



Child Development Education Pilot Program (CDEPP): 2009-10 Student and Classroom Assessment Report



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In Fiscal Years 2007-08 through 2009-10, the General Assembly appropriated to the Education Oversight Committee Education Improvement Act (EIA) funds to evaluate the Child Development Education Pilot Program (CDEPP). The goal of CDEPP is to address school readiness of students in poverty. Eligible for the program are children who are four years of age, who participate in either Medicaid or the federal subsidized lunch program or both and who reside in the Abbeville v. the State of South Carolina plaintiff districts. Children may enroll in a CDEPP-approved public school or private childcare center.

Annually, the EOC has contracted with the University of South Carolina to serve as a partner in the evaluation to conduct individual student assessments over time of CDEPP participants. The longitudinal analysis documents the long-term effectiveness of the program on developmental and academic progress of children participating in the program. The USC research team was composed of the following personnel: Dr. William Brown, Dr. Christine DiStefano, Ms. Heather Smith Googe, and Dr. Fred Greer. The results of student and classroom assessments conducted in school year 2009-2010 are presented in this report. In addition, we have analyzed student assessments for child changes in language, achievement, and behavioral development between children's early pre-kindergarten and early kindergarten years.

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Executive Summary

Longitudinal Analyses of All Cohorts from Early Pre-kindergarten to Early Kindergarten

The Child Development Education Pilot Program (CDEPP) evaluation plan has been developed and implemented to examine the short- and long-term effects of the state-funded program over time, especially as preschoolers' transition from pre-kindergarten into kindergarten. The design will also allow for later evaluation of students educational progress in elementary grades when PASS assessment become available. To date, we have a sample of 276 CDEPP students with both pre-kindergarten and kindergarten assessment findings. It should be noted that the 150 preschoolers assessed last year are not available for similar analysis due to discontinuation of state evaluation funding.

Differences between CDEPP Participants Early Pre-kindergarten and Kindergarten Assessment

Test	T-value	p-value	Effect Size
<i>PPVT 4</i>	8.705	<.001	.353
<i>WJ-III Achievement</i>	9.000	<.001	.396
<i>BASC2 Subscales</i>			
<i>Behavioral Symptoms Index</i>	-.527	.299	.030
<i>Adaptability</i>	2.429	.008	.179
<i>Social Skills</i>	3.167	<.001	.243
<i>Functional Communication</i>	5.684	<.001	.394

Note: * = $p < .001$

Summary of Longitudinal Findings for the Cross-Year CDEPP Sample of Children

Children's findings for the cross-year sample indicate modest and meaningful progress in language, achievement, and social and behavioral development. Children's retention of important educational skills also shows that the competencies learned in pre-kindergarten were maintained through their kindergarten year.

2009 and 2010 CDEPP CLASS Assessment Summary: Pre-kindergarten Classroom Quality Findings

The following tables show information collected by trained observers using the *CLASS Pre-K* during 2009 and 2010. The CDEPP results for the Emotional Support and Classroom Organization domains were comparable to *CLASS Pre-K* scores in previous studies. Nevertheless, the mean scores of the Instructional Support were lower than average scores reported in previous investigations.

CLASS Scores for CDEPP Classrooms in 2009

CLASS Domains ¹	Number	Mean	Std. Deviation	Range
Emotional Support	50	5.1	.80	3.4 - 6.5
Classroom Organization	50	4.5	.80	2.9 - 6.0
Instructional Support	50	2.0	.80	1.0 - 4.8

¹CLASS domains are Likert scores that range from 1 to 7, with 7 being the highest score.

CLASS Scores for CDEPP Classrooms in 2010

CLASS Domains ¹	Number	Mean	Std. Deviation	Range
Emotional Support	50	5.2	.70	2.9 - 6.4
Classroom Organization	50	4.5	.60	3.3 - 6.3
Instructional Support	50	2.1	.60	1.2 - 3.9

¹CLASS domains are Likert scores that range from 1 to 7, with 7 being the highest score.

These findings across two years have implications for professional development for the CDEPP workforce. Specifically, although all of the domains and dimensions measured by the *CLASS Pre-K* are important, our observations indicate that targeted professional development should be carefully considered to enhance teachers' instructional support with improvements in teaching interactions that target (a) conceptual development, (b) teacher feedback for student learning, and (c) additional encouragements for children to use language.

Recommendations

1. Despite negative economic conditions, the General Assembly should continue funding CDEPP and similar pre-kindergarten programs and when funds are available, expand the program in both public schools and private centers statewide. Across years and cohorts, modest yet meaningful child gains provide evidence of the success of CDEPP in preparing young children who are at-risk for school failure for kindergarten.
2. Given the existing multi-year sample of 276 children who were enrolled in CDEPP further longitudinal evaluation of those students, as compared to a matched sample of similar children who did not attend a full day program, would help to show if differences in children's language, achievement, and behavior may be related to CDEPP participation. Standardized test scores (e.g., PASS scores) and other information, such as grades, grade retentions, and special education placements, may be of assistance in understanding the relationship between pre-kindergarten participation for at-risk students and their future academic and social success in South Carolina.
3. Our classroom observations with the *CLASS Pre-K* have indicated that on the domains of Emotional Support and Classroom Organization that CDEPP classrooms were similar to other preschool classrooms in previous investigations. Nevertheless, for the domain of Instructional Support with accompanying dimensions of concept development, quality of feedback, and language modeling, the ratings were lower than previous investigators have reported. A continuous improvement approach to pre-kindergarten educational services indicates that targeted professional development and technical assistance might be helpful to local preschool personnel in the area of instructional support and high-quality teaching interactions. State level early childhood administrators should carefully consider how to enhance professional development activities and technical assistance to support the efforts of local pre-kindergarten personnel.

The following chart illustrates the cohorts which were included in the longitudinal analysis.

	2006-07 ¹	2007-08 ¹	2008-09 ^{1,2}	2009-10 ^{1,2}	2010-11
Pilot	Pre-K n = 48	Kindergarten n = 48	1 st	2 nd	3 rd PASS
Cohort 1		Pre-K n = 150	Kindergarten n = 113	1st	2nd
Cohort 2			Pre-K n = 150	Kindergarten n = 122	1st
Cohort 3				Pre-K n = 150	Kindergarten

1. Peabody Picture Vocabulary Test, 4th edition, Woodcock-Johnson Tests of Achievement, 3rd edition, and Behavior Assessment System for Children, 2nd edition (PPVT-4, WJ-III, and BASC2).

Individual Child and Classroom Assessments

A strength of the CDEPP evaluation is the employment of reliable and validated child assessments and a longitudinal research design. Specifically, we randomly selected preschoolers and kindergarteners for assessment with the *Woodcock-Johnson III Test of Achievement (WJ-III)* and the *Peabody Picture Vocabulary Test 4th Edition (PPVT 4)*. In addition, we asked teachers to complete and return information about the students' behavioral and emotional development using the *Behavioral Assessment System for Children, Second Edition (BASC-2)*. Methods and details of the assessment process are outlined in Appendix G of the 2009-10 evaluation report, issued in January 2010.

Individual child assessments began during the spring of 2007, when members of the evaluation team administered individual assessments to 48 preschoolers who were participating in CDEPP. This group is referred to as the Pilot Cohort. In the autumn of the following three years, the evaluation team selected samples of 150 CDEPP participants (111 public school students and 39 private center students) for individual child assessment. Whenever possible the same children were re-tested at the start of their kindergarten year (except the Pilot Cohort, who were re-tested in the spring of their kindergarten year). The sample of students beginning CDEPP in 2007-2008 is referred to as Cohort 1; children involved with CDEPP in 2008-09 are referred to as Cohort 2; and students from the 2009-2010 academic year are referred to as Cohort 3.

First, we will report the descriptive results from the pre-kindergarten spring 2010 testing of Cohort 3. Second, we will analyze within pre-kindergarten changes with Cohort 3 during the 2009-2010 school year. Third, after analyzing differences across the three cohorts, we analyzed the aggregated child changes from Pilot Cohort, Cohort 1 and Cohort 2 between their early pre-kindergarten year early kindergarten years. Fourth, we provide information about observations performed during the spring of 2009 with Cohort 2 preschool classrooms and the spring of 2010 with Cohort 3 pre-kindergarten classrooms. Finally, we will make recommendations related to the CDEPP findings child and classroom assessments.

Preschool Assessment of Cohort 3 (2009-2010) during Spring 2010

Table 1 shows demographic information from the 150 preschoolers in Cohort 3. Tables 2 and 3 show their demographic information separately for children enrolled in public schools and private centers, respectively. Please note that 13 children from the Cohort 3 early pre-kindergarten sample were not assessed during spring 2010 because they were either absent or no longer attending the CDEPP classroom. In these circumstances, another CDEPP participant from the missing child's classroom was chosen as a replacement. Whenever possible, the substituting child was randomly selected from among students of the same the gender and ethnicity of the missing child.

Demographic and testing data for the 13 children selected as replacements are included with the report of the Cohort 3 spring assessment results. Their data are not included, however, in the within year pre-kindergarten analyses during school year 2009-2010. Our analyses are limited to those preschoolers who were tested at both times (i.e., fall 2009 and spring 2010).

Table 1: Demographic Information for Preschoolers Enrolled in Either CDEPP Public Schools or Private Centers during spring 2010

Gender	Number	Percent¹
Female	72	48%
Male	78	52%
Total	150	100%
Ethnicity	Number	Percent
African-American	102	68%
White	29	19%
Hispanic	2	1%
Unreported	17	11%
Total	150	100%

¹Percentages are rounded in all tables in this report and may not always total 100%.

Table 2: Demographic Information for Preschoolers Enrolled in CDEPP Public Schools during Spring 2010

Gender	Number	Percent
Female	54	49%
Male	57	51%
Total	111	100%
Ethnicity	Number	Percent
African-American	71	64%
White	25	23%
Hispanic	2	2%
Unreported	13	12%
Total	111	100%

Table 3: Demographic Information for Preschoolers Enrolled in CDEPP Private Centers during Spring 2010

Gender	Number	Percent
Female	18	46%
Male	21	54%
Total	39	100%
Ethnicity	Number	Percent
African-American	31	80%
White	4	10%
Unreported	4	10%
Total	39	100%

Preschool child assessments for the spring 2010 yielded a *PPVT 4* mean standard score of 93 (32nd percentile), indicating receptive vocabulary functioning in the average range. The mean standard score for the *WJ-III Achievement* (a comprehensive scale calculated from the results of six *WJ-III* subtests) was 97 (42nd percentile). The *WJ-III* findings indicate an overall performance in the average range for achievement. For the three *BASC-2* subscales (i.e., *Adaptability*, *Social Skills*, and *Functional Communication*) and the overall *Behavior Symptoms Index (BSI)*, the children's mean scores were in the average range of social and behavioral development. Table 4 shows the assessment results for all 150 CDEPP preschoolers tested in the spring of 2010.

Table 4: Child Assessment Findings for Preschoolers Enrolled in Either CDEPP Public Schools or Private Centers during Spring 2010

Child Assessments	Number	Mean	Std. Deviation	Range
<i>PPVT 4</i> ¹	150	93.3	14.8	42-128
<i>WJ-III Achievement</i> ¹	150	97.0	13.9	23-130
BASC2 Subscales ²	Number	Mean	Std. Deviation	Range
<i>Behavioral Symptoms Index</i>	126	50.1	9.7	37-79
<i>Adaptability</i>	126	50.0	10.7	27-69
<i>Social Skills</i>	126	52.1	10.5	30-75
<i>Functional Communication</i>	126	50.1	8.4	28-70

¹Standard Scores have a mean = 100 and standard deviation = 15.

²T-scores have a mean = 50 and standard deviation = 10. Note: Higher *BASC2 Behavioral Symptoms Index* scores indicate more negative behaviors (e.g. depression, aggression, hyperactivity). Higher scores on the other *BASC2* subscales indicate more positive behaviors (e.g., cooperation, helpfulness, clear expression).

Cohort 3 Assessment Scores from Autumn 2009 to Spring 2010

We compared Cohort 3 students' autumn assessment information to their spring testing for within pre-kindergarten analyses. Across the pre-kindergarten year, the children's results showed improvements in language, achievement, and behavioral development. The changes are apparent in the differences between the mean standard scores of the fall 2009 and the spring 2010 *PPVT 4*, *WJ-III Achievement* composite, and *BASC2* results. Specifically, paired samples (dependent) t-tests comparing the 2009 and 2010 within year assessment results for Cohort 3 showed statistically significant changes ($p < 0.05$) for the *PPVT 4* and *WJ-III Achievement*. Additionally, paired samples t-tests found statistically significant ($p < 0.05$) changes on the *Adaptability*, *Social Skills*, and *Functional Communication* subscales of the *BASC2*. The effect-size estimates for the significant findings are small, with the exception of the *BASC2 Functional Communication* scale, which had a large effect-size estimate. These results indicate modest but meaningful progress over the children's pre-kindergarten year. Table 5 shows the results for Cohort 3.

Table 5: Differences Between CDEPP Preschoolers' Fall 2009 and Spring 2010 Assessment Results

Child Assessments	Paired N	Mean Difference	T-value	Effect Size
<i>PPVT 4</i>	137	4.76	5.623*	0.32
<i>WJ-III Achievement</i>	137	5.16	6.92*	0.41
BASC-2 Subscales	Paired N	Mean Difference	T-value	Effect Size
<i>Behavioral Symptoms Index</i>	100	0.17	0.28	0.02
<i>Adaptability</i>	100	2.16	2.33*	0.20
<i>Social Skills</i>	100	3.53	4.11*	0.32
<i>Functional Communication</i>	100	3.76	0.45*	1.06

Note: * $p < .05$

Longitudinal Analyses of All Cohorts from Early Pre-kindergarten to Early Kindergarten

The CDEPP evaluation plan has been developed and implemented to examine the short- and long-term effects of the state-funded program over time, especially as preschoolers' transition from pre-kindergarten into kindergarten. Beginning in the 2006-07 academic year, the CDEPP evaluation team was able to follow three different cohorts of students over the one-year period. The initial pilot cohort was the smallest, with 48 children tested during their preschool year. In the subsequent years, 150 students were assessed. The longitudinal design followed the same children into kindergarten, even if a child moved to another school district within the state. While we made every attempt to find where children went after leaving their CDEPP program, some children were lost between pre-kindergarten and kindergarten assessments. A few children were reported to have moved out-of-state, but most often preschool administrators reported they did not know where the children were enrolled in kindergarten.

A total sample of 276 CDEPP students with both pre-kindergarten and kindergarten test results are available for analyses. The cross-year sample includes 71 students (26%) from private centers and 202 students (74%) who enrolled in public schools CDEPP preschools. Table the cross-year sample at both early pre-kindergarten and early kindergarten assessments by cohort.

Table 6: Student representation by cohort

Cohort	Academic Year	Number	Percentage of Sample
Pilot	2006-07	48	17.4%
1	2007-08	112	40.6%
2	2008-09	116	42.0%
Total		276	100.0%

The cross-year sample of CDEPP children was nearly equal with respect to gender with 140 female students (50.7% of sample) and 136 male students (49.3%). The cross-year sample is primarily African American, but other ethnicities are represented. Table 7 provides CDEPP students ethnicity,

Table 7: Ethnicity of CDEPP longitudinal sample.

Ethnicity Background	Number	Percentage of Sample
African American	209	75.7%
Hispanic	5	1.8%
Multi-Racial	2	<1%
White	53	19.2%
Unreported	7	2.5%
Total	276	100.0%

We analyzed the three cohorts to determine any statistically significant differences across years for the *PPVT 4*, *WJ-III*, or *BASC2*. We determined that the cohorts of children were not statistically different so we then combined assessment information for the three groups for analyses. Our aggregation allows for more powerful and stable for statistical analyses of child changes across early pre-kindergarten and early kindergarten assessment periods.

For CDEPP students tested during their pre-kindergarten year, scores for the *PPVT 4* and the *WJ-III* were lower than the normed mean of 100. Scores are provided below in Table 8. *BASC2* information showed that subscale averages closely approximated the instrument norm of 50. The information indicates that early in their pre-kindergarten year, the sample of CDEPP children was slightly below average on vocabulary and achievement indices, but at the average for social development.

Table 8: Scores on Child Assessments, Preschool Assessment

Child Assessments	Number	Mean	Standard Deviation	Range
<i>PPVT 4</i>	276	86.72	13.230	24-124
<i>WJ-III Achievement</i>	276	92.48	12.478	50-122
<i>BASC2 Subscales</i>				
<i>Behavioral Symptoms Index</i>	211	49.65	9.585	36-82
<i>Adaptability</i>	211	49.45	10.124	23-69
<i>Social Skills</i>	211	49.29	10.496	30-77
<i>Functional Communication</i>	211	47.98	9.090	25-70

Table 9 presents achievement information for CDEPP students one year later, during their early kindergarten year. Scores for the *PPVT 4* and the *WJ-III* were again slightly lower than the test normed mean of 100. *BASC2* information showed that subscale averages closely approximated the instrument norm of 50. Contrasting the results with Table 8, CDEPP students scored lower on achievement tests during early pre-kindergarten than in kindergarten. During the kindergarten year, children's mean scores were generally higher with lower variability for most subscales.

Table 9: Scores on Child Assessments, Kindergarten Assessment

Child Assessments	Number	Mean	Standard Deviation	Range
<i>PPVT 4</i>	276	91.27	12.515	53-124
<i>WJ-III Achievement</i>	276	97.26	11.640	48-132
<i>BASC-2 Subscales</i>				
<i>Behavioral Symptoms Index</i>	211	49.33	10.271	36-83
<i>Adaptability</i>	211	51.30	10.528	27-69
<i>Social Skills</i>	211	51.92	11.099	30-75
<i>Functional Communication</i>	211	51.55	9.029	29-70

To determine if the cross-year sample differences in language, achievement and behavioral development reflected improvement for CDEPP students, we employed a paired-sample t-tests to examine changes in scores over the one-year time period. Table 10 provides the t-values and probability index (p -value) for each assessment.

Considering the mean comparisons, the majority of subscales showed that the kindergarten scores were significantly higher than preschool scores. While there were many subscales illustrating statistically significant differences, the effect size information shows that the differences between scores represent small, but meaningful, change.

Table 10 Differences Between CDEPP Participants Early Pre-kindergarten and Kindergarten Assessment

Test	T-value	p-value	Effect Size
<i>PPVT 4</i>	8.705	<.001	.353
<i>WJ-III Achievement</i>	9.000	<.001	.396
<i>BASC2 Subscales</i>			
<i>Behavioral Symptoms Index</i>	-.527	.2995	.030
<i>Adaptability</i>	2.429	.0080	.179
<i>Social Skills</i>	3.167	<.001	.243
<i>Functional Communication</i>	5.684	<.001	.394

Note: * = $p < .001$

Summary of Longitudinal Findings for the Cross-Year CDEPP Sample of Children

The information presented provides a picture of the demographic makeup of children involved with the cross-year sample of children enrolled in CDEPP. It also provides information about the students' academic and social competencies in early pre-kindergarten and early kindergarten. The CDEPP evaluation design and child assessments allowed for investigation of the effects of the program over a one-year period, from pre-kindergarten to kindergarten. The findings for the cross-year sample of children enrolled in CDEPP, indicates modest and meaningful progress in language, achievement, and behavioral development. Children's retention of important educational skills also shows that the competencies learned in pre-kindergarten were maintained through the kindergarten year and make children better able to learn in kindergarten. The results of our cross-year and cross-cohort analyses indicate that the positive effects were not seen with just one cohort of students, but for many students across several different years.

Assessment of Pre-kindergarten Classroom Quality

Contemporary developmental theory and extant research has indicated that interactions between young children and teachers are a primary mechanism of learning. Because classroom climate, teacher instructional style, and child social behavior are significantly affected by these adult-child interactions, we assessed classroom quality during the 2008-2009 and 2009-2010 school years. The goal of this effort was to obtain direct observational information for a better description of CDEPP classrooms. In addition, results may inform future professional development activities with the teachers working in CDEPP classrooms.

In February and March of 2009 and 2010, we conducted observations in the classrooms of Cohort 2 and Cohort 3 students at 50 public school and private center sites. Our observations were conducted later in the school year to obtain information at a time when teachers had established the classroom routines and procedures and when teachers and children were more familiar with one another than earlier in the school year.

For classroom quality assessment, each of 50 CDEPP classrooms was observed using the *Classroom Assessment Scoring System: Pre-K Version (CLASS Pre-K)*. The *CLASS* is a contemporary, reliable, and valid observational instrument developed to assess classroom quality in preschool through third-grade classrooms. The instrument focuses on teacher-child interactions that support children's emotional, language, and cognitive development. For describing critical aspects of quality within early childhood classrooms, the *CLASS Pre-K* measures three domains and ten sub-dimensions. In brief these domains and dimensions are:

Emotional Support

- Positive climate: The emotional connection, respect, and enjoyment demonstrated between teachers and students and among students
- Negative climate: The level of expressed negativity such as anger, hostility, or aggression exhibited by teachers and/or students in the classroom
- Teacher sensitivity: Teachers' awareness of and responsivity to students' academic and emotional concerns
- Regard for student perspectives: The degree to which teachers; interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view

Classroom Organization

- Behavior management: How effectively teachers monitor, prevent, and redirect behavior
- Productivity: How well the classroom runs with respect to routines and the degree to which teachers organize activities and directions so that maximum time can be spent in learning activities
- Instructional learning formats: How teachers facilitate activities and provide interesting materials so that students are engaged and learning opportunities are maximized

Instructional Support

- Concept development: How teachers use instructional discussions and activities to promote students' higher-order thinking skills in contrast to a focus on rote instruction.
- Quality of feedback: How teachers extend students' learning through their responses to students' ideas, comments, and work.
- Language Modeling: The extent to which teachers facilitate and encourage students' language

The methods and details of the CLASS assessment process is provided in the 2009-2010 CDEPP evaluation report.

Pre-kindergarten Classroom Quality Findings

Table 11 shows information collected by trained observers using the *CLASS Pre-K* during 2009. The CDEPP results for the Emotional Support and Classroom Organization domains are comparable to *CLASS Pre-K* scores in previous studies. Nevertheless, the mean score of the Instructional Support, was lower than average scores reported in previous investigations.

Table 11: CLASS Scores for CDEPP Classrooms in 2009

CLASS Domains¹	Number	Mean	Std. Deviation	Range
Emotional Support	50	5.1	.8	3.4 - 6.5
Classroom Organization	50	4.5	.8	2.9 - 6.0
Instructional Support	50	2.0	.8	1.0- 4.8

¹CLASS domains are Likert scores that range from 1 to 7, with 7 being the highest score.

Table 12 describes *CLASS Pre-K* data collected during 2010. These results are similar to those obtained during the previous year. For a second year, Emotional Support and Classroom Organization mean scores resemble those of previous studies, while those for the Instructional Support domain are below those reported in previous investigations.

Table 12: CLASS Scores for CDEPP Classrooms in 2010

CLASS Domains¹	Number	Mean	Std. Deviation	Range
Emotional Support	50	5.2	.7	2.9 - 6.4
Classroom Organization	50	4.5	.6	3.3 – 6.3
Instructional Support	50	2.1	.6	1.2 – 3.9

¹CLASS domains are Likert scores that range from 1 to 7, with 7 being the highest score.

These findings across two years have implications for professional develop for the CDEPP workforce. Specifically, although all of the domains and dimensions measured by the *CLASS Pre-K* are important, our observations indicate that targeted professional development should be carefully considered to enhance teachers' instructional support with improvements in teaching interactions that target (a) conceptual development, (b) teacher feedback for student learning, and (c) additional encouragements for children to use language.

Summary and Recommendations

Based on child assessments to date (2007-2008 through 2009-2010 school years), we have seen modest and meaningful child changes with their language, achievement, and behavioral development improving toward national norms on well validated and standardized assessments that are used in other state evaluations of pre-kindergarten programs (North Carolina, Michigan). These positive findings have been consistent across years giving us greater confidence in the positive impact of the CDEPP for preparing children for kindergarten. With respect to classroom observations, the *CLASS Pre-K* results indicate the Emotional Support and Classroom Organization domains are comparable to *CLASS Pre-K* scores in previous studies in other states. Nevertheless, findings for the Instructional Support domain in South Carolina were lower relative to those the Emotional Support and Classroom Organization domains. In addition, the South Carolina results were lower than the findings for the Instructional Support domain in other states.

Recommendations

1. Despite negative economic conditions, the General Assembly should continue funding CDEPP and similar pre-kindergarten programs and when funds are available, expand the program in both public schools and private centers statewide. The across year modest yet meaningful gains made by students in CDEPP provide evidence of the program's success in better preparing young children who are at-risk for school failure for kindergarten.
2. Given the existing multi-year sample of 276 children who were enrolled in CDEPP further longitudinal study of those students over a longer period, as compared to matched sample of children from the same district who did not attend a full day program, would help to show if differences in children's language, achievement, and behavior may be related to CDEPP participation. Standardized test score information (e.g., PASS scores) and other indices, such as classroom grades and attendance figures, may help to untangle the relationship between pre-kindergarten participation for at-risk students and future academic and social effects.
3. Our classroom observations with the *CLASS Pre-K* have indicated that on the domains of Emotional Support and Classroom Organization that CDEPP classrooms were similar to other preschool classrooms in previous investigations. Nevertheless, for the domain of Instructional Support with accompanying dimensions of concept development, quality of feedback, and language modeling, the ratings were lower than previous investigators have reported. A continuous improvement approach to pre-kindergarten educational services indicates that targeted professional development and technical assistance might be helpful to local preschool personnel in the area of instructional support and high-quality teaching interactions. State level early childhood administrators should carefully consider how to enhance professional development activities and technical assistance to support the efforts of local pre-kindergarten personnel.

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