</b></p>	<p><b>Language, Communication, and Emergent Literacy</b></p> <ul style="list-style-type: none"> <li>A. Listening and Understanding</li> <li>B. Speaking</li> <li>C. Vocabulary</li> <li>D. Sentences and Structure</li> </ul> <p><b>E. Conversation</b></p> <ul style="list-style-type: none"> <li>1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems</li> </ul> <p><b>F. Emergent Reading</b></p> <ul style="list-style-type: none"> <li>1. Shows age-appropriate phonological awareness                             <ul style="list-style-type: none"> <li>f. Child combines onset and rime to form a familiar one-syllable word with and without pictorial support.</li> </ul> </li> <li>2. Shows alphabetic knowledge                             <ul style="list-style-type: none"> <li>b. Child names most letters.</li> </ul> </li> <li>3. Demonstrates comprehension of text read aloud</li> </ul> <p><b>G. Emergent Writing</b></p> <ul style="list-style-type: none"> <li>2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas</li> </ul>	<p>Concepts of Print – Knows how to use a book (ECHOS)</p> <p>Oral Language and Vocabulary – Shares information about events that happen outside school (ECHOS)</p> <p>Phonemic Awareness – Onset-rime blending and phoneme blending (FAIR-K)</p> <p>Letter Knowledge – Alphabet naming (FAIR-K)</p> <p>Comprehension – Retells a story or part of a story that has been read to the class (ECHOS)</p> <p>Comprehension – Demonstrates understanding of story elements (ECHOS)</p> <p>Writing – Demonstrates awareness of distinction between “kids’ writing” and conventional writing (ECHOS)</p>

<p><b>Cognition and General Knowledge</b> (including early mathematics and early scientific development)</p>	<p><b>Cognitive Development and General Knowledge</b></p> <p><b>A. Mathematical Thinking</b></p> <p>a.1. Demonstrates understanding of one-to-one correspondence</p>	<p>Number Sense and Operation – Counts objects in a collection by creating one-to-one correspondence between each number word and each object (ECHOS)</p>
	<p>c.1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements</p>	<p>Algebraic Thinking – Recognizes, creates, and analyzes patterns (ECHOS)</p>
	<p>d.1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes</p>	<p>Geometry – Identifies two-dimensional geometric shapes and their uses (ECHOS)</p>
	<p>f.3. Represents and analyzes data</p>	<p>Data Analysis – Analyzes data by classifying, organizing, representing, and using information to ask and answer questions (ECHOS)</p>
	<p><b>B. Scientific Inquiry</b></p> <p>a.2. Examines objects and makes comparisons</p>	<p>Scientific Inquiry – Uses the techniques of scientific inquiry, problem solving, questioning, and reasoning (ECHOS)</p>
	<p><b>C. Social Studies</b></p> <p>a.3. Shows awareness and describes some social roles and jobs that people do</p>	<p>Production, Distribution, and Consumption – Explores the kinds of work that people do and how that work benefits family and community (ECHOS)</p>
	<p>d.1. Demonstrates awareness of group rules (civics)</p>	<p>Civic Ideals and Participation – Identifies the need for rules and authority figures and the consequences of breaking rules (ECHOS)</p>
	<p><b>D. Creative Expression Through the Arts</b></p> <p>a.1. Explores visual arts</p>	<p>Dance – Creates movements that correspond to different types of music (ECHOS)</p>
	<p>c.1. Explores creative movement and dance</p>	<p>Visual Arts – Applies media, techniques, and processes to create original art (ECHOS)</p>



<p><b>Approaches Toward Learning</b></p>	<p><b>Approaches to Learning</b></p> <p>A. Eagerness and Curiosity</p> <p>1. Shows curiosity and is eager to learn new things and have new experiences</p>	<p><b>Approaches to Learning – Shows eagerness and curiosity about new topics and ideas (ECHOS)</b></p>
<p>B. Persistence C. Creativity D. Planning and Reflection</p>		
<p><b>Physical Well-Being</b></p>	<p><b>Physical Development</b></p> <p>A. Health and Wellness B. Self- Help</p>	
<p><b>Motor Development</b> (including adaptive skills)</p>	<p>C. Gross Motor Development</p> <p>1. Demonstrates increasing control and balance</p> <p>2. Demonstrates the ability to combine movements for gross motor skills</p>	<p><b>Fitness – Engages voluntarily in large-muscle activity (ECHOS)</b></p>
<p>D. Fine Motor Development</p> <p>1. Demonstrates increasing control of small motor muscles to perform simple tasks</p>		
<p><b>Social and Emotional Development</b></p>	<p><b>Social and Emotional Development</b></p> <p>A. Self-regulation</p> <p>b.2. Begins to use materials with increasing care and safety</p>	<p><b>Fine Motor Skills – Demonstrates increasing ability to use hands and fingers to perform tasks (ECHOS)</b></p> <p><b>Responsible Decision Making – Uses classroom materials purposefully, safely, and respectfully (ECHOS)</b></p>
<p>B. Relationships</p> <p>C. Social Problem Solving</p> <p>1. Shows developing ability to solve social problems with support from familiar adults</p> <p><b>Social Problem Solving – Talks to, and plays cooperatively with, other children (ECHOS)</b></p>		

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Draft Florida Kindergarten Standards including Common Core
<b>IV. Language, Communication and Emergent Literacy</b>	
<b>A. Listening and Understanding</b>	
<p>A.1. Increases knowledge through listening</p> <p><b>Benchmark a:</b> Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.</p>	<p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p>CCLA.K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CCLA.K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCLA.K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>A.2. Follows multi-step directions.</p> <p><b>Benchmark a:</b> Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.</p>	<p>CCLA.K.SL.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCLA.K.SL.1.b Continue a conversation through multiple exchanges.</p>
<b>B. Speaking</b>	
<b>Presentation of Knowledge and Ideas</b>	
	<p>CCLA.K.SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCLA.K.SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>B.1. Speech is understood by both a familiar and an unfamiliar peer or adult</p> <p><b>Benchmark a:</b> Child’s speech is understood by both a familiar and an unfamiliar adult.</p>	<p>CCLA.K.SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>



Early Learning and Developmental Standards for Four-Year-Olds (2011)	Draft Florida Kindergarten Standards including Common Core
<p><b>C. Vocabulary</b></p>	<p><b>Language</b></p>
<p>C.1. Shows an understanding of words and their meanings</p> <p><b>Benchmark a:</b> Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and the habitats, and foods; words that describe: adjectives, verbs, and adverbs).</p> <p><b>Benchmark b:</b> child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).</p> <p><b>Benchmark c:</b> Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math , and literacy) many more than he or she routinely uses (receptive language).</p>	<p><b>Vocabulary Acquisition and Use</b></p> <p>CCLA.K.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>CCLA.K.L.4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb “to duck”)</p>
	<p>CCLA.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
	<p>CCLA.K.L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
	<p>CCLA.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
	<p>CCLA.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>
	<p>CCLA.K.L.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Draft Florida Kindergarten Standards including Common Core
<p>C.2. Shows increased vocabulary to describe many objects, actions, and events.</p> <p><b>Benchmark a:</b> Child uses a large speaking vocabulary, adding new words weekly.</p> <p><b>Benchmark b:</b> Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).</p> <p><b>Benchmark c:</b> Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).</p>	<p>CCLA.K.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CCLA.K.L.5.a. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.</p>
<p><b>D. Sentences and Structure</b></p> <p>D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <p><b>Benchmark a:</b> Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.</p> <p><b>Benchmark b:</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p><b>Conventions of Standard English</b></p> <p>CCLA.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCLA.K.L.1.f. Produce and expand complete sentences in shared language activities.</p> <p>CCLA.K.L.1.b. Use frequently occurring nouns and verbs.</p>
<p>D.2. Connects phrases and sentences to build ideas</p> <p><b>Benchmark a:</b> Child uses sentences with more than one phrase.</p> <p><b>Benchmark b:</b> Child combines more than one idea using complex sentences.</p> <p><b>Benchmark c:</b> Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.</p>	
	<p>CCLA.K.L.1.a Print many upper- and lowercase letters.</p>
	<p>CCLA.K.L.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>



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	CCLA.K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).
	CCLA.K.L.1.e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).
	CCLA.K.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	CCLA.K.L.2.a Capitalize the first word in a sentence and the pronoun <i>I</i> .
	CCLA.K.L.2.b Recognize and name end punctuation.
	CCLA.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	CCLA.K.L.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p><b>E. Conversation</b></p> <p>E.1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems  <b>Benchmark a:</b> Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).</p>	CCLA.K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (Speaking and Listening, Comprehension and Collaboration)
<p>E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings  <b>Benchmark a:</b> Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.  <b>Benchmark b:</b> Child provides appropriate information for the setting (e.g., introduces himself or herself; requests assistance; answers questions such as providing name and address to a police officer or other appropriate adult).</p>	<p>CCLA.K.SL.1.b. Continue a conversation through multiple exchanges. (Speaking and Listening, Comprehension and Collaboration)</p> <p>CCLA.K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (Speaking and Listening, Comprehension and Collaboration)</p>

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<p>E.3. Uses appropriate language and style for context</p> <p><b>Benchmark a:</b> Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).</p> <p><b>Benchmark b:</b> Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).</p> <p><b>Benchmark c:</b> Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).</p>	<p>CCLA.K.SL.2.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) (Speaking and Listening, Comprehension and Collaboration)</p>
F. Emergent Reading	Reading Literature and Reading Informational Text
<p>F.1. Shows motivation for reading</p> <p><b>Benchmark a:</b> Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).</p> <p><b>Benchmark b:</b> Child interacts appropriately with books and other materials in a print-rich environment.</p> <p><b>Benchmark c:</b> Child asks to be read to or asks the meaning of written text.</p>	<p>Key Ideas and Details</p> <p>CCLA.K.R.L.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>CCLA.K.R.I.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>CCLA.K.R.L.2. With prompting and support, retell familiar stories, including key details.</p> <p>CCLA.K.R.I.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCLA.K.R.L.3. With prompting and support, identify characters, settings, and major events in the story.</p> <p>CCLA.K.R.I.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCLA.K.R.L.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Integration of Knowledge and Ideas)</p>



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	Craft and Structure
	<p>CCLA.K.R.L.4. Ask and answer questions about unknown words in a text.</p> <p>CCLA.K.R.I.1.1. With prompting and support, ask and answer questions about key details in a text.</p>
	<p>CCLA.K.R.L.5. Recognize common types of texts (e.g., storybooks, poems.)</p> <p>CCLA.K.R.I.5. Identify the front cover, back cover, and title page of a book.</p>
	<p>CCLA.K.R.L.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CCLA.K.R.I.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
	Integration of Knowledge and Ideas
	<p>CCLA.K.R.L.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>CCLA.K.R.I.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
	<p>CCLA.K.R.L.8. (Not applicable to literature)</p> <p>CCLA.K.R.I.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>
	<p>CCLA.K.R.L.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CCLA.K.R.I.9. With prompting and support, identify basic similarities in</p>

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	and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	Range of Reading and Level of Text Complexity
	<p>CCLA.K.R.L.10. Actively engage in group reading activities with purpose and understanding.</p> <p>CCLA.K.R.I.10. Actively engage in group reading activities with purpose and understanding.</p>
	<b>Reading Foundational Skills</b>
	<b>Phonological Awareness</b>
<p>F.2. Shows age-appropriate phonological awareness</p> <p><b>Benchmark a:</b> Child can distinguish individual words within spoken phrases or sentences</p> <p><b>Benchmark b:</b> Child combines words to make a compound word (e.g., “foot” + “ball” = “football”)</p> <p><b>Benchmark c:</b> Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).</p> <p><b>Benchmark d:</b> Child combines syllables into words (e.g., “sis” + “ter” = “sister”).</p> <p><b>Benchmark e:</b> Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).</p> <p><b>Benchmark f:</b> Child combines onset and rime to form a familiar one-syllable word with pictorial support (e.g., when shown several pictures, and adult says /c/ + “at”, child can select the picture of the cat).</p>	<p>CCLA.K.R.F.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCLA.K.R.F.2.a. Recognize and produce rhyming words.</p> <p>CCLA.K.R.F.2.b. Count, pronounce, blend and segment syllables in spoken words.</p> <p>CCLA.K.R.F.2.c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>CCLA.K.R.F.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>CCLA.K.R.F.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
	<b>Print Concepts</b>
<p>F.3. Shows alphabetic knowledge</p> <p><b>Benchmark a:</b> Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that</p>	<p>CCLA.K.R.F.1. Demonstrate understanding of the organization and basic features of print.</p> <p>CCLA.K.R.F.1.a. Follow words from left to right, top to bottom, and</p>



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<p>is named).</p> <p><b>Benchmark b:</b> Child names most letters (e.g., when shown a letter, can accurately say its name).</p> <p><b>Benchmark c:</b> Child recognizes some letter sounds (e.g., when shown a letter, can accurately identify the letter of the sound given).</p> <p><b>Benchmark d:</b> Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).</p>	<p>page by page.</p> <p>CCLA.K.R.F.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCLA.K.R.F.1.c. Understand that words are separated by spaces in print.</p> <p>CCLA.K.R.F.1.d. Recognize and name all upper- and lower case letters of the alphabet.</p> <p>CCLA.K.R.F.3.a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (Phonics and Word Recognition)</p>
	<p><b>Phonics and Word Recognition</b></p>
	<p>CCLA.K.R.F.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>
	<p>CCLA.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>
	<p>CCLA.K.R.F.3.c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>
	<p>CCLA.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
	<p><b>Fluency</b></p>
	<p>CCLA.K.R.F.4. Read emergent-reader texts with purpose and understanding.</p>

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<p>F.4. Demonstrates comprehension of text read aloud</p> <p><b>Benchmark a:</b> Child retells or reenacts a story after it is read aloud</p> <p><b>Benchmark b:</b> Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?”).</p>	<p>CCLA.K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (Speaking and Listening)</p> <p>CCLA.K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (Speaking and Listening)</p> <p>CCLA.K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (Speaking and Listening)</p>
<p><b>G. Emergent Writing</b></p>	<p><b>Writing</b></p>
<p>G.1. Shows motivation to engage in written expression</p> <p><b>Benchmark a:</b> Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.</p> <p><b>Benchmark b:</b> Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).</p>	<p><b>Text Types and Purposes</b></p> <p>CCLA.K.W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book(e.g., My favorite book is...).</p> <p>CCLA.K.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p>G.2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas</p>	



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<p><b>Benchmark a:</b> Child independently uses letter-like shapes or letters to write words or parts of words.</p> <p><b>Benchmark b:</b> Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.</p>	
<p>G.3. Demonstrates age-appropriate ability to write letters</p> <p><b>Benchmark a:</b> Child independently writes some letters on request.</p>	<p>CCLA.K.W.3. Using a combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
	<p><b>Production and Distribution of Writing</b></p>
	<p>CCLA.K.W.4. (Begins in grade 3)</p>
	<p>CCLA.K.W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
	<p>CCLA.K.W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	<p><b>Research to Build and Present Knowledge</b></p>
	<p>CCLA.K.W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
	<p>CCLA.K.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
	<p>CCLA.K.W.9. (Begins in grade 4)</p>
	<p><b>Range of Writing</b></p>
	<p>CCLA.K.W.10. (Begins in grade 3)</p>

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<p>G.4. Demonstrates knowledge of purposes, functions, and structure of written composition</p> <p><b>Benchmark a:</b> When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with “Dear”; or a story with a beginning, middle, and end).</p>	
<p><b>V. Cognitive Development and General Knowledge</b></p>	
<p><b>A. Mathematical Thinking</b></p>	
<p><b>A(a). Number Sense</b></p>	<p><b>CCMA.K.CC Counting and Cardinality</b></p>
	<p>Know number names and the count sequence</p>
	<p>CCMA.K.CC.1 Count to 100 by ones and by tens.</p>
	<p>CCMA.K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>
	<p>CCMA.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
	<p>Count to tell the number of objects</p>
<p>A(a).1. Demonstrates understanding of one-to-one correspondence</p> <p><b>Benchmark a:</b> Child demonstrates one-to-one correspondence when counting.</p>	<p>CCMA.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality</p> <p>CCMA.K.CC.4.a When counting objects, say the number names in the</p>



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<p><b>Benchmark b:</b> Child demonstrates one-to-one correspondence to determine if two sets are equal.</p>	<p>standard order, pairing each object with one and only one number name and each number name with one and only one object.            CCMA.K.CC.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
	<p>CCMA.K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.</p>
<p>A(a).2. Shows understanding of how to count and construct sets  <b>Benchmark a:</b> Child counts sets in the range of 10 to 15 objects.  <b>Benchmark b:</b> Child constructs sets in the range of 10 to 15 objects.</p>	<p>CCMA.K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.            CCMA.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.            Note: Limit category counts to be less than or equal to 10.            (Measurement and Data)</p>
<p>A(a).3. Shows understanding by participating in the comparison of quantities  <b>Benchmark a:</b> Child compares two sets to determine if they are equal.  <b>Benchmark b:</b> Child compares two sets to determine if one set has more.  <b>Benchmark c:</b> Child compares two sets to determine if one set has fewer.</p>	<p><b>Compare numbers.</b>            CCMA.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.            Note: Include groups with up to ten objects.</p>

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<p><b>Benchmark d:</b> Child determines one set of objects is a lot more than another set of objects.</p>	
<p>A(a).4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range from zero to 10</p>	<p>CCMA.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>
<p>A(a).5. Counts and knows the sequence of number names (spoken)  <b>Benchmark a:</b> Child counts and recognizes number names (spoken) in the range of 10 to 15.  <b>Benchmark b:</b> Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.</p>	<p>CCMA.K.CC.1 Count to 100 by ones and by tens.  CCMA.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)</p>
<p>A(a).6. Shows understanding of and uses appropriate terms to describe ordinal positions  <b>Benchmark a:</b> Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).  <b>Benchmark b:</b> Child names ordinal positions (e.g., first, second, third, fourth, fifth).</p>	



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<p><b>A(b). Number and Operations</b></p> <p>A(b).1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)  <b>Benchmark a:</b> Child indicates there are more when combining (adding) sets of objects together.  <b>Benchmark b:</b> Child indicates there are less (fewer) when removing (subtracting) objects from a set.</p> <p>A(b).2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities  <b>Benchmark a:</b> Child combines sets of objects to equal a set no larger than 10.  <b>Benchmark b:</b> Child removes objects from a set no larger than 10.  <b>Benchmark c:</b> Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.</p> <p>A(b).3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time</p>	<p>CCMA.K.OA Operations and Algebraic Thinking</p> <p>CCMA.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. Note: Drawings need not show details, but should show the mathematics in the problem.  CCMA.K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem</p>

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	<p>CCMA.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>
	<p>CCMA.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>
	<p>CCMA.K.OA.5 Fluently add and subtract within 5.</p>
	<p><b>CCMA.K.NBT Number and Operations in Base Ten</b>  <i>Work with numbers 11-19 to gain foundations for place value.</i></p>
	<p>CCMA.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
<p><b>A(c). Patterns and Seriation</b></p> <p>A(c).1. Recognizes patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue vs. a non-pattern like a rainbow)</p> <p><b>Benchmark a:</b> Child recognizes patterns and non-patterns</p> <p><b>Benchmark b:</b> Child duplicates identical patterns with at least two elements</p>	



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<p><b>Benchmark c:</b> Child recognizes pattern units (e.g., red/blue, dog/cat; red/blue/yellow, dog/cat/cow)</p>	
<p><b>Benchmark d:</b> Child begins to independently produce patterns with at least two elements (e.g. red/blue, red/blue), with teacher support and multiple experiences over time.</p>	
<p>A(c).2. Sorts, orders, compares, and describes objects according to characteristics or attributes (seriation)</p> <p><b>Benchmark a:</b> Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).</p> <p><b>Benchmark b:</b> Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.</p>	
<p><b>A(d). Geometry</b></p>	<p>CCMA.K.G Geometry</p>
	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>
<p>A(d).1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)</p> <p><b>Benchmark a:</b> Child categorizes (sorts) examples of two-dimensional shapes.</p> <p><b>Benchmark b:</b> Child names two-dimensional shapes.</p> <p><b>Benchmark c:</b> Child constructs examples of two-dimensional shapes.</p> <p><b>Benchmark d:</b> Child identifies the number of sides of two-dimensional shapes.</p>	<p>CCMA.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., the number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>
<p>A(d).2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations</p>	<p>CCMA.K.G.2 Correctly name shapes regardless of their orientations or overall size.</p>

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<p><b>Benchmark a:</b> Child slides shapes, with teacher support and multiple experiences over time.</p> <p><b>Benchmark b:</b> Child flips shapes, with teacher support and multiple experiences over time.</p> <p><b>Benchmark c:</b> Child rotates shapes, with teacher support and multiple experiences over time.</p> <p>A(d).3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)</p> <p><b>Benchmark a:</b> Child categorizes (sorts) examples of three-dimensional shapes.</p> <p><b>Benchmark b:</b> Child names three-dimensional shapes.</p>	<p>CCMA.K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)</p>
<p>A(d).4. Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions, using concrete objects</p>	



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	CCMA.K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	CCMA.K.G.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>
<b>A(e). Spatial Relations</b>	
<p>A(e).1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)</p> <p><b>Benchmark a:</b> Child shows understanding of positional words (receptive knowledge).</p> <p><b>Benchmark b:</b> Child uses the positional terms verbally (expressive knowledge ) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.</p>	CCMA.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as "above, below, beside, in front of, behind, and next to" .
A(e).2. Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")	
A(e).3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, and vertical	
A(e).4. Uses directions to move through space and find places in space (e.g., obstacle courses, <i>Simon Says</i> , <i>Mother May I?</i> , hop scotch, giving simple directions)	

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Draft Florida Kindergarten Standards including Common Core
<p><b>A(f). Measurement</b></p> <p><b>A(f).1.</b> Engages in activities that explore measurement</p>	<p><b>CCMA.K.MD Measurement and Data</b></p> <p>Describe and compare measurable attributes.</p>
<p><b>A(f).2.</b> Compares continuous quantities using length, weight, and height</p> <p><b>Benchmark a:</b> Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.</p> <p><b>Benchmark b:</b> Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.</p> <p><b>Benchmark c:</b> Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.</p> <p><b>Benchmark d:</b> Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple</p>	<p><b>CCMA.K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>CCMA.K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>



Early Learning and Developmental Standards for Four-Year-Olds (2011)	Draft Florida Kindergarten Standards including Common Core
experiences over time.	
	Classify objects and count the number of objects in each category.
<p>A(f).3. Represents and analyzes data</p> <p><b>Benchmark a:</b> Child assists with collecting and sorting materials to be graphed.</p> <p><b>Benchmark b:</b> Child works, with teacher and small groups, to represent mathematical relations in charts and graphs.</p> <p><b>Benchmark c:</b> Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.</p>	<p>CCMA.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Note: Limit category counts to be less than or equal to 10.</p>
<p>A(f).4. Child predicts the results of a data collection, with teacher support and multiple experiences over time.</p>	

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<b>I. Physical Development</b>	<b>Physical Development and Health</b>
<b>A. Health and Wellness</b>	<b>Physical Health Status</b>
1. Shows characteristics of good health to facilitate learning	<ul style="list-style-type: none"> <li>• Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.</li> </ul>
2. Shows visual abilities to facilitate learning and healthy growth and development	
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	
5. Shows familiarity with health care providers in relation to health and wellness	<ul style="list-style-type: none"> <li>• Recognizes the importance of doctor and dentist visits. (Health Knowledge and Practice)</li> <li>• Cooperates during doctor and dentist visits and health and developmental screenings. (Health Knowledge and Practice)</li> </ul>
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health	
7. Shows basic physical needs are met	<ul style="list-style-type: none"> <li>• Gets sufficient rest and exercise to support healthy development.</li> </ul>
8. Actively takes part in basic health and safety routines	
9. Participates in physical fitness activities	<ul style="list-style-type: none"> <li>• Gets sufficient rest and exercise to support healthy development.</li> </ul>
10. Makes healthy food choices	<ul style="list-style-type: none"> <li>• Distinguishes food on a continuum from most healthy to less healthy. (Health Knowledge and Practice)</li> <li>• Eats a variety of nutritious foods. (Health Knowledge and Practice)</li> </ul>
	<ul style="list-style-type: none"> <li>• Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.</li> </ul>
	<ul style="list-style-type: none"> <li>• Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.</li> </ul>
<b>B. Self-Help</b>	<b>Health Knowledge and Practice</b>
1. Actively participates in self-care	<ul style="list-style-type: none"> <li>• Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> </ul>
2. Helps carry out classroom routines	<ul style="list-style-type: none"> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> <li>• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Participates in structured and unstructured physical activities.</li> </ul>
<b>C. Gross Motor Development</b>	<b>Gross Motor Skills</b>
1. Demonstrates increasing motor control and balance	<ul style="list-style-type: none"> <li>• Develops motor control and balance for a range of physical activities such as a walking, propelling a wheelchair or mobility device, skipping, running,</li> </ul>



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	climbing, and hopping.
2. Demonstrates the ability to combine movements for gross motor skills	<ul style="list-style-type: none"> <li>• Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understands movement concepts such as control the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</li> </ul>
<b>D. Fine Motor Development</b>	<b>Fine Motor Skills</b>
1. Demonstrates increasing control of small motor muscles to perform simple tasks	<ul style="list-style-type: none"> <li>• Develops hand strength and dexterity.</li> </ul>
2. Uses eye-hand coordination to perform fine motor tasks	<ul style="list-style-type: none"> <li>• Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</li> </ul>
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	<ul style="list-style-type: none"> <li>• Manipulates writing, drawing, and art tools.</li> </ul>
	<ul style="list-style-type: none"> <li>• Manipulates a range of objects, such as blocks and books.</li> </ul>

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<b>II. Approaches to Learning</b>	<b>Approaches to Learning</b>
<b>A. Eagerness and Curiosity</b>	<b>Initiative and Curiosity</b>
1. Shows curiosity and is eager to learn new things and have new experiences	<ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</li> </ul>
	<ul style="list-style-type: none"> <li>• Asks questions and seeks new information.</li> </ul>
<b>B. Persistence</b>	<b>Persistence and Attentiveness</b>
1. Attends to tasks for a brief period and seeks help when needed	<ul style="list-style-type: none"> <li>• Maintains interest in a project or activity until completed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Sets goals and develops and follows through on plans.</li> </ul>
	<ul style="list-style-type: none"> <li>• Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.</li> </ul>
<b>C. Creativity</b>	
1. Approaches daily activities with creativity	
<b>D. Planning and Reflection</b>	<b>Cooperation</b>
1. Shows initial signs of planning and learning from their experiences	<ul style="list-style-type: none"> <li>• Plans, initiates, and completes learning activities with peers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Joins in cooperative play with others and invites others to play.</li> </ul>
	<ul style="list-style-type: none"> <li>• Models or teaches peers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Helps, shares, and cooperates in a group.</li> </ul>



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<b>III. Social and Emotional Development</b>	<b>Social and Emotional Development</b>
<b>A. Self-Regulation</b>	
a. <b>Affective</b>	<b>Self-Concept and Self-Efficacy</b>
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	<ul style="list-style-type: none"> <li>• Demonstrates age-appropriate independence in a range of activities, routines, and tasks.</li> </ul>
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Recognizes and labels emotions (Self-Regulation).</li> <li>• Handles impulses and behavior with minimal direction from adults (Self-Regulation).</li> <li>• Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear (Emotional and Behavioral Health).</li> </ul>
	<ul style="list-style-type: none"> <li>• Identifies personal characteristics, preferences, thoughts, and feelings.</li> </ul>
<b>b. Life/Adaptive</b>	<b>Self-Regulation</b>
1. Follows simple rules, agreements, and familiar routines with teacher support	<ul style="list-style-type: none"> <li>• Follows simple rules, routines, and directions.</li> </ul>
2. Begins to use materials with increasing care and safety	<ul style="list-style-type: none"> <li>• Demonstrates age-appropriate independence in decision making regarding activities and materials (Self-Concept and Self-Efficacy).</li> </ul>
3. Adapts to transitions with increasing independence	<ul style="list-style-type: none"> <li>• Shifts attention between tasks and moves through transitions with minimal direction from adults.</li> </ul>
<b>B. Relationships</b>	<b>Social Relationships</b>
a. <b>Self</b>	
1. Shows increasing confidence in their own abilities	<ul style="list-style-type: none"> <li>• Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks (Self-Concept and Self-Efficacy).</li> </ul>
<b>b. Peers</b>	
1. Interacts with and develops positive relationship with peers	
2. Develops special friendships	<ul style="list-style-type: none"> <li>• Develops friendships with peers.</li> </ul>
3. Shows care and concern for others	<ul style="list-style-type: none"> <li>• Expresses empathy and sympathy to peers.</li> </ul>
<b>c. Adults</b>	
1. Develops positive relationships and interacts comfortably with familiar adults	<ul style="list-style-type: none"> <li>• Communicates with familiar adults and accepts or requests guidance.</li> <li>• Establishes secure relationships with adults.</li> </ul>
	<ul style="list-style-type: none"> <li>• Cooperates with others.</li> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul>
<b>C. Social Problem Solving</b>	
1. Shows developing ability to solve social problems with support from familiar adults	<ul style="list-style-type: none"> <li>• Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> </ul>
2. Develops an initial understanding of bullying, with support from familiar adults	

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	<ul style="list-style-type: none"> <li>• Recognizes and labels others' emotions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes how actions affect others and accepts consequences of one's actions.</li> </ul>
	<b>Emotional and Behavioral Health</b>
	<ul style="list-style-type: none"> <li>• Refrains from disruptive, aggressive, angry, or defiant behaviors.</li> </ul>
	<ul style="list-style-type: none"> <li>• Adapts to new environments with appropriate emotions and behaviors.</li> </ul>

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<b>IV. Language, Communication, and Emergent Literacy</b>	<b>Language Development Literacy Knowledge and Skills</b>
A. Listening and Understanding	
1. Increases knowledge through listening	<ul style="list-style-type: none"> <li>Attends to language during conversations, songs, stories, or other learning experiences (Receptive Language).</li> </ul>
<u>Benchmark a:</u> Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.	
2. Follows multi-step directions.	
<u>Benchmark a:</u> Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.	
B. Speaking	
1. Speech is understood by both a familiar and an unfamiliar peer or adult	
<u>Benchmark a:</u> Child's speech is understood by both a familiar and an unfamiliar adult.	
C. Vocabulary	
1. Shows an understanding of words and their meanings	<ul style="list-style-type: none"> <li>Comprehends increasingly complex and varied vocabulary (Receptive Language).</li> </ul>
<u>Benchmark a:</u> Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).	
<u>Benchmark b:</u> Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).	
<u>Benchmark c:</u> Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).	
2. Shows increased vocabulary to describe many objects, actions, and events	<ul style="list-style-type: none"> <li>Uses increasingly complex and varied vocabulary (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child uses a large speaking vocabulary, adding new words weekly.	
<u>Benchmark b:</u> Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).	
<u>Benchmark c:</u> Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).	
D. Sentences and Structure	



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1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences	<ul style="list-style-type: none"> <li>• Comprehends different forms of language, such as questions or exclamations (Receptive Language).</li> <li>• Comprehends different grammatical structures or rules using language (Receptive Language).</li> <li>• Uses different grammatical structures for a variety of purposes (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.	
<u>Benchmark b:</u> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	
2. Connects phrases and sentences to build ideas	
<u>Benchmark a:</u> Child uses sentences with more than one phrase.	
<u>Benchmark b:</u> Child combines more than one idea using complex sentences.	
<u>Benchmark c:</u> Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	
E. Conversation	
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems	<ul style="list-style-type: none"> <li>• Uses language to express ideas and needs (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).	
2. Initiates, ask questions, and responds to adults and peers in a variety of settings	<ul style="list-style-type: none"> <li>• Engages in communication and conversation with others (Expressive Language).</li> <li>• Engages in conversations with peers and adults (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.	
<u>Benchmark b:</u> Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).	
3. Uses appropriate language and style for context	<ul style="list-style-type: none"> <li>• Uses different forms of language (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).	
<u>Benchmark b:</u> Child demonstrates knowledge of nonverbal	

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conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).	
<b>Benchmark c:</b> Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).	<ul style="list-style-type: none"> <li>Engages in storytelling (Expressive Language).</li> </ul>
	<b>English Language Development</b>
	<b>Receptive English Language Skills</b>
	<ul style="list-style-type: none"> <li>Participates with movement and gestures while other children and the teachers dance and sing in English.</li> </ul>
	<ul style="list-style-type: none"> <li>Acknowledges or responds nonverbally to common words or phrases, such as “hello” “good bye” “snack time” “bathroom”, when accompanied by adult gestures.</li> </ul>
	<ul style="list-style-type: none"> <li>Points to body parts when asked, “Where is your nose, hand, leg...?”</li> </ul>
	<ul style="list-style-type: none"> <li>Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?”</li> </ul>
	<ul style="list-style-type: none"> <li>Follows multi-step directions in English with minimal cues or assistance.</li> </ul>
	<b>Expressive English Language Skills</b>
	<ul style="list-style-type: none"> <li>Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.</li> </ul>
	<ul style="list-style-type: none"> <li>Requests items in English, such as “car,” “milk,” “book,” “ball.”</li> </ul>
	<ul style="list-style-type: none"> <li>Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”</li> </ul>
	<ul style="list-style-type: none"> <li>Uses increasingly complex and varied English vocabulary.</li> <li>Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”</li> </ul>
	<b>Engagement in English Literacy Activities</b>
	<ul style="list-style-type: none"> <li>Demonstrates eagerness to participate in songs, rhymes and stories in English.</li> </ul>
	<ul style="list-style-type: none"> <li>Points to pictures and says the word in English, such as “frog,” “baby,” “run.”</li> </ul>
	<ul style="list-style-type: none"> <li>Learns part of a song or poem in English and repeats it.</li> </ul>
	<ul style="list-style-type: none"> <li>Talks with peers or adults about a story read in English.</li> </ul>
	<ul style="list-style-type: none"> <li>Tells a story in English with a beginning, middle, and end from a book or about a personal experience.</li> </ul>
<b>F. Emergent Reading</b>	
1. Shows motivation for reading	<ul style="list-style-type: none"> <li>Shows interest in shared reading experiences and</li> </ul>

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	looking at books independently (Book Appreciation and Knowledge). <ul style="list-style-type: none"> <li>• Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics (Book Appreciation and Knowledge).</li> </ul>
<u>Benchmark a:</u> Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).	
<u>Benchmark b:</u> Child interacts appropriately with books and other materials in a print-rich environment.	
<u>Benchmark c:</u> Child asks to be read to or asks the meaning of written text.	
	<ul style="list-style-type: none"> <li>• Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator (Book Appreciation and Knowledge).</li> </ul>
	<b>Print Concepts &amp; Conventions</b>
	<ul style="list-style-type: none"> <li>• Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understands that print conveys meaning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understands conventions, such as print moves from left to right and top to bottom of a page.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes words as a unit of print and understands that letters are grouped to form words.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes the association between spoken or signed and written words.</li> </ul>
<b>2. Shows age-appropriate phonological awareness</b>	<b>Phonological Awareness</b>
<u>Benchmark a:</u> Child can distinguish individual words within spoken phrases or sentences.	<ul style="list-style-type: none"> <li>• Identifies and discriminates between words in language.</li> </ul>
<u>Benchmark b:</u> Child combines words to make a compound word (e.g., “foot” + “ball” = “football”)	
<u>Benchmark c:</u> Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).	
<u>Benchmark d:</u> Child combines syllables into words (e.g., “sis” + “ter” = “sister”).	<ul style="list-style-type: none"> <li>• Identifies and discriminates between separate syllables in words.</li> </ul>
<u>Benchmark e:</u> Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).	
<u>Benchmark f:</u> Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at,” child can select the picture of the cat).	
	<ul style="list-style-type: none"> <li>• Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that</li> </ul>



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	different words begin or end with the same sound.
3. Shows alphabetic knowledge	<b>Alphabet Knowledge</b>
<u>Benchmark a:</u> Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).	<ul style="list-style-type: none"> <li>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>
<u>Benchmark b:</u> Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).	
	<ul style="list-style-type: none"> <li>Attends to the beginning letters and sounds in familiar words.</li> </ul>
<u>Benchmark c:</u> Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).	<ul style="list-style-type: none"> <li>Identifies letters and associates correct sounds with letters.</li> </ul>
<u>Benchmark d:</u> Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).	<ul style="list-style-type: none"> <li>Recognizes that letters of the alphabet have distinct sound(s) associated with them.</li> </ul>
4. Demonstrates comprehension of text read aloud	
<u>Benchmark a:</u> Child retells or reenacts a story after it is read aloud.	<ul style="list-style-type: none"> <li>Retells stories or information from books through conversations, artistic works, creative movement, or drama (Book Appreciation and Knowledge).</li> </ul>
<u>Benchmark b:</u> Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).	<ul style="list-style-type: none"> <li>Asks and answers questions and makes comments about print materials (Book Appreciation and Knowledge).</li> </ul>
<b>G. Emergent Writing</b>	<b>Early Writing</b>
1. Shows motivation to engage in written expression	<ul style="list-style-type: none"> <li>Experiments with writing tools and materials.</li> </ul>
<u>Benchmark a:</u> Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.	
<u>Benchmark b:</u> Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).	<ul style="list-style-type: none"> <li>Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, and ideas.</li> </ul>
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas	
<u>Benchmark a:</u> Child independently uses letter-like shapes or letters to write words or parts of words.	<ul style="list-style-type: none"> <li>Copies, traces, or independently writes letters or words.</li> </ul>
<u>Benchmark b:</u> Child writes own name (e.g., first name, last name, or frequent	
nickname), not necessarily with full correct spelling or well-formed letters.	
3. Demonstrates age-appropriate ability to write letters	
<u>Benchmark a:</u> Child independently writes some letters on	

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request.	
4. Demonstrates knowledge of purposes, functions, and structure of written composition	<ul style="list-style-type: none"> <li>• Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.</li> </ul>

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<b>Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)</b> Age Group: four-year-olds (year prior to kindergarten eligibility)	<b>The Head Start Child Development and Early Learning Framework (2010)</b> Age group: three- to five-year olds (two years prior to kindergarten eligibility)
<b>V. Cognitive Development and General Knowledge</b>	
<b>A. Mathematical Thinking</b>	<b>Mathematics Knowledge &amp; Skills</b>
<b>a. Number Sense</b>	<b>Number Concepts and Quantities</b>
	<ul style="list-style-type: none"> <li>Recognizes numbers and quantities in the everyday environment.</li> </ul>
1. Demonstrates understanding of one-to-one correspondence	<ul style="list-style-type: none"> <li>Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</li> </ul>
<u>Benchmark a:</u> Child demonstrates one-to-one correspondence when counting.	
<u>Benchmark b:</u> Child demonstrates one-to-one correspondence to determine if two sets are equal.	
2. Shows understanding of how to count and construct sets	<ul style="list-style-type: none"> <li>Uses the number name of the last object counted the number of objects in the set.</li> </ul>
<u>Benchmark a:</u> Child counts sets in the range of 10 to 15 objects.	
<u>Benchmark b:</u> Child constructs sets in the range of 10 to 15 objects.	
3. Shows understanding by participating in the comparison of quantities	<ul style="list-style-type: none"> <li>Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to (Number Relationships and Operations).</li> </ul>
<u>Benchmark a:</u> Child compares two sets to determine if they are equal.	
<u>Benchmark b:</u> Child compares two sets to determine if one set has more.	
<u>Benchmark c:</u> Child compares two sets to determine if one set has fewer.	
<u>Benchmark d:</u> Child determines one set of objects is a lot more than another set of objects.	
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	<ul style="list-style-type: none"> <li>Associates quantities and the names of numbers with written numerals.</li> </ul>
5. Counts and knows the sequence of number names (spoken)	<ul style="list-style-type: none"> <li>Recites numbers in the correct order and understands that numbers come “before” or “after” one another.</li> </ul>
<u>Benchmark a:</u> Child counts and recognizes number names (spoken) in the range of 10 to 15.	
<u>Benchmark b:</u> Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.	
6. Shows understanding of and uses appropriate terms to describe ordinal positions	
<u>Benchmark a:</u> Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).	



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<p><u>Benchmark b:</u> Child names ordinal positions (e.g., first, second, third, fourth, fifth).</p>	
<p><b>b. Number and Operations</b></p>	<p><b>Number Relationships &amp; Operations</b></p>
<p>1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)</p>	<ul style="list-style-type: none"> <li>Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</li> </ul>
<p><u>Benchmark a:</u> Child indicates there are more when combining (adding) sets of objects.</p>	
<p><u>Benchmark b:</u> Child indicates there are less (fewer) when removing (subtracting) objects from a set.</p>	
<p>2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities</p>	<ul style="list-style-type: none"> <li>Identifies the new number created when numbers are combined or separated.</li> </ul>
<p><u>Benchmark a:</u> Child combines sets of objects to equal a set no larger than 10.</p>	
<p><u>Benchmark b:</u> Child removes objects from a set no larger than 10.</p>	
<p><u>Benchmark c:</u> Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.</p>	
<p>3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time</p>	
<p><b>c. Patterns and Seriation</b></p>	<p><b>Patterns</b></p>
<p>1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)</p>	<ul style="list-style-type: none"> <li>Sorts, classifies, and serializes (puts in a pattern) objects using attributes such as color, shape, or size.</li> <li>Recognizes, duplicates, and extends simple patterns.</li> </ul>
<p><u>Benchmark a:</u> Child recognizes patterns and non-patterns.</p>	
<p><u>Benchmark b:</u> Child duplicates identical patterns with at least two elements.</p>	
<p><u>Benchmark c:</u> Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern)</p>	
<p><u>Benchmark d:</u> Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.</p>	<ul style="list-style-type: none"> <li>Creates patterns through the repetition of a unit.</li> </ul>
<p>2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)</p>	<ul style="list-style-type: none"> <li>Orders objects by size or length (Measurement and Comparison).</li> </ul>
<p><u>Benchmark a:</u> Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).</p>	
<p><u>Benchmark b:</u> Child verbalizes why objects were placed in order (e.g., describes process of how and why), with</p>	

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teacher support and multiple experiences over time.	
<b>d. Geometry</b>	<b>Geometry &amp; Spatial Sense</b>
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	<ul style="list-style-type: none"> <li>Recognizes and names common shapes, their parts, and attributes.</li> </ul>
<u>Benchmark a</u> : Child categorizes (sorts) examples of two-dimensional shapes.	
<u>Benchmark b</u> : Child names two-dimensional shapes.	
<u>Benchmark c</u> : Child constructs examples of two-dimensional shapes.	
<u>Benchmark d</u> : Child identifies the number of sides of two-dimensional shapes.	
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	
<u>Benchmark a</u> : Child slides shapes, with teacher support and multiple experiences over time.	
<u>Benchmark b</u> : Child flips shapes, with teacher support and multiple experiences over time.	
<u>Benchmark c</u> : Child rotates shapes, with teacher support and multiple experiences over time.	
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	
<u>Benchmark a</u> : Child categorizes (sorts) examples of three-dimensional shapes.	
<u>Benchmark b</u> : Child names three-dimensional shapes.	
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects.	
	<ul style="list-style-type: none"> <li>Combines and separates shapes to make other shapes.</li> </ul>
	<ul style="list-style-type: none"> <li>Compares objects in size and shape.</li> </ul>
<b>e. Spatial Relations</b>	<b>Geometry and Spatial Sense</b>
1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)	<ul style="list-style-type: none"> <li>Understands directionality, order, and position of objects, such as up, down, in front, and behind.</li> </ul>
<u>Benchmark a</u> : Child shows understanding of positional words (receptive knowledge).	
<u>Benchmark b</u> : Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.	
2. Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")	
3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	

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4. Uses directions to move through space and find spaces in place (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)	
<b>f. Measurement</b>	<b>Measurement and Comparison</b>
1. Engages in activities that explore measurement	
2. Compares continuous quantities using length, weight, and height	<ul style="list-style-type: none"> <li>• Compares objects using attributes of length, weight, and size (bigger, longer, taller, heavier).</li> <li>• Uses nonstandard and standard techniques and tools to measure and compare.</li> </ul>
<u>Benchmark a:</u> Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	
<u>Benchmark b:</u> Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	
<u>Benchmark c:</u> Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	
<u>Benchmark d:</u> Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	
3. Represents and analyzes data	<ul style="list-style-type: none"> <li>• Collects, describes, and records information through discussions, drawings, maps, and charts (Scientific Skills &amp; Method)</li> </ul>
<u>Benchmark a:</u> Child assists with collecting and sorting materials to be graphed.	
<u>Benchmark b:</u> Child works with teacher and small groups to represent mathematical relations in charts and graphs.	
<u>Benchmark c:</u> Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Describes and discusses predictions, explanations, and generalizations based on past experience (Scientific Skills &amp; Method).</li> </ul>
<b>B. Scientific Inquiry</b>	<b>Science Knowledge &amp; Skills</b>
<b>a. Investigation and Inquiry</b>	<b>Scientific Skills &amp; Method</b>
1. Demonstrates the use of simple tools and equipment for observing and investigating	<ul style="list-style-type: none"> <li>• Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.</li> <li>• Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form</li> </ul>



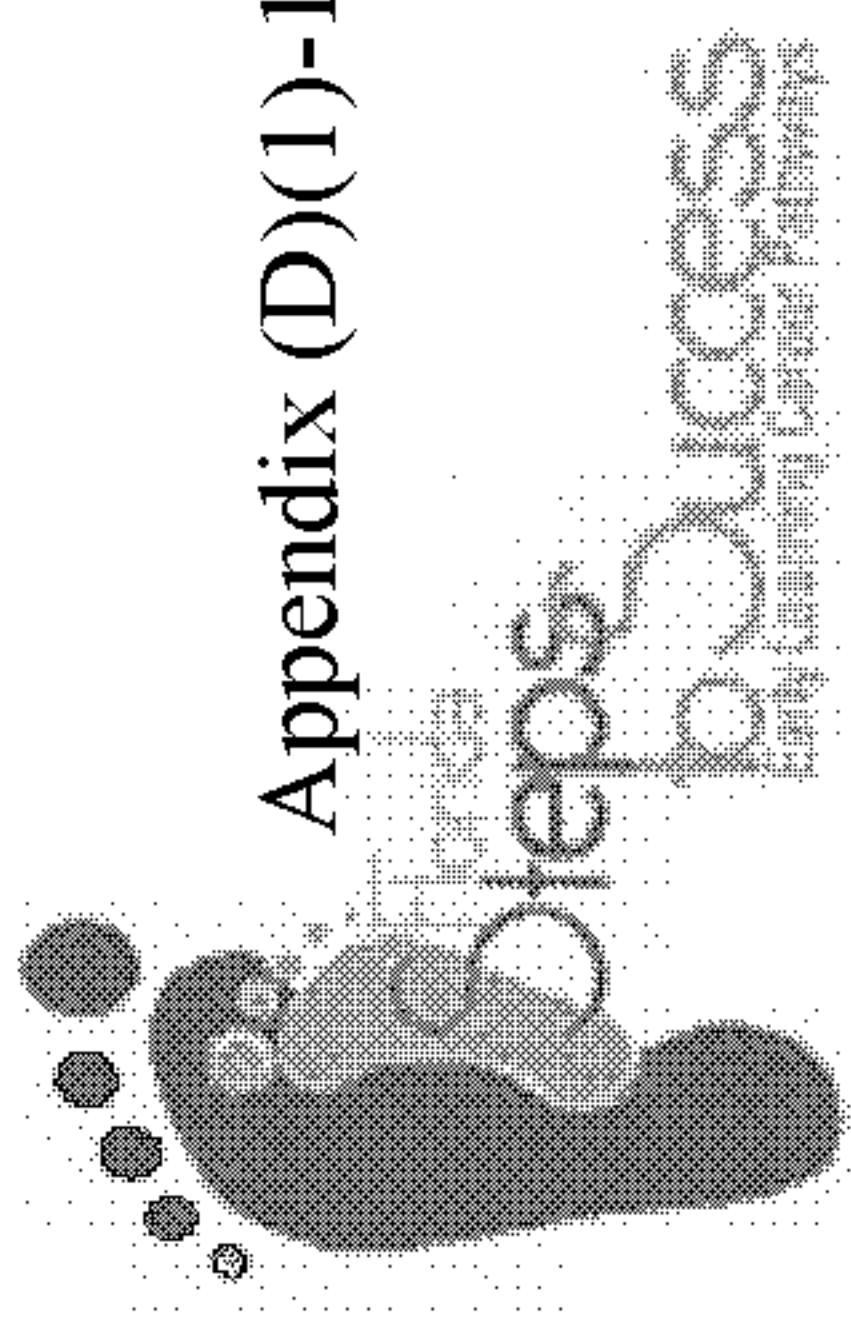
<b>Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)</b> <b>Age Group:</b> four-year-olds (year prior to kindergarten eligibility)	<b>The Head Start Child Development and Early Learning Framework (2010)</b> <b>Age group:</b> three- to five-year olds (two years prior to kindergarten eligibility)
	generalizations.
2. Examines objects and makes comparisons	<ul style="list-style-type: none"> <li>• Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.</li> <li>• Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.</li> </ul>
<b>b. Physical Science</b>	
1. Explores the physical properties and creative use of objects or matter	<ul style="list-style-type: none"> <li>• Observes and discusses common properties, differences, and comparisons among objects (Scientific Skills &amp; Method).</li> <li>• Observes, describes, and discusses properties of materials and transformation of substances (Conceptual Knowledge of the Natural &amp; Physical World).</li> </ul>
<b>c. Life Science</b>	<b>Conceptual Knowledge of the Natural and Physical World</b>
1. Explores growth and change of living things	<ul style="list-style-type: none"> <li>• Observes and discusses common properties, differences, and comparisons among objects (Scientific Skills &amp; Method).</li> <li>• Observes, describes, and discusses living things and natural processes.</li> </ul>
2. Identifies the characteristics of living things	<ul style="list-style-type: none"> <li>• Observes, describes, and discusses living things and natural processes.</li> </ul>
3. Identifies the five senses and explores functions of each	<ul style="list-style-type: none"> <li>• Observes, describes, and discusses living things and natural processes.</li> </ul>
<b>d. Earth and Space</b>	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Observes and discusses common properties, differences, and comparisons among objects (Scientific Skills &amp; Method).</li> </ul>
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment	<ul style="list-style-type: none"> <li>• Observes, describes, and discusses properties of materials and transformation of substances (Conceptual Knowledge of the Natural &amp; Physical World).</li> </ul>
<b>e. Environmental Awareness</b>	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Understands that people can take care of the environment through activities, such as recycling (People &amp; The Environment).</li> </ul>
<b>C. Social Studies</b>	<b>Social Studies Knowledge &amp; Skills</b>
<b>a. Individual Development and Identity</b>	<b>Self, Family, &amp; Community</b>
1. Begins to recognize and appreciate similarities and differences in people	<ul style="list-style-type: none"> <li>• Understands similarities and respects differences among people.</li> </ul>
2. Begins to understand family characteristics, roles, and functions	<ul style="list-style-type: none"> <li>• Identifies personal and family structure.</li> </ul>
3. Shows awareness and describes some social roles and	<ul style="list-style-type: none"> <li>• Recognizes a variety of jobs and the work associated</li> </ul>

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jobs that people do	with them.
<b>b. People, Places, and Environments</b>	<b>People &amp; The Environment</b>
1. Demonstrates awareness of geographic thinking	<ul style="list-style-type: none"> <li>• Describes or draws aspects of the geography of the classroom, home, and community (Self, Family, &amp; Community).</li> <li>• Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes that people share the environment with other people, animals, and plants.</li> </ul>
<b>c. Technology and Our World</b>	
1. Shows awareness of technology and its impact on how people live	
<b>d. Civic Ideals and Practices</b>	
1. Demonstrates awareness of group rules (civics)	<ul style="list-style-type: none"> <li>• Understands the reasons for rules in the home and classroom and for laws in the community (Self, Family, &amp; Community).</li> </ul>
2. Begins to understand and take on leadership roles	
	<b>History &amp; Events</b>
	<ul style="list-style-type: none"> <li>• Differentiates between past, present, and future.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes events that happened in the past, such as family or personal history.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understands how people live and what they do changes over time.</li> </ul>
<b>D. Creative Expression Through The Arts</b>	<b>Creative Arts Expression</b>
<b>a. Visual Arts</b>	<b>Art</b>
1. Explores visual arts	<ul style="list-style-type: none"> <li>• Uses different materials and techniques to make art creations.</li> </ul>
2. Creates visual arts to communicate an idea	<ul style="list-style-type: none"> <li>• Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.</li> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
3. Discusses and responds to the feelings caused by an artwork	<ul style="list-style-type: none"> <li>• Discusses one's own artistic creations and those of others.</li> </ul>
<b>b. Music</b>	<b>Music</b>
1. Explores music	<ul style="list-style-type: none"> <li>• Participates in music activities such as listening, singing, or performing.</li> <li>• Experiments with musical instruments.</li> </ul>
2. Creates music to communicate an idea	<ul style="list-style-type: none"> <li>• Experiments with musical instruments.</li> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
3. Discusses and responds to the feelings caused by music	

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<b>c. Creative Movement and Dance</b>	Creative Movement & Dance
1. Explores creative movement and dance	<ul style="list-style-type: none"> <li>• Moves to different patterns of beat and rhythm in music.</li> </ul>
2. Creates creative movement and dance to communicate an idea	<ul style="list-style-type: none"> <li>• Moves to different patterns of beat and rhythm in music.</li> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
3. Discusses and responds to the feelings caused by creative movement and dance	<ul style="list-style-type: none"> <li>• Expresses what is felt and heard in various musical tempos and styles.</li> <li>• Uses creative movement to express concepts, ideas, or feelings.</li> </ul>
<b>d. Dramatic Play and Theatre</b>	<b>Drama</b>
1. Explores dramatic play and theatre	<ul style="list-style-type: none"> <li>• Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</li> <li>• Engages in pretend play and acts out roles (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
2. Creates dramatic play and theatre to communicate an idea	<ul style="list-style-type: none"> <li>• Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.</li> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects (Logic &amp; Reasoning: Symbolic Representation).</li> <li>• Engages in pretend play and acts out roles (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
3. Discusses and responds to the feelings caused by dramatic play and theatre	
	<b>Logic and Reasoning</b>
	<b>Reasoning &amp; Problem Solving</b>
	<ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes cause and effect relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Uses past knowledge to build new knowledge.</li> </ul>
	<b>Symbolic Representation</b>
	<ul style="list-style-type: none"> <li>• Recognizes the differences between pretend or fantasy situations and reality.</li> </ul>



# Florida Early Childhood Career Pathways



Appendix (D)(1)-1

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
<b>Informal</b>	45 CPT hours	90 CPT hours	135 CPT hours	180 CPT hours	225 CPT hours	270 CPT hours	315 CPT hours	-	-	-	-
<b>Hybrid</b>	-	3 EC/CD credits and 45 CPT hours	3 EC/CD credits and 90 CPT hours or 6 EC/CD credits and 90 CPT hours or 9 EC/CD credits and 45 CPT hours	3 EC/CD credits and 135 CPT hours or 6 EC/CD credits and 90 CPT hours or 9 EC/CD credits and 45 CPT hours	6 EC/CD credits and 135 CPT hours or 9 EC credits and 90 CPT hours or 12 EC credits and 45 CPT hours	9 EC/CD credits and 135 CPT hours or 12 EC/CD credits and 90 CPT hours or 15 EC/CD credits and 45 CPT hours	12 EC/CD credits and 135 CPT hours or 15 EC/CD credits and 90 CPT hours or 18 EC/CD credits and 45 CPT hours	30 college credits including 21 EC/CD credits	60 college credits with at least 21 EC/CD credits	120 college credits with at least 24 EC/CD credits	Graduate Degree

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
<b>Informal</b>	Must include 16 hours of Personal and Professional Development taken at either Step 1 or 2 of the Informal or Hybrid path.	Could include hours of learning leading to an ECPC, of which 80 hours must be aligned on the career pathway.	Could include hours of learning leading to a FCCPC, of which 120 hours must be aligned on the career pathway.	48 additional training hours have been added. These hours could be added through one additional college 3-credit course, 48 hours of CPT, or a combination of both. This step could accommodate the Overview of Child Care Management Course whether taught informally or for college credit.	48 additional training hours have been added. These hours could be added through one college 3-credit course, 48 hours of CPT, or a combination of both.	48 additional training hours have been added. These hours could be added through one college 3-credit course, 48 more hours of CPT, or a combination of both.	315 CPT hours	30 college credits including 21 EC/CD credits	60 college credits with at least 21 EC/CD credits	120 college credits with at least 24 EC/CD credits	Graduate Degree

**Principles:**

1. Purpose of the career pathway is to identify a progression of specialized knowledge and skill
2. There is no assumed equivalency between the different pathways (i.e., informal, hybrid, and formal)
3. The focus of the early care and education career pathways is on specialized education and training rather than general education
4. Placement on any level of the career pathway is no guarantee of articulation to another pathway on the same level
5. A standard high school diploma or GED is required to begin the pathway
6. Completion of the current introductory training as documented on the DCF training transcript for licensure would be required prior to placement on the career pathway
7. All professionals are required to complete annual in-service requirements which are designated either Registry-Recorded Training or Registry Career Pathway Training

05/11

<p><b>Florida Early Learning and Developmental Standards (Birth to Four)</b></p>	<p><b>Florida Core Competencies for Early Care and Education Practitioners</b></p>
<p><b>PHYSICAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>A. GROSS MOTOR DEVELOPMENT</li> <li>B. FINE MOTOR DEVELOPMENT</li> <li>C. SELF-HELP</li> <li>D. HEALTH</li> </ul> <p><b>APPROACHES TO LEARNING</b></p> <ul style="list-style-type: none"> <li>A. EAGERNESS &amp; CURIOSITY</li> <li>B. PERSISTENCE</li> <li>C. CREATIVITY &amp; INVENTIVENESS</li> <li>D. PLANNING &amp; REFLECTION</li> </ul> <p><b>SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>A. PRO-SOCIAL BEHAVIORS</li> <li>B. SELF-REGULATION</li> <li>C. SELF CONCEPT</li> </ul> <p><b>LANGUAGE AND COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>A. LISTENING AND UNDERSTANDING</li> <li>B. COMMUNICATING AND SPEAKING</li> <li>C. EARLY READING</li> <li>D. EARLY WRITING</li> </ul> <p><b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>A. MATHEMATICAL THINKING</li> </ul>	<p><b>Health, Safety, and Nutrition</b></p> <ul style="list-style-type: none"> <li>A. Have thorough knowledge of rules and regulations</li> <li>B. Design, maintain, and assess safe environments</li> <li>C. Respond to children’s health needs</li> <li>D. Promote good nutrition</li> </ul> <p><b>Child Development and Learning</b></p> <ul style="list-style-type: none"> <li>A. Know and understand children’s characteristics and needs</li> <li>B. Know and understand the similarities and differences between children who are developing typically and atypically</li> <li>C. Know and understand the multiple influences on development and learning</li> <li>D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</li> </ul> <p><b>Building Family and Community Relationships</b></p> <ul style="list-style-type: none"> <li>A. Know about and understand family and community characteristics</li> <li>B. Support and empower families through respectful, reciprocal relationships</li> <li>C. Develop collaborative partnerships with families and communities to optimize child growth and development</li> </ul> <p><b>Teaching and Learning Environments and Interactions</b></p> <ul style="list-style-type: none"> <li>A. Connect with children and families through positive and supportive relationships</li> <li>B. Use developmentally appropriate practice</li> <li>C. Use developmentally appropriate guidance strategies</li> <li>D. Design a learning environment that promotes positive outcomes for children</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>A. Understand content knowledge in early childhood education</li> </ul>



B. SCIENTIFIC THINKING  
C. SOCIAL STUDIES  
D. THE ARTS

B. Design and implement a curriculum to support physical health and motor development  
C. Design and implement a curriculum to support social and emotional development  
D. Design and implement a curriculum to support cognitive development and general knowledge  
E. Design and implement a curriculum to support language and literacy development  
F. Design and implement a curriculum to support positive approaches to learning

**Observing, Documenting, Screening, and Assessing to Support Young Children and Their Families**

A. Understand the goals, benefits, purposes, and uses of screenings and assessments  
B. Know about and use observation, documentation, and other appropriate assessment tools and approaches  
C. Understand and practice responsible screening and assessment  
D. Know about assessment partnerships with families and other professionals

**Professionalism**

A. Identify with the early childhood field  
B. Know about and uphold ethical standards and other professional guidelines  
C. Engage in ongoing, interactive learning to inform practice  
D. Integrate knowledgeable, reflective, and critical perspectives on early childhood education  
E. Engage in informed advocacy for children, families, communities, and the profession



<p><b>Florida Early Learning and Developmental Standards (Birth to Four)</b></p>	<p><b>Florida Core Competencies for Early Care and Education Practitioners</b></p>
<p><b>PHYSICAL DEVELOPMENT</b></p>	<p><b>Core Knowledge Area 1: Health, Safety &amp; Nutrition</b></p>
<p><b>A. GROSS MOTOR DEVELOPMENT</b></p>	
<p>1. Shows characteristics of appropriate health and development</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations          CKA.1.C. Respond to children’s health needs          CKA.1.D. Promote good nutrition          CKA.2.A. Know and understand children’s characteristics and needs          CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically          CKA.2.C. Know and understand the multiple influences on development and learning          CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development          CKA.4.B. Use developmentally appropriate practice          CKA.4.D. Design a learning environment that promotes positive outcomes for children          CKA.5. A. Understand content knowledge in early childhood education          CKA.5.B. Design and implement a curriculum to support physical health and motor development          CKA.5.C. Design and implement a curriculum to support social and emotional development          CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge          CKA.5.E. Design and implement a curriculum to support language and literacy development          CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p>

	<p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p> <p>CKA.7.D. Know about assessment partnerships with families and other professionals</p>
<p>2. Demonstrates advancing balance, control, and coordination</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.C. Respond to children’s health needs</p> <p>CKA.1.D. Promote good nutrition</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5. A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p>
<p><b>B. FINE MOTOR DEVELOPMENT</b></p>	
<p>1. Develops visual abilities to support healthy growth and development</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p>

	<p>CKA.1.C. Respond to children’s health needs</p> <p>CKA.1.D. Promote good nutrition</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Demonstrates advancing strength, control, and eye-hand coordination</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.C. Respond to children’s health needs</p> <p>CKA.1.D. Promote good nutrition</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p>



	<p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5. A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p>
<p><b>C. SELF-HELP</b></p> <p>1. Demonstrates advancing participation in self-care</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.1.C. Respond to children’s health needs</p> <p>CKA.1.D. Promote good nutrition</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and</p>

	<p>communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Participates in basic health and safety routines</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.1.C. Respond to children’s health needs</p> <p>CKA.1.D. Promote good nutrition</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p>

	<p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p><b>D. HEALTH</b></p> <p>1. Exhibits auditory abilities to support healthy growth and development</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.1.C. Respond to children’s health needs</p> <p>CKA.1.D. Promote good nutrition</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.C. Develop collaborative partnerships with families and</p>



	<p>communities to optimize child growth and development</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Shows characteristics of good oral health</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.1.C. Respond to children’s health needs</p> <p>CKA.1.D. Promote good nutrition</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p>

	<p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>3. Shows basic physical needs are met</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.1.C. Respond to children’s health needs</p> <p>CKA.1.D. Promote good nutrition</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health</p>

	<p>and motor development</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<b>APPROACHES TO LEARNING</b>	
<b>A. EAGERNESS &amp; CURIOSITY</b>	
<p>1. Shows eagerness and curiosity as a learner</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p>



	<p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p><b>B. PERSISTENCE</b></p> <p>1. Spends more time engaging in child-initiated activities and seek and accept help when encountering a problem</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p>

	<p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<b>C. CREATIVITY &amp; INVENTIVENESS</b>	
<p>1. Explores the environment with purpose and flexibility</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive</p>

	<p>outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p><b>D. PLANNING &amp; REFLECTION</b></p> <p>1. Shows initial signs of planning and learning from their experiences</p>	<p>CKA.1.A. Have thorough knowledge of rules and regulations</p> <p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive</p>



	<p>outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>A. TRUST &amp; EMOTIONAL SECURITY</b>	
<p>1. Forms and maintains secure relationships with others</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p>

	<p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Responds to the environment</p>	<p>CKA.1.B. Design, maintain, and assess safe environments</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p>

	<p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.B. Design and implement a curriculum to support physical health and motor development</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p><b>B. SELF-REGULATION</b></p> <p>1. Demonstrates increasing emotional regulation</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p>



	<p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Demonstrates increasing behavior regulation</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community</p>

	<p>characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>3. Demonstrates increasing social problem-solving</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p>

	<p>CKA.3.B. Support and empower families through respectful, reciprocal relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>4. Shows developing ability to solve social problems with support from familiar adults</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal</p>



	<p>relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p><b>C. SELF-CONCEPT</b></p> <p>1. Forms and maintains mutual relationships with others</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal</p>

	<p>relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Becomes aware of oneself as a unique individual while still connected to others</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal relationships</p>

	<p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>3. Demonstrates increasing sense of competence and confidence in growing abilities</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and</p>



	<p>communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<b>LANGUAGE AND COMMUNICATION</b>	
<b>A. LISTENING &amp; UNDERSTANDING</b>	
<p>1. Gains meaning through listening</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p>

	<p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Shows understanding by following simple directions</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p>

	<p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p><b>B. COMMUNICATING &amp; SPEAKING</b></p>	
<p>1. Speaks clearly enough to be understood by most listeners</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p>



	<p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Participates in conversations</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive</p>

	<p>approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p><b>C. EARLY READING</b></p> <p>1. Shows growing interest in print and books</p> <p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of</p>	

	<p>screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Shows motivation to “read”</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p>



	CKA.6.C. Understand and practice responsible screening and assessment
<p><b>D. EARLY WRITING</b></p> <p>1. Uses scribbles, marks, and drawings to convey messages</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>

2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed

- CKA.2.A. Know and understand children’s characteristics and needs
- CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically
- CKA.2.C. Know and understand the multiple influences on development and learning
- CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments
- CKA.3.A. Know about and understand family and community characteristics
- CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development
- CKA.4.A. Connect with children and families through positive and supportive relationships
- CKA.4.B. Use developmentally appropriate practice
- CKA.4.C. Use developmentally appropriate guidance strategies
- CKA.4.D. Design a learning environment that promotes positive outcomes for children
- CKA.5.A. Understand content knowledge in early childhood education
- CKA.5.B. Design and implement a curriculum to support physical health and motor development
- CKA.5.C. Design and implement a curriculum to support social and emotional development
- CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge
- CKA.5.E. Design and implement a curriculum to support language and literacy development
- CKA.5.F. Design and implement a curriculum to support positive approaches to learning
- CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments
- CKA.6.B. Know about and use observation, documentation, and other

	appropriate assessment tools and approaches CKA.6.C. Understand and practice responsible screening and assessment
<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b>	
<b>A. EXPLORATION &amp; DISCOVERY</b>	
1. Demonstrates varying responses to people and objects	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p>



	<p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Engages in multiple productive relationships</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.B. Support and empower families through respectful, reciprocal relationships</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and</p>

	<p>literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>3. Initiates rich and varied events</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p>

	<p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p><b>B. CONCEPT DEVELOPMENT AND MEMORY</b></p>	
<p>1. Demonstrates varying responses to people and objects</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p>



	<p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>2. Engages in multiple productive relationships</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and</p>

	<p>emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
<p>3. Initiates rich and varied events</p>	<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p>

<p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>	
<p><b>C. PROBLEM-SOLVING &amp; CREATIVE EXPRESSION</b></p>	
<p>CKA.2.A. Know and understand children’s characteristics and needs</p> <p>CKA.2.B. Know and understand the similarities and differences between children who are developing typically and atypically</p> <p>CKA.2.C. Know and understand the multiple influences on development and learning</p> <p>CKA.2.D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</p> <p>CKA.3.A. Know about and understand family and community characteristics</p> <p>CKA.3.C. Develop collaborative partnerships with families and communities to optimize child growth and development</p> <p>CKA.4.A. Connect with children and families through positive and supportive relationships</p> <p>CKA.4.B. Use developmentally appropriate practice</p> <p>CKA.4.C. Use developmentally appropriate guidance strategies</p> <p>CKA.4.D. Design a learning environment that promotes positive</p>	<p>1. Demonstrates discriminating responses to people and things</p>



	<p>outcomes for children</p> <p>CKA.5.A. Understand content knowledge in early childhood education</p> <p>CKA.5.C. Design and implement a curriculum to support social and emotional development</p> <p>CKA.5.D. Design and implement a curriculum to support cognitive development and general knowledge</p> <p>CKA.5.E. Design and implement a curriculum to support language and literacy development</p> <p>CKA.5.F. Design and implement a curriculum to support positive approaches to learning</p> <p>CKA.6.A. Understand the goals, benefits, purposes, and uses of screenings and assessments</p> <p>CKA.6.B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</p> <p>CKA.6.C. Understand and practice responsible screening and assessment</p>
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**Florida Core Competencies for Practitioners Alignment with Florida Competencies, Credentials, and Certifications**

due to the variety and differences in course offerings statewide for Associate degrees in early childhood, courses were identified and aligned to the key elements within each core knowledge area rather than degree standards		Core Competencies for Practitioners				Bachelors – Birth to Four	Bachelors – Grade 3
		Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood			
<b>Area 1: Health, Safety, and Nutrition</b>							
Have thorough knowledge of rules and regulations		X					
Follow regulations for the release of children to authorized persons		X	X				
Follow posted emergency procedures		X					
Identify signs of child abuse and neglect and report according to guidelines		X		X			
Follow procedures for administering and storing medications		X		X			
Follow procedures for maintaining a list of children in the classroom who have food allergies		X					
Identify signs of suspected communicable diseases and/or atypical behaviors that may indicate illness, and report accordingly		X					X
Complete daily health checks on children and record any concerns to share with families		X		X			
Discuss health, safety and nutritional needs of young children				X			
Display instructions for emergency procedures that can be understood by children and adults			X	X			
Maintain emergency supplies and equipment			X				
Organize, practice, and adhere to emergency, illness and communicable diseases, injury response, and transportation procedures and safety drills for staff and children, including those with disabilities			X	X			
12. Monitor staff/child				X			
Ensure that state/federal mandated child abuse and neglect regulations are followed				X	X		
Ensure confidentiality of health records and adhere to children's health requirements as defined by state codes					X		X
Ensure that procedures for health referrals and reporting to families/guardians are followed				X			X
Ensure the availability of emergency supplies/equipment and demonstrate use regularly scheduled basis				X			

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
proficiency in emergency regulations and procedures, and train on a scheduled basis				X	
the development and implementation of internal procedures for children and adults suspected of communicable diseases as defined by state and rule				X	X
staff and family members in recognizing and reporting abuse and neglect			X	X	
instruction, environment, and/or procedures to ensure the safety of children with special needs					
relations of regulations according to a professional Code of Ethics				X	
the revision of program regulations and standards according to need				X	
policies and procedures for effective compliance with all applicable state and safety regulations				X	X
the relationship between regulations and program quality				X	
facility for meeting local, state, and national standards				X	
maintain, and assess safe environments					
safe and unsafe use of indoor/outdoor equipment and facilities and procedures accordingly	X				
to children's injuries and report to appropriate staff member	X		X	X	
program policies designed to address health and safety corrective actions	X		X		
a clean, safe, and clutter-free environment including safe equipment	X		X		
safe environments that maximize the independence and inclusion of children with differing abilities		X	X		
-appropriate safety precautions and rules to children, and enforce consistently			X		X
to children's injuries and notify families/guardians			X		
and follow guidelines to ensure the safety of the physical environment, including proper function and use of safety equipment		X	X		
to access family contact numbers in case of emergency					
monitor safe and sanitary environments, inside/outside			X		
indoor and outdoor activities to maximize the independence and inclusion			X		

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Graduate
of children of differing abilities					
classroom management strategies that minimize hurtful behaviors children			X		X
environmental design and maintenance efforts, and implement for improving environmental safety			X		
, evaluate, and apply current theory, research, and policy on mental safety					
center's philosophy and policies for appropriate actions for guiding behavior that may become dangerous or hurtful to others					X
to children's health needs					
appropriate hand-washing requirement/ procedures, including use of Precautions, for self and children	X	X			
model, and practice age-appropriate health and safety procedures with	X	X	X	X	
a clean, sanitary environment, including toys, equipment, and	X	X			
the signs and symptoms of common childhood health problems, and accordingly				X	X
monitor, and encourage healthy behaviors, including Universal		X		X	
ns and provide health resource information to families					
at curriculum activities emphasizing healthy bodies, active lifestyles, environment		X	X	X	X
knowledge of health issues common to infants, toddlers and young				X	X
nto program procedures					
nd implement health plans for children with special needs			X	X	X
conduct safe field trips					
policies and procedures to ensure a healthy environment on the and on field trips					X
te with community health care professionals to ensure that the health children are met			X		
resource and advocate for public education for prevention of child neglect			X		
causes of stress and trauma and assess children's resiliency and need for					X
, evaluate, and apply current theory and research on health practices					
physically active and safe life styles				X	X



Core Competencies for Practitioners					Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelors – Birth to Four
<b>Good Nutrition</b>									
Children during meals and cooking sessions					X				
Procedures for children with special food needs and/or allergies					X				
and attend to the nutritional needs of children					X	X	X		X
a relaxed, positive and social atmosphere during meal times						X			
Guidelines for sanitation practices and safe food handling					X	X	X		
implement age-appropriate nutrition education experiences with taking into account cultural considerations							X		X
records of nutritional intake for infants, toddlers, and children with needs						X			
opportunities and reinforcement for children's practice of healthy food choices						X	X		
evaluate menus following USDA guidelines and including ethnic foods									
and know how to make adaptations and use adaptive equipment for a range of special needs							X		X
policies and procedures that support a safe and nutritious food environment and implement accordingly									X
research, evaluate, and apply theory, research, and policy on nutritional practices									
<b>Area 2: Child Development and Learning</b>									
understand children's characteristics and needs									
that children develop at different rates and have different learning environments that may affect their learning					X				
respect for cultural diversity and the uniqueness of each child					X	X			
and describe basic developmental milestones					X		X		X
differences among the different child developmental domains (corresponding to the <i>Florida Birth to Five Learning and Developmental Standards</i> )								X	X
different temperaments and learning styles							X		X

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
Children's temperaments and develop individual learning plans based on differences in temperament			X	X	X
Determine, and record risk factors, delays, or differences in abilities and indicate a need for special services			X	X	X
Comprehensive knowledge of prominent child development theories to and practice			X	X	X
Current developments in the field, including new research, theory, and practices			X	X	X
and contrast how major historical and current child development impact the practice of early childhood education				X	X
understand the similarities and differences between children who are typically and atypically					
and respond to similarities and differences among children	X	X			
and support independence for all children	X				
adapting environments and experiences to meet the individual needs of children	X	X	X		
Strategies to promote positive relationships among all children		X	X		X
Environments and experiences to meet the individual needs of all children			X		X
and modify activities to support and meet the needs of children with special needs			X	X	X
and children, as appropriate, for referral and further assessment in consultation with family members			X	X	X
Implement curriculum to include all children			X	X	X
and know how to make adaptations and modifications for a wide range of special needs			X	X	X
Family input in planning activities and environments that include all children			X	X	
and understand the multiple influences on development and learning					
and demonstrate respect for all children and their families		X			
and demonstrate variations in rates of growth and development	X		X		X
and demonstrate how cultural differences may affect behavior and development			X		X
and demonstrate the major influences that impact children's behaviors and development		X	X	X	X
and demonstrate that children with special needs may require additional or adapted	X	X	X	X	X

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
to be successful					
with families and consult with professionals to support the growth and development of children			X		
how major influences affect brain development and learning			X		X
and provide information on resources and services for all children			X		
and policies and practices needed to support and meet the specific needs of children				X	X
information on major influences, growth and development, and patterns of individuals and groups, to improve classroom practice				X	X
and relate theories, research, and issues relevant to child growth and development for use by colleagues, families, and communities				X	X
empirical knowledge to create healthy, respectful, supportive, and early learning environments					
that children learn through play			X		
and interact positively with all children and reinforce appropriate expected behaviors		X			
and support independence in all children		X			
warm, caring, and responsive environment where children initiate and their learning through play		X	X		X
and activities that foster communication, problem solving, creativity and independence		X	X		
children to learn through activities that address all domains of content		X	X		
appropriate expectations of individual children according to mental level, strengths, and needs		X	X	X	
how cultural differences affect interactions between adults and children			X	X	
supportive, motivating, and nurturing environments that demonstrate cultural, linguistic, developmental and learning style differences and address all developmental domains			X	X	X
abilities to understand principles of child growth, development, and				X	
and in staff development opportunities that enhance understanding of development and learning for children that are developing typically and children with special needs			X	X	
program responsiveness to children's need for warm, caring relationships with adults and with their peers					X



Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
and refine goals and practices, curriculum experience, inclusion of and design of the physical space for evidence of application of mental theories and principles				X	X
personal and professional perspectives or biases in interpreting and developmental theories and practices to interactions with children and program planning				X	X
<b>Area 3: Building Family and Community Relations</b>					
put and understand family and community characteristics					
les of confidentiality					
ate an awareness of and respect for cultural differences and diverse cultures		X	X		
e and respect that culture, language, socioeconomic factors, support and special needs may influence how families nurture their children					
derstanding of the cultural context when planning children's experiences		X	X	X	
spect for and support of cultural differences, special needs, and diverse cultures		X	X	X	
ate how to work effectively with families from a variety of cultural economic backgrounds		X	X	X	
ate an understanding of the impact on families of family structure, class, socio-economic status, and culture			X	X	X
nd demonstrate respect for variations in terms of family strengths, norms, values, and child rearing practices			X		X
te the different cultural contexts of children into the daily program				X	X
te cultural diversity of the community in offering resources and services on comprehensive services for children and families, including special needs					X
theories of family systems and the effect of stress/crises into planning supports				X	X
programs for children from a cross-cultural and bias-free perspective				X	X
nd empower families through respectful, reciprocal relationships					
amilies respectfully					
ways to support the child's relationship with his or her family					
ate respect for the family's role as primary educator			X		
ate respect for families' choices and goals for their children			X		
frequent contact with families through a variety of communication		X	X		

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
Family members to be active in their child's education, recognizing that attitudes influence children's abilities and interests in learning		X	X	X	
Family-centered approach, recognizing that families are their children's most important teachers			X	X	
Ongoing, relevant information and resources to families concerning growth and development, learning, social and life skills, and mental concerns			X	X	X
The effects that family stress can have on the behavior of children			X	X	X
Meet the families' desires/goals for children into planning, as appropriate			X	X	X
Family-child activities that will enhance learning in the home				X	X
Family members as decision makers				X	X
Address various family stressors and crises and make referrals and program plans as appropriate				X	X
Families in finding and accessing resources and services to support child literacy language and literacy development				X	X
Families in finding and accessing resources and services to address their needs about their child's development				X	X
Collaborative partnerships with families and communities to optimize and development				X	
Cooperatively and appropriately with program volunteers		X			
Community resources that support and assist families			X		
Open, friendly, and cooperative relations with families and facilitate daily events		X			
Communicate with families about curriculum, their individual child's progress, developmental growth		X	X	X	X
Families and community members in contributing to the diversity of the environment		X			
Appropriate use of resources and services for children with special needs			X		
Assist families in identifying and accessing community resources as		X	X	X	
Conduct family-teacher meetings and family events on a regular basis			X	X	X
Relationships with community resources, provide families with information, and make appropriate referrals			X	X	X
Portunities and support family participation in program activities and				X	X
Plans and plan and conduct activities to enhance family support and information				X	X



Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
and support families in the development of Individual Family Service Plans (IFSPs) and Individual Educational Plans (IEPs)				X	X
amilies obtain clear, understandable information about their child's and information about the family's legal rights under federal and state				X	X
laboratively with supervisors, agencies, and community resources to needs of families and children				X	X
and facilitate effective conflict resolution techniques with staff/families					X
ded					
<b>Area 4: Teaching &amp; Learning Environment and Interactions</b>					
with children and families through positive and supportive					
ren's names and interact with them at their eye level		X			
positively to child's obvious emotional distress		X			
responsively with family members during arrival and departure times					
home language to show respect for individual children and families		X			
assistance when needed to support English language learners				X	
ety of strategies with children for building relationships such as: one-entention, talking about interests, listening to children, responding tly, and smiling at children		X	X		
egies to help children understand and value their feelings		X	X		
nd model responsive, consistent, encouraging, and nurturing		X	X		X
ns that build positive relationships with children and families					
mation from families to effectively support individual children		X		X	
nt theories and practices that recognize the critical importance of			X		
ze relationships for young children					
e and use children's needs and interests in planning activities			X		
and written communications that are sensitive to linguistic differences					X
idual needs of children and families					
se current research on relationships and supportive interactions to		X			
h colleagues and families through presentations, posters, and/or					
promote, and use materials, policies, and practices that support		X			
nd effective interactions between adults and between adults and					
opmentally appropriate practice					
nd the importance of children's play	X	X	X		
what is meant by developmentally appropriate practice	X		X		



Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
Children learn through play and allow them time to play	X	X	X		X
variety of teaching strategies including cooperative learning, large and small group instruction, and one-on-one instruction			X	X	
Components of a developmentally appropriate program and environment for infants, toddlers and preschool children		X			
Instructional strategies to meet specific needs of individual children		X	X	X	X
Developmentally appropriate learning environments and interactions that are meaningful and intentional in content for all children			X	X	X
Identify and/or modify instructional strategies to meet developmental and individual needs of each child					X
Current research and practices related to developmentally appropriate environments and interactions				X	X
Understand importance of play and implement methods of play, facilitating, and adapting each child's play to promote development				X	X
Implement developmentally appropriate guidance strategies					
Children follow simple rules	X				
Establish communicating limits for acceptable behavior	X	X			
Set realistic behavioral expectations	X		X		X
Identify and point out appropriate positive behaviors for children	X	X	X		X
Establish and communicate limits for acceptable behavior to children and their families		X	X		X
Use a variety of developmentally appropriate guidance approaches such as redirection, ignoring, choice-making, limit-setting, conflict resolution, and encouragement, and feedback and encouragement		X	X	X	X
Establish realistic limits and expectations in the early environment (based upon age and ability appropriateness)		X			X
Model developmentally appropriate guidance approaches that promote positive behaviors, problem solving and self-control			X		X
Adapt guidance strategies through observation and assessment of children and in collaboration with families				X	X
Use techniques appropriate to the age of children and to individual children's special needs		X	X		X
Engage and utilize the child's family, colleagues and other professionals when appropriate to develop guidance approaches for specific behavioral concerns				X	X
Establish supportive environments in which all children can learn and practice appropriate behaviors as individuals and as members of a group				X	X

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Graduate
and promote use of effective positive child guidance techniques and with colleagues and families					X
and implement individualized behavior support programs, as needed					X
al, state, and national resources relative to behavioral concerns and information to families in coordination with supervisors and partners					
earning environment that promotes positive outcomes for children					
environment that offers children a variety of activity choices indoors	X	X			
daily schedule and appropriately communicate the schedule to	X	X			
ppropriate technology such as TV and computers with a specific	X			X	
individual children's cultural practices and resources into the learning	X	X			
ent					
an appropriate schedule with a balance of active and quiet, child		X	X	X	X
nd teacher directed, individual and group, indoor and outdoor					
aterials that combine different and multiple sensory features and are		X	X	X	X
ite to the developmental level of all enrolled children, including					
with special needs					
nd use a wide variety of materials and activities representing diverse		X	X		X
nd languages					
ppropriate use of technology				X	X
implement activities that support a variety of learning styles		X	X	X	X
nd relationship between space arrangement and organization and		X	X	X	X
i behaviors					
trarily relevant activities throughout the learning environment			X		X
rogram models and learning environments to appropriate age and					X
ental levels of all children					
appropriate technologies into the learning environment				X	X
ysical environment to support instructional strategies				X	X
h colleagues and families to support Individual Educational Plan (IEP)				X	X
idual Family Service Plan (IFSP) outcomes for children				X	X
utdoor environment and natural settings as an integral part of the					X

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Graduate
environment					
and provide toys/materials of different levels of complexity					X
element, and evaluate learning environment and interactions to reflect					X
in family structure and social background					
at learning environment changes based upon child assessments and				X	X
assessments					
to, evaluate and apply current theory and research on learning				X	X
elements and various teaching approaches to maximize learning potential					
implement activities and practices to assist children in transitioning to				X	
tools and programs					
Individual Educational Plan (IEP) and Individual Family Service Plan				X	X
comes into planning for learning environments					
<b>Area 5: Curriculum</b>					
and content knowledge in early childhood education			X		
appropriate <i>Florida Birth to Five Learning and Developmental Standards</i> for					
at various ages					
young children's emerging skills					
ate knowledge of the <i>Florida Birth to Five Learning and Developmental</i>	X			X	X
content areas including language, literacy, math, science, social					
art, music, drama, and movement					
ate knowledge of the importance of integrating content areas across					X
childhood curriculum					
family priorities and individual child interests in curriculum planning			X		X
the core foundational concepts that build toward later learning			X		X
different ways in which children construct knowledge			X		X
implement activities and experiences to support all children's				X	X
ent of the <i>Florida Birth to Five Learning and Developmental Standards</i>					
ne developmental curriculum within and across content areas, and the					X
hip between earlier and later learning					
the <i>Florida Birth to Five Learning and Developmental Standards</i> in				X	X
m planning					
and apply current research on content areas in early childhood				X	X
at curriculum changes based upon child assessments and program					X
ents					
and implement a curriculum to support physical health and motor					
t					



Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Graduate
Supervise and interact with children during physical activities					
With fine and gross motor skill development activities indoors and outdoors		X		X	
Recognize characteristics at each stage of physical development			X		
Use physical activities and equipment that promote children's individual development, creative, and language growth as well as motor skills and sensory stimulation		X	X	X	X
Provide a balance of active and quiet time				X	
Identify opportunities to develop eye-hand coordination		X	X		
Establish and follow environment and activity guidelines to ensure safety of children with special needs			X		X
Identify potential environmental hazards and risks and take corrective actions			X		
Plan physical development activities across curriculum areas			X		X
Modify physical activities according to child assessments and children's special needs			X		X
Design and implement outdoor activities to extend classroom learning experiences					X
Assess the effectiveness of physical development activities			X		X
Research, evaluate, and apply current theory and research on promoting physical development					X
Explain the importance of sensory integration, its impact on children's learning, and identify sensory integration supports and resources					
Design and implement a curriculum to support social and emotional development					
Facilitate communication and develop individual relationships with children		X			
Facilitate positive interactions among children		X	X		
Encourage children's participation in age and ability appropriate group activities		X	X		
Use age appropriate emotional expression		X			
Encourage ways young children express and communicate both verbally and non-verbally		X	X		
Identify children with many opportunities to participate in age-appropriate activities			X		X
Encourage positive play					
Facilitate appropriate interactions when young children display emotions		X			
Identify children through periods of stress, separation and transition					X
Ensure the social inclusion of all children		X	X		X
Design and implement activities for smooth transition from one activity to another					

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
Children in expressing their feelings and asserting themselves in positive ways			X		X
Children through problem-solving and conflict resolution situations			X	X	X
and facilitate, when necessary, further screening and assessment of children			X	X	X
A curriculum that assures a secure base from which children can explore					X
Theory and current research to create a community in the classroom that supports social and emotional development					X
and promote emergence of prosocial skills and behaviors among children					X
and the effects of disability and high-risk status on social and emotional development					
Appropriate professional interventions as needed in coordination with parents and families				X	X
and implement a curriculum to support cognitive development and language					
and ask relevant open-ended questions about their surroundings and listen to their responses					
and use child-centered play that takes into account the interests of children		X			
and provide opportunities to develop mathematical and scientific thinking through manipulatives, tools, blocks, puzzles, sensory activities and sequencing		X	X	X	X
and understand the difference between a focus on 'process versus product' and plan appropriately		X	X		
and use a variety of materials including materials that can be manipulated and a variety of ways to encourage imagination and creativity		X	X		
and implement activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and styles of all children		X	X	X	X
and implement activities and opportunities for exploring math, science, social studies, and early literacy using an integrated curriculum approach		X		X	X
and create awareness of common resources and materials that support language development			X		
and explore children's exploration of different media including language, music, dramatic play, and art		X	X	X	X
and provide opportunities for exploring math, science, social studies, and social studies, and expression using an integrated curriculum approach					X

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
activities that promote children's thinking and life skill development decision making, problem-solving, and constructing their own			X	X	X
and integrate creative expression throughout the curriculum				X	X
learning styles of children and plan variations in learning opportunities					X
learning styles to children's learning styles				X	X
curriculum and experiences to promote the creative expression of all					X
and implement a curriculum to support language and literacy					
formal and informal book reading experiences that encourage both and talking	X	X			
appropriate techniques to support language and literacy such as singing, talking, labeling, and word and picture recognition	X	X			
children use words or communication devices to express their thoughts	X	X	X		
appropriate speech and listening techniques		X			
other languages and support English language learners		X		X	
and support children's communication interactions with one another		X	X		
ity of ways					
print rich environment in the classroom, providing opportunities for		X	X	X	X
to see writing and to use beginning writing skills					
at book reading experiences to support learning goals for children		X	X	X	X
ate awareness of common resources and materials that support and literacy		X	X	X	X
atypical and atypical language abilities of infants, toddlers, and			X		X
ers					
rete experiences and play to extend language and literacy development			X		X
implement language experiences and activities throughout the day			X	X	X
nd typical and atypical language acquisition skills of children who are				X	X
wo or more languages and implement curriculum supports					
ite with specialists, as needed, to address individual language and				X	
needs					
the effectiveness of language and literacy curriculum and modify as				X	X
lement, and evaluate activities for English language learners				X	X
and understand language and emergent literacy theories and strategies				X	X



Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
language, literacy, and writing activities across all aspects of the curriculum				X	X
understand effects of various disabilities on language and early development				X	X
implement a curriculum to support positive approaches to learning					
encourage children to try new activities		X			
incorporate children's ideas and choices		X			
engage children in problem-solving and decision-making		X	X	X	
children's exploration of different media including language, music, play, and art		X	X	X	X
provide a variety of choices for children		X	X		
incorporate and integrate creative expression throughout the curriculum			X	X	X
include curriculum and activities to promote curiosity			X		
allow ample time for sustained activities to encourage persistence and use of skills					
include curriculum, environment, and experiences to promote an interest in learning among all children and support positive approaches to learning				X	X
identify and evaluate opportunities for families to understand approaches to learning					
include curriculum for promotion of curiosity, persistence and creativity				X	X
<b>Area 6: Observing, Documenting, Screening, and Assessing to Support Young Children and Their Families</b>					
Identify and describe the goals, benefits, purposes, and uses of screenings and assessments					
Describe the benefits of identifying strengths and needs of children	X		X		
Identify and describe differences in screening and assessment	X		X	X	
Describe the ways that assessment is an ongoing process					
Identify and describe differences in development and skill levels among children			X		
Describe ways to get to know each child as an individual, including strengths, interests, families and life situation					
Describe ways to use the use of basic principles of growth and development in planning and assessment			X		
Describe the purposes and limitations of formal and informal assessment				X	X
Describe ways to use observation findings in planning and implementing learning activities		X	X	X	X

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
ate, adapt, and use multiple modes and methods of assessment that are responsive to the unique cultural and learning needs of each child				X	X
nd the use of screening as a brief procedure to identify and refer children who need more intensive child assessment or diagnosis				X	X
ulum-based assessment to inform instruction in daily lesson planning on an ongoing basis					X
Results of child assessment to assist in developing Individualized Education Programs (IEPs), Individual Family Service Plans (IFSPs), or care plans for children with special needs, and to improve staff practices				X	X
and evaluate observation and assessment findings				X	X
an assessment plan that utilizes assessment information to improve instruction, modify instruction and learning experiences, and make referrals if needed					
and apply current theory, research, and policy on screening and assessment					
ut and use observation, documentation, and other appropriate assessment tools and approaches					
ch collection of relevant background information to include with assessment records	X				
nd importance of keeping records to document children's progress	X				
nd follow appropriate procedures of child observation, including direct observation, respect, and accuracy			X	X	X
nd organize information about each child on an ongoing basis					X
amples of the child's work, anecdotal notes, and accurate records					
ur with a variety of assessment techniques and processes			X	X	X
velopmentally appropriate formal and informal assessment tools			X	X	X
ary emphasis on tools that assess children in their natural settings					
utilize culturally-appropriate assessment methods				X	
assessment results, including those from other professionals, and make decisions for instruction as well as referrals in conjunction with other team members				X	X
I use a variety of formal and informal assessment methods				X	X
criteria, procedures, and documentation methods for assessment, and modifications of assessment procedures for children with special needs				X	X
a variety of appropriate assessment tools to record child observations				X	X
ritten reports/ summaries of formal and informal assessments, and modifications of methods and tools with the purposes of the assessment				X	X



Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
current research and practices related to assessment tools and uses					
and practice responsible screening and assessment					
the need for informed consent from family or guardian prior to and assessment	X				
confidentiality of children's screening and assessment information as needed to address concerns about individual children	X		X		
schedule for recording children's development and behavior	X				X
results of screenings and assessments are used responsibly and to benefit and family, including planning and implementing appropriate activities			X	X	X
environmental factors that may interfere with screening, assessment, child's learning and development					
and the potential influences of culture, language, environment, learning special needs on screening and assessment practices and results				X	
implement individual learning plans based on assessment results				X	X
update the range of development and skills among children in a learning environment					
and support regulations and professional standards regarding children's rights and responsibilities of families and children				X	X
methods for improving assessment procedures and for using assessment to inform professional practices					X
staff and families in interpreting assessment information and using information into program planning and/or revisions				X	X
assessment partnerships with families and other professionals					
and support from supervisors and other professionals as needed with behavioral problems, atypical behavior, developmental concerns			X		
importance of involving families in assessing children				X	
observations with families in a clear, understandable, and supportive manner		X			
work with families and children, when appropriate, to make decisions about development and learning		X	X	X	X
regular opportunities for family involvement in child assessment		X	X	X	X
plan to refer children/families to other agencies and programs when appropriate and/or intervention services are needed			X	X	
documentation and assessment results with families on a regular, systematic basis				X	X



Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Graduate
plan to help families incorporate relevant child development activities assessment data into the family's daily routines					
multidisciplinary team members (when appropriate) and family in developing goals for the child based on assessment data in on with supervisors			X	X	
rate sensitivity for the profound impact on families of receiving a of developmental delay and/or need for special services for their child al and state resources and provide information to families as needed			X	X	
<b>Area 7: Professionalism</b>					
with the early childhood field			X		
rate a positive attitude toward working with children					
rate commitment to program standards of developmentally appropriate practice	X		X		
professional development plan			X	X	
an awareness of the Core Competencies					
professional behavior		X	X		
level of knowledge and skills according to the Core Competencies and professional development accordingly		X			
professional publications or participate in professional associations		X	X	X	
coworkers and colleagues through mentoring, coaching, and leadership			X	X	
personal philosophy of early childhood education based on age of child development and best practices			X		
professional development career pathways and evaluate according to goals and objectives				X	
the causes and symptoms of "burnout" and develop strategies to prevent					
responsibility for a personal professional development plan based on Competencies					
the results of professional development on program improvement					
te in professional organizations in a leadership capacity				X	
out and uphold ethical standards and other professional guidelines					
rate the ability to work effectively with co-workers			X	X	
organizational structure and its relationship to job duties					
procedures consistent with federal, state, and local policies, regulations, , including the privacy rights of families, children, and center personnel	X		X	X	
potentially unethical activity, and report it according to guidelines				X	

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Graduate
Procedures					
Exhibit respect for co-workers, families and children through dignity and timeliness		X			
Collect and maintain designated records	X	X			
Participate in program evaluation activities	X	X		X	
Demonstrate awareness of ethical responsibilities in an applicable professional Ethical Conduct (e.g., NAEYC Code of Ethical Conduct) through own actions		X	X	X	
Understand and adhere to an applicable professional Code of Ethics				X	
Apply the ethical responsibilities in the applicable code of conduct				X	
Recognize the need for a professional value system that embraces all children and the importance of early childhood education				X	
Coordinate and support teamwork to promote a fair, pleasant, and productive environment			X	X	
Engage in thoughtful planning and implementing program evaluation activities				X	
Apply an applicable professional Code of Ethics into practice, policies, and procedures				X	
Identify and address ethical dilemmas and determine appropriate course of action					
Engage in professionalism by completing self-evaluations					
Conduct program evaluation findings and implement instructional and curricular changes based on findings				X	
Engage in ongoing, interactive learning to inform practice					
Identify and utilize an awareness of the types of professional resources	X		X	X	
Establish and maintain professional relationships with colleagues and other professionals			X	X	
Identify professional resources and training to guide effective practices		X	X	X	X
Assess personal training needs, set goals, and take steps to promote professionalism		X	X	X	
Obtain and maintain required credentials, degrees, and/or program accreditation		X	X	X	
Collaborate with other early care and education professionals		X	X	X	
Stay current on current trends and research-based practices in early childhood education and translate into professional decision-making				X	
Apply a daily model of professional behavior and activity					
Identify and utilize team decision-making strategies			X	X	
Research and apply current trends, research, and policy in early childhood education and revise practice as appropriate				X	X

Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor's Degree
professional development opportunities for others					
participate in research activities when requested (such as responding to surveys or participating in on-site studies) to advance the knowledge base in early childhood education					
apply knowledgeable, reflective, and critical perspectives on early childhood experiences and practices with colleagues, identifying areas of strengths and opportunities for growth, and seek input from supervisors where intervention might be needed					
show personal commitment to program goals		X	X		
set personal goals based on reflections of current practice and create plan to achieve goals		X	X	X	
identify professional resources to improve practice		X	X		
seek personal performance and seek feedback from others to provide information		X	X		
make program decisions based on professional standards			X	X	XX
translate theory to practice in concrete, observable ways				X	
draw on own work, sources of professional knowledge, and early care and education field			X		
apply knowledge of historical, philosophical, psychological, and social sciences of early childhood education into planning and decision-making			X	X	X
implement practices in relationship to quality standards			X	X	X
communicate the expression of multiple perspectives					
develop and teach reflective and holistic developmental system approaches to practice					
provide informed advocacy for children, families, communities, and the profession					
advocate for early care and education as a profession based on its importance to children's growth and development			X		
advocate in organizations that advocate for children and early childhood education and professions			X		
identify situations that call for advocacy in the workplace or community			X		
ensure high quality services for all children			X	X	
recognize the significance of the early years and the value of early care and education programs to families in the community					
advocate how national, state, and local legislation and public policy affects children, families, programs, and the early care and education profession				X	X



Core Competencies for Practitioners	Florida Required 40-hour training	National Child Development Credential Standards	Associate – Early Childhood	Bachelors – Birth to Four	Bachelor
early care and education as a profession					
others of current research, trends and best practices					
for appropriate attention to and support for young children and			X	X	
and implement strategies to influence public policy					
an advocacy plan for the workplace					
ate in local, state, and/or national events to promote appropriate					
s and services for young children and their families					

ment was prepared based on input from multiple sources, including alignment recommendations prepared by several members of the Florida ECE Professional Development Initiative.



**Charlie Crist**  
Governor



**George H. Sheldon**  
Secretary

**DRAFT**

12/21/2010

**Report of the  
Child Care Standards  
and Improvements  
Work Group**

**Department of Children and Families  
November, 2010**

**Report of the Child Care Standards and Improvements Work Group  
November, 2010**

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## **Report of the Child Care Standards and Improvements Work Group**

### **Executive Summary**

On August 31, 2010, Department of Children and Families (DCF) Secretary George H. Sheldon designated a Work Group to carefully examine child care standards and identify areas which can and must be improved and strengthened to provide a safe and nurturing environment in which the children of the State of Florida can grow and thrive.

Because our world is now one in which many children are being raised in single working parent or two working parent families, parents often rely on child care to provide care, nurturing and child development supports, and stimulation for their children for up to 10 hours a day, 5 days a week. The child care industry has become instrumental in supporting the development of many infants, toddlers and young children during the most formative time in their lives.

Recognizing this role and its impact on Florida's children, we approached our work from the perspective that it was our job to describe what, if we were a parent, we would want for our infant, toddler and young child in child care. We wanted to develop policy and practice standards that would ensure that child care providers create and maintain an environment that fosters the healthy growth and development, physically, emotionally and cognitively, of all children under their care.

The Work Group held five meetings. Held in the north, central, and southern regions of the state, they provided the opportunity for stakeholders to participate on a regional level. Access to these meetings was also available through conference calls.

The Department of Children and Families (DCF) posted all information and reports presented to the Work Group on the DCF website (<http://www.dcf.state.fl.us/initiatives/childcarestandards/>) in order to fulfill the commitment of DCF to transparency in all reviews and actions. The Work Group identified recommendations in the areas identified by Secretary Sheldon.

The Work Group focused on three critical points: quality, accountability and efficiency. The Work Group recognized all child caring arrangements should be licensed and must meet minimum standards for health and safety and quality. The Quality Rating Improvement System (QRIS) was recommended as the model of quality for Florida. The Work Group recognized that QRIS must be aligned with Florida's Gold Seal standards.

The Work Group made several recommendations with the understanding that there must be sufficient resources and provider capacity to implement them successfully.

The Work Group also recommended that another work group be established to specifically examine family child care home policy and practice standards so children being cared for in these settings have access to quality care. This examination should include, but not be limited to, licensing, land restrictions, quality rating criteria, staff to child ratios, training, and educational requirements.

The Work Group submitted this report with findings and recommendations to the Secretary on December \_\_, 2010.

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## **Introduction**

Currently, Florida has minimum standards designed to ensure the health and safety of children in formal child care settings. While some of these standards meet or exceed national standards, we can do better.

Based on research, we know what children need to support their healthy and vibrant development, whether it is in their own families, with a relative caregiver, or in a child care program.

Due to the rapid rate of brain development from birth to five, child care environments play an increasingly critical role, in partnership with parents, in creating the foundation upon which a child's future is built.

Most parents assume that, when they place their child in a child care facility or family home care, that facility or home is licensed and will provide their child the quality support and nurturing that they, as a parent, would provide. Unfortunately, this is not always true, as many child care programs do not provide quality care in all of the domains necessary for optimal child growth and development. Parents have the right to expect quality programs and to know what they are buying. Florida has the responsibility to create the policies and provide the oversight necessary to ensure quality programs for all children and to provide parents with the information they need to decide what child care facility or home is best suited for their child.

## **Charge to the Work Group**

The objective of the Work Group was to make recommendations for legislative or administrative reforms that would ensure that Florida has the highest quality child care for all Florida children. To accomplish this objective, we examined:

- Licensure requirements
- Staff training requirements
- Health and safety regulations
- Quality of care to promote child readiness and well-being
- Higher quality standards and quality improvement efforts
- Efficiencies of services between governmental agencies
- Adult-to-child ratios
- Parental communication



## **Members of the Work Group and Support Staff**

Chairperson:

Tana Ebbole, CEO, Children's Services Council of Palm Beach County

Members:

Dr. Brittany Birken, Director, Office of Early Learning, Agency for Workforce Innovation

Tom Clendenning, Assistant Director, Agency for Workforce Innovation

Debbie Conley, Director of Quality Initiatives, The Children's Forum

Dr. Lisa Conti, Director, Division of Environmental Health, Department of Health

Pam Davis, Executive Director, Early Head Start Program, Kids Incorporated

Ed Feaver, Consultant and Former DCF Secretary

Dr. Alisa S. Ghazvini, Child Development Consultant

Stuart Greenberg, Director, Office of Early Learning and Just Read Florida, Department of Education

Dr. Barbara Hodges, Executive Director, Florida Council of Independent Schools

Honorable Cindy Lederman, Judge, 11<sup>th</sup> Judicial Circuit

Barbara Lynn, Director, Community Presbyterian Preschool & Kindergarten

Danny Lyons, Executive Director, Florida Alliance of Boys and Girls Clubs

Susan Main, Executive Director, Duval County Early Learning Coalition

Dr. Pamela C. Phelps, Director, The Creative Preschool, Creative Center for Childhood Research and Training

Lois Scott, Program Manager, One Stop and Program Support, Agency for Workforce Innovation

Linda Stoller, Manager, Hillsborough County Child Care Licensing

Tammy Tener, Executive Director, Florida Family Child Care Homes Association

Laurie A. Thompson, Esq., representing Associated Industries of Florida

Dr. Marianne Whitehouse, Executive Director, Creative World, Florida Association of Child Care Management

Department of Children and Families Support Staff:

Dr. Jim Sewell, Office of the Secretary

Cindy Bull, Office of Executive Staff

Diane Harris, Office of the Assistant Secretary for Programs

Deborah Russo, Child Care Program Office Director

## **Meetings of the Work Group**

In preparing their recommendations, the Work Group held five meetings:

- September 21, 2010 in Tallahassee at the DCF Central Office
- October 1, 2010 in Tampa at the DCF Circuit 13 Office
- October 18, 2010 in Boynton Beach at the Children's Services Council Office
- November 1, 2010 in Tallahassee at the DCF Central Office
- November 29, 2010 in Tallahassee at the DCF Central Office
- December 28, 2010 conference call

## **Recommendations of the Work Group**

### **Licensure Requirements**

#### **a. General Comments**

Licensure requirements for child care are provided in Chapters 402.26 – 402.319, Florida Statutes (FS). Section 402.315, FS, allows for exemptions from licensure. Currently, Florida law requires most child care facilities to be licensed by and family care homes to be registered with the Department of Children and Families. However, there are certain types of child care facilities for which licensure is not required. The definition of child care in Section 402.302(1), FS, is that it:

- supplements parental care and health supervision
- is on a regular basis
- requires a payment, fee or grant, and
- includes care for 5 or more children

#### **b. Findings and Recommendations**

##### **(1) Eliminate exemptions**

Findings: Section 402.316, FS, provides exemptions from licensure for religious child care programs that are an integral part of a church or parochial school and who are accredited. Sections 402.3025 and 402.3045, FS, speaks to the Department of Children and Families distinguishing child care programs from after-school and public and non-public schools programs.

Recommendation: Require all programs caring for children that meet the definition above be licensed to meet the health and safety requirements.

Adopt the standards for licensing school age care as identified by the Florida Afterschool Network, to include, but not limited to, health safety and nutrition;

program environment; family and community involvement; and communication and interaction.

Commentary: This requirement is for minimum health and safety standards only and is not intended to restrict religious beliefs or doctrines. This is not intended to interfere with programs that are part of the educational day for public or non-public schools.

### **(2) Summer Camp Exemption**

Findings: Summer camps are currently exempt from licensure, s. 402.302 (2) (c), FS.

Recommendations:

- Develop a definition of “camps” and requirements for summer camps
- In the absence of licensure, require legally exempted programs to provide for on-site verification of background screenings

Commentary: Licensure of this broad category of care requires further exploration, based on the recommendations above. While background screening is currently required for summer camps, the requirements should support and elaborate on those statutory mandates.

### **(3) Family Day Care Home Exemptions**

Findings: Section 402.313, FS, defines family day care homes and minimally requires registration of homes in lieu of licensure.

Recommendation: A separate work group be established to fully define the requirements of family day care homes to include licensure, ratios, staff training, educational programming, parental communication, and infant-toddler containment.

### **(4) New category in licensing**

Findings: Section 402.305, FS, provides licensing standards for child care facilities specific to health and safety. To blend programming with the physical environment, a new category in licensure is recommended.

Recommendation: Add a new standard in licensing, titled *Educational Programming Requirements*, which shall address adult - child interaction, child screening, developmental learning standards, and parental communication.

Commentary: During the early formative years, adult-child interactions are pivotal to child development leading to adult success. Adding this as a minimum licensing standard is critical to school readiness and child well-being.

### **(5) Background Screening**

Findings: Chapter 435, FS, provides requirements for background screening. Each employee working in child care facilities must complete Level 2 background screening. An applicant will be disqualified from employment if there are certain offenses on the applicant’s criminal record. Currently, information in the Florida Abuse Hotline’s data system may not be used for employment purposes.



Recommendation: Revise the statute to include a record check of Florida Safe Families Network for all applicants and, if it is found that the individual's child (or children) had been adjudicated dependent or had their parental rights terminated, the applicant would be disqualified for employment in a child care setting.

Commentary: Individuals working with children should not have had abuse or neglect issues within their own family, as they are the role models for child in care.

### **(6) Infant/Toddler Containment**

Findings: There are currently no Florida Statutes that address infant-toddler containment issues.

Recommendation: Time in confining equipment (such as cribs, high chairs, playpens, and seats) should be restricted primarily to napping and care routines (such as eating and diaper-changing).

Commentary: Infants and toddlers should be free to play on the floor, creep, crawl, and walk for most of their awake time. This is important for development of fine and gross motor skills, as well as enhancing interactions with caregivers and other infants-toddlers. In addition to being a licensure requirement, this is extremely important for quality care and programming.

## **Staff Training Requirements**

### **a. General Comments:**

Section 402.305(2), FS, provides minimum training requirements for child care personnel.

### **b. Findings and Recommendations:**

#### **(1) Staff Training**

Findings: In child care facilities, child care personnel are required by statute to complete 40 hours of training, to begin within 90 days of employment and complete within the first year, and 30 hours for family child care homes. The statute outlines topics that are required as well as requiring a competency examination.

Recommendations: Increase total hours of training within the first year to 90 hours, as described below:

- Require 20 hours of pre-service age appropriate training prior to entering the classroom to determine if the applicant (or new employee) is properly suited to work with young children and understands her/his basic responsibilities
- Require 70 additional hours in the first year of service, to be completed within 12 months.

Commentary: While everyone supports additional training, there were two schools of thought with regard to implementation. The majority supported the recommendation requiring training prior to entering the classroom. A comment

raised relative to prospective teachers incurring the cost for training before employment was at issue. It was suggested that this training could be paid for by the provider with employment contingent upon successful completion, or consider including the new training upon hire with the 20 hours being completed within a shortened time frame. All training shall be age appropriate and Florida Afterschool Network (FAN) standards shall be incorporated for school age personnel.

## **(2) Staff Training Content**

Findings: Statute currently requires specific topics for child care personnel, to include rules and regulations; health safety and nutrition; identifying and reporting child abuse and neglect; child growth and development; and behavioral observation.

Recommendations:

20 hours of pre-service training content should include:

- Child growth and development – instructor-led (classroom)
- Identifying child abuse and neglect
- Rules and regulations

70 hour training should be determined by the current statewide professional development initiative work group, which is comprised of cross-agency representation, community advocates, higher education personnel, and child care providers. A portion of the 70 hours shall include a minimum of 8 hours of mentoring.

In-service training shall be increased from the current 10 hours to 24 hours annually.

Commentary: Training should be tied to core competencies, as defined by the professional development initiative workgroup. The training registry (under development by AWI and DCF) should be utilized for trainers, approved courses, continuing education units and credentialing. It is further encourage that all training be designed for articulation to college level early childhood education programs and community colleges should coordinate training for professional development. Funding for training should be explored to benefit both the employer and the employee

## **Adult-to-Child Ratios and Group Size**

### **a. General Comments:**

Section 402.305(4), FS, provides staff-to-children ratios in child care facilities. Currently, Florida Statutes outline the minimum number of child care personnel required for classrooms, based on the age of the child. The statutes do not address group size.

## **b. Findings and Recommendations:**

### **(1) Adult-to-child ratios**

Findings: Section 402.305(4), FS, provides staff-to-children ratios in child care facilities. The current statutory requirements for staff-to-children are:

Birth-12 mo. 1:4

1 year olds 1:6

2 year olds 1:11

3 year olds 1:15

4 year olds 1:20

5 year olds 1:25

Recommendations:

- Birth-12 mo. 1:4
- 1 year olds 1:6
- 2 year olds 1:8
- 3 year olds 1:12
- 4 year olds 1:15 (this would include prekindergarten 5 year olds)
- Kindergarten – 1:15 ratio
- Grades 1-5 – 1:20 ratio (not more than 20)
- Multi-age group will use the lower ratio when Kindergarten children are involved

Commentary: These ratios promote the optimal developmental opportunities for children by reducing the number of children per caregiver and, in turn, promoting better and more frequent interaction.

### **(2) Group size**

Findings: Group size is not currently addressed in Florida Statute. This should be included in Section 402.305, FS.

Recommendations: Two times the staff-to-child ratio (with 2 staff members)

- Birth-12 mo. 8
- 1 year olds 12
- 2 year olds 16
- 3 year olds 24
- 4 year olds 30
- Kindergarten 30
- Grades 1-5 40



- Group size does not apply to outside time

Commentary: The number of children assigned to a caregiver or team of caregivers in a specific space promotes optimal development. Staff to child ratios are integrally tied to group size. Appropriate and sufficient group size allows for the support and guidance of a child, while encouraging independence, therefore staffing must be sufficiently.

## **Health and Safety Regulations**

### **a. General Comments**

Section 402.305(7) and (8), FS, provides limited licensing authority for food hygiene in child care facilities.

### **b. Findings and Recommendations**

#### **(1) Food Hygiene Inspections**

Findings: During the 2010 Legislative session, a bill was passed removing the food hygiene inspections in child care facilities function from the Department of Health. This function was not placed with any other agency.

Recommendations:

- Reinstatement the authority of the Department of Health, or an appropriate agency, to conduct food hygiene inspections
- Add a food handling course for all child care facility staff
- Add food management certification for at least one person (lead kitchen person or the director)
- Include consultation language between the Department of Health and licensing agencies
- Ensure currently exempted child care programs are included for food hygiene inspections

Commentary: The potential for food borne illnesses and food hygiene related non-compliance issues requires staff with biological and environmental sciences backgrounds. Individuals with this training and expertise exist in other agencies with a more health focused mission and should be called upon to perform this valuable service to protect the health of children in care and the public health of the community.

## **Quality of Care to Promote School Readiness and Child Well-being**

### **a. General Comments**

Section 411.01, FS, provides school readiness and subsidy requirements under the purview of the Agency for Workforce Innovation (AWI). School readiness programs are designed to increase children's chances of future educational success and becoming productive members of society. The intent is to provide

developmentally appropriate, research-based programs that include parents and provide prevention for children at-risk of future school failure.

## **b. Findings and Recommendations**

### **(1) Incentives for quality improvement and accepting subsidized child care**

Findings: Early Learning Coalitions, under the auspice of the Agency for Workforce Innovation, administer subsidized child care in Florida.

Recommendations: In order to take care of our most vulnerable children birth-5, the following are required:

- Federal and state funding adequate to enable quality programs to be implemented, to include children from low income families
- Providers have the skill sets required to provide quality care
- Children have continuity of care to develop to their full potential

Commentary: Funding streams shall be streamlined for planning, administration and optimum outcomes for children and providers. Funding shall be available to support the professional development of providers, ensuring appropriate knowledge, skills and abilities to fully develop children into successful adults.

### **(2) Subsidized Child Care Eligibility**

Findings: The current eligibility period for subsidized child care is 6 months. This is a federal requirement.

Recommendation: The eligibility redetermination be every 12 months, rather than 6 months.

Commentary: The longer eligibility period will provide continuity for the child and promote their development and success. Agency for Workforce Innovation is currently negotiating the extension of this eligibility redetermination to 12 months.

### **(3) Subsidized Child Care Transfers**

Findings: Section 1002.71, FS, authorizes percentage of funds and program transfers within the voluntary prekindergarten program, including any applicable hardships.

Recommendation: Only allow one transfer for a subsidized child in a 12 month period (mirroring the VPK policy), with any further transfers requiring a hardship exception (expedited) and a redetermination of eligibility.

Commentary: There is currently disparity between the subsidized child care program and the voluntary prekindergarten program with regard to children's ability to move from one program to another. Continuity of care is critical to a child's development and limiting the number of times a subsidized or school readiness child moves is an important factor and should be similar for all children, regardless of age.

## **Higher Quality Standards and Quality Improvement Efforts**

### **a. General Comments**

Section 411.01, FS, places school readiness and subsidy requirements under the purview of the Agency for Workforce Innovation (AWI). During the 2010 Legislative session, this section was amended to clarify that the Agency for Workforce Innovation is charged with improving the educational quality of child care program providers receiving publically funded school readiness dollars.

### **b. Findings and Recommendations**

#### **(1) Tying together licensing, quality rating and accreditation**

Findings: Section 411.01, FS, was amended in 2010 to provide the Agency for Workforce Innovation authority to promulgate a quality rating and improvement system (QRIS) for early education programs in Florida.

Recommendations:

- Quality rating and improvement system (QRIS) would be voluntary
- Licensing standards shall be the base building blocks for QRIS standards and shall be the first star in the QRIS

Commentary: QRIS is a national trend where licensure must be a part of the process for the success of and improvement in the overall quality of care. As Florida's QRIS system is being developed, looking to other states for lessons learned will be instrumental in facilitating Florida's model.

#### **(2) Aligning accreditation with QRIS and the Gold Seal Quality Care Program**

Findings: Section 411.01, FS, was amended in 2010 to provide the Agency for Workforce Innovation authority to promulgate a quality rating and improvement system (QRIS) for early education programs in Florida. Section 402.281, FS, provides requirements for the Gold Seal Quality Care Program administered by the Department of Children and Families.

Recommendations:

- The quality standards for the 5<sup>th</sup> star in the QRIS and the criteria for the highest incentive reimbursement for Gold Seal should be equivalent
- An evaluation process that utilizes research based tools must be implemented to ensure validation/accountability of quality over time as well as well trained/qualified assessors

Commentary: Achieving quality can be met in a variety of ways. As Florida moves toward the development of a QRIS system, it is important to support, enhance, and ensure all quality programs work together to improve care for children. Aligning currently existing quality systems is important for success. All systems should be funded appropriately, promote high standards, and utilize highly qualified staff.



## **Efficiencies of Services Among Governmental Agencies**

### **a. General Comments:**

Section 411.01, FS, 2010 amendment states that the Agency for Workforce Innovation, in cooperation with the Department of Education and Early Learning Coalitions, shall coordinate with the Child Care Services Program Office of the Department of Children and Family Services to minimize duplicating interagency activities, health and safety monitoring, and acquiring and composing data pertaining to child care training and credentialing.

### **b. Findings and Recommendations:**

#### **(1) Regulatory and Programmatic Functions**

Findings: There are currently two Offices of Early Learning, one at the Agency for Workforce Innovation and one within the Department of Education.

Additionally, the regulatory functions are housing within the Department of Children and Families.

Recommendations:

- Combine the two offices of early learning into one state entity to implement and assess quality early childhood education and development
- Include Gold Seal and QRIS under the newly defined single office of early learning
- Distinguish regulatory functions (licensing) from quality programmatic functions

Commentary: For continuity, accountability and uniformity, the offices of early learning in the Agency for Workforce Innovation and the Department of Education should be one entity. However, where it specifically should reside is not something within the purview of this work group. Additionally, it is believed programmatic functions should be distinguished from regulatory functions. However, where licensure specifically should reside was not fully vetted. Two options currently exist which would place licensure within the same agency as the office of early learning or placing it within a separate agency.

#### **(2) Cross Program Efficiencies of Inclusion Specialists**

Findings: Policies pertaining to inclusion in early education settings are primarily under the auspice of the Agency for Workforce Innovation and are administered locally by Early Learning Coalitions.

Recommendation: There shall be stronger linkage between inclusion specialists with early identification/intervention specialists to maximize resources and services for children.

Commentary: There are currently systems in place addressing inclusion, and it is our intent to strengthen these existing systems through coordination and

collaboration with the Warm Line, the Child Care Resource & Referral Network, Central Directory, and other current existing initiatives to better serve children.

## **Parental communication**

### **a. General Comments:**

Section 402.305, FS, provides minimum standards for access to child care facilities by parents. The statute only speaks to physical access to the facility by parents or guardians while their children are in care.

### **b. Findings and Recommendations:**

#### **(1) Report card for Florida**

Findings: The Department of Children and Families child care licensing website provides licensure reports related to child care providers throughout the state. These reports are accessible by the public.

Recommendations: A report card for Florida parents be made available online and at the child care home or facility, to include at a minimum:

- Program type, name, address (demographics)
- Services provided
- Accreditation (if any)
- Type program participating in (i.e., school readiness, head start)
- Type and name of curriculum used
- Minimum 2 year licensing history
- Credential for facility or home staff who interact with the children
- QRIS or Gold Seal rating (specify if these evaluation systems are not available in the county where the facility or home is located)
- Commonly asked parent questions

Commentary: The Department of Children and Families is in the process of pulling together preliminary information from what is currently available to begin the report for parents to assist in selecting quality care. This activity will also involve the Child Care Resource and Referral Network through the Agency for Workforce Innovation, along with information from the Early Learning Coalitions. The overall purpose is to help inform parents about quality programming and improve communication.

#### **(2) School-age parental communications**

Findings: The Department has rule writing authority for many aspects of health and safety of children in care, including school-age. This Work Group has recommended the creation of a new licensing category to include parental and family communication.

Recommendation: The new educational programming requirements section, as recommended by this Work Group, shall include school age programs.

Commentary: We endorse the family and community involvement standards of Florida Afterschool Network (FAN) guidelines. Those guidelines include providing opportunities for family involvement and public/private partnerships. These guidelines are appropriate for any age group and shall be included in any standards developed relative to parental communication, regardless of age group.

DRAFT



### **Outcome-Driven Training and Florida's Training/Trainer Quality Assurance System**

The State of Florida Steps to Success Professional Development Registry Trainer & Training Quality Assurance System is the result of years of research, design and development of the many components necessary to address quality, and the implementation and evaluation of these components, on a smaller scale, before making the commitment to replicate such a system statewide, in 2010. Palm Beach State College administers this system.

The Registry Quality Assurance System for Trainer & Training is an approval process that drives the quality and accountability of trainers, protects the relevancy and accuracy of content of non-college credit training, and establishes the design of such training to result in workplace outcomes. *The Florida Trainer Competencies and Training Standards* defines the knowledge and skills needed to successfully design and deliver trainings in five areas: professionalism, learning environment, presentation, instruction, and assessment

Palm Beach State College's development of the Florida Trainer & Training Quality Assurance Systems, with guidance from Florida's Professional Development Steering Committee, supports the quality assurance of trainers and training. It considers that competencies for trainers ultimately result in quality training opportunities, and that standards for training excellence support successful learning environments for the workforce.

The Trainer and Training Quality Assurance System is comprised of trainer qualifications, competencies and standards, and policies and procedures. Trainer Qualifications outline the requirements of individuals who provide training through the Registry. These qualifications are linked to experience and education, and are tied to the practitioner levels established in the *Florida Core Competencies for Early Care and Education Practitioner* document. Trainer Competencies and Training Standards (a) set the bar for the quality for instructors and their trainings; (b) advance the reliability and validity of outcomes-driven training, and advance the construction of quality learning environments for children; (c) ensure that trainees move along a pathway to proficiency, at successive levels; and (d) provide for a meaningful adult training experience. The Florida Professional Development Steering Committee is responsible for ongoing system maintenance.

System supports are in place to ensure the quality of trainer and training. These supports include: (1) Outcomes-Driven Training (2) Career Pathway Standardized Training Modules, (3) and a Trainer and Training Approval Process. Following is an explanation of these supports.

## 1. Outcomes-Driven Training

All Registry-approved trainers must complete the 16 hour Outcomes-Driven Training (ODT) course, which ensures training is designed to result in significant changed behavior change. Trainers explore ways to create and maintain environments conducive to learning, discuss professionalism and ethics, review and practice training techniques to support learning transfer, and explore best practices in the use of training aids. ODT has been in use in Palm Beach County, since 2007, with over 150 local trainers versed in the model. A study of the Palm Beach County QRIS, conducted by Jianping Shen, Ph.D., Western Michigan University, indicated that 91% of practitioners surveyed state that non-credit training impacts their success in college credit coursework, emanating from the backward design theory that ODT emphasizes.

The impetus to design the ODT model came from the University of Kentucky's Results Driven Training Design and is supported by backward design theory (Wiggins and McTighe 2005). As a performance-based approach, the ODT model emphasizes transfer of learning through structured guidance, supporting the premise that "structured guidance and practice is needed to achieve the comprehensive implementation of a practice (Olsen, 1997; Corcoran & Goertz 1995). It is consistent with Zaslow et. al (2010) who state, "...professional development aimed at strengthening knowledge needs to be more closely tied to practice, for example through interspersing training on instructional approaches with opportunities to apply them shortly afterward in the early childhood setting. " Unlike traditional training design which focuses on content delivery, ODT addresses observable and impactful behavior change. The content is delivered in a practical approach resulting in targeted behavior change in the workplace, with implementation plans extending the learning to the workplace. The educational value of implementation of new knowledge and skills, with trainer support and feedback, is substantiated by studies conducted by Broad and Newstrom (1992), Veenman and Raemeekers (1995), and most recently in Horn, Caruso and Golas (2003). The success of the backward design method also has been cited in studies by Rose & Meyer (2002), Ofiesh, Rojas and Ward (2004), and used in university-level research on teacher education (Murray et al, 2006).

In 2010, as a result of a contract with the State of Florida's Agency for Workforce Innovation, over 100 trainers completed 6-days of training to earn the designation of ODT facilitator, now able to instruct others across the state in the training model. The recent support

of this model has been overwhelming, as can be attested to through testimonials from trainers across the State (2011):

- *“Great, amazing and powerful professional development that helps me to become a more sensitive and prepared trainer.*
- *“I can impact and improve my workplace by intentional ODT training knowledge & skills and this aids me in being a stronger advocate for children and their teachers.”*
- *I look forward to working with the whole ODT system. I think that it is wonderful, and is a huge step in moving to focus more on the youngest members of our population.”*
- *“I have implemented bits and pieces of the ODT format to "practice" and expose our practitioners to what the future will hold regarding professional development. I have had some of the most amazing trainings!*
- *ODT [provides] an opportunity to adopt a new way of thinking that will make a difference in the future of professional development for Florida. ”*

## 2. Career Pathway Standardized Training Modules

Florida trainers have access to a library of Career Pathway Standardized Training Modules (STMs) which was developed to provide quality training to support the informal career pathway. These modules provide for consistency and intentionality in training that supports the seven core knowledge areas as stated in the *Florida Core Competencies for Early Care and Education Practitioners* document, through 45 hours of training in each core knowledge area. STMs meet the Outcomes Driven Training format requirements (as outlined above), and include a variety of assessments that indicate a gain of knowledge and skills and a transfer of learning from the training to the workplace. As well, the manuals infuse activities and exercise into each lesson to support practitioners’ abilities to address *Florida’s Early Learning Developmental Standards*. The *Universal Design for Learning* has been incorporated into each module in order to meet the needs of all children, providing a flexible individualized approach. STMs include supports for the Spanish-speaking workforce, provide PowerPoint presentation, references, and resources. A on-line tutorial is under development to aid trainers in STM delivery, with a focus on presentation skills (2011).

The STMs were developed from a **scope and sequence** that considers the outcomes of college credit courses available through Florida State and Community Colleges. Through these trainings, Florida is assured that all practitioners have equal access to high quality, on-going and



systematic instruction that provides the foundation needed to help college-bound practitioners succeed in college credit courses, should they decide to take that formal pathway. For Florida, this means a workforce pursuing professional growth resulting in the development of quality learning environments for children and support of families.

### (3) A Trainer and Training Approval Process

Florida offers an extensive trainer and training approval process to ensure a quality system. This process is being overseen by Palm Beach State College. Trainers are qualified according to experience, education, and training. Their identified level corresponds with the Tier of a practitioner according to the *Florida Core Competencies for Early Care and Education Practitioners*. Approval to train in specific core knowledge areas is based according to trainers' college transcripts and experience in the field. Registry-approved trainers link to a Registry Coach who provides technical assistance to meet Registry requirements. A Registry Calendar posts approved offerings. On-line tutorials are available to enhance training design and delivery skills. Observation and feedback are provided through a Palm Beach State College Quality Assurance Coordinator.

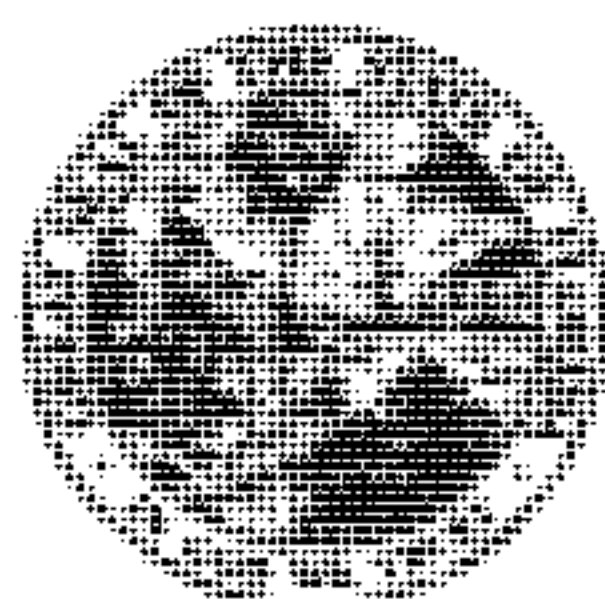
A training approval process has been designed to ensure that trainings (a) support/align with core competencies, (b) meet training standards, (c) support child developmental standards, and (d) are designed for demonstration of workplace outcomes. There are two designations of training: *Registry Recorded Training* which can be used to meet annual licensing renewal requirements, and which supports entry onto the Florida Career Pathway; and *Registry Career Pathway Training* which is designed in the ODT format, can lead to qualifications, credentials, and degrees, and which supports success in college credit coursework. Quality Assurance Coordinators assess training using a Training Plan Review Rubric based on the components addressed in ODT and the standards addressed in the *Florida Trainer Competencies and Training Standards* document. Technical assistance is available should improvements be suggested. The Florida Trainer Registry Approval Committee, comprised of members from the Florida Professional Development Steering Committee, oversees the appeals process.

<b>Trainer Qualifications:</b>	<b>Associate Trainer</b>	<b>Trainer I</b>	<b>Trainer II</b>	<b>Trainer III</b>	<b>Content Expert</b>	<b>Outcomes Driven Training Facilitator</b>
Approved to Deliver	RECORDED TRAINING	RECORDED TRAINING	PATHWAY TRAINING	PATHWAY TRAINING	RECORDED/ PATHWAY TRAINING	Outcomes Driven Training
Education	Active Florida Staff Credential/National CDA or certification to train in specialized area (e.g., High/Scope)	Associate degree with one of the following -6 credits in ECE/CD or -Active Florida Staff Credential/ Director's Credential/National CDA or -Specialized credential (e.g., DOE, High/Scope)	Bachelor's degree in ECE/CD, or related field with one of the following: -9 credits in ECE/CD -Active Florida Staff Credential/ Director's Credential/National CDA or -Specialized credential (e.g., DOE, High/Scope)	Master's degree in ECE/CD or related field, including 18 credits in ECE/CD <u>or</u> hold an active Florida DOE Professional Educator's Certificate <u>or</u> currently teach college-level ECE courses	Relevant professional license or specialized credential or Bachelor's degree related to specialty area	Associate degree w/ 5 years of training experience, or Bachelor degree with 4 years training experience, or Master degree with 3 years training experience
Train-the-Trainer	Successfully complete ODT series	Successfully complete ODT series	Successfully complete ODT series	Successfully complete ODT series		Successfully completed ODT for Facilitators
Experience	6 years in ECE field	3 years in ECE field	2 years in ECE field	2 years in ECE field	3 years in field of expertise	3 years in ECE field
Approved Training Levels	Tier 1	Tier 1	Tiers 1, 2	Tiers 1, 2, 3, and 4	Varies based on education	Outcomes Driven Training
Training Renewal Requirements	90 clock hours of continuing education related to the field, evidence of instructing at least 2 Registry-recorded trainings per year, for the past 2 years	45 clock hours of continuing education related to the field; evidence of instructing at least 1 Registry-recorded training per year for the past 3 years	75 clock hours of continuing education related to the field; evidence of instructing at least 1 Registry-Pathway training per year for the past 5 years	75 clock hours of continuing education related to the field; evidence of instructing at least 1 Registry-Pathway training per year for the past 5 years	15 hours of continuing education in specialty area; evidence of having taught at least 1 training within the specialized area per year, for the past 3 years	Within a 3 year period: 1 training in Beyond ODT and 1 in Communities of Practice; and evidence of instructing at least 1 ODT training each year for 3 years
	Renew every 2 years	Renew every 3 years	Renew every 5 years	Renew every 5 years	Renew every 3 years	Renew every 3 years

# Florida Assessments for Instruction in Reading

## Technical Manual 2009 - 2010 Edition

### Kindergarten - Grade 2





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## **Acknowledgements**

Barbara R. Foorman, Ph.D.

Joseph K. Torgesen, Ph.D.

Christopher Schatschneider, Ph.D.

Yaacov Petscher, Ph.D.

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# INTRODUCTION

## Research background

There is considerable consensus regarding how children learn to read and how to predict risk for reading difficulties (e.g., NRC, 1998; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001). In an alphabetic orthography such as English, children must learn the conventional and intentional relations between letters and sounds—the alphabetic principle. Sensitivity to the sound structure of the spoken language to which the letters relate (i.e., phonological awareness) is an important predictor of success in mastering the alphabetic principle. A number of studies have shown the unidimensionality of such phonological awareness tasks as blending, segmenting, and manipulating (Anthony & Lonigan, 2004; Anthony et al., 2002; Schatschneider, Francis, Foorman, Fletcher, & Mehta, 1999; Wagner, Torgesen, & Rashotte, 1994). However, different phonological units contribute more weight to the construct at different points in reading development. For example with respect to predicting literacy success, blending syllables is predictive for preschool, onset-rime blending is predictive for early kindergarten, and phoneme blending is more predictive for the second half of kindergarten and early first grade (Anthony & Lonigan, 2004; Schatschneider et al., 1999).

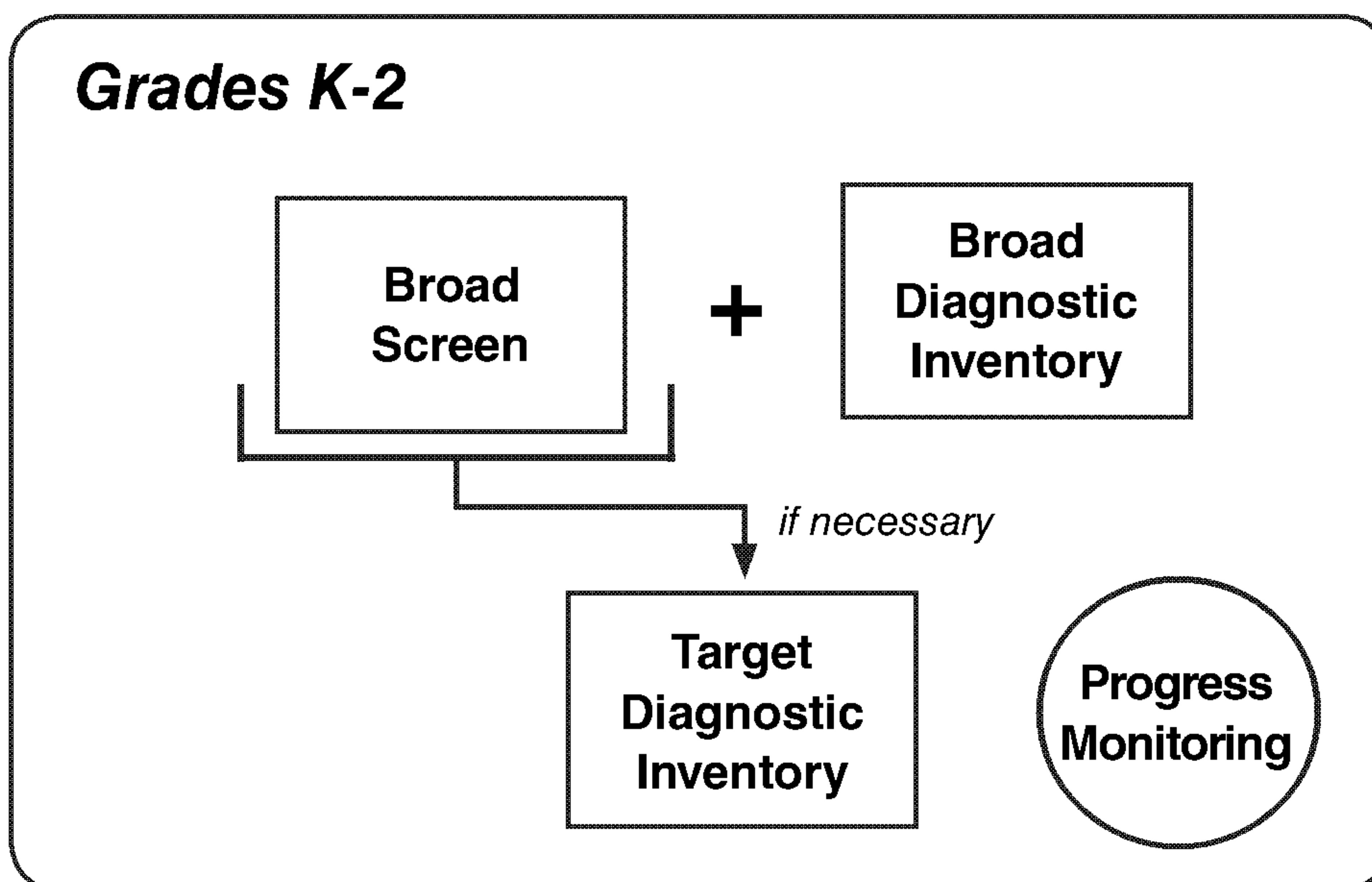
In addition to phonological awareness and knowledge of letters and sounds, print awareness in preschool (Clay, 1993), and vocabulary, morphological and orthographic awareness in second grade and beyond are also predictors of success in learning to read (Rayner et al., 2001). Letter naming fluency (e.g., Schatschneider, Fletcher, Francis, Carlson, & Foorman, 2004) and oral reading fluency (e.g., L.S. Fuchs, Fuchs, Hosp, & Jenkins, 2001) also predict reading outcomes, although the contribution of oral reading fluency to reading comprehension decreases over the grades (Schatschneider et al., 2004b). Vocabulary is knowledge of word meanings and it increasingly explains variability in reading outcomes as decoding is mastered and linguistic and cognitive demands of text comprehension increase (Storch & Whitehurst, 2002). Orthographic awareness refers to knowledge of the legal sequences of letters and conventional patterns that comes with exposure to printed words (Stanovich & West, 1989; Treiman & Cassar, 1997) and morphological awareness is awareness of the minimal units of meaning—morphemes—in a language. English is sometimes described as a morpho-phonological language (Chomsky & Halle, 1968) in that phonology is often sacrificed in order to preserve the morphemic base (e.g., vineyard retains the e in spelling but the word is pronounced with a short i). This depth of English orthography is complicated further by such conventions as doubling of letters (e.g., double s in floss), contractions (e.g., you've, shouldn't), and changing letters when adding inflections (e.g., changing y to i when adding -ed to copy).



In summary, there is consensus in the research that the predictors of success in learning to read in the primary grades are knowledge of letter names and sounds, phonological awareness, word reading (both encoding—spelling—and decoding), and comprehension of oral and written language.

## Description of the K-2 FAIR

The Florida Assessments for Instruction in Reading (FAIR; Florida Department of Education, 2009-2010) are individually administered three times a year by teachers to students in Kindergarten, Grade 1, and Grade 2, with monthly assessments available to monitor progress. The purpose of these assessments is to evaluate progress towards the end-of-year benchmarks, diagnose learning needs and set instructional goals, and to monitor instructional progress. There are four types of assessments in this assessment system: 1) the Broad Screen/Progress Monitoring Tool given to all students in 3-5 min.; 2) the Broad Diagnostic Inventory, which includes comprehension and vocabulary tasks; 3) the Targeted Diagnostic Inventory; and 4) Ongoing Progress Monitoring.



### Broad Screen

The broad screen in kindergarten through second grades is comprised of multiple empirically supported predictors of reading success. In Kindergarten, the broad screen contains measures of letter-name knowledge, letter-sound knowledge, phonological awareness, and word reading. Grade 1 and 2 both involve word reading tasks, with the Grade 1 task as time unlimited, and Grade 2 word reading being a timed test. The screen is designed to identify students who are not likely to be successful on the end of year outcome test. Determination of the cut-point was based on reducing the number of students who might not be identified by a screen as being at-risk, but ultimately are identified as at-risk on the year test (false-negative error). While many assessments seek to maximize the percent

of students that are correctly identified as at-risk on a screen and outcome, the decision was made to minimize false-negative errors. Doing so ensures that a lower percentage of at-risk students will not be missed by the broad screen. Minimizing the false negative errors may result in the increase of the percentage of students identified as at-risk on the screen, but who are not identified as at-risk on the outcome (false- positive error). It is more important, however, to ensure that students are not missed by the screen, rather than to over-identify students. Under-identification of students is a more serious concern than over-identification because students who need interventions or further assistance do not get appropriate support at the right time. The design of the broad screen was such that it could be linked to end-of-year Word Reading performance on the SESAT in kindergarten, and reading comprehension performance on the Stanford Achievement Test – 10<sup>th</sup> Edition. It was designed to maximize the predictive power of the scores, such that 85% of the students who would be identified as not at-risk on the screen would end up performing successfully on the end-of-year test.

## **Broad Diagnostic Inventory**

The Broad Diagnostic Inventory consists of a comprehension measure, an expressive vocabulary measure, and a group-administered spelling measure in Grade 2. The word “broad” is used to indicate that these two measures are potentially relevant to all students in grades K-2. The comprehension task in the Broad Diagnostic Inventory consists of explicit and implicit questions and story grammars and situation models that increase in difficulty over the grades. The comprehension task is typically listening comprehension in Kindergarten and reading comprehension in Grades 1 and 2. The reading comprehension task also includes scores for accuracy and fluency (i.e., words correct per minute). Students are placed into instructional-level passages based on performance on a Word Placement List that has been linked empirically to 90% accuracy in the passages. This allows for decoding to be controlled so that reading comprehension can be assessed. Additionally, there are procedures for Kindergarten students to be placed in reading comprehension passages and for non-readers in Grades 1 and 2 to be placed in listening comprehension. Finally, the Broad Diagnostic Inventory also consists of an expressive vocabulary task and, in Grade 2, a group-administered spelling test. The expressive vocabulary task measures a student’s breadth and depth of vocabulary and indicates the need for vocabulary instruction. In this task the student is asked to label objects, actions, or attributes and is prompted in cases where an answer requires further precision. The spelling task in Grade 2 assesses students’ phonological and orthographic knowledge of words. Both the vocabulary and spelling tasks produce a statement of the student’s relative performance compared to a representative sample of students in Florida at the same grade level.

## Targeted Diagnostic Inventory

The Targeted Diagnostic Inventory allows the teacher to follow up with students at low or moderate probabilities of success by administering diagnostic tasks that cover the range of developmental reading skills at each grade. In Kindergarten there is an optional Print Awareness task, Phonemic Blending and Deletion tasks, Letter-Sound Connection tasks, and Word Building tasks. In Grade 1 there is a Phoneme Deletion task and Word Building tasks. In Grade 2 there are Word Building tasks. Details on each task are provided below. A criterion of 80% accuracy is expected to demonstrate mastery.

## Ongoing Progress Monitoring

Ongoing progress monitoring tasks are also available so that teachers can check on student learning between the Fall (AP 1), Winter (AP 2), and Spring (AP 3) Assessment Periods (AP). Grade 1 assessment materials are made available to teachers to assess Kindergarten students above level or Grade 2 students below level. In addition to tasks that mirror those in the Targeted Diagnostic Inventory, there are equated passages for measuring oral reading fluency that cover grades 1-5 in difficulty.

The components of the Florida Assessments for Instruction in Reading system are described below for each grade level.

## Grade-Level Tasks

### Kindergarten

1. Broad Screen/Progress Monitoring Tool: The Broad Screen is the Progress Monitoring Tool and is administered to all students three times a year in approximately 3-5 minutes. It consists of Letter Naming and Phonemic Awareness in the fall (AP 1), Letter Sounds and Phonemic Awareness in the winter (AP 2), and Phonemic Awareness and Word Reading in the spring (AP 3).
2. Broad Diagnostic Inventory: The BDI consists of an expressive vocabulary task and a comprehension task. The comprehension task is a Listening Comprehension task for the vast majority of students at all three assessment periods. A Reading Comprehension task is included at the end of the year for those students who do well on the Broad Screen and place into a first-grade passage.
3. Targeted Diagnostic Inventory: The TDI consists of optional Print Awareness, Letter Name and Sound Knowledge, Phoneme Blending and Phoneme Deletion, Letter-Sound Connections (Initial and Final), and Word Building tasks (initial and final consonants and medial vowels). Together these tasks form a developmental progression of knowledge needed to demonstrate understanding of the alphabetic principle.



4. Ongoing Progress Monitoring: OPM tasks consist of multiple probes that represent the tasks in the Targeted Diagnostic Inventory that can be administered in between Fall (AP 1), Winter (AP 2), and Spring (AP 3) assessment periods to provide more frequent monitoring of student progress.

## **Grade 1**

1. Broad Screen/Progress Monitoring Tool: The Broad Screen is the Progress Monitoring Tool and is administered to all students three times a year in approximately 3 minutes. It consists of an untimed word reading task.
2. Broad Diagnostic Inventory: The BDI consists of an expressive Vocabulary task and a Reading Comprehension task. For students who place into the easiest passage but read it at a frustration level, a Listening Comprehension passage from the end of Kindergarten may be administered.
3. Targeted Diagnostic Inventory: The TDI consists of Letter-Sound Knowledge, Phoneme Blending Phoneme Deletion (initial and final), and Word Building tasks that progress from consonants and vowels to CVCe and blends.
4. Ongoing Progress Monitoring: OPM tasks consist of multiple probes that represent the tasks in the Targeted Diagnostic Inventory that can be administered in between Fall (AP 1), Winter (AP 2), and Spring (AP 3) assessment periods to provide more frequent monitoring of student progress. OPM tasks also include equated, short passages for assessing oral reading fluency in one minute.

## **Grade 2**

1. Broad Screen/Progress Monitoring Tool: The Broad Screen is the Progress Monitoring Tool and is administered to all students three times a year in 45 seconds. It consists of a timed word reading task.
2. Broad Diagnostic Inventory: The BDI consists of an expressive Vocabulary task, a Reading Comprehension task, and a group-administered Spelling test.
3. Targeted Diagnostic Inventory: The TDI consists of the same Phoneme Deletion and Word building tasks as those in the Grade 1 TDI and an additional Multisyllabic Word Reading task.
4. Ongoing Progress Monitoring: OPM tasks consist of multiple probes that represent the tasks in the Targeted Diagnostic Inventory that can be administered in between Fall (AP 1), Winter (AP 2), and Spring (AP 3) assessment periods to provide more frequent monitoring of student progress. OPM tasks also include short, equated passages for assessing oral reading fluency in one minute.

In sum, the Florida Assessments for Instruction in Reading provide for screening, diagnosis, and progress monitoring in Kindergarten through Grade 2. This system is meant to be administered by teachers for the purpose of guiding instruction and should reduce the need for additional assessment. Data can be entered via laptop computer into Florida's Progress Monitoring and Reporting Network (PMRN), which is a state wide web-based system that provides reports of student progress at the individual student, classroom, school, district, and state level.

This information is immediately and constantly available to assist instructional personnel at all levels in making decisions about individual students, classrooms that need support, or school and district level progress in literacy instruction.

The types of scores available for each measure are described in Table 1.

Table 1: K-2 Fair Score Type

Broad Screen/Progress Monitoring Tool	Probability of Reading Success (PRS)
Adjusted Fluency	Listening Comprehension Total number correct (explicit/implicit) Reading Comprehension Total number correct (explicit/implicit) Fluency, Percent Accuracy Vocabulary Percentile Rank Spelling Percentile Rank
Targeted Diagnostic Inventory	Meets Expectations (80% or more correct) Below Expectations (less than 80% correct)

## Teacher Survey Report

The K-2 FAIR system was tried out with approximately 150 teachers and 2,000 students during the 2008-2009 school year in four school districts in Florida. Suggested changes from teachers and administrators were incorporated into the final version for the statewide scale-up during the 2009-2010 school years. Teachers were administered a brief survey concerning the implementation of the FAIR assessments.

Teacher responses across all grades indicated that 67% were able to complete the K-2 FAIR system in five days or less. Regarding the instructions presented in the electronic scoring tool application, 89% found the directions to be clear. Moreover, 84% found the feedback provided by the electronic scoring tool to be clear. When asked about the extent to which the K-2 FAIR system was helpful in identifying the strengths and weaknesses of their students, 90% of teachers agreed or strongly agreed that the assessments were useful in this area. Additionally, 78% of teachers used these assessments to assist in forming instructional groups/classes, and 80% of teachers agreed with the statement that they would recommend these assessments to another teacher.

When asked about the specific FAIR assessment tasks, 63% of teachers found

the Probability of Reading Success (PRS) score useful in making instructional decisions. A majority of the teachers (84%) believed that the Kindergarten Listening Comprehension and Grades 1 and 2 Reading Comprehension tasks provided useful information regarding students' reading ability. For the students who participated in the Targeted Diagnostic Inventory, 77% of teachers agreed that the information collected in the tasks provided a clear sequence of skills to improve reading instruction. Overall, 86% of teachers indicated that the K-2 FAIR system provided a comprehensive approach to all important areas of reading and 75% agreed that the results will help parents understand their child's reading status.

## DESCRIPTION OF METHOD

### Description of Calibration Sample

Data collection for the Florida Assessments for Instruction in Reading began by testing item pools for the Broad Screen (i.e., letter names and sounds, phonological awareness, word reading) and Broad Diagnostic Inventory (i.e., vocabulary, spelling, reading comprehension). A statewide representative sample of students that roughly reflected the state's demographic diversity and academic ability was collected for students in Kindergarten through Grade 2. A total of 1,967 students were tested during the AP 1 assessment, 1,984 were tested during the AP 2 assessment, and 1,961 were tested during the AP 3 assessment. Sample characteristics by time period and district are reported in Table 2. Table 3 presents the demographics of the participants by time period and grade.

Table 2: Sample Characteristics by Time of Assessments and District

Period	District	N	% Male	% White	% Black	% Latino	% FRL	% ELL	% ESE
AP 1	District 1	627	51	59.8	19.6	5.7	31.6	1.3	14.7
	District 2	665	56	28.9	47.5	2.1	37.0	0.6	11.3
	District 3	675	52	21.3	12.6	42.1	45.4	18.7	5.2
AP 2	District 1	633	52	58.8	19.6	6	31.8	1.1	13.9
	District 2	674	54	29.5	47.2	1.8	37.5	0.6	11.6
	District 3	677	51	21.4	12	43.3	45.6	19.2	6.1
AP 3	District 1	619	53	58	19.5	6.1	30.9	1.1	14.1
	District 2	667	54	29.1	48	1.8	37.4	0.6	11.5
	District 3	675	53	21.2	12	42.5	44.9	19.4	5.5



Table 3: Sample Characteristics by Time of Assessments and Grade

Period	Grade	N	% Male	% White	% Black	% Latino	% FRL	% ELL	% ESE
AP 1	Kindergarten	653	52	36.4	26.3	16.1	40.3	7.5	5.7
	Grade 1	667	54	36.3	26.7	18.4	26.0	4.9	11.4
	Grade 2	647	53	35.7	26.9	16.4	48.4	8.7	13.8
AP 2	Kindergarten	674	51	35.2	26.9	17.8	42	8.9	6.5
	Grade 1	663	53	36.7	26.1	18.3	23.2	4.5	11.2
	Grade 2	647	53	36.5	26.1	15.8	48.4	7.9	13.8
AP 3	Kindergarten	670	52	34.7	26.2	18	40.9	9.4	6.3
	Grade 1	652	54	36.6	26.8	18.1	25.3	4.4	11.5
	Grade 2	639	53	35.3	26.7	15.3	47.8	7.8	13.3

## Item Presentation

During the calibration phase of the project, three forms of test items were constructed for each grade level. All tests within each form, with the exception of the Letter Names and Sounds task, contained 20% linking items that were similar across forms and grades. The use of anchor items facilitated the estimation of vertically linked parameters. Given the number of tasks that students were asked to complete in the Broad Screen and Broad Diagnostic Inventory, the order of task administration was counterbalanced to avoid order effects.

Order effects were empirically tested by coding the order in which students took the different assessments. A series of analyses of variance (ANOVA) with a Bonferroni adjustment in Kindergarten ( $p < 0.016$ ) were run to examine differential task performance based on presentation order. A summary of results for AP 1-AP 3 are reported in Tables 4-6.

Table 4: Assessment Period 1 Order Effect Results

Grade	Task	DF	Type III SS	Mean Square	F value	Pr > F
Kindergarten	Letter Sounds	5	55.27	11.05	0.96	0.439
	Letter Names	5	37.48	7.5	1.01	0.408
	Phonological Awareness	5	8.51	1.7	0.36	0.876
Grade 1	Word Reading - Total	4	48.76	12.19	3.53	0.008
Grade 2	Word Reading - WCPM	2	1597.06	789.53	2.18	0.114

Table 5: Assessment Period 2 Order Effect Results

Grade	Task	DF	Type III SS	Mean Square	F value	Pr > F
Kindergarten	Letter Sounds	2	42.71	21.35	0.98	0.375
	Letter Names	2	13.51	6.76	1.03	0.359
	Phonological Awareness	2	17.21	6.87	1.04	0.360
Grade 1	Word Reading - Total	3	2.02	0.67	0.44	0.728
Grade 2	Word Reading - WCPM	2	281.91	140.96	0.40	0.673

Table 6: Assessment Period 3 Order Effect Results

Grade	Task	DF	Type III SS	Mean Square	F value	Pr > F
Kindergarten	Word Reading - Total	3	71.45	23.82	4.33	0.005
	Phonological Awareness	3	75.75	25.25	4.24	0.006
Grade 1	Word Reading - Total	3	71.06	23.69	3.12	0.027
Grade 2	Word Reading - WCPM	4	271.75	67.94	0.20	0.941

Results suggested that during AP 1 and AP 3 significant order effects existed on certain tasks; however, the maximum standardized mean difference was less than 0.20 and considered to be practically unimportant.

## Item Response Theory

The K-2 data for the FAIR were analyzed using Item Response Theory (IRT). Traditional testing and analysis of items involves estimating the difficulty of the item (based on the percentage of respondents correctly answering the item) as well as discrimination (how well individual items relate to overall test performance). This falls into the realm of measurement known as classical test theory (CTT). While such practices are commonplace in assessment development, IRT holds several advantages over CTT. When using CTT, the difficulty of an item depends on the group of individuals on which the data were collected. This means that if a sample has more students that perform at an above-average level, the easier the items will appear; but if the sample has more below-average performers, the items will appear to be more difficult. Similarly, the more that students differ in their ability, the more likely the discrimination of the items will be high; the more that the students are similar in their ability, the lower the discrimination will be. One could correctly infer that scores from a CTT approach are entirely dependent on the makeup of the sample.

The benefits of IRT are such that 1) the difficulty and discrimination are not dependent on the group(s) from which they were initially estimated, 2) scores describing students' ability are not related to the difficulty of the test, 3) shorter tests can be created that are more reliable than a longer test, and 4) item statistics and the ability of students are reported on the same scale.

## Item Difficulty

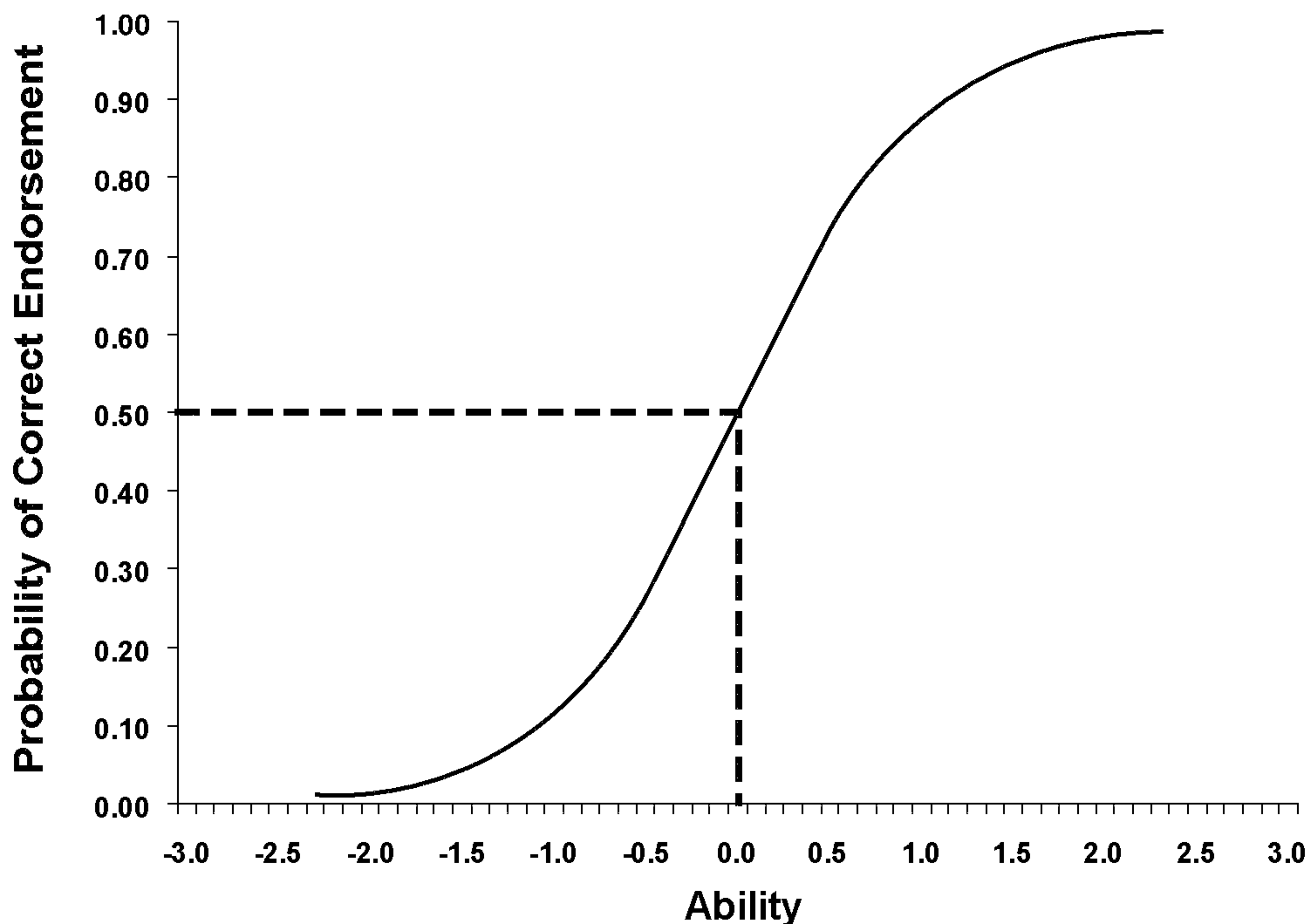
The difficulty of an item has traditionally been described for many tests as a “p-value”, which corresponds to the percent of respondents correctly answering an item. Values from this perspective range from 1% to 99% with high values indicating easier items and low values indicating hard items. Item difficulty in an IRT model does not represent proportion correct, but is rather represented as estimates along a continuum of -3.0 to +3.0.

Figure 1 demonstrates a sample item characteristic curve which describes item properties from IRT. Along the x-axis is the ability of the individual. As previously mentioned, the ability of students and item statistics are reported on the same scale. Thus, the x-axis is a simultaneous representation of student ability *and* item difficulty. Negative values along the x-axis will indicate that items are easier, while positive values describe harder items. Pertaining to students, negative values describe individuals who perform below average, while positive values identify students who perform above average. A value of zero for both students and items reflects average level of either ability or difficulty.

Along the y-axis is the probability of a correct response, which varies across the level of difficulty. Item difficulty is defined as the value on the x-axis at which the probability of correctly endorsing the item is 0.50. As demonstrated for the sample item in Figure 1, the difficulty of this item would be 0.0. Item characteristic curves are graphical representations generated for each item that allow the user to see how the probability of getting the item correct changes for different levels of the x-axis. Students with an ability of -3.0 would have an approximate 0.01 chance of getting the item correct, while students with an ability of 3.0 would have a nearly 99% chance of getting an item correct.



**Figure 1: Sample Item Characteristic Curve**

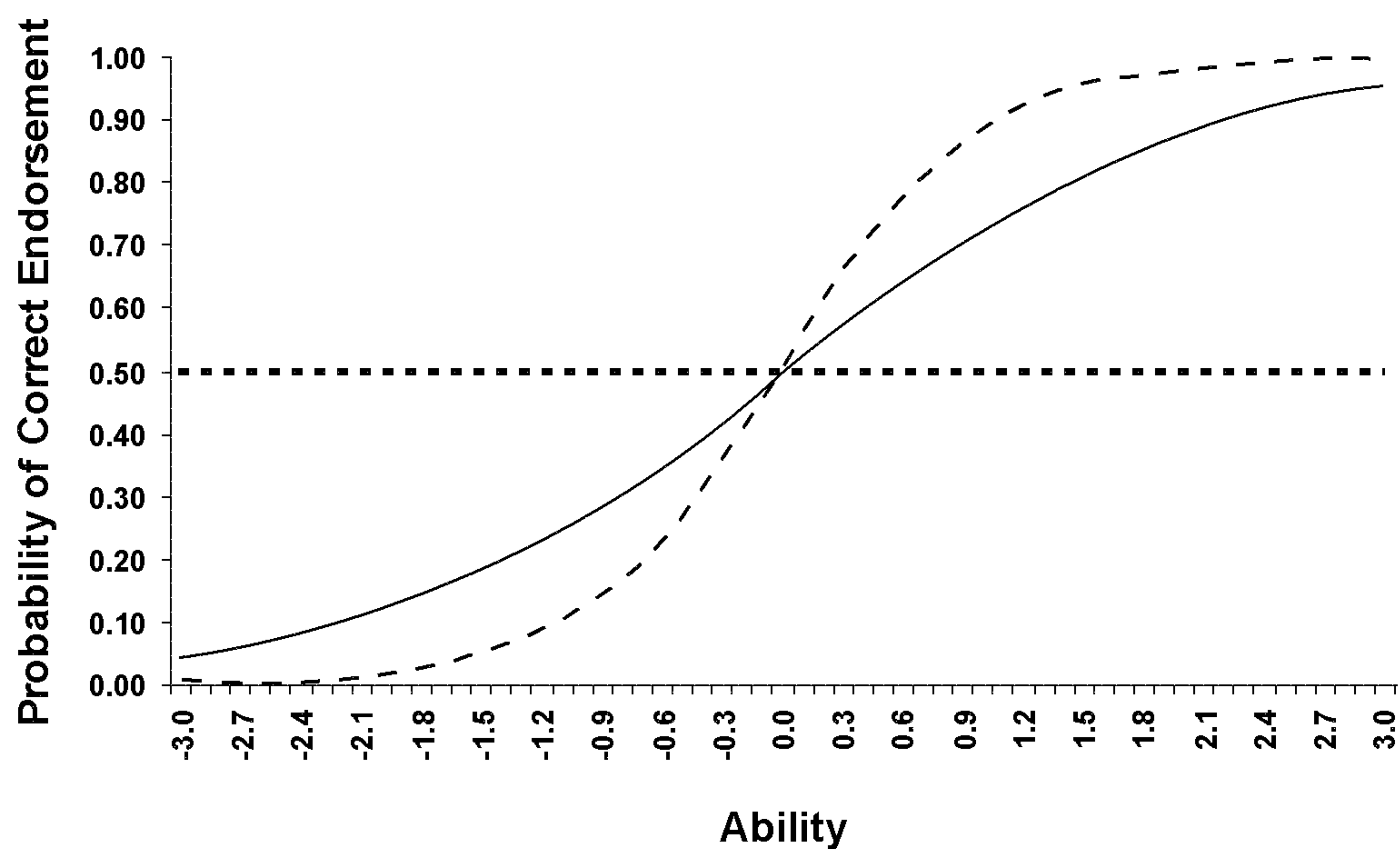


### **Item Discrimination**

Item Discrimination is related to the relationship between how a student responds to an item and their subsequent performance on the rest of a test. In IRT it describes the extent to which an item can differentiate the probability of correctly endorsing an item across the range of ability (i.e., -3.0 to +3.0). Figure 2 provides an example of how discrimination operates in the IRT framework.

For all three items presented in Figure 2, the difficulty has been held constant at 0.0, while the discriminations are variable. The dashed line (Item 1) shows an item with strong discrimination, the solid line (Item 2) represents an item with acceptable discrimination, and the dotted line (Item 3) is indicative of an item that does not discriminate. It is observed that for Item 3, regardless of the level of ability for a student, the probability of getting the item right is the same. Both high ability students and low ability students have the same chance of doing well on this item. Item 1 demonstrates that as the x-axis increase, the probability of getting the item correct changes as well. Notice that small changes between -1.0 and +1.0 on the x-axis result in large changes on the y-axis. This indicates that the item discriminates well among students, and that individuals with higher ability have a greater probability of getting the item correct. Item 2 shows that while an increase in ability produces an increase in the probability of a correct response, the increase is not as large as is observed for Item 1, and is thus a poorer discriminating item.

**Figure 2: Sample Item Characteristic Curves with Varied Discriminations**



### **Guidelines for Retaining Items**

Using the difficulty and discrimination values from the IRT analyses, items were dropped from the item bank and examined for future revision if they met at least one of the following criteria:

1. Item discrimination was negative
2. Item discrimination was  $< 1.0$
3. Item difficulty was greater than +4.0 or less than -4.0

Secondary criteria were used in evaluating the retained items, which was comprised of a differential item function (DIF) analysis. DIF refers to instances where individuals from different groups with the same level of underlying ability significantly differ in their probability to correctly endorse an item. Unchecked, items included in a test which demonstrate DIF will produce biased test results. For the FAIR assessments, DIF testing was conducted comparing: Black-White students, Latino-White students, Black-Latino students, students eligible for Free or Reduced Priced Lunch (FRL) with students not receiving FRL, and English Language Learner to non-English Language Learner students.

DIF testing for the items of each subtest by grade was done using the Mantel-Haenszel procedure. To control for the multiple tests used, a Linear Step-Up procedure (Benjamini and Hochberg, 1995) was conducted. This technique differed from typical Type-I error rates in that it attempts to control the ratio of false rejections to total rejections (i.e., false discovery rate). When all null hypotheses are true, the Linear Step-Up procedure controls the experiment-wise error rate at 5%, which is similar to other typical approaches. Under circumstances where some of the null hypotheses are false, this procedure ensures

that the false discovery rate does not exceed 5%. Maxwell & Delaney (2000) have indicated that the false discovery rate may be more powerful than similar procedures (e.g., Bonferroni correction).

A summary of the DIF analyses for Kindergarten and Grade 1 are reported in Tables 7 and 8, respectively.

Table 7: Frequency of Kindergarten Broad Screen Differential Item Functioning by Task and Assessment Period (AP)

Assessment	Task	Gender	B-W	L-W	B-L	ELL	FRL	Unique DIF	Total Items
AP 1	Letter Names	0	0	0	0	0	0	0	26
	Phonological Awareness	0	1	0	0	0	0	1	92
AP 2	Letter Sounds	0	0	1	2	0	0	2	26
	Phonological Awareness	0	0	0	0	0	1	1	92
AP 3	Phonological Awareness	0	1	2	0	1	0	3	92
	Word Reading	1	4	10	10	26	4	26	75

Table 8: Frequency of Grade 1 Broad Screen Differential Item Functioning for Word Reading by Assessment Period (AP)

Assessment	Gender	B-W	L-W	B-L	ELL	FRL	Unique DIF	Total # Items
AP 1	0	4	4	5	21	6	29	65
AP 2	0	1	3	4	14	3	14	65
AP 3	1	3	4	5	13	0	13	65

Items demonstrating DIF were flagged for further study in order to ascertain why groups with the same latent ability performed differently on the items.

## Score Definitions

### Probability of Reading Success (PRS)

A student's Probability of Reading Success (PRS) indicates the likelihood that he/she will perform at the 40<sup>th</sup> percentile or better on the end-of-year gold standard outcome. Probabilities may be expressed as a decimal, percent or ratio. Typically, practitioners prefer to talk about probabilities as a percentage chance. Thus, the FAIR reports the PRS as a percentage to facilitate interpretation. A student attaining a PRS of 85%, for example, would indicate that this person has an 85% chance of performing successfully on the within-grade end of year reading test. The PRS should not be interpreted as a measure that assesses the probability of being successful on the reading test at the point in time at which the Broad Screen is taken, but is an indication of future reading performance.



A PRS score is derived from a logistic regression whereby a student's performance on the end of year test (SESAT Word Reading in Kindergarten, SAT-10 Reading Comprehension in Grade 1 and Grade 2) is dichotomized and regressed on their ability score(s) from the Broad Screen. In Kindergarten, the PRS is a function of the joint-probability distribution from the two tasks students take in the three assessment periods (AP 1-AP 3). Grade 1 and Grade 2 PRS scores are derived from performance on the Word Reading tasks.

The PRS ranges from 1% to 99%, and increases in 1% increments. Values of 1%-15% correspond to the Red Zone, 16%-84% correspond to the Yellow Zone, and 85%-99% correspond to the Green Zone. Because the PRS is on a continuous score on a ratio scale, scores among students, classes, or schools may be compared mathematically. This means that when comparing a PRS from Student A of 80% to Student B's PRS of 40%, we may say that Student A is twice as likely to score at the 40<sup>th</sup> percentile or better on the end of year test. PRS look-up tables are provided by grade and assessment period in Appendix A.1-A.3

### **Percentile Rank (PR)**

Percentile Ranks are a type of norm-referenced score that provides information about a student's performance relative to his/her peers on a particular test for a specific point in time. More specifically, it addresses how an individual's score on the task compares to students in the same grade in the state of Florida. A sixth grader with a percentile rank of 80 would indicate that their performance was stronger than 80% of all Florida sixth grade students taking the same task at the same time.

Similar to the PRS, the range of scores for the Percentile Rank is 1-99, and increases in units of 1. However, unlike the PRS which is treated as a continuous variable, the Percentile Rank is an ordinal variable meaning that it cannot be added, subtracted, used to create a mean score, or in any other way mathematically manipulated.

## **RELIABILITY**

Traditionally, reliability describes how consistent test scores will be across multiple administrations over time, as well as how well one form of the test relates to another. Because the FAIR system uses Item Response Theory (IRT) as its method of validation, reliability takes on a different meaning than from a Classical Test Theory (CTT) perspective. The biggest difference between the two approaches is the assumption made about the measurement error related to the test scores. CTT treats the error variance as being the same for all scores, whereas the IRT view is that the level of error is dependent on the ability of the individual. As such, reliability in IRT becomes more about the level of precision of measurement

across ability, and it may sometimes be difficult to summarize the precision of scores in IRT with a single number. It is often more useful to graphically represent the standard error across ability levels to gauge for what range of abilities the test is more or less informative.

## Broad Screen

Despite the difficulties and shortcomings that can occur with using one estimate as a summary measure of precision, when decisions about students are made using a particular cut-point, it is often of interest to capture the amount of precision around the target. For the K-2 FAIR assessments, it was important to identify the ability level that corresponded to 85% negative predictive power. This value corresponds to a false-error rate of 15%, which as described previously, was the maximum desired threshold for errors. By regressing student performance on the dichotomized end-of-year measure, where scores at or above the 40<sup>th</sup> percentile on the SESAT and SAT-10 were defined as successful (coded as 1) and scores below the 40<sup>th</sup> percentile were defined as unsuccessful (coded as 0), it was possible to determine what level of student ability on each task corresponded to 85% negative predictive power.

Once the ability level corresponding to the target was determined, items were chosen that had the same magnitude of ability until the standard error of the cut-point was less than 0.387. This value is associated with Cronbach's alpha of 0.85, and is acceptable for non-clinical decision making (Nunnally & Bernstein, 1994). Precision estimates for the cut-points of each task by grade are reported in Table 9. Grade 2 precision estimates for the Broad Screen are not reported, as it is a timed task.

Table 9: IRT Precision Estimates for Kindergarten and Grade 1 Broad Screen Tasks by Time of Assessment

Grade	Task	AP 1	AP 2	AP 3
Kindergarten	Letter Names	0.51*	-	-
	Letter Sounds	0.87	0.86	-
	Phonological Awareness	-	0.86	0.87
	Word Reading	-	-	0.86
Grade 1	Word Reading	0.86	0.86	0.86

\* The Letter Sounds task was more reliable than Letter Names at AP 1; however, due to the restricted range for high risk, a policy decision was made to use the Letter Name task in order to better capture the floor of the distribution

A summary of the IRT item parameters by assessment period, grade, and task are reported in Appendix F.1-F.9. Mean PRS score, as well as standard deviations for each grade across each assessment period are reported in Table 10.

Table 10: Descriptive Statistics for K-2 Probability of Reading Success (PRS) by Assessment Period (AP)

Grade	AP 1			AP 2			AP 3		
	<i>N</i>	Mean	S.D.	<i>N</i>	Mean	S.D.	<i>N</i>	Mean	S.D.
Kindergarten	958	0.69	0.25	970	0.75	0.24	1511	0.76	0.25
Grade 1	1045	0.62	0.28	1042	0.69	0.25	1578	0.69	0.30
Grade 2	1042	0.74	0.20	1024	0.74	0.22	1574	0.69	0.24

Individual standard error plots for the Broad Screen are presented in Appendix B.1-B.3

## Broad Diagnostic Inventory

The item selection process for the Grade 2 Spelling and Kindergarten through Grade 2 Vocabulary tests differed from the Broad Screen. The purpose of the Broad Screen is to identify, with a specific level of certainty, students who are at risk for not performing at the grade-level standard on the end of year test. However, all but the comprehension tasks in the Broad Diagnostic Inventory provide supplementary information about students who are at some level of risk for not meeting the end of year standard. All students, regardless of risk level, take the comprehension task no matter how they performed on the Broad Screen. In Kindergarten, students listen to a passage read by their teacher and answer five comprehension questions. In Grade 1 and Grade 2, students read a passage aloud and answer five comprehension questions. Three of the five questions are explicit, two are implicit. Teachers may also use these passages to measure a student's oral reading fluency. The set of passages at each grade include narrative and informational passages. Students are placed into passages by reading a word list linked empirically to 90% accuracy in the passage. This procedure allows some control on decoding so that comprehension can be measured. With only five comprehension questions, this informal reading inventory provides descriptive information about a student's emerging comprehension skills rather than reliable quantitative information.

## Comprehension

Three explicit and two implicit comprehension questions were written for each passage and tried out with grade 1 and grade 2 students. Students' responses were coded as correct or incorrect, with coders achieving inter-rater reliability of at least .80. Acceptable responses were printed in the Student Score Booklet to guide



teachers' scoring. During the implementation study year we checked to make sure that teachers were comfortable with the acceptable responses. Descriptive statistics for student performance by passage in each grade are reported in Tables 11-13.

Table 11: Descriptive Statistics for Kindergarten Listening Comprehension by Passage and Assessment Period (AP)

Passage	AP 1			AP 2			AP 3		
	<i>N</i>	Mean	S.D.	<i>N</i>	Mean	S.D.	<i>N</i>	Mean	S.D.
P1	199	1.20	1.15	197	1.81	1.25	203	2.11	1.36
P2	199	0.81	0.99	199	1.43	1.26	203	1.81	1.41
P3	199	1.35	1.18	198	1.82	1.18	199	2.05	1.20
P4	377	1.58	1.21	370	2.15	1.32	382	2.64	1.36
P5	178	1.31	1.08	172	2.10	1.38	183	2.22	1.38
P6	178	1.46	1.23	172	1.87	1.41	180	2.34	1.41

Table 12: Descriptive Statistics for Grade 1 Reading Comprehension by Passage and Assessment Period (AP)

Passage	AP 1			AP 2			AP 3		
	<i>N</i>	Mean	S.D.	<i>N</i>	Mean	S.D.	<i>N</i>	Mean	S.D.
P1	199	2.49	1.27	198	3.21	1.31	199	3.45	1.22
P2	199	2.26	1.22	198	3.25	1.15	199	3.55	1.10
P3	389	2.90	1.32	388	3.34	1.28	382	3.84	1.14
P4	198	2.05	1.43	198	2.04	1.11	192	2.31	1.04
P5	190	1.33	1.13	189	1.78	1.28	190	1.99	1.19
P6	392	1.70	1.32	392	3.14	1.18	386	3.63	1.10

Table 13: Descriptive Statistics for Grade 2 Reading Comprehension by Passage and Assessment Period (AP)

Passage	AP 1			AP 2			AP 3		
	<i>N</i>	Mean	S.D.	<i>N</i>	Mean	S.D.	<i>N</i>	Mean	S.D.
P1	197	3.25	1.34	197	3.75	1.14	196	4.13	0.91
P2	197	2.80	1.47	197	3.27	1.33	196	3.70	1.28
P3	399	2.45	1.09	398	3.52	1.22	396	3.83	1.10
P4	197	2.59	1.24	195	3.88	1.18	193	3.91	1.06
P5	202	2.86	1.41	202	2.95	1.39	203	3.45	1.31
P6	202	4.39	0.88	202	4.72	0.59	196	4.84	0.51

Similar to the other BDI tasks, a 2 parameter logistic IRT model was used to analyze the items for the grade specific passages across each assessment period.

While other tasks use the information and IRT parameters to select items to retain for the FAIR test, passages were selected based on the amount of information each passage provided as a whole, and not individual items themselves. Test information functions for each passage by grade and assessment period are displayed in Appendix C.1-C.9, while a summary of the item parameters for each passage by grade and assessment are reported in Appendix G.1-G.9.

## **Vocabulary**

Words for the expressive vocabulary test were selected to tap into academic language at the K-2 grade levels. It is academic language that predicts understanding of written language. Therefore, we find that words that go beyond a child's personal language predict their understanding of children's world knowledge, which in turn predicts their comprehension of children's literature (Snow, Porche, Tabors, & Harris, 2007).

The words were selected from a leveled database (Dale & O'Roarke, 1981) starting at the lowest levels and going up to grade 6. After the initial data analysis, words from grade 8 and 10 were added to ensure a level of difficulty high enough to capture the most advanced students. Once the words were selected, a word frequency index (Zeno et al., 1995) was used to make sure that the selected words are frequent in children's literature in grades K-2. The words were chosen to represent the form classes typically used in expressive vocabulary assessments (nouns, verbs, and attributes) and represent home experience, world knowledge, and school language. Another criterion for expressive vocabulary measures is making sure the words selected are imageable or can be pictured clearly to represent the concept of the word within children's experiences. After all the words were field tested, several statistical analyses were conducted to choose the items that had the strongest relations to a reading outcome.

Using similar procedures to other widely-used, standardized vocabulary measures, we determined synonyms for the target words for acceptable responses. This was accomplished using the Merriam-Webster's Dictionary and Thesaurus. Once a list of synonyms was determined, we used the Zeno et al. (1995) word frequency index to retain responses within a similar frequency range as the target word. Responses to prompt words were created based on data from student responses collected during the field trials. Also, words that were a different form of an acceptable response or less specific word for the acceptable response were identified as words that would receive a prompt (e.g. "rescue" for "rescuing"; "carrot" for "vegetables").

From this process, 24 items were chosen at each grade level that met the above criteria. The standard error plots (Appendix D) indicate that the FAIR Vocabulary test in Kindergarten is most informative (i.e., low error) for students whose ability is approximately 2 standard deviations below the mean (-2.0) through 2.0 standard deviations above the mean (2.0). The standard error associated with these minimum and maximum values is 0.447, which corresponds to an IRT precision estimate of 0.80. Since 95% of data from a normal distribution fall between ability scores of -2.0 and 2.0, it is expected that at least 95% of students taking the FAIR Vocabulary test at AP 1 will have reliable estimates of ability no less than 0.80. Standard errors were slightly larger in Grade 1, with estimates below 0.447 for the -2.2 to 3.0 range. Grade 2 demonstrated a large range of ability with precise scores, ranging from -3.0 to 2.0

Raw score means and standard deviations by grade for end of year performance on the FAIR Vocabulary test are reported in Table 14. Additionally, a summary of the item parameters from the IRT are reported by grade in Appendix H.1-H.3.

Table 14: Descriptive Statistics for FAIR Vocabulary by Grade

Grade	N	Mean	S.D.
Kindergarten	516	11.35	4.03
Grade 1	302	10.73	3.54
Grade 2	504	12.38	3.99

## Spelling

The Grade 2 spelling test was developed after identifying second grade spelling patterns contained in the curriculum standards of states that included spelling in their standards, the scope and sequence of the most frequently used core reading programs in the state, supplemental and intervention reading and spelling programs, and previous research findings on spelling development (Henry, 2003; Schlagal, 1992; Treiman, 1993). The 14 spelling patterns selected for assessment at the second grade level fell within the following categories: short vowels, long vowels containing a single letter, vowel team (two or more graphemes, including diphthongs), Floss rule (one syllable word with a short vowel that ends in *f*, *l*, or *s* is spelled *ff*, *ll*, *ss*), Changing Rule (if a consonant is before a final *y*, change the *y* to *i* when adding a suffix that does not begin with *i*), the Doubling Rule (if a word ends in one vowel and one consonant and the final syllable is accented with a vowel suffix being added, then the final consonant is doubled), past tense *-ed*, consonant digraphs, *s* blends in the initial position, irregular plural nouns (e.g., tooth/teeth; Henry, 2003), plural /s/ and /z/, vowel-consonant-e, r-controlled, and *ck* spelling pattern. The labels used to represent these spelling patterns may vary by reading or spelling program (e.g., the vowel-consonant-e pattern is also referred to as the silent e or the magic e) so for the purposes of categorization in this study the above labels, unless otherwise cited, will be used and defined



according to Carreker (2005) as representative of the typical labels for the spelling patterns selected for second grade.

Based on the instructional expectations in the standards and published programs, a corpus of words representing the spelling patterns were generated and organized into word lists that were piloted and then analyzed using item response theory (IRT). After the pilot test, the final list of spelling words administered at each of the three time points was selected based on the difficulty and discrimination parameters of each word at a particular time point and the grade level spelling pattern(s) it represented. After this, the remaining words were selected and assigned to the parallel forms of the spelling test that was to be used. The process of spelling pattern and word selection was similar to what was used by Foorman and Ciancio (2005) when they explored the spellings of third grade students using a spelling inventory with words that were selected based on spelling patterns deemed grade level appropriate by state standards. *Living Word Vocabulary* (LWV) levels (Dale & O'Rourke, 1981) ranged from a level four or higher. The LWV is a vocabulary word list that includes more than 43,000 words and their meanings. A word-familiarity score is provided for each word based on a grade level and a percentage score that indicates what percentage of students at that grade level understand the word.

*The Educator's Word Frequency Guide* (Zeno, Ivens, Millard, & Duvvuri, 1995) is a written word frequency count based on over 17,000,000 tokens and 164,000 types, spanning texts from kindergarten through college and provides four indices: SFI, D, U and F. The standard frequency index (SFI) was used to determine whether a word was high frequency. For instance, a word with an SFI of 65.0 has a frequency per million that is 10 times higher than the frequency per million of a word with an SFI of 55.0. Words selected for these spelling tests fell within a SFI range of 41.6-70.9.

From this process, 25 items were chosen at each assessment that met the above criteria. The standard error plots (Appendix E) indicate that the FAIR spelling test is most informative (i.e., low error) across all assessment periods for students whose ability is approximately 2 standard deviations below the mean (-2.0) through 2.5 standard deviations above the mean (2.5). The standard error associated with these minimum and maximum values is 0.447, which corresponds to an IRT precision estimate of 0.80. Since 95% of data from a normal distribution fall between ability scores of -2.0 and 2.0, it is expected that at least 95% of students taking the spelling test at AP 1 will have reliable estimates of ability no less than 0.80.

Raw score means and standard deviations by grade for performance on the FAIR Spelling test are reported in Table 15. Additionally, item parameters from the IRT analysis by assessment period are reported in Appendix I.1-I.3.

Table 15: Descriptive Statistics for FAIR Spelling by Assessment Period (AP)

Grade	<i>N</i>	Mean	S.D.
AP 1	754	10.01	6.20
AP 2	962	13.11	5.93
AP 3	1366	14.39	6.18

## Targeted Diagnostic Inventory

Internal consistency for tasks in the Targeted Diagnostic Inventory (TDI) was assessed using Cronbach's alpha. The alpha coefficient ranges from 0.0 to 1.0 where values of 0.00-0.39 were deemed poor; 0.40-0.59 was adequate; 0.60-0.79 was good; and 0.80-1.00 was excellent. These cut-offs of practical significance for internal consistency are somewhat arbitrary, but provide a rubric for interpretation. Because the sample sizes for the TDI are much smaller compared to the Broad Screen, IRT was not an appropriate application for estimating precision/reliability. Moreover, given the combination of small sample and few items for many of the tasks, a range in values for the coefficients was expected.

### Kindergarten

A summary of student performance at AP 3 on the 10 different TDI tasks are reported in Table 16. Cronbach's alpha ranged from 0.27 for the Word Building–Final task to 0.92 for the Letter Name Knowledge – Upper Case task. Across all subtests, at least 75% of students “met expectations” in 7 out of the 10 tasks, indicating that students correctly responded to at least 80% of items within the task. Only Phoneme Deletion (48%), Phoneme Blending (54%), and the optional task Print Awareness (50%) had fewer students meeting expectations.

Table 16: Descriptive Statistics and Reliability of TDI - Kindergarten

Task	<i>N</i>	Mean	S.D.	% $\geq$ 80%	Cronbach's $\alpha$
Print Awareness	38	3.13	1.58	50%	0.69
Letter Name Knowledge - Upper Case	188	24.61	3.42	92%	0.92
Letter Name Knowledge - Lower Case	188	23.54	3.75	88%	0.89
Phoneme Blending	191	6.83	3.10	54%	0.80
Phoneme Deletion	106	6.31	3.62	48%	0.83
Letter Sound Completion - Initial	109	8.78	1.93	82%	0.79
Letter Sound Completion - Final	89	8.30	1.90	75%	0.71
Word Building - Initial	65	4.83	0.49	95%	0.38
Word Building - Final	57	4.89	0.36	98%	0.27
Word Building – Medial Vowel	52	4.21	1.09	79%	0.59

## Grade 1

Student performance at AP3 on the 8 TDI tasks for Grade 1 is reported in Table 17. The reliability of scores for the tasks ranged from -0.12 on the Word Building–Blends task to 0.84 on Letter Sound Knowledge. Data from the Word Building–Blends tasks were examined to determine if the item coding errors contributed to the negative estimate; however, no systematic inaccuracies were noted. A possible explanation was that given the relatively small sample ( $n = 42$ ) and few items ( $n = 7$ ), the sampling error produced a negative average covariance across items given the small sample, while the true population covariance may be positive.

Table 17: Descriptive Statistics and Reliability of TDI – Grade 1

Task	<i>N</i>	Mean	S.D.	% $\geq$ 80%	Cronbach's $\alpha$
Letter Sound Knowledge	131	24.47	2.65	95%	0.84
Phoneme Blending	132	9.11	1.86	90%	0.78
Phoneme Deletion - Initial	118	3.67	1.37	78%	0.78
Phoneme Deletion - Final	92	3.13	1.74	48%	0.77
Word Building - Consonant	46	5.89	0.31	100%	N/A
Word Building - Vowel	45	5.89	0.49	98%	0.64
Word Building - CVC & CVCe	44	5.80	0.51	95%	0.29
Word Building - Blends	42	5.50	0.63	93%	-0.12

## Grade 2

Student performance on the 2 TDI tasks for Grade 2 is reported in Table 18. The reliability for both tasks was within the “good” range. Although nearly 90% of students “met expectations” on the Word Building task, only 24% of students performed at a similar level on the Multisyllabic Word Reading task.

Table 18: Descriptive Statistics and Reliability of TDI – Grade 2

Task	<i>N</i>	Mean	S.D.	% $\geq$ 80%	Cronbach's $\alpha$
Word Building	316	5.48	1.04	89%	0.68
Multisyllabic Word Reading	285	14.59	6.45	24%	0.73



## Test-Retest Reliability

### Broad Screen

The extent to which a student's performance on the same test across multiple occasions is an indication of test-retest reliability. Reliability was estimated for students participating in the field testing of FAIR by correlating their Probability of Reading Success across the three assessments. Correlations between time points were evaluated using the following standards: Trivial (0.0 – 0.19), Low (0.20 – 0.39), Moderate (0.40 – 0.59), Strong (0.60-0.79), Very Strong (0.80-0.99), and Perfect (1.00). Coefficients that were, at a minimum, in the “moderate” range were considered to be of acceptable magnitude.

Retest correlations between AP 1 and AP 2 were strong in Grades 1 and 2, while more moderate in nature for Kindergarten. Estimates were larger for all grades when examining consistency between AP 2 and AP 3, and remained at an acceptable level between AP 1 and AP 3. A summary of the test-retest correlations are reported in Table 19.

Table 19: Broad Screen Test-Retest Correlations

Grade	AP 1-AP 2	AP 2-AP 3	AP 1-AP 3
Kindergarten	0.45	0.69	0.44
Grade 1	0.67	0.81	0.66
Grade 2	0.79	0.84	0.80

### Broad Diagnostic Inventory

#### Listening Comprehension

Individual passage total scores for FAIR Kindergarten Listening Comprehension test were correlated with the same passages over three time points to assess the strength of consistency over time. The mean test-retest correlation between AP 1 and AP 2 was 0.55. An average retest correlation of 0.61 was estimated for AP 2 and AP 3, and a 0.53 retest was estimated for AP 1 and AP 3. The minimum observed correlation for AP 1-AP 2 was 0.49 for Passage 4 with a maximum observed correlation of 0.63 for Passage 5. For AP 2-AP 3, Passages 5 and 6 demonstrated the weakest evidence for retest correlation (0.60), with Passage 1 exhibiting the strongest retest correlation (0.63). Lastly, for correlations between AP 1-AP 3, Passages 1 and 2 displayed the weakest full-year consistency (0.50) while Passage 6 had the strongest consistency (0.60). A summary of all correlations are reported in Table 20.

Table 20: Kindergarten Listening Comprehension Test-Retest Correlations

Passage	AP 1-AP 2	AP 2-AP 3	AP 1-AP 3
P1	0.50	0.63	0.50
P2	0.57	0.61	0.50
P3	0.53	0.62	0.52
P4	0.49	0.62	0.51
P5	0.63	0.60	0.55
P6	0.56	0.60	0.60

## Reading Comprehension in Grade 1

Individual passage total scores for FAIR Reading Comprehension Grade 1 test were correlated with the same passages over three time points to assess the strength of consistency over time. The mean test-retest correlation between AP 1 and AP 2 was 0.46, increasing to a correlation of 0.56 for AP 2 and AP 3, and decreasing to a 0.43 retest for AP 1 and AP 3. The minimum observed correlation for AP 1-AP 2 was 0.43 for Passages 1 and 4 with a maximum observed correlation of 0.52 for Passage 5. For AP 2-AP 3, Passages 5 and 1 demonstrated the strongest and weakest evidence for retest correlation (0.62 and 0.48, respectively). Lastly, for correlations between AP 1-AP 3, Passage 5 exhibited the strongest consistency (0.48) while Passages 1 and 2 had the weakest consistency (0.40). A summary of all correlations are reported in Table 21.

Table 21: Grade 1 Reading Comprehension Test-Retest Correlations

Passage	AP 1-AP 2	AP 2-AP 3	AP 1-AP 3
P1	0.43	0.48	0.40
P2	0.48	0.55	0.40
P3	0.46	0.59	0.42
P4	0.43	0.60	0.44
P5	0.52	0.62	0.48
P6	0.45	0.51	0.44

## Reading Comprehension in Grade 2

Individual passage total scores for FAIR Reading Comprehension Grade 2 test were correlated with the same passages over three time points to assess the strength of consistency over time. The mean test-retest correlation between AP 1 and AP 2 was 0.49, increasing to a correlation of 0.47 for AP 2 and AP 3, and dropping to 0.40 retest for AP 1 and AP 3. The minimum observed correlation for AP 1-AP 2 was 0.40 for Passage 6 with a maximum observed correlation of 0.59 for Passage 2. For AP 2-AP 3, Passages 5 and 6 demonstrated the strongest and

weakest evidence for retest correlation (0.57 and 0.31, respectively). Lastly, for correlations between AP 1-AP 3, Passage 5 exhibited the strongest consistency (0.52) while Passage 6 had the weakest consistency (0.25). It should be noted that low correlations do not necessarily indicate a lack of retest reliability. Typical test-retest studies are conducted over a period of two to three weeks. For the current retest correlations, a period three months lapsed between assessment periods. Since growth is expected during longer periods of time, it is plausible that the low retest correlations indicated students' were reliably changing over time. A summary of all correlations are reported in Table 22.

Table 22: Grade 2 Reading Comprehension Test-Retest Correlations

Passage	AP 1-AP 2	AP 2-AP 3	AP 1-AP 3
P1	0.47	0.42	0.40
P2	0.59	0.57	0.51
P3	0.42	0.53	0.41
P4	0.47	0.35	0.32
P5	0.57	0.62	0.52
P6	0.40	0.31	0.25

## Parallel Form Reliability

### Spelling

Parallel form reliability assesses the consistency of results from two forms for the same test that measures the same content area. Reliability was tested by correlating students' total spelling scores at AP 1 in the field test of the FAIR with their total score at AP 2. A strong relationship was observed between the two time points at 0.83.

## VALIDITY

### Broad Screen

One of the most important elements to consider when evaluating the utility of a test or instrument is its validity. Test validity refers to the extent to which a test measures what it purports to measure. Demonstrating validity is critical since it affects the degree to which inferences and decision making is based on the correct ability constructs. Three broad categories of validity are important to the discussion of validity: content, criterion, and construct. Content validity describes how well the items from a given component of the test address the content of each domain. Content validity from the FAIR was derived from Florida Sunshine State Standards, as well as national standards (Resnick & Hampton, 2009, for the primary grades; National Assessment Governing Board, 2009, above grade 3).



Secondly, criterion validity addresses how well a new set of assessments predicts future performance on important criteria (i.e., predictive validity) as well as how strongly the new measures are related to well established measures of the same construct when the measures are administered simultaneously (i.e., concurrent validity). The predictive validity of the Broad Screen was based on its relationship to performance on a widely accepted, broad assessment of reading at the end of the year (the Stanford Achievement Tests). The concurrent validity of the expressive vocabulary test was determined by examining its relationship to the Expressive Vocabulary Test (Williams, 2007).

Lastly, construct validity refers to the degree to which the measures in fact assess the construct of interest (i.e., reading comprehension, decoding ability, reading fluency, etc.). The degree to which the new measures assess a given construct is determined by convergent validity. Discriminant validity depends on the independence of the new measures from measures of different constructs. Finally, the degree to which the measure operates as it is expected within a system of related constructs is referred to as nomological validity).

## **Predictive Validity**

The predictive validity for Kindergarten through Grade 2 was addressed through a series of linear and logistic regressions. For the logistic regressions, students' performance on the end of year test (i.e., SESAT in Kindergarten, SAT-10 in Grade 1 and Grade 2) was coded as '1' for performance at or above the 40<sup>th</sup> percentile and '0' for scores below this target. Scores were then regressed on students' Probability of Reading Success (PRS).

In addition to the direct regression analyses, a set of 2 x 2 contingency tables were created in order to evaluate the efficiency of our cut-points. As previously discussed, PRS scores  $\geq 0.85$  were an indication of grade-level performance on the Broad Screen. By dichotomizing scores on the Broad Screen as '1' for grade-level performance and '0' for off grade-level performance (i.e.,  $< 0.85$  probability on the Broad Screen), students could be classified based on their dichotomized performances on both the Broad Screen and the end of year test. As such, students could be identified as performing at grade-level on the screen and test, not performing at grade-level on both the screen and the test, performing on grade-level based on the screen but not at grade-level on the test, or not performing at grade-level on the screen but at grade-level on the test. Classification of students in these contingency tables allows for the evaluation of the cut-points to determine if the predictive power is maximized at the pre-determined target, in this case 0.85 or greater.

## Kindergarten

Results from the Kindergarten multiple regression indicated that at AP 1 17% of the variance in SESAT scores was explained by the joint probability performance on the Letter Name and Phonological Awareness tasks. During AP 2, 26% of variance was explained by performance on the Letter Sounds and Phonological Awareness tasks; while 23% of the variance in SESAT was account for by AP 3 performances on the Word Reading and Phonological Awareness tasks.

Tables 23-25 report the classification of students based on their performance on the Broad Screen and SESAT.

Table 23: Classification of Kindergarten Risk: AP 1

Broad Screen	SESAT		Total	PPP = 0.50 NPP = 0.86
	At-Risk	Not At-Risk		
At-Risk	102	103	205	
Not At-Risk	17	105	122	
Total	119	208	327	

Table 24: Classification of Kindergarten Risk: AP 2

Broad Screen	SESAT		Total	PPP = 0.58 NPP = 0.81
	At-Risk	Not At-Risk		
At-Risk	109	80	189	
Not At-Risk	39	168	207	
Total	148	248	396	

Table 25: Classification of Kindergarten Risk: AP 3

Broad Screen	SESAT		Total	PPP = 0.67 NPP = 0.79
	At-Risk	Not At-Risk		
At-Risk	108	53	161	
Not At-Risk	61	217	278	
Total	169	270	439	

These results demonstrated that across the three assessment periods, the target predictive power of 0.85 was met with a variable of precision. Although the expectation was exceeded at AP 1 (0.86), AP 2 and AP 3 showed slightly lower estimates (0.81 and 0.79, respectively). At AP 1, 105 of the 122 students who were identified as not at-risk on the screen were subsequently not at-risk on the SESAT. Thus, only 14% of students who were recognized as not at-risk on the Broad

Screen were at-risk on the SESAT, below the 15% threshold that was maximized in the prediction. During AP 2 and AP 3, the negative predictive power of the screen was slightly less than the target, with 19% and 21% of students who were predicted to be successful on the SESAT performing below the 40<sup>th</sup>ile at the end of the year.

## Grade 1

Multiple regressions for Grade 1 Broad Screen predicting SAT-10 indicated that at AP 1, 41% of the variance in reading comprehension was accounted for by the Word Reading task. The amount of variance accounted for at AP 2 by the Broad Screen increased to 46%, and up to 56% at the AP 3 administration.

Table 26-28 report the classification of students based on their performances on the Broad Screen and SAT-10

Table 26: Classification of Grade 1 Risk: AP 1

Broad Screen	SAT-10		Total	PPP = 0.53 NPP = 0.94
	At-Risk	Not At-Risk		
At-Risk	86	77	163	
Not At-Risk	5	81	86	
Total	91	158	249	

Table 27: Classification of Grade 1 Risk: AP 2

Broad Screen	SAT-10		Total	PPP = 0.79 NPP = 0.88
	At-Risk	Not At-Risk		
At-Risk	93	25	118	
Not At-Risk	20	143	163	
Total	113	168	281	

Table 28: Classification of Grade 1 Risk: AP 3

Broad Screen	SAT-10		Total	PPP = 0.82 NPP = 0.89
	At-Risk	Not At-Risk		
At-Risk	120	27	147	
Not At-Risk	19	156	175	
Total	139	183	322	



The negative predictive power for the Broad Screen in Grade 1 was stronger than observations from Kindergarten. The percent of errors in screening students for not at-risk identification were well below 15%. At AP 1, only 6% of students were incorrectly identified as not at-risk on the screen, while a 12% error rate was observed at AP 2 and 11% at AP 3.

## Grade 2

Grade 2 findings showed that at AP 1, 23% of the variance in students' end of year reading comprehension scores was accounted for by performance on the timed Broad Screen Word Reading task. By AP 2 the amount of explained variance increased to 26%, and during AP 3 29% of the variability was predicted by the Broad Screen.

Table 29-31 report the classification of students based on their performances on the Broad Screen and SAT-10

Table 29: Classification of Grade 2 Risk: AP 1

Broad Screen	SAT-10		Total	PPP = 0.37 NPP = 0.81
	At-Risk	Not At-Risk		
At-Risk	31	56	87	
Not At-Risk	13	55	68	
Total	44	111	155	

Table 30: Classification of Grade 2 Risk: AP 2

Broad Screen	SAT-10		Total	PPP = 0.46 NPP = 0.84
	At-Risk	Not At-Risk		
At-Risk	37	43	80	
Not At-Risk	17	92	109	
Total	54	135	189	

Table 31: Classification of Grade 2 Risk: AP 3

Broad Screen	SAT-10		Total	PPP = 0.40 NPP = 0.86
	At-Risk	Not At-Risk		
At-Risk	49	72	121	
Not At-Risk	16	94	110	
Total	65	166	231	

Results in Grade 2 demonstrated that when classifying students according to their risk status on the Broad Screen and SAT-10, 19% of students identified as not at-risk on the Broad Screen in AP 1 failed to reach the 40<sup>th</sup> percentile benchmark on the end of year reading comprehension test. This decreased to 16% at AP 2, and 14% at AP 3.

## Differential Accuracy of Prediction

An additional component of checking the validity of cut-points and scores on the assessments involved testing differential accuracy of the regression equations across different demographic groups. This procedure involved a series of logistic regressions predicting success on the end of year outcome measure (i.e., SESAT in Kindergarten and SAT-10 in Grade 1 and Grade 2). The independent variables included a variable that represented whether students were identified as not at-risk (coded as '1') or at-risk (coded as '0') on the screen, a variable that represented a selected demographic group, as well as an interaction term between the two variables. A statistically significant interaction term would suggest that differential accuracy in predicting end of year risk status existed for different groups of individuals based on the Broad Screen risk status. For the K-2 Broad Screen, differential accuracy was separately tested for Latino and Black students, and students identified as English Language Learners or eligible for free/reduced price lunch (FRL) at each assessment period.

Across all assessment periods, no significant interactions were observed between risk status on the Broad Screen and selected demographic characteristics in Kindergarten. A summary of the results for Kindergarten students are reported in Tables 32-35.

Table 32: Differential Accuracy Analyses for Kindergarten Screen: Ethnicity = Black

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	3.09	0.72	1	18.28	<.001
	Risk	-2.33	0.76	1	9.35	<.001
	Black	10.31	210.00	1	0.00	0.961
	Risk*Black	-11.02	210.00	1	0.00	0.958
AP 2	Intercept	2.64	0.73	1	13.00	<.001
	Risk	-1.86	0.76	1	5.98	0.014
	Black	-0.34	1.28	1	0.07	0.793
	Risk*Black	-0.35	1.31	1	0.07	0.790
AP 3	Intercept	2.56	0.74	1	12.22	<.001
	Risk	-1.71	0.76	1	5.03	0.025
	Black	9.78	160.60	1	0.00	0.951
	Risk*Black	-10.55	160.60	1	0.00	0.948

Table 33: Differential Accuracy Analyses for Kindergarten Screen: Ethnicity = Latino

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	4.01	1.01	1	15.78	<.001
	Risk	-3.61	1.02	1	12.43	<.001
	Latino	-0.26	1.51	1	3.03	0.082
	Risk*Latino	2.30	1.56	1	2.15	0.142
AP 2	Intercept	2.86	0.73	1	15.50	<.001
	Risk	-2.34	0.74	1	9.98	0.002
	Latino	-1.76	1.36	1	1.67	0.196
	Risk*Latino	1.25	1.41	1	0.78	0.376
AP 3	Intercept	14.35	239.00	1	0.00	0.952
	Risk	-13.80	239.00	1	0.00	0.954
	Latino	-13.44	239.00	1	0.00	0.956
	Risk*Latino	12.89	239.00	1	0.00	0.957

Table 34: Differential Accuracy Analyses for Kindergarten Screen: English Language Learner (ELL)

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	-2.47	0.43	1	33.77	<.001
	Risk	-10.86	392.90	1	0.00	0.978
	ELL	2.29	0.45	1	25.97	<.001
	Risk*ELL	10.91	392.90	1	0.00	0.978
AP 2	Intercept	-3.14	0.72	1	18.84	<.0001
	Risk	2.44	1.42	1	2.95	0.086
	ELL	2.79	0.73	1	14.36	0.000
	Risk*ELL	-2.60	1.52	1	2.94	0.087
AP 3	Intercept	-14.34	213.50	1	0.00	0.947
	Risk	13.24	213.50	1	0.00	0.951
	ELL	13.94	213.50	1	0.00	0.948
	Risk*ELL	-13.24	213.50	1	0.00	0.951



Table 35: Differential Accuracy Analyses for Kindergarten Screen: Free/Reduced Price Lunch (FRL)

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	-2.40	0.47	1	26.35	<.0001
	Risk	-0.60	1.13	1	0.28	0.596
	FRL	2.13	0.50	1	17.99	<.0001
	Risk*FRL	0.80	1.16	1	0.47	0.491
AP 2	Intercept	-14.33	210.20	1	0.00	0.946
	Risk	13.13	210.20	1	0.00	0.950
	FRL	13.93	210.20	1	0.00	0.947
	Risk*FRL	-13.04	210.20	1	0.00	0.951
AP 3	Intercept	-13.34	146.30	1	0.01	0.927
	Risk	10.94	146.30	1	0.01	0.940
	FRL	12.84	146.30	1	0.01	0.930
	Risk*FRL	-10.70	146.30	1	0.01	0.942

In Grade 1, no significant interactions were observed across the assessment periods for Black students; however, when examining Latino students at AP 1, a statistically significant interaction existed, suggesting that a differential prediction of risk on the SAT-10 existed for Latino and non-Latino students as a function of performance on the Broad Screen. Additionally, significant interactions existed at AP 1 between risk status and ELL as well as between risk status and FRL at AP 3. As non-significant interactions existed for the other assessment periods across the demographic variable, the significant interaction did not pose a strong cause for concern, yet warrants further study to determine the reason for such a result. A summary of the results for Grade 1 students are reported in Tables 36-39.

Table 36: Differential Accuracy Analyses for Grade 1 Screen: Ethnicity = Black

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	2.10	0.31	1	47.15	<.001
	Risk	-1.77	0.34	1	27.66	<.001
	Black	0.79	0.79	1	1.01	0.316
	Risk*Black	-0.75	0.82	1	0.83	0.362
AP 2	Intercept	2.44	0.30	1	65.85	<.001
	Risk	-2.51	0.34	1	56.14	<.001
	Black	-0.17	0.52	1	0.11	0.740
	Risk*Black	0.32	0.58	1	0.30	0.587
AP 3	Intercept	2.54	0.30	1	71.70	<.001
	Risk	-2.77	0.34	1	67.08	<.001
	Black	-0.43	0.48	1	0.80	0.371
	Risk*Black	0.59	0.55	1	1.17	0.279

Table 37: Differential Accuracy Analyses for Grade 1 Screen: Ethnicity = Latino

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	2.99	0.42	1	51.29	<.001
	Risk	-0.25	0.44	1	31.24	<.001
	Latino	-0.24	0.61	1	15.97	<.001
	Risk*Latino	1.71	0.66	1	6.67	0.010
AP 2	Intercept	2.73	0.31	1	76.72	<.001
	Risk	-2.50	0.34	1	54.02	<.001
	Latino	-1.34	0.53	1	6.52	0.010
	Risk*Latino	0.42	0.59	1	0.50	0.477
AP 3	Intercept	2.93	0.33	1	81.42	<.001
	Risk	-2.91	0.36	1	66.75	<.001
	Latino	-1.80	0.49	1	13.59	0.002
	Risk*Latino	1.06	0.57	1	3.48	0.062

Table 38: Differential Accuracy Analyses for 1st Grade Screen: English Language Learner (ELL)

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	-2.04	0.29	1	47.89	<.0001
	Risk	2.45	0.96	1	6.50	0.011
	ELL	1.86	0.32	1	34.21	<.0001
	Risk*ELL	-2.68	1.54	1	6.26	0.012
AP 2	Intercept	-1.97	0.24	1	68.44	<.0001
	Risk	1.06	0.87	1	1.48	0.224
	ELL	2.10	0.27	1	58.79	<.0001
	Risk*ELL	-1.18	1.00	1	1.41	0.236
AP 3	Intercept	-2.20	0.25	1	78.21	<.0001
	Risk	1.28	0.87	1	2.15	0.142
	ELL	2.56	0.29	1	78.44	<.0001
	Risk*ELL	-1.76	1.01	1	3.03	0.082

Table 39: Differential Accuracy Analyses for 1st Grade Screen: Free/Reduced Price Lunch (FRL)

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	-1.88	0.30	1	39.75	<.0001
	Risk	0.14	0.69	1	0.04	0.837
	FRL	1.75	0.33	1	28.30	<.0001
	Risk*FRL	-0.36	0.74	1	0.23	0.630
AP 2	Intercept	-1.92	0.26	1	54.68	<.0001
	Risk	0.03	0.55	1	0.00	0.951
	FRL	2.10	0.30	1	48.23	<.0001
	Risk*FRL	-0.24	0.61	1	0.15	0.697
AP 3	Intercept	-2.26	0.28	1	64.67	<.0001
	Risk	0.55	0.53	1	1.11	0.292
	FRL	2.79	0.33	1	71.41	<.0001
	Risk*FRL	-1.20	0.61	1	3.96	0.047

For Grade 2 analyses, no significant interactions were observed between risk status on the Broad Screen and demographic characteristics across all assessment periods. A summary of the results for Grade 2 students are reported in Tables 40-43.

Table 40: Differential Accuracy Analyses for Grade 2 Screen: Ethnicity = Black

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	3.02	0.51	1	34.80	<.001
	Risk	-2.41	0.53	1	20.42	<.001
	Black	-0.14	0.63	1	4.88	0.027
	Risk*Black	1.02	0.68	1	2.27	0.132
AP 2	Intercept	2.79	0.39	1	51.35	<.001
	Risk	-2.31	0.42	1	30.70	<.001
	Black	-0.94	0.53	1	3.18	0.075
	Risk*Black	0.48	0.59	1	0.68	0.408
AP 3	Intercept	2.89	0.46	1	39.57	<.001
	Risk	-2.23	0.48	1	21.23	<.001
	Black	-0.89	0.61	1	2.10	0.148
	Risk*Black	0.30	0.66	1	0.21	0.647



Table 41: Differential Accuracy Analyses for Grade 2 Screen: Ethnicity = Latino

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	2.56	0.35	1	54.58	<.001
	Risk	-1.80	0.38	1	23.05	<.001
	Latino	-1.46	0.67	1	4.69	0.030
	Risk*Latino	0.52	0.73	1	0.50	0.478
AP 2	Intercept	2.71	0.33	1	68.75	<.001
	Risk	-2.16	0.36	1	37.01	<.001
	Latino	-1.46	0.57	1	6.60	0.010
	Risk*Latino	0.52	0.63	1	0.66	0.417
AP 3	Intercept	2.75	0.36	1	57.17	<.001
	Risk	-2.11	0.39	1	29.22	<.001
	Latino	-1.37	0.67	1	4.22	0.040
	Risk*Latino	0.57	0.72	1	0.63	0.429

Table 42: Differential Accuracy Analyses for 2nd Grade Screen: English Language Learner (ELL)

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	-2.23	0.30	1	54.07	<.0001
	Risk	1.32	0.89	1	2.19	0.139
	ELL	1.72	0.34	1	26.12	<.0001
	Risk*ELL	0.01	0.97	1	0.00	0.994
AP 2	Intercept	-2.66	0.33	1	66.14	<.0001
	Risk	1.68	0.75	1	4.99	0.026
	ELL	2.44	0.36	1	46.41	<.0001
	Risk*ELL	-0.28	0.87	1	0.11	0.742
AP 3	Intercept	-2.34	0.30	1	59.67	<.0001
	Risk	2.34	1.04	1	5.00	0.025
	ELL	1.96	0.34	1	33.78	<.0001
	Risk*ELL	-1.39	1.11	1	1.57	0.211

Table 43: Differential Accuracy Analyses for 2nd Grade Screen: Free/Reduced Price Lunch (FRL)

Assessment	Factor	Estimate	SE	DF	Wald	Pr > ChiSq
AP 1	Intercept	-2.53	0.46	1	29.74	<.0001
	Risk	0.74	0.59	1	1.59	0.207
	FRL	1.79	0.51	1	12.35	0.000
	Risk*FRL	0.05	0.65	1	0.01	0.936
AP 2	Intercept	-3.40	0.59	1	33.59	<.0001
	Risk	1.59	0.68	1	5.51	0.019
	FRL	3.13	0.63	1	25.02	<.0001
	Risk*FRL	-1.17	0.73	1	2.53	0.112
AP 3	Intercept	-2.03	0.34	1	36.35	<.0001
	Risk	-0.50	0.62	1	0.65	0.422
	FRL	1.45	0.40	1	12.94	0.000
	Risk*FRL	1.07	0.68	1	2.47	0.116

## Broad Diagnostic Inventory

### Predictive Validity

Predictive validity for the Broad Diagnostic Inventory was estimated by a linear regression of end of year data on the Vocabulary AP 3 total scores, as well as the total Spelling scores for each assessment period and grade. Results from the multiple regression for Vocabulary indicated that 27% ( $r = 0.52$ ) of the variability in SESAT Word Reading scores in Kindergarten were explained by performance on the FAIR Vocabulary test. The amount of variance in Grade 1 SAT-10 reading comprehension data explained by Vocabulary was 29% ( $r = 0.54$ ), while 24% ( $r = 0.49$ ) was observed in Grade 2.

The relationship between the FAIR Spelling test and SAT-10 in Grade 2 at AP 1 was of moderate strength, with 22% ( $r = 0.47$ ) of the variance in SAT-10 scores explained by performance in Spelling. A stronger relationship between the two was observed at AP 2, with 38% ( $r = 0.62$ ) of the variance in SAT-10 accounted for by Spelling. A slight decrease in the variance of SAT-10 scores explained by Spelling during AP 3 was observed at 29% ( $r = 0.54$ ).

Correlations among comprehension passages and SESAT and SAT-10 scores were examined for evidence of predictive validity. Individual passage total scores for FAIR Kindergarten Listening Comprehension were correlated with end of year SESAT Word Reading performance at each assessment period. Across all three assessment periods the variance explained was approximately 17% ( $r = .42$ ). At AP 1, the minimum correlation was 0.34 (Passage 1) and the maximum correlation was 0.46 (Passage 2). Passage 4 was observed to have the weakest

relationship at AP 2 (0.33) while the strongest relationship to SESAT was Passage 2 (0.48). Passage 2 also had the strongest correlation during AP 3 (0.51), while Passage 1 demonstrated the weakest correlation (0.37). A summary of all correlations are reported in Table 44.

Table 44: Correlations between Listening Comprehension and SESAT by Passage and Assessment Period

Passage	AP 1	AP 2	AP 3
P1	0.36	0.39	0.37
P2	0.46	0.48	0.51
P3	0.42	0.40	0.39
P4	0.43	0.33	0.41
P5	0.34	0.45	0.45
P6	0.44	0.39	0.42

Individual passage total scores for FAIR Grade 1 Reading Comprehension were correlated with end of year SAT-10 performance at each assessment period. The amount of average explained variance in SAT-10 by the passages increased from 10% at AP 1 ( $r = 0.32$ ), to 15% at AP 2 ( $r = 0.38$ ), and 18% at AP 3 ( $r = 0.42$ ). At AP 1, the minimum correlation was 0.21 (Passage 6) and the maximum correlation was 0.40 (Passage 5). Passage 2 was observed to have the weakest relationship at AP 2 (0.27) while the strongest relationship to SAT-10 was Passage 5 (0.48). During AP 3, Passages 2 and 6 exhibited the weakest correlation (0.34) while Passages 4 and 5 demonstrated the strongest correlation (0.47). A summary of all correlations are reported in Table 45.

Table 45: Correlations between Grade 1 Passage Comprehension and SAT-10 by Passage and Assessment Period

Passage	AP 1	AP 2	AP 3
P1	0.27	0.33	0.44
P2	0.24	0.27	0.34
P3	0.39	0.39	0.43
P4	0.33	0.46	0.47
P5	0.40	0.48	0.47
P6	0.21	0.32	0.34



Individual passage total scores for FAIR Grade 2 Reading Comprehension were correlated with end of year SAT-10 performance at each assessment period. The amount of average explained variance in SAT-10 by the passages at AP 1 was 23% ( $r = 0.48$ ), and increased to 24% at AP 2 ( $r = 0.49$ ) and to 20% at AP 3 ( $r = 0.44$ ). At AP 1, the minimum correlation was 0.37 (Passage 6) and the maximum correlation was 0.58 (Passage 5). Passage 1 was observed to have the weakest relationship at AP 2 (0.41) while the strongest relationship to SAT-10 was Passage 2 (0.58). During AP 3, Passage 1 exhibited the weakest correlation (0.32) while Passage 2 demonstrated the strongest correlation (0.51). A summary of all correlations are reported in Table 46.

Table 46: Correlations between Grade 2 Passage Comprehension and SAT-10 by Passage and Assessment Period

Passage	AP 1	AP 2	AP 3
P1	0.43	0.41	0.32
P2	0.53	0.58	0.51
P3	0.43	0.49	0.45
P4	0.48	0.47	0.41
P5	0.58	0.52	0.48
P6	0.37	0.46	0.47

## Concurrent Validity

A sample of students from the FAIR field study in Kindergarten ( $N = 134$ ), Grade 1 ( $N = 116$ ), and Grade 2 ( $N = 120$ ), participated in a study to examine the concurrently validity of the FAIR vocabulary test with the Expressive Vocabulary Test (2<sup>nd</sup> Ed.; EVT-2). Concurrent validity refers to the degree of agreement between scores on one assessment and scores on a different psychometrically validated gold standard assessment.

The EVT-2 was administered to assess expressive vocabulary and word retrieval. On the EVT-2, the student is shown a picture containing the target word and is asked a question to elicit a synonym for the target word or a label for the target word (e.g. Tell me another word for X or What is this?). The EVT-2 reports mean reliability coefficients, using split-half technique of .94 and .93 for Form A and B respectively. The same process was done to determine reliability estimates based on grade for the present samples of students and were found to be .93 for both forms when using the split-half technique and .96 and .95 for Form A and B respectively using alpha.

Validity on the EVT-2 is reported as compared to four, standardized measures of language and vocabulary: Comprehensive Assessment of Spoken Language (CASL; Carrow-Woolfolk, 1999), Clinical Evaluation of Language Fundamentals,

Fourth Edition (CELF-4; Semel, Wiig, & Secord, 2003), Group Reading Assessment and Diagnostic Evaluation (GRADE; Williams, 2001), and Peabody Picture Vocabulary Test (PPVT-4; Dunn & Dunn, 2007). The correlations with the CASL and CELF-4 ranged from 0.6 to 0.8 overall, but when particular subtests addressing synonyms/antonyms or expressive language specifically were analyzed the correlations were in the high .80s. Correlations with the GRADE total score

ranged from 0.6 to 0.7 and on the PPVT-4 the mean correlation with age was 0.82.

Correlations between the FAIR vocabulary test and the EVT-2 were strong across all three grades. In Kindergarten, the observed correlation was strongest (0.83), followed by Grade 1 (0.80), and Grade 2 (0.75).

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# Appendix A.1

## AP 1-AP 3 Probability of Reading Success - Kindergarten

AP1		Kindergarten - Assessment Period 1 - Probability of Reading Success											
		Phonemic Awareness - Total Correct											
Letter Naming - Total Correct	Total Correct	0	1	2	3	4	5	6	7	8	9	10	
	0	8%	11%	16%	17%	20%	24%	29%	34%	39%	45%	51%	
	1	12%	14%	17%	21%	25%	30%	35%	40%	46%	52%	57%	
	2	16%	18%	22%	26%	31%	36%	41%	47%	53%	59%	64%	
	3	19%	22%	27%	31%	37%	42%	48%	54%	60%	65%	70%	
	4	23%	28%	32%	38%	43%	49%	55%	61%	66%	71%	76%	
	5	28%	33%	39%	45%	50%	56%	62%	67%	72%	77%	80%	
	6	34%	40%	46%	51%	57%	63%	68%	73%	77%	81%	84%	
	7	41%	47%	53%	58%	64%	69%	74%	78%	82%	85%	88%	
	8	48%	54%	59%	65%	70%	75%	79%	83%	86%	89%	90%	
	9	55%	61%	66%	71%	76%	80%	83%	86%	89%	91%	93%	
	10	62%	67%	72%	76%	80%	84%	87%	89%	91%	93%	94%	

AP2		Kindergarten - Assessment Period 2 - Probability of Reading Success											
		Phonemic Awareness - Total Correct											
Letter Sounds - Total Correct	Total Correct	0	1	2	3	4	5	6	7	8	9	10	
	0	6%	10%	11%	13%	14%	16%	18%	20%	22%	24%	27%	
	1	12%	14%	15%	17%	19%	21%	23%	25%	28%	31%	34%	
	2	16%	18%	20%	22%	24%	27%	29%	32%	35%	38%	41%	
	3	21%	23%	25%	28%	31%	34%	36%	40%	43%	46%	49%	
	4	27%	29%	32%	35%	38%	41%	44%	48%	51%	54%	57%	
	5	34%	36%	40%	43%	46%	49%	52%	56%	59%	62%	65%	
	6	41%	44%	48%	51%	54%	57%	60%	63%	66%	69%	72%	
	7	49%	52%	56%	59%	62%	65%	68%	71%	73%	76%	78%	
	8	57%	60%	63%	66%	69%	72%	75%	77%	79%	81%	83%	
	9	65%	68%	71%	73%	76%	78%	80%	82%	84%	86%	87%	
	10	72%	75%	77%	79%	81%	83%	85%	86%	88%	89%	90%	
	11	78%	80%	82%	84%	86%	87%	89%	90%	91%	92%	93%	

AP3		Kindergarten - Assessment Period 3 - Probability of Reading Success											
		Phonemic Awareness - Total Correct											
Word Reading - Total Correct	Total Correct	0	1	2	3	4	5	6	7	8	9	10	
	0	6%	8%	9%	12%	15%	20%	26%	32%	39%	47%	55%	
	1	10%	11%	14%	18%	23%	30%	37%	44%	52%	60%	68%	
	2	17%	19%	23%	27%	34%	42%	50%	58%	65%	73%	80%	
	3	25%	28%	33%	40%	48%	56%	64%	72%	80%	87%	93%	
	4	34%	38%	45%	53%	62%	71%	80%	88%	94%	98%	100%	
	5	44%	49%	58%	68%	78%	87%	94%	98%	100%	100%	100%	
	6	55%	61%	71%	81%	90%	96%	99%	100%	100%	100%	100%	
	7	67%	74%	84%	92%	97%	99%	100%	100%	100%	100%	100%	
	8	80%	87%	94%	98%	100%	100%	100%	100%	100%	100%	100%	
	9	93%	97%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	10	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

# Appendix A.2

## AP 1-AP 3 Probability of Reading Success – Grade 1

First Grade Assessment Period 1 Probability of Reading Success		
AP1	Total Correct - Probability	
Word Reading - Total Correct	0	.11
	1	.14
	2	.20
	3	.27
	4	.36
	5	.46
	6	.56
	7	.66
	8	.75
	9	.82
	10	.86

First Grade Assessment Period 2 Probability of Reading Success		
AP2	Total Correct - Probability	
Word Reading - Total Correct	0	.01
	1	.02
	2	.03
	3	.05
	4	.09
	5	.17
	6	.28
	7	.44
	8	.61
	9	.76
	10	.86

First Grade Assessment Period 3 Probability of Reading Success		
AP3	Total Correct - Probability	
Word Reading - Total Correct	0	.01
	1	.02
	2	.03
	3	.06
	4	.12
	5	.20
	6	.33
	7	.49
	8	.65
	9	.79
	10	.88



# Appendix A.3

## AP 1-AP 3 Probability of Reading Success – Grade 2

Second Grade Assessment Period 1 Probability of Reading Success			
Word Reading			
WPCM	Prob.	WPCM	Prob.
0	10%	35	58%
1	11%	36	60%
2-3	12%	37	61%
4	13%	38	63%
5	14%	39	65%
6	15%	40	66%
7	16%	41	68%
8	17%	42	69%
9	18%	43	71%
10	19%	44	72%
11	20%	45	74%
12	21%	46	75%
13	22%	47	76%
14	24%	48	78%
15	25%	49	79%
16	26%	50	80%
17	28%	51	81%
18	29%	52	82%
19	31%	53	83%
20	32%	54	84%
21	34%	55	85%
22	35%	56	86%
23	37%	57	87%
24	39%	58-59	88%
25	40%	60	89%
26	42%	61-62	90%
27	44%	63	91%
28	45%	64-65	92%
29	47%	66-67	93%
30	49%	68-70	94%
31	51%	71-73	95%
32	53%	74-77	96%
33	54%	78-81	97%
34	56%	82-89	98%
		90+	99%

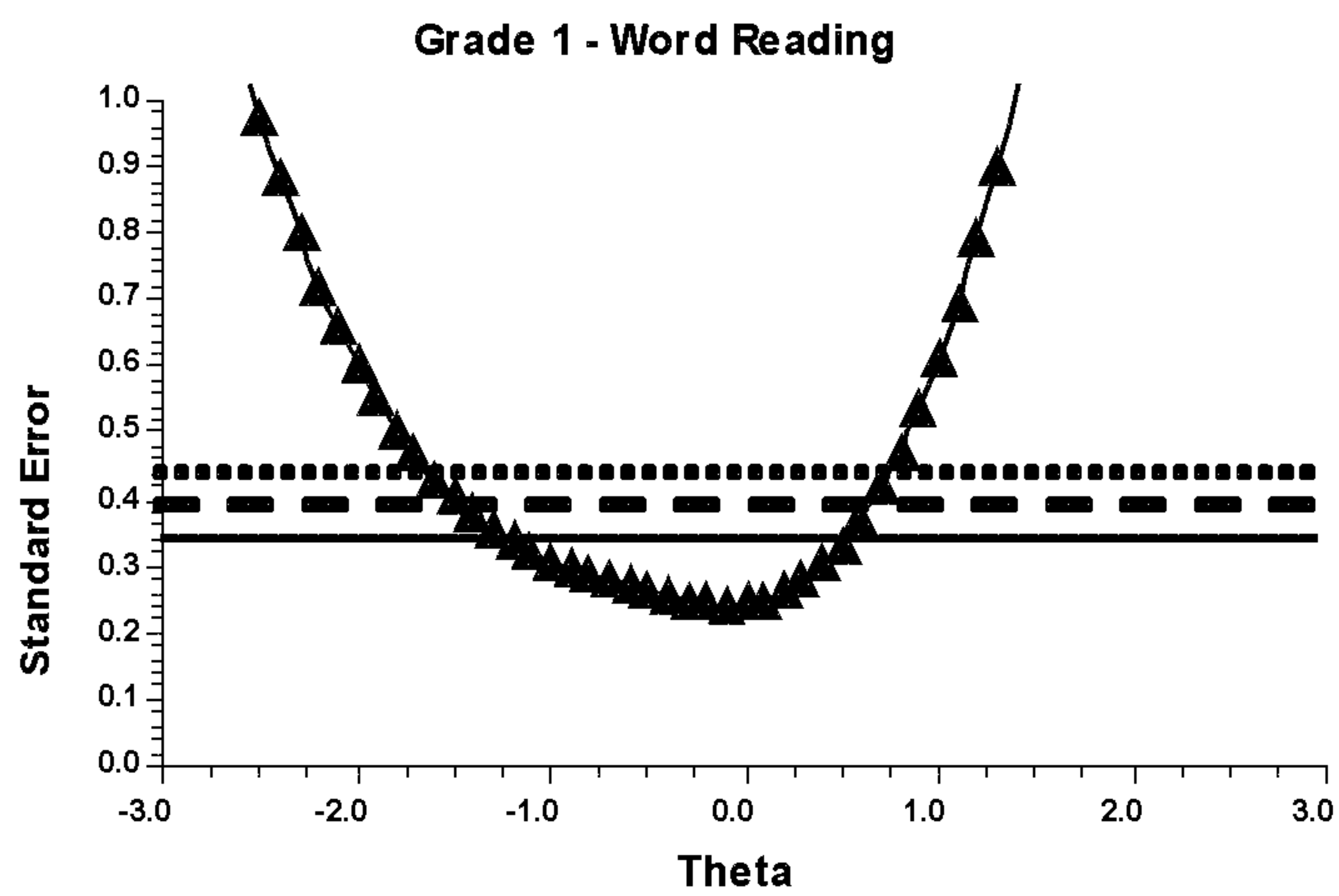
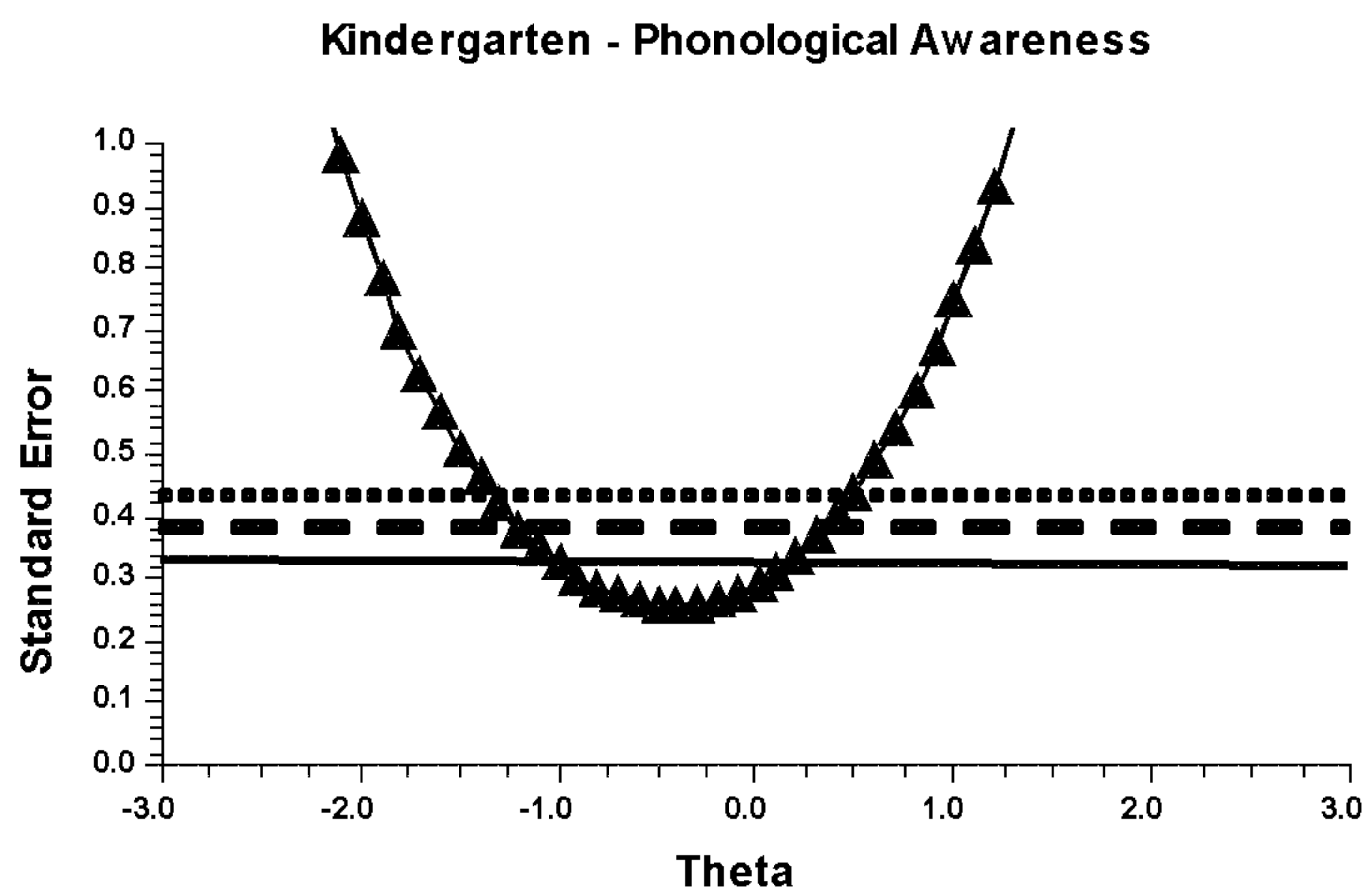
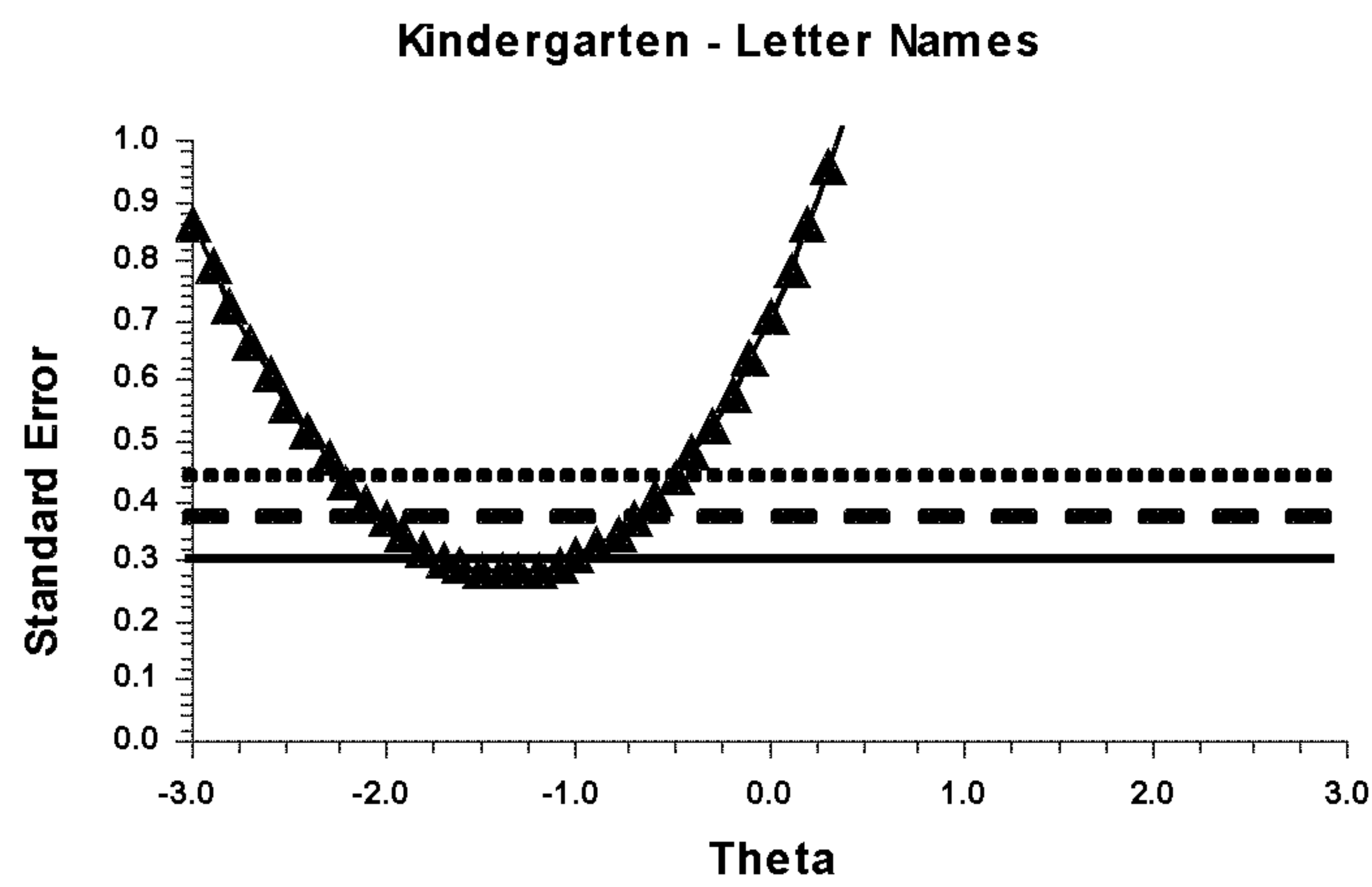
Second Grade Assessment Period 2 Probability of Reading Success			
Word Reading			
WPCM	Prob.	WPCM	Prob.
0-2	04%	44	53%
3-5	05%	45	55%
6-7	06%	46	57%
8-9	07%	47	59%
10-11	08%	48	60%
12	09%	49	62%
13-14	10%	50	64%
15	11%	51	66%
16-17	12%	52	68%
18	13%	53	69%
19	14%	54	71%
20	15%	55	72%
21	16%	56	74%
22	17%	57	75%
23	18%	58	77%
24	20%	59	78%
25	21%	60	79%
26	22%	61	81%
27	23%	62	82%
28	25%	63	83%
29	26%	64	84%
30	28%	65	85%
31	29%	66	86%
32	31%	67	87%
33	33%	68-69	88%
34	34%	70	89%
35	36%	71	90%
36	38%	72-73	91%
37	40%	74-75	92%
38	42%	76-77	93%
39	43%	78-79	94%
40	45%	80-82	95%
41	47%	83-85	96%
42	49%	86-90	97%
43	51%	91-97	98%
		98+	99%

Second Grade Assessment Period 3 Probability of Reading Success			
Word Reading			
WPCM	Prob.	WPCM	Prob.
0-1	04%	49	52%
2-5	05%	50	54%
6-7	06%	51	55%
8-10	07%	52	57%
11-12	08%	53	59%
13	09%	54	60%
14-15	10%	55	62%
16-17	11%	56	63%
18	12%	57	65%
19	13%	58	66%
20-21	14%	59	68%
22	15%	60	69%
23	16%	61	71%
24	17%	62	72%
25	18%	63	73%
26	19%	64	75%
27	20%	65	76%
28	21%	66	77%
29	22%	67	78%
30	23%	68	79%
31	25%	69	80%
32	26%	70-71	82%
33	27%	72	83%
34	29%	73	84%
35	30%	74	85%
36	31%	75	86%
37	33%	76	87%
38	34%	77-78	88%
39	36%	79	89%
40	37%	80-81	90%
41	39%	82-83	91%
42	41%	84-85	92%
43	42%	86-87	93%
44	44%	88-90	94%
45	45%	91-93	95%
46	47%	94-97	96%
47	49%	98-102	97%
48	50%	103-110	98%
		111+	99%



# Appendix B.1

## Standard Error Plots for the Broad Screen at AP 1

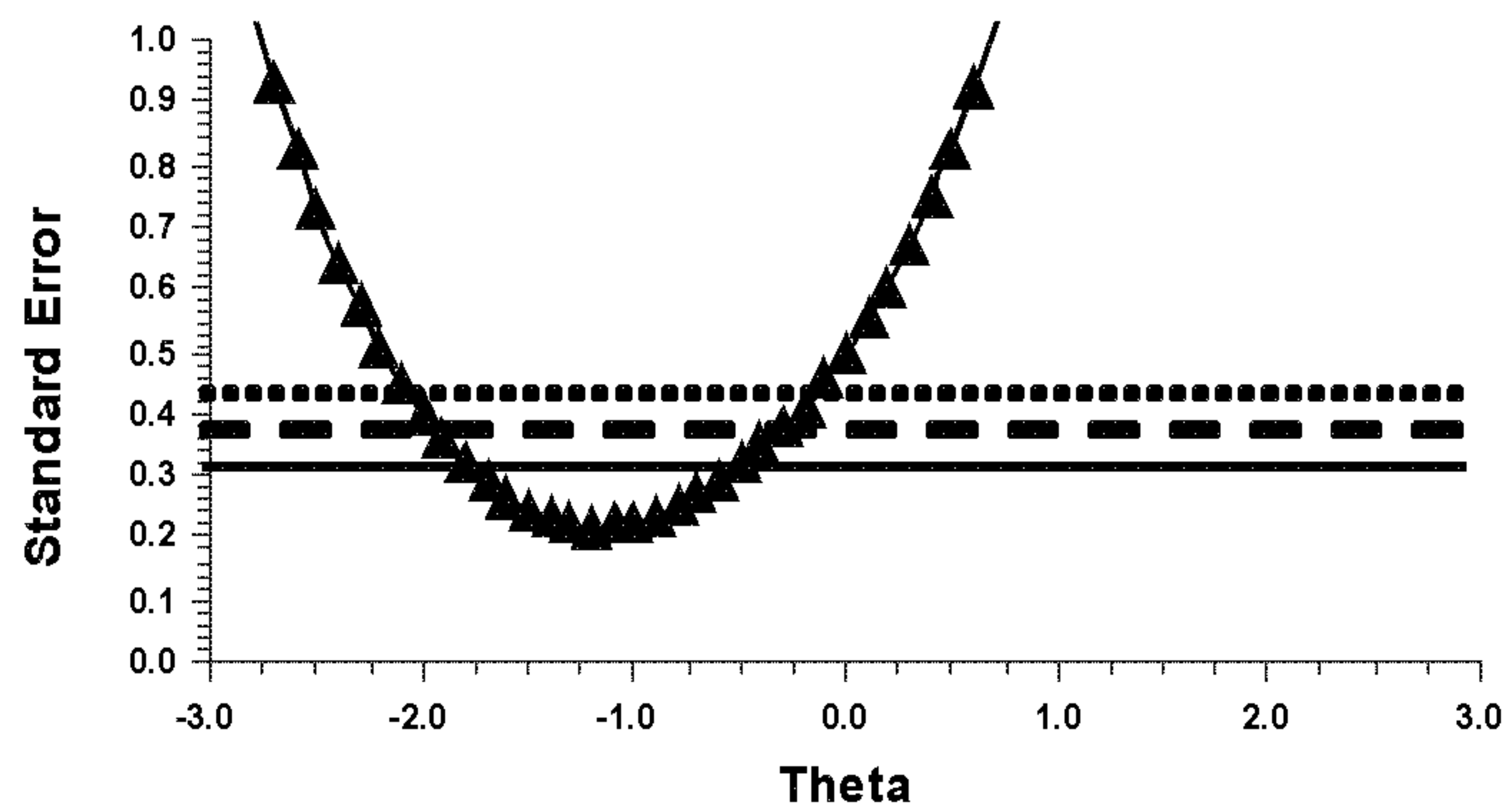


**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha = 0.90$ ; Dashed lines indicate  $\alpha = 0.85$ ; Dotted lines indicate  $\alpha = 0.80$ .

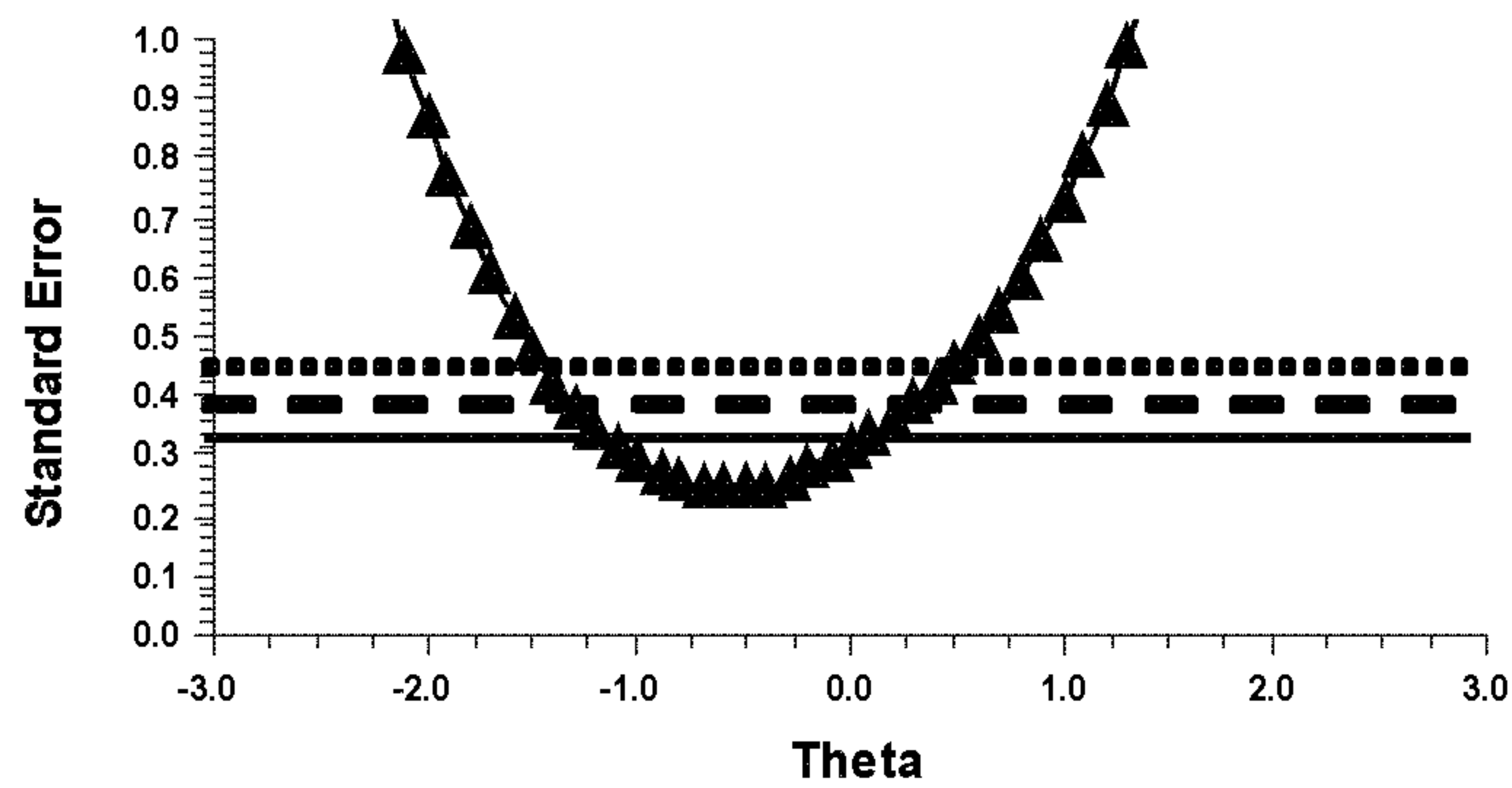
# Appendix B.2

## Standard Error Plots for the Broad Screen at AP 2

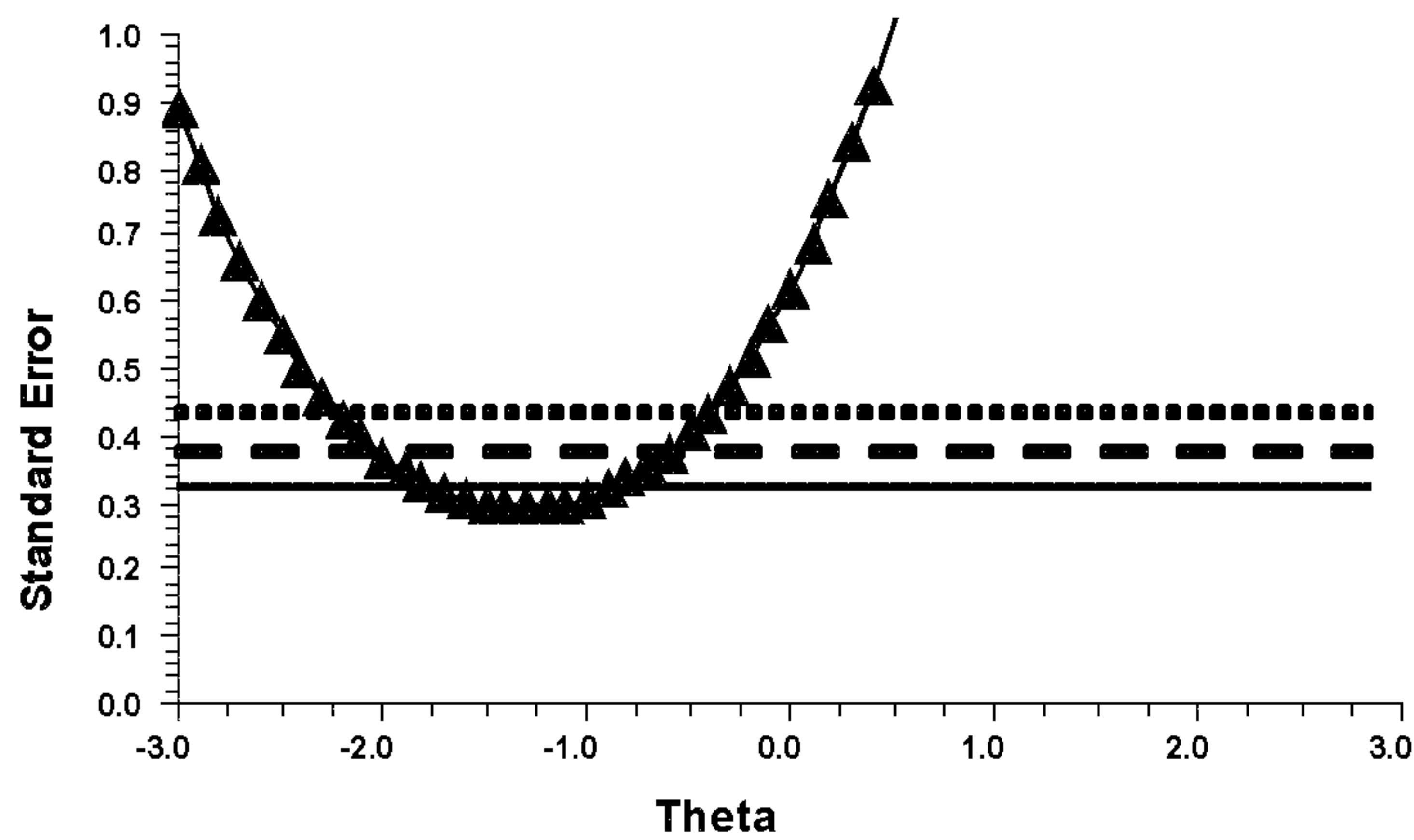
Kindergarten - Letter Sounds



Kindergarten - Phonological Awareness



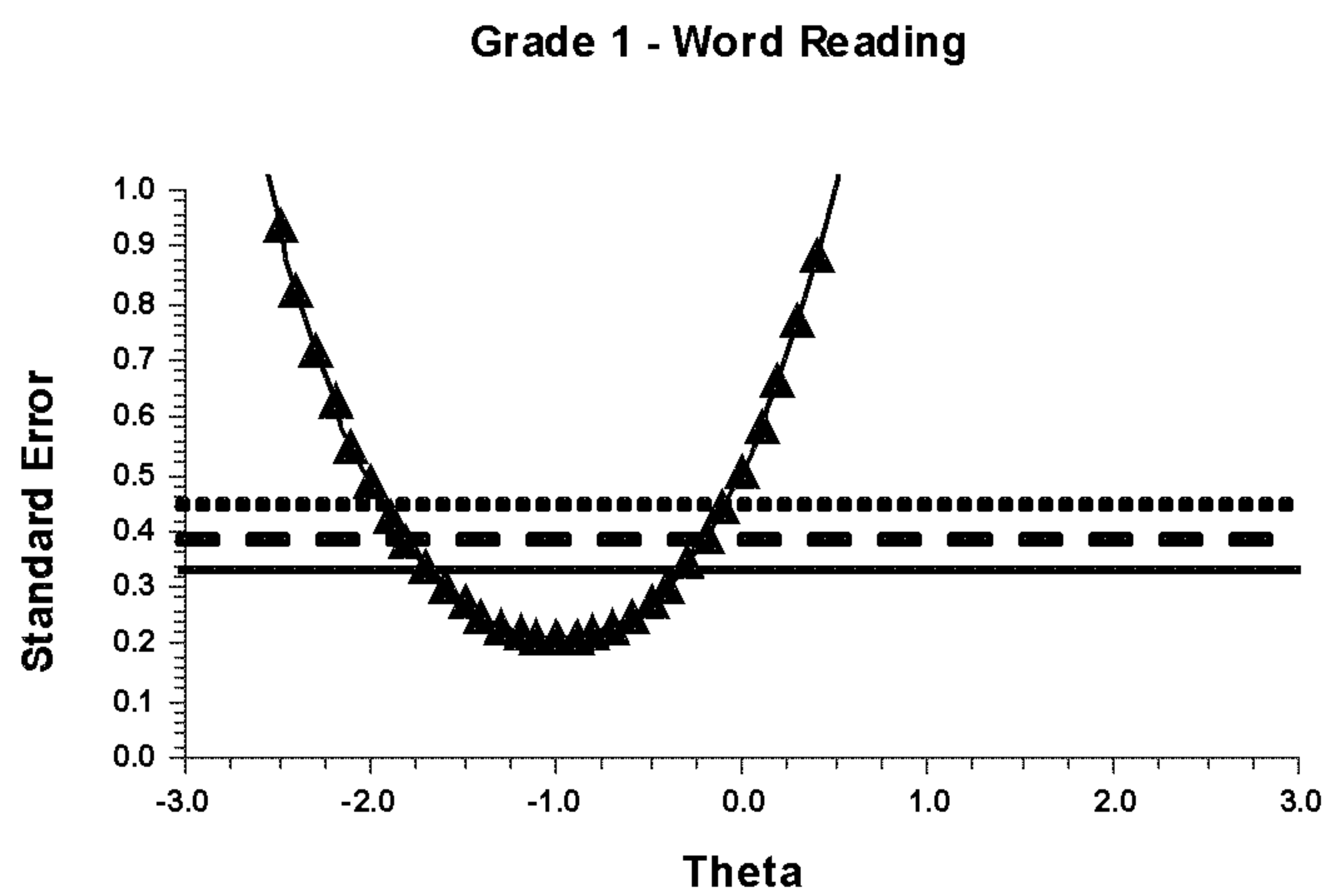
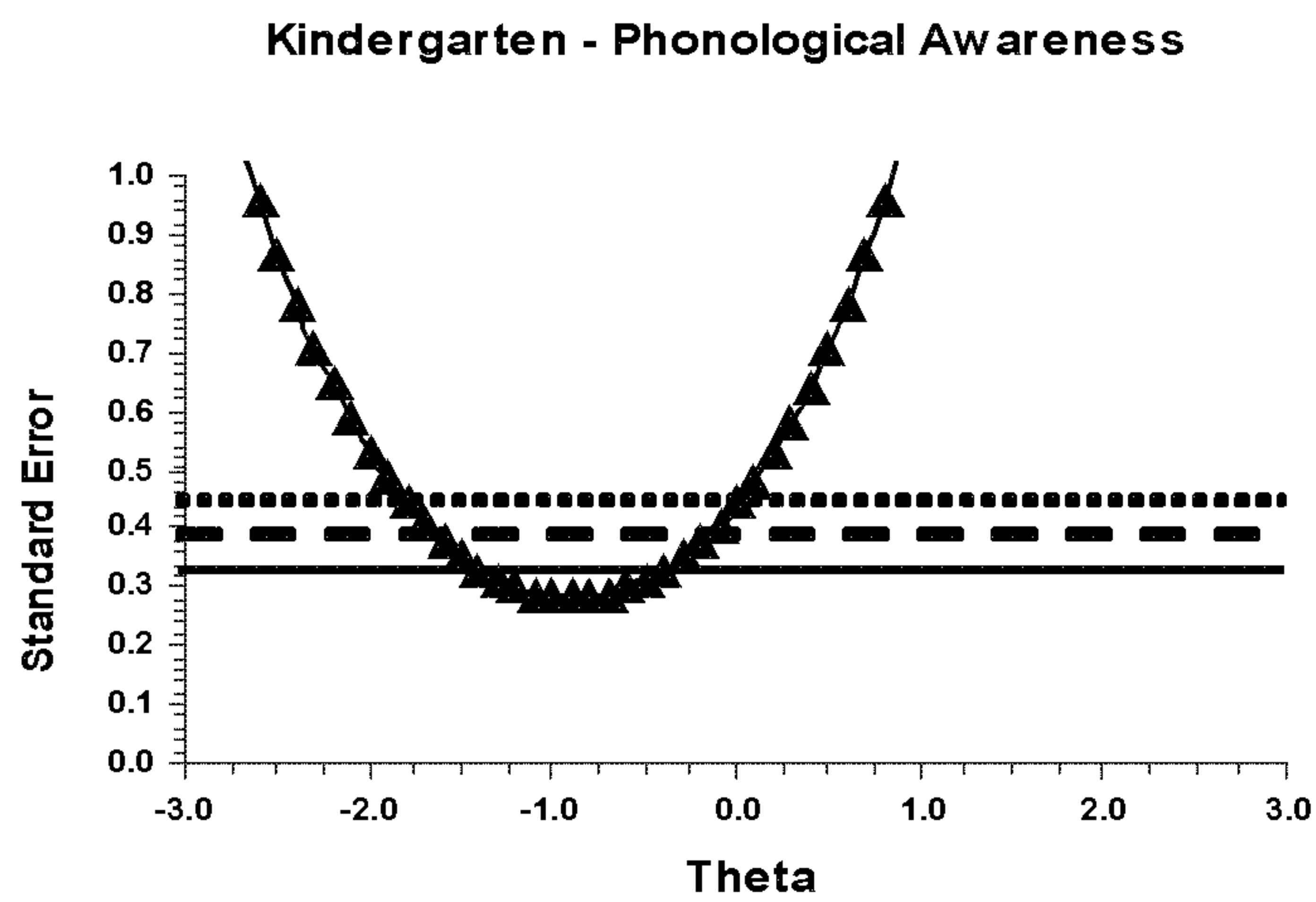
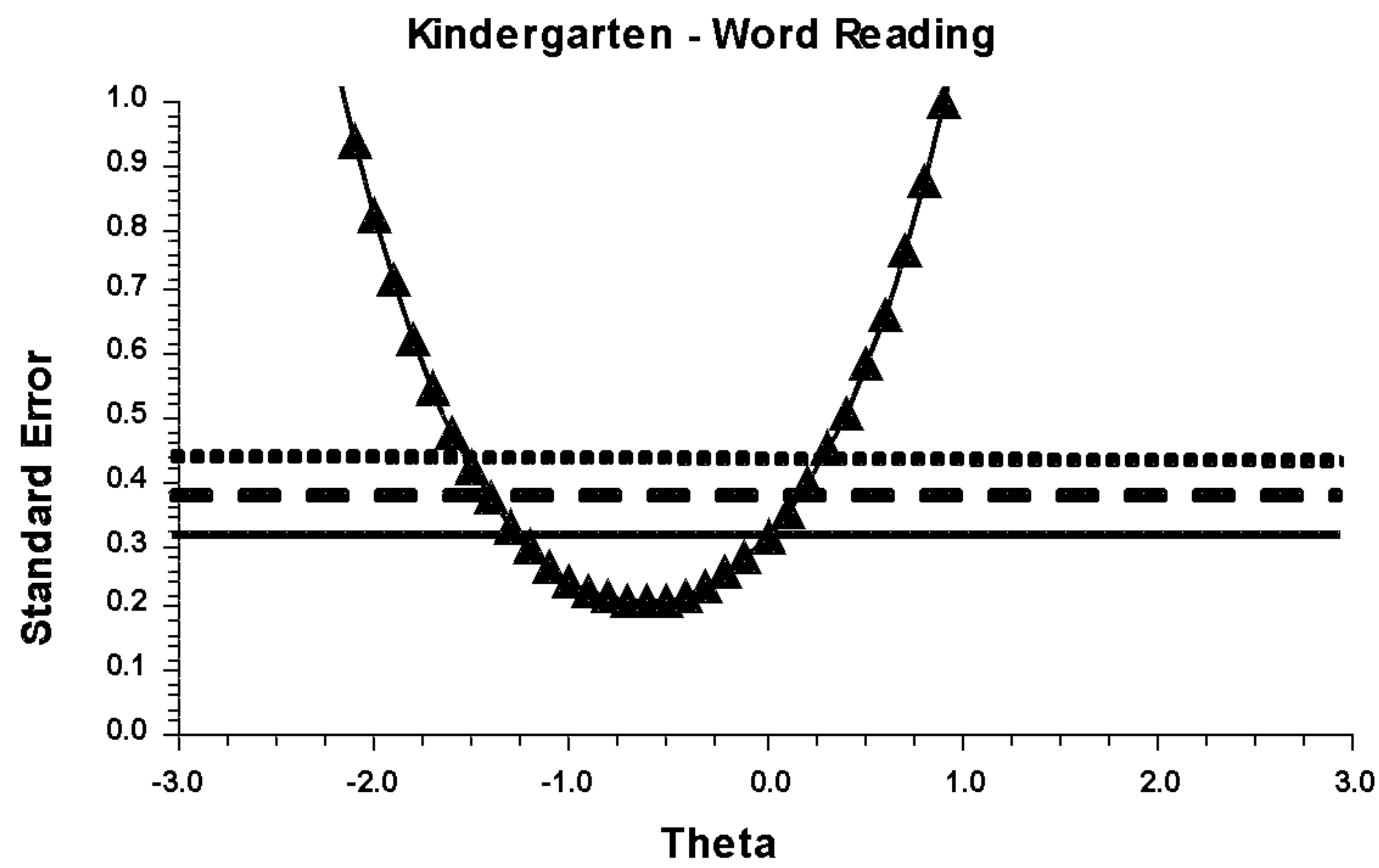
Grade 1 - Word Reading



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha = 0.90$ ; Dashed lines indicate  $\alpha = 0.85$ ; Dotted lines indicate  $\alpha = 0.80$ .

# Appendix B.3

## Standard Error Plots for the Broad Screen at AP 3

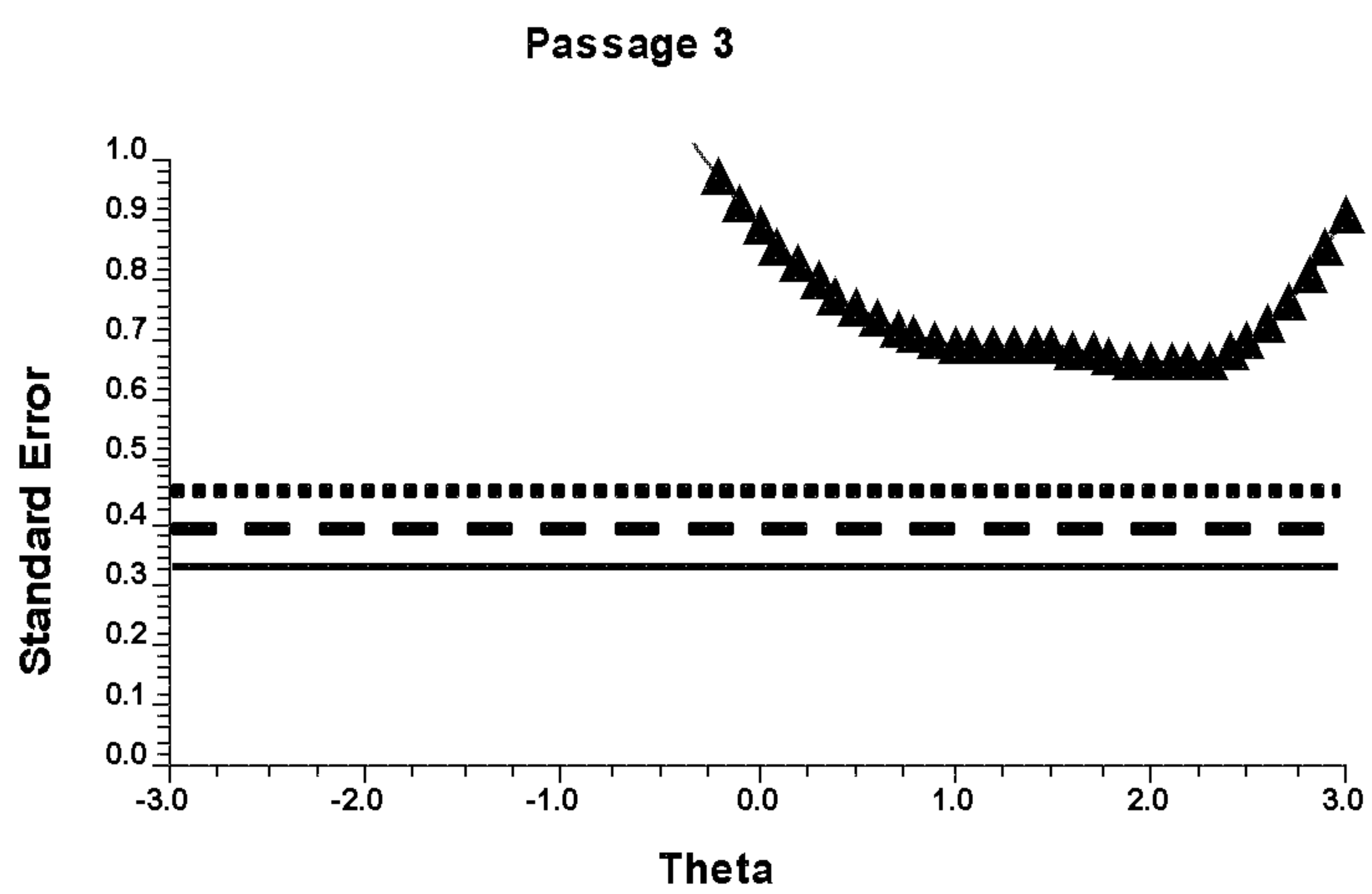
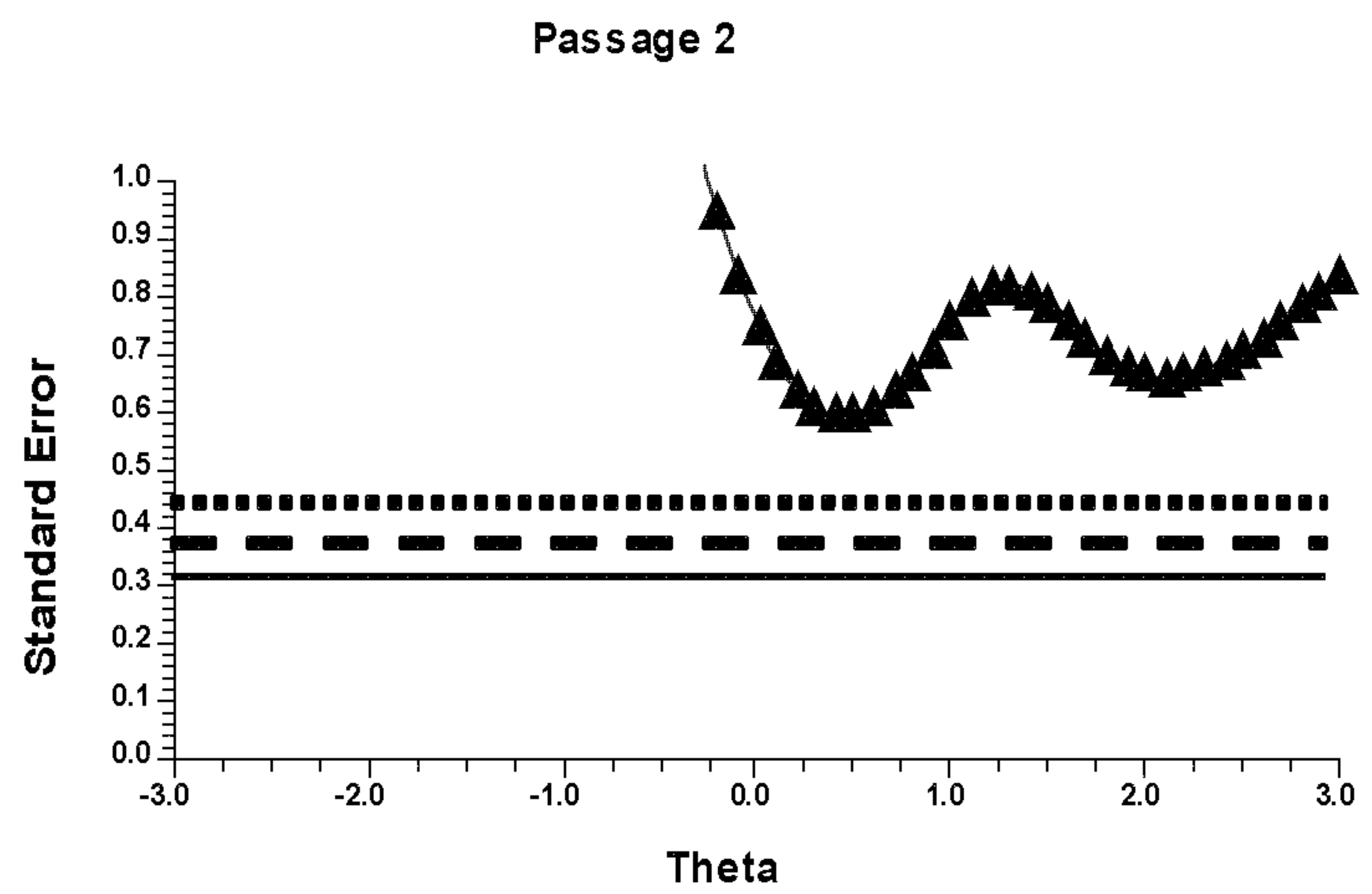
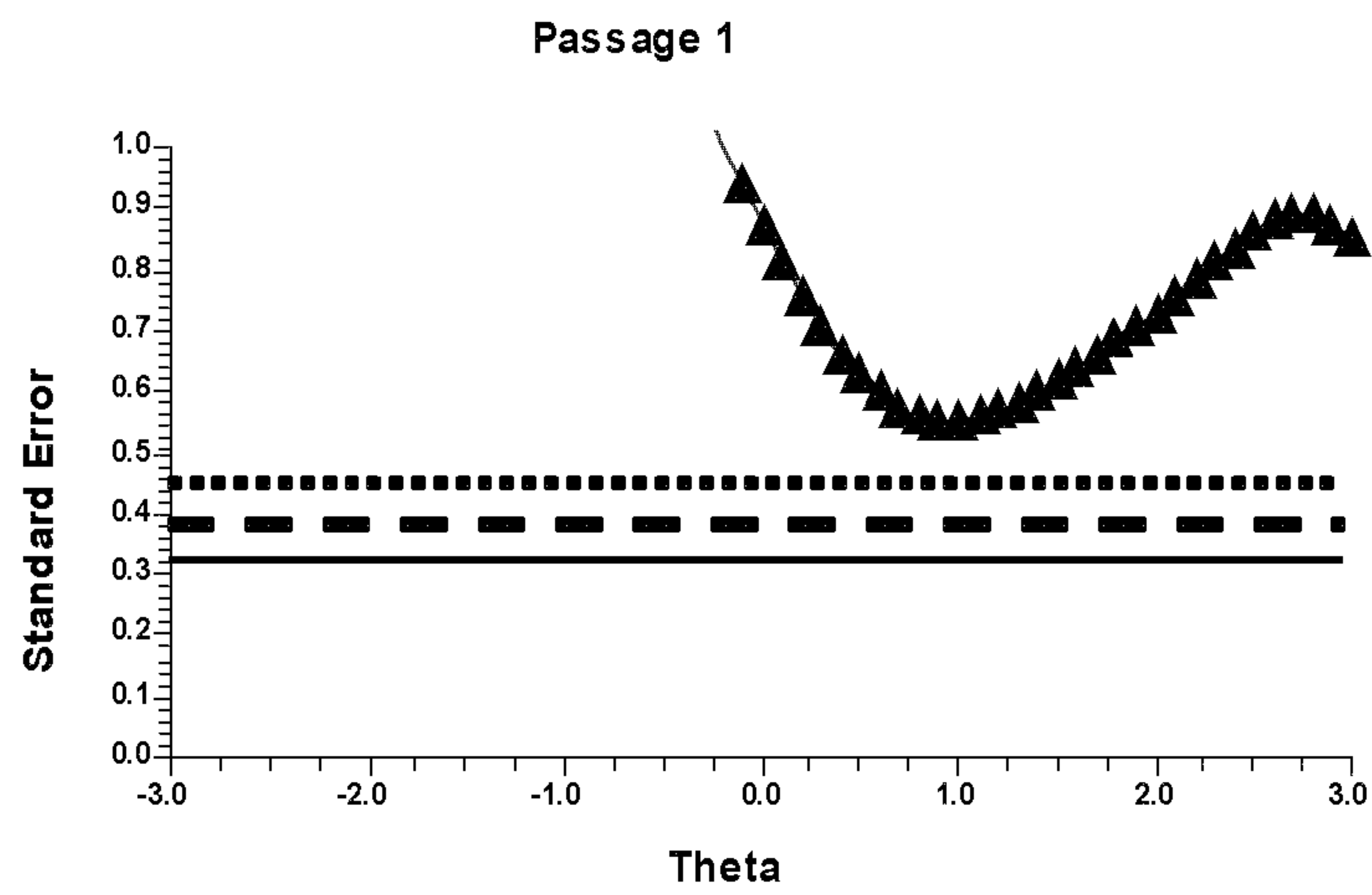


**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha = 0.90$ ; Dashed lines indicate  $\alpha = 0.85$ ; Dotted lines indicate  $\alpha = 0.80$ .



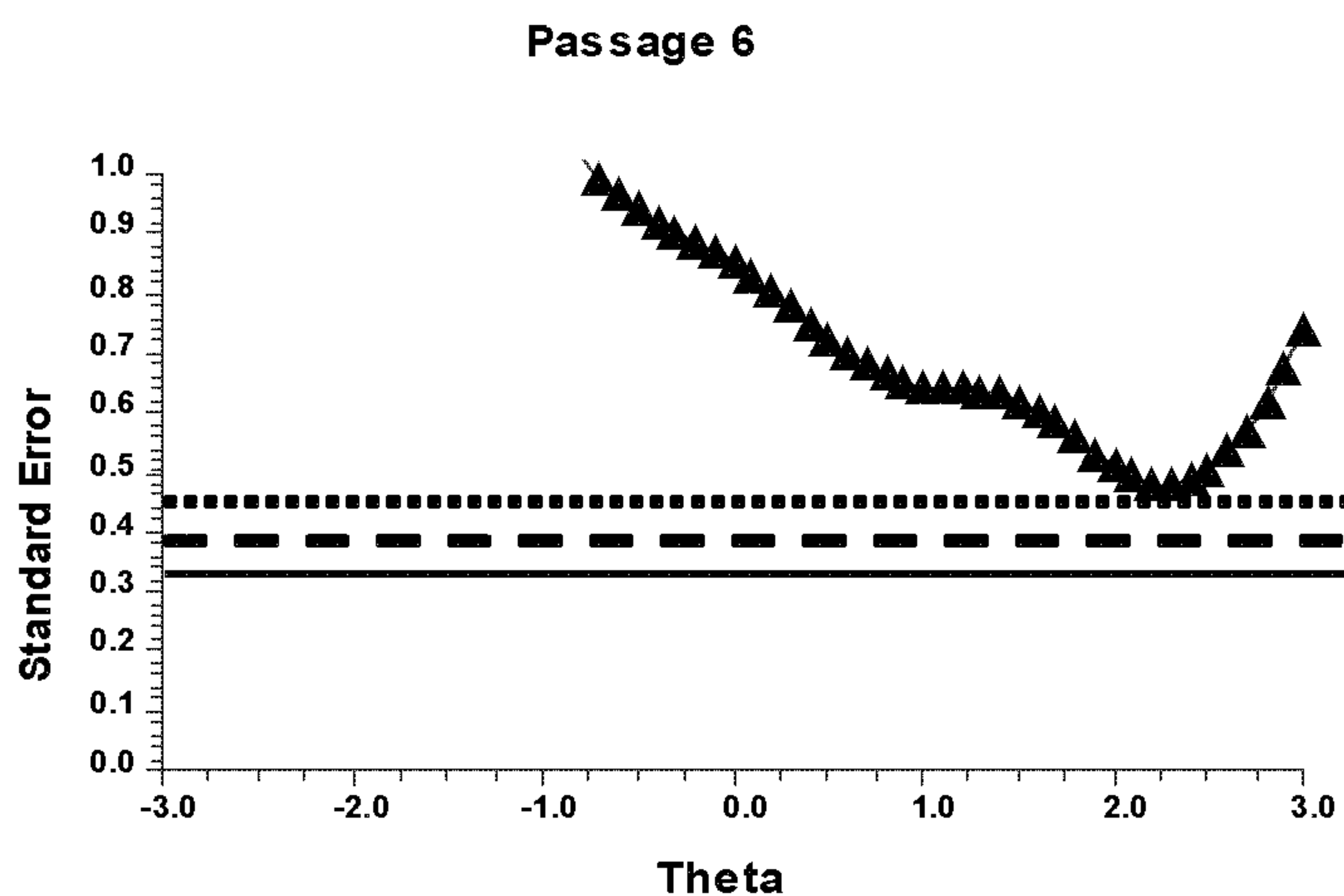
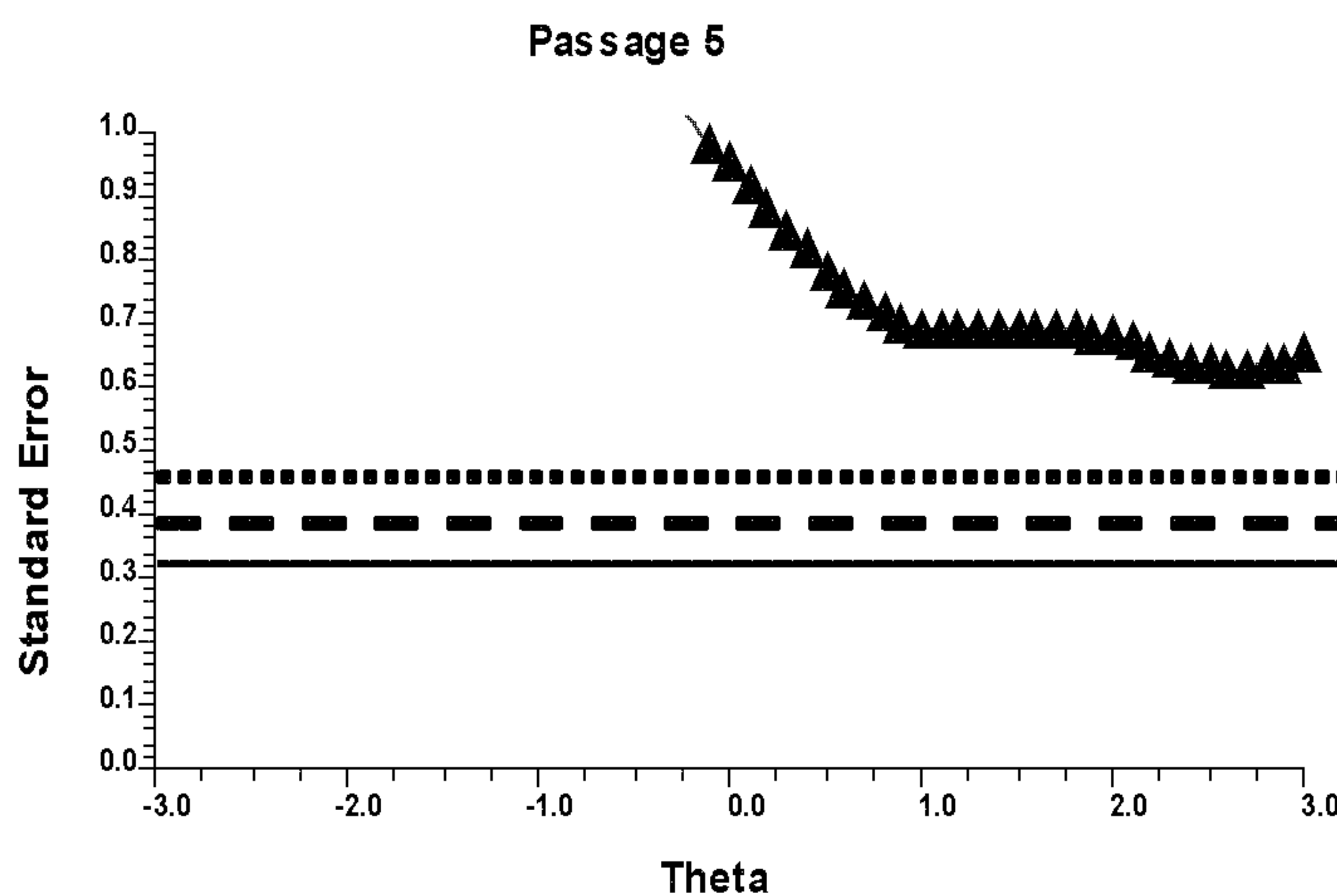
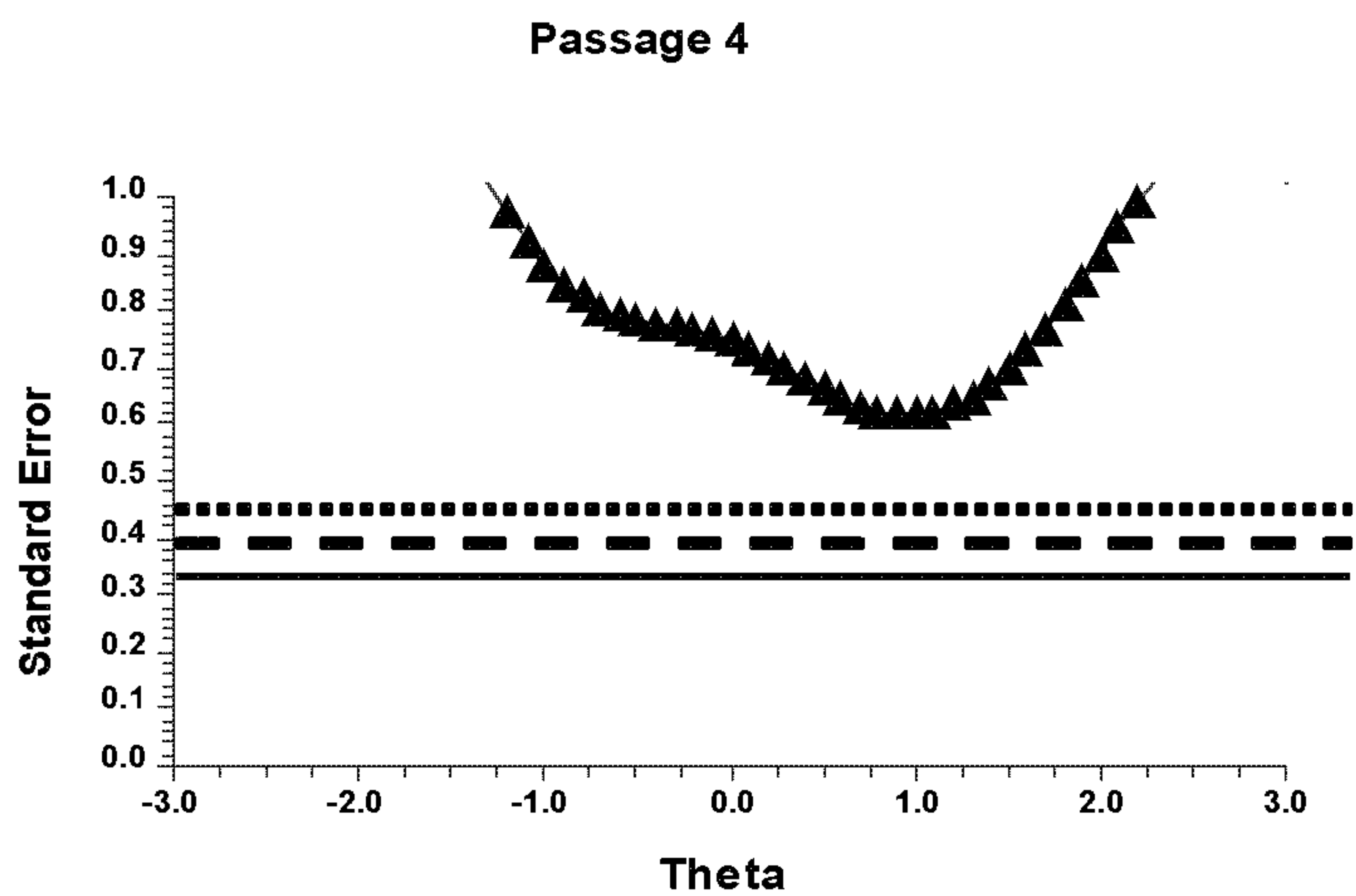
# Appendix C.1

## Standard Error Plots for Comprehension – Kindergarten Listening Comprehension at AP 1



# Appendix C.1 (continued)

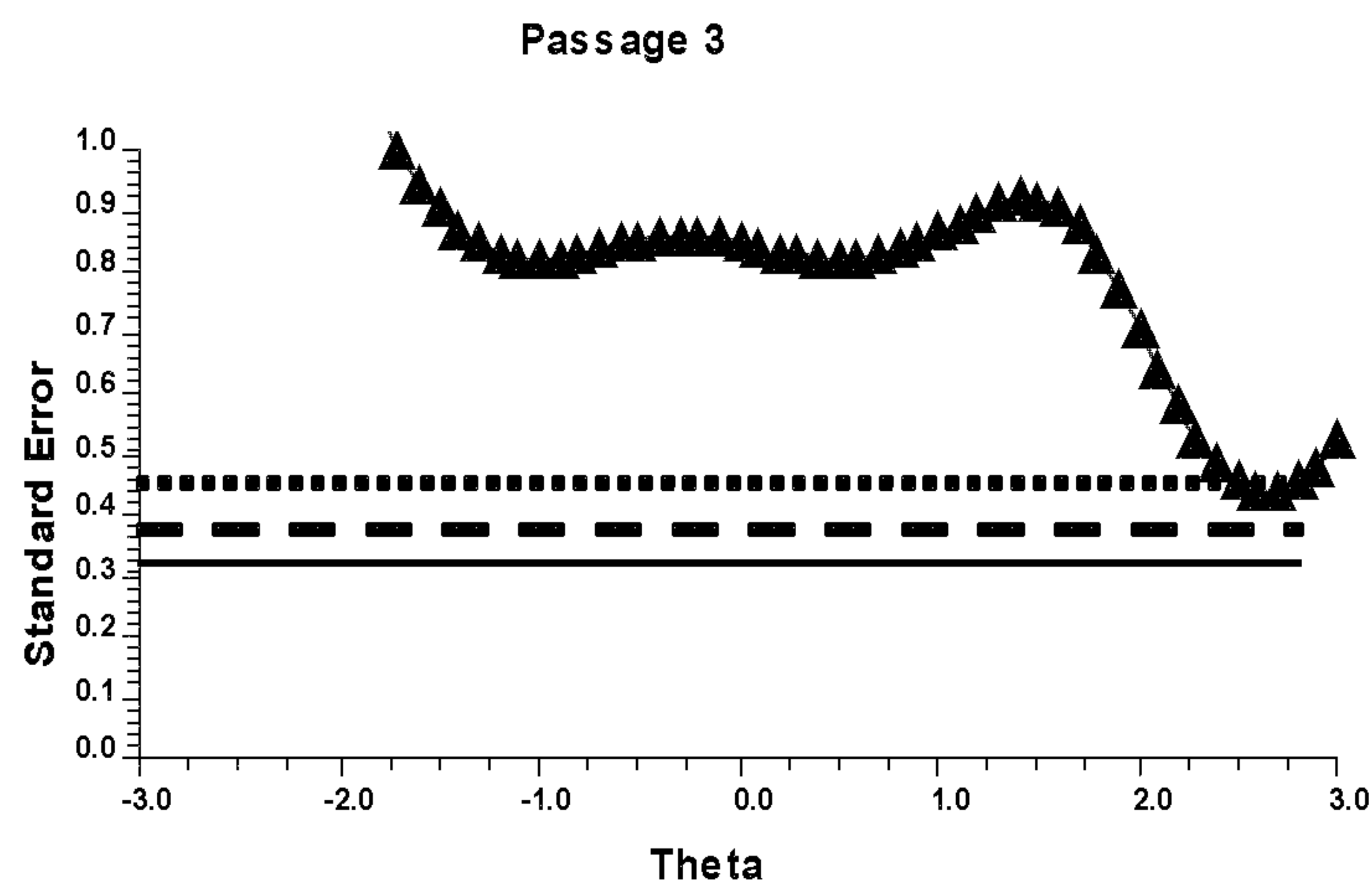
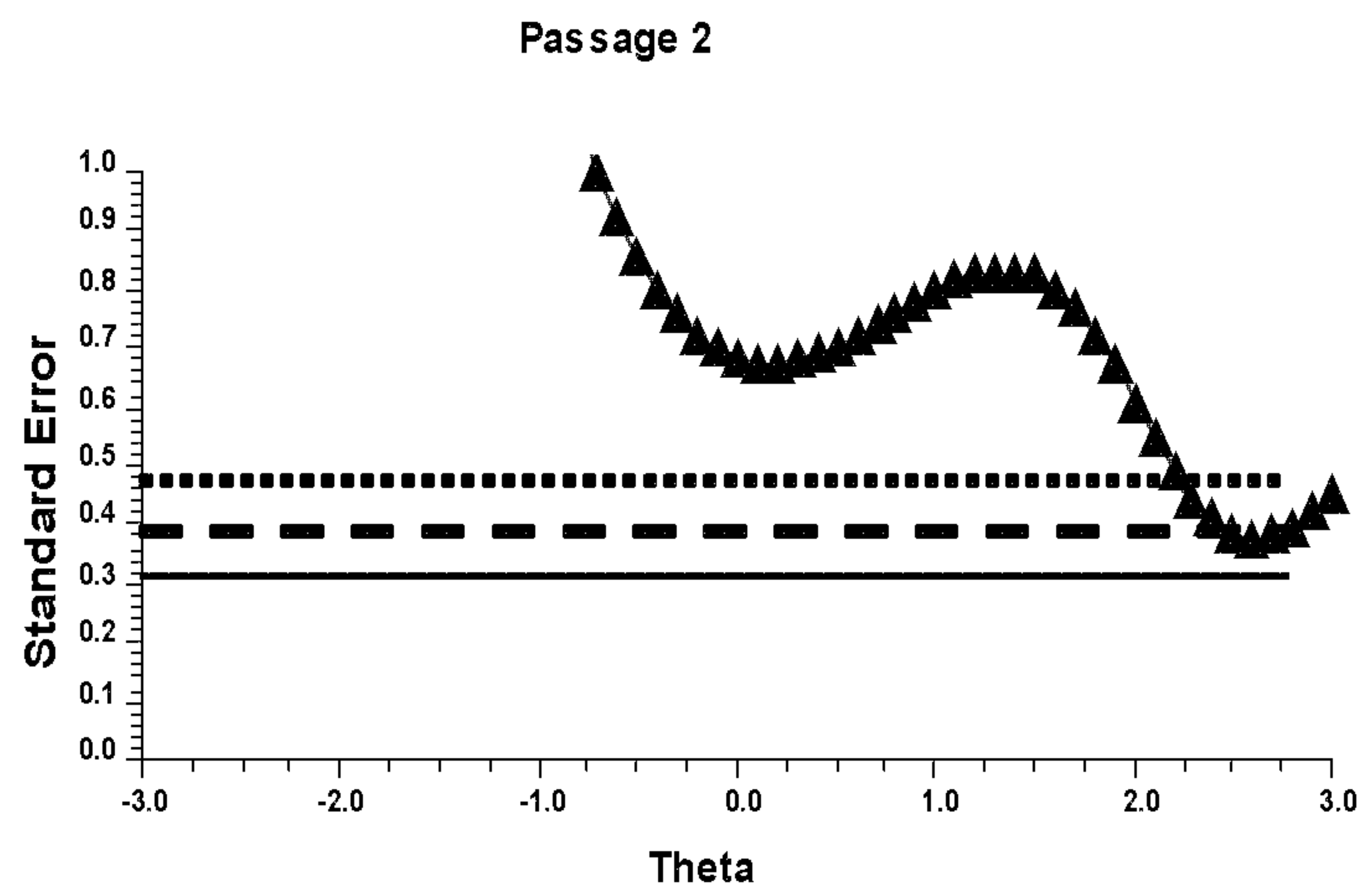
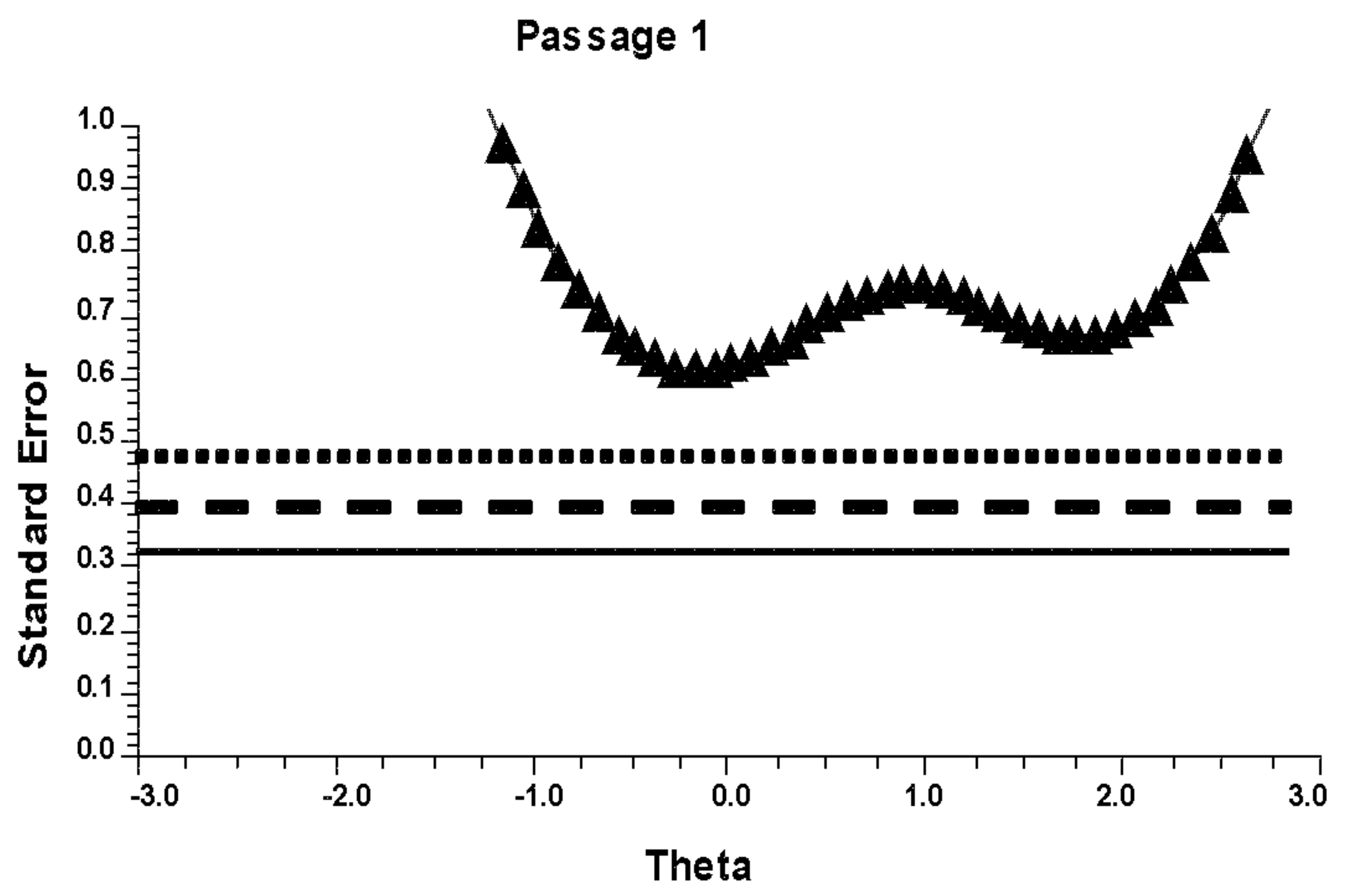
## Standard Error Plots for Comprehension – Kindergarten Listening Comprehension at AP 1



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha= 0.90$ ; Dashed lines indicate  $\alpha= 0.85$ ; Dotted lines indicate  $\alpha= 0.80$ .

# Appendix C.2

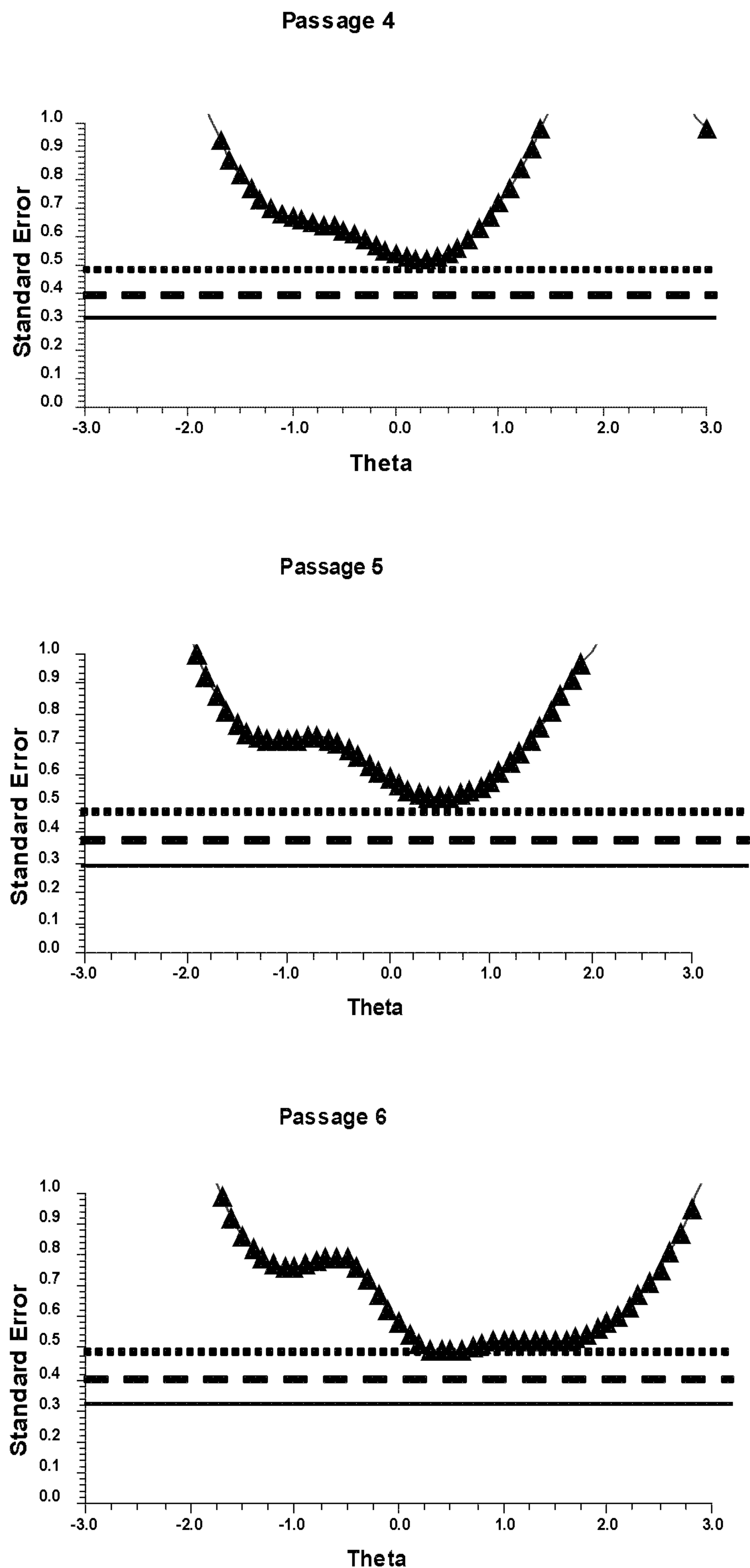
## Standard Error Plots for Comprehension – Kindergarten Listening Comprehension at AP 2





## Appendix C.2 (continued)

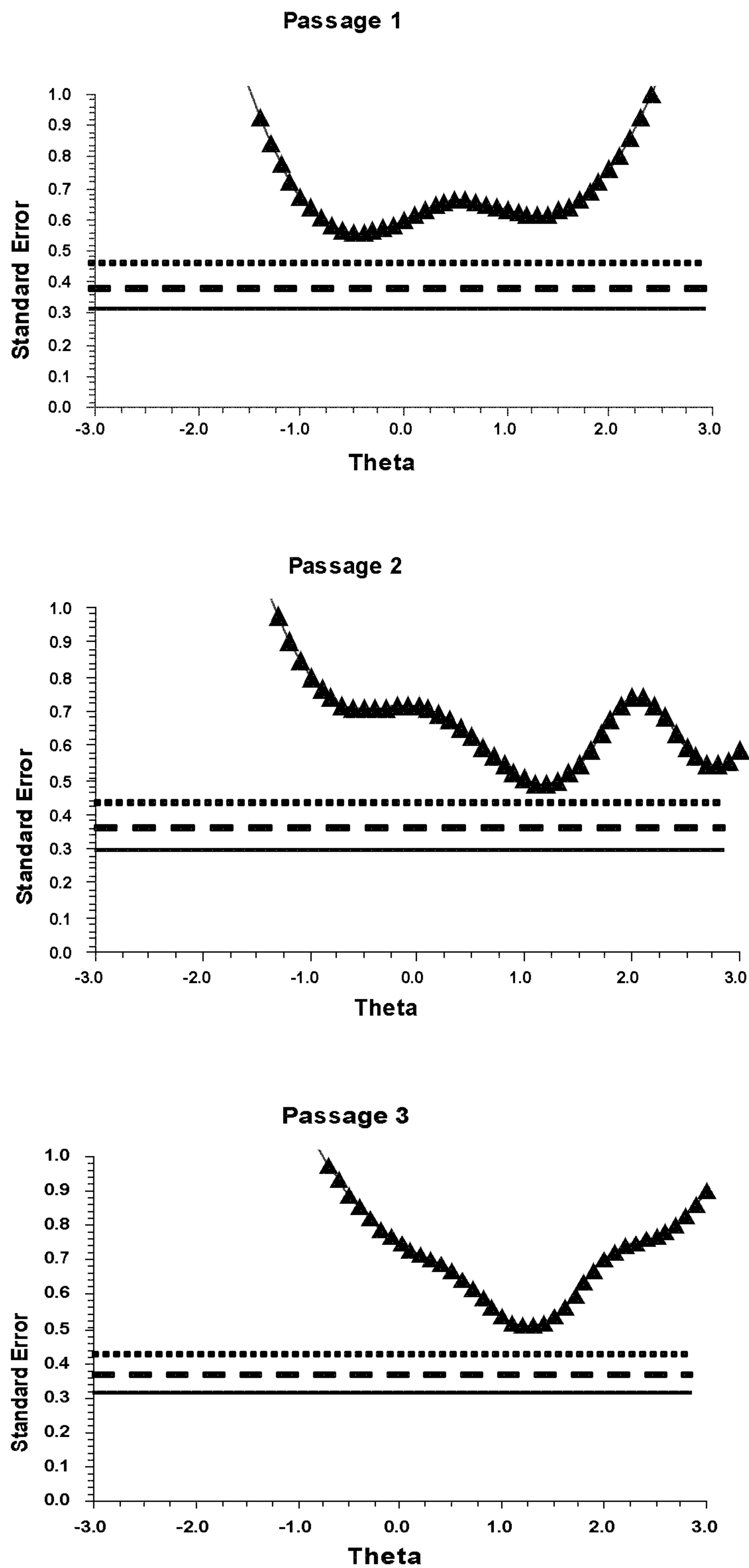
### Standard Error Plots for Comprehension – Kindergarten Listening Comprehension at AP 2



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha= 0.90$ ; Dashed lines indicate  $\alpha= 0.85$ ; Dotted lines indicate  $\alpha= 0.80$ .

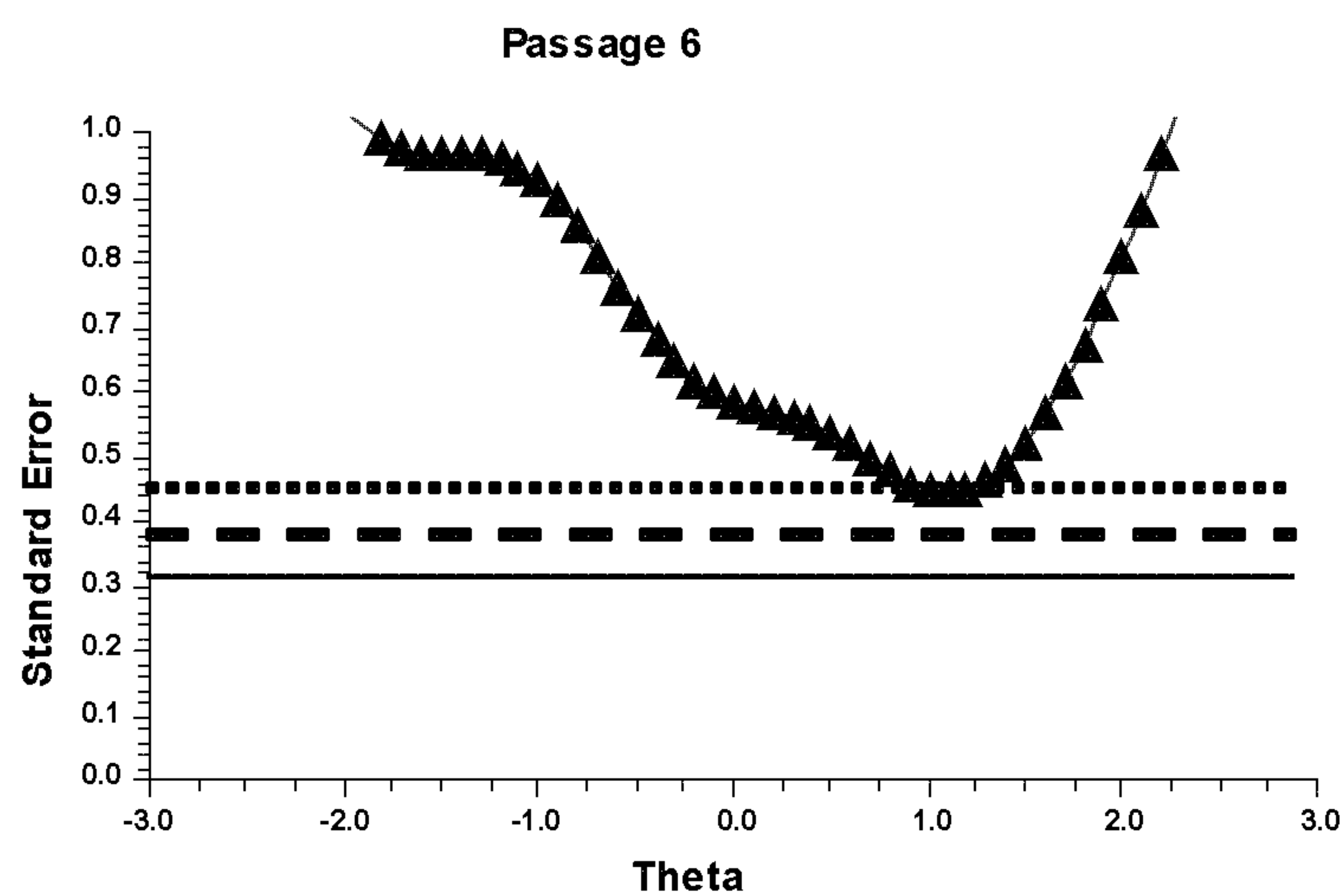
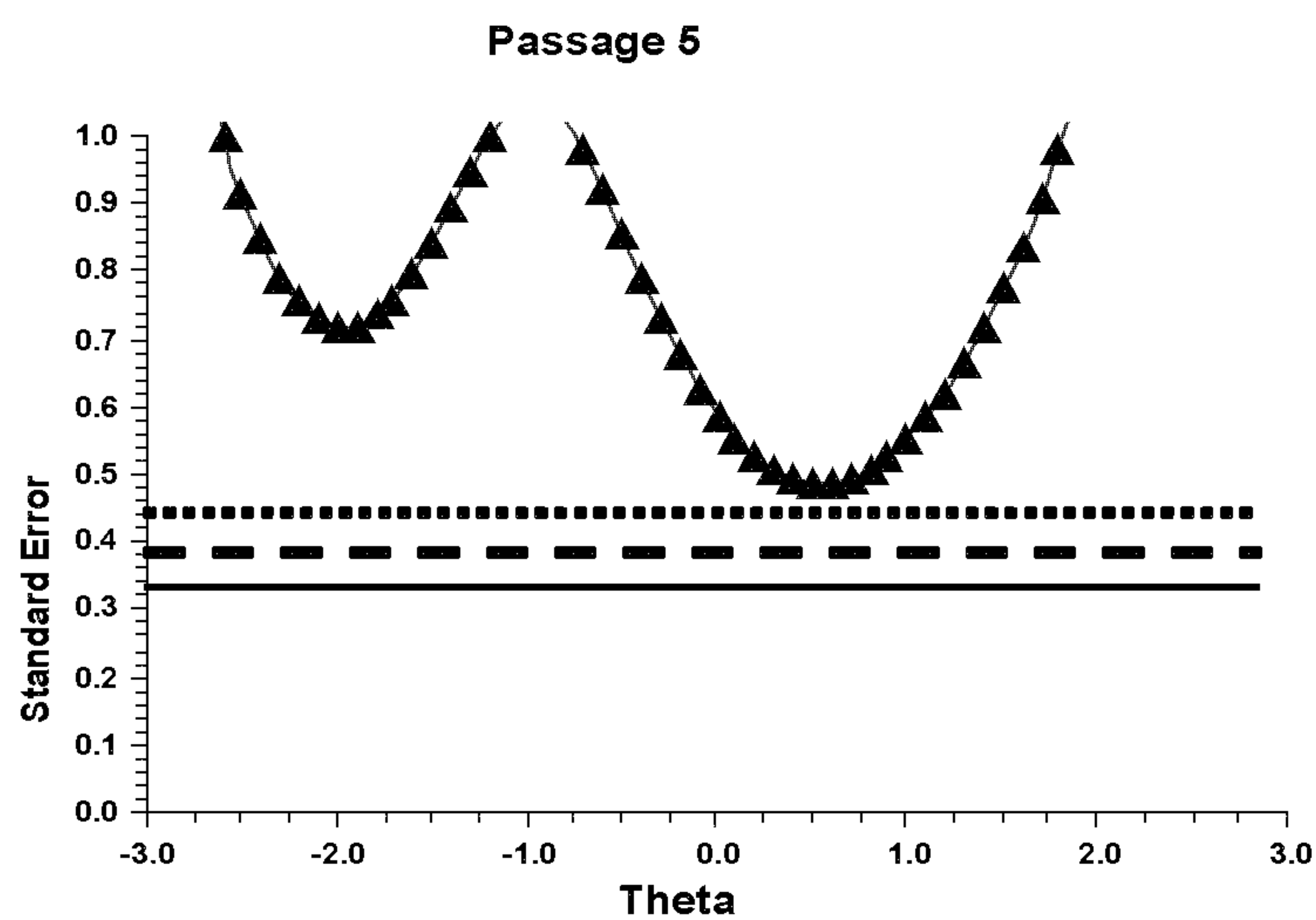
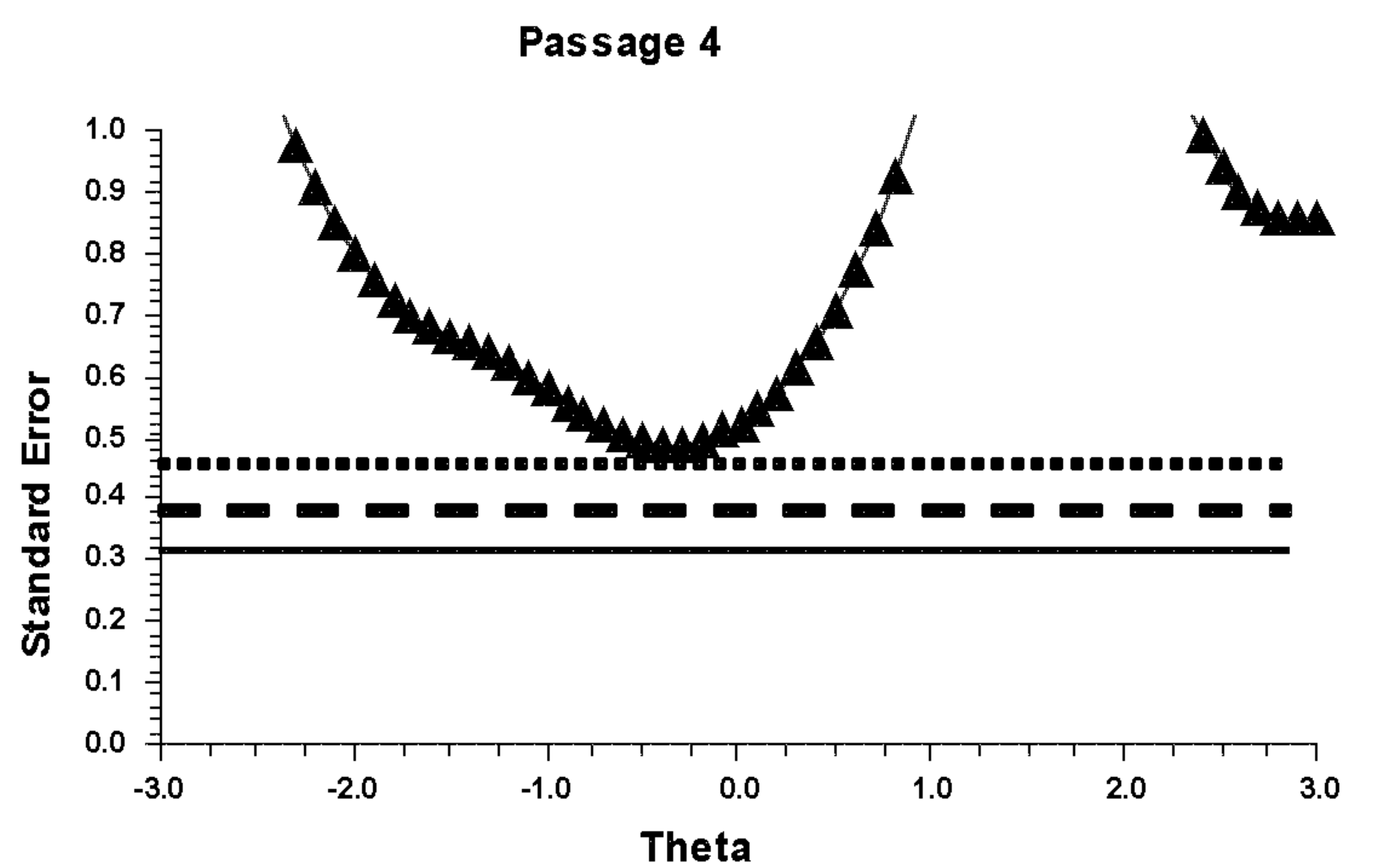
# Appendix C.3

## Standard Error Plots for Comprehension – Kindergarten Listening Comprehension at AP 3



## Appendix C.3 (continued)

### Standard Error Plots for Comprehension – Kindergarten Listening Comprehension at AP 3

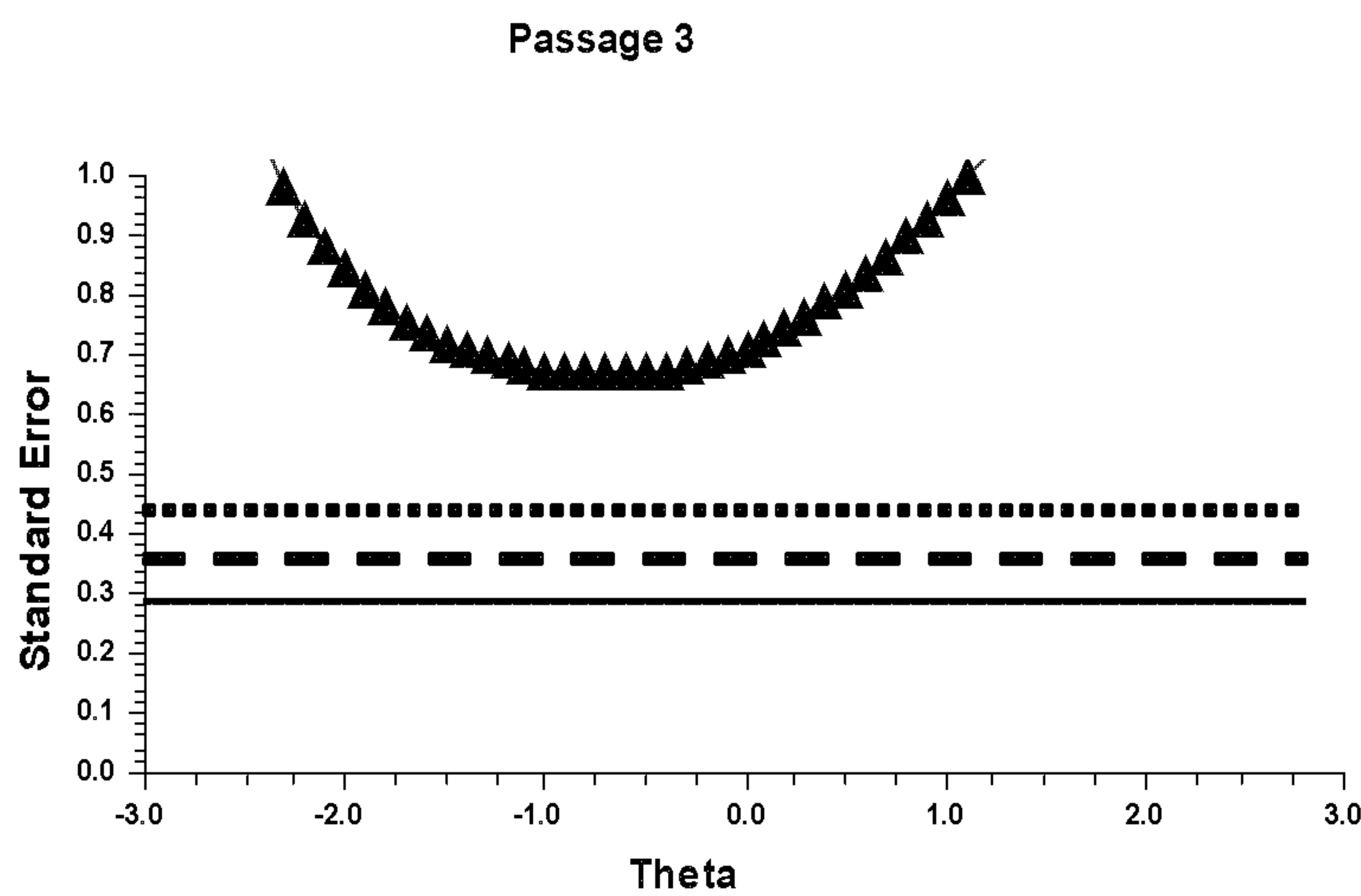
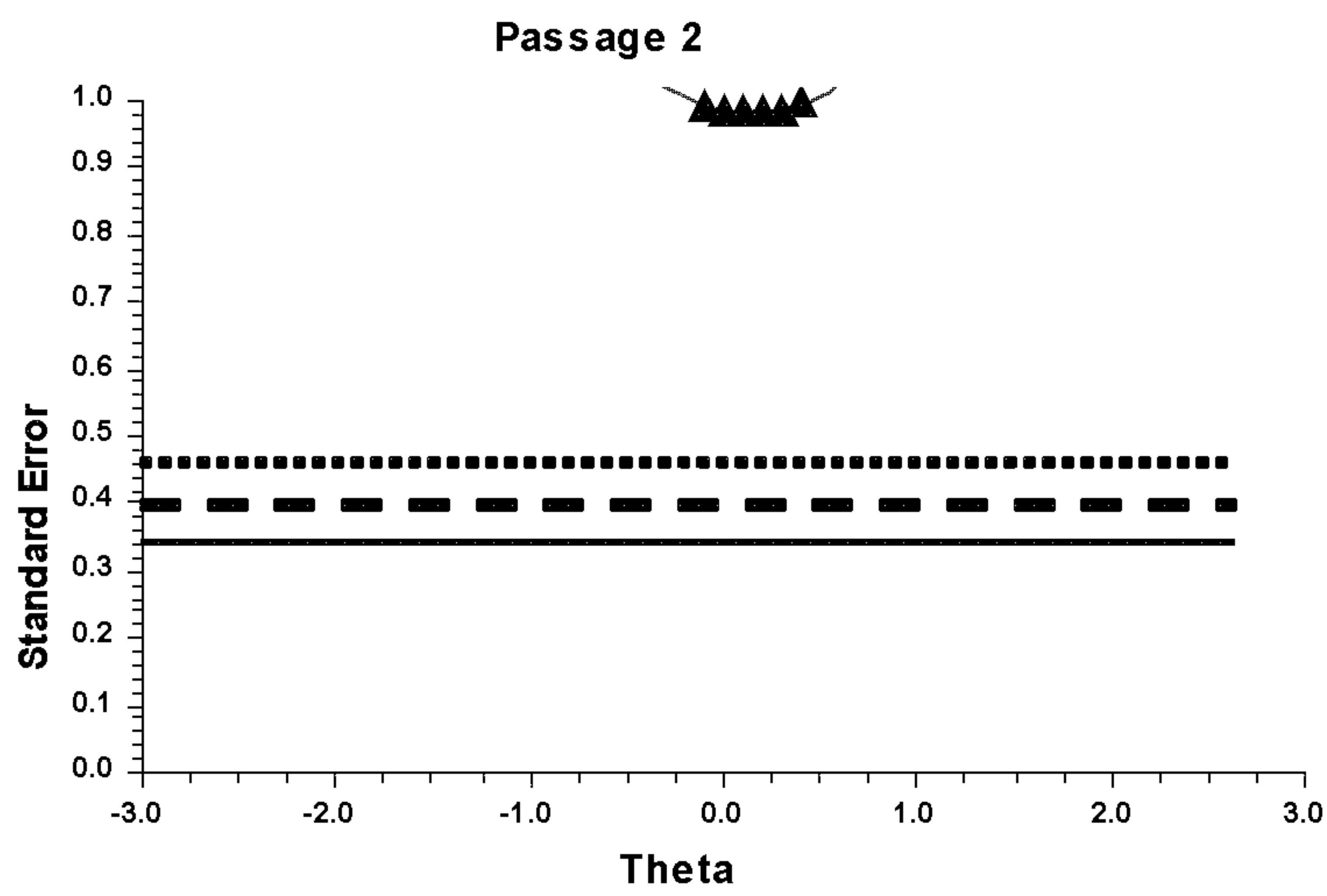
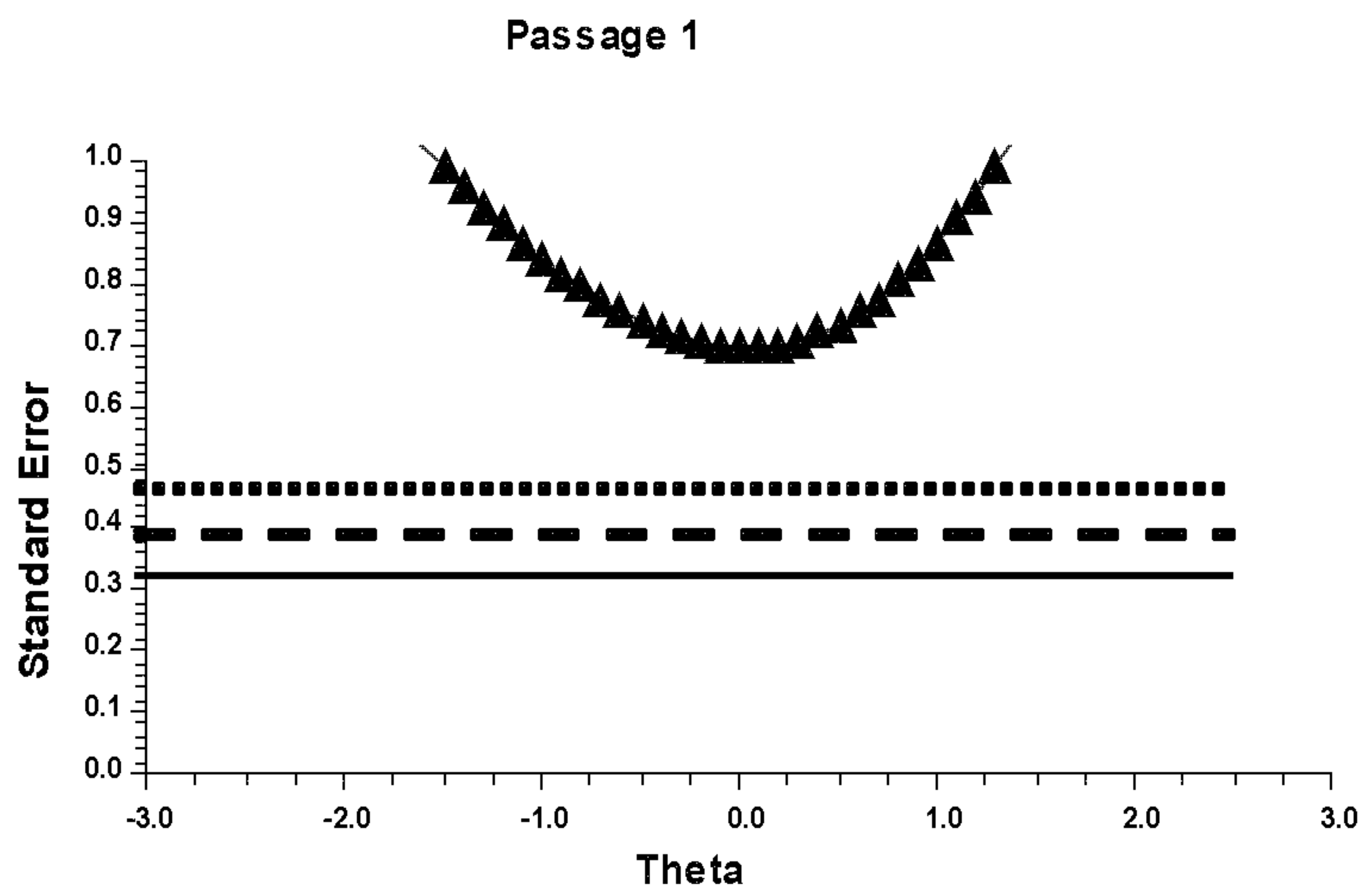


**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha = 0.90$ ; Dashed lines indicate  $\alpha = 0.85$ ; Dotted lines indicate  $\alpha = 0.80$ .



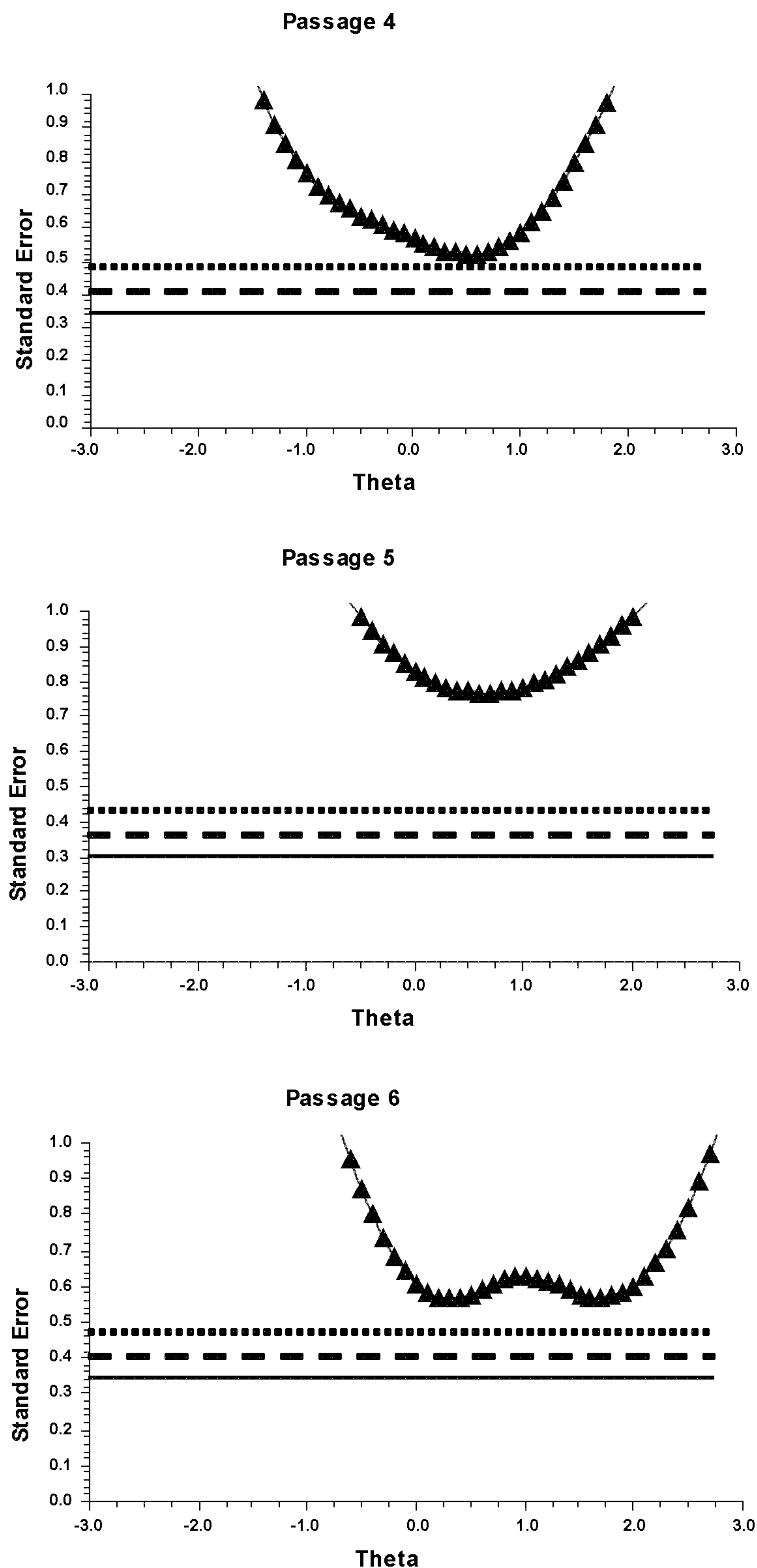
# Appendix C.4

## Standard Error Plots for Comprehension – Grade 1 Passage Comprehension at AP 1



## Appendix C.4 (continued)

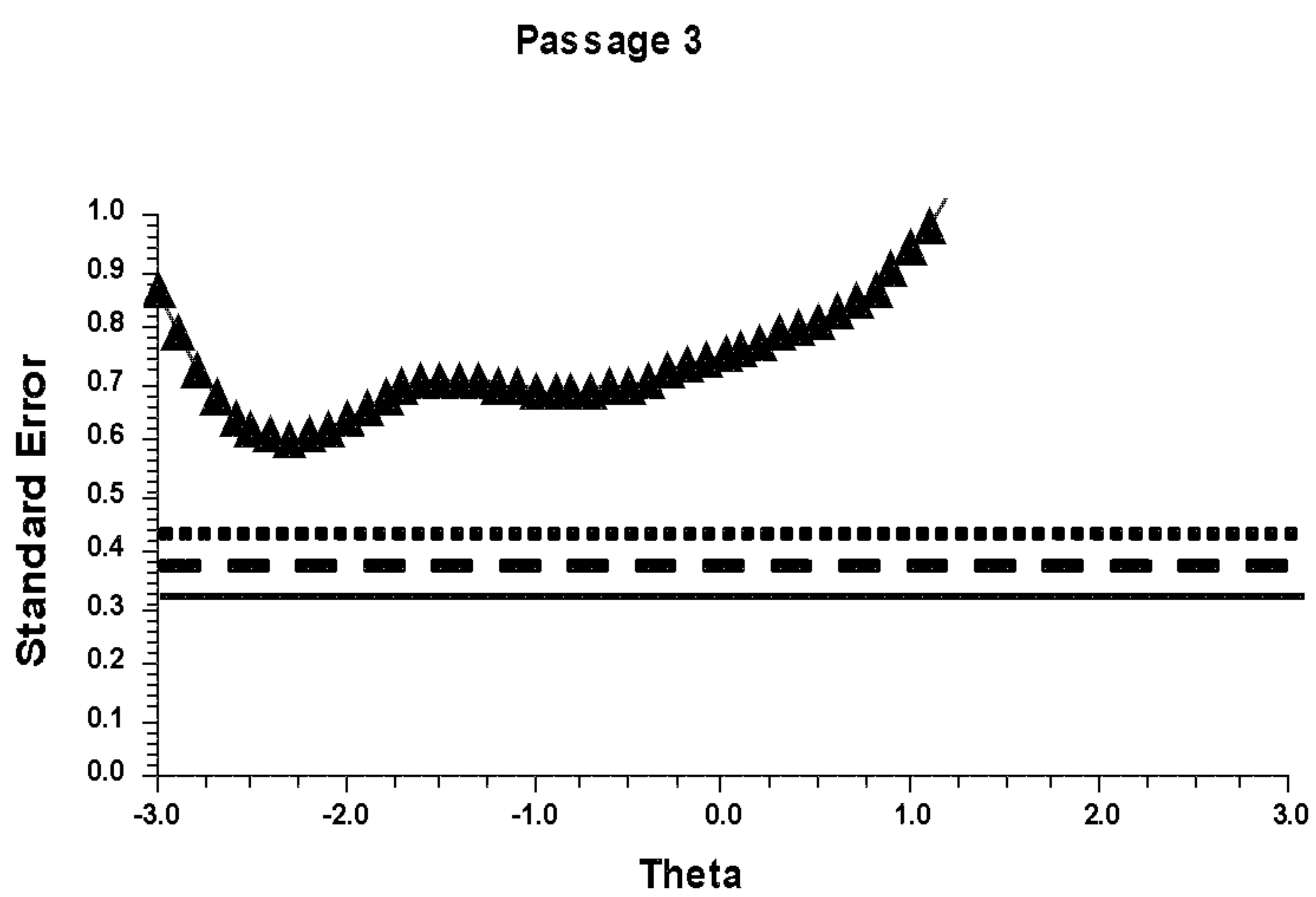
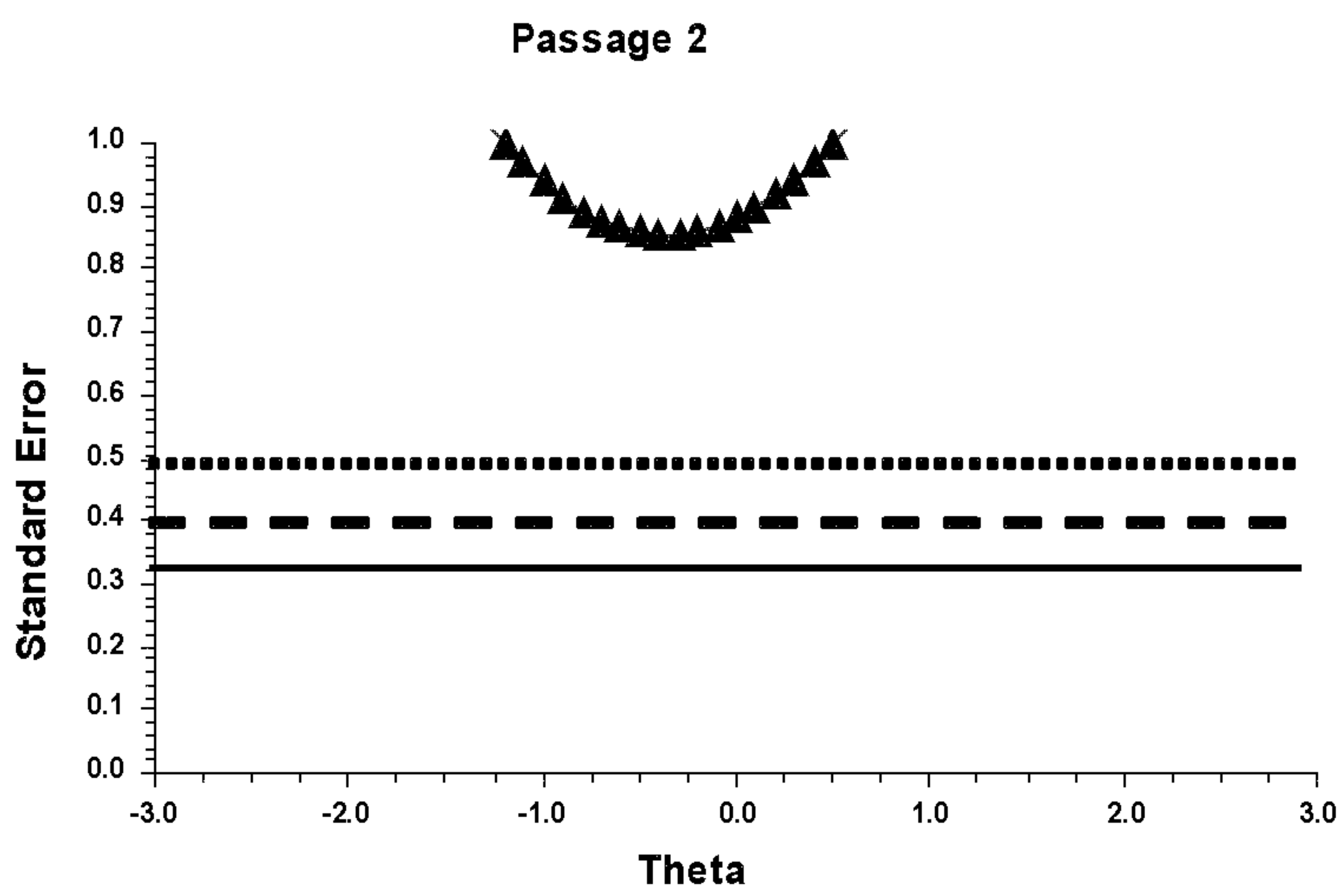
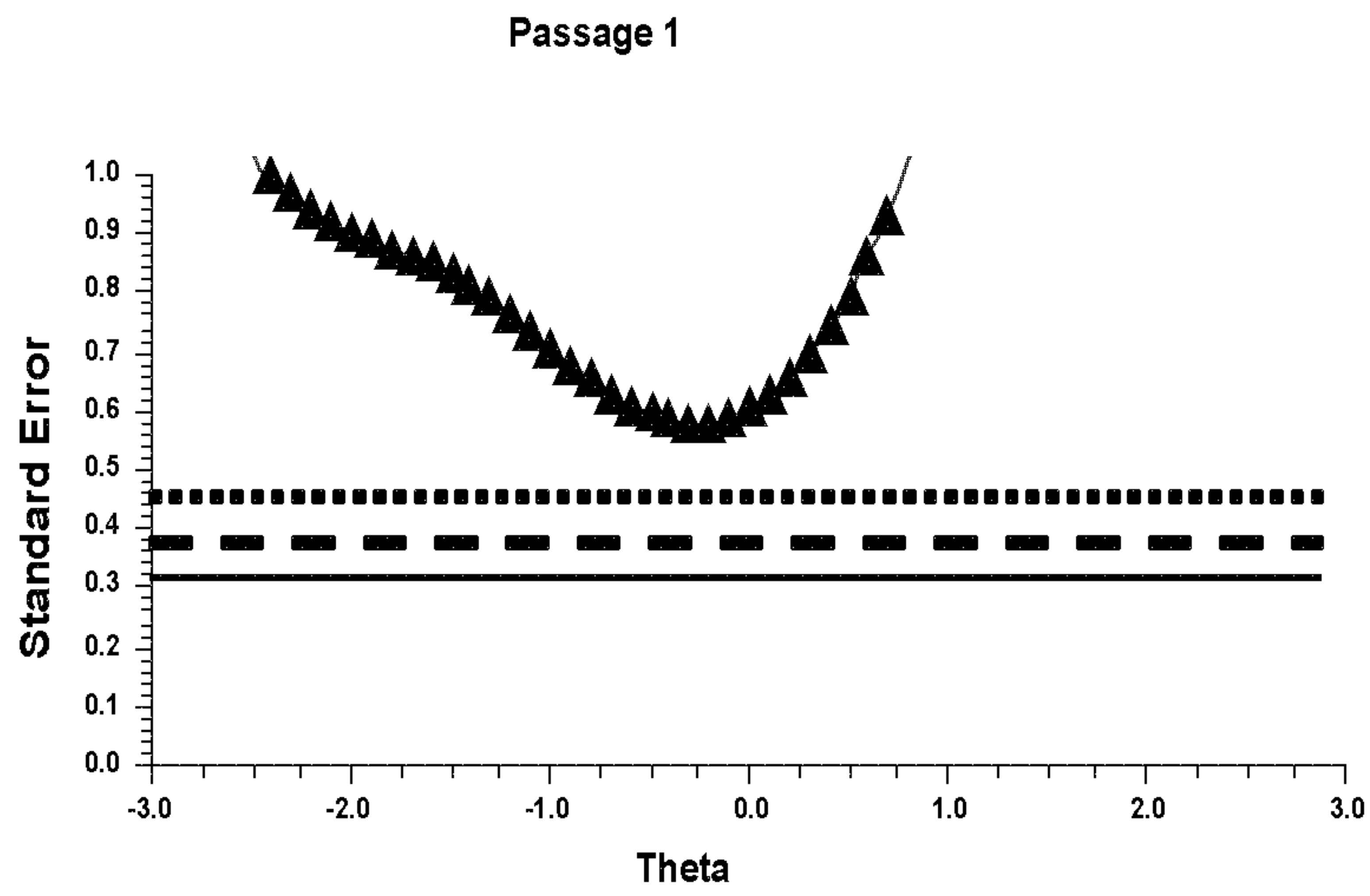
### Standard Error Plots for Comprehension – Grade 1 Passage Comprehension at AP 1



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha=0.90$ ; Dashed lines indicate  $\alpha=0.85$ ; Dotted lines indicate  $\alpha=0.80$ .

# Appendix C.5

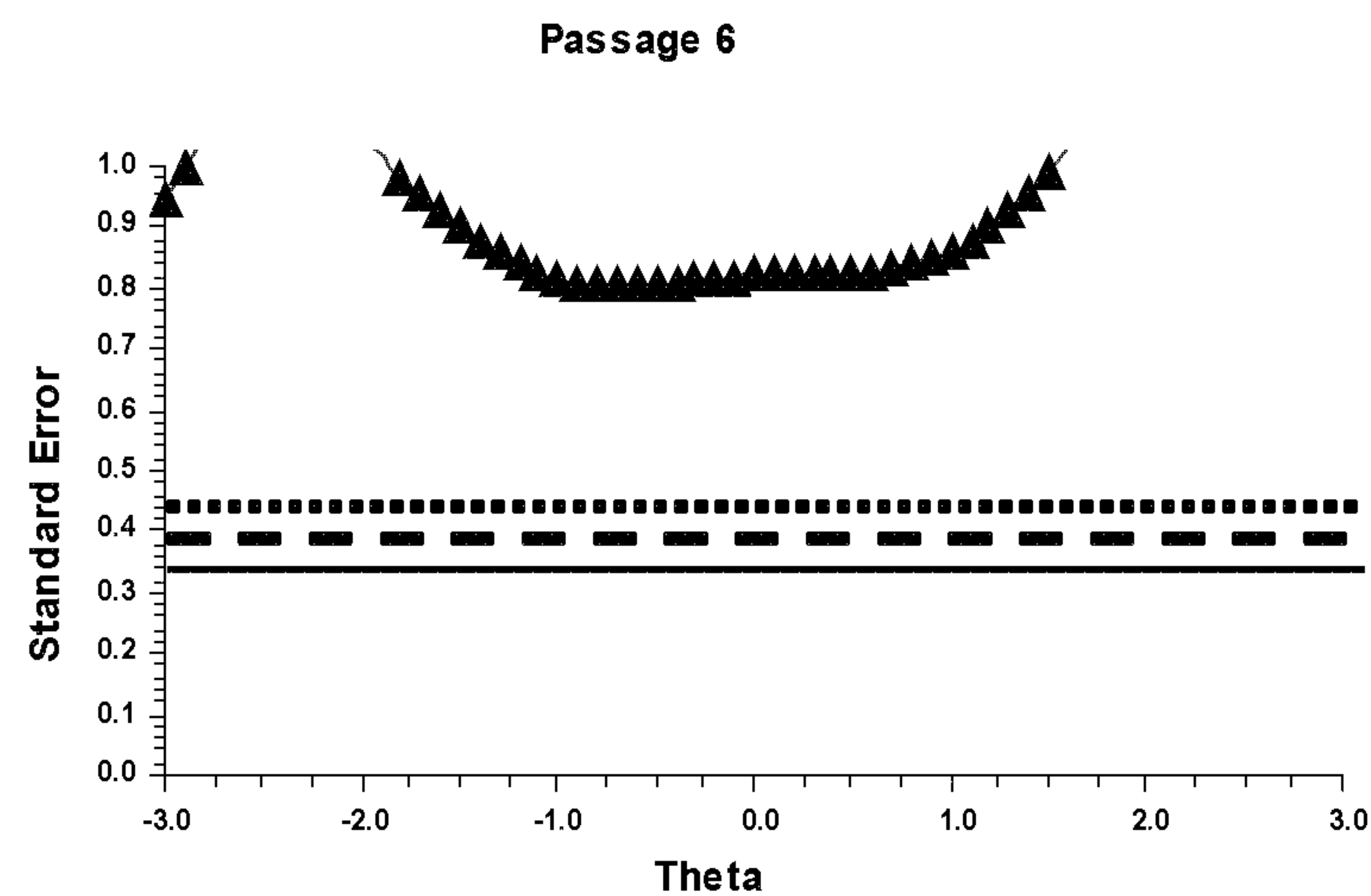
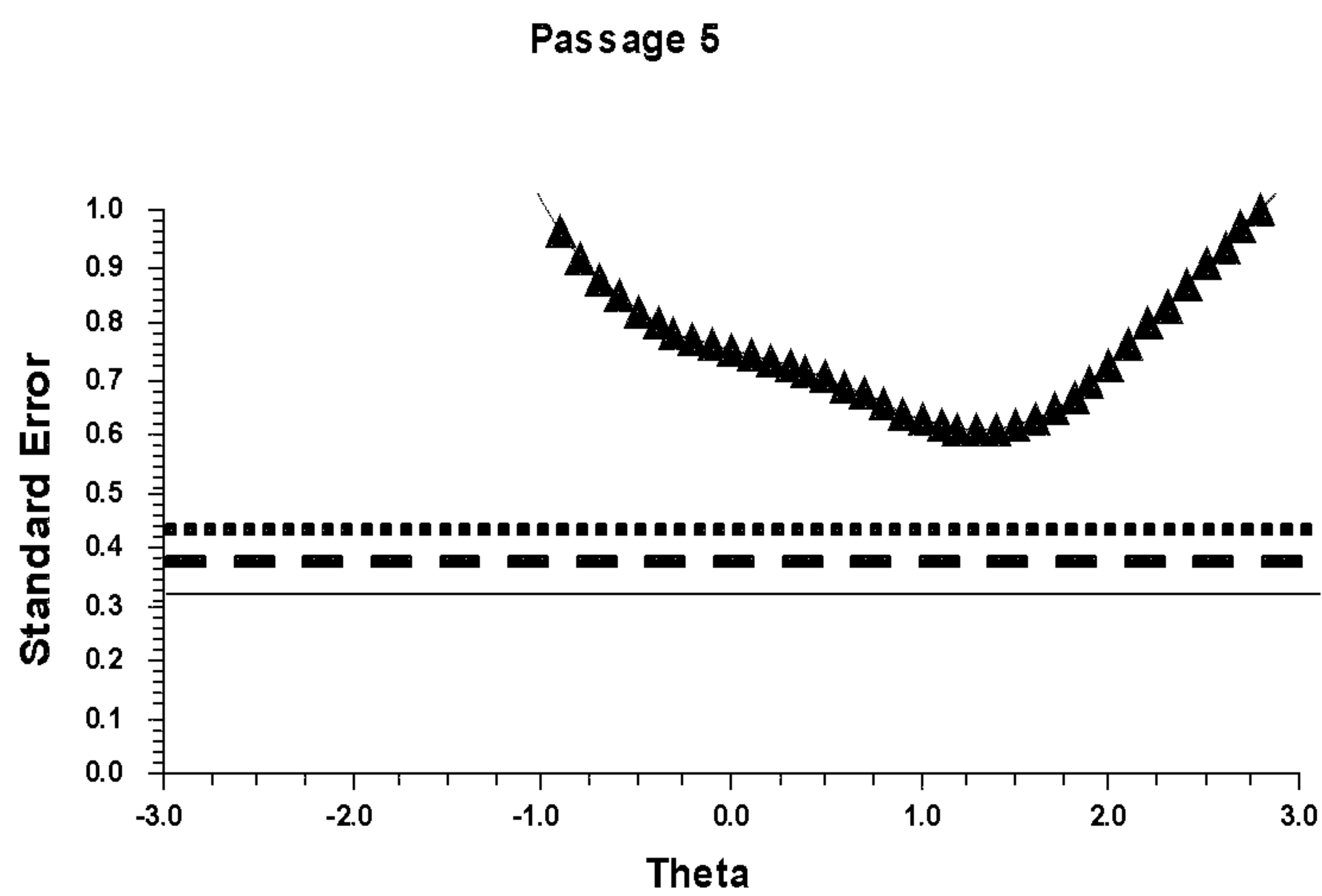
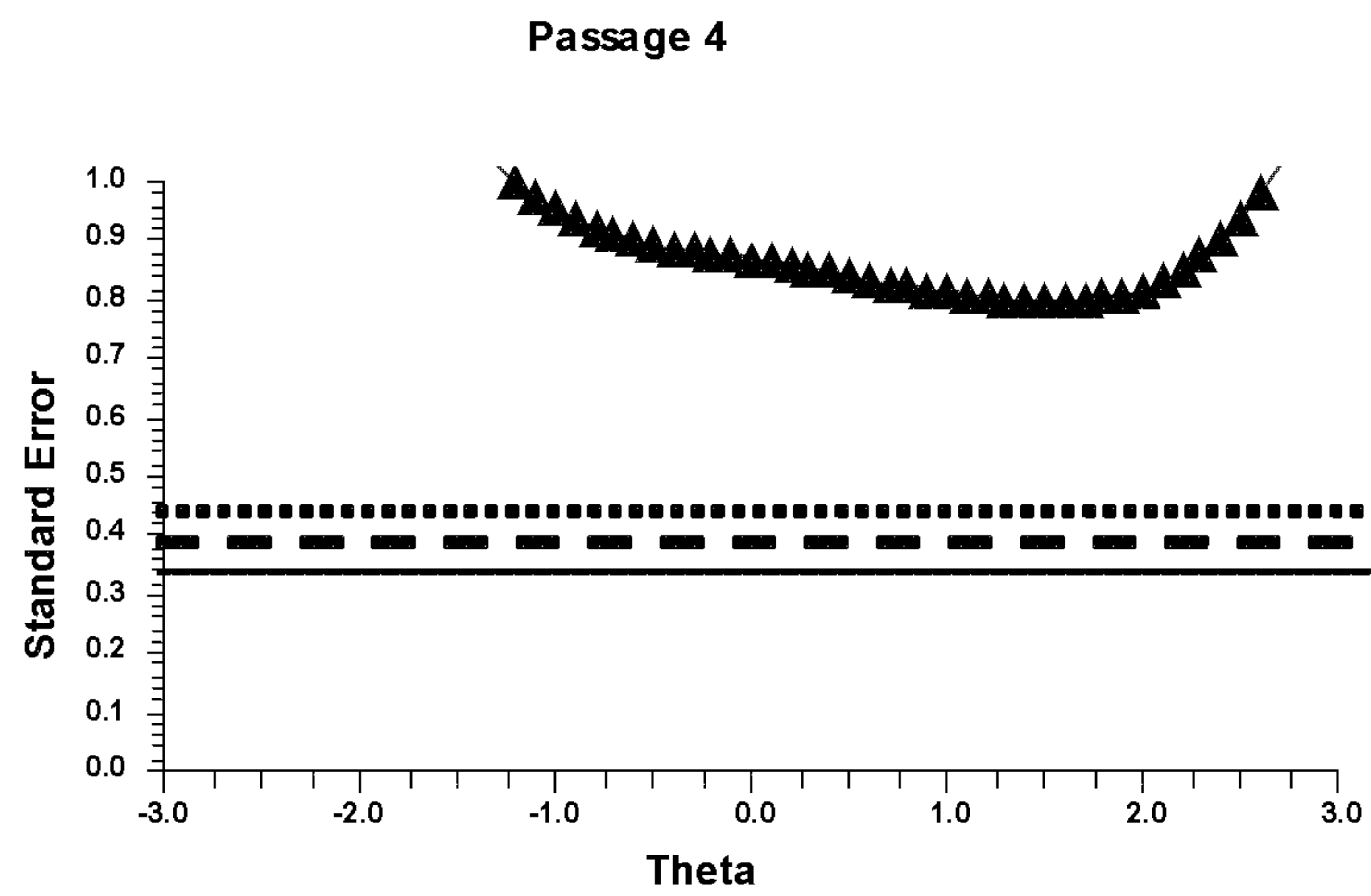
## Standard Error Plots for Comprehension – Grade 1 Passage Comprehension at AP 2





## Appendix C.5 (continued)

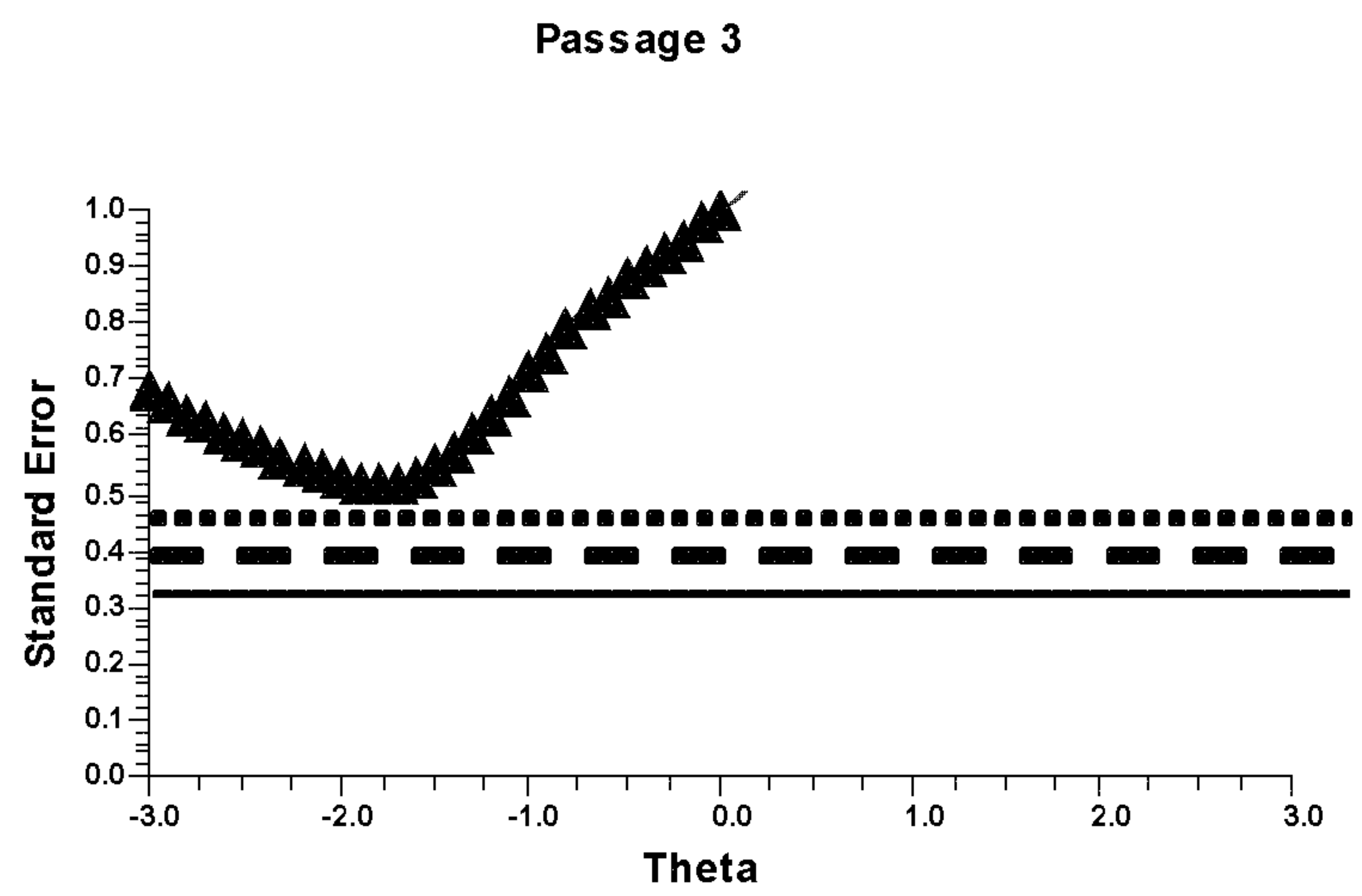
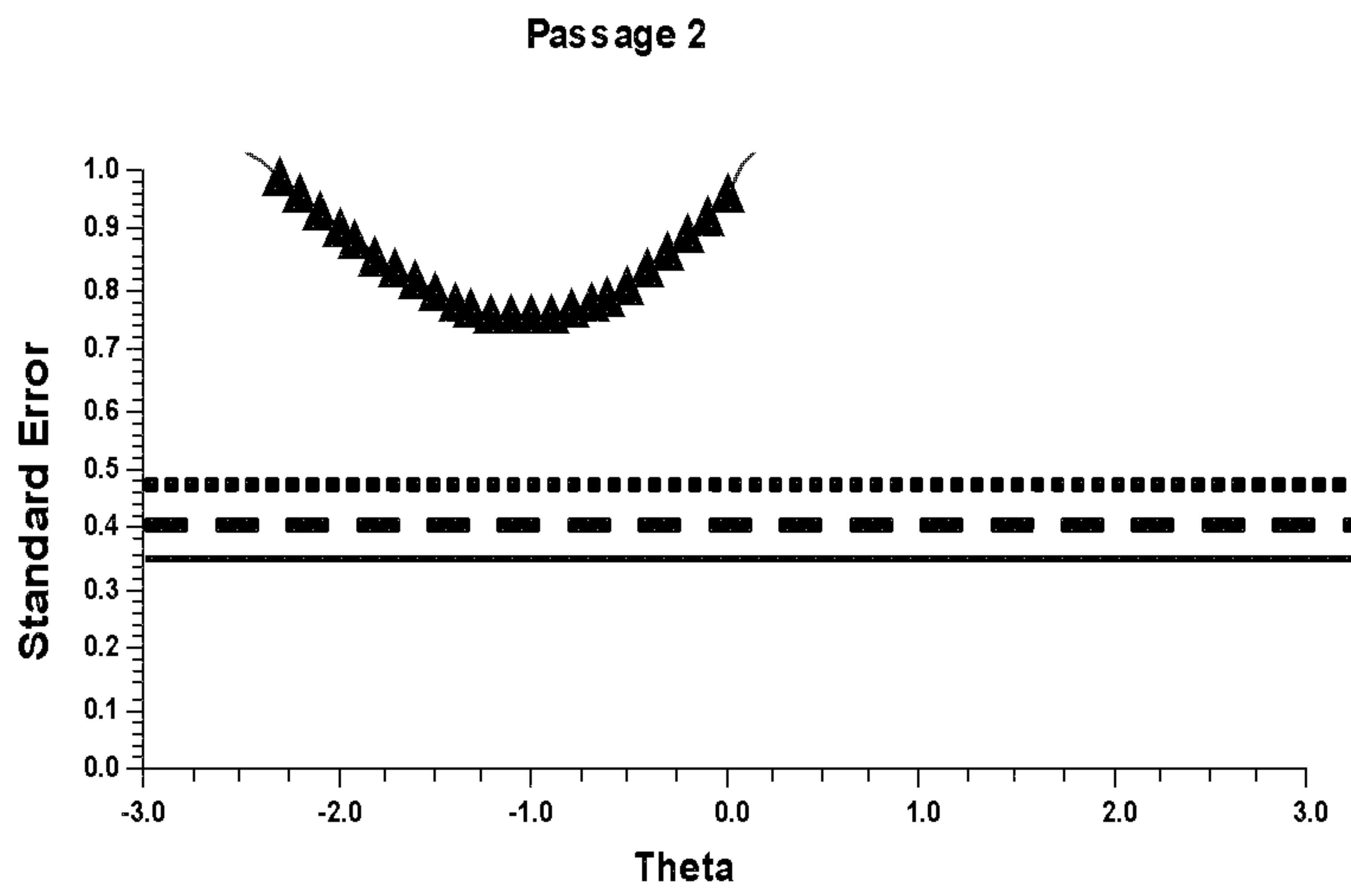
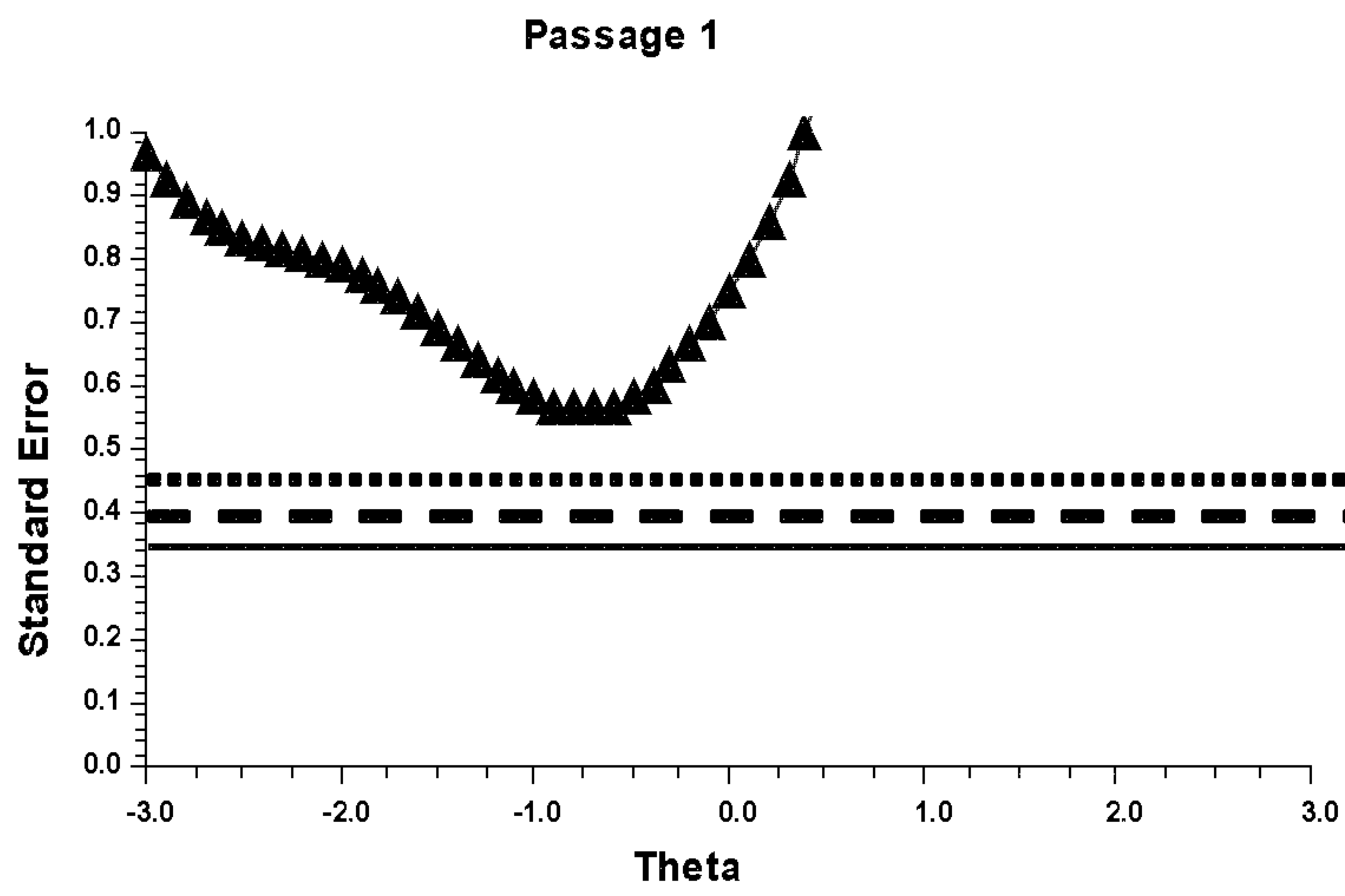
### Standard Error Plots for Comprehension – Grade 1 Passage Comprehension at AP 2



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha= 0.90$ ; Dashed lines indicate  $\alpha= 0.85$ ; Dotted lines indicate  $\alpha= 0.80$ .

# Appendix C.6

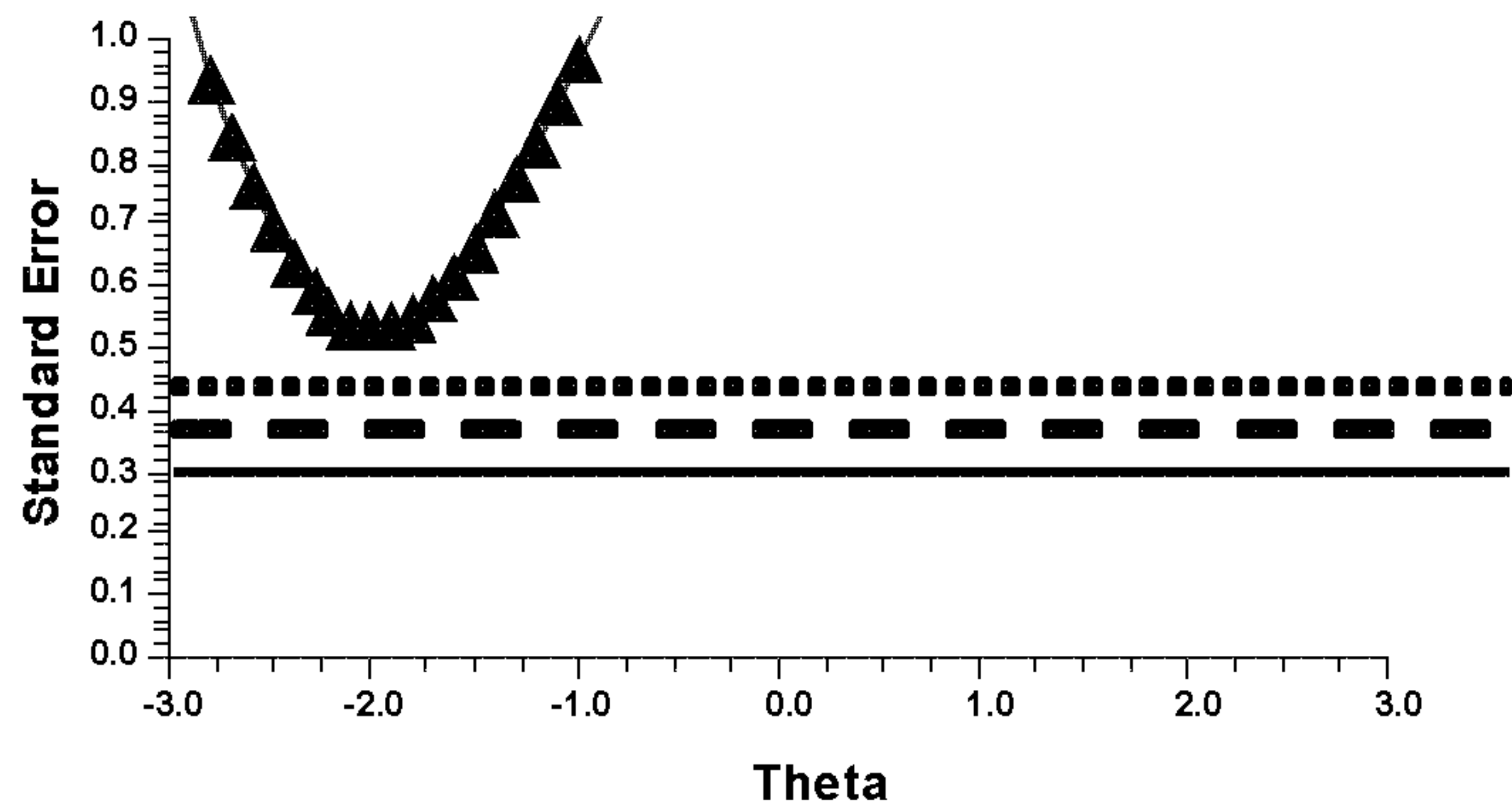
## Standard Error Plots for Comprehension – Grade 1 Passage Comprehension at AP 3



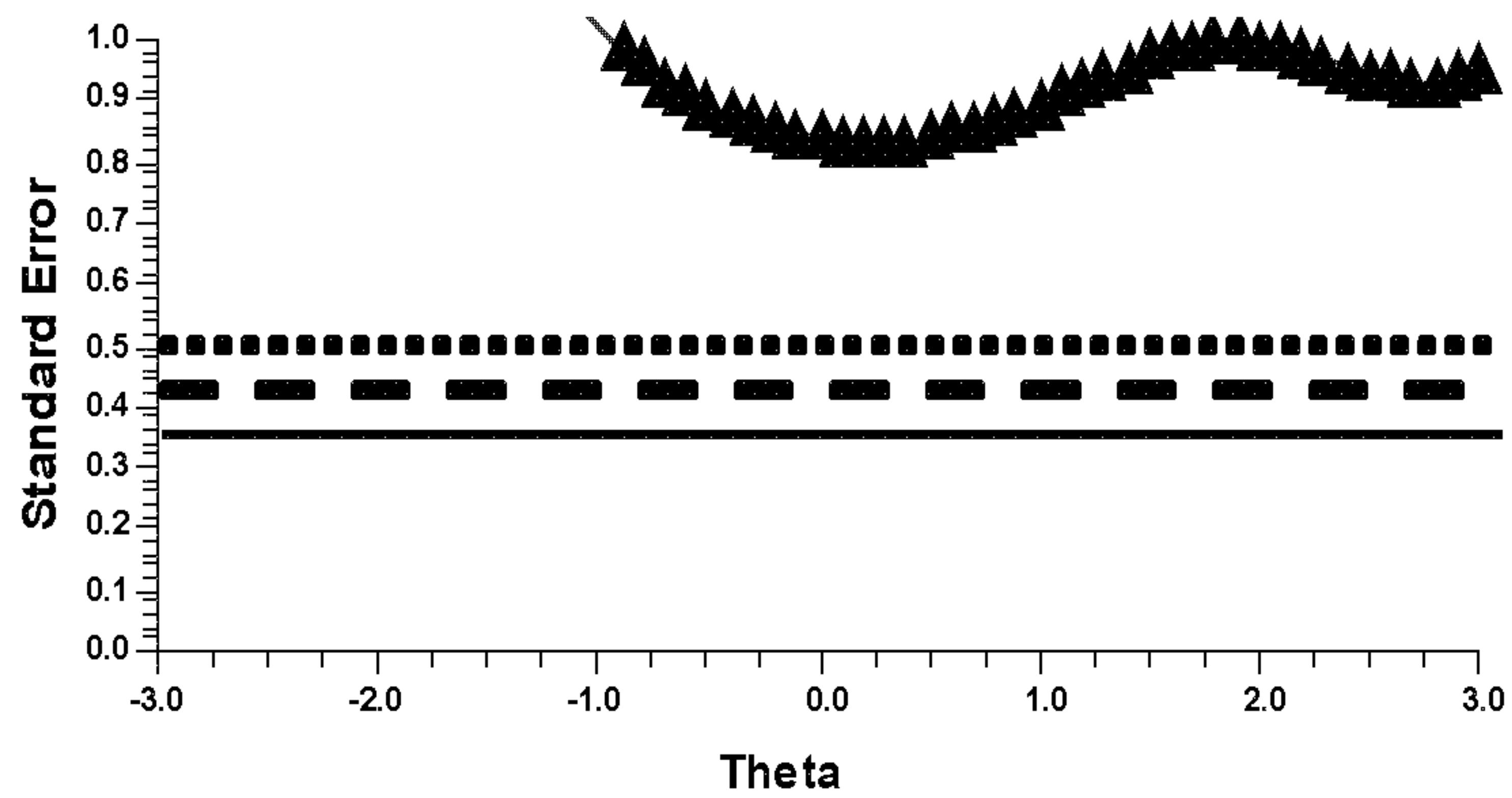
## Appendix C.6 (continued)

### Standard Error Plots for Comprehension – Grade 1 Passage Comprehension at AP 3

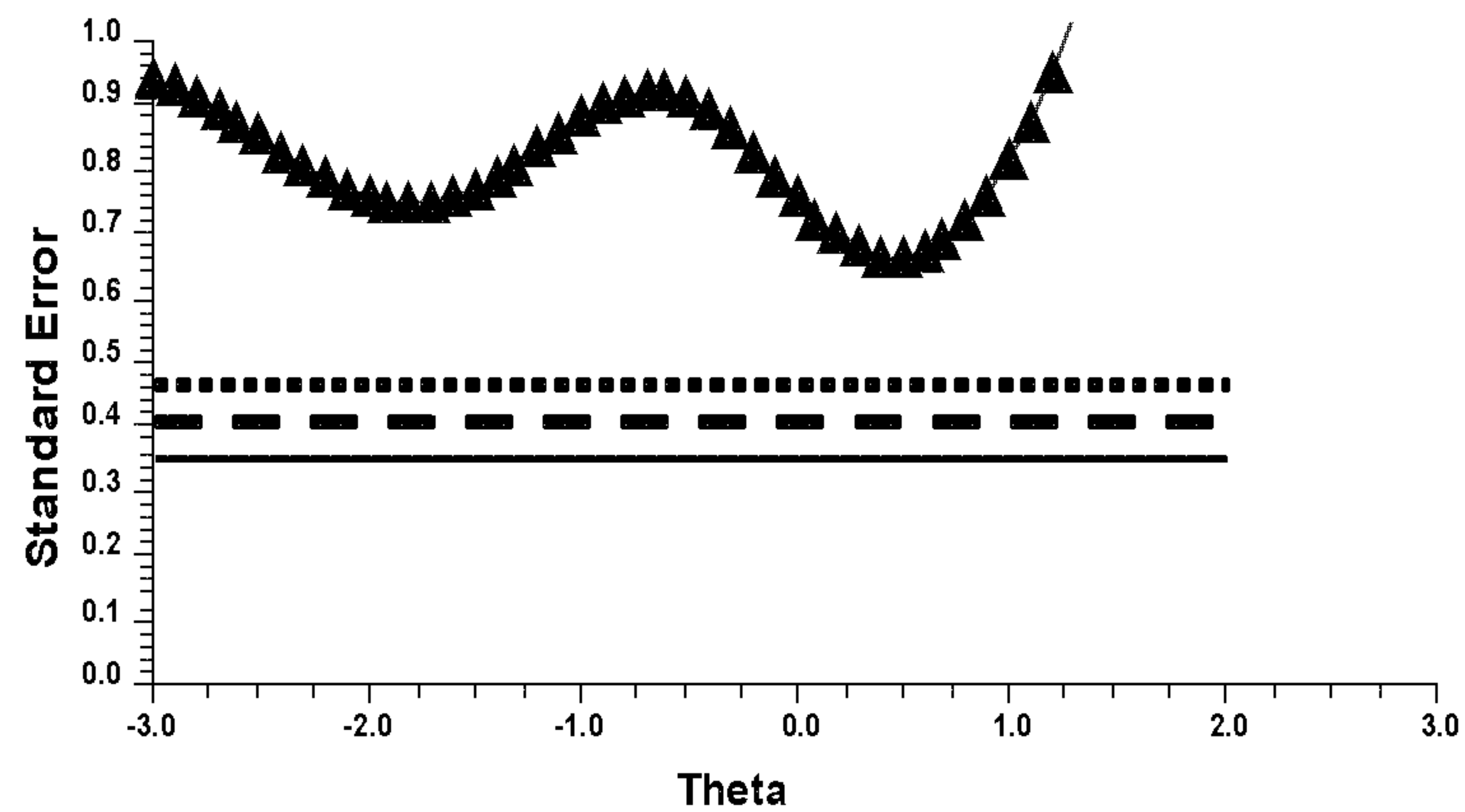
Passage 4



Passage 5



Passage 6

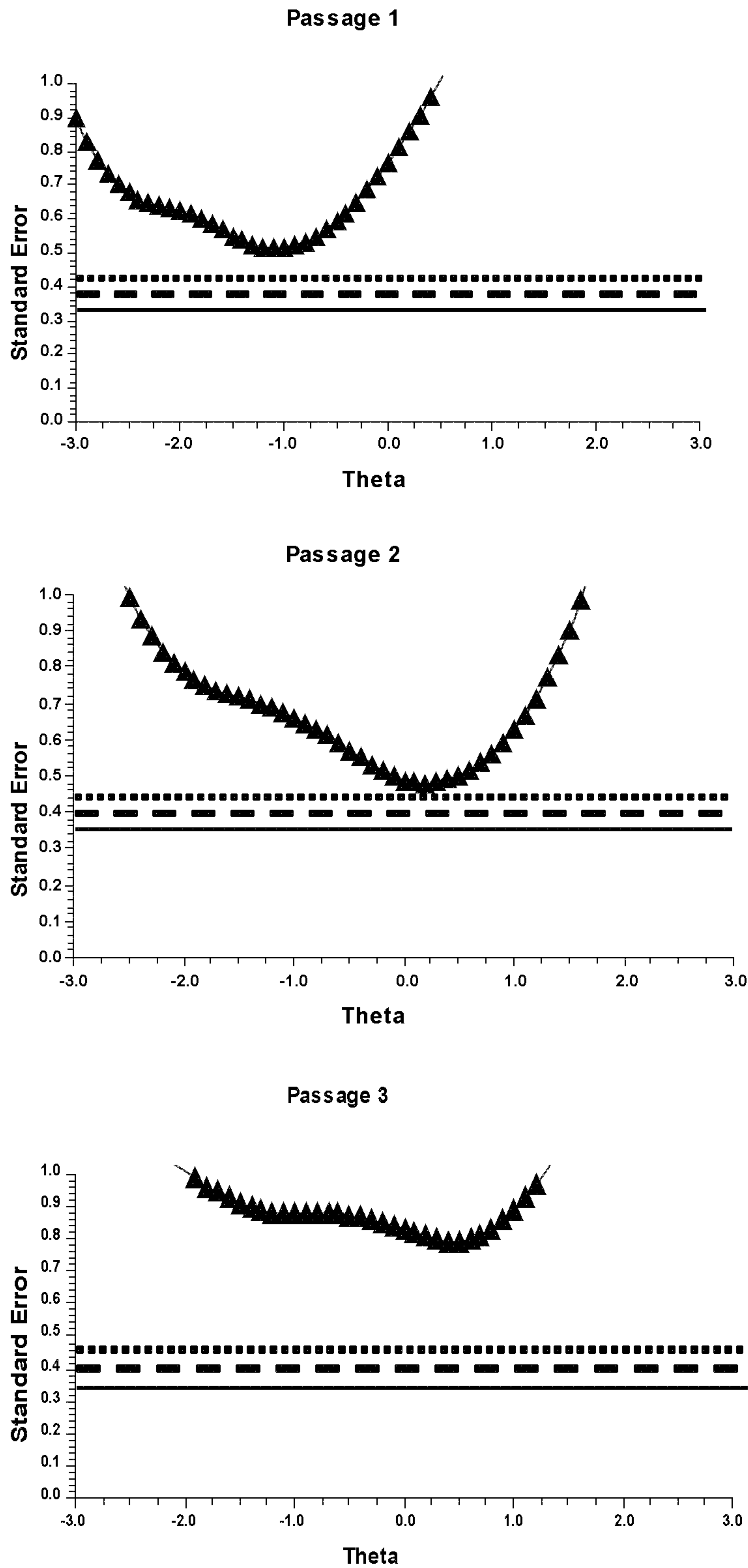


**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha= 0.90$ ; Dashed lines indicate  $\alpha= 0.85$ ; Dotted lines indicate  $\alpha= 0.80$ .



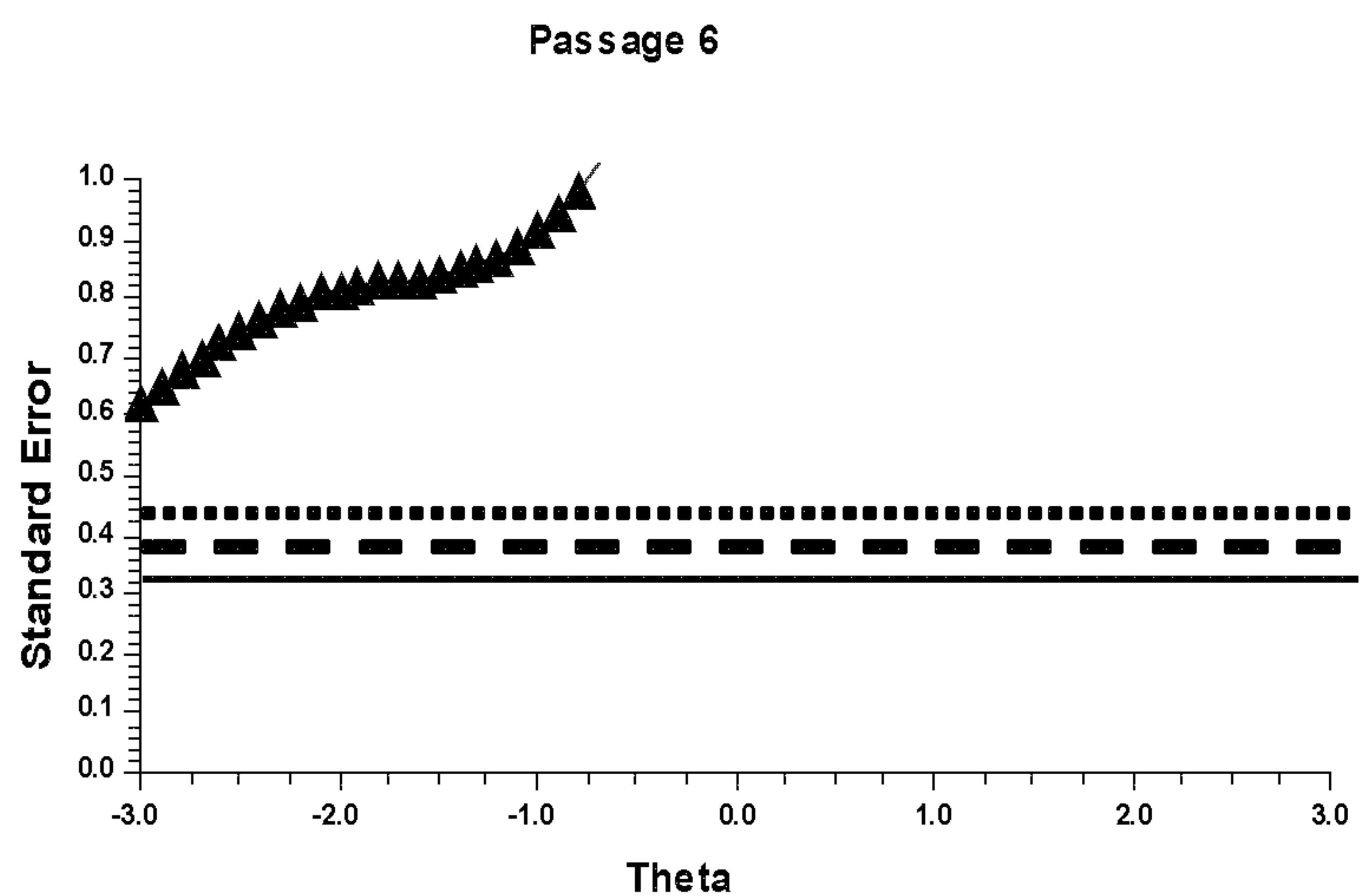
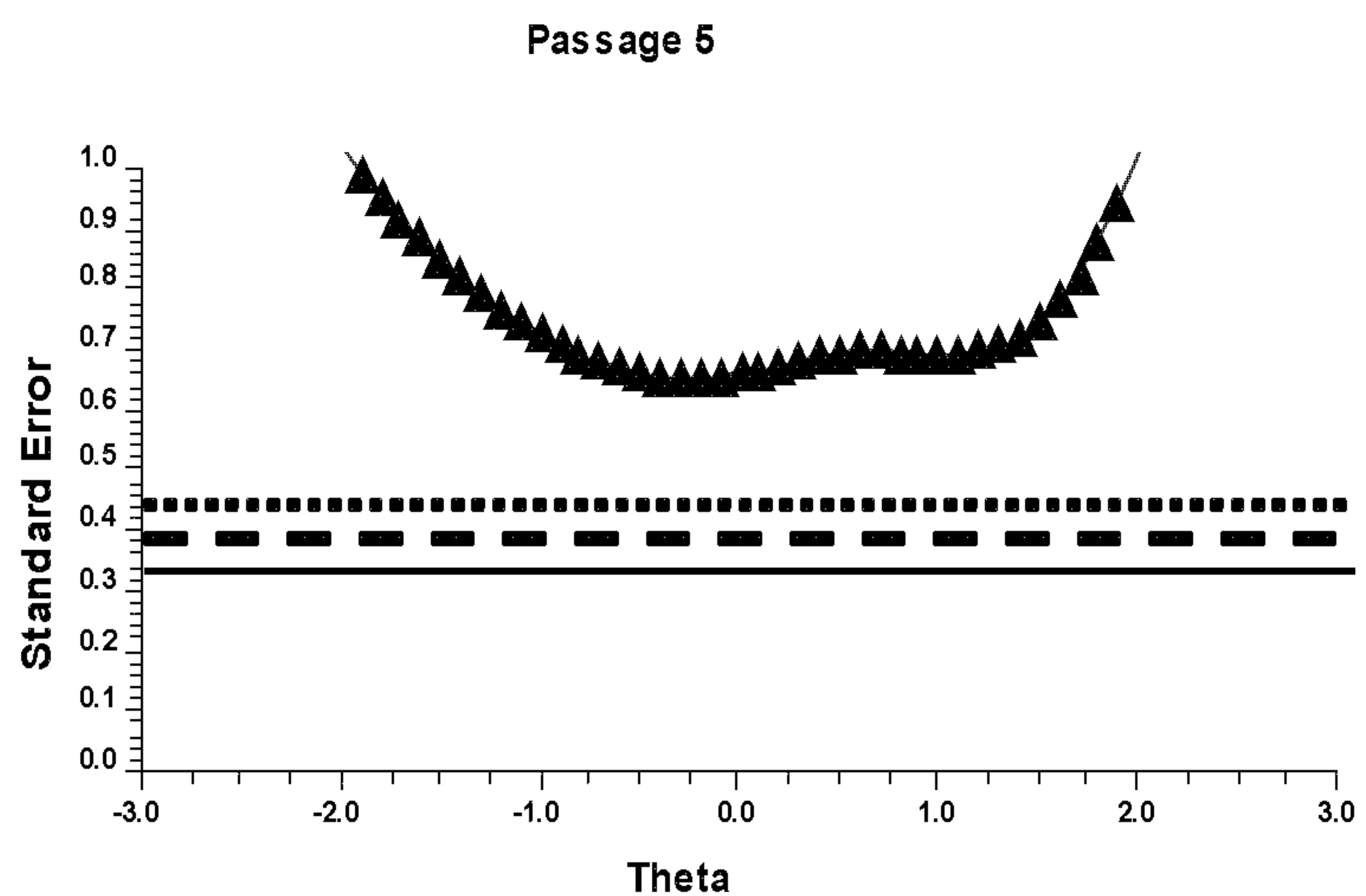
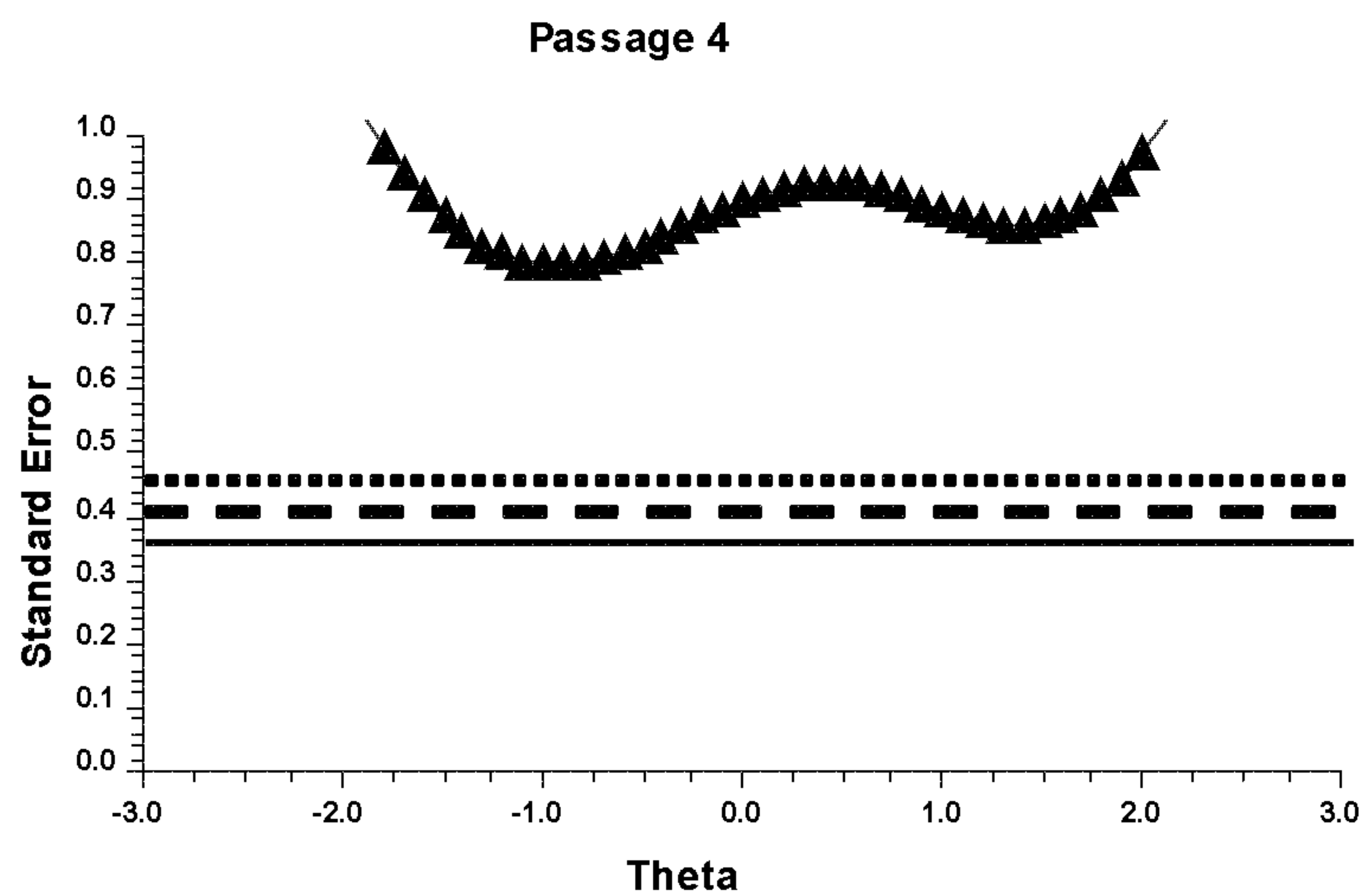
# Appendix C.7

## Standard Error Plots for Comprehension – Grade 2 Passage Comprehension at AP 1



## Appendix C.7 (continued)

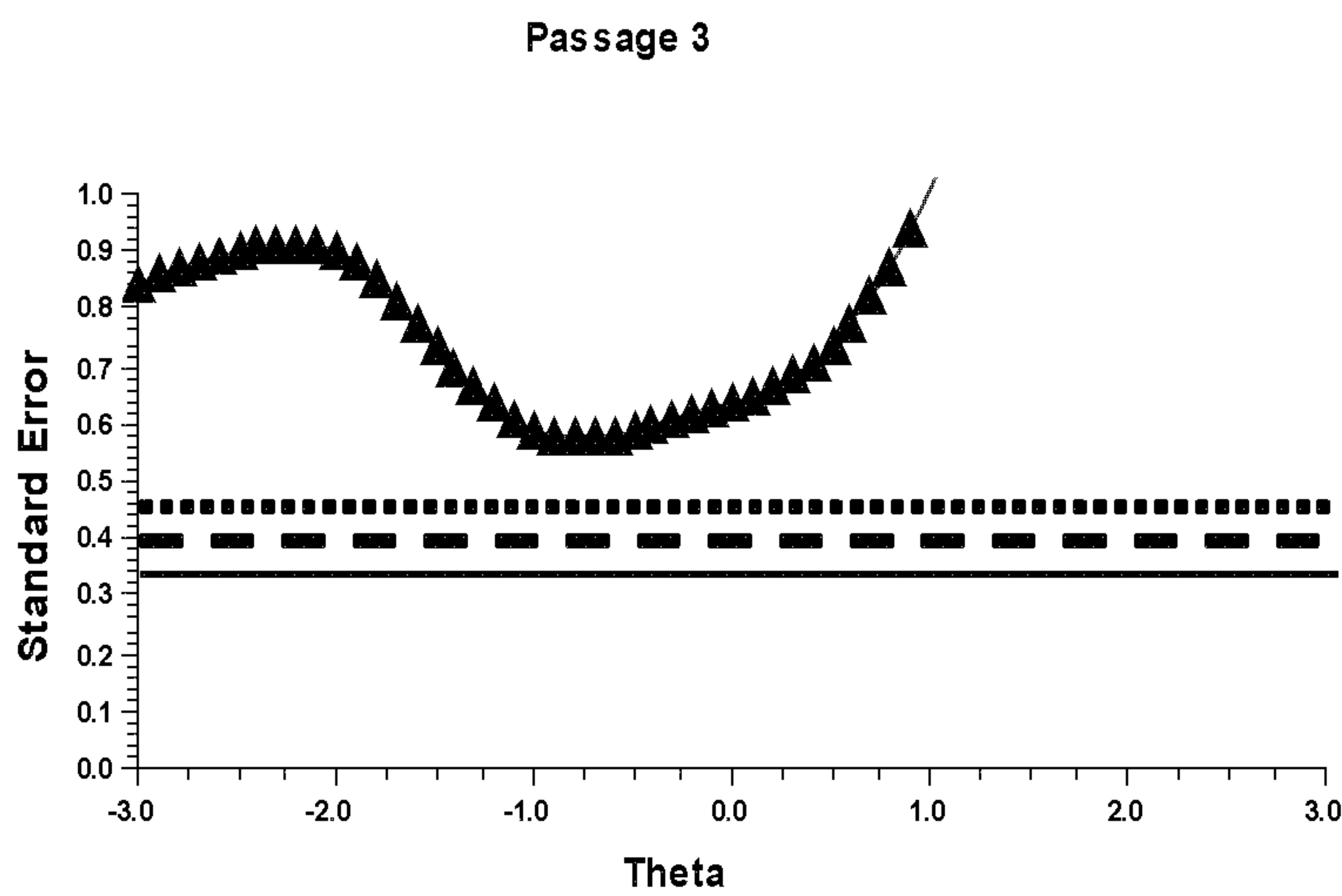
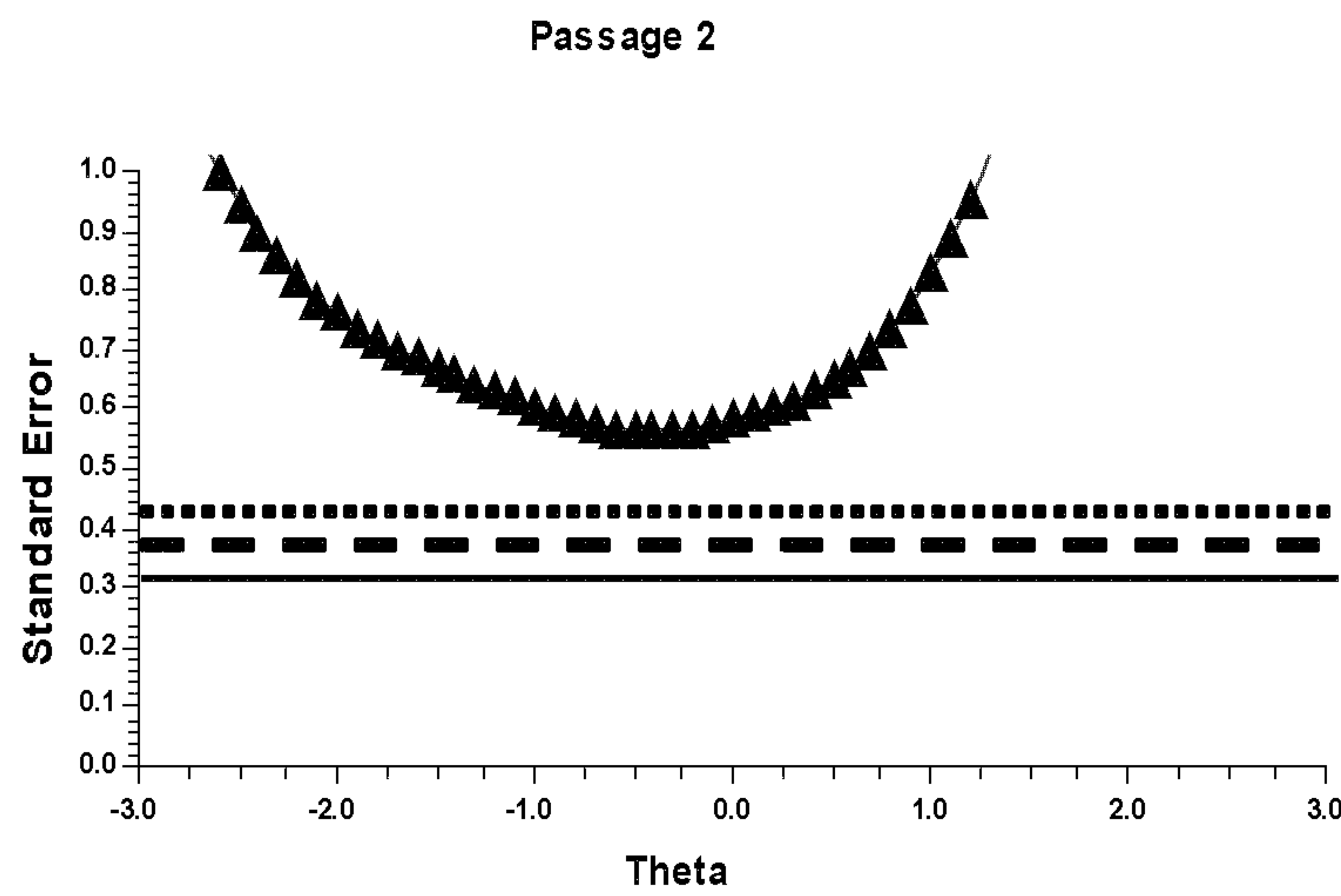
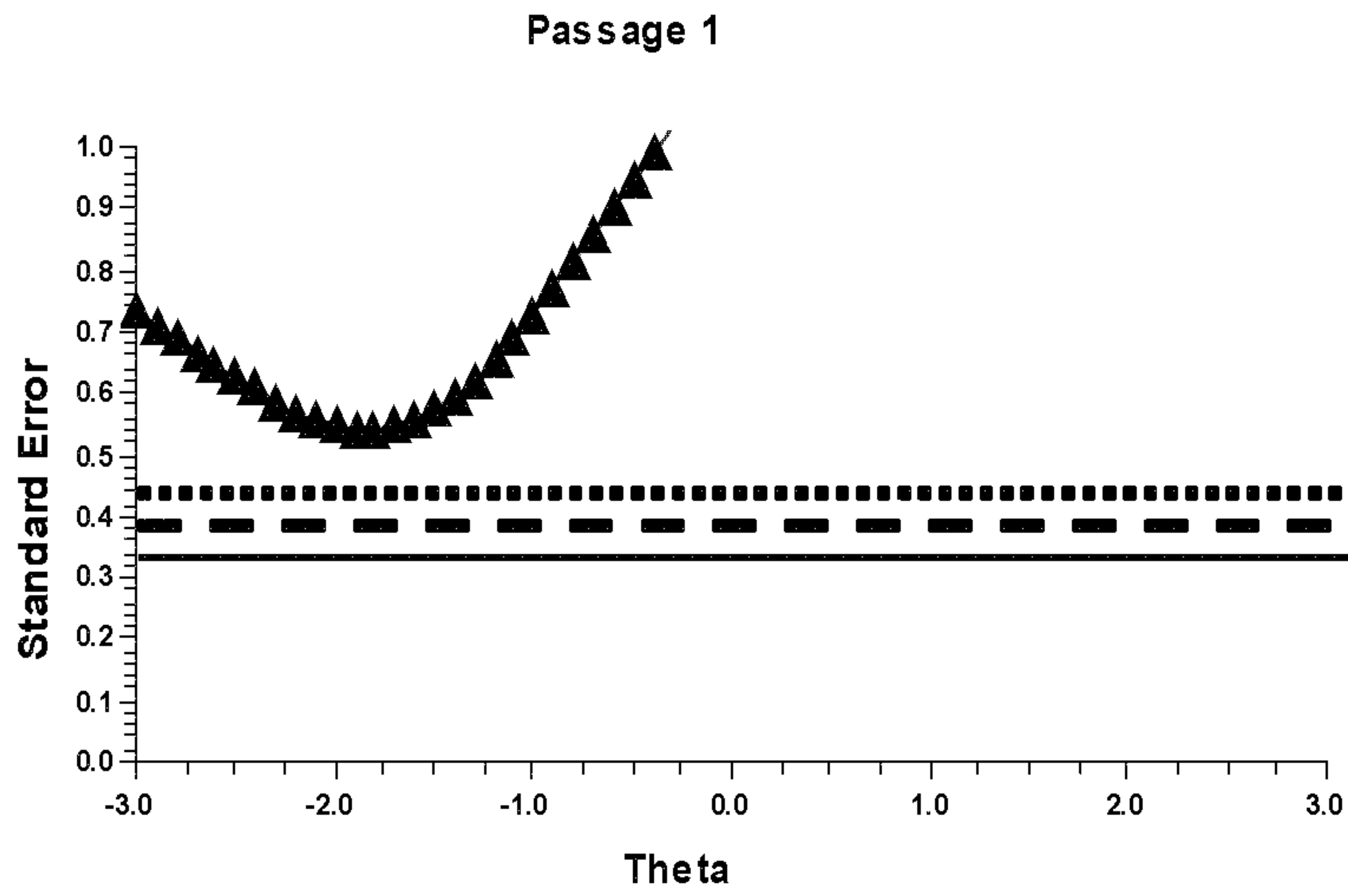
### Standard Error Plots for Comprehension – Grade 2 Passage Comprehension at AP 1



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha= 0.90$ ; Dashed lines indicate  $\alpha= 0.85$ ; Dotted lines indicate  $\alpha= 0.80$ .

# Appendix C.8

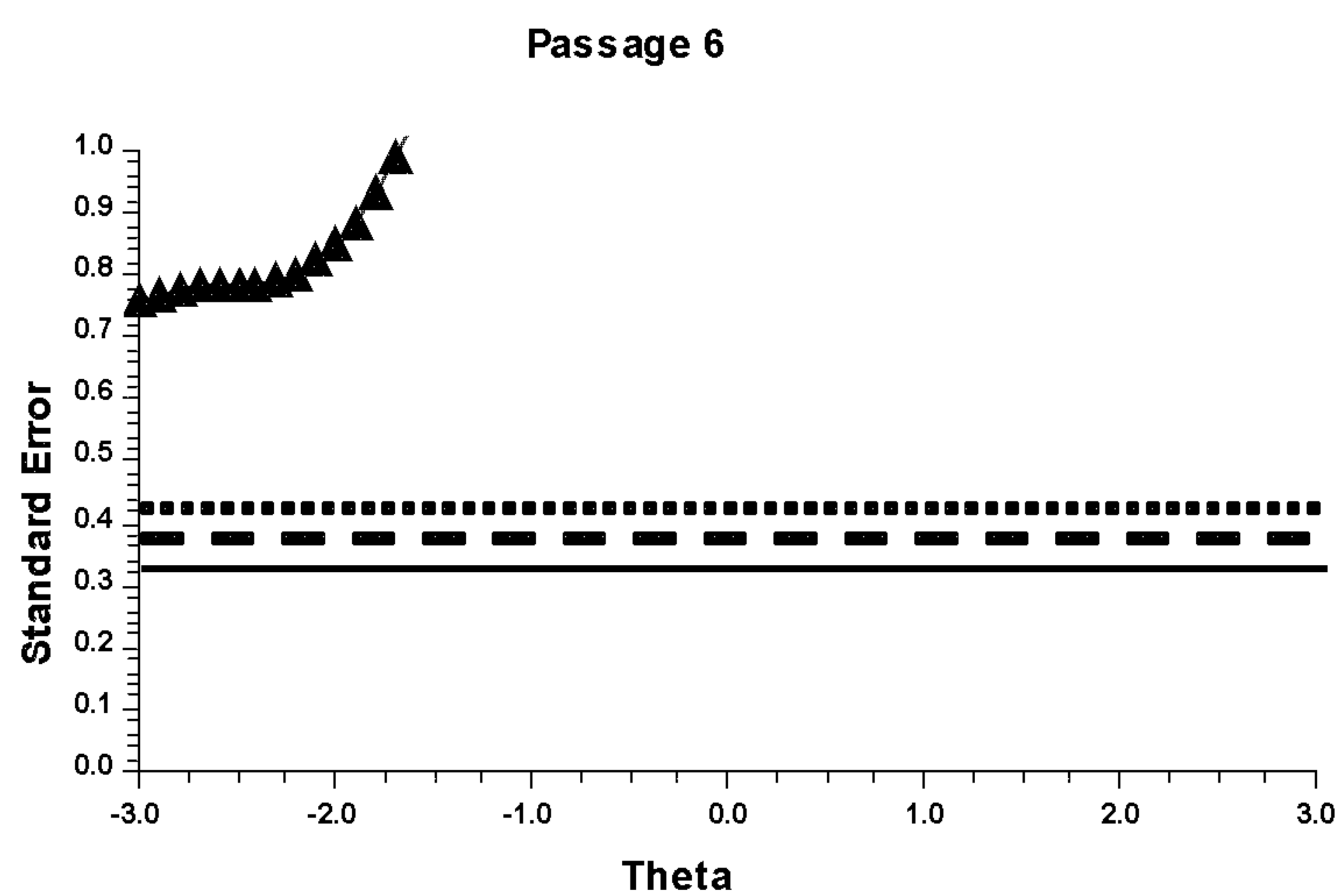
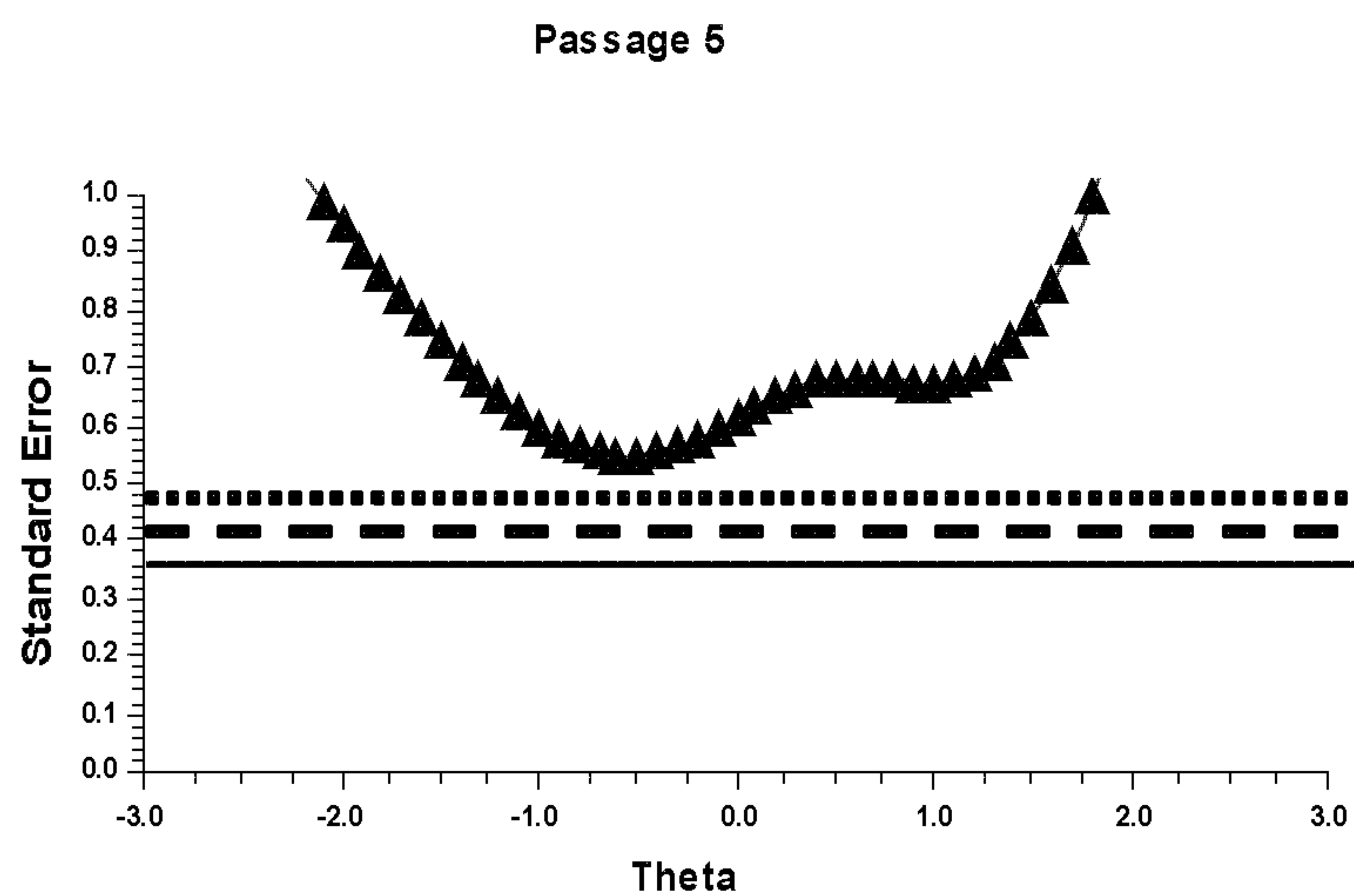
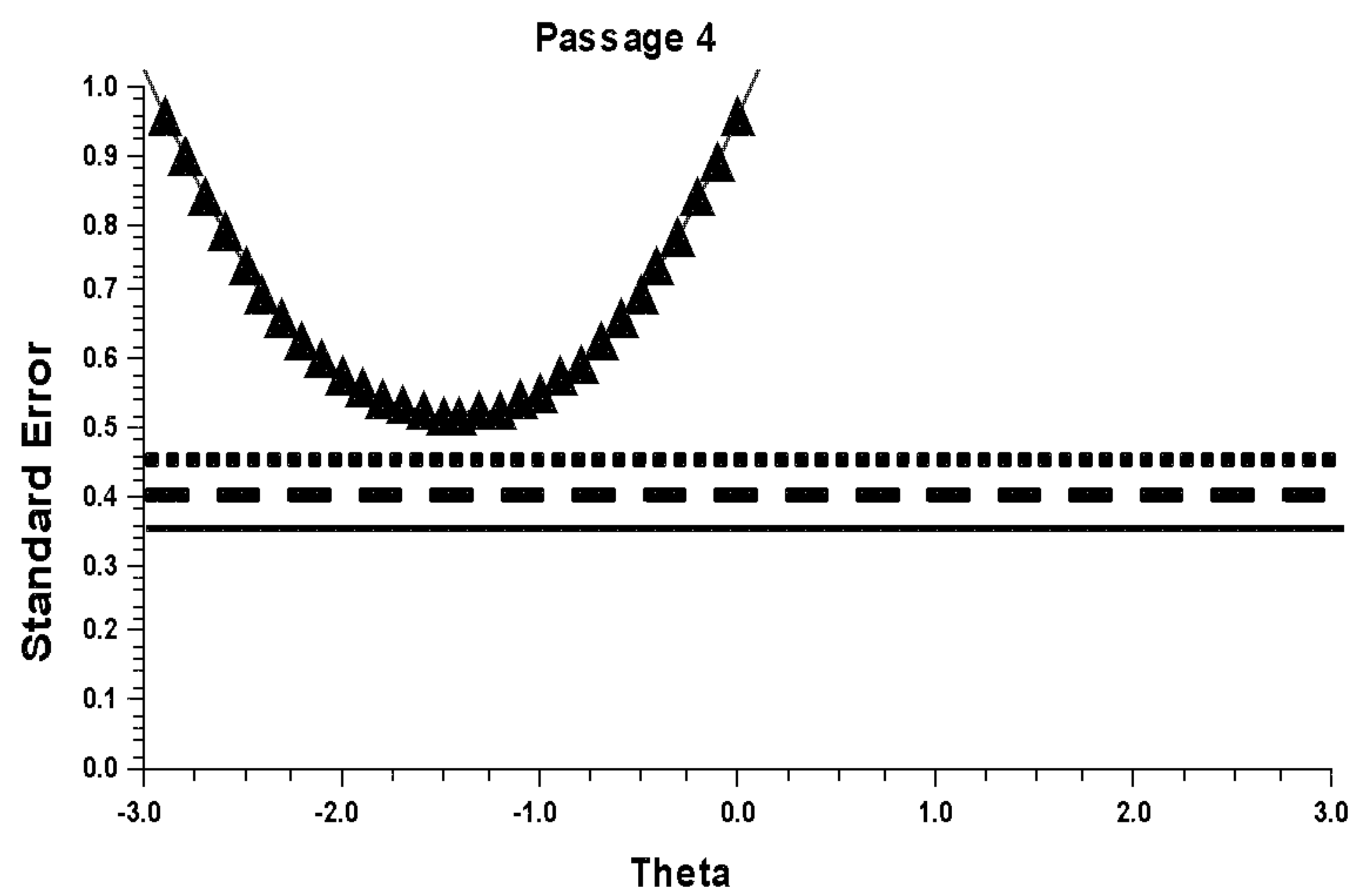
## Standard Error Plots for Comprehension – Grade 2 Passage Comprehension at AP 2





## Appendix C.8 (continued)

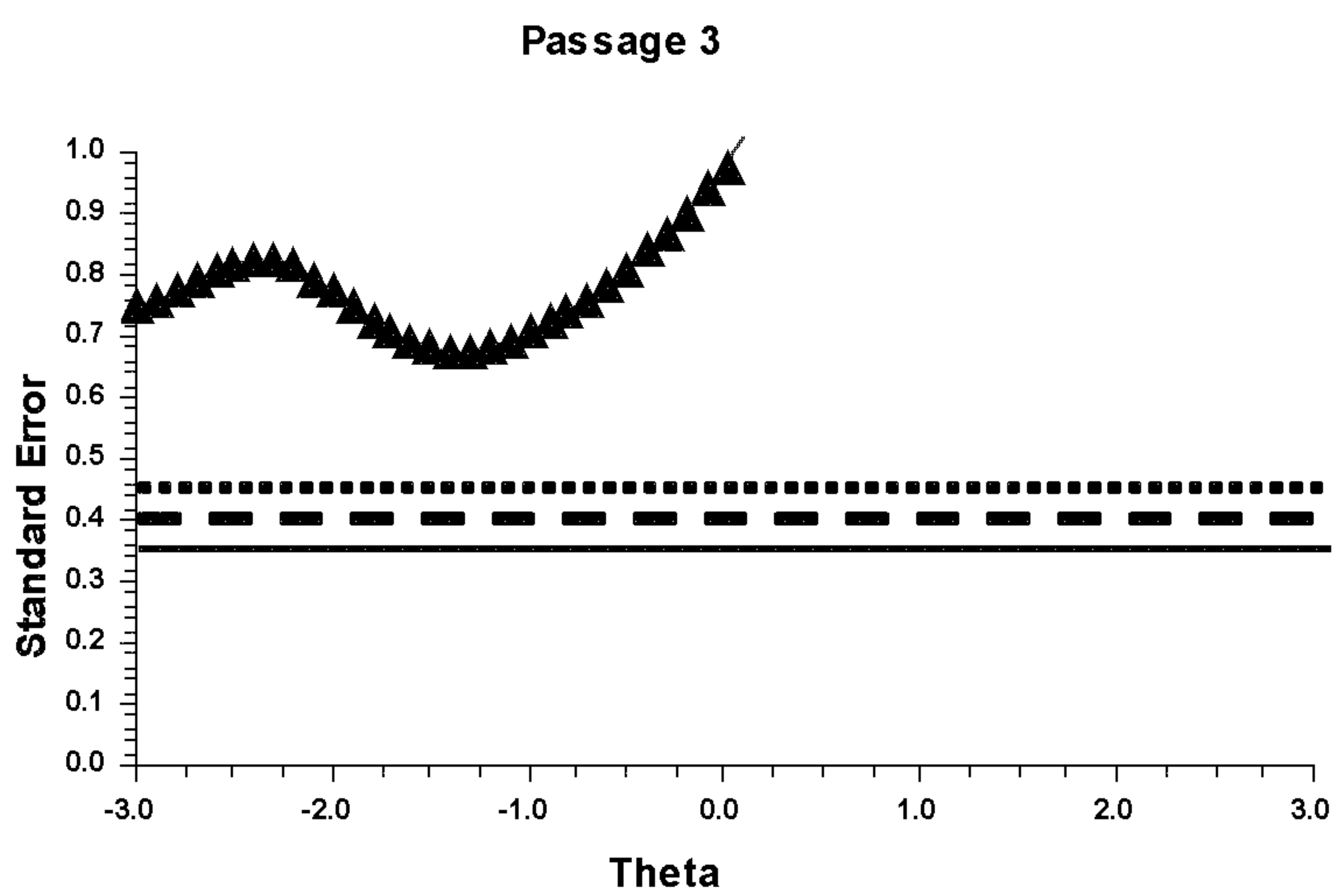
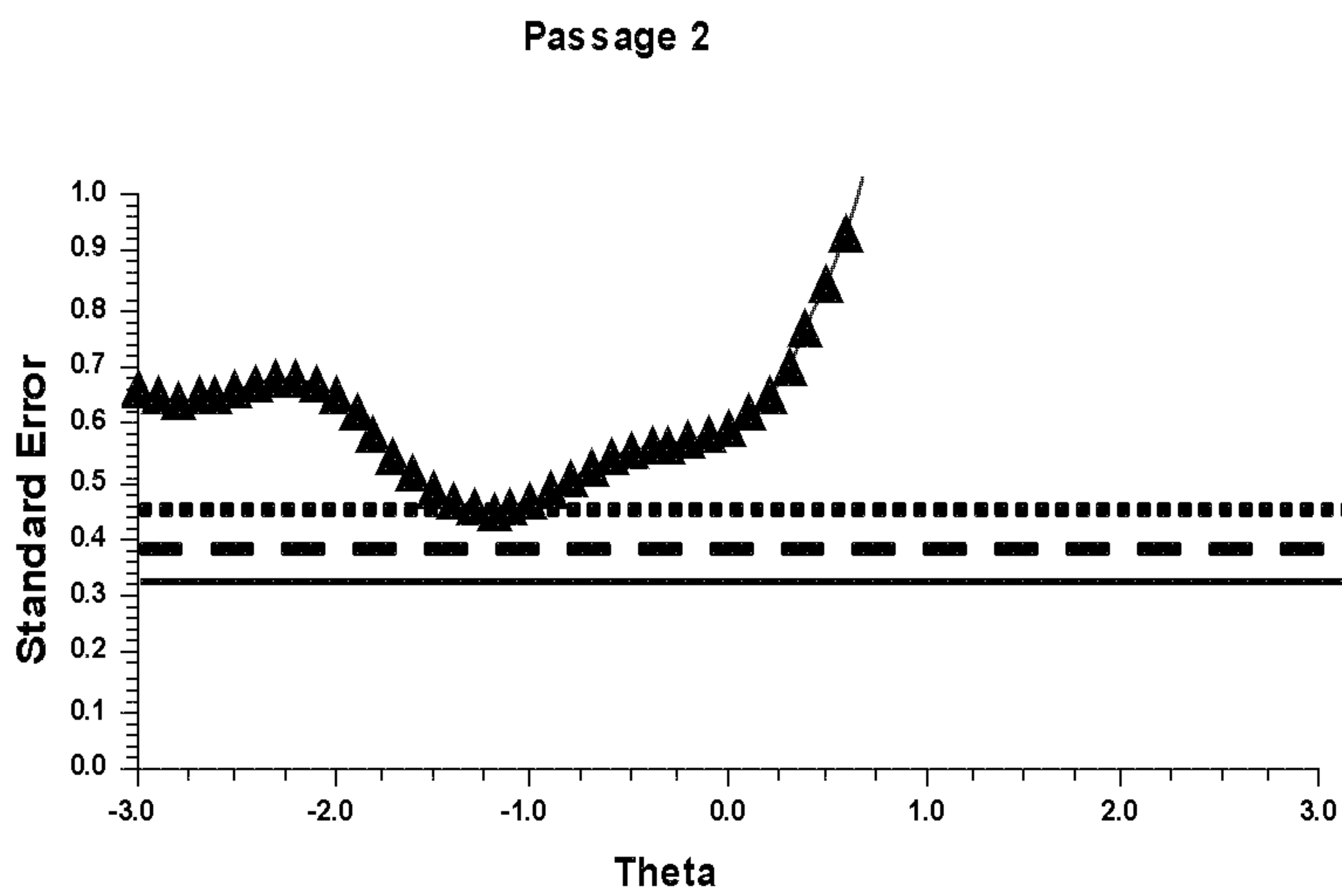
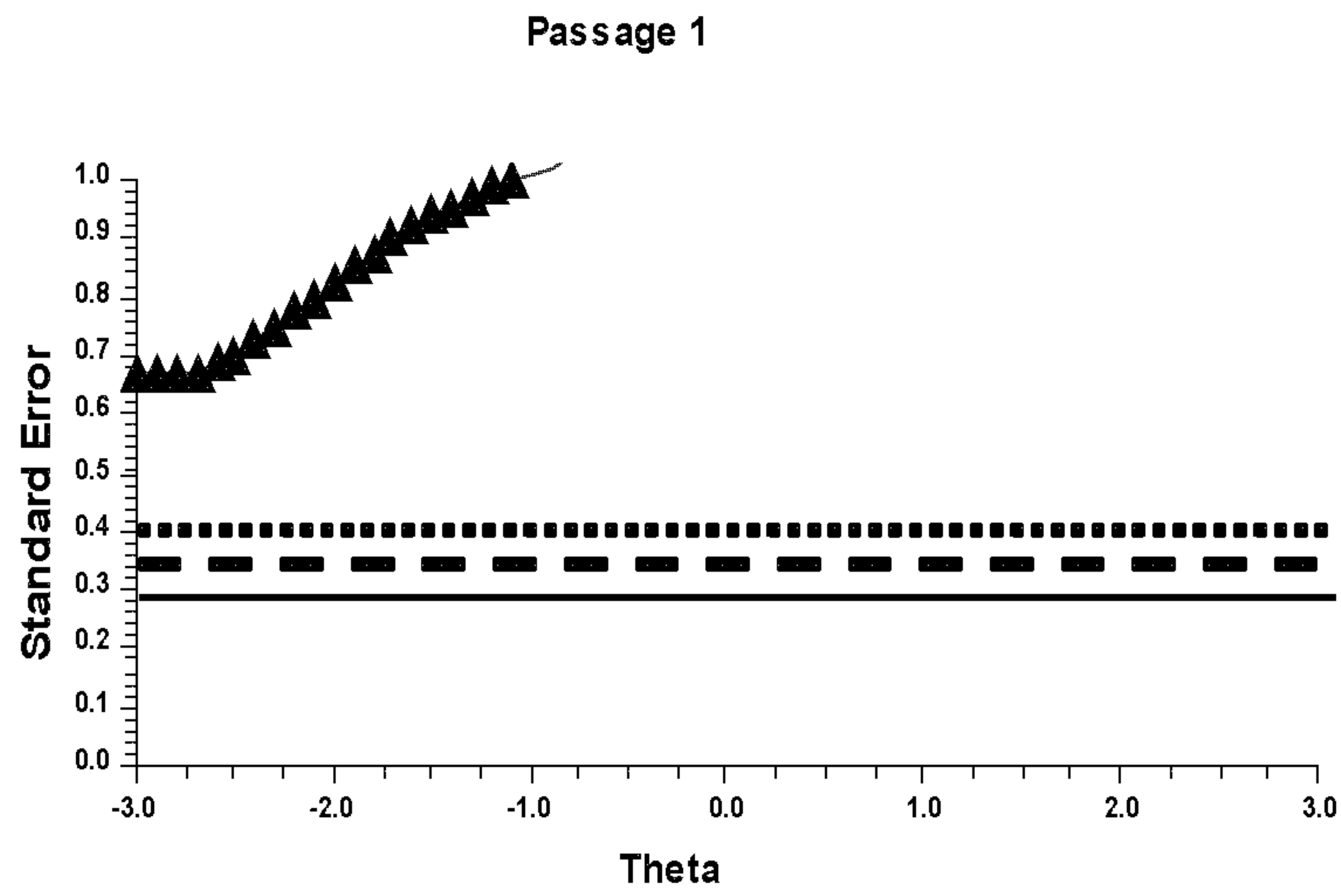
### Standard Error Plots for Comprehension – Grade 2 Passage Comprehension at AP 2



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha=0.90$ ; Dashed lines indicate  $\alpha=0.85$ ; Dotted lines indicate  $\alpha=0.80$ .

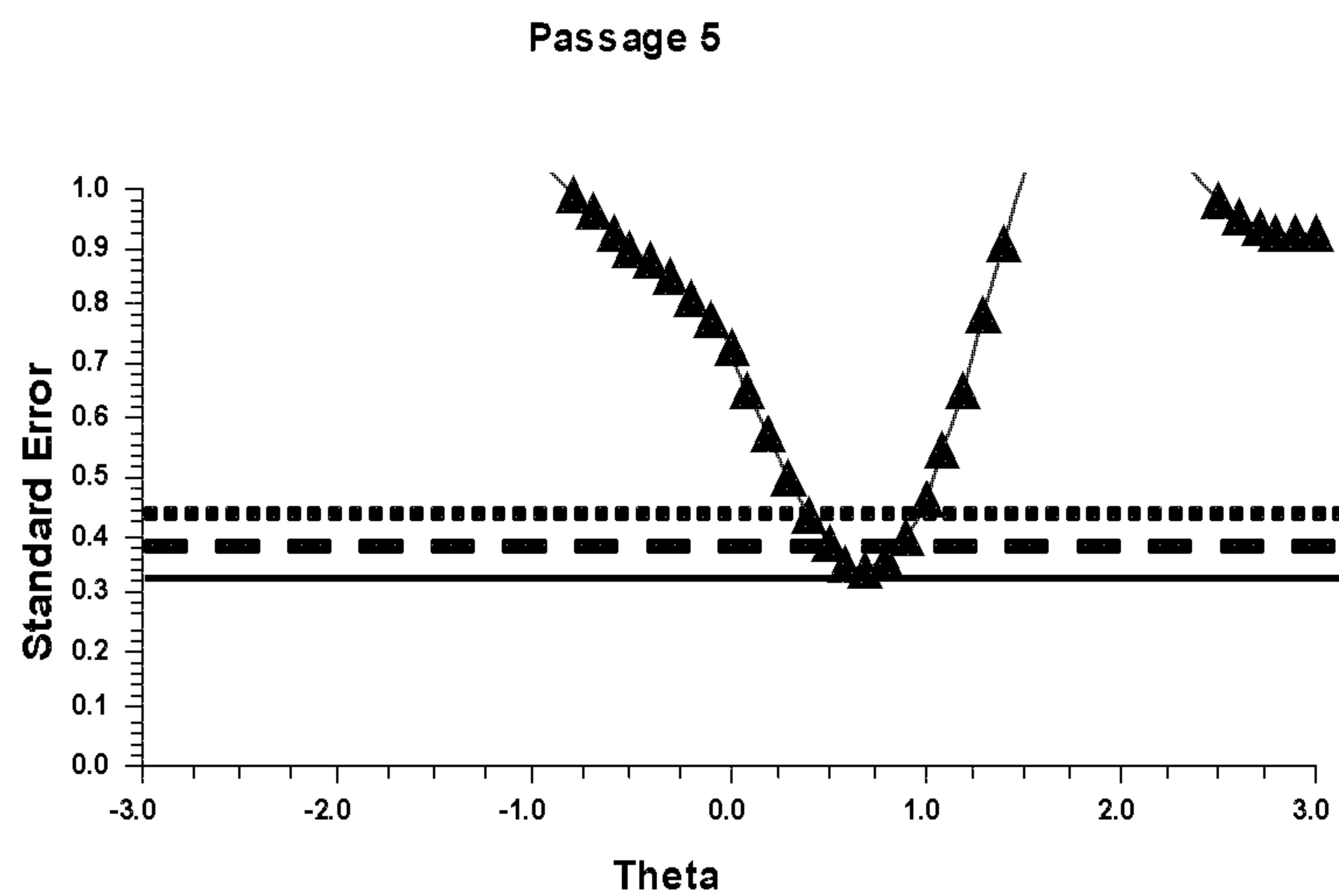
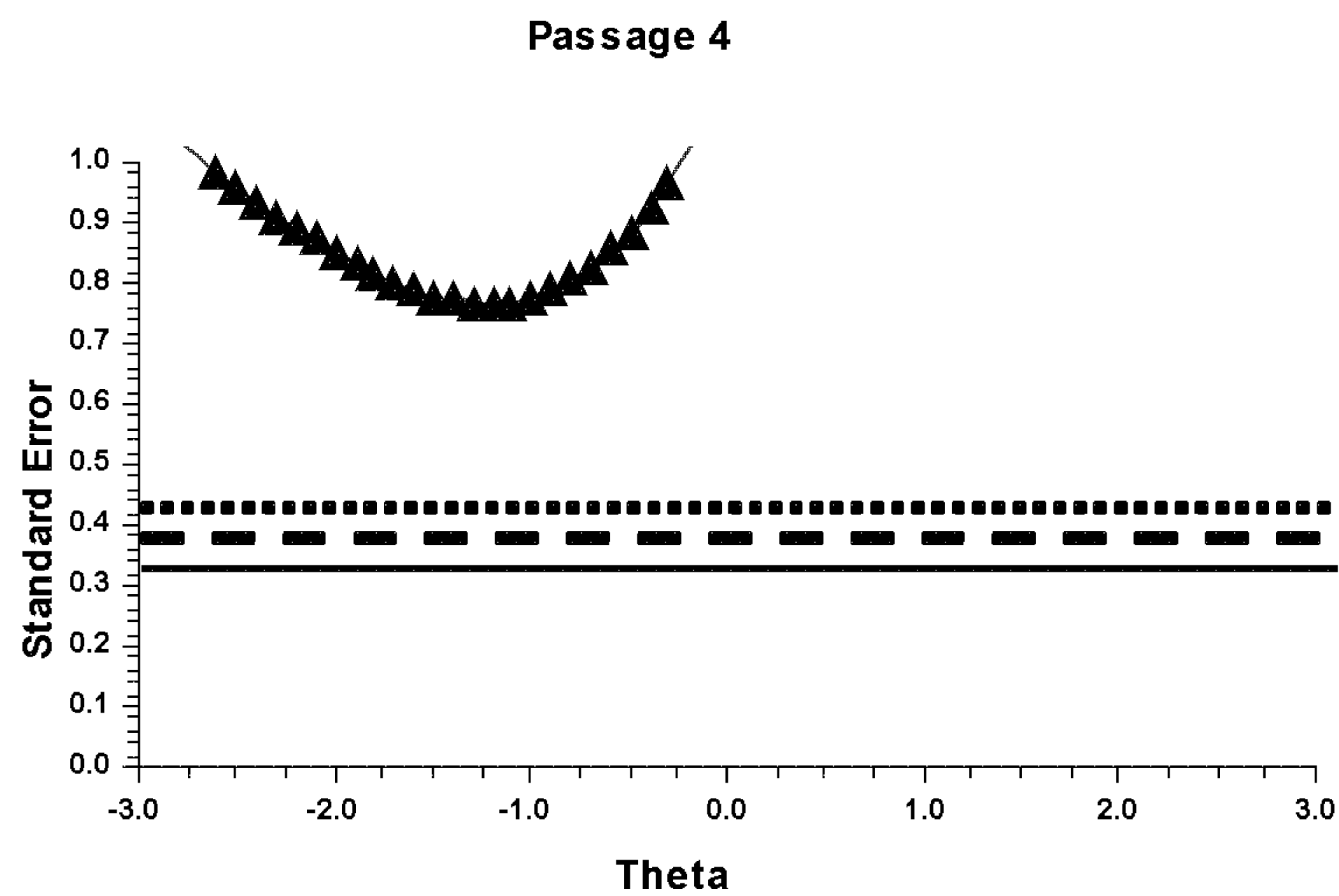
# Appendix C.9

## Standard Error Plots for Comprehension – Grade 2 Passage Comprehension at AP 3



## Appendix C.9 (continued)

### Standard Error Plots for Comprehension – Grade 2 Passage Comprehension at AP 3

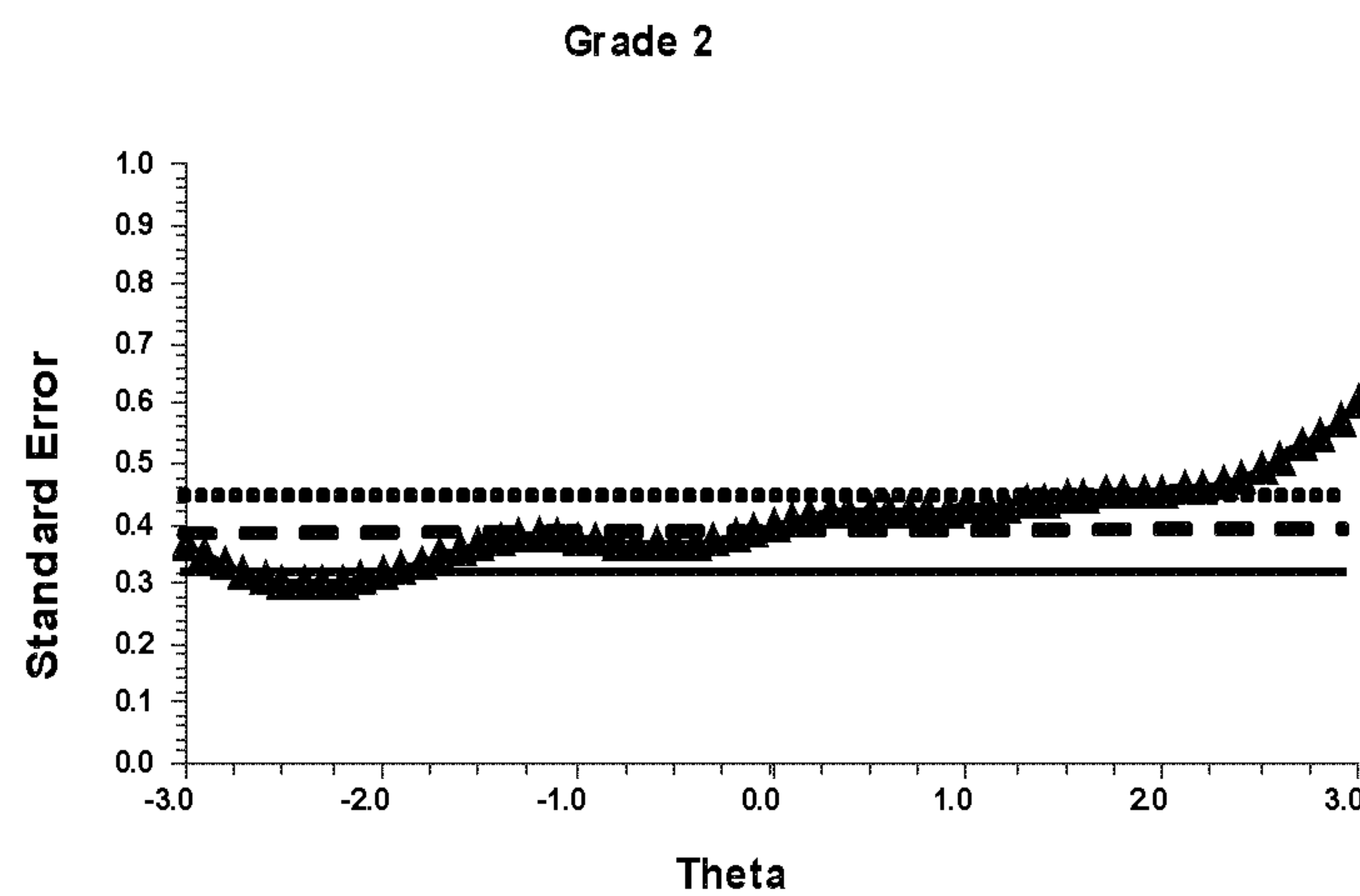
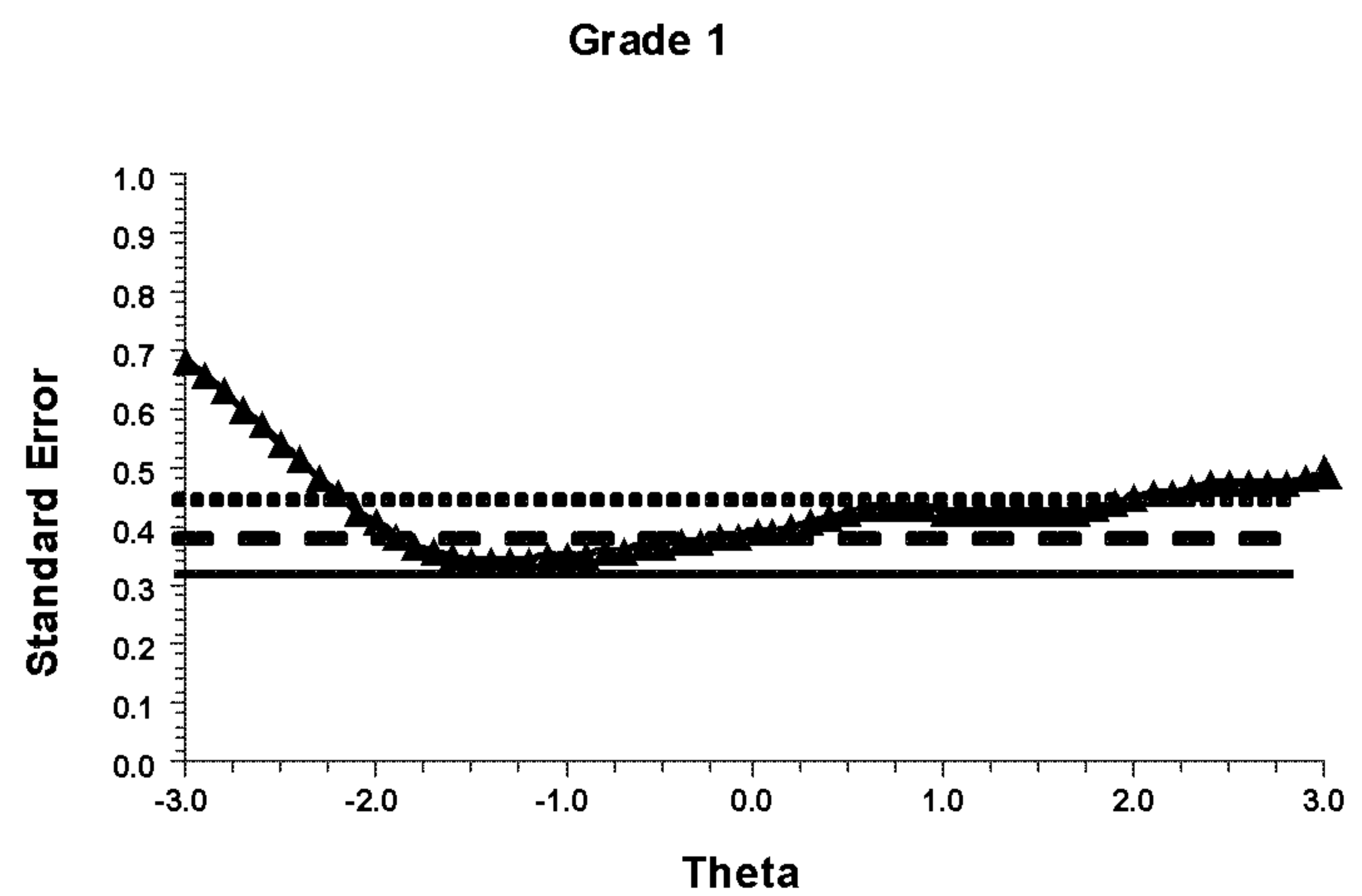
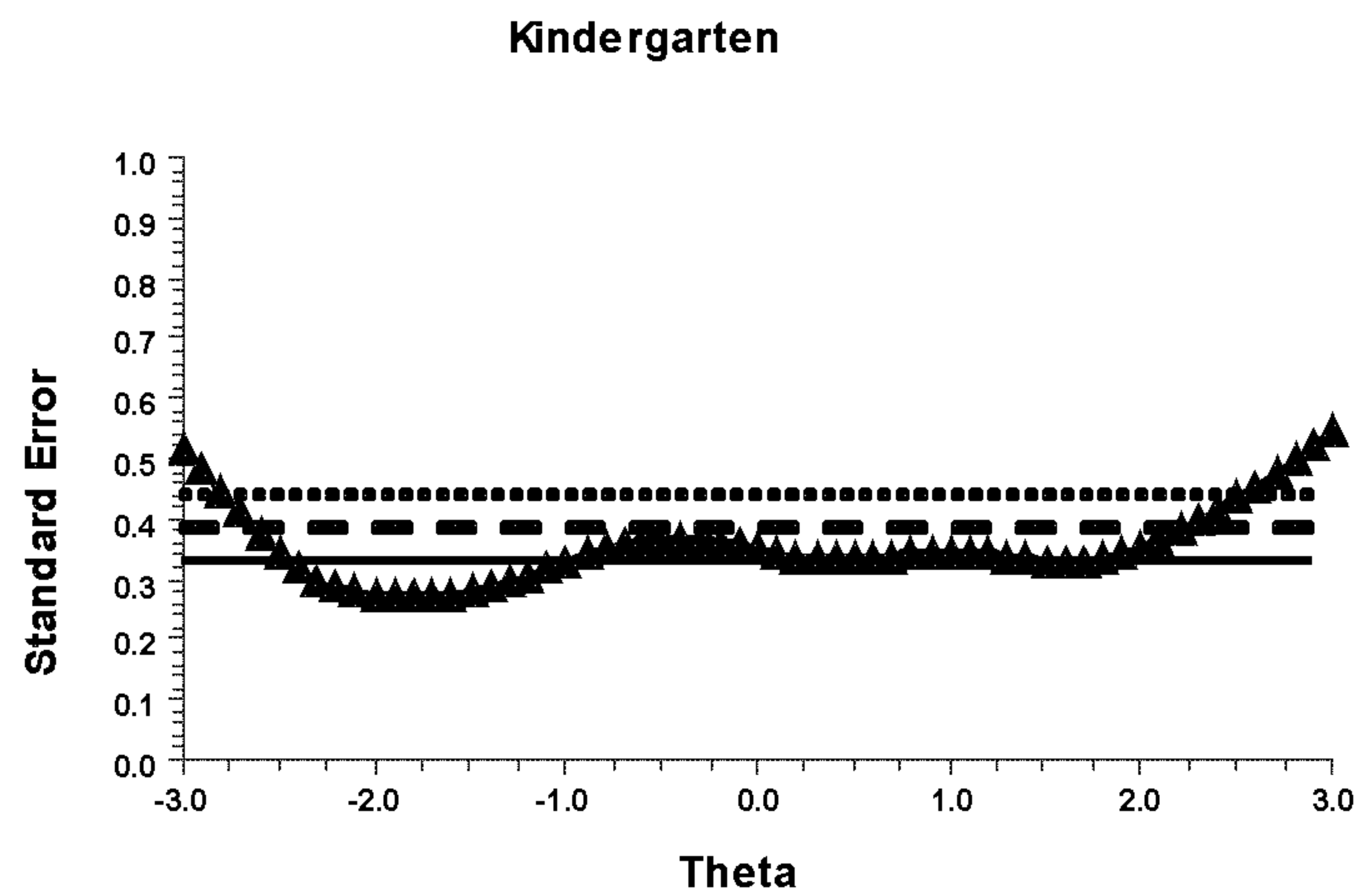


**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha= 0.90$ ; Dashed lines indicate  $\alpha= 0.85$ ; Dotted lines indicate  $\alpha= 0.80$ . The standard error for Passage 6 exceeded 1.0 across all levels of ability.



# Appendix D

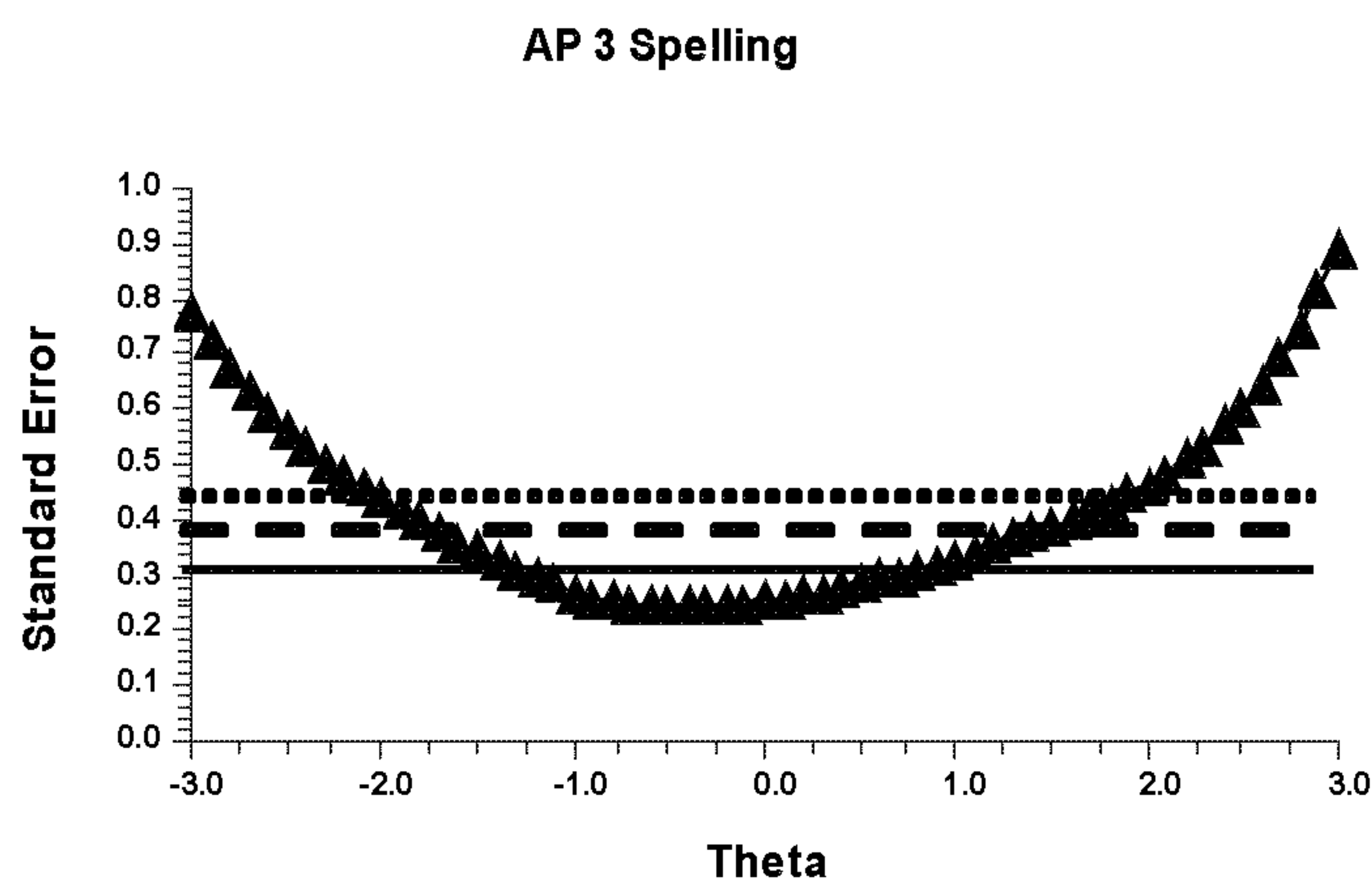
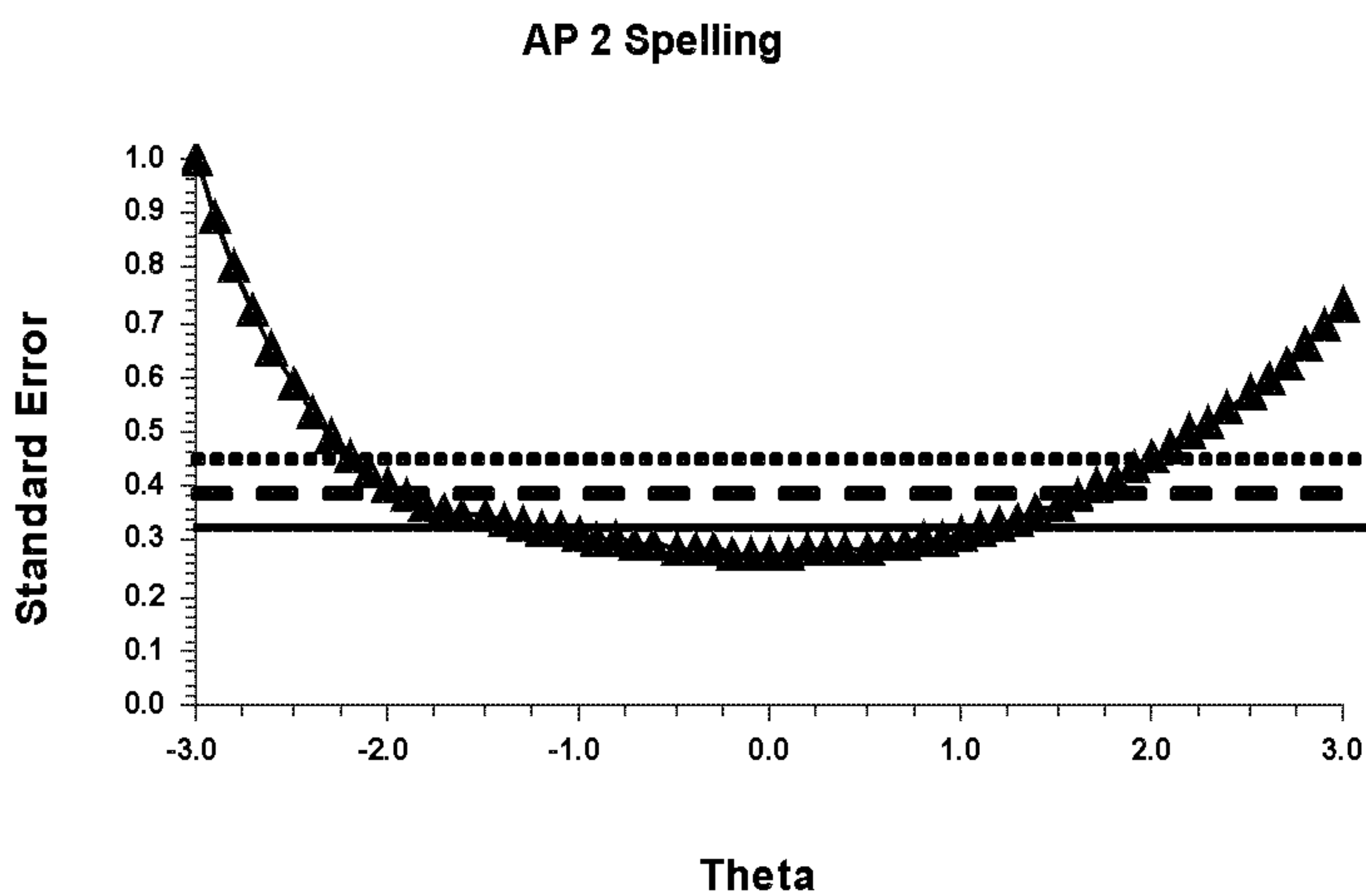
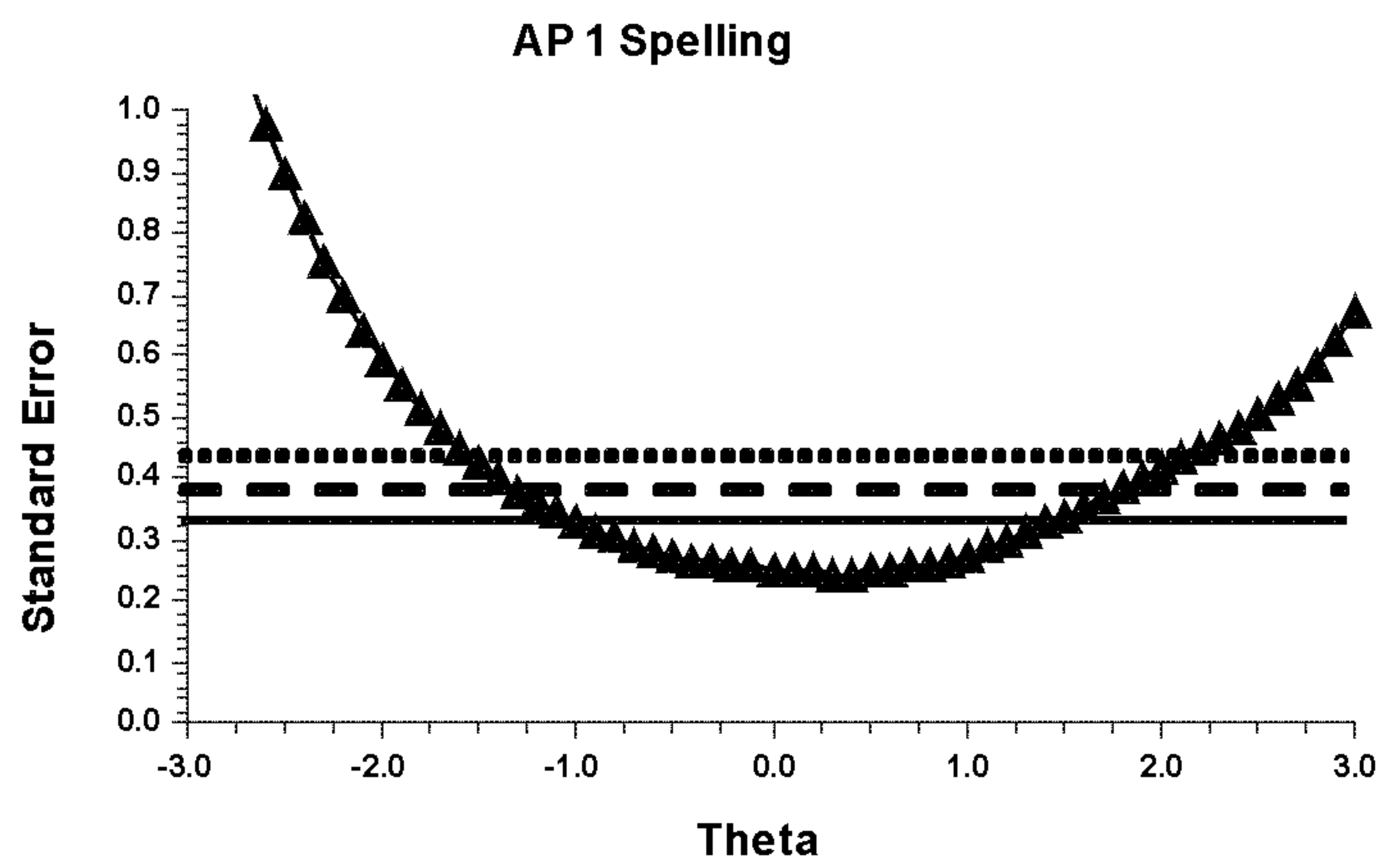
## Standard Error Plots for the Broad Diagnostic Inventory – Vocabulary at AP 3 by Grade



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha= 0.90$ ; Dashed lines indicate  $\alpha= 0.85$ ; Dotted lines indicate  $\alpha= 0.80$ .

# Appendix E

## Standard Error Plots for the Broad Diagnostic Inventory - Spelling by Assessment Period



**Note.** Line truncation is an indication that the standard error for the given latent ability exceeds 1.0; Solid lines indicate  $\alpha=0.90$ ; Dashed lines indicate  $\alpha=0.85$ ; Dotted lines indicate  $\alpha=0.80$ .

# Appendix F.1

## AP 1 IRT 2PL Model Results – Kindergarten Letter Names and Sounds

Letter	Letter Names		Letter Sounds	
	a	b	a	b
Item 1	1.16	-1.94	1.25	-0.29
Item 2	1.58	-1.79	1.74	-0.65
Item 3	1.62	-1.29	2.38	-0.43
Item 4	1.78	-1.00	1.67	-0.06
Item 5	1.80	-1.00	2.09	-0.76
Item 6	1.81	-0.92	1.58	-0.27
Item 7	1.82	-1.55	1.97	-0.98
Item 8	1.98	-1.31	1.88	-0.97
Item 9	1.99	-1.32	1.95	-0.58
Item 10	2.05	-1.23	2.28	-0.93
Item 11	2.35	-0.99	1.88	-0.25
Item 12	2.37	-1.30	2.14	-1.05
Item 13	2.40	-1.12	2.69	-0.75
Item 14	2.43	-1.23	2.29	-0.34
Item 15	2.43	-0.88	1.80	-0.04
Item 16	2.55	-1.11	2.27	-0.86
Item 17	2.56	-1.07	2.89	-0.53
Item 18	2.66	-1.22	1.39	-0.35
Item 19	2.70	-1.22	2.23	-0.61
Item 20	2.75	-1.11	2.76	-0.87
Item 21	2.77	-0.82	2.27	-0.63
Item 22	2.81	-1.00	3.19	-0.49
Item 23	2.90	-1.07	2.44	-0.59
Item 24	2.98	-1.11	2.46	-0.87
Item 25	3.15	-1.05	2.89	-0.72
Item 26	3.39	-1.53	2.00	-0.90

**Note.** a = discrimination, b = difficulty



## Appendix F.2

### AP 1 IRT 2PL Model Results – Kindergarten Phonological Awareness

Item	a	b	Item	a	b	Item	a	b
Item 1	0.77	-1.15	Item 32	1.36	-0.59	Item 63	1.68	0.03
Item 2	0.82	-0.06	Item 33	1.37	-0.39	Item 64	1.68	-0.35
Item 3	0.88	0.24	Item 34	1.37	-0.01	Item 65	1.72	0.13
Item 4	0.90	-0.20	Item 35	1.38	-0.35	Item 66	1.73	-0.37
Item 5	0.92	0.10	Item 36	1.42	0.40	Item 67	1.73	0.05
Item 6	0.92	-1.04	Item 37	1.42	-0.37	Item 68	1.75	-0.14
Item 7	0.99	-0.97	Item 38	1.47	0.42	Item 69	1.76	0.18
Item 8	1.03	-0.97	Item 39	1.47	-0.03	Item 70	1.77	-0.04
Item 9	1.06	0.95	Item 40	1.47	-0.37	Item 71	1.78	-0.37
Item 10	1.08	0.11	Item 41	1.48	0.02	Item 72	1.81	0.22
Item 11	1.09	-0.56	Item 42	1.49	-0.19	Item 73	1.83	-0.05
Item 12	1.09	0.31	Item 43	1.51	-0.38	Item 74	1.84	-0.51
Item 13	1.11	-1.11	Item 44	1.51	0.28	Item 75	1.84	-0.38
Item 14	1.12	-0.72	Item 45	1.52	-0.42	Item 76	1.85	-0.21
Item 15	1.14	0.50	Item 46	1.52	-0.08	Item 77	1.85	-0.31
Item 16	1.17	-0.24	Item 47	1.52	0.33	Item 78	1.85	0.10
Item 17	1.21	-0.95	Item 48	1.53	-0.41	Item 79	1.87	-0.19
Item 18	1.22	0.31	Item 49	1.54	0.68	Item 80	1.89	0.17
Item 19	1.23	-0.88	Item 50	1.55	-0.15	Item 81	1.89	-0.47
Item 20	1.25	-0.43	Item 51	1.55	-0.34	Item 82	1.95	-0.15
Item 21	1.26	-0.81	Item 52	1.56	0.86	Item 83	1.95	0.06
Item 22	1.27	0.56	Item 53	1.56	-0.98	Item 84	1.98	-0.15
Item 23	1.27	-0.28	Item 54	1.56	-0.30	Item 85	2.07	-0.39
Item 24	1.28	-0.34	Item 55	1.57	0.01	Item 86	2.14	-0.22
Item 25	1.28	-0.27	Item 56	1.57	0.33	Item 87	2.18	-0.17
Item 26	1.29	-0.10	Item 57	1.59	0.19	Item 88	2.30	0.08
Item 27	1.29	0.38	Item 58	1.60	0.23	Item 89	2.34	0.31
Item 28	1.29	0.39	Item 59	1.64	-0.68	Item 90	2.45	-0.12
Item 29	1.30	0.34	Item 60	1.65	0.14	Item 91	2.75	0.03
Item 30	1.34	-0.21	Item 61	1.66	0.50	Item 92	3.68	-0.31
Item 31	1.36	-0.10	Item 62	1.67	-0.42			

**Note.** a = discrimination,  
b = difficulty

## Appendix F.3

### AP 1 IRT 2PL Model Results – Grade 1 Word Reading

Item	a	b	Item	a	b
Item 1	0.64	1.69	Item 34	1.65	1.06
Item 2	0.72	1.28	Item 35	1.66	1.00
Item 3	0.92	-1.46	Item 36	1.73	-0.08
Item 4	0.93	-1.10	Item 37	1.76	1.02
Item 5	0.97	-0.03	Item 38	1.77	2.03
Item 6	1.01	0.03	Item 39	1.77	0.59
Item 7	1.02	0.74	Item 40	1.77	-0.87
Item 8	1.05	1.12	Item 41	1.78	1.24
Item 9	1.09	-0.14	Item 42	1.89	0.95
Item 10	1.09	1.38	Item 43	1.91	0.39
Item 11	1.14	0.80	Item 44	1.94	0.15
Item 12	1.19	-0.34	Item 45	1.94	0.38
Item 13	1.23	-1.31	Item 46	1.98	0.50
Item 14	1.28	-0.18	Item 47	1.98	1.32
Item 15	1.28	-0.08	Item 48	1.98	-0.97
Item 16	1.28	0.34	Item 49	2.02	2.27
Item 17	1.32	0.92	Item 50	2.02	0.23
Item 18	1.35	0.54	Item 51	2.05	0.59
Item 19	1.37	0.87	Item 52	2.06	-0.04
Item 20	1.41	-0.69	Item 53	2.09	0.71
Item 21	1.42	-1.48	Item 54	2.12	0.82
Item 22	1.44	0.66	Item 55	2.29	0.78
Item 23	1.47	-0.34	Item 56	2.29	1.66
Item 24	1.50	1.78	Item 57	2.36	1.33
Item 25	1.51	0.36	Item 58	2.38	0.08
Item 26	1.51	1.12	Item 59	2.39	0.66
Item 27	1.53	1.01	Item 60	2.39	0.79
Item 28	1.55	0.98	Item 61	2.39	0.71
Item 29	1.55	0.59	Item 62	2.45	0.94
Item 30	1.57	0.87	Item 63	2.76	0.46
Item 31	1.59	0.20	Item 64	2.82	1.26
Item 32	1.60	-0.41	Item 65	3.04	0.74
Item 33	1.64	0.68			

**Note.** a = discrimination,  
b = difficulty

## Appendix F.4

### AP 2 IRT 2PL Model Results – Kindergarten Letter Names and Sounds

Item	Letter Names		Letter Sounds	
	a	b	a	b
Item 1	1.09	-2.91	1.05	-1.02
Item 2	1.28	-1.72	1.26	-0.96
Item 3	1.32	-1.78	1.68	-1.62
Item 4	1.39	-2.11	2.02	-1.12
Item 5	1.40	-1.66	1.34	-0.67
Item 6	1.60	-2.05	1.37	-1.77
Item 7	1.69	-2.09	1.35	-1.86
Item 8	1.69	-2.19	1.77	-1.86
Item 9	1.78	-1.65	1.52	-1.24
Item 10	1.80	-2.05	2.21	-1.78
Item 11	1.81	-2.17	1.81	-1.94
Item 12	1.89	-1.55	1.39	-0.60
Item 13	2.02	-1.83	1.89	-1.69
Item 14	2.08	-1.89	2.03	-1.64
Item 15	2.14	-1.87	1.95	-1.35
Item 16	2.16	-1.80	2.47	-1.19
Item 17	2.21	-2.08	1.80	-1.41
Item 18	2.22	-1.91	2.12	-1.69
Item 19	2.23	-1.94	1.66	-1.10
Item 20	2.29	-2.42	1.27	-1.49
Item 21	2.35	-1.53	2.00	-1.45
Item 22	2.45	-1.84	1.35	-0.99
Item 23	2.64	-1.76	2.22	-1.61
Item 24	2.65	-1.72	2.36	-1.29
Item 25	2.70	-1.74	2.22	-1.68
Item 26	2.71	-2.12	2.10	-1.59

**Note.** a = discrimination, b = difficulty



# Appendix F.5

## AP 2 IRT 2PL Model Results – Kindergarten Phonological Awareness

Item	a	b	Item	a	b	Item	a	b
Item 1	0.30	-2.92	Item 32	1.18	-1.62	Item 63	1.48	-1.09
Item 2	0.60	-2.70	Item 33	1.18	-1.35	Item 64	1.49	-1.46
Item 3	0.61	-2.46	Item 34	1.19	-0.64	Item 65	1.51	-0.51
Item 4	0.65	-1.85	Item 35	1.20	-1.40	Item 66	1.53	-1.08
Item 5	0.72	-0.02	Item 36	1.20	-0.53	Item 67	1.55	-0.49
Item 6	0.73	-2.03	Item 37	1.20	-1.06	Item 68	1.56	-1.01
Item 7	0.76	-0.75	Item 38	1.21	-0.57	Item 69	1.57	-0.81
Item 8	0.76	-1.48	Item 39	1.25	-0.56	Item 70	1.57	-1.36
Item 9	0.80	-2.02	Item 40	1.28	-1.40	Item 71	1.58	-1.03
Item 10	0.82	-0.48	Item 41	1.28	-0.71	Item 72	1.58	-0.56
Item 11	0.82	-1.80	Item 42	1.29	-0.69	Item 73	1.59	-0.60
Item 12	0.85	-0.10	Item 43	1.29	-0.57	Item 74	1.63	-0.51
Item 13	0.88	0.44	Item 44	1.30	-0.87	Item 75	1.64	-0.70
Item 14	0.90	-0.06	Item 45	1.31	-0.61	Item 76	1.65	-1.08
Item 15	0.92	0.20	Item 46	1.33	-0.25	Item 77	1.70	-0.99
Item 16	0.93	-1.71	Item 47	1.33	-0.76	Item 78	1.71	-0.93
Item 17	0.93	-1.62	Item 48	1.33	-0.58	Item 79	1.75	-0.66
Item 18	0.94	-1.46	Item 49	1.38	-0.50	Item 80	1.77	-0.57
Item 19	0.95	-0.30	Item 50	1.39	-1.42	Item 81	1.80	-0.76
Item 20	0.95	-0.93	Item 51	1.40	-0.36	Item 82	1.82	-0.87
Item 21	1.02	-1.31	Item 52	1.41	-0.31	Item 83	1.87	-0.84
Item 22	1.02	-1.11	Item 53	1.41	-0.36	Item 84	1.89	-1.04
Item 23	1.04	-1.86	Item 54	1.42	-0.60	Item 85	1.92	-0.55
Item 24	1.06	-0.57	Item 55	1.42	-1.57	Item 86	1.95	-1.03
Item 25	1.10	-0.49	Item 56	1.43	-0.83	Item 87	1.97	-0.16
Item 26	1.10	-1.21	Item 57	1.45	-1.11	Item 88	2.02	-1.08
Item 27	1.13	0.05	Item 58	1.46	-0.94	Item 89	2.05	-0.61
Item 28	1.14	-0.37	Item 59	1.47	0.05	Item 90	2.09	-0.77
Item 29	1.14	0.07	Item 60	1.47	-0.69	Item 91	2.10	-0.44
Item 30	1.14	-1.03	Item 61	1.47	-1.05	Item 92	2.24	-0.67
Item 31	1.18	-1.08	Item 62	1.48	-1.11			

**Note.** a = discrimination,  
b = difficulty

# Appendix F.6

## AP 2 IRT 2PL Model Results – Grade 1 Word Reading

Item	a	b	Item	a	b
Item 1	0.73	-0.07	Item 34	1.45	0.19
Item 2	0.80	0.90	Item 35	1.45	-0.49
Item 3	0.84	-1.55	Item 36	1.48	1.71
Item 4	0.95	0.27	Item 37	1.48	-0.11
Item 5	0.96	-0.70	Item 38	1.49	-0.55
Item 6	0.97	-0.22	Item 39	1.51	1.11
Item 7	1.05	-1.20	Item 40	1.55	-0.97
Item 8	1.07	-2.47	Item 41	1.57	-0.43
Item 9	1.08	-1.56	Item 42	1.57	-1.17
Item 10	1.09	-0.21	Item 43	1.60	-0.96
Item 11	1.11	-0.61	Item 44	1.64	0.84
Item 12	1.12	-1.42	Item 45	1.65	1.79
Item 13	1.13	-1.14	Item 46	1.65	0.37
Item 14	1.14	-1.41	Item 47	1.67	-0.58
Item 15	1.15	-0.25	Item 48	1.72	-1.60
Item 16	1.15	-2.36	Item 49	1.72	0.79
Item 17	1.16	-2.03	Item 50	1.74	-0.15
Item 18	1.20	-1.30	Item 51	1.77	-0.15
Item 19	1.23	-0.22	Item 52	1.78	-0.10
Item 20	1.23	-0.84	Item 53	1.80	-0.15
Item 21	1.24	-0.60	Item 54	1.80	-0.35
Item 22	1.25	-0.06	Item 55	1.81	-0.14
Item 23	1.29	-0.38	Item 56	1.82	-0.49
Item 24	1.30	-1.07	Item 57	1.87	-1.90
Item 25	1.31	1.19	Item 58	1.96	0.25
Item 26	1.32	-0.34	Item 59	1.99	0.19
Item 27	1.33	-0.54	Item 60	2.05	-0.29
Item 28	1.35	-0.11	Item 61	2.07	-0.75
Item 29	1.36	-2.17	Item 62	2.08	1.09
Item 30	1.37	0.43	Item 63	2.37	-0.49
Item 31	1.38	-1.76	Item 64	2.60	0.03
Item 32	1.39	0.14	Item 65	2.73	0.29
Item 33	1.42	-0.29			

**Note.** a = discrimination,  
b = difficulty

# Appendix F.7

## AP 3 IRT 2PL Model Results – Kindergarten Phonological Awareness

Item	a	b	Item	a	b	Item	a	b
Item 1	0.49	-3.53	Item 32	1.00	-1.27	Item 63	1.34	-1.42
Item 2	0.49	-3.15	Item 33	1.00	-0.55	Item 64	1.36	-1.41
Item 3	0.51	-2.44	Item 34	1.01	-1.56	Item 65	1.36	-1.76
Item 4	0.52	-0.20	Item 35	1.04	-1.10	Item 66	1.39	-1.05
Item 5	0.56	-2.04	Item 36	1.05	-1.69	Item 67	1.40	-1.28
Item 6	0.57	-3.42	Item 37	1.08	-0.73	Item 68	1.44	-1.44
Item 7	0.65	-2.71	Item 38	1.09	-1.53	Item 69	1.45	-0.93
Item 8	0.67	-1.78	Item 39	1.09	-0.16	Item 70	1.46	-1.27
Item 9	0.67	-1.14	Item 40	1.09	-0.26	Item 71	1.46	-0.61
Item 10	0.68	-1.76	Item 41	1.09	-1.62	Item 72	1.48	-0.79
Item 11	0.74	-1.91	Item 42	1.10	-1.04	Item 73	1.50	-0.19
Item 12	0.79	-1.34	Item 43	1.11	-1.86	Item 74	1.51	-1.20
Item 13	0.80	-2.01	Item 44	1.11	-0.87	Item 75	1.51	-1.65
Item 14	0.81	-1.33	Item 45	1.13	-1.20	Item 76	1.52	-1.16
Item 15	0.82	-0.35	Item 46	1.15	-0.81	Item 77	1.52	-1.34
Item 16	0.83	-1.33	Item 47	1.15	-0.56	Item 78	1.55	-1.35
Item 17	0.83	-1.92	Item 48	1.16	-0.94	Item 79	1.55	-1.08
Item 18	0.87	-0.48	Item 49	1.16	-0.53	Item 80	1.57	-1.38
Item 19	0.88	-0.15	Item 50	1.16	-1.27	Item 81	1.57	-1.53
Item 20	0.89	-2.45	Item 51	1.17	-1.43	Item 82	1.58	-0.97
Item 21	0.89	-1.16	Item 52	1.19	-0.92	Item 83	1.60	-0.93
Item 22	0.89	-1.39	Item 53	1.20	-1.11	Item 84	1.73	-1.75
Item 23	0.90	-1.74	Item 54	1.23	-0.79	Item 85	1.74	-1.36
Item 24	0.90	-0.45	Item 55	1.23	-1.69	Item 86	1.84	-1.15
Item 25	0.92	-1.96	Item 56	1.24	-1.21	Item 87	1.89	-1.21
Item 26	0.93	-1.53	Item 57	1.25	-0.77	Item 88	1.99	-1.27
Item 27	0.95	-1.92	Item 58	1.25	-1.35	Item 89	2.00	-1.48
Item 28	0.95	-2.00	Item 59	1.26	-1.23	Item 90	2.01	-1.26
Item 29	0.96	-2.04	Item 60	1.28	-1.03	Item 91	2.56	-1.04
Item 30	0.97	-0.81	Item 61	1.31	-1.07	Item 92	3.02	-1.05
Item 31	0.99	-0.63	Item 62	1.32	-1.53			

**Note.** a = discrimination,  
b = difficulty



# Appendix F.8

## AP 3 IRT 2PL Model Results – Kindergarten Word Reading

Item	a	b	Item	a	b	Item	a	b
Item 1	0.78	1.93	Item 32	1.72	1.43	Item 63	2.69	-0.04
Item 2	0.86	-0.51	Item 33	1.73	1.50	Item 64	2.73	1.59
Item 3	0.96	0.62	Item 34	1.74	-0.35	Item 65	2.90	0.81
Item 4	1.17	-0.81	Item 35	1.90	0.92	Item 66	2.95	1.20
Item 5	1.19	0.51	Item 36	1.90	-0.77	Item 67	3.00	1.82
Item 6	1.26	-0.66	Item 37	1.91	-0.59	Item 68	3.10	1.12
Item 7	1.26	1.71	Item 38	1.91	-0.39	Item 69	3.19	1.25
Item 8	1.28	-0.52	Item 39	1.93	-0.77	Item 70	3.39	1.78
Item 9	1.28	1.51	Item 40	1.93	-0.54	Item 71	4.33	0.68
Item 10	1.30	0.46	Item 41	1.96	0.64	Item 72	4.76	-0.18
Item 11	1.30	0.99	Item 42	1.98	-0.48	Item 73	5.21	1.53
Item 12	1.35	-0.45	Item 43	2.00	0.29	Item 74	10.51	1.24
Item 13	1.35	0.24	Item 44	2.00	-0.08	Item 75	12.51	1.23
Item 14	1.39	1.07	Item 45	2.05	1.65	<b>Note.</b> a = discrimination, b = difficulty		
Item 15	1.41	-0.81	Item 46	2.09	-0.71			
Item 16	1.43	1.13	Item 47	2.15	1.50			
Item 17	1.43	1.37	Item 48	2.16	0.82			
Item 18	1.44	0.17	Item 49	2.17	1.39			
Item 19	1.46	1.11	Item 50	2.22	1.03			
Item 20	1.46	0.66	Item 51	2.22	0.85			
Item 21	1.49	1.50	Item 52	2.22	0.89			
Item 22	1.50	0.36	Item 53	2.30	1.56			
Item 23	1.53	-0.40	Item 54	2.34	0.64			
Item 24	1.54	1.39	Item 55	2.36	0.46			
Item 25	1.57	-0.78	Item 56	2.38	-0.65			
Item 26	1.62	0.90	Item 57	2.39	0.71			
Item 27	1.65	0.56	Item 58	2.40	1.41			
Item 28	1.67	0.42	Item 59	2.42	0.80			
Item 29	1.68	2.09	Item 60	2.55	1.35			
Item 30	1.71	0.49	Item 61	2.58	1.29			
Item 31	1.72	0.73	Item 62	2.66	1.01			

# Appendix F.9

## AP 3 IRT 2PL Model Results – Grade 1 Word Reading

Item	a	b	Item	a	b
Item 1	0.31	-8.23	Item 34	1.42	-0.86
Item 2	0.54	-0.54	Item 35	1.43	-0.56
Item 3	0.62	-2.68	Item 36	1.44	-2.06
Item 4	0.64	-0.49	Item 37	1.45	-1.35
Item 5	0.80	-0.87	Item 38	1.47	-2.03
Item 6	0.82	-1.29	Item 39	1.48	-2.34
Item 7	0.83	-1.45	Item 40	1.56	-0.90
Item 8	0.84	-1.50	Item 41	1.56	-1.05
Item 9	0.87	-1.17	Item 42	1.57	-0.60
Item 10	0.88	-1.97	Item 43	1.57	-2.58
Item 11	0.89	-0.99	Item 44	1.60	-1.05
Item 12	0.92	-2.20	Item 45	1.60	-1.08
Item 13	0.93	-1.28	Item 46	1.63	-0.93
Item 14	0.94	-2.52	Item 47	1.65	-1.39
Item 15	0.94	-3.09	Item 48	1.65	-1.01
Item 16	0.96	-1.97	Item 49	1.68	0.45
Item 17	1.09	-1.97	Item 50	1.72	0.32
Item 18	1.09	0.23	Item 51	1.72	0.67
Item 19	1.12	-0.42	Item 52	1.74	-1.38
Item 20	1.13	0.15	Item 53	1.76	-0.40
Item 21	1.20	-2.21	Item 54	1.77	-1.03
Item 22	1.21	-1.84	Item 55	1.83	-0.54
Item 23	1.22	-2.52	Item 56	1.85	0.10
Item 24	1.22	0.63	Item 57	1.90	-1.20
Item 25	1.22	-1.47	Item 58	1.95	-0.93
Item 26	1.28	-0.28	Item 59	1.96	-0.87
Item 27	1.28	-0.93	Item 60	1.97	-0.22
Item 28	1.28	-0.58	Item 61	2.03	-1.37
Item 29	1.29	-0.89	Item 62	2.18	-0.62
Item 30	1.37	0.96	Item 63	2.42	-1.22
Item 31	1.37	-1.53	Item 64	2.53	-0.94
Item 32	1.40	-1.14	Item 65	3.03	-1.78
Item 33	1.41	-0.83			

**Note.** a = discrimination,  
b = difficulty

# Appendix G.1

## AP 1 IRT 2PL Model Results – Kindergarten Listening Comprehension

Passage 1		
Item	a	b
1	1.87	3.78
2	0.84	0.24
3	1.15	1.74
4	0.83	2.04
5	1.68	0.86

Passage 2		
Item	a	b
1	1.93	0.43
2	2.70	4.27
3	1.55	2.04
4	0.70	4.93
5	1.03	2.96

Passage 3		
Item	a	b
1	1.08	1.18
2	1.04	0.76
3	0.76	0.01
4	2.35	4.13
5	1.50	2.33

Passage 4		
Item	a	b
1	1.27	-0.71
2	1.21	0.82
3	0.65	1.15
4	1.27	1.13
5	1.26	3.69

Passage 5		
Item	a	b
1	0.89	-0.53
2	1.32	0.96
3	1.13	3.36
4	1.00	1.77
5	1.38	2.67

Passage 6		
Item	a	b
1	1.10	-0.47
2	0.62	1.63
3	1.22	2.38
4	1.49	0.95
5	1.96	2.29



## Appendix G.2

### AP 1 IRT 2PL Model Results – Grade 1 Reading Comprehension

Passage 1		
Item	a	b
1	0.77	-1.34
2	1.10	0.04
3	0.73	-0.47
4	0.89	0.45
5	0.48	1.45

Passage 2		
Item	a	b
1	0.17	0.84
2	0.50	-0.40
3	0.90	0.18
4	0.37	0.42
5	0.46	0.06

Passage 3		
Item	a	b
1	0.89	-0.89
2	0.82	0.95
3	1.10	-0.27
4	1.13	-1.61
5	0.65	-0.35

Passage 4		
Item	a	b
1	1.55	0.60
2	0.61	1.42
3	1.32	-0.69
4	1.06	0.65
5	0.96	0.23

Passage 5		
Item	a	b
1	0.82	0.45
2	0.84	3.93
3	0.84	0.13
4	0.65	1.92
5	0.91	0.90

Passage 6		
Item	a	b
1	0.67	1.00
2	1.60	1.80
3	0.57	-0.10
4	1.03	1.56
5	1.76	0.23

# Appendix G.3

## AP 1 IRT 2PL Model Results – Grade 2 Reading Comprehension

Passage 1		
Item	a	b
1	1.53	-1.22
2	1.53	-2.45
3	1.11	-0.66
4	1.23	-0.89
5	0.71	0.75

Passage 2		
Item	a	b
1	1.22	0.83
2	1.29	-1.95
3	1.64	0.03
4	1.27	-0.90
5	1.42	0.44

Passage 3		
Item	a	b
1	0.82	-2.46
2	1.05	-1.13
3	1.24	0.55
4	1.09	3.62
5	0.62	0.55

Passage 4		
Item	a	b
1	0.36	0.10
2	1.14	1.57
3	0.70	-1.08
4	1.12	-1.05
5	0.71	0.32

Passage 5		
Item	a	b
1	1.14	-0.10
2	0.91	-0.20
3	0.97	-0.89
4	0.74	-1.84
5	1.43	1.31

Passage 6		
Item	a	b
1	1.14	-1.20
2	1.59	-4.06
3	2.23	-3.81
4	0.87	-2.33
5	1.22	-3.05

# Appendix G.4

## AP 2 IRT 2PL Model Results – Kindergarten Listening Comprehension

Passage 1		
Item	a	b
1	1.36	2.06
2	1.26	-0.28
3	1.02	1.63
4	0.42	0.92
5	1.32	0.00

Passage 2		
Item	a	b
1	1.46	0.04
2	2.51	2.59
3	0.92	0.75
4	1.79	2.86
5	0.89	1.66

Passage 3		
Item	a	b
1	0.85	0.51
2	1.07	0.62
3	1.28	-1.18
4	1.24	2.87
5	2.33	2.65

Passage 4		
Item	a	b
1	1.47	-1.08
2	1.26	0.44
3	0.78	0.07
4	1.65	0.25
5	1.29	3.41

Passage 5		
Item	a	b
1	1.51	-1.27
2	1.36	0.70
3	0.80	2.45
4	1.22	0.61
5	1.33	0.26

Passage 6		
Item	a	b
1	1.48	-1.14
2	1.17	1.60
3	1.31	2.06
4	2.07	0.34
5	1.55	1.30



# Appendix G.5

## AP 2 IRT 2PL Model Results – Grade 1 Reading Comprehension

Passage 1

Item	a	b
1	1.05	-2.08
2	1.21	-0.45
3	0.53	-0.76
4	1.50	-0.15
5	0.27	-0.40

Passage 2

Item	a	b
1	1.05	-2.08
2	1.21	-0.45
3	0.53	-0.76
4	1.50	-0.15
5	0.27	-0.40

Passage 3

Item	a	b
1	1.05	-2.08
2	1.21	-0.45
3	0.53	-0.76
4	1.50	-0.15
5	0.27	-0.40

Passage 4

Item	a	b
1	1.05	-2.08
2	1.21	-0.45
3	0.53	-0.76
4	1.50	-0.15
5	0.27	-0.40

Passage 5

Item	a	b
1	1.05	-2.08
2	1.21	-0.45
3	0.53	-0.76
4	1.50	-0.15
5	0.27	-0.40

Passage 6

Item	a	b
1	1.05	-2.08
2	1.21	-0.45
3	0.53	-0.76
4	1.50	-0.15
5	0.27	-0.40

# Appendix G.6

## AP 2 IRT 2PL Model Results – Grade 2 Reading Comprehension

Passage 1		
Item	a	b
1	1.39	-1.61
2	1.28	-3.06
3	0.52	-0.83
4	1.47	-1.94
5	0.79	0.07

Passage 2		
Item	a	b
1	1.36	0.55
2	0.81	-2.00
3	1.34	-0.50
4	1.18	-1.72
5	1.16	-0.40

Passage 3		
Item	a	b
1	1.48	-3.83
2	1.10	-2.55
3	1.62	-0.94
4	1.28	0.21
5	1.09	-0.14

Passage 4		
Item	a	b
1	0.75	-2.29
2	0.83	-0.79
3	1.26	-1.82
4	1.18	-1.38
5	1.24	-1.16

Passage 5		
Item	a	b
1	1.22	-0.66
2	1.34	-0.49
3	0.96	-0.43
4	0.87	-2.06
5	1.54	1.14

Passage 6		
Item	a	b
1	1.34	-2.23
2	1.33	-4.18
3	1.26	-3.72
4	0.15	-3.32
5	1.65	-4.58

# Appendix G.7

## AP 3 IRT 2PL Model Results – Kindergarten Listening Comprehension

Passage 1		
Item	a	b
1	1.19	1.33
2	1.47	-0.50
3	1.26	1.45
4	0.73	0.69
5	1.30	-0.48

Passage 2		
Item	a	b
1	1.46	-0.68
2	2.01	1.22
3	1.25	0.65
4	2.09	2.80
5	0.68	0.95

Passage 3		
Item	a	b
1	0.70	0.82
2	1.27	0.12
3	0.66	-1.26
4	1.36	2.59
5	2.02	1.27

Passage 4		
Item	a	b
1	1.44	-1.67
2	1.60	0.03
3	0.77	-0.44
4	1.75	-0.52
5	1.36	2.91

Passage 5		
Item	a	b
1	1.61	-1.98
2	1.42	0.60
3	0.58	2.15
4	1.51	0.46
5	1.20	0.63

Passage 6		
Item	a	b
1	1.14	-1.74
2	0.92	1.17
3	1.18	1.26
4	1.67	-0.04
5	2.09	1.11



# Appendix G.8

## AP 3 IRT 2PL Model Results – Grade 1 Reading Comprehension

Passage 1		
Item	a	b
1	1.16	-2.57
2	1.15	-0.86
3	0.58	-1.18
4	1.51	-0.68
5	0.58	-0.35

Passage 2		
Item	a	b
1	0.78	-2.55
2	0.46	-1.15
3	1.12	-1.05
4	0.30	-0.47
5	0.84	-0.50

Passage 3		
Item	a	b
1	0.83	-1.87
2	0.95	0.02
3	1.77	-1.77
4	1.42	-2.87
5	0.87	-1.54

Passage 4		
Item	a	b
1	1.92	-2.01
2	0.71	1.33
3	1.06	-1.81
4	0.28	0.94
5	0.69	1.35

Passage 5		
Item	a	b
1	0.73	-0.05
2	1.13	2.93
3	0.76	-0.46
4	0.77	0.59
5	0.66	0.70

Passage 6		
Item	a	b
1	1.71	-4.16
2	0.77	-0.09
3	1.27	-1.71
4	1.59	0.52
5	0.94	-2.55

# Appendix G.9

## AP 3 IRT 2PL Model Results – Grade 2 Reading Comprehension

Passage 1		
Item	a	b
1	1.45	-2.91
2	1.63	-4.48
3	0.70	-1.34
4	0.83	-2.31
5	0.78	-0.24

Passage 2		
Item	a	b
1	1.74	-0.05
2	0.87	-2.33
3	1.36	-1.04
4	1.58	-2.88
5	2.06	-1.26

Passage 3		
Item	a	b
1	1.33	-4.83
2	1.45	-3.15
3	1.40	-1.47
4	0.67	-0.21
5	1.01	-0.63

Passage 4		
Item	a	b
1	0.79	-2.73
2	1.13	-1.03
3	0.26	-1.91
4	0.82	-1.59
5	0.43	-0.25

Passage 5		
Item	a	b
1	1.04	-1.14
2	1.22	-1.04
3	0.75	-0.97
4	0.40	-2.57
5	3.23	0.63

Passage 6		
Item	a	b
1	2.05	-3.81
2		
3	0.88	-4.15
4	1.83	-4.93
5	1.88	-5.69

# Appendix H.1

## AP 3 IRT 2PL Model Results – Kindergarten Vocabulary

Item	a	b	Item	a	b
Item 1	0.15	30.47	Item 34	1.89	0.57
Item 2	0.27	18.81	Item 35	1.89	2.89
Item 3	0.49	1.52	Item 36	1.92	-0.62
Item 4	0.54	2.48	Item 37	1.94	1.66
Item 5	0.70	4.98	Item 38	1.99	-1.22
Item 6	0.71	0.74	Item 39	2.01	2.93
Item 7	0.85	1.71	Item 40	2.02	0.63
Item 8	0.92	-3.04	Item 41	2.04	2.38
Item 9	0.92	0.66	Item 42	2.09	1.21
Item 10	0.95	3.71	Item 43	2.13	0.94
Item 11	1.02	4.04	Item 44	2.14	2.24
Item 12	1.09	-1.19	Item 45	2.24	2.05
Item 13	1.11	-1.91	Item 46	2.26	0.35
Item 14	1.24	-2.77	Item 47	2.30	1.79
Item 15	1.28	4.21	Item 48	2.30	1.73
Item 16	1.29	0.66	Item 49	2.31	0.50
Item 17	1.33	-2.36	Item 50	2.33	2.17
Item 18	1.33	1.69	Item 51	2.43	1.82
Item 19	1.36	-0.28	Item 52	2.52	-1.67
Item 20	1.36	-0.86	Item 53	2.52	2.67
Item 21	1.39	1.26	Item 54	2.57	0.39
Item 22	1.43	1.73	Item 55	2.65	0.58
Item 23	1.48	-1.16	Item 56	2.99	2.09
Item 24	1.56	4.10	Item 57	3.06	-1.23
Item 25	1.58	2.21	Item 58	3.16	1.38
Item 26	1.60	-2.18	Item 59	3.32	1.20
Item 27	1.60	0.71	Item 60	3.57	2.47
Item 28	1.62	-0.47	Item 61	4.01	2.16
Item 29	1.72	-1.04	Item 62	8.72	2.77
Item 30	1.79	1.25			
Item 31	1.82	2.03			
Item 32	1.84	2.47			
Item 33	1.85	0.17			

**Note.** a = discrimination, b = difficulty

## Appendix H.2

### AP 3 IRT 2PL Model Results – Grade 1 Vocabulary

Item	a	b	Item	a	b
Item 1	0.54	5.18	Item 34	1.84	2.15
Item 2	0.54	-0.24	Item 35	1.84	1.68
Item 3	0.70	-4.72	Item 36	1.85	2.47
Item 4	0.70	-0.08	Item 37	1.87	3.28
Item 5	0.77	5.98	Item 38	1.90	1.54
Item 6	0.83	2.71	Item 39	1.90	-2.28
Item 7	0.87	4.21	Item 40	1.94	3.35
Item 8	0.92	3.33	Item 41	1.96	-0.35
Item 9	0.94	0.19	Item 42	2.01	0.99
Item 10	0.99	1.48	Item 43	2.01	0.97
Item 11	1.00	-1.78	Item 44	2.06	2.42
Item 12	1.00	-3.82	Item 45	2.11	1.93
Item 13	1.02	-0.14	Item 46	2.24	1.83
Item 14	1.02	-1.96	Item 47	2.74	1.98
Item 15	1.04	-0.77	Item 48	2.74	2.75
Item 16	1.05	-0.38	Item 49	2.91	1.97
Item 17	1.07	4.41	Item 50	2.92	1.98
Item 18	1.21	-3.27	Item 51	3.60	-1.92
Item 19	1.28	-1.54	Item 52	4.35	2.47
Item 20	1.31	-0.67	Item 53	15.88	2.17
Item 21	1.33	0.41			
Item 22	1.33	0.86			
Item 23	1.33	2.18			
Item 24	1.38	-1.44			
Item 25	1.50	2.68			
Item 26	1.53	2.55			
Item 27	1.55	1.32			
Item 28	1.62	-0.73			
Item 29	1.63	1.59			
Item 30	1.65	-1.16			
Item 31	1.73	2.45			
Item 32	1.75	-0.26			
Item 33	1.77	2.83			

**Note.** a = discrimination, b = difficulty



# Appendix H.3

## AP 3 IRT 2PL Model Results – Grade 2 Vocabulary

Item	a	b	Item	a	b
Item 1	0.16	5.18	Item 34	1.13	2.15
Item 2	0.19	-0.24	Item 35	1.15	1.68
Item 3	0.28	-4.72	Item 36	1.25	2.47
Item 4	0.30	-0.08	Item 37	1.33	3.28
Item 5	0.34	5.98	Item 38	1.44	1.54
Item 6	0.44	2.71	Item 39	1.51	-2.28
Item 7	0.52	4.21	Item 40	1.51	3.35
Item 8	0.63	3.33	Item 41	1.54	-0.35
Item 9	0.65	0.19	Item 42	1.64	0.99
Item 10	0.70	1.48	Item 43	2.05	0.97
Item 11	0.72	-1.78	Item 44	2.21	2.42
Item 12	0.77	-3.82	Item 45	2.28	1.93
Item 13	0.78	-0.14	Item 46	2.46	1.83
Item 14	0.80	-1.96	Item 47	2.51	1.98
Item 15	0.82	-0.77	Item 48	3.21	2.75
Item 16	0.86	-0.38	Item 49	7.76	s1.97
Item 17	0.88	4.41			
Item 18	0.89	-3.27			
Item 19	0.91	-1.54			
Item 20	0.94	-0.67			
Item 21	0.96	0.41			
Item 22	0.96	0.86			
Item 23	0.96	2.18			
Item 24	0.98	-1.44			
Item 25	0.98	2.68			
Item 26	0.99	2.55			
Item 27	1.02	1.32			
Item 28	1.04	-0.73			
Item 29	1.05	1.59			
Item 30	1.07	-1.16			
Item 31	1.08	2.45			
Item 32	1.08	-0.26			
Item 33	1.12	2.83			

**Note.** a = discrimination, b = difficulty

# Appendix I.1

## AP 1 IRT 2PL Model Results – Grade 2 Spelling

Item	a	b	Item	a	b
Item 1	0.26	-11.42	Item 34	1.82	1.06
Item 2	0.58	-0.96	Item 35	1.83	-2.32
Item 3	0.59	-2.69	Item 36	1.83	-0.50
Item 4	0.60	-0.83	Item 37	1.83	0.74
Item 5	0.71	6.32	Item 38	1.84	2.91
Item 6	0.88	4.12	Item 39	1.85	-0.91
Item 7	0.89	1.34	Item 40	1.87	-1.27
Item 8	0.94	-0.07	Item 41	1.88	0.74
Item 9	1.00	-0.03	Item 42	1.89	-1.04
Item 10	1.11	-1.00	Item 43	1.90	0.21
Item 11	1.13	-0.37	Item 44	1.95	-0.66
Item 12	1.20	0.86	Item 45	1.96	2.89
Item 13	1.20	-0.66	Item 46	1.97	1.66
Item 14	1.23	1.25	Item 47	1.98	-0.42
Item 15	1.23	-3.71	Item 48	2.04	-0.18
Item 16	1.31	0.02	Item 49	2.04	1.55
Item 17	1.37	1.84	Item 50	2.04	0.17
Item 18	1.37	-1.86	Item 51	2.06	-0.04
Item 19	1.41	2.38	Item 52	2.07	0.30
Item 20	1.47	-0.07	Item 53	2.07	-1.50
Item 21	1.48	-0.60	Item 54	2.07	-0.91
Item 22	1.56	1.77	Item 55	2.16	0.47
Item 23	1.64	-1.00	Item 56	2.22	-0.99
Item 24	1.65	0.56	Item 57	2.22	-0.51
Item 25	1.65	-0.45	Item 58	2.23	1.58
Item 26	1.66	-0.18	Item 59	2.29	1.11
Item 27	1.66	2.05	Item 60	2.45	2.41
Item 28	1.67	-0.36	Item 61	2.55	0.98
Item 29	1.72	0.02	Item 62	2.62	0.19
Item 30	1.75	0.27	Item 63	2.68	-0.52
Item 31	1.75	2.22	Item 64	3.04	0.63
Item 32	1.77	0.71	Item 65	3.30	-0.83
Item 33	1.81	0.52			

**Note.** a = discrimination, b = difficulty

## Appendix I.2

### AP 2 IRT 2PL Model Results – Grade 2 Spelling

Item	a	b	Item	a	b
Item 1	0.12	-12.02	Item 34	1.05	0.67
Item 2	0.30	-3.85	Item 35	1.06	-0.80
Item 3	0.57	-1.41	Item 36	1.07	-0.59
Item 4	0.59	-5.88	Item 37	1.09	-0.04
Item 5	0.65	-1.00	Item 38	1.11	-1.18
Item 6	0.65	-0.47	Item 39	1.11	0.95
Item 7	0.69	2.40	Item 40	1.11	-0.73
Item 8	0.70	1.15	Item 41	1.12	-0.64
Item 9	0.70	-0.66	Item 42	1.18	-1.33
Item 10	0.71	3.48	Item 43	1.18	1.31
Item 11	0.72	0.53	Item 44	1.20	-0.55
Item 12	0.73	0.85	Item 45	1.25	-1.03
Item 13	0.73	1.94	Item 46	1.26	-0.48
Item 14	0.80	-0.29	Item 47	1.27	-0.22
Item 15	0.81	-0.10	Item 48	1.27	-2.61
Item 16	0.82	-0.56	Item 49	1.32	0.98
Item 17	0.85	-0.82	Item 50	1.33	0.16
Item 18	0.86	-0.86	Item 51	1.33	0.80
Item 19	0.90	2.63	Item 52	1.34	-1.43
Item 20	0.90	-0.34	Item 53	1.35	-1.36
Item 21	0.91	-1.58	Item 54	1.37	0.21
Item 22	0.91	-0.66	Item 55	1.38	0.06
Item 23	0.92	-1.74	Item 56	1.45	-0.37
Item 24	0.92	-0.28	Item 57	1.48	0.67
Item 25	0.93	-1.17	Item 58	1.48	-1.03
Item 26	0.94	-0.07	Item 59	1.52	-0.83
Item 27	0.96	0.43	Item 60	1.62	1.08
Item 28	0.98	-3.13	Item 61	1.78	-1.02
Item 29	0.99	-0.74	Item 62	1.88	-1.92
Item 30	1.00	0.37	Item 63	2.14	0.38
Item 31	1.03	1.99	Item 64	2.23	1.55
Item 32	1.05	0.22	Item 65	2.46	-0.28
Item 33	1.05	1.38			

**Note.** a = discrimination, b = difficulty

## Appendix I.3

### AP 3 IRT 2PL Model Results – Grade 2 Spelling

Item	a	b	Item	a	b
Item 1	0.03	-9.63	Item 34	1.09	-0.36
Item 2	0.29	-10.14	Item 35	1.09	-1.06
Item 3	0.50	-2.71	Item 36	1.11	-0.80
Item 4	0.54	0.50	Item 37	1.11	-1.14
Item 5	0.60	-1.00	Item 38	1.12	-0.46
Item 6	0.61	1.69	Item 39	1.14	-1.51
Item 7	0.61	3.26	Item 40	1.17	-1.19
Item 8	0.64	-3.41	Item 41	1.18	-1.53
Item 9	0.70	0.30	Item 42	1.18	-1.42
Item 10	0.70	-1.27	Item 43	1.18	-1.80
Item 11	0.71	-1.28	Item 44	1.20	-0.96
Item 12	0.71	-0.79	Item 45	1.21	-2.39
Item 13	0.73	0.27	Item 46	1.22	0.61
Item 14	0.74	-0.97	Item 47	1.23	-0.15
Item 15	0.75	-1.29	Item 48	1.23	0.04
Item 16	0.76	-0.87	Item 49	1.24	-0.59
Item 17	0.76	-1.19	Item 50	1.25	-1.85
Item 18	0.80	-1.48	Item 51	1.25	-1.70
Item 19	0.86	-0.70	Item 52	1.25	-0.23
Item 20	0.88	0.15	Item 53	1.28	-0.15
Item 21	0.91	0.90	Item 54	1.30	1.07
Item 22	0.95	1.08	Item 55	1.32	1.50
Item 23	0.96	-0.95	Item 56	1.32	0.79
Item 24	0.97	0.68	Item 57	1.34	2.13
Item 25	0.98	1.67	Item 58	1.36	-0.13
Item 26	0.98	-2.04	Item 59	1.38	1.23
Item 27	0.99	-0.57	Item 60	1.44	-0.37
Item 28	0.99	-0.99	Item 61	1.46	-0.62
Item 29	1.00	-0.02	Item 62	1.50	-2.89
Item 30	1.04	0.47	Item 63	1.53	0.22
Item 31	1.05	-1.15	Item 64	1.65	-1.19
Item 32	1.06	-0.47	Item 65	2.10	-0.70
Item 33	1.08	-1.78			

**Note.** a = discrimination, b = difficulty



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**Appendix E**  
**ECHOS Technical Report**

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## ECHOS Technical Report Fall 2005

### PART 1 OVERVIEW

The *Early Childhood Observation System*<sup>TM</sup> (ECHOS<sup>TM</sup>) is a Web-based ongoing, observational assessment tool for Kindergarten through Grade 2. ECHOS is designed to guide effective instruction and appropriate intervention to prepare a child to succeed in school.

ECHOS offers a secure website and options for quick and easy administration. One option is PDA administration that allows you to enter observations on a PDA and then sync them to the Web. Another option is desktop administration, which allows data to be uploaded directly to the Web.

ECHOS is a whole child-oriented measure based on national standards for seven domains: Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts. Table 1 lists the ECHOS domains and the sources for the national standards upon which its benchmarks are based.

**Table 1 ECHOS Domains and National Standards**

Domain	Source for Standards
<b>Language and Literacy</b>	<ul style="list-style-type: none"> <li>* International Reading Association (IRA)</li> <li>* National Association for the Education of Young Children (NAEYC)</li> <li>* National Council for Teachers of English (NCTE)</li> <li>* National Research Council Committee on the Prevention of Reading Difficulties in Young Children</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>* National Association for the Education of Young Children (NAEYC)</li> <li>* National Council for Teachers of Mathematics (NCTM)</li> </ul>

<b>Social and Personal Skills</b>	<ul style="list-style-type: none"> <li>* Center for Social and Emotional Education (CSEE)</li> <li>* Collaborative for Academic, Social, and Emotional Learning (CASEL)</li> <li>* National Association for the Education of Young Children (NAEYC)</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>* Center for Science, Mathematics, and Engineering Education (CSMEE)</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>* National Council for the Social Studies (NCSS)</li> </ul>
<b>Physical Development and Fitness</b>	<ul style="list-style-type: none"> <li>* National Association for Sport and Physical Education (NASPE)</li> </ul>
<b>Creative Arts</b>	<ul style="list-style-type: none"> <li>* The National Association for Music Education (MENC)*</li> <li>* National Arts and Education Network (ArtsEdge)</li> <li>* National Dance Association (NDA)</li> </ul>

\*Formerly the Music Educators National Conference, the association's name was change in 1998 to MENC: The National Association for Music Education to better reflect its mission.

Each domain, or learning area, includes subdomains and benchmarks that are based on these national learning standards. The benchmarks are points along the path toward learning/achievement the essential skills in each subdomain. Performance levels (*Not Yet Demonstrating, Emerging, Progressing, and Consistently Demonstrates*) are used to reflect students' progress relative to the benchmark. Each benchmark also includes progress indicators, or examples of student actions or behaviors that demonstrate their performance level on that benchmark. These indicators make the evaluation task much easier by providing concrete examples of skills designated as *Emerging, Progressing, or Consistently Demonstrates*.

The performance levels enable you to document student progress toward mastering the benchmarks, identify students for individualized instruction, and make better informed instructional decisions. The goal is that all children will master all benchmarks by the end

of the year. Refer to Appendix A of the Teacher's Guide for a list of the benchmarks for each grade level.

## **PURPOSE**

ECHOS is an assessment tool designed to help you monitor the progress of children in your classroom. ECHOS contains grade-specific benchmarks encompassing seven domains or areas of learning, and provides specific examples of children's performance that serve as progress indicators for these skills. ECHOS gives you with a systematic way to observe, document, assess, and rate children's specific performances using clear assessment criteria based on state and national standards.

ECHOS enables you to use classroom assessment to guide effective instruction. The Web-based reports can be generated to provide you with immediate feedback on your students' learning and assist with adjusting your instruction accordingly. You will also find the *ECHOS Home Reports* are an invaluable tool for communicating with parents and guardians about their children's progress. They also provide activities for parents to do at home with their child.

ECHOS it possible to collect information about children at various levels—at the school, district, region, or state level—which will help in planning and reporting. It meets the needs of both teachers and administrators in providing profiles of child and class performance which can be aggregated and disaggregated at the classroom, school building, district, regional, and state levels.



## PART 2 DEVELOPMENT

An expert panel was selected because of their national reputation as researchers and experts in their respective areas. The experts reviewed standards from respected national organizations. They determined that the collection represented a well-developed set of nationally recognized standards for student performance and reflect a vision for each area of learning (e.g., language and literacy, mathematics, social and personal skills). Table 2 lists each ECHOS domain, subject matter expert, and national organizations that were the sources for the standards.

**Table 2 ECHOS Domains, Subject Matter Experts, and National Standards Source**

<b>Domain</b>	<b>Subject Matter Expert</b>	<b>Source for Standard</b>
Language and Literacy	R. Rosalie Jordan, PhD National Consultant, Early Literacy and Reading	<ul style="list-style-type: none"> <li>• International Reading Association (IRA)</li> <li>• National Association for the Education of Young Children (NAEYC)</li> <li>• National Council for Teachers of English (NCTE)</li> <li>• National Research Council Committee on the Prevention of Reading Difficulties in Young Children</li> </ul>
Mathematics	Douglas H. Clements, PhD Math Consultant	<ul style="list-style-type: none"> <li>• National Association for the Education of Young Children (NAEYC)</li> <li>• National Council for Teachers of Mathematics (NCTM)</li> </ul>
Social and Personal Skills	Amy Driscoll, PhD Early Childhood Consultant	<ul style="list-style-type: none"> <li>• Center for Social and Emotional Education (CSEE)</li> <li>• Collaborative for Academic, Social, and Emotional Learning (CASEL)</li> <li>• National Association for the Education of Young Children (NAEYC)</li> </ul>
Science	Michael J. Bell, PhD Early Childhood and Science Consultant	<ul style="list-style-type: none"> <li>• Center for Science, Mathematics, and Engineering Education (CSMEE)</li> </ul>
Social Studies	Carol Seefeldt, PhD Social Studies Consultant	<ul style="list-style-type: none"> <li>• National Council for the Social Studies (NCSS)</li> </ul>
Physical Development and Fitness	Rae Pica Child's Movement Specialist	<ul style="list-style-type: none"> <li>• National Association for Sport and Physical Education (NASPE)</li> </ul>
Creative Arts	Kimberly Moore, PhD Early Childhood Consultant	<ul style="list-style-type: none"> <li>• The National Association for Music Education (MENC)*</li> <li>• National Arts and Education Network (ArtsEdge)</li> <li>• National Dance Association (NDA)</li> </ul>

\*Formerly the Music Educators National Conference, the association's name was changed in 1998 to MENC: The National Association for Music Education to better reflect its mission.

## **ECHOS Domains and Descriptions**

### *Language and Literacy*

The Language and Literacy domain targets seven areas identified by research as necessary for the development of literacy skills. This domain reflects the instructional components of Early Reading First and Reading First: concepts of print, phonological awareness, phonics, fluency, oral language and vocabulary, and comprehension. Writing is an additional skill included in this domain. (National Association for the Education of Young Children (1998); National Institute of Child Health and Human Development, 2000).

### *Mathematics*

The Mathematics domain focuses on how children approach problem-solving and mathematical thinking. While appropriate attention is given to computing skills, a stronger emphasis is placed on developing mathematical understanding, pattern and number relationships, and problem-solving strategies. The Mathematics domain is divided into five subdomains—number sense, geometry, measurement, algebraic thinking, and data analysis. The benchmarks derived from the NCTM standards are consistent with relevant findings from research on teaching and learning mathematics (Hiebert, 1999).

### *Social and Personal Skills*

The Social and Personal Skills domain focuses on important areas of healthy emotional development—self-awareness, social interactions, responsible decision making, problem solving, and approaches to learning. The development of social-emotional skills has a major impact on academic performance (Flook, Repetti, & Ullman, 2005). A rigorous, standards-based curriculum and a strong social support system have been found to be successful in addressing the achievement gap affecting low income students of color (Gordon, 2004).

### *Science*

The Science domain focuses on scientific inquiry as it is integral to children's acquisition of knowledge and permeates throughout all of the science subdomains. The development and construction of the benchmarks is based on a constructivist approach, which views knowledge and understanding as growing from inquiry and investigation (Olson & Loucks-Horsley, 2000; Yerrick & Ross, 2001). The science domain includes four subdomains—scientific inquiry, life science, earth science, and physical science.

### *Social Studies*

The Social Studies domain emphasizes active, experiential learning (Seefeldt, 1995). The subdomains include culture; time, continuity, and change; production, distribution, and consumption; people, places, and the environment; and civic ideals and participation.

Emphasis in Kindergarten is on developing an understanding of self, family, and the classroom.

#### *Physical Development and Fitness*

The Physical Development and Fitness domain focuses on movement as an important vehicle through which children learn about themselves and their world (Young, 1997). The physical development and fitness domain includes gross motor skills, fitness, and fine motor skills.

#### *Creative Arts*

The Creative Arts domain is designed to be integrated throughout the curriculum and to be an essential component to building a whole child (Vars, & Beane, 2000; West, D. D. 2000). Creative Arts has six subdomains—dance, music, theater, visual arts, art appreciation, and art in history and culture.

### **Item (Benchmark) Development**

The test developers and expert panel developed the ECHO benchmarks after a thorough review of the literature on whole child assessment and a review of the national educational standards. Further refinement of the benchmarks took place during a pilot study and nationwide spring standardization. Additionally, feedback was solicited from the teachers who took part in the field research.

**PART 3 Pilot Research**

A pilot study was conducted in Fall 2004 to evaluate benchmark performance for children in kindergarten, first grade, and second grade.

**Pilot Samples**

The pilot sample included 762 children in kindergarten, first grade and second grade from California, Georgia, Mississippi, Missouri, and Texas. These children came from different regions of the United States and were diversified by sex, race/ethnicity, and parent education level.

**Pilot Results**

The pilot data were reviewed to determine if children from different race/ethnicities, parent education levels, and different regions of the United States performed equally well on the benchmarks. Results indicated that children from different regions of the United States, regardless of race/ethnicity, sex, or parent education level, performed similarly and as expected, reflected the variation in learners.

The pilot data were also reviewed to determine the appropriateness of the benchmarks. One of the kindergarten language and literacy benchmarks was deleted because of redundancy.



## **PART 4 Standardization Research**

ECHOS enables one to compare a student's scores to the performances of others of the same grade in the standardization sample. ECHOS data presented in this Manual were derived from a standardization sample that is representative of the U.S. population (U.S. Bureau of the Census, 2000) of children in kindergarten, first, and second grade. The sample was stratified on the basis of grade, sex, race/ethnicity, and socio-economic status, geographic region was region taken into account for the sample.

### **Standardization Sample**

The standardization and related reliability and validity studies involved more than 1447 children across kindergarten, first, and second grades. ECHOS standardization testing began April 19, 2005 and continued through May 10, 2005. To be included in the standardization study, participants had to meet the following requirements.

- Students were tested on grade
- Students must be mainstreamed for instruction
- Primary language did not have to be English
- Included schools must be in the U.S., but may be one of the following: Public Schools, Catholic Schools, Private Schools, or Charter Schools

Although the sample included children who were bilingual, English was the primary (first and most frequently used) language of all participants in the standardization and related reliability and validity studies.

Approximately 17% of the children in the standardization sample were reported to be receiving special services: less than 3% for gifted and talented and 1% for mental retardation or developmental delay. Speech and language disorders accounted for approximately 7.5% of the sample.

The standardization version of ECHOS was administered by 88 teachers in 13 states. See Appendix A for a list of districts who participated in the ECHOS research study. Before standardization, teachers received detailed instructions regarding the administration of ECHOS and the use of the ECHOS handheld testing instrument. Throughout testing, examiners received detailed, written and telephone, feedback and support. Newsletters featuring information about potential testing problems and progress of the standardization research were also sent to examiners during standardization and special studies.

Tables 3 through 6 display the demographic characteristics of the sample, along with national census figures. Table 3 reports the distribution of the sample by grade and Table 4 by gender. Each child in the standardization sample was categorized by the teacher as belonging to one of the listed racial/ethnic groups. For sampling purposes, Native American, Eskimo, Aleut, Asian and Pacific Islander examinees were combined into an "Other" category. Table 5 presents the distribution of the sample by race/ethnicity. A students' socio-economic status (SES) was classified as either economically

disadvantaged or not economically disadvantaged based upon whether or not the student receives free or reduced lunch. Table 6 presents the distribution of the sample by SES.

**Table 3. Distribution of the Standardization Sample by Grade**

ECHOS Standardization Sample by Grade		
Grade	<i>n</i> -Count	Percent
Kindergarten	467	31.62
1 <sup>ST</sup> Grade	551	37.31
2 <sup>nd</sup> Grade	459	31.08
Total	1477	100.00

**Table 4. Distribution of the Standardization Sample and U.S. Population by Gender, Ethnicity, and SES by Grade**

Grade	Gender	<i>n</i> -Count	% of Standardization Sample	% of U.S. Population
Kindergarten	Female	269	57.60	48.56
	Male	198	42.40	51.44
	Total	467	100.00	100.00
1 <sup>ST</sup> Grade	Female	315	57.17	48.56
	Male	236	42.83	51.44
	Total	551	100.00	100.00
2 <sup>nd</sup> Grade	Female	249	54.25	48.56
	Male	210	45.75	51.44
	Total	459	100.00	100.00

**Table 5. Distribution of the Standardization Sample and U.S. Population by Race/Ethnicity by Grade**

Grade	Ethnicity	<i>n</i> -Count	% of Standardization Sample	% of U.S. Population
Kindergarten	White	293	62.74	65.2
	African American	18	3.85	15.1
	Hispanic	58	12.42	15.0
	Asian	3	0.64	3.8
	Other	4	0.86	0.9
	Invalid	91	19.49	---
	Total	467	100.00	
1 <sup>ST</sup> Grade	White	271	49.18	65.2
	African American	37	6.72	15.1
	Hispanic	172	31.22	15.0
	Asian	1	0.18	3.8
	Other	10	1.81	0.9
	Invalid	60	10.89	---
	Total	551	100.00	
2 <sup>nd</sup> Grade	White	285	62.09	65.2
	African American	24	5.23	15.1
	Hispanic	84	18.30	15.0
	Asian	4	0.87	3.8

	Other	1	0.22	0.9
	Invalid	61	13.29	---
	Total	459	100.00	

**Table 6. Distribution of the Standardization Sample and U.S. Population by SES and Grade**

Grade	SES	n-Count	% of Standardization Sample	% of U.S. Population
Kindergarten	NOT Economically Disadvantaged	281	60.17	33.5
	Economically Disadvantaged	186	39.83	66.5
	Total	467	100.00	100.00
1 <sup>ST</sup> Grade	NOT Economically Disadvantaged	258	46.82	33.5
	Economically Disadvantaged	293	53.18	66.5
	Total	551	100.00	100.00
2 <sup>nd</sup> Grade	NOT Economically Disadvantaged	251	54.68	33.5
	Economically Disadvantaged	208	45.32	66.5
	Total	459	100.00	100.00

### Final Item Selection and Placement

Items were ordered according to difficulty within each domain; this was done initially as a result of expert review. Item changes and deletions were also made during the pilot study that was presented to an advisory panel. Final item ordering was based on the standardization data.

### Bias Analysis

Items in the ECHOS standardization edition were submitted to an advisory panel with the purpose of identifying items that may have had any group performance differences with regard to sex, race/ethnicity, and socio-economic status. Items that were considered biased were dropped from consideration for the final item set.

### Raw Scores

Tables 7-9 report benchmark mean and standard deviations for each ECHOS domain by grade.

**Table 7. Kindergarten Benchmark Raw Scores Mean and Standard Deviations for Domains (n=467)**

Domain	Number of Benchmarks	Benchmark Mean	Benchmark SD
Language and Literacy	18	2.40	0.25

Mathematics	16	2.33	0.28
Social and Personal Skills	14	2.44	0.16
Science	15	2.03	0.42
Social Studies	10	2.18	0.33
Physical Development and Fitness	9	2.64	0.10
Creative Arts	6	1.82	0.39

**Table 8. First Grade Benchmark Raw Scores Mean and Standard Deviations for Domains (n=551)**

Domain	Number of Benchmarks	Benchmark Mean	Benchmark SD
Language and Literacy	11	2.22	0.16
Mathematics	17	1.99	0.27
Social and Personal Skills	11	2.10	0.16
Science	14	1.55	0.43
Social Studies	10	1.92	0.17
Physical Development and Fitness	10	2.25	0.15
Creative Arts	6	1.11	0.32

**Table 9. Second Grade Benchmark Raw Scores Mean and Standard Deviations for Domains (n=459)**

Domain	Number of Benchmarks	Benchmark Mean	Benchmark SD
Language and Literacy	13	2.16	0.24
Mathematics	18	2.22	0.18
Social and Personal Skills	10	2.40	0.14
Science	14	1.77	0.32
Social Studies	10	2.07	0.24
Physical Development and Fitness	10	2.36	0.19
Creative Arts	6	1.49	0.23

### **ECHOS Summary Classification Scores**

Tables 10-12 display the summary data for the ECHOS test by grade. Each category contains the averaged percent of students who received a rating of 0, 1, 2, or 3 for each domain or sub-domain. For example, the domain labeled “Concepts of Print” had nearly 73% of the kindergartners being rated as a 3-“Consistently Demonstrates”.

For kindergarten, the ECHOS total score had, on average, 48.75% of the students receiving a 3. Very few students were in the “Not Yet” category, and there were twice as many “Progressing” students as there were “Emerging” students. Focusing at the domain level, students performed well in Language and Literacy, Mathematics, Social and



Personal Skills, and Physical Development and Fitness, but not as well in Science, Social Studies or Creative Arts.

For first grade, the ECHOS total score had, on average, 33.96% of the students receiving a 3. Just over 10% of the students were in the “Not Yet” category, and there were more than twice as many “Progressing” students as there were “Emerging” students. Focusing at the domain level, students performed the best in Language and Literacy, Mathematics, Social and Personal Skills, and Physical Development and Fitness, but not as well in Science, Social Studies or Creative Arts.

For second grade, the ECHOS total score had, on average, 33.81% of the students receiving a 3. Fewer than 8% of the students were in the “Not Yet” category, and there were more than twice as many “Progressing” students as there were “Emerging” students. Focusing at the domain level, students performed the best in Language and Literacy, Mathematics, Social and Personal Skills, and Physical Development and Fitness, but not as well in Science, Social Studies or Creative Arts.

**Table 10. ECHOS Kindergarten Summary Data by Domain and Sub-domain**

Grade	Items	Not Yet	Percentage in each Category		
			Emerging	Progressing	Consistently Demonstrates
<b>Kindergarten</b>					
ECHOS-Total	88	3.01	13.65	34.58	48.75
1. Language and Literacy	18	2.93	9.66	32.29	55.13
A. Concepts of Print	2	1.07	4.60	21.52	72.81
B. Phonological Awareness	4	3.43	11.35	37.47	47.75
C. Phonics	2	3.53	9.96	30.41	56.10
D. Fluency	1	3.21	7.71	32.98	56.10
E. Oral Language and Vocabulary	2	1.82	7.92	32.55	57.71
F. Comprehension	4	2.52	11.46	36.99	49.04
G. Writing	3	4.28	9.99	27.12	58.60
2. Mathematics	16	2.44	12.13	35.79	49.65
A. Number Sense and Operations	6	2.11	13.92	32.69	51.28
B. Geometry	6	2.57	11.85	36.08	49.50
C. Measurement	2	3.75	11.35	48.93	35.97
D. Algebraic Thinking	1	0.64	3.21	29.55	66.60
E. Data Analysis	1	2.78	13.49	32.55	51.18
3. Social and Personal Skills	14	1.12	9.96	32.35	56.58
A. Self-Awareness	2	0.32	3.53	39.51	56.64
B. Social Interactions	3	1.07	9.35	31.33	58.24
C. Responsible Decision Making	4	1.23	10.01	27.25	61.51
D. Social Problem Solving	3	1.93	15.56	39.11	43.40
E. Approach to Learning	2	0.54	8.78	26.77	63.92
4. Science	15	5.54	21.06	37.80	35.60
A. Scientific Inquiry	3	4.43	22.56	46.32	26.70
B. Life Science	4	0.32	9.42	32.87	57.39
C. Earth Science	4	5.67	25.64	29.82	38.87
D. Physical Science	4	11.46	26.98	44.33	17.24
5. Social Studies	10	2.33	18.01	38.91	40.75
A. Culture	2	0.96	13.70	29.34	56.00
B. Time, Continuity, and Change	2	2.36	17.67	37.90	42.08
C. Production, Distribution, and Consumption	2	3.53	20.34	46.79	29.34
D. People, Places and Environment	2	2.78	29.76	50.86	16.60
E. Civic Ideals and Participation	2	2.03	8.57	29.66	59.74
6. Physical Development	9	0.36	4.28	26.01	69.36
A. Gross Motor Skills	3	0.14	5.92	34.05	59.89
B. Fitness	3	0.64	5.07	22.84	71.45
C. Fine Motor Skills	3	0.29	1.86	21.13	76.73
7. Creative Arts	6	8.03	26.62	41.11	24.23
A. Dance	1	4.28	7.49	44.33	43.90
B. Music	1	2.57	27.84	38.33	31.26
C. Theater	1	6.21	27.62	37.90	28.27
D. Visual Arts	1	3.43	22.91	46.68	26.98
E. Art Appreciation	1	7.49	33.19	47.32	11.99
F. Art in History and Culture	1	24.20	40.69	32.12	3.00

**Table 11. ECHOS First Grade Summary Data by Domain and Sub-domain**

Grade	Items	Not Yet	Percentage in each Category		
			Emerging	Progressing	Consistently Demonstrates
<b>First</b>					
ECHOS-Total	79	11.48	19.27	35.28	33.96
1. Language and Literacy	11	4.03	14.12	37.45	44.40
A. Phonics	2	2.27	10.53	32.49	54.72
B. Fluency	2	3.72	13.88	36.84	45.55
C. Oral Language and Vocabulary	1	1.63	13.97	34.85	49.55
D. Comprehension	3	3.27	13.67	38.48	44.59
E. Writing	3	6.96	17.18	41.02	34.85
2. Mathematics	17	9.16	19.37	35.27	36.20
A. Number Sense and Operations	7	7.26	17.32	35.13	40.29
B. Geometry	6	9.80	20.78	35.72	33.70
C. Measurement	2	8.71	22.87	36.57	31.85
D. Algebraic Thinking	1	13.97	16.15	27.22	42.65
E. Data Analysis	1	14.70	21.42	39.02	24.86
3. Social and Personal Skills	11	7.08	15.92	36.88	40.13
A. Self-Awareness	3	6.65	19.00	33.03	41.32
B. Social Interactions	2	4.08	12.34	35.84	47.73
C. Responsible Decision Making	2	6.08	16.33	37.75	39.84
D. Social Problem Solving	2	5.35	16.61	44.01	34.03
E. Approach to Learning	2	13.43	13.79	35.66	37.11
4. Science	14	21.14	22.74	35.69	20.43
A. Scientific Inquiry	3	11.74	21.54	41.26	25.47
B. Life Science	3	10.95	17.97	32.24	38.84
C. Earth Science	4	26.50	23.00	33.94	16.56
D. Physical Science	4	30.49	26.95	35.84	6.72
5. Social Studies	10	9.36	21.51	36.39	32.74
A. Culture	2	8.53	11.25	35.93	44.28
B. Time, Continuity, and Change	2	7.62	23.32	38.11	30.94
C. Production, Distribution, and Consumption	2	12.89	22.69	38.29	26.13
D. People, Places and Environment	2	13.34	18.51	34.30	33.85
E. Civic Ideals and Participation	2	4.45	31.76	35.30	28.49
6. Physical Development	10	3.34	14.99	35.08	46.59
A. Gross Motor Skills	4	2.27	13.43	38.79	45.51
B. Fitness	3	4.11	18.51	34.54	42.83
C. Fine Motor Skills	3	3.99	13.55	30.67	51.78
7. Creative Arts	6	34.36	29.92	25.98	9.74
A. Dance	1	40.29	24.86	27.40	7.44
B. Music	1	19.78	22.32	40.65	17.24
C. Theater	1	36.84	31.58	20.15	11.43
D. Visual Arts	1	24.68	29.40	29.76	16.15
E. Art Appreciation	1	32.67	38.84	22.87	5.63
F. Art in History and Culture	1	51.91	32.49	15.06	0.54

**Table 12. ECHOS Second Grade Summary Data by Domain and Sub-domain**

Grade	Items	Percentage in each Category			
		Not Yet	Emerging	Progressing	Consistently Demonstrates
<b>Second</b>					
ECHOS-Total	81	7.81	13.53	39.85	38.81
1. Language and Literacy	13	6.07	11.88	42.47	39.58
A. Phonics	2	3.49	14.27	33.22	49.02
B. Fluency	2	3.16	9.26	39.54	48.04
C. Oral Language and Vocabulary	2	4.25	13.40	42.16	40.20
D. Reading Comprehension	4	5.94	7.68	39.65	46.73
E. Writing	3	11.11	16.63	54.54	17.72
2. Mathematics	18	6.66	10.70	36.93	45.72
A. Number Sense and Operations	7	5.54	9.55	35.39	49.52
B. Geometry	7	8.96	10.89	38.56	41.58
C. Measurement	1	6.75	12.85	25.49	54.90
D. Algebraic Thinking	2	3.49	13.29	40.74	42.48
E. Data Analysis	1	4.58	10.02	40.09	45.32
3. Social and Personal Skills	10	2.03	9.06	36.08	52.83
A. Self-Awareness	2	1.96	11.44	36.82	49.78
B. Social Interactions	2	1.31	5.99	29.08	63.62
C. Responsible Decision Making	2	1.63	6.86	38.02	53.49
D. Social Problem Solving	2	1.96	7.30	33.22	57.52
E. Approach to Learning	2	3.27	13.73	43.25	39.76
4. Science	14	13.35	20.87	41.69	24.09
A. Scientific Inquiry	3	6.90	19.03	47.35	26.72
B. Life Science	3	12.27	19.24	37.55	30.94
C. Earth Science	4	14.60	18.46	42.92	24.02
D. Physical Science	4	17.76	25.87	39.32	17.05
5. Social Studies	10	6.19	16.21	42.11	35.49
A. Culture	2	2.40	11.11	40.63	45.86
B. Time, Continuity, and Change	2	5.88	18.30	49.35	26.47
C. Production, Distribution, and Consumption	2	13.62	20.26	42.16	23.97
D. People, Places and Environment	2	2.40	13.07	37.25	47.28
E. Civic Ideals and Participation	2	6.64	18.30	41.18	33.88
6. Physical Development	10	4.58	5.88	38.91	50.63
A. Gross Motor Skills	4	2.51	4.74	33.93	58.82
B. Fitness	4	6.97	6.64	40.74	45.64
C. Fine Motor Skills	2	3.92	6.64	45.21	44.23
7. Creative Arts	6	19.90	24.18	42.70	13.22
A. Dance	1	27.23	14.16	36.60	22.00
B. Music	1	15.25	27.89	42.92	13.94
C. Theater	1	20.04	22.66	42.27	15.03
D. Visual Arts	1	8.28	18.08	59.48	14.16
E. Art Appreciation	1	17.65	26.58	47.93	7.84
F. Art in History and Culture	1	30.94	35.73	27.02	6.32



## PART 5 Evidence of Reliability

When using a measure, the teacher must be confident that the scores obtained are reliable indicators of the skills that the test is measuring. This section describes the methods used to provide evidence of the reliability of ECHOS scores in monitoring a student's progress over a school year towards end-of-year standards or benchmarks.

### Evidence of Reliability

The reliability of a test rests on the accuracy, consistency, and stability of test scores across situations (Anastasi & Urbina, 1997). More specifically, reliability refers to the consistency of scores obtained by repeatedly testing the same student on the same test under identical conditions (including no changes to the student). Although in reality this can never be accomplished, it is possible to obtain various estimates of reliability.

An individual's obtained test score only approximates his or her unobservable true score. The difference between the obtained score and the true score is called measurement error. A reliable test will have relatively small measurement error and consistent measurable results within one administration and across repeated administrations. The reliability should always be considered in the interpretation of obtained test scores and differences between a student's test score on multiple occasions.

The reliability of ECHOS was estimated using test-retest stability (data that show the ECHOS scores are dependable and stable across repeated administrations) and internal consistency (data that show tasks in a subtest or a group of subtests are homogenous).

### Evidence of Test-Retest Stability

One way of estimating the reliability of an instrument is to examine its test-retest stability. To do this, the student is rated on the same measure twice, each time under conditions that are as similar as possible. The interval chosen between the two ratings is as short as possible to minimize changes in the student, while being long enough to provide information about stability.

ECHOS test-retest stability was evaluated in a study in which teachers rated 369 students on two separate occasions, and the resulting scores were compared. The number of students by grades who participated in the test-retest study is reported in Table 13.

**Table 13. Distribution of ECHOS Test-retest Sample by Grade**

ECHOS Test-Retest Sample by Grade		
Grade	<i>n</i> -count	Percent
Kindergarten	113	30.62
1 <sup>st</sup> Grade	141	38.21
2 <sup>nd</sup> Grade	115	31.17
Total	<b>369</b>	<b>100.00</b>

The sample included 182 males and 187 females. In the study, 6% of the students were African American, 29% were Hispanic, 57% were white, and 8% were students of other

racial/ethnic groups. The sample included 43% students classified as economically disadvantaged and 57% students not economically disadvantaged. There were six kindergarten teachers, seven first grade teachers and six second grade teachers who participated in the test-retest study.

After being tested as part of standardization, the students repeated the test with both tests administered by the same examiner. The time interval between teacher ratings is listed by grade in Table 14.

**Table 14. Interval for Test-Retest Administration by Grade**

Grade	Interval in Days	Interval in Weeks
Kindergarten	14 - 43*	2.0 - 6.1
1 <sup>st</sup> Grade	9 - 17	1.3 - 2.4
2 <sup>nd</sup> Grade	13 - 25	1.9 - 3.6
*There were technical difficulties with this file transmittal date, actual date is not known		

The test-retest stability was estimated using Pearson's product-moment correlation coefficient. The stability coefficients by grade are presented in Tables 15-17. The averaged difference was calculated using the total score difference between the two testing sessions for each domain.

**Table 15. ECHOS Test-Retest Means, Standard Deviations, and Stability Coefficients Using Domain Scaled Scores and Total Test Standard Scores for Kindergarten (n=113).**

Kindergarten Domains	1st Administration		2nd Administration		<i>r</i>	Averaged Difference
	Mean	SD	Mean	SD		
Language and Literacy	44.88	6.79	45.23	7.77	.801	.35
Mathematics	37.60	6.56	37.96	7.50	.825	.36
Social and Personal Skills	32.22	5.73	33.51	5.53	.851	1.29
Science	31.00	6.47	32.47	5.46	.839	1.47
Social Science	22.43	4.08	23.63	3.93	.918	1.20
Physical Development and Fitness	24.63	2.49	24.10	3.58	.875	-.53
Creative Arts	10.50	1.73	11.57	1.58	.584	1.07
<b>Total Test</b>	203.26	26.42	208.47	28.43	.862	5.21

As the data in Table 15 indicate, ECHOS scores possess excellent stability across time for kindergarten students. The scores for the Creative Arts domain possess adequate stability.

The data also indicated that the mean retest scores for most Domains are higher than the scores for the first testing, with the averaged difference sizes ranging from -0.53 to 1.47.

**Table 16. ECHOS Test-Retest Means, Standard Deviations, and Stability Coefficients Using Domain Scaled Scores and Total Test Standard Scores for First Grade (n=141).**

First Grade Domains	1st Administration		2nd Administration		<i>r</i>	Averaged Difference
	Mean	<i>SD</i>	Mean	<i>SD</i>		
Language and Literacy	20.90	9.44	17.50	9.10	.885	-3.40
Mathematics	23.40	11.70	22.50	13.10	.857	-0.91
Social and Personal Skills	16.01	9.31	14.92	9.96	.814	-1.09
Science	12.30	10.40	15.96	11.50	.945	3.66
Social Science	11.82	7.86	13.11	8.60	.893	1.30
Physical Development and Fitness	15.52	7.35	17.90	6.52	.854	2.38
Creative Arts	3.91	3.60	5.59	5.19	.813	1.67
<b>Total Test</b>	103.87	53.19	107.48	59.53	.932	3.62

As the data in Table 16 indicate, all but one ECHOS scores possess excellent stability across time for first grade students.

The data also indicated that the mean retest scores for most Domains are higher than the scores for the first testing, with the averaged difference sizes ranging from -3.40 to 3.66.

**Table 17. ECHOS Test-Retest Means, Standard Deviations, and Stability Coefficients Using Subtest Scaled Scores and Total Test Standard Scores for Second Grade (*n*=115).**

Second Grade Domains	1st Administration		2nd Administration		<i>r</i>	Averaged Difference
	Mean	<i>SD</i>	Mean	<i>SD</i>		
Language and Literacy	30.96	4.487	32.32	4.935	.820	1.36
Mathematics	46.03	5.37	44.03	5.51	.627	-2.00
Social and Personal Skills	27.20	2.24	26.33	3.57	.823	-0.87
Science	26.07	9.07	32.42	4.48	.675	6.35
Social Science	21.97	6.29	24.65	3.59	.797	2.69
Physical Development and Fitness	24.33	2.07	27.06	2.46	.413	2.73
Creative Arts	8.80	2.38	12.55	2.04	.595	3.74
<b>Total Test</b>	190.64	17.52	199.01	18.59	.891	8.38

As the data in Table 17 indicate, ECHOS scores possess adequate to excellent stability across time for second grade students. The Total Test ECHOS scores possess excellent stability.

The data also indicated that the mean retest scores for most subtests are higher than the scores for the first testing, with the averaged difference sizes ranging from -2.00 to 6.35.

### **Evidence of Internal Consistency**

Measures of internal consistency can also be used to estimate a test's reliability. Using internal consistency as a measure of reliability implies that the items in the subtests tests (e.g., a single subtest, a group of subtests) are measuring one construct. Internal consistency reliability coefficients are used to describe the homogeneity of the items in a subtest.

### **Evidence of Reliability Using Coefficient Alpha**

Reliability coefficients for all domains were examined using Cronbach's coefficient alpha (Croncker & Algina, 1986). The coefficients for the Total Test scores were calculated with the formula for calculating the reliability of a composite (Nunnally, 1978). Internal consistency reliability coefficients for ECHOS domain and total test scores are reported by grade in Tables 18-20 for the standardization sample.

**Table 18. Internal Consistency Reliability Coefficients (Coefficient Alpha) for Kindergarten**

Domain	Number of Benchmarks	Kindergarten <i>n</i> =467
Language and Literacy	18	.950
Mathematics	16	.925
Social and Personal Skills	14	.927
Science	15	.906
Social Studies	10	.879
Physical Development and Fitness	9	.867
Creative Arts	6	.836
ECHOS Total Test	88	.976

**Table 19. Internal Consistency Reliability Coefficients (Coefficient Alpha) for First Grade**

Domain	Number of Benchmarks	1 <sup>st</sup> Grade <i>n</i> =551
Language and Literacy	11	.966
Mathematics	17	.956
Social and Personal Skills	11	.961
Science	14	.962
Social Studies	10	.951
Physical Development and Fitness	10	.958
Creative Arts	6	.891
ECHOS Total Test	79	.988

**Table 20. Internal Consistency Reliability Coefficients (Coefficient Alpha) for Second Grade**

Domain	Number of Benchmarks	2 <sup>nd</sup> Grade <i>n</i> =459
Language and Literacy	13	.957
Mathematics	18	.970
Social and Personal Skills	10	.924
Science	14	.936
Social Studies	10	.924
Physical Development and Fitness	10	.872
Creative Arts	6	.897
ECHOS Total Test	81	.984



## **PART 6 Evidence of Validity**

A test is valid to the extent that it measures what it is intended to measure. There are multiple sources of information required in the process of test validation. Evidence of test validity refers to the degree to which specific data, research, or theory support that a test measures the concepts it purports to measure and is applicable to the intended population (AERA, APA & NCME, 1999). Different sources of evidence represent different aspects of validity; however, these sources do not represent distinct types of validity.

The evidence for valid application of a test includes evaluation of previous versions of the test, evaluation of the updated version of the test, and research that evaluates the utility of the new measure in a variety of clinical contexts. The process of a test's validation is ongoing and occurs throughout the life of the instrument. The applicability of the test also extends to clinical contexts beyond those studied as part of the initial phase of validation.

### **Applicability of the ECHOS**

ECHOS is designed to monitor the progress of children's learning. ECHOS includes grade-specific benchmarks that are designed to measure skills in seven domains of learning, and provides specific examples of children's behaviors that serve as progress indicators for these skills. ECHOS provides a systematic method to observe, document, assess, and rate children's specific development and learning using clear assessment criteria based on state and national educational standards.

ECHOS enables the teacher to use classroom assessment to guide effective instruction and provides specific and home activities for each benchmark in every domain. Each classroom activity is presented as an idea or event the teacher can incorporate into his or her classroom plan. ECHOS provides suggestions for materials and instructions, and recommendations for activities are referenced across appropriate developmental domains. Home activities incorporate items typically found in the homes so the family incurs little additional expense. Home activities include suggestions for everyday activities and reinforce newly learned skills during daily home routines.

Particularly, in the area of language and literacy, the selected items reflect the instructional components of Early Reading First and Reading First, focusing on phonological awareness, print awareness, alphabetic and phonetic knowledge, fluency, and comprehension (NICHD, 2000).

#### *Phonological Awareness*

From the 1980s to the present, the most extensively studied predictor of reading skills in the normal population has been phonological awareness (Muter, 2000). "...the ability to reflect on and manipulate the structure of an utterance (e.g., into words, syllables, or sounds) as distinct from its meaning" (Stackhouse, 1997, p. 157). Many studies have concluded that phonological awareness has a strong causal relationship to beginning reading acquisition. Not only is phonological awareness necessary for learning to read but it also improves as children become more proficient readers. Further, phonological

awareness is the best predictor of reading success (Bradley & Bryant, 1978; Share et al, 1984; Tunmer & Nesdale, 1985).

### *Alphabet and phonetic Knowledge*

Letter knowledge and phonics knowledge both contribute to a child's understand of the alphabetic principle – the ability to use sound-spelling correspondences to identify printed words. Many researchers identify a child's knowledge of letter names as one of the foremost predictors of later reading achievement (Catts, Fey, Zhang, & Tomblin, 2001; Johnston, Anderson, & Hookigan, 1996). The National Reading Panel (2000) indicated quick and accurate letter identification to be the strongest predictor of later reading success.

### *Print Awareness*

Prior to school entry, children need to learn that print has meaning in their everyday lives. They must also learn that print comes in many forms – letters, notes, newspapers, menus, bills – and that it serves a variety of purposes. Print may provide information, give instructions, and even entertain. When print appears on a page, it adheres to certain conventions such as maintaining spaces between words and proceeding from left to right and top to bottom on a page. Researchers and teachers generally accept the claim that children who come to school with a strong early literacy foundation enter formal reading instruction more readily (Justice & Ezell, 2001). Several longitudinal studies show that print awareness is a key element of an early literacy foundation (Adams, 1990; Badian, 1982).

The studies reported here provide evidence of the validity of ECHOS as a measure of all areas of a kindergarten, first-grade, and second-grade child's development: physical, emotional, social, linguistic, aesthetic, and cognitive. This section presents evidence of validity based on test content, internal structure, and relationship to other variables.

The following sources of evidence of validity support the intended interpretation of ECHOS results.

### **Evidence Based on Test Content**

Evidence for content validity is based on the degree to which the items adequately represent and relate to the construct being measured. The content should reflect the concepts being measured and relate to the proposed application and interpretation of the test. The content of tests used with children must also appropriately reflect developmental aspects of the concepts being measured.

The ECHOS content construction was designed to reflect children's general acquisition of school readiness skills and mastery of the academic curriculum for children in kindergarten, first grade, and second grade. ECHOS benchmarks were based on national educational standards. The test developers and a panel of seven early childhood subject matter experts reviewed the item content for potential bias and to ensure each item adequately sampled the skills appropriate for young children in the areas of language and

literacy, mathematics, social and personal skills, science, social studies, physical development and fitness, and creative arts.

The expert panel was selected because of their national reputation as researchers and experts in their respective areas. The experts reviewed standards from the national organizations and determined that they represent a well-developed set of nationally recognized standards for student performance and reflect a vision for each area of learning (e.g., language and literacy, mathematics, social and personal skills). Table 2 (page X) lists each ECHOS domain, subject matter expert, and national organizations that were the sources for the standards.

### **Evidence based on Test Content**

Evidence for content validity is based on the degree to which the items adequately represent and relate to the construct being measured. The content should reflect the concepts being measured and relate to the proposed application and interpretation of the test. The content of tests used with students must also appropriately reflect developmental aspects of the concepts being measured. Inappropriate content (both construct relation and social appropriateness), item wording, or item construction (administration rules and wording of instructions) may confound the interpretation and usefulness of test scores.

The ECHOS content construction was designed to reflect children's general acquisition of school readiness skills and mastery of the academic curriculum for children in kindergarten to grade 2. The content was reviewed to ensure each item adequately sampled the skills appropriate for young children in the areas of language and literacy, math, social and personal skills, science, social studies, physical development and fitness and creative arts.

The content was developed and reviewed by test developers and an expert panel to ensure that the domains and benchmarks adequately sampled academic skills appropriate for students at each grade. The domains chosen for ECHOS were selected to represent skill in each of the seven primary academic areas.

### **Evidence Based on Relationships with other Variables**

Understanding how a test relates to external measures enhances evidence of the test's validity. Typically this evidence is provided through an examination of the test's relationship to other instruments designed to measure similar constructs. Likewise, a test's validity can be determined by demonstrating that the test is dissimilar to instruments that are measures of abilities not assessed by the test.

Several studies were conducted concurrently with the standardization of ECHOS to examine the relationship between ECHOS test scores and other measures of academic skills (reading, mathematics, social studies, etc.) The relationship between ECHOS and Stanford Achievement Test Series Tenth Edition (SAT 10; Harcourt Assessment, 2002).

### **Correlation with SAT 10**

SAT 10 is a test designed to assess academic achievement of students from kindergarten through grade 12. ECHOS and SAT 10 were administered to 517 students with a testing

interval of 14 days. The sample included 223 males and 294 females. In the study, 5% of the students were African American, 16% were Hispanic, 61% were white, and 18% were students of other racial/ethnic groups. The sample included 45% students classified as economically disadvantaged and 55% students not economically disadvantaged.

ECHOS is an observational rating scale that records teacher ratings of items and SAT 10 is a standardized assessment of student achievement in several academic domains. Therefore, it is expected that there will be a moderate correlation between the ECHOS domain scores and the SAT 10 subtest scores.

**Table 21. Correlation Coefficients Between ECHOS Domains and SAT 10 Subtests for Kindergarten**

Grade	Stanford 10	ECHOS	r
Kindergarten	Total Reading	Language and Literacy	0.755
	Mathematics	Mathematics	0.743
	Environment	Science	0.581
		Social Studies	0.665

Correlations for kindergarten are good for the language and literacy mathematics domains but are more moderate for the science and social studies domains.

**Table 22. Correlation Coefficients Between ECHOS Domains and SAT 10 Subtests for First Grade**

Grade	Stanford 10	ECHOS	r
First Grade	Total Reading	Language and Literacy	0.826
	Mathematics	Mathematics	0.646
	Language	Language and Literacy	0.613
	Environment	Science	0.592
Social Studies		0.515	

The correlation for first grade domain of language and literacy with SAT 10 total reading is quite good while the domains of mathematics, language and literacy with SAT-10 language, science and social studies are again, in the more moderate range.

**Table 23. Correlation Coefficients Between ECHOS Domains and SAT 10 Subtests for Second Grade**

Grade	Stanford 10	ECHOS	r
Second Grade	Total Reading	Language and Literacy	0.775
	Mathematics	Mathematics	0.789
	Language	Language and Literacy	0.751
	Environment	Science	0.632
Social Studies		0.647	



Second grade correlations for language and literacy, with both SAT 10 total reading and language, and mathematics are good. The correlations for science and social studies are more moderate.

**Summary**

This section has presented evidence of the reliability and validity of ECHOS scores and their use in guiding instruction and providing appropriate intervention of young students while monitoring student development toward end-of-year content standards.

Strengths of the study included a sample of students which are representative of the student population in the U.S. Teachers administering the exams were also extensively trained to use the ECHOS instrument.

Some of the limitations of the study included the forced choice requirement for teachers to make a rating for all students, which led to the assignment of a “Not Yet” rating instead of a “Not Observed” type rating to students who may have not been presented the content. Also, ECHOS is designed for ongoing assessment over an entire year but for purposes of this study students were only assessed during the testing window.

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## Appendix A

## Participating School Districts-Spring 2005 Standardization

Table A-1. Participating School Districts

District Name	City	State
Altoona Area School District	Altoona	PA
Beeville Independent School District	Beeville	TX
Campbell County School District	Wright	WY
Central Oahu School District	Waiulua	HI
Cherokee Municipal School District	Centre	AL
Cleveland Municipal School District	Cleveland	OH
Comal Independent School District	New Braunfels	TX
Florida Atlantic University Lab School	Boca Raton	FL
Grant-Deuel School District	Reville	SD
Grape Creek Independent School District	San Angelo	TX
Howard School District 48-3	Howard	SD
Jefferson County School District	Dandridge	TN
La Escuela De Las Americas	San Antonio	TX
Moniteau County School District	California	MO
Ohio Community Consolidated School District 17	Ohio	IL
Pharr San Juan Alamo District	San Juan	TX
Platte County School District	Guernsey	WY
Redwood Baptist Academy	Redwood City	CA
Storey County School District	Virginia City	NV
Washakie County School District #1	Worlando	WY

DATA SHARING AGREEMENT

THE AGENCY FOR WORKFORCE INNOVATION  
and  
THE DEPARTMENT OF EDUCATION

This Agreement is made and entered into in Tallahassee, Leon County, State of Florida, between the Agency for Workforce Innovation, having its principal office at 107 East Madison Street, Tallahassee, Florida, hereinafter referred to as the AWI, and the Department of Education, having its principal office at 325 West Gaines Street, Tallahassee, Florida, hereinafter referred to as the DOE.

A. Authority and Justification

The AWI administers the School Readiness (SR) and Voluntary Prekindergarten (VPK) Education programs pursuant to section 411.01 and chapter 1002, Florida Statutes (F.S.). Specifically, the Legislature has directed the AWI to establish performance standards for the School Readiness program pursuant to section 411.01(4)(d), F.S., conduct studies related to program improvement pursuant to section 411.01(4)(k), F.S., provide policy analysis to the Legislature pursuant to section 411.01(4)(i), F.S., and to monitor the performance of Early Learning Coalitions (coalitions) in administering both SR and VPK programs pursuant to section 411.01(4)(l), F.S.

The AWI is charged with administering the operational requirements of the VPK program at the State level. The AWI is responsible for adopting rules which govern many aspects of the daily practices of VPK providers, such as student enrollment procedures, provider registration processes, and payment calculations. The AWI is responsible for coordinating with the DOE to develop a process by which low performing providers improve their students' performance on the VPK provider kindergarten readiness rate.

Pursuant to section 1002.73(1), F.S., the DOE administers the accountability requirements of the VPK program at the state-level. In addition, pursuant to section 1002.69, F.S., the DOE must adopt the statewide kindergarten screening and calculate VPK provider kindergarten readiness rates. Specifically, the Legislature has directed the DOE to adopt procedures to annually calculate each private VPK provider's and public school's kindergarten readiness rate, expressed as the percentage of the provider's or school's students who are assessed as ready for kindergarten.

The DOE is the agency responsible for supervising Florida's K-12 public school system and to the extent possible, ensuring the coordination, efficiency, and effectiveness of the education for students in K-20 education. SR and VPK programs contribute significantly to these goals and, in order to meet the needs of students in public schools, it is necessary to research the impact of various factors upon school readiness. This research will assist students to be prepared for school and will inform the DOE as to how to adjust instruction to meet the needs of all of its students.



As part of their respective duties, the AWI and the DOE collect and maintain data related to children participating in the VPK and SR programs. The individual records of a child enrolled in the VPK and SR programs are confidential and generally exempt from disclosure as public records. However, section 411.011(3)(g), F.S., authorizes the AWI to release SR student records to other state agencies pursuant to an interagency agreement for the purpose of implementing the SR Program. Similarly, section 1002.72(3)(g), F.S., allows the AWI to release VPK student records pursuant to an interagency agreement for the purpose of implementing the VPK Program. Section 1002.221(2), F.S., authorizes the DOE to release student information to the AWI, in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

As part of its duties, the DOE collects and maintains data related to children participating in Florida public schools, kindergarten through twelfth grade and beyond and data on children attending private school kindergarten who participate in kindergarten screening. The individual student records are confidential. However, 20 U.S.C. § 1232g(b)(1)(F), and section 1002.221, Florida Statutes, permit the DOE to disclose personally identifiable student records to organizations conducting studies for, or on behalf of the DOE for the purpose of developing, validating, or administering predictive tests and improving instruction, under the conditions specified in law. All personally identifiable information disclosed by the DOE to the AWI, and all personally identifiable information disclosed by the AWI to the DOE, shall be used solely for the purposes outlined herein.

With proper protection for the confidentiality of the data, the use by the AWI and the DOE of the data covered under this Agreement, as further delineated in Work Orders, in order to perform their public duties, is consistent with State and Federal law.

#### B. Purpose

The purpose of this Agreement is to establish conditions, safeguards, and requirements under which AWI and DOE agree to exchange confidential personally identifiable student level data and to ensure the confidentiality and security of all data provided and received under this Agreement.

This Agreement will enable the AWI to receive anonymized or, as necessary, confidential personally identifiable student level data from the DOE for the purpose of conducting statistical and longitudinal studies that will assist State and local education entities and Early Learning Coalitions in Florida to improve the education and instruction of students. Factors to be studied include, but are not limited to, those contributing to or detracting from students' readiness for school such as the impact of early learning provider type, the length of time a provider has offered early learning services, instructor qualifications, curriculum types, instructor-to-child ratios, class sizes, supplemental services offered, the type and duration of early learning services received by a student, student demographic profiles, the effectiveness of provider and student assessments, and the rules and practices of the AWI and the DOE.

This Agreement will enable the DOE to receive confidential, personally identifiable student level data from the AWI for the purpose of calculating kindergarten readiness rates for VPK Program providers as required under section 1002.69, Florida Statutes, implementing the VPK program, and conducting the studies described above.

C. Definitions

“Confidential Information” refers to:

1. Personally identifiable educational records as defined by section 34 C.F.R. 99.3 that are exempt from public disclosure pursuant to section 1002.221, F.S.; and
2. The individual records of a child enrolled in VPK that are confidential and exempt from public disclosure pursuant to section 1002.72(3), F.S.; and
3. Pursuant to section 411.011(1), F.S. the individual records of children enrolled in school readiness programs under section 411.01, F.S. including assessment data, health data, records of teacher observations, and personal identifying information.
4. Information declared confidential under Florida law and therefore exempt from public disclosure under Chapter 119, F.S.
5. Any information deemed private or confidential by federal law and thereby protected from public disclosure.

“Aggregate” information or data refers to;

Any collection of unit record data, including confidential information, that is combined in a manner that results in the data no longer representing individual records.

“Anonymized” information or data refers to:

Unit record data from which directly personally identifiable information has been removed and an anonymous unique identification number has been substituted.

D. Provision of Data

1. The Parties shall establish Work Orders that define and document relevant details about the data to be transferred or exchanged. Work Orders which have been developed among the affected Parties for several annual data sharing processes are included in Attachment A of the Agreement and shall take effect on the dates specified therein.
2. Work Orders for additional data sharing processes will be developed in consultation among the affected Parties and shall be executed by a representative of both Parties before taking effect as an addendum to this Agreement. If the terms of a Work Order conflict with the terms of this

Agreement, the terms of this Agreement shall control. The contents of a Work Order shall include, but are not limited to:

- (a) The specific purpose(s) for which the resulting data will be used, which shall be limited to and in support of the purposes outlined herein. Where anonymized data will fulfill the research purpose stated, anonymized data will be disclosed. Where directly personally identifiable records are necessary to fulfill the stated purpose, directly personally identifiable records will be disclosed.
- (b) One or more designated individuals to act on behalf of each Party for the purpose of completing the Work Order.
- (c) Definitions, data structure of elements, and the file layout to be transferred from the responding Party as relevant.
- (d) Matching or selection criteria, including time frames, if applicable.
- (e) A schedule which shall be followed in executing the processes outlined in the Work Order.
- (f) Retention and destruction schedule for resulting data, consistent with the terms provided herein. In accordance with 34 C.F.R. 99.31(6)(ii)(C)4., each work order shall specify a date certain by which all personally identifiable education records disclosed hereunder shall be returned or destroyed.

Work Orders shall be submitted to the individuals responsible for data collection and handling named immediately below for processing by the appropriate Agency.

**For DOE:**

Stuart Greenberg  
Executive Director  
Just Read, Florida! and  
Office of Early Learning  
Florida Department of Education  
325 West Gaines Street, Room 514  
Tallahassee, Florida 32399-0400  
(850) 245-0445  
Stuart.Greenberg@fldoe.org

**For AWI:**

Matt Guse  
Policy and Operations Manager  
Office of Early Learning  
Florida Agency for Workforce Innovation  
107 East Madison Street, MSC # 140  
Tallahassee, FL 32399-4120  
(850) 921-3165  
Matt.Guse@flaawi.com

3. Matching Process.

The Agency for Workforce Innovation will provide a single data set to the Department of Education containing the following minimum elements for the purpose of matching AWI data to educational records maintained by the DOE.

- 1. Student Identification Number (Student SSN if available or EFS assigned number)– 9 characters in length, no formatting (i.e., exclude hyphens separating the area, group and sequence number portions of the SSN).



2. Student Last Name – The Student’s Last Name (which may include the student’s last name appendage such as Jr., III, etc., where appropriate).
3. Student First Name – The Student’s First Name.
4. Student Birth Month – The Student’s Birth Month, presented in MM format.
5. Student Birth Day – The Student’s Birth Day, presented in DD format.
6. Student Birth Year – The Student’s Birth Year, presented in YYYY format.

This approach utilizes a probability match. That is, not every field must match *exactly* to the data available in the educational records.

DOE will first cleanse the student names presented by AWI of all extraneous spaces, special characters (hyphens, apostrophes, commas, etc) and subsequently attempt to match the records against the equivalent cleansed elements as contained within the data available at DOE. A reasonable attempt will be made to match the data exactly, however, in the cases where that is not possible, a point value will be assigned to the following fields and only those records having met a minimum matching threshold of 210 points will be considered for further processing. Those fields listed below having the prefix ‘SND’ refer to the soundex point value assigned to the phonetic representation of the last name and first name (e.g., while Cathy and Kathy do not match letter for letter, the soundex value for the name Cathy is equal to the soundex value of the name Kathy). The point breakdown follows:

STUDENT_ID_WEIGHT	120
LAST_NAME_WEIGHT	90
FIRST_NAME_WEIGHT	80
BIRTH_DATE_WEIGHT	70
SND_LAST_NAME_WEIGHT	50
SND_FIRST_NAME_WEIGHT	40
RACE_ID_WEIGHT	2
GENDER_ID_WEIGHT	1

E. Retention and Destruction of Data

1. The DOE will destroy personally identifiable information associated with the School Readiness program received from AWI under this Agreement when no longer needed for the purposes specified in the Work Order under which the information is provided and no later than the date specified in the Work Order, except to the extent that information is needed to maintain the required audit trail of disclosures from the database. Upon destruction, DOE will execute and provide to AWI a “Certificate of Data Destruction” in the form incorporated herein as Attachment B.

2. The AWI will destroy personally identifiable information received from the DOE under this Agreement when no longer needed for the purposes specified in the Work Order under which the information is provided and no later than the date specified in the Work Order, except to the extent that information is needed to maintain the required audit trail of disclosures from the database. Upon destruction, AWI will execute and provide to DOE a “Certificate of Data Destruction” in the form incorporated herein as Attachment B.



3. The DOE may retain the information associated with VPK program for the purposes stated herein.

4. Either party may retain Aggregate Information.

#### F. Research Reports

The parties agree to collaborate to ensure that, to the extent possible, analysis of data related to performance of students and child care providers on kindergarten screening is performed consistently. If any conflict exists, or if the reviewing party has not finalized its review by the conclusion of the requested review date, the report may be published if it contains a statement that the reviewing party did not confirm the research or endorse the conclusions drawn.

#### G. Confidentiality

The Parties acknowledge that, during the term of this Agreement, certain confidential information of a special and unique nature may be disclosed to each other. Accordingly, each Party must protect confidential and exempt records received from the other Party in a manner that will not permit the personal identification of an enrolled child or his or her parent by persons other than those authorized to receive the records.

To the extent authorized by law, each Party covenants and agrees that neither it nor its employees shall at any time during or following the term of this Agreement, either directly or indirectly, (a) disclose, or allow to be disclosed, to any person, organization, or entity in any manner whatsoever any confidential information except as specifically authorized hereunder, or (b) use any confidential information for any purpose whatsoever, except as strictly necessary to perform its duties as specified in this Agreement. Each Party shall restrict disclosure of confidential information to its employees with a need to know such information in order to perform its duties as specified in this Agreement and shall advise such employees of their obligations with respect to the confidential information and the potential sanctions for violation thereof. Each Party shall protect the other Party's confidential information using the same standard of care it uses to protect its own confidential and proprietary information, but in any event not less than a reasonable standard of care and in accordance with state and federal law, regulations, and the respective Party's information security policies.

A Party shall immediately notify the other party in writing in the event of any unauthorized use or disclosure of confidential information and assist in remedying such unauthorized use or disclosure, as requested by the party whose information has been disclosed (which shall not limit other remedies provided herein or by applicable law). In the event of a breach of this Agreement, the Party whose confidential information has been disclosed, in addition to and not in limitation of any of the rights, remedies or damages available to it by law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the other party.

All confidential information shall be and remain the property of the disclosing Party notwithstanding the subsequent termination of this Agreement. The receiving Party shall, within ten (10) days of the disclosing Party's written request, return all confidential information (including any copies thereof) or certify in writing that all confidential information (including any copies thereof) has been destroyed using a method designed to ensure confidentiality and permanently delete such confidential information from any computer hardware, media or other equipment.

The Parties acknowledge that the performance of this Agreement involves a process in which preexisting records maintained by each agency for other purposes will be shared and electronically matched to create new records needed to carry out the purposes of the Agreement. Both Parties further acknowledge their separate obligation to perform this agreement in compliance with the requirements of Family Educational Rights and Privacy Act and its implementing regulations at 34 CFR Part 99 and 5 U.S.C. section 552(a) (The Privacy Act of 1974, Public Law 93-579), Florida Public Records Laws (Chapter 119, Florida Statutes), section 411.011, Florida Statutes, section 1002.72, Florida Statutes, and with other applicable statutes that constitute express exceptions to public disclosure of information under Chapter 119, Florida Statutes, establishing rights or duties of confidentiality, privacy, and nondisclosure. To fulfill these obligations, the Parties agree as follows:

1. As to pre-existing records, each Party will continue to manage its respective preexisting records in conformance with applicable statutes regarding nondisclosure, privacy, and confidentiality.
2. Computer files exchanged by the Parties may contain confidential information. Therefore, the following provisions shall apply when such information is provided:
  - (a) If the purpose for which the data files were provided does not require personnel to print, display, or otherwise personally view the contents of the file, the personnel shall refrain from doing so.
  - (b) If the purpose for which the data file was provided requires personnel to print, display, or otherwise personally view the contents of the file, for example, to avoid or correct a malfunction of the matching process, the personnel shall do so in a manner that prevents the disclosure of the contents of the file by or to persons not involved in the matching process.
  - (c) When confidential information exchanged between the Parties is no longer needed to support the purposes of this Agreement, all information which is personally identifiable shall be destroyed and shall not be retained in any form.
  - (d) The Parties will give written instructions regarding subparagraphs 1 through 2(c) to affected employees. Affected employees shall also be informed of the potential sanctions for failing to follow the security requirements regarding confidential information.
3. Each computer file exchanged by the parties containing personally identifiable information as to a recipient and each hard copy of such information shall be stored in a secure location such as a locked desk or file cabinet, except when in use for the purposes for which it was provided. Automated records shall be stored in secured computer facilities with strict Automatic Data Processing (ADP) controls, limiting access to confidential information to those with access authorization.

4. Under no circumstances shall either Party disclose personally identifiable information to any third party except as provided by sections 411.011, 1002.221, and 1002.72, Florida Statutes.
5. Either Party may disclose Aggregate Information to any third party or the public, but must ensure that the release of information does not permit the release of confidential records or confidential information. No Party shall publicly disseminate reports containing identifiable data or aggregate cell sizes of less than 10 individuals. (Reports must mask these cells so that results are not revealed.)

H. Period of Performance

This Agreement replaces previous data sharing agreements for student records that may have been entered into between the AWI and the DOE for purposes related to VPK Program or the School Readiness Program.

All work under this Agreement shall begin upon the date of the last signature of the Parties to this Agreement, and shall terminate on June 30, 2012, unless the Parties otherwise agree. Either party may terminate this Agreement without cause upon thirty (30) days written notice. Upon termination, all Work Orders associated with this Agreement shall also be terminated and both Parties shall certify in writing that all confidential information (including any copies thereof) required to be returned or destroyed under this agreement has been returned or destroyed using a method designed to ensure confidentiality and permanently delete such confidential information from any computer hardware, media or other equipment.

I. Responsible Parties

All correspondence regarding this Agreement, including, but not limited to, notification of change of custodianship, uses or disclosures of the data not provided for by this Agreement, requests for access to the data, requests for accounting of disclosures of the data, disposition of the data, and amendment or termination of this Agreement shall be addressed to the points of contact:

For DOE:

Stuart Greenberg  
 Executive Director  
 Just Read, Florida! And  
 Office of Early Learning  
 Florida Department of Education  
 325 West Gaines Street  
 Room 514  
 Tallahassee, FL 32399-0400  
 850-245-0445  
[Stuart.Greenberg@fldoe.org](mailto:Stuart.Greenberg@fldoe.org)

For AWI:

Matt Guse  
 Policy and Operations Manager  
 Agency for Workforce Innovation  
 Office of Early Learning  
 \_\_\_\_\_  
 107 East Madison Street  
 Caldwell Building  
 Tallahassee, FL 32399-4120  
 850-921-3165  
[matt.guse@awi.state.fl.us](mailto:matt.guse@awi.state.fl.us)



J. Notices

The points of contact shall be responsible for the observance of all conditions of use and for the establishment and maintenance of safeguards as specified in this Agreement to prevent unauthorized use. Each Party shall notify the other in writing within fifteen (15) days of any change in contact designation. Notification of change shall be delivered by certified mail, return receipt requested, or in person with proof of delivery.

K. Costs

The data sharing activities under this Agreement are not expected to result in charges among the Parties. Parties shall bear their own costs. If the activities conducted under this Agreement become unduly burdensome or cost prohibitive, the Agreement may be renegotiated.

L. Inspection of Records

The Parties shall permit each other to make on-site inspections of records relevant to this Agreement to ensure that the confidentiality requirements of this Agreement are being met. Such inspection may take place at the respective Agencies and other locations as deemed appropriate by the Parties with or without notice at any time during normal business hours. Failure of the Parties to allow such inspections constitutes a material breach of this Agreement by the Party refusing to allow such inspection.

M. Review and Modification

Modifications to the provisions of this Agreement, shall be by mutual agreement (with the exception of contact information) executed in writing. Any Work Order submitted in accordance with section D. above shall be considered an addendum to this Agreement. If there is any conflict between the terms of a Work Order and this Agreement, this Agreement shall be controlling.

IN WITNESS HEREOF, the Parties agree to the terms and conditions of this Agreement as set forth above, and the signatories, being duly authorized to legally bind the Parties, have hereby caused this Agreement to be executed.

DEPARTMENT OF EDUCATION

AGENCY FOR WORKFORCE INNOVATION



Dr. Eric J. Smith  
Commissioner of Education

for Cynthia R. Lorenzo  
Director, Agency for Workforce Innovation

Date: 11/5/10

Date: 11/10/10



## Attachment A

Attachment A contains Work Orders agreed to by the AWI and the DOE at the time of the execution of this Data Sharing Agreement. These Work Orders may be amended only by mutual written agreement of the AWI and the DOE. Additional Work Orders may be established as described in section D. of the Data Sharing Agreement.

**AWI-DOE WORK ORDER #1**  
**VPK READINESS RATE MATCH 09/10**

This Data Work Order is governed by the terms and conditions of the Data Sharing Agreement by and between the Agency for Workforce Innovation (AWI) and the Department of Education (DOE), dated \_\_\_\_\_ (the "Agreement"). Terms used but not defined in this Data Work Order shall have the meaning attributed to such terms in the Agreement.

Date of Data Work Order:

**AWI-DOE WORK ORDER #1  
VPK READINESS RATE MATCH 09/10**

**Purpose for Request**

The purpose of this request is to obtain the data used to:

1. Determine which children are included in each VPK provider's readiness rate calculation,
2. Match the Florida Kindergarten Readiness Screening (FLKRS) results for children with a VPK provider,
3. Calculate each VPK provider's readiness rate; and
4. Provide the DOE data relating to the VPK program for implementation of the VPK program.

**Contact Information for Requesting Party:**

Name: Gary Sabitsch

Address: 325 West Gaines Street, Suite 514

Email Address: Gary.Sabitsch@fldoe.org

Telephone Number: 245.0445

**Contact Information for Responding Party:**

Name: Brian Savon, Data Unit Supervisor

Address: 107 East Madison Street, MSC 140

Email Address: Brian.Savon@flaawi.com

Telephone Number: 921.3391

**Data Delivery Dates:**

- The Agency will exercise its best effort to deliver the data within 60 days of processing the 13<sup>th</sup> invoice for the fiscal year.
- Public review and change requests  
During the twenty-one day coalition review of the DOE Kindergarten Readiness Rate website, the DOE may submit to AWI the Kindergarten Readiness Rate File Change Request Form to request a review and/or possible changes to a VPK provider or child record.

**AWI-DOE WORK ORDER #1  
VPK READINESS RATE MATCH 09/10**

**Product**

For the 2009/2010 VPK program year, AWI will provide to DOE the data specified in the following table:

VPK PROVIDER FILE	
ROW	DATA ELEMENT
1	COUNTY
2	OEL ID 0506
3	OEL ID 0607
4	OEL ID 0708
5	OEL ID 0809
6	OEL ID 0910
7	PROVIDER NAME (CCRR)
8	PROGRAM YEAR
9	PROGRAM TYPE
10	COALITION NAME
11	PROVIDER GROUP
12	FAITH-BASED
13	SCHOOL READINESS
14	STREET
15	STREET 2
16	CITY
17	STATE
18	ZIP CODE
19	MAILING STREET
20	MAILING STREET 2
21	MAILING CITY
22	MAILING STATE
23	MAILING ZIP CODE



**AWI-DOE WORK ORDER #1  
VPK READINESS RATE MATCH 09/10**

VPK CHILD FILE	
ROW	DATA ELEMENT
1	OEL ID XXXX
2	PROGRAM YEAR
3	PROGRAM TYPE
4	CHILD ID
5	LAST NAME
6	FIRST NAME
7	MIDDLE INITIAL
8	DOB
9	GENDER
10	HOURS ATTENDED
11	SUBSTANTIAL COMPLETION
12	SR DOLLARS
13	SR
14	VALID SSN
15	CLEAN FIRST NAME
16	CLEAN LAST NAME

**Matching or Selection Criteria**

Ownership Change

The Agency identifies providers with possible ownership changes. Providers are flagged if they meet one or more of the following criteria:

- Ownership change provider history code
- Provider ID change
- Provider record match on database ID, zip code and address
- Provider record match on database ID and address
- Mass movement of children from one provider location to another provider location

Linking Providers

AWI-DOE WORK ORDER #1  
VPK READINESS RATE MATCH 09/10

The Agency will link two provider records if:

- The provider ID changed
- Based on an ownership change code, the provider changed ownership either during or between program years
- The facilities are located at the same address, VPK payments continue, and there was an ownership change based on follow-up with the coalition
- The facilities are located at the same address and there was an ownership change based on follow-up with the coalition
- Children moved during the VPK program from one provider's location to a second location owned by the same provider based on follow-up with the coalition

The Agency does not link two provider records if two facilities are in the same location, but the first business was closed by DCF or went out of business and the second business opened in the same location, but ownership did not change hands. This is verified with the coalition.

**The practice is to link the provider records in the event of an ownership change. The new owner is then responsible for disputing with DOE the linkage.**

**File Format**

Delimited text file

**Retention Schedule**

Data will be retained by the DOE.

**Counterparts**

This Data Work Order may be executed in one or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

Agency for Workforce Innovation

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Department of Education

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

*Thomas J. Uendemann*  
*Assistant Director*

*Eric J. Smith*  
*Commissioner of Education*

**AWI-DOE WORK ORDER #2  
MASTER FLKRS 10/11**

This Data Work Order is governed by the terms and conditions of the Data Sharing Agreement by and between the Agency for Workforce Innovation (AWI) and the Department of Education (DOE), dated \_\_\_\_\_ (the "Agreement"). Terms used but not defined in this Data Work Order shall have the meaning attributed to such terms in the Agreement.

Date of Data Work Order:

**AWI-DOE WORK ORDER #2  
MASTER FLKRS 10/11**

**Purpose for Request**

The purpose of this request is to obtain the readiness rate data file submitted by AWI to DOE under Work Order #1, with all modifications made by VPK providers, early learning coalitions, or DOE during the DOE verification process used to:

1. Analyze data quality of child and provider data,
2. Identify additions or deletions that may need to be made in the local Enhanced Field System (EFS), and
3. Identify payment adjustments that may need to be made in the local EFS.

**Contact Information for Requesting Party:**

Name: Brian Savon, Data Unit Supervisor  
Address: 107 East Madison Street, MSC 140  
Email Address: Brian.Savon@flaawi.com

Telephone Number: 921.3391

**Contact Information for Responding Party:**

Name: Gary Sabitsch  
Address: 325 West Gaines Street, Suite 514  
Email Address: Gary.Sabitsch@fldoe.org

Telephone Number: 245.0445

**Data Delivery Date:**

The DOE will exercise its best effort to provide the modified file within 30 days after the State Board of Education approves the minimum VPK Provider Readiness Rate.

**Product**

For the 2009/2010 VPK program year, DOE will provide to AWI the data specified in the following table:

VPK PROVIDER FILE	
ROW	DATA ELEMENT
1	COUNTY
2	OEL ID 0506
3	OEL ID 0607
4	OEL ID 0708
5	OEL ID 0809
6	OEL ID 0910
7	PROVIDER NAME (CCRR)
8	PROGRAM YEAR
9	PROGRAM TYPE
10	COALITION NAME



**AWI-DOE WORK ORDER #2  
MASTER FLKRS 10/11**

11	PROVIDER GROUP
12	FAITH-BASED
13	SCHOOL READINESS
14	STREET
15	STREET 2
16	CITY
17	STATE
18	ZIP CODE
19	MAILING STREET
20	MAILING STREET 2
21	MAILING CITY
22	MAILING STATE
23	MAILING ZIP CODE
24	MODIFIED PROVIDER NAME
25	MODIFIED PROVIDER GROUP
26	MODIFIED FAITH-BASED
27	MODIFIED STREET
28	MODIFIED STREET 2
29	MODIFIED CITY
30	MODIFIED STATE
31	MODIFIED ZIP CODE
32	MODIFIED MAILING STREET
33	MODIFIED MAILING STREET 2
34	MODIFIED MAILING CITY
35	MODIFIED MAILING STATE
36	MODIFIED MAILING ZIP CODE

VPK CHILD FILE	
ROW	DATA ELEMENT
1	OEL ID XXXX
2	PROGRAM YEAR
3	PROGRAM TYPE
4	CHILD ID
5	LAST NAME
6	FIRST NAME
7	MIDDLE INITIAL
8	DOB

**AWI-DOE WORK ORDER #2  
MASTER FLKRS 10/11**

9	GENDER
10	HOURS ATTENDED
11	SUBSTANTIAL COMPLETION
12	SR DOLLARS
13	SR
14	VALID SSN
15	CLEAN FIRST NAME
16	CLEAN LAST NAME
17	MODIFIED CHILD ID
18	MODIFIED LAST NAME
19	MODIFIED FIRST NAME
20	MODIFIED MIDDLE INITIAL
21	MODIFIED DATE OF BIRTH
22	MODIFIED GENDER
23	MODIFIED HOURS ATTENDED
24	COALITION REVIEW
25	COALITION'S HOURS ATTENDED
26	DOE REVIEW

**Matching or Selection Criteria**

N/A

**File Format**

Delimited text file

**Retention Schedule**

Data will be retained by the AWI and the DOE.

AWI-DOE WORK ORDER #2  
MASTER FLKRS 10/11

Counterparts

This Data Work Order may be executed in one or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

Agency for Workforce Innovation

Department of Education

By: *[Signature]*

By: *[Signature]*

Name: *Thomas J. Vandenberg*

Name: *Eric J. Smith*

Title: *Assistant Director*

Title: *Commissioner  
of Education*