



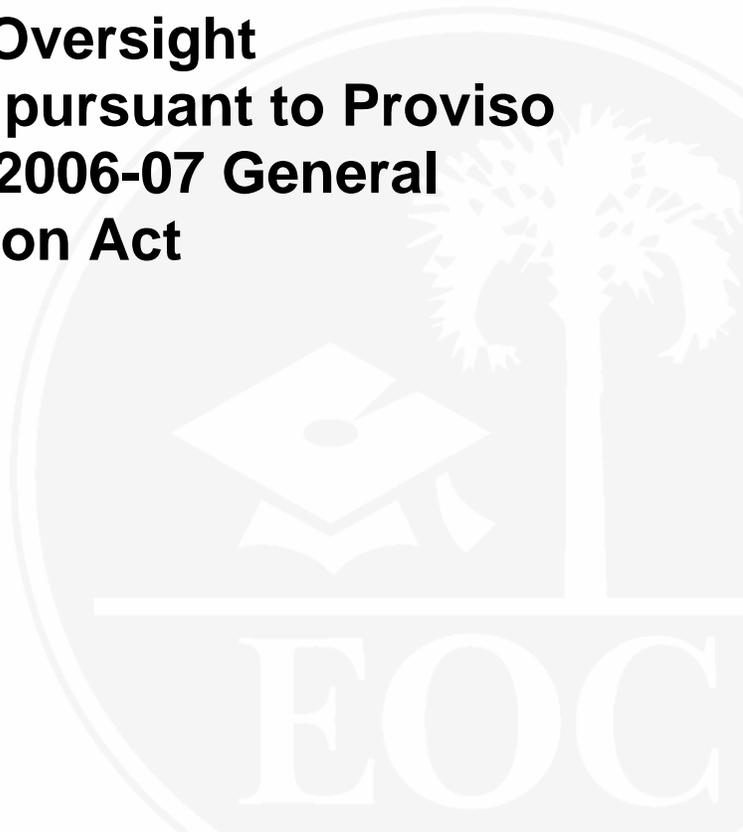
Interim Evaluation Report on the First Year Implementation of the Child Development Education Pilot Program (CDEPP)

**A report from the
Education Oversight
Committee pursuant to Proviso
1.75 of the 2006-07 General
Appropriation Act**

February 2007

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A report from the Education Oversight Committee pursuant to the Proviso 1.75 of the 2006-07 General Appropriation Act.

January 2007

This report has been prepared at the request of the General Assembly of South Carolina pursuant to Proviso 1.75 of the 2006-07 General Appropriation Act. The work was conducted as a part of the continuing research of the South Carolina Education Oversight Committee. The data used to develop the interim evaluation report were provided by colleagues serving in district, state and federal programs. Their names and acknowledgements are provided later in this document. The interim evaluation represents the work of staff of the Education Oversight Committee, most notably David Potter and Melanie Barton, and the following professors from the University of South Carolina, Dr. William Brown, Dr. Fred Greer, Dr. Kathy Paget, and Dr. Jon Pierce. The recommendations are the work of this team and do not represent policy statements of the members of the Education Oversight Committee.

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Section I: Background Information

On March 15, 2006 the Education Oversight Committee (EOC) transmitted to the General Assembly a report entitled, "Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina." The report, prepared at the request of the legislature pursuant to the provisions of Concurrent Resolution 4484 of 2006, included the following: (1) an inventory and study of all four-year-old kindergarten programs in the State including an analysis of the funding of each program and any effectiveness measures; (2) a determination of the necessary requirements to implement a full day four-year-old kindergarten program in each of the eight plaintiff school districts in the case of Abbeville County School District, et al., v. State of South Carolina, et al.; and (3) a determination of the necessary requirements to implement a statewide, full day four-year-old kindergarten program for all children who qualify for free- or reduced-price lunches. Working with the Budget and Control Board, the Department of Education, the Department of Social Services, First Steps, Head Start, school districts and policy researchers at the Andrew Young Center for Public Policy of Georgia State University, faculty at the University of South Carolina, and the Southern Regional Education Board, the EOC completed the report which included the following recommendations:

1. The State of South Carolina should provide well-targeted and high-quality, center-based early childhood education services in public and private settings for all four-year-old children who are at-risk for school failure, particularly children who are eligible for the free- or reduced-price lunch program.
2. The high-quality, center-based program should incorporate the following:
 - a state-approved, research-based curriculum aligned with school success
 - a 6.5 hour program encompassing education, physical activity, nutrition and health and developmental screenings with linkages to services as necessary
 - a lead teacher with a four-year degree in early childhood education or a closely related area (e.g., child development, family studies, early childhood special education) and an aide to provide an adult-child ratio of 1:10 in a class of not less than 16 children nor more than 20 children.
3. A single state agency should administer the program to include the following:
 - Establishment and implementation of regulations enforcing program quality
 - Identification, development, and monitoring of eligible providers to ensure the quality of opportunity
 - Provision of technical assistance to all participating personnel (teachers, aides and principals/directors) providing the program for four-year-olds
 - Administration of a grants program for resource coordinators to accomplish linkages to health and social services for the child
 - Participation in an external evaluation program
 - Collaboration with the South Carolina Head Start Collaboration Office to develop strategic partnerships between Head Start programs and the public and private providers who will serve these four-year-olds at risk of school failure to create a seamless system of early childhood education
4. The State should link funding directly to children who receive the early childhood education services and provide funding only when
 - The provider initially meets and continues to meet all state program and facilities standards

- The provider participates in an on-going process of technical assistance, monitoring, assessment and evaluation of services and child outcomes
 - The provider maintains sufficient enrollment of the targeted students (i.e., a class of not less than 16 students nor more than 20 students)
5. The child should be provided, as indicated, an array of well-targeted, high-quality wraparound services. Efficient and effective use of multiple federal, state and private funding should be undertaken when providing high quality services for four-year-old children and their families.
 6. The role of the family should be supported and nurtured during the child's early childhood experiences. Specifically, the parent should have access to the following:
 - Sufficient and understandable information to determine which provider to use for his/her child
 - Continuing information on the child's progress and the impact of the program on the child's readiness for school success
 7. A state-level interagency data system for children and families served with any public funds should be established and maintained to monitor service provision, quality and impact for four-year-old children who are at risk for school failure. The database should include selected process measures for early childhood education and wrap-around services received (e.g., number of children served, curriculum used, assessments employed, length of school day, type of parent education program, nature of service coordination).
 8. The state should establish and maintain a well-planned collaborative evaluation across five years (i.e., one year of planning and preparing and four years of data collection) which is independent of the providers and regulating agency and which evaluates both process and child outcome measures of state-funded services for four-year-old children who are at risk of school failure.

Prior to the issuance of the EOC's inventory and study of four-year-old kindergarten programs in South Carolina, several bills were introduced during the 2005-06 legislative session to expand four-year-old kindergarten programs. In the Senate, S.1005 was introduced by Senator Elliott, S.1161 by Senator Lourie and others, and S. 948 by Senator Rankin and others. In the House, Rep. Rice and others introduced H.4315. These bills were referred to the appropriate committees where no additional action was taken on any of these bills.

Based upon the EOC's report, on March 30, 2006 legislation was introduced in the House, H.4932 by Representatives Cotty and Clark, to establish the South Carolina Child Development Education Two-Year Pilot Program. Beginning with the 2006-2007 school year, four-year-old children eligible for free- or reduced-price lunch and/or Medicaid and residing in the eight trial districts in Abbeville County School District et al. vs. South Carolina would be served in a full-day state-approved public or private program. With any remaining funds available, the pilot would extend the remaining plaintiff school districts in the lawsuit. The bill as amended received third reading in the House on May 11, 2006 and on May 16, 2006 was read in the Senate and referred to the Senate Education Committee.

On April 19, 2006 the House Education and Public Works Committee then proposed amending S.1004 to create the South Carolina Child Development Education Two-Year Pilot Program. S.1004 as amended was debated by the House. The key points of debate centered on the

following issues: (1) what should be the minimum qualifications or credentials for teachers in the program; (2) what should be the minimum and maximum class size to achieve economies of scale; (3) what should be the per child funding level; (4) should parents have the choice to choose between public and private providers; and (5) should the program be universal for all four-year-olds or for only at-risk four-years. On May 10, 2006 S.1004 was recommitted to the House Education and Public Works Committee. While the Senate took no action on H.4932 or any other legislation to expand four-year-old kindergarten, a special Senate study committee on early childhood education has been meeting since February of 2006, receiving information from state and national experts on the issue.

While the General Assembly did not enact permanent legislation expanding early childhood education programs in the 2006 legislative session, it did include a Proviso, Proviso 1.75, in the 2006-07 General Appropriation Act. Proviso 1.75, which is Appendix A, created the South Carolina Child Development Education Pilot Program (CDEPP). The key components of the program are:

- Establishment of a two-year pilot program providing high-quality, full-day (6.5 hours per day) for 180 days per year in both public and private settings for four-year-olds eligible for free or reduced-price lunch program and/or Medicaid and living in the eight trial districts in Abbeville County School District et al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3;
- Funding of the program at \$23,575,680 in non-recurring general funds and Capital Reserve Fund appropriations to reimburse providers at \$3,077 per child for instructional costs, \$185 per child for transportation and \$10,000 per new classroom for equipment and supplies;
- Expansion of the program to include all eligible children in the plaintiff school districts in Abbeville County School District et al. vs. South Carolina if sufficient funds are available;
- Designation of the Department of Education as the agency responsible for selecting qualified public school providers to participate in CDEPP and for implementing the program;
- Designation of the Office of First Steps as the entity responsible for selecting qualified non-public school providers to participate in CDEPP and for implementing the program;
- Requirement that the Education Oversight Committee complete a comparative evaluation of the pilot program by January 1, 2008 to include recommendations “for the creation of and an implementation plan for phasing in the delivery of services to all four-year-old at-risk children in the state.”

Section II. Allocations, Expenditures, and Analyses of Student, Teacher, and Provider Data

Paragraph K of Proviso 1.75 of the 2006-07 General Appropriation Act establishes the reimbursements for eligible children served in the South Carolina Child Development Education Pilot Program (CDEPP).

- (K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2006-07 school year, the funded cost per child shall be \$3,077. Additionally, a reimbursement rate of \$185 per child will be appropriated to providers if the provider transports children to and from school. Providers who are reimbursed are required to retain records as required by their fiscal agent. For the 2007-2008 school year the funded cost per child shall be the same but shall be increased by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to \$10,000 per class for the equipping of new classrooms.

Both public and private providers receive \$3,077 per child to cover the cost of instruction, \$185 per child for transportation cost and \$10,000 per class for materials and supplies to equip new classrooms. The General Assembly appropriated \$23,575,680 in non-recurring general fund monies and Capital Reserve Fund appropriations for the implementation of this pilot program.¹

Monthly Allocations and Expenditures to Providers as of December 14, 2006

Public Schools: According to the monthly allocations to school districts for Fiscal Year 2006-07 as reported by the Department of Education on its website, twenty-nine school districts serving children in the Child Development Education Pilot Program (CDEPP) received \$3,957,783.94 in state funds through December 14, 2006.² Districts began receiving funds in September. The Department estimates that these twenty-nine school districts will receive yearly allocations for instructional costs totaling \$10,129,484 in Fiscal Year 2006-07 to serve 3,292 children.

According to finance officials at the Department of Education, twenty-six CDEPP districts also received \$1,314,903.64 to equip approximately 140 new classrooms with supplies and materials. The Office of Early Childhood Education reported having 159 supply and material applications approved out of 169 classrooms operating this school year. The Department of Education interpreted Proviso 1.75 to mean that all classrooms serving CDEPP students were “new” classrooms, eligible to apply for the grants because these classrooms are providing a “new” full-day program with new guidelines and criteria to follow. The mean allocation per

¹ Act 397, the 2006-07 General Appropriation Act, allocated \$15,717,104 in non-recurring funds to the Department of Education and \$5,858,576 to the Office of First Steps for the pilot program. Act 407 allocated another \$2.0 million in Capital Reserve Fund monies for Fiscal Year 2005-06 to the Office of First Steps for materials, grants and incentives for the pilot program.

² Source: Monthly Payments to School Districts, 2006-07, as reported by the South Carolina Department of Education, <http://ed.sc.gov/agency/offices/finance/monthlypayments/index.html>.

classroom for supplies and materials was \$9,392 with the mean allocation to CDEPP districts totaling \$52,596. Finally, regarding transportation reimbursements, the Department of Education estimates that \$293,410 in funds will be allocated to CDEPP districts after the 135-day average daily membership (ADM) counts are finalized. This estimate assumes that 48% of all CDEPP children served in public schools will be eligible for transportation reimbursement. Appendix B provides the actual payments to these twenty-nine school districts for instruction, supplies and materials for classrooms, and transportation.

It should also be noted that districts participating in CDEPP receive other funding to operate these classrooms. Education Improvement Act (EIA) teacher salary and fringe benefits supplements for full time equivalent teachers in the CDEPP program are provided to each district. This amount generated is based upon the individual teachers' experience and certification. In addition six of the CDEPP providers are also receiving EIA funds for the regular four-year-old program: Berkeley, Florence 1, Florence 3, Hampton 1, Laurens 55, and Laurens 56.³ These districts are projected to receive an additional \$1,366,225 in EIA funds this year for the four-year-old early childhood program. Paragraph A of Proviso 1.75 states that "while participating in the pilot program, Education Improvement Act funding from the four-year-old early childhood program as authorized pursuant to Section 59-139-70 of the 1976 Code may only be used to fund teacher salary supplements and fringe benefits as required by Section 59-20-50." In consultation with legislative staff, the Department of Education defined provider as the individual school. Consequently, a school in a trial or plaintiff district could choose to participate in CDEPP or could continue to provide full or half-day four-year-old programs according to Section 59-139-70. However, no school could provide classrooms funded by both CDEPP and regular four-year-old classrooms.

Regarding information on actual expenditures, the Department of Education has defined allowable expenditures in the funding manual. The allowable expenditures include: salaries, fringe, contracted services, supplies and materials, and equipment. The Department does not receive financial data from the districts until the district audits are completed. The Department is considering asking for preliminary data from CDEPP districts in January 2007.

Private Providers: Regarding private providers serving four-year-olds through the Office of First Steps 4K Expansion Program, First Steps reported to the EOC that as of December 7, 2006, twenty-seven programs were projected to serve 225 four-year-olds at a total instructional cost of \$692,325. First Steps projects another \$270,000 will be expended on classroom supplies and materials for twenty-seven new classrooms. An additional \$41,625 for transportation reimbursements is also projected. As of December 7, 2006, a total of \$1,003,950 is projected to be expended on these 27 programs. This estimate does not take into account any new classrooms that will be created or any additional children to be served. That information will be included in subsequent reports.

As of December 7, 2006, \$201,188 in actual invoices or payments had been made to eighteen of the twenty-seven providers. The invoices range from \$427 to \$25,799 per provider. First Steps has informed the EOC that it will provide a monthly detailed summary of expenditures by function i.e., salaries, supplies, materials, etc., to the EOC beginning in the middle of December. Unlike the Department of Education, the Office of First Steps employs an actual payment for services reimbursement system. Providers are compensated after submitting invoices. Appendix C provides detailed financial information by provider.

³ Source: Monthly Payments to School Districts, 2006-07, as reported by the South Carolina Department of Education, <http://ed.sc.gov/agency/offices/finance/monthlypayments/index.html>

In sum, based upon information provided by the Department of Education and the Office of First Steps through December 2006, the total projected annual expenditures for instruction, supplies and materials, and transportation for the program component of the South Carolina Child Development Education Pilot Program (CDEPP) for Fiscal Year 2006-07 total \$13,057,357.64.

Table 1
TOTAL Projected Annual Expenditures

	Instruction	Supplies and Materials	Transportation	TOTAL
Department of Education ⁴	\$10,129,484.00	\$1,314,903.64	\$609,020.00	\$12,053,407.64
Office of First Steps ⁵	\$692,325.00	\$270,000.00	\$41,625.00	\$1,003,950.00

The Office of First Steps provided additional data on January 8, 2007 which will be analyzed and included in subsequent evaluation reports.

Four-Year-Olds Served as Determined by Reimbursements

Based upon the financial data provided to the EOC by the Department of Education and the Office of First Steps, all providers participating in CDEPP will receive \$3,077 per child for instructional costs to serve a total of 3,517 four-year-olds in Fiscal Year 2006-07.

Table 2
CDEPP
Projected Expenditures on Instruction and Children Served

	TOTAL Projected Annual Expenditures for Instruction	TOTAL Number of Children Reimbursed for Instructional Services
Department of Education ⁶	\$10,129,484	3,292
Office of First Steps ⁷	\$692,325	225
TOTAL:	\$10,821,809	3,517

The Office of First Steps provided additional data on January 8, 2007 which will be analyzed and included in subsequent evaluation reports.

Administrative Budgets

As of December 14, 2006, the Department of Education budgeted \$135,000 of the total amount appropriated for CDEPP for service training activities. Another \$33,937.73 was budgeted for the following activities and functions: (1) specialized training in Work Sampling, High Scope, Creative Curriculum; (2) cost of district personnel to attend the South Carolina Association for the Education of Young Children (SCAEYC) Conference; and (3) substitute pay to compensate districts for the cost of hiring substitute classroom teachers who are attending professional development conferences during the school day.

⁴ Updated through December 14, 2006.

⁵ Updated through December 7, 2006.

⁶ Updated through December 14, 2006.

⁷ Updated through December 7, 2006.

In July 2006, the First Steps Board of Trustees approved the expenditure of up to \$506,000 in administrative costs for CDEPP. This budget included the following administrative functions:

4K Regional Coordinators	\$150,000
Mileage, travel, professional development, technology, and phones for regional coordinators	\$ 50,000
Classroom Assessment:	
Work Sampling System	\$ 30,400
Dial-3 Materials	\$ 15,000
4K Data System	\$ 85,000
Regional Provider Training	<u>\$175,600</u>
TOTAL:	\$506,000

Of the \$506,000 budget, the Office of First Steps estimates that actual expenditures for administration will total \$280,000. According to the Office of First Steps, three regional 4K coordinators have been hired and are working with current providers. These positions are all temporary contract employees. Expenditures for all other budgeted administrative functions are less due to the fact that fewer teachers will be trained as initially projected and due to the fact that First Steps opted against a web-based system for its data collection.

Unexpended Balance of Funds

Based upon the financial data available to the EOC as of December 14, 2006, if no additional children are served in the public schools or by private providers and if no additional grants are awarded to public schools or private providers for new classrooms, there will be an unexpended balance of funds of at least \$10.1 million. This projected balance is approximately 43% of the total appropriation of \$23,575,680 for the pilot.

**Table 3
CDEPP**

	Total Appropriation	TOTAL Projected Annual Expenditures ⁸	TOTAL Projected Administrative & Training Budget	TOTAL Projected Surplus
Department of Education ⁹	\$15,717,104	\$12,053,407.64	\$168,937.73	\$3,494,758.63
Office of First Steps ¹⁰	\$7,858,576	\$1,003,950.00	\$280,000.00	\$6,574,626.00
TOTAL	\$23,575,680	\$13,057,357.64	\$448,937.73	\$10,069,384.63

The Office of First Steps provided additional data on January 8, 2007 which will be analyzed and included in subsequent evaluation reports.

⁸ Includes funds for instruction, supplies/materials, and transportation.

⁹ Updated through December 14, 2006.

¹⁰ Updated through December 7, 2006.

The actual year-end balance will be impacted by several factors. The balance could be greater if the actual invoices paid by First Steps are less than projected expenditures. On the other hand, the approval of additional private providers and additional enrollment of eligible children would reduce the balance. In the event a balance in CDEPP occurs at the end of the fiscal year, Section A of Proviso 1.75 states that “unexpended funds from the prior fiscal year for this program shall be carried forward and used by the First Steps to Readiness Board of Trustees to provide services to children zero to three years of age in the districts outlined in section (A)” which are first the eight trial districts and then all remaining plaintiff school districts.

The anticipated surplus of \$10.1 million in the program may be attributed to at least three factors. First, there are eight school districts eligible to participate in CDEPP but which chose not to participate. Second, regarding private providers, the anticipated surplus at the Office of First Steps can be partially attributed to expected lag time associated with implementing a new program and the time required to approve eligible providers. And, finally, for both public and private providers, the financial data may reflect the difficulty in finding and enrolling eligible children in the program's initial year of implementation.

Conclusions:

- Based on financial data provided through December 14, 2006, the state is paying for 3,517 children to participate in CDEPP— 3,292 in public schools and 225 in private settings.
- As of December 14, 2006, approximately \$10.1 million in funds allocated to CDEPP will not be expended during the 2006-07 fiscal year. The likelihood of a budget surplus is due to at least three factors: (1) non-participation in CDEPP by eight eligible school districts; (2) normal lag time in implementing a new program and in approving eligible private providers; and (3) difficulty in finding and enrolling eligible children in both public and private programs.

Analysis of Student, Teacher, and Provider Data

In preparation for the evaluation of CDEPP, EOC staff conducted two data collection planning meetings on June 8 and June 20, 2006, with staff from the following agencies:

- S.C. Department of Education (SDE);
- S.C. Office of First Steps to School Readiness;
- S.C. Department of Social Services (DSS);
- S.C. Head Start State Collaboration Office; and
- Office of Research and Statistics, S.C. Budget and Control Board (ORS).

The specific data items needed for the evaluation were identified and discussed at those meetings and in subsequent meetings with staff from individual agencies. The specific data items needed and the agreed-upon time frames for their delivery to the EOC were listed in a document conveyed to the agencies in July 2006 (see Appendix D).

The data files used for this interim report are listed in Table 4.

Table 4
Sources of Data for 2006-07 Interim Report
CDEPP Evaluation

Category of Information	Type of Information	Source
Student-level information	SASI XP* files from schools and districts (45 th day of school data collection)	SDE
	Listing of CDEPP students	First Steps
Information about Program Providers	School information tracking sheets	SDE
	Teacher education and qualifications	SDE
	SASI XP* teacher scheduling files from schools and districts (45 th day of school data collection)	SDE
	Provider information file	First Steps
	Teacher information file	First Steps
Financial Information	Funding allocations and disbursements	SDE
	Funding allocations and disbursements	First Steps
Information from Program Providers	Surveys of participating public and private providers	Evaluation Team
	Interviews with Superintendents of school districts not participating in program	Evaluation Team
Other Evaluation Information	U.S. Census estimates of four-year-old populations, by county	ORS
	Four-year-olds participating full-time in ABC Voucher child care	DSS
	Four-year-olds participating in Head Start centers, by county	Head Start Collaboration Office
	Documentation of program implementation activities	SDE and First Steps

* SASI XP is the electronic database located in public schools.

The various data files were provided to or collected by the EOC between November 14, 2006 and January 3, 2007. These data files provide the basis for the conclusions in this section of the report.

Data Quality

In general, the completeness and accuracy of the data regarding CDEPP at this time is disappointing. It was the belief of the evaluators that the accuracy of the data could be validated by “triangulating” the data from different sources. For example, the numbers of participating students found in the school- or district-level SASI XP data files should be

consistent with the numbers of CDEPP students listed in the public school financial data, especially since the funding model established in Proviso 1.75 is based on the funds “following the child.” However, the incomplete and inconsistent data at this stage of CDEPP implementation rule out such a validation for this report.

The data problems observed include:

- The SASI XP student coding to indicate whether a specific student was eligible for and receiving CDEPP services was not assigned to any four-year-old students presumed to be participating in the program in twelve of the participating public school districts. The student identifying codes in nine other participating school districts were assigned to a fraction of the number of students believed to be participating based on the finance data. On the other hand, among the non-participating districts 298 students were incorrectly identified as CDEPP participants.
- One participating school district entered data for only one four-year-old student in the district database, although the funding data indicated that 60 students were enrolled in the district and were being served in CDEPP.
- Information on student eligibility for CDEPP, specifically free- or reduced-price lunch status, was incomplete in both the public and private school data.
- The unique student identifying numbers (SUNS) required in Proviso 1.75 were not provided for 47.6% (2041/4289) of students in the 29 plaintiff districts participating in CDEPP; none of the students in the First Steps-funded CDEPP have been assigned SUNS numbers at this time. The unique identifying numbers are necessary to follow program participants and non-participants over time to judge the effectiveness of CDEPP and for program and financial accountability.

The public school student and teacher data used in this report were collected from school districts on the 45th day of their school year (late October to early November, 2006). The public school finance data were last collected in December. These data collections are relatively early in the school year for a new program such as CDEPP, and it was expected that data problems and inconsistencies associated with the start-up of any new program would occur. However, the data requirements for the program were communicated by SDE personnel to the participating school districts beginning in July 2006, and it was hoped by the evaluators that the early planning and communication of the data requirements would enhance the quality of data received. The public school data will be collected again on the 90th day of instruction in January 2007; it is expected that data omissions will be rectified and inaccurate data will be corrected in this data collection. Private provider data have been collected on a continuous basis by the Office of First Steps, which provided the data to the EOC in December 2006 and January 2007.

The decisions made during the planning phase for data collection maximized the collection of information already existing in the public school student, teacher, and financial data systems and minimized the collection of new, previously uncollected data. However, the Office of First Steps did not have a pre-existing data system for collecting the data needed for the evaluation and had to develop it as part of their implementation process. Unlike the public school system, where the student and teacher information is entered into the data system at the school and district levels, the First Steps data system is located at the state office and data from individual providers are entered into the system at the state level. Because both systems ultimately rely on information from local providers, however, administrative agencies must insist that data be accurate and timely, must be consistent in communicating data requirements over time, and must be persistent in their communication of those requirements if data quality is to be achieved and maintained.

Findings

Numbers of CDEPP Providers

Proviso 1.75 directed that funds for the Child Development Education Pilot Program be expended first for children residing in the 8 trial districts, followed by children residing in the remaining plaintiff districts. Thirty-six school districts, including the 8 trial districts, were identified as plaintiff districts in the EOC's March 2006 report on the inventory of four-year-old child development programs. Following a request from the district, the SDE added Orangeburg 4 to the list of plaintiff districts, raising the total number of plaintiff school districts to 37. The 37 identified plaintiff districts and their participation levels in CDEPP are listed in Table 5 (trial districts are identified in bold). Twenty-nine of the 37 plaintiff districts participated in CDEPP and 8 did not. All 8 of the trial districts participated in CDEPP. Among the 29 participating districts, six elected to institute CDEPP in some, but not all, of their schools housing four-year-old child development programs. These districts were allowed to establish CDEPP-funded programs in some schools and maintain their existing EIA-funded pre-kindergarten programs in their remaining schools. A school housing a CDEPP-funded program could not also have an EIA-funded program, and the district's EIA allocation was reduced proportionately to reflect the number of students served in the CDEPP schools.

**Table 5
Plaintiff District Participation in CDEPP**

Plaintiff District	No. Schools Participating in CDEPP	No. Schools NOT Participating in CDEPP
Abbeville	5	0
Allendale	2	0
Bamberg 1*	0	2
Bamberg 2	1	0
Barnwell 19	1	0
Barnwell 29*	0	1
Barnwell 45*	0	1
Berkeley	6	10
Chesterfield*	0	5
Clarendon 1	1	0
Clarendon 2	1	0
Clarendon 3	1	0
Dillon 1	1	0
Dillon 2	3	0
Dillon 3	1	0
Florence 1	2	10
Florence 2	1	0
Florence 3	1	4
Florence 4	1	0
Florence 5	1	0
Hampton 1	2	2
Hampton 2	1	0
Jasper	2	0
Laurens 55	3	3
Laurens 56	2	2
Lee	3	0
Lexington 4	2	0
McCormick*	0	1
Marion 1*	0	1
Marion 2	1	0
Marion 7	2	0
Marlboro*	0	5
Orangeburg 3	4	0
Orangeburg 4	3	0
Orangeburg 5	8	0
Saluda*	0	2
Williamsburg	7	0

(Trial districts listed in **bold**.)

* Plaintiff district NOT participating in CDEPP.

Eligible four-year-olds residing in the plaintiff districts could attend a CDEPP program provided either by eligible private providers or by the local public school system. There were 36 private providers serving at least one CDEPP-eligible student (Table 6). Thirty-two of these private providers were located in plaintiff school districts and 4 were located in non-plaintiff districts. Eligible students could attend a CDEPP program in a private provider located in a non-plaintiff district, but the student was required to live in a plaintiff district.

**Table 6
Private Provider Participation in CDEPP**

PROVIDER	SCHOOL DISTRICT LOCATION OF PROVIDER	NO. OF STUDENTS
ABC Academy	Saluda	9
Amazing Creations Child Care, Inc.	Beaufort	1
Back to Basics Learning Center, Inc.	Orangeburg 4	13
Back To Basics Learning Center, Inc.	Orangeburg 5	1
Bedford's Stay-n-Play	Barnwell 45	16
Bishopville Lee Child Care Center Inc	Lee	15
Excellent Learning Preschool, Inc.	Florence 1	6
Family Affair Child Care & Kindergarten	Aiken	1
Graham's Enhancement Child Care	Williamsburg	8
Indias Toddler University	Orangeburg 5	8
Karen Scott Health CDC	Berkeley	8
Kelly's Kids	Orangeburg 5	2
Kiddie Kollege of Orangeburg	Orangeburg 5	1
Kids 2000 Kindergarten & Daycare Center	Orangeburg 5	1
Kids In Motion	Orangeburg 5	4
Kids Konnection Christian Childcare	Marion 1	10
Kids Ltd.	Dillon 2	18
Kids Under Construction II, Inc.	Abbeville	2
Little People Inc. Day Care	Jasper	1
Little precious Angels Child Development Center	Bamberg 1	14
Little Promises Learning Center	Marion 2	2
Little Smurf's Child Development Center	Georgetown	12
Lynchburg-Elliott CDC	Lee	15
Mary's Little Lamb Daycare Center	Williamsburg	20
McGill's Bundles of Joy Learning Center	Marion 1	13
Nesmith Community Day Care Center	Williamsburg	11
Tender Bear's Daycare and Learning Center	Williamsburg	20
The Mellon Patch	Hampton 1	1
The Sunshine House #106	Berkeley	4
The Sunshine House #29	Berkeley	5
The Sunshine House #30	Florence 1	2
The Wee Academy Learning Center	Clarendon 2	12
Tiny Junction Inc. of Lancaster	Lexington 1	1
Troy-Johnson Learning Korner, Inc.	Marion 2	10
Wilson's Daycare and Learning Center	Williamsburg	8
Zion Canaan Child Development Center	Florence 4	8
TOTAL STUDENTS		283

Data provided December 21, 2006.

The financial data of December 7, 2006 reflected 225 students reimbursed.

The Office of First Steps provided additional data on January 8, 2007 which will be analyzed and included in subsequent evaluation reports.

Numbers of students served

Data for all districts are listed in Appendix E Table 1. This table provides information on the estimates of the numbers of children in each district eligible for CDEPP (e.g., students eligible for free- or reduced-price lunch and/or Medicaid services); estimates of the numbers eligible for the free- or reduced-price lunch program; and the numbers of students served in the various programs for four-year-old students. Data for the 37 public school districts identified as plaintiff

districts are listed in Appendix E Table 2, and data for the 29 plaintiff districts participating in CDEPP are listed in Appendix E Table 3. Information reported in these tables on the numbers of students served is from the data files. When estimates were made, such as the numbers of four-year-olds living in a school district or the numbers of students in a school district eligible for the free- or reduced-price lunch program, the methodology used is detailed in the earlier EOC report, *Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina*, March 16, 2006.

The district information in Appendix E Tables 1-3 are summarized and comparative information from the 2005-2006 school year are provided in Table 7. The data reported in this table provide answers to several questions about the impact of CDEPP.

Table 7
Summary of Numbers of Students Participating in State-Funded Four-Year-Old Pre-Kindergarten Programs, 2005-06 and 2006-07 School Years

PUBLIC SCHOOL DISTRICT GROUP	ALL 85 DISTRICTS		37 PLAINTIFF DISTRICTS		29 DISTRICTS PARTICIPATING IN CDEPP**	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
Four-year-old Population Estimate	57,251	56,114	11,642	11,746	9615	9731
Children in Poverty* Estimate	36,794	35,010	9116	9092	7515	7524
Free- or Reduced-Price Lunch Estimate	30,495	29,737	7926	8016	6546	6639
Public School 4K Total Served	20,447	21,145	5107	5095	4289	4265
Public Free- or Reduced-Price Lunch Served Total	12,004	12,871	3437	3476	2948	2934
Public School Pay Lunch Served	7831	8142	1402	1564	1147	1301
Public School Lunch Status Missing	612	132	268	55	194	30
Public School CDEPP** Served (Student Data File)	1370	N/A	1370	N/A	1370	N/A
Public School CDEPP** Served (Finance Data File)	3292	N/A	3292	N/A	3292	N/A
First Steps CDEPP** Students Served (2006-07 only)	283	N/A	280	N/A	238	N/A
First Steps Free- or Reduced-Price Lunch Served (2005-06 only)	N/A	123	N/A	0	N/A	0
Full-Day ABC Voucher Served Estimated	2846	2495	555	446	477	391
Head Start Served Estimated	6102	6057	1920	2008	1389	1516
Public School Free/Reduced, 1 st Steps, ABC, Head Start Total	21,235	21,546	6192	5930	5052	4841
Free- or Reduced-Price Lunch Students NOT Served	9260	8191	1734	2086	1494	1798

* Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services; these students meet the eligibility requirements for participation in the CDEPP program.

**CDEPP = Child Development Education Pilot Program

N/A= Not Applicable.

Data Sources: Student data files and Finance files, S.C. Department of Education;

Census population estimates (2006), Office of Research & Statistics, S.C. Budget and Control Board;

Birth population estimates (2005), S.C. Department of Health & Environmental Control;

S.C. Office of First Steps to School Readiness;

S.C. Department of Social Services (ABC Voucher data);

S.C. Head Start Collaboration Office

The Office of First Steps provided additional data on January 8, 2007 which will be analyzed and included in subsequent evaluation reports.

How many four-year-old children are there in South Carolina and in the plaintiff school districts?

The exact number of four-year-old children living in South Carolina at any given time is unknown, but can be estimated using U.S. Census estimates or estimates based on live births. Live birth estimates were used for the 2005-06 school year because they were more contemporaneous than Census data, but newer Census data were available for use in estimating 2006-07 populations. These estimates indicate that the number of four-year-olds living in South Carolina increased in 2006-07 from 56,114 to 57,251. However, the numbers of four-year-olds declined by approximately 100 during this time period in the 37 plaintiff districts and in the 29 plaintiff districts participating in CDEPP. This apparent out-migration or decline in births must be taken into account when attempting to determine if more students were served in child development programs in the plaintiff districts in 2006-2007.

How many four-year-olds are living in poverty?

Statewide, the number of four-year-olds eligible for free- or reduced-price lunch programs and/or for Medicaid services increased by 1,784 to 36,794, reflecting an overall increase in poverty. However, the numbers of four-year-olds in poverty in the 37 plaintiff districts and in the 29 plaintiff districts participating in CDEPP remained relatively stable in 2006-07 compared to 2005-06, perhaps reflecting the existing high levels of poverty among families living in these districts.

How many four-year-olds attend public school pre-kindergarten programs?

There was a small decrease (698 students – from 21,145 in 2005-06 to 20,447 in 2006-07) statewide in the numbers of four-year-olds enrolled in public school pre-kindergarten programs, with very small increases in the numbers enrolled in pre-kindergarten programs in the 37 plaintiff districts (12 more students) and in the 29 plaintiff districts participating in CDEPP (24 more students).

What was the socioeconomic status of four-year-olds enrolled in public school pre-kindergarten programs?

Information on students' Medicaid status was not available for analysis so information on eligibility for the federal free- or reduced-price lunch program was used to address this question. Interpretation of these data is limited, however, by the extent of missing data in 2006-07, which was noted earlier in this report. There was a decline statewide in the numbers of students eligible for the free- or reduced-price lunch program who were enrolled in public school Pre-kindergarten programs (867 fewer students in 2006-07 than in 2005-06). A similar small decline was also observed in the 37 plaintiff districts (39 fewer students in 2006-07), but not in the 29 plaintiff districts participating in CDEPP, where there was an increase of 14 students in 2006-07. This finding may reflect a small impact from increased recruiting of students in poverty or increased services provided to students in poverty by CDEPP in these districts. There was a small decrease statewide of 311 students in the number of students not eligible for the Federal lunch program ("pay lunch") who were served in a public school program in 2006-07, but proportionately larger decreases in the numbers of pay lunch students served in the 37 plaintiff districts (162 fewer students in 2006-07) and in the 29 plaintiff districts participating in CDEPP (154 fewer pay lunch students served in 2006-07). This also may reflect a change in the recruiting and services provided to students in poverty in these districts, since many pay lunch students are not eligible for Medicaid services either, and thus would not be eligible for participation in CDEPP.

What was the socioeconomic status of four-year-olds enrolled in private CDEPP pre-kindergarten programs?

This could not be determined with the data provided because the federal lunch program status of participating students was not coded on the data provided by the Office of First Steps. The Office of First Steps indicates that the coding will be updated and provided to the EOC.

How many four-year-olds participated in CDEPP?

Simply put, this question cannot be satisfactorily answered because of the poor quality of the data noted above. Two sets of numbers for public school CDEPP participation are listed in Table 7: one is based on the identification of students as participants in the student data file from the school databases ("Student Data File"), and one is based on the numbers of students listed as expected to be served on the school district applications for approval of their CDEPP programs ("Finance Data File"). The latter figures are used at the present time by the SDE Office of Finance for allocating funds to school districts for CDEPP. There is a wide discrepancy between these numbers (1,370 served according to the school databases vs. 3,292 served according to the district application data) which cannot be resolved until more accurate data are available for analysis.

The number of four-year-olds participating in First Steps private provider CDEPP programs is 283 (based on student enrollment data provided on December 21, 2006). The CDEPP participation eligibility of all these students is not clear in the data file: three students were listed as residing in non-plaintiff school districts, and the school district residence status of 49 students was not provided. The Office of First Steps reported funding 225 students in CDEPP as of December 7, 2006. The Office of First Steps indicates that it collects enrollment information from private providers on a continuous basis and that the numbers of students served in CDEPP may increase as new information is received.

How many four-year-olds participated in other publicly-funded full-day programs?

The number of four-year-olds receiving full-day child care services through the ABC voucher program increased by 361 students statewide, by 109 students in the 37 plaintiff districts, and by 86 students in the 29 plaintiff districts participating in CDEPP. The number of four-year-olds participating in Head Start statewide increased slightly, but declined in the plaintiff and CDEPP-participating districts.

Were more students eligible for the free- or reduced-price lunch program served with publicly-funded public and private full-day pre-kindergarten programs in the 37 plaintiff districts and in the 29 plaintiff districts participating in CDEPP in 2006-07 than in 2005-06?

Yes, more students living in the plaintiff districts eligible for the Federal lunch program were served in a publicly-funded pre-kindergarten program in 2006-07: 262 more students were served in the 37 plaintiff districts, and 211 more students were served in the 29 plaintiff districts participating in CDEPP. This contrasts with the state-level data, which showed a decline of 311 total students eligible for the free- or reduced-price lunch program served statewide in a publicly-funded pre-kindergarten program (from 21,546 in 2005-06 to 21,235 in 2006-07).

The statewide number of four-year-olds eligible for the free- or reduced-price lunch program who were NOT served in a publicly-funded program increased to 9,260 students in 2006-07 compared to 8,191 in 2005-06, while the numbers of eligible students NOT served in the 37

plaintiff districts and in the 29 plaintiff districts participating in CDEPP decreased by 352 students and by 304 students, respectively.

The increase in the numbers served by the CDEPP is modest. Were there significant increases in the numbers of students served with full-day programs in the 29 plaintiff districts participating in CDEPP?

The incompleteness of the data precludes answering this question definitively. It is an important issue because converting from half-day programs, in which 40 children can be served in one classroom with one teacher and one assistant each day to full-day programs serving 20 children in the classroom with one teacher and one assistant each day requires increases in facilities space and staff. It could not be determined from the data how many “new” public school classrooms were created as the result of CDEPP. While many of the 29 plaintiff districts participating in CDEPP appeared to serve their four-year-old children in full-day classrooms in both 2005-06 and 2006-07, some did add new full-day classrooms.

To further explore this issue, two of the districts in which it appeared that “new” full-day classrooms had been added were contacted by EOC staff to confirm the changes and identify issues encountered by the districts when making the changes.

District 1: In 2005-2006 the district served all four-year-old students wishing to be enrolled. Students with the highest priority of service based on socioeconomic status and DIAL scores were served in one full-day classroom (approximately 20 students) funded by First Steps; the remaining students in the district were served in half-day classes. In 2006-2007 First Steps funds were no longer available but the funding from CDEPP allowed the district to serve the neediest children in five full-day classrooms (approximately 100 students), with the remaining students served in half-day classes (the district continued to serve all students). Thus CDEPP funding in this district allowed it to provide a higher level of service to the students at most risk. The district Superintendent indicated that the district has set as a strategic goal that all four-year-old children be served in full-day classes in the future because of the perceived benefits of full-day instruction.

District 2: This small rural district served 40 four-year-old students in two half-day classes of 20 students each in 2005-2006. With the availability of CDEPP funding in 2006-2007, the district converted the half-day program to full-day, serving one full-day class with approximately 20 students. Thus the district served approximately 20 fewer students in 2006-2007 than in the previous school year, but it provided more extended services to those 20 students. The 20 students not served by the school district in 2006-2007 were served in a Head Start center in the community. The district would need to provide another classroom, teacher, and teacher assistant to serve the additional 20 students in CDEPP, but indicated that it did not have available space.

Teacher qualifications

Public School Teachers

The SDE database files allowed for investigation of the credentials and years of teaching experience for 143 of the 165 teachers in the public school CDEPP program. For the remaining 22 teachers, no certification numbers were provided at this time; therefore, these teachers could not be tracked using the state database and their qualifications for participation in CDEPP could not be verified.

The highest levels of education attained by the 143 CDEPP teachers who were identified in the SDE database were examined. All of the CDEPP teachers identified hold a college degree and the majority of the teachers have completed studies beyond the Bachelor's level (Table 8). Over one half (51.0%) of the teachers reported at least a Master's level of education.

Table 8
Education Levels of Public School CDEPP Teachers
2006-2007 School Year

Education Level	Number of CDEPP Teachers	Percent of CDEPP teachers
Bachelor's	35	24.48%
Bachelor's + 18	35	24.48%
Master's	46	32.17%
Master's + 30	27	18.88%

The majority of public school CDEPP teachers have many years of experience educating young children. The average number of years of experience for the set of 143 public school CDEPP teachers tracked is 14.6 years. There are 4 teachers with over 30 years of experience, with 37 years as the maximum. There are a few new teachers with little experience, just beginning teaching careers in August 2006. There are 29 CDEPP teachers with fewer than 5 years of teaching experience. However, most of the participating teachers are very experienced, with over half of the CDEPP teachers having 15 years or more experience.

Private School Teachers

The Office of First Steps provided information on the qualifications and experience of 36 lead teachers and 18 teaching assistants located in 34 of the 36 participating providers; information on the teacher qualifications in the remaining centers was not provided in time for analysis for this report but will be reported in subsequent evaluation reports. Table 9 lists the highest levels of education attained by lead teachers in private CDEPP providers. The majority (27 of 36) of the lead teachers have completed a Bachelor's degree or higher. Three of the lead teachers were certified teachers (1 in elementary education, 1 in social studies, and 1 in art). Table 9 also lists the lead teachers' degreed areas of study. The teacher listed in Table 9 who lacked a two- or four-year degree does not meet the minimal qualifications for a lead teacher. The state Office of First Steps indicates that the teacher is a substitute for the qualified lead teacher employed when the program was approved but who subsequently left the provider's employment. The provider is seeking a qualified lead teacher.

Table 9
Educational Attainments of Lead Teachers in Private CDEPP Providers

Degree and Subject Area	Number of Lead Teachers
High School with 2 years college	1
Associate's Early Childhood Education	8
Bachelor of Arts	1
Bachelor of Arts plus coursework in Early Childhood Education	1
Bachelor's Early Childhood Education	6
Bachelor's Elementary Education	2
Bachelor's Elementary Education plus coursework in Early Childhood Education	7
Bachelor's - Home Economics plus coursework in Early Childhood Education	1
Bachelor's - Home Economics/Family Development plus coursework in Early Childhood Education	1
Bachelor's - Child Development	1
Bachelor's - Early Childhood Development	1
Bachelor of Science	2
Master's - Counseling	1
Master's - Education	1
Master's - Creative Arts & Learning	1
Doctorate - Education	1
Total	36

The Office of First Steps provided additional data on January 8, 2007 which will be analyzed and included in subsequent evaluation reports.

Information on the number of years of teaching experience was available for 35 of the First Steps CDEPP lead teachers. The lead teachers had an average of 13.2 years of experience working with children under age six. Similar to the public school CDEPP teachers, 4 of the First Steps lead teachers had 30 or more years of experience, with 37 years as the maximum. There are 10 lead teachers with fewer than 5 years of teaching experience. However, most of the participating teachers are very experienced, with over half having 10 years or more experience.

The educational attainments of 18 assistant teachers in private CDEPP providers were also provided by the Office of First Steps. Two-thirds (12) of the assistant teachers had high school diplomas, 4 had Associate degrees, and 2 had Masters degrees.

Information on the number of years teaching was available for 16 of the assistant teachers in the private CDEPP providers. The average number of years of experience in working with children under age 6 for this set of teachers was 7.3 years. Most assistant teachers, however, have 5 or fewer years of experience, although two assistant teachers have over 25 years of experience.

Section III. First Year Implementation and Evaluation of the South Carolina Child Development Education Pilot Program (CDEPP)

During the summer and fall of 2006, as required by Proviso 1.75 of the 2006-07 General Appropriation Act, two state offices, the Office of Early Childhood Education (OECE) of the State Department of Education (SDE) and the Office of First Steps to School Readiness (First Steps), initiated administrative and fiscal support for center-based programs for four-year-old children who are eligible for the free or reduced-price lunch program and/or Medicaid and living in a trial or plaintiff school district. These two state entities were responsible for implementing preschool programs in eligible public schools and in private settings such as childcare centers and Head Start programs. As indicated by the fiscal, student, and program information reviewed above in Section II, a number of public and private providers have implemented four-year-old pre-kindergarten services that serve children with CDEPP funding.

In response to Proviso 1.75, the South Carolina Education Oversight Committee (EOC) established an interdisciplinary evaluation team composed of EOC staff members (Dr. Jo Anne Anderson, David Potter, and Melanie Barton) and University of South Carolina personnel (Drs. Bill Brown, Kathy Paget, Jon Pierce, Fred Greer, Ms. Heather Googe, Mr. Danny Gellerson, and Ms. Laura Burns). To date, the evaluation team has developed and proposed methods to systematically evaluate newly established four-year-old pre-kindergarten services created by CDEPP. It should be noted that the evaluation team developed an evaluation plan with an approach that will allow for evaluation of the current CDEPP implementation and any additional expansion of four-year-old pre-kindergarten services, should future programs be funded by the South Carolina General Assembly.

For the first-year evaluation, the evaluation team members have concentrated on collecting fundamental process information on the numbers of children served and the costs associated with implementing CDEPP for children and families living in eligible school districts. In addition, evaluation team members systematically reviewed “start-up and roll-out information” disseminated by both the SDE and First Steps to promote implementation of their respective four-year-old pre-kindergarten programs in the summer and fall of 2006. Finally, evaluation team members have reviewed and begun developing appropriate assessment protocols and surveys that will be employed in the spring of 2007 to collect additional first-year information on CDEPP participants in the eligible school districts (e.g., sample of children’s educational data, teachers’ and administrators’ perceptions of CDEPP).

To date, the evaluation team’s basic approach to reviewing “start-up and roll-out information” has been to systematically request and review information from the state offices responsible for CDEPP implementation. When indicated, we have asked for further clarifications from relevant administrative personnel. Specifically, we have reviewed (a) participant data, (b) fiscal expenditure information, and (c) basic implementation documentation. In addition, team members surveyed participating CDEPP programs. Team members also interviewed by telephone representatives of nonparticipating albeit eligible school districts. The participant and fiscal data have been delineated in Section II and the implementation documentation and interview information will be reviewed in the remainder of this subsection.

Primary Document Analysis. To systematically review “start-up and roll-out information” from both the SDE and the First Steps, members of the evaluation team developed a Document Analysis Protocol based on Proviso 1.75 (SDE: Child Development Education Pilot Program). The purpose of the document analysis was to determine if the two implementing agencies provided appropriate and timely information to both the providers and consumers of CDEPP services according to the specific requirements of Proviso 1.75. Information analyzed by evaluation team members included agency guidelines, application forms, requirements, parent handbooks, and other materials related to CDEPP. Proviso 1.75 was initially separated into smaller meaningful units for the purpose of matching the content of implementation

documents to its various provisions and requirements. The specific language of Proviso 1.75 was not altered to create the review protocol. Two reviewers conducted an initial review of documentation provided by either the SDE or First Steps. The two reviewers then switched documents and confirmed the other reviewer's assessments of the documents as related to Proviso 1.75. Whenever possible the two reviewers resolved disagreements by re-evaluating the source documents and reaching a consensus on whether or not the information was readily accessible based on information provided. Finally, other interdisciplinary evaluation team members systematically reviewed the document analysis for information from the previous review and integrated some additional information that was accessible to team members. The information contained in the Completed Document Analysis Protocol for CDEPP Implementation (12-12-2006) was then shared with administrators from both the SDE and First Steps. The respective administrators were asked to review and provide their comments and clarifications on any additional information they believed was relevant to our primary document analysis. We integrated their clarifications into the completed document analysis (see Appendix F).

Findings of the Document Analysis. In general, the document analysis indicated that both the SDE and First Steps have made significant progress in developing and promulgating information related to their respective CDEPP services. Nevertheless, as is common for many educational expansions of services for preschool children in a number of states, accessibility of information and marketing of the educational services available needs to be further enhanced. Specifically, clearer and more concise programmatic information about both preschool options needs to be made readily accessible to all potential parents and service providers who might qualify for CDEPP services in future years.

Additional First Year Documentation and Information. Both the SDE and First Steps provided additional documentation related to their initial year "start up activities." Specifically, they provided documents such as application forms, agency guidelines, and the Proviso requirements, from their primary meetings (i.e., one large meeting during the summer for OECE and several regional meetings during the summer and fall for First Steps). In addition, they provided information on professional development activities that were relevant to practitioners and service providers who work with young children (e.g., support for professional conference attendance, inservice and workshop trainings on curricula and assessments).

Surveys and Interviews. A second tool used to evaluate program implementation was a survey of CDEPP providers and telephone interviews with personnel in several non-participating districts. To systematically collect initial information on administrators' perceptions of program implementation, members of the evaluation team developed a 4-item survey instrument that was mailed to the superintendents of the 29 school districts and 56 private providers who were participating in CDEPP. The respective response rates were 20 of 29 school districts (i.e., 74% return rate) and 10 of 56 private providers (i.e., 18% return rate). Evaluation team members' summary of the survey results by questions and common responses are delineated below:

Survey of Public School Providers

Surveys were sent to the Superintendent of schools of the 29 school districts that have chosen to participate in the Child Development Education Pilot Program. Of those 29, 20 returned surveys for a 74% return rate. A summary of the findings of the survey follows. The most frequently given responses to the four questions included in the survey instrument are reported. For Questions 1-3, the responses are listed in the order of frequency from most to least.

Question 1: Why did your school district decide to participate in the Child Development Education Pilot Program?

- Participation would allow the district to serve more 4-year olds and add more classrooms
- Did not feel they had a choice since they were one of the trial districts (several of these indicated they were very strongly encouraged to participate by the SDE)
- An opportunity to expand their 4K programs from half-day to full-day
- Pilot Program provides a mechanism to better serve children living in poverty
- Pilot Program provides resources for needed professional development, supplies, and materials
- District was a plaintiff in the lawsuit

Question 2: What has been your experience to date with the Pilot Program?

- The SDE has provided technical assistance that has been beneficial and welcomed
- The staff development offered by the SDE has been helpful
- Have been able to serve more children
- Our children are making progress as a result of the increased learning time and the structured environment

- Frustration with the DSS licensure process and requirements
 - requirements seem unnecessary since 4K programs have been offered in the past without having to adhere to the DSS requirements for day-care providers
 - meeting the requirements does not seem relevant to improving the 4K programs
 - requirements are very costly and time-consuming
- Too much paperwork
- Funding is inadequate
- Rules seem to change daily (this was particularly the case in the early days of the implementation)

Question 3: Are there issues, concerns, or barriers that inhibit your district's ability to serve more of the target population?

- DSS requirements
- Program does not fully cover costs
- Loss of EIA funding for participating districts, inability to use all funding sources
- Lack of funding to serve all children
- Shortage of teachers who meet the requirements
- Need more transportation dollars particularly to transport children across attendance zones to attend available programs
- Participation places very heavy time demands on staff both in the classroom and at the district office
- Staff development requirements are taking teachers out of the classroom and the districts have to cover cost of travel
- Lack of classrooms, facilities
- The limited number of curriculum options
- Private provider involvement

Question 4: Anything else you would like to tell us about the Pilot Program?

(Individual comments; not listed in any particular order)

- This is a good opportunity to build a foundation for students' future success
- The implementation timeline was too short to allow for an effective transition
- Are having to use district funds to meet DSS requirements
- For the second year, training should be provided during the summer thus avoiding our teachers having to be out of the classroom
- The CDEPP is a great start on the part of the State but more funds are needed
- With continued funding, the long-range benefits of the Pilot Program will have a direct impact on student achievement and teacher performance in our district.
- The program is very good for our 4-year-old children
- The program has provided a variety of information and strategies that are very useful within our program and individual classrooms to increase the intellectual ability of the students of this district.
- Quality early childhood programs are crucial to success in the districts
- The requirements of the program should be applied flexibly during the pilot year including number of days of student attendance and number of days required for teacher in-service
- Establish a committee of educators to review program policies at the end of the pilot year and make recommendations to policy makers. Change policies with guarded guidance and thoughtful implementation.
- The program has been a great asset to early learning initiatives. We are making many gains with our students as they enter school earlier than 5K. The teachers are building an academic foundation early for our students to prepare them for future success.
- Loosen DSS and teacher requirements

Survey of Private Providers

Ten of the 56 private providers approved by First Steps received and returned surveys; a return rate of 18%. The responding centers enroll 17% of the private program students. As of November 29, 2006, a total of 27 of these centers (42% of the approved centers) were actually serving CDEPP eligible children. Only three of the nine surveys returned were from centers currently serving CDEPP children. Although the response rate makes it difficult to make reliable inferences regarding the survey questions, the information received might shed light on the early implementation of the CDEPP and is summarized below.

Question 1: Why did your center decide to participate in the Child Development Education Pilot Program?

- To support private/public partnerships in South Carolina
- To offer quality pre-kindergarten to children who may not receive it currently
- To better prepare the center to help educate 4-year-old children
- The funding made it possible to serve an underserved population
- An opportunity to incorporate research-based and developmentally appropriate instruction
- An opportunity to collaborate with the State to provide early childhood education to children

Question 2: What has been your experience to date with the Pilot Program?

- Do not have any children enrolled in the program to date
- The program has been implemented smoothly but need more transportation dollars to serve more children who live further away from the center
- Extremely pleased with the program to date

- Have been able to add a teacher and update materials
- Exciting, great
- The application was thorough yet user friendly and the turn-around from First Steps was quick
- The First Steps staff in Columbia have been very cooperative
- The starting date and short notice was a problem
- Very clear guidelines have been established and presented

Question 3: Are there issues, concerns, or barriers that inhibit your district's ability to serve more of the target population?

- Funding is not adequate for transportation and the per child stipend is lower than actual cost
- Lack of coordination between First Steps and public schools
- Space
- Marketing the program to families is difficult

Question 4: Anything else you would like to tell us about the Pilot Program?

(Individual comments; not listed in any particular order)

- We are a neighbor to plaintiff districts and with the extremely low transportation reimbursement rate, we did not offer transportation. I believe this was a deterrent to use of the program.
- I wish that the target area would in time include Charleston County because there is also a great need here. I have, at present, 19 students who qualify for free/reduced lunch who live in Charleston.
- This program could be the boost that all private centers and school districts need. Early education is the key to insure a successful educational experience.
- Would love to see teacher training provided in the summer since our ratios are lower during the summer.

Telephone Survey of Non-Participating Districts

Overview

Eight plaintiff districts did not participate in CDEPP (Bamberg 1, Barnwell 29, Barnwell 45, Chesterfield, McCormick, Marion 1, Marlboro, and Saluda). The Superintendents of 7 of the plaintiff school districts not participating in CDEPP were interviewed by telephone by evaluation team members during the period December 11th through 19th. Because of scheduling problems, evaluation team members and one of the school district superintendents were unable to schedule a telephone interview before the holiday school break. The primary focus of the telephone interview was to determine the reasons why the district had chosen not to participate. The Superintendents were also asked to identify any changes to the program that would result in their district participating in subsequent years. Although there were some similarities in the responses each district had some unique circumstances that resulted in the decision not to participate. Given this, the interviews are reported by school district.

School District 1

Reasons for Not Participating:

- There was a short notice and they did not have the time to involve their early childhood advisory committee fully considering the district's participation
- They had already filled the slots in their half-day program and had already notified parents that their children had a slot; they did not want to have to tell the parents that they would not be able to serve their children
- It would have negatively impacted the district's budget
- Already had vacancies for 4K teachers and did not feel they would have been able to find teachers that met the qualifications
- They did not have the space and were in the construction process

Changes Recommended:

- Funding that covers the cost of the program and related costs such as those related to meeting the DSS requirements (the superintendent reported hearing "horror stories" from superintendents participating)
- They would need to be able to serve as many children as they are now

School District 2

Reasons for Not Participating:

- They already had a "very successful" full-day kindergarten and felt they were meeting the needs
- They did not have a waiting list
- Their teachers were already well qualified
- They felt the training requirements would be burdensome
- Felt the DSS requirements would be onerous and costly to meet
- Did not see any real benefit to participating

Changes Recommended:

- Establish a competitive grant program that allows the districts to submit proposals that address the needs of the children in the district

School District 3

Reasons for Not Participating:

- Short notice and limited time to implement the program
- The requirements to upgrade facilities to meet the DSS requirements
- Teacher requirements
- Did not feel that the CDEPP would have been a net benefit
- The overall uncertainty of starting up a new program

Changes Recommended:

- If the existing facilities meet fire code then should not have to modify them to meet the DSS requirements
- Modify the teacher qualifications

School District 4

Reasons for Not Participating:

- They are a very small district with so many challenges that they did not feel they could respond with such short notice
- Were not sure that the dollars would have been sufficient to fund the program and were concerned about the impact on the district's budget and existing programs
- The DSS licensing process
- Finding qualified teachers and space would be difficult

Changes Recommended:

- Fully fund all costs
- Would love to have a full-day program but need adequate notice

School District 5**Reasons for Not Participating:**

- They are presently teaching 80 students with two teachers and had already notified the parents of these 80 that they had slots in their half-day program; they did not want to have to advise parents that there was no longer a slot because they were moving to a full-day program
- They only have one primary school so they could not mix half-day and full-day within the same service provider (the one primary school)
- Space

Changes Recommended:

- Allow mixed programs within the same school

School District 6**Reasons for Not Participating:**

- There is not enough money associated with the Pilot Program. In the Superintendent's words, "It would have taken the total allocation to bring one school up to standard."

Changes Recommended:

- "It seems like an unfunded mandate." The Superintendent needs to believe it is real money coming in. The Superintendent's school district is being very cautious because of a new budget system based on a tax rollback.

Other Comments:

- The Superintendent appreciates the good intent of the Pilot Program and believes it is a good idea, but just has not been able to find enough funds to implement it.

School District 7**Reasons for Not Participating:**

- The major reason is that the district does not have an extra classroom/facility to house a new 4-K program. The district is "bursting at the seams," and there is no hope for change in the future.
- There is not enough money...not even enough to cover salaries.

Changes Recommended:

- Even if money were not an issue, the problem of finding a facility would remain. The district will have a referendum in March. If successful the referendum will allow for the building of a new school; then, in two years they could have a 4-K facility up and running. The Superintendent would like more financial help from the state for a facility and believes they need approximately \$32 million.

Other Comments:

- The Superintendent is "all for the program" because the earlier we can get to the children, the better. The Superintendent went on to say that one of the worst things about small districts is there is no industry to fall back on.
- District staff tried a pilot two years ago and were not convinced that a full-day program is significantly better than half-day.
- The Superintendent appreciates the good half-day 4-K program they have and also believes their 5K program is good enough that the children are not being "shortchanged."

In summary, the survey and telephone interviews by evaluation team members yielded several common themes related to implementation of CDEPP.

Common positive topics included:

1. a frequent desire to participate and enhance educational services for four-year-old pre-kindergarten children at risk for school failure; and
2. a general satisfaction with agencies support in managing initial start-up requirements and related problems.

Common challenging issues included:

1. changing existing four-year-old pre-kindergarten services with potential loss of EIA funding and change from a half-day service format to a full-day CDEPP service delivery model after children had already been accepted and parents notified of their children's acceptance;
2. insufficient funding for CDEPP preschool services and associate transportation costs;
3. requirements related to professional development and when personnel trainings should occur;
4. requirements as well as costs associated with DSS licensure and approval process;
5. insufficient space and personnel resources needed to implement additional preschool services; and
6. additional flexibility in curricular options for service providers, teacher credentials, and DSS requirements.

Section IV. Issues Identified from Evaluation of CDEPP Start-Up

CDEPP has been enthusiastically implemented in a number of school districts and private centers despite the short time frame for implementation, the high program and teacher quality requirements, the specific student eligibility requirements, and concerns about levels of funding and other needed resources. Many school, district, and state agency personnel expended a great deal of time and effort over the summer and beginning of the school year to implement the program. These efforts on the part of educators demonstrate the high level of importance they place on providing a high-quality early childhood education for at-risk students.

The poor quality of reported data restricts the ability to make definitive statements about the number of students served. It is estimated that there was an increase in 2006-07 of fewer than 300 students eligible for the federal free- or reduced-price lunch program served by all publicly-funded (state and federal) pre-kindergarten programs in the 37 plaintiff districts compared to 2005-06. This increase in the plaintiff districts contrasts with the overall decline of slightly more than 300 students eligible for the federal lunch program served in publicly-funded pre-kindergarten programs statewide in 2006-07 compared to 2005-06. Deficiencies in the data precluded a determination of the number of “new” full-day classrooms established in response to CDEPP, but interviews with some participating district personnel outlined the issues regarding the expansion from half- to full-day programs, including the resulting increase in space and personnel resources.

Based on the information resulting from the evaluation of the start-up of CDEPP, the following issues have been identified:

1. The quality of the administrative and student data in CDEPP must be improved. The continued incomplete identification of students as CDEPP participants in the public school data files would seem to preclude the use of the CDEPP funding model, in which the program funds “follow the child.” The current CDEPP funding disbursements to participating school districts are not based on the identification of individual student participants but on the number of students indicated on the approved CDEPP applications *as expected to participate*. This approach to funding was understandable during the early part of the school year before students were being served, with the understanding that actual funding for the program to districts would be based on counts of actively enrolled students during the school year. However, the incomplete or inaccurate identification of CDEPP students by some participating districts has resulted in inconsistency between the number of students actually identified as being served (1,370) and the number of students on whom funding disbursements are currently being made (3,292).

Other data quality issues which need to be addressed include the compelling need to assign unique student identifying numbers (“SUNS”) to all participating students, public and private. None of the private CDEPP participating students and only approximately half of the public school participants have been assigned SUNS numbers at this time, but all students should have the identifying numbers both for the longitudinal evaluation and for long-term record-keeping on the part of school districts and the Office of First Steps. There is also a need to provide more specific information on the programs individual students attend, especially the duration of the program (half- or full-day) and the identity of the “lead teacher” in the classroom.

2. Now that the program has started, more attention should be placed by state agencies on marketing CDEPP to parents and to potential program providers. The modest increase in the numbers of students served by four-year-old pre-kindergarten programs in the

CDEPP-participating districts and the projected surplus of \$10.1 million in the program this fiscal year reflect the need to recruit systematically more families and providers if more at-risk students are to be served.

3. The costs associated with providing a high-quality program for at-risk four-year-old students must be further examined to determine the levels of funding needed. The findings from the evaluation of the start-up period of CDEPP indicate that higher levels of funding will be needed to support a high-quality program and to provide student transportation.
4. During the CDEPP start-up period administrators' concerns about the specific requirements for Department of Social Services licensure and the costs encountered in meeting those requirements were a recurring theme as indicated by the survey and interview results. The licensing process, including the roles of state fire, safety, and health regulations and the difficulties public school districts report meeting the licensing regulations is an area which will receive additional study by the evaluators.
5. Higher requirements in CDEPP for teacher and teaching assistant qualifications were cited by some public school providers as posing a barrier for expansion of CDEPP.
6. The findings from the initial evaluation of the start-up year for CDEPP support continuation of the pilot for an additional year to better inform future legislation. We need more information on how school districts and private providers can meet the space and personnel needs resulting from expansion of the program, on what levels of funding are appropriate, on what teacher qualifications are needed, on how to ensure that the "dollars follow the child," and on how school districts and private providers can meet the needs of the clientele they are currently serving along with additional at-risk students, as well as what incentives for program expansion are needed.

V. Evaluation of CDEPP in Subsequent Years of Funding

Future interdisciplinary team evaluation efforts will focus on (a) more comprehensive stakeholder surveys and interviews related to implementation of CDEPP, and (b) child outcome assessment related to school readiness and progress in early elementary school that is associated with CDEPP. Specific primary evaluation activities will include:

1. Pilot testing a developmentally appropriate assessment protocol for child outcome measures in the spring of 2007 with 48 children in CDEPP programs and again in the fall of 2007 as they enter five-year-old kindergarten;
2. Administering child outcome measures with an initial cohort of 100 four-year-old children in CDEPP and non-CDEPP programs in the fall of 2007;
3. Developing, pilot testing, and implementing surveys of administrators, teachers, and assistant teachers in the spring of 2007;
4. Pending evaluation funding, assessing 100 four-year-old pre-kindergarten children each year for 2008, 2009, and 2010 (i.e., total sample of 448 preschoolers across four years of proposed evaluation) and re-assessment of those children in five-year-old kindergarten (i.e., total sample of 348 kindergarteners across four of evaluation years) to assess short-term child outcomes related to CDEPP; and
5. Pending evaluation funding, determining the relationship of CDEPP participation on children's PACT scores as they enter third grade.

APPENDICES

Appendix A
2006-07 General Appropriation Act

1.75. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2006-2007 and 2007-2008 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) Beginning with the 2006-07 school year and continuing through the 2007-2008 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et al. vs. South Carolina. Priority shall be given to implementing the program in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. While participating in the pilot program, Education Improvement Act funding from the four-year-old early childhood program as authorized pursuant to Section 59-139-70 of the 1976 Code may only be used to fund teacher salary supplements and fringe benefits as required by Section 59-20-50. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2008. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all four-year-old at-risk children in the state.

Unexpended funds from the prior fiscal year for this program shall be carried forward and used by the First Steps to Readiness Board of Trustees to provide services to children zero to three years of age in the districts outlined in section (A).

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

- (1) a school-year four-year-old kindergarten program delivered by an approved public provider; or
- (2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and an appropriate free and reduced lunch application form or statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. This shall consist of 6.5 hours of instructional time daily and 180 days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

- (1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
- (2) comply with all state and local health and safety laws and codes;
- (3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
- (4) be accountable for meeting the education needs of the child and report regularly to the parent on his progress;
- (5) comply with all program, reporting, and assessment criteria required of providers;
- (6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent and teacher conferences;
- (7) designate whether extended day services will be offered to the parents of children participating in the program; and
- (8) be approved, registered, or licensed by the Department of Social Services.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment.

(D) The Department of Education and the Office of First Steps to School Readiness, in consultation with the Education Oversight Committee shall:

- (1) develop the provider application form;
- (2) develop the child enrollment application form;
- (3) develop a list of approved curricula for use in the program based upon the South Carolina Content Standards;
- (4) develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program;
- (5) establish criteria for awarding new classroom equipping grants;
- (6) establish criteria for the parenting education program providers must offer; and
- (7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

- (1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;

- (2) employ an education assistant with pre-service or in-service training in early childhood education;
- (3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio;
- (4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
- (5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
- (6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and
- (7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility in consultation with the Department of Social Services;
- (3) review and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility in consultation with the Department of Social Services;
- (3) review and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2006-07 school year, the funded cost per child shall be \$3,077. Additionally, a reimbursement rate of \$185 per child will be appropriated to providers if the provider transports children to and from school. Providers who are reimbursed are required to retain records as required by their fiscal agent. For the 2007-2008 school year the funded cost per child shall be the same but shall be increased by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to \$10,000 per class for the equipping of new classrooms.

- (L) Pursuant to this provision, the Department of Social Services shall:
- (1) aid the Department of Education and the Office of First Steps to School Readiness in the verification of student enrollment eligibility;
 - (2) maintain a list of all approved public and private providers; and
 - (3) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2008. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a

condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

Appendix B
CDEPP - Department of Education
Monthly Allocations to Districts for Instructional Costs (Sub Fund 924, Revenue Code 3134)

Total Appropriation to SDE for CDEP Program:										\$15,717,104	-	Current Allocation
								YTD	Current	Funded		Revenue Code 3540
District	July	August	September	October	November	December	Payments	Allocation	Enrollment		Regular 4K	
Abbeville	\$0	\$0	\$36,924.00	\$36,924.00	\$36,924.00	\$36,924.00	\$147,696.00	\$369,240	120			
Allendale	\$0	\$0	\$39,385.60	\$39,385.60	\$39,385.60	\$39,385.60	\$157,542.40	\$393,856	128			
Bamberg 2	\$0	\$0	\$12,308.00	\$12,308.00	\$12,308.00	\$12,308.00	\$49,232.00	\$123,080	40			
Barnwell 19	\$0	\$0	\$6,154.00	\$6,154.00	\$6,154.00	\$6,154.00	\$24,616.00	\$61,540	20			
Berkeley	\$0	\$0	\$67,694.00	\$67,694.00	\$67,694.00	\$67,694.00	\$270,776.00	\$676,940	220		\$522,380	
Clarendon 1	\$0	\$0	\$18,462.00	\$18,462.00	\$18,462.00	\$18,462.00	\$73,848.00	\$184,620	60			
Clarendon 2	\$0	\$0	\$36,924.00	\$36,924.00	\$36,924.00	\$36,924.00	\$147,696.00	\$369,240	120			
Clarendon 3	\$0	\$0	\$18,462.00	\$18,462.00	\$18,462.00	\$18,462.00	\$73,848.00	\$184,620	60			
Dillon 1	\$0	\$0	\$12,308.00	\$12,308.00	\$12,308.00	\$12,308.00	\$49,232.00	\$123,080	40			
Dillon 2	\$0	\$0	\$43,078.00	\$43,078.00	\$43,078.00	\$43,078.00	\$172,312.00	\$430,780	140			
Dillon 3	\$0	\$0	\$16,923.50	\$16,923.50	\$16,923.50	\$16,923.50	\$67,694.00	\$169,235	55			
Florence 1	\$0	\$0	\$6,154.00	\$40,342.89	\$40,342.89	\$40,342.89	\$127,182.67	\$369,240	120		\$447,462	
Florence 2	\$0	\$0	\$0.00	\$27,351.11	\$27,351.11	\$27,351.11	\$82,053.33	\$246,160	80			
Florence 3	\$0	\$0	\$18,462.00	\$18,462.00	\$18,462.00	\$18,462.00	\$73,848.00	\$184,620	60		\$175,716	
Florence 4	\$0	\$0	\$16,923.50	\$16,923.50	\$16,923.50	\$16,923.50	\$67,694.00	\$169,235	55			
Florence 5	\$0	\$0	\$18,462.00	\$18,462.00	\$18,462.00	\$18,462.00	\$73,848.00	\$184,620	60			
Hampton 1	\$0	\$0	\$30,770.00	\$30,770.00	\$30,770.00	\$30,770.00	\$123,080.00	\$307,700	100		\$38,821	
Hampton 2	\$0	\$0	\$6,154.00	\$12,991.78	\$12,991.78	\$12,991.78	\$45,129.34	\$123,080	40			
Jasper	\$0	\$0	\$43,078.00	\$43,078.00	\$43,078.00	\$51,869.43	\$181,103.43	\$492,320	160			
Laurens 55	\$0	\$0	\$67,694.00	\$67,694.00	\$67,694.00	\$67,694.00	\$270,776.00	\$676,940	220		\$116,463	
Laurens 56	\$0	\$0	\$18,462.00	\$18,462.00	\$18,462.00	\$18,462.00	\$73,848.00	\$184,620	60		\$65,383	
Lee	\$0	\$0	\$30,770.00	\$30,770.00	\$30,770.00	\$30,770.00	\$123,080.00	\$307,700	100			
Lexington 4	\$0	\$0	\$43,078.00	\$43,078.00	\$43,078.00	\$43,078.00	\$172,312.00	\$430,780	140			
Marion 2	\$0	\$0	\$32,000.80	\$32,000.80	\$32,000.80	\$32,000.80	\$128,003.20	\$320,008	104			
Marion 7	\$0	\$0	\$15,385.00	\$15,385.00	\$15,385.00	\$15,385.00	\$61,540.00	\$153,850	50			
Orangeburg 3	\$0	\$0	\$55,693.70	\$55,351.81	\$55,351.81	\$55,351.81	\$221,749.13	\$553,860	180			
Orangeburg 4	\$0	\$0	\$49,232.00	\$49,232.00	\$56,924.50	\$56,924.50	\$212,313.00	\$553,860	180			

Total Appropriation to SDE for CDEP Program:										\$15,717,104	-	Current Allocation
							YTD	Current	Funded			Revenue Code 3540
District	July	August	September	October	November	December	Payments	Allocation	Enrollment			Regular 4K
Orangeburg 5	\$0	\$0	\$92,310.00	\$99,147.78	\$99,147.78	\$99,147.78	\$389,753.34	\$984,640	320			
Williamsburg	\$0	\$0	\$61,540.00	\$75,215.56	\$75,215.56	\$84,006.98	\$295,978.10	\$800,020	260			
TOTAL:	\$0	\$0	\$914,792.10	\$1,003,341.33	\$1,011,033.83	\$1,028,616.68	\$3,957,783.94	\$10,129,484	3,292			\$1,366,225

Source: Monthly Payments to School Districts, 2006-07, as reported by the State Department of Education
<http://ed.sc.gov/agency/offices/finance/monthlypayments/index.html>.

Appendix B
CDEPP - Department of Education
Grants for Supplies and Materials for New Classrooms

District	Amount Paid	# Classrooms
Abbeville	\$59,666.10	6
Allendale	\$58,134.15	6
Bamberg 2		
Barnwell 19	\$8,676.05	1
Berkeley	\$74,766.54	9
Clarendon 1	\$30,000.00	3
Clarendon 2	\$49,287.10	5
Clarendon 3	\$28,754.04	3
Dillon 1	\$19,968.05	2
Dillon 2	\$48,500.00	5
Dillon 3	\$38,925.00	4
Florence 1	\$60,000.00	6
Florence 2	\$38,531.95	4
Florence 3		
Florence 4	\$28,695.14	3
Florence 5	\$22,768.94	3
Hampton 1	\$39,909.49	4
Hampton 2		
Jasper	\$79,480.51	8
Laurens 55	\$77,607.11	8
Laurens 56	\$30,000.00	3
Lee	\$50,000.00	5
Lexington 4	\$70,000.00	7
Marion 2	\$59,870.00	6
Marion 7	\$28,791.99	3
Orangeburg 3	\$80,000.00	8
Orangeburg 4	\$90,000.00	9
Orangeburg 5	\$58,840.27	9
Williamsburg	\$83,731.21	10
TOTAL:	\$1,314,903.64	140

Mean per District:	\$52,596
Mean per Classroom:	\$9,392

Appendix B
CDEPP - Department of Education
Reimbursements for Transportation

District	SDE Projected Transportation Allocations *	2006-07 Funded Enrollment	Cost If All Children Served in CDEPP Eligible for Transportation Reimbursements
Abbeville	\$22,200	120	\$22,200
Allendale	\$13,320	128	\$23,680
Bamberg 2	\$7,400	40	\$7,400
Barnwell 19	\$3,700	20	\$3,700
Berkeley	\$11,100	220	\$40,700
Clarendon 1	\$11,100	60	\$11,100
Clarendon 2	\$22,200	120	\$22,200
Clarendon 3	\$11,100	60	\$11,100
Dillon 1	\$7,400	40	\$7,400
Dillon 2	\$7,400	140	\$25,900
Dillon 3	\$10,175	55	\$10,175
Florence 1	\$18,500	120	\$22,200
Florence 2	\$14,800	80	\$14,800
Florence 3	\$7,400	60	\$11,100
Florence 4	\$10,175	55	\$10,175
Florence 5	\$11,100	60	\$11,100
Hampton 1	\$3,700	100	\$18,500
Hampton 2	\$7,400	40	\$7,400
Jasper	\$14,800	160	\$29,600
Laurens 55	\$11,100	220	\$40,700
Laurens 56	\$3,700	60	\$11,100
Lee	\$3,700	100	\$18,500
Lexington 4	\$11,100	140	\$25,900
Marion 2	\$19,240	104	\$19,240
Marion 7	\$3,700	50	\$9,250
Orangeburg 3	\$7,400	180	\$33,300
Orangeburg 4	\$7,400	180	\$33,300
Orangeburg 5	\$7,400	320	\$59,200
Williamsburg	\$3,700	260	\$48,100
TOTAL:	\$293,410	3,292	\$609,020

Department of Education will pay transportation reimbursements based on 135-day ADM figures.

Appendix C
4K Expansion Update - Office of First Steps
Updated through December 7, 2006

Total Appropriation to First Steps for 4K Expansion:											
Administrative Budget											
			Verified	Projected Expenditures *				Actual			
Program Name	City	County	Students	Instruction	Materials	Transportation	TOTAL	Instruction	Materials	Transportation	Invoices Paid
Little Precious Angels Child Development Center	Bamberg	Bamberg	14	\$43,078	\$10,000	\$2,590	\$55,668				
Bedford's Stay-n-Play	Barnwell	Barnwell	16	\$49,232	\$10,000	\$2,960	\$62,192	\$8,718	\$8,758		\$17,476
Karen Scott Health CDC	Goose Creek	Berkeley	8	\$24,616	\$10,000	\$1,480	\$36,096	\$2,051	\$1,238		\$3,289
The Sunshine House #29	North Charleston	Berkeley	5	\$15,385	\$10,000	\$925	\$26,310				\$ -
The Sunshine House #106	Monck's Corner	Berkeley	4	\$12,308	\$10,000	\$740	\$23,048				\$ -
The Wee Academy Learning Center	Manning	Clarendon	12	\$36,924	\$10,000	\$2,220	\$49,144	\$6,154			\$6,154
Kids Ltd.	Dillon	Dillon	10	\$30,770	\$10,000	\$1,850	\$42,620				\$ -
Zion Canaan Child Development Center	Timmonsville	Florence	8	\$24,616	\$10,000	\$1,480	\$36,096	\$4,103			\$4,103
Excellent Learning Preschool, Inc.	Florence	Florence	6	\$18,462	\$10,000	\$1,110	\$29,572	\$5,641			\$5,641
The Sunshine House #30	Florence	Florence	2	\$6,154	\$10,000	\$370	\$16,524				\$ -
Little Surf's Child Development Center	Andrews	Georgetown	12	\$36,924	\$10,000	\$2,220	\$49,144	\$8,974	\$9,835	\$540	\$19,349
The Mellon Patch	East Hampton	Hampton	1	\$3,077	\$10,000	\$185	\$13,262	\$512	\$9,999		\$10,512
Bishopville Lee Child Care Center Inc.	Bishopville	Lee	15	\$46,155	\$10,000	\$2,775	\$58,930	\$10,086			\$10,086
Lynchburg-Elliott CDC	Lynchburg	Lee	15	\$46,155	\$10,000	\$2,775	\$58,930	\$8,376			\$ 8,376
Tiny Junction Inc of Lancaster	Chapin	Lexington	1	\$3,077	\$10,000	\$185	\$13,262	\$6,752	\$8,426		\$15,178
Little Promises Learning Center	Mullins	Marion	1	\$3,077	\$10,000	\$185	\$13,262				\$ -
Back to Basics Learning Center, Inc.	Orangeburg	Orangeburg	13	\$40,001	\$10,000	\$2,405	\$52,406				\$ -
Kelly's Kids	Orangeburg	Orangeburg	2	\$6,154	\$10,000	\$370	\$16,524				\$ -
Kids in Motion	Orangeburg	Orangeburg	2	\$6,154	\$10,000	\$370	\$16,524	\$1,538	\$7,491		\$9,029
Kiddie Kollege of Orangeburg	Orangeburg	Orangeburg	1	\$3,077	\$10,000	\$185	\$13,262	\$427			\$427
Kids 2000 Kindergarten & Daycare Center	Orangeburg	Orangeburg	1	\$3,077	\$10,000	\$185	\$13,262				\$ -
ABC Academy	Saluda	Saluda	9	\$27,693	\$10,000	\$1,665	\$39,358	\$6,325	\$9,993	\$144	\$16,462
Mary's Little Lamb Daycare Center	Kingstree	Williamsburg	20	\$61,540	\$10,000	\$3,700	\$75,240	\$15,385			\$15,385

APPENDIX D
List of Variables for Four-Year-Old Pre-Kindergarten Evaluation
JULY 6, 2006

TABLE 1: Data at Individual Student Level Collected by Provider for SDE/First Steps to be used for evaluation by EOC

Variable	Current Location of Information	Time(s) Provided to EOC
School/provider identifier (assigned by state agency)	SASlxp: BEDS DSS: License # or Registration #	45-, 90-, 135-, and 180-day data collections for each school year, beginning in November 2006
Provider Identifier Number	DSS	
Provider SSN or Tax ID Number	DSS	
County of Provider Location	DSS	
Unique student ID number (SUNS assigned by state agency; other IDs)	SASlxp: PermNum; SUNS ID; Medicaid ID	
Student Social Security Number	SASlxp	
Student Name (First, Last, Middle, Generation)	SASlxp	
Gender	SASlxp	
Ethnicity	SASlxp	
Date of Birth (Month/Day/Year)	SASlxp	
Student's residence address (street, city, ZIP)	SASlxp: Mailing address, not residence address, may be only one available	
Student's county of residence	SASlxp	
Student's school district of residence	Student application	
Date student enrolled in program	SASlxp	
Date student exited program	SASlxp	
Free or Reduced Price Lunch Eligibility	SASlxp	
ESOL/ESL (English Proficiency) status	SASlxp: ESL English Proficiency; Primary Language; Home Language; Service Program ID and Program Level	
Migrant status of student	SASlxp	
Student Disability status	SASlxp: IEP; IDEA Eligibility; LRE Placement; 504 Accommodations Plan; EFA Primary Code SASlxp Early Childhood Atom: Special Needs (Type(s) of Disability)	
Income Range Level of Family	SASlxp Early Childhood Atom	

Table 1 Continued

Variable	Current Location of Information	Time(s) Provided to EOC
Low Birth Weight	SASlxp Early Childhood Atom	45-, 90-, 135-, and 180-day data collections for each school year, beginning in November 2006
Caregiver Prior to This School	SASlxp Early Childhood Atom	
Medical Care Source	SASlxp Early Childhood Atom	
Health status of student	SASlxp Early Childhood Atom: Health Alert SASlxp: Health Code; Medicaid services currently received (Receives Financial Aid)	
Early Childhood Placement (3-year old CD, 4-year old CD, multiage classroom)	SASlxp Early Childhood Atom	
Classroom Type (half/full day; public/private/Head Start)	SASlxp Early Childhood Atom	
DIAL 3 Language Percentile pretest <i>score & date</i>	SASlxp Early Childhood Atom (administration date not currently collected)	
DIAL 3 Concepts Percentile pretest <i>score & date</i>	SASlxp Early Childhood Atom (administration date not currently collected)	
DIAL 3 Motor Percentile pretest <i>score & date</i>	SASlxp Early Childhood Atom (administration date not currently collected)	
DIAL 3 Self-help Score pretest <i>score & date</i>	SASlxp Early Childhood Atom (administration date not currently collected)	
DIAL 3 Social Development Score pretest <i>score & date</i>	SASlxp Early Childhood Atom (administration date not currently collected)	
DIAL 3 Language, Concepts, Motor, Self-help, and Social Development Percentile posttest <i>scores & dates</i> ; And/or other posttest or progress measure (such as WSS or COR) administered by provider		
First Steps Funded (partial or full)	SASlxp Early Childhood Atom	
Family Literacy Services	SASlxp Early Childhood Atom	

Table 1 Continued

Variable	Current Location of Information	Time(s) Provided to EOC
Number Years Family Literacy Services Received	SASlxp Early Childhood Atom: Previous Childcare Services	45-, 90-, 135-, and 180-day data collections for each school year, beginning in November 2006
Previous Head Start Participation	SASlxp Early Childhood Atom	
Classroom Curriculum	SASlxp Early Childhood Atom	
Highest education level of parent or guardian	SASlxp: Education Level	
Highest education level of mother or female guardian	SASlxp: Parent Guardian User Code 1	
Homeless status of student	SASlxp	
Daily Attendance	SASlxp: Eligible ADA	
Program Funding Source(s)	SASlxp: EIA Code	
Transportation Received	SASlxp: Bus Transportation Needed; Trip #s – AM, Mid-day, PM	
Teacher ID number to link to teacher data (License number)	SASlxp (from class schedule); SASlxp: License Number; Center for Child Care Career Development (CCCD) TEACH database DSS Continuing Education database	
Student's teacher	SSlxp: Course Code, Section ID; CCCD TEACH database DSS Continuing Education database	
Teacher Social Security Number	SASlxp: Teacher Social Security Number; CCCD TEACH database DSS Continuing Education database	
Teacher Name (First, Last, Middle, Generation)	SASlxp; CCCD TEACH database DSS Continuing Education database	

TABLE 2: Information from or about Provider and collected by DSS/SDE/First Steps and used for EOC evaluation

Variable	Current Location of Information	Time(s) Provided to EOC
School identifier (assigned by state agency for each service location)	SASlxp BEDS; SDE/First Steps records	Nov. 2006 & Nov. annually thereafter
Location(s) of provider (Street. City, ZIP for each site services are provided)	DSS/SDE/First Steps records	Nov. 2006 & Nov. annually thereafter
Licensing status of providers (for each site services are provided)	DSS/SDE/First Steps records	Nov. 2006 & Nov. annually thereafter
Compliance status of providers (e.g., conformance to staff qualifications; student eligibility; other requirements)	DSS/SDE/First Steps records	June 2007 & June annually thereafter
External accreditation (accrediting agency and level of accreditation)	SDE/First Steps/DSS records – from providers	June 2007 & June annually thereafter
Administrator qualifications (educational area, educational level, certification, experience)	SDE/First Steps/DSS records – from providers; CCCD TEACH database DSS Continuing Education database	June 2007 & June annually thereafter
Teacher qualifications (educational area, educational level, certification, experience for each teacher; teacher ID/license # number assigned by agency)	SDE/First Steps/DSS records – from providers; CCCD TEACH database DSS Continuing Education database	June 2007 & June annually thereafter
Teaching assistant qualifications (educational area, educational level, certification, experience for each teaching assistant; Social Security Number)	SDE/First Steps/DSS records – from providers; CCCD TEACH database DSS Continuing Education database	June 2007 & June annually thereafter
Financial information (reimbursement for students served, etc.)	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Facility information from monitoring & technical assistance activities	SDE/First Steps/DSS records (DSS Technical Assistance database)	June 2007 & June annually thereafter
New classrooms implemented and costs	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Frequency and time length of professional development activities (for teachers; for teaching assistants)	SDE/First Steps records – from providers	June 2007 & June annually thereafter

TABLE 2 Continued

Variable	Current Location of Information	Time(s) Provided to EOC
Content of professional development activities (for teachers; for teaching assistants)	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Attendance of professional development activities (by teachers; by teaching assistants)	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Ratings of conformance of provider professional development activities to professional standards	SDE/First Steps records	June 2007 & June annually thereafter
Health and behavioral screenings & interventions implemented and services provided to students	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Family involvement and education activities provided	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Transportation services provided (how many at-risk and not at-risk students receiving service; costs)	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Results from assessments of program quality by agency	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Curricula and assessments used by providers	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Provider fidelity to curricula implemented	SDE/First Steps records	June 2007 & June annually thereafter
Teacher and teacher assistant salaries and benefits, by site	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Documentation of policies and procedures for recruitment and enrollment of students	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Records of parental participation in parent education programs, in programs to increase educational levels of parents, etc.	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Policies and procedures for and examples of student assessment reports provided to parents	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Policies and procedures for and examples of health and behavioral screening reports provided to parents	SDE/First Steps records – from providers	June 2007 & June annually thereafter

TABLE 2 Continued

Variable	Current Location of Information	Time(s) Provided to EOC
Records of frequency of parent conferences, by child	SDE/First Steps records – from providers	June 2007 & June annually thereafter
Protocols used for conducting parent conferences	SDE/First Steps records – from providers	June 2007 & June annually thereafter

TABLE 3: Information Provided to EOC by SDE/First Steps

Variable	Current Location of Information	Time(s) Provided to EOC
Regulations promulgated	SDE/First Steps records	Nov. 2006
Guidelines promulgated	SDE/First Steps records	
Criteria for program approval	SDE/First Steps records	
Documentation of application by and approval of providers	SDE/First Steps records	Nov. 2006 & Nov. annually thereafter
Documentation of monitoring	SDE/First Steps records	June 2007 & June annually thereafter
Documentation of technical assistance	SDE/First Steps records	

TABLE 4: Information collected by EOC with DSS/SDE/First Steps

Variable	Current Location of Information	Time Periods Collected by EOC
Surveys of program administrators	To Be Determined	By June 2007 & June annually thereafter
Surveys of program teachers	To Be Determined	By June 2007 & June annually thereafter
Surveys of program teaching assistants	To Be Determined	By June 2007 & June annually thereafter
Interviews/focus groups with parents	To Be Determined	By June 2008 & June annually thereafter
Provider feedback and satisfaction with programmatic policies and procedures	To Be Determined	By June 2007 & June annually thereafter
Provider feedback and satisfaction with finance and reimbursement policies and procedures	To Be Determined	By June 2007 & June annually thereafter
Data from developmentally appropriate assessments of samples of students	To Be Determined	Fall 2006, Spring 2007, Fall & Spring annually thereafter

**APPENDIX E, TABLE 1: Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2006-2007 School Year, All School Districts**

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total 4K Free or Reduced Served	Public School Total 4K Pay Lunch Served	Public School Total 4K Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
ABBEVILLE	72.48	313	227	196	121	78	43	0	35.5	0	120	2	70	6	156	78	198
AIKEN	63.12	1926	1216	1015	721	296	251	174	45.9				148	80	524		
ALLEDALE	94.19	175	165	153	77	69	8	0	10.4	76	128		42	18	129	136	188
ANDERSON 1	47.77	662	316	232	254	142	109	3	43.4				63	32	237		
ANDERSON 2	59.61	289	172	129	92	12	77	3	86.5				34	18	64		
ANDERSON 3	71.44	204	146	119	61	21	40	0	65.6				29	15	65		
ANDERSON 4	58.98	217	128	97	108	60	48	0	44.4				25	13	98		
ANDERSON 5	60.33	939	566	453	181	149	32	0	17.7				113	58	320		
BAMBERG 1*	74.32	148	110	85	56	23	33	0	58.9	0	0		37	12	72	49	49
BAMBERG 2	95.72	91	87	84	39	36	3	0	7.7	39	40		30	10	76	79	80
BARNWELL 19	89.57	65	58	55	20	19	1	0	5	20	20		22	3	44	45	45
BARNWELL 29*	75.32	69	52	45	49	22	21	6	48.8	0	0		19	3	44	22	22
BARNWELL 45*	70.67	187	132	110	80	59	21	0	26.3	0	0	16	49	7	131	72	72
BEAUFORT	59.83	1936	1158	956	657	259	395	3	60.4				154	38	451		
BERKELEY	65.34	2163	1413	1117	711	366	345	0	48.5	218	220	15	268	76	725	577	579
CALHOUN	89.25	188	168	159	92	77	15	0	16.3				10	3	90		
CHARLESTON	62.61	4690	2936	2443	1530	1059	447	24	29.7				537	323	1919		
CHEROKEE	69.21	785	543	464	342	190	150	2	44.1				109	37	336		
CHESTER	72.34	491	355	291	190	117	73	0	38.4				89	25	231		
CHESTERFIELD*	74.13	609	451	386	279	161	114	4	41.5	0	0		150	11	322	161	161
CLARENDON 1	96.8	85	82	77	1	0	0	1	0	0	60	1	24	5	30	30	90
CLARENDON 2	85.53	259	222	192	114	86	28	0	24.6	80	120	9	65	14	174	168	208
CLARENDON 3	67.83	101	69	56	62	43	19	0	30.6	62	60		20	4	67	86	84
COLLETON	85.12	585	498	428	266	199	65	2	24.6				120	19	338		
DARLINGTON	78.04	901	703	601	283	216	65	2	23.1				226	59	501		
DILLON 1	81.66	76	62	58	40	40	0	0	0	0	40		13	5	58	18	58
DILLON 2	89.87	323	290	267	147	143	4	0	2.7	136	140	14	62	23	242	235	239

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total 4K Free or Reduced Served	Public School Total 4K Pay Lunch Served	Public School Total 4K Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
DILLON 3	76.96	138	106	92	84	56	28	0	33.3	82	55		23	8	87	113	86
DORCHESTER 2	47.84	1276	610	414	381	130	230	21	63.9			2	45	65	242		
DORCHESTER 4	86.09	151	130	111	119	90	28	1	23.7				9	14	113		
EDGEFIELD	69.02	312	215	188	124	45	23	56	33.8				32	4	81		
FAIRFIELD	90.24	323	291	263	164	145	19	0	11.6				40	6	191		
FLORENCE 1	66.48	1247	829	694	415	255	148	12	36.7	0	120	8	102	72	437	182	302
FLORENCE 2	75.64	99	75	65	40	1	0	39	0	0	80		9	6	16	15	95
FLORENCE 3	89.72	316	284	266	138	115	22	1	16.1	0	60		35	25	175	60	120
FLORENCE 4	89.95	84	76	67	59	57	1	1	1.7	13	55	8	9	7	81	37	79
FLORENCE 5	65.34	121	79	66	86	52	0	34	0	0	60		10	7	69	17	77
GEORGETOWN	72.46	771	559	481	358	239	118	1	33.1				72	28	339		
GREENVILLE	52.67	5452	2872	2189	1470	775	693	2	47.2				318	232	1325		
GREENWOOD 50	65.68	730	479	401	320	113	207	0	64.7				145	37	295		
GREENWOOD 51	69.69	94	66	52	38	23	15	0	39.5				20	5	48		
GREENWOOD 52	56.6	132	75	58	52	26	26	0	50				23	6	55		
HAMPTON 1	74.71	200	149	122	180	104	75	1	41.9	90	100	1	27	8	140	126	136
HAMPTON 2	93.48	97	91	83	40	12	0	28	0	0	40		16	5	33	21	61
HORRY	66.3	2732	1811	1520	1331	983	348	0	26.1				90	122	1195		
JASPER	91.7	310	284	257	144	74	10	60	11.9	60	160	2	41	16	133	119	219
KERSHAW	61.71	800	494	402	233	104	129	0	55.4				72	3	179		
LANCASTER	62.65	889	557	438	203	151	52	0	25.6				52	25	228		
LAURENS 55	72.11	516	372	306	347	177	162	8	47.8	0	220		47	17	241	64	284
LAURENS 56	76.68	293	225	194	125	103	18	4	14.9	0	60		28	11	142	39	99
LEE	96.83	270	261	249	99	99	0	0	0	98	100	30	71	23	223	222	224
LEXINGTON 1	41.82	1212	507	368	374	87	286	1	76.7				45	64	196		
LEXINGTON 2	68.45	558	382	323	277	23	254	0	91.7				34	48	105		
LEXINGTON 3	69.17	133	92	79	82	39	43	0	52.4				8	12	59		
LEXINGTON 4	78.12	211	165	142	185	141	44	0	23.8	57	140		15	21	177	93	176
LEXINGTON 5	33.17	1041	345	244	156	84	69	3	45.1				31	44	159		

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total 4K Free or Reduced Served	Public School Total 4K Pay Lunch Served	Public School Total 4K Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
MCCORMICK*	86.51	108	93	79	31	21	4	6	16	0	0		40	3	64	43	43
MARION 1*	85.19	266	227	204	120	94	26	0	21.7	0	0	15	52	20	181	87	87
MARION 2	91.17	170	155	140	98	70	26	2	27.1	2	104		35	13	118	50	152
MARION 7	96.63	75	72	68	47	44	2	1	4.3	18	50		16	6	66	40	72
MARLBORO*	90.12	399	360	325	159	84	17	58	16.8	0	0	1	109	12	206	122	122
NEWBERRY	70.8	543	384	333	165	116	49	0	29.7				107	24	247		
OCONEE	63.05	785	495	409	214	157	54	3	25.6				60	55	272		
ORANGEBURG 3	92.16	299	276	244	176	150	26	0	14.8	0	180		45	12	207	57	237
ORANGEBURG 4	79.69	378	301	264	177	116	61	0	34.5	136	180	3	49	13	181	201	245
ORANGEBURG 5	88.55	635	562	518	312	271	40	1	12.9	0	320	18	92	25	406	135	455
PICKENS	54.4	1223	665	519	412	228	184	0	44.7				88	45	361		
RICHLAND 1	76.46	2449	1873	1564	860	685	173	2	20.2				198	227	1110		
RICHLAND 2	48.73	2129	1037	827	381	169	200	12	54.2				110	125	404		
SALUDA*	73.04	241	176	146	44	25	19	0	43.2	0	0	10	75	10	120	95	95
SPARTANBURG 1	57.68	371	214	171	185	58	126	1	68.5				36	17	111		
SPARTANBURG 2	55.26	718	397	315	297	86	211	0	71				66	31	183		
SPARTANBURG 3	64.9	243	158	124	96	64	32	0	33.3				26	13	103		
SPARTANBURG 4	62.72	229	144	116	137	79	32	26	28.8				24	11	114		
SPARTANBURG 5	54.18	524	284	206	166	83	83	0	50				47	22	152		
SPARTANBURG 6	58.02	767	445	365	161	123	38	0	23.6				74	35	232		
SPARTANBURG 7	73.34	621	455	396	285	190	95	0	33.3				76	36	302		
SUMTER 2	78.17	888	694	618	312	235	75	2	24.2				140	41	416		
SUMTER 17	72.57	873	634	572	281	184	97	0	34.5				127	37	348		
UNION	72.77	351	255	216	169	90	79	0	46.7				73	22	185		
WILLIAMSBURG	94.7	505	478	454	205	171	33	1	16.2	183	260	78	103	18	370	382	459
YORK 1	63.15	364	230	187	174	45	129	0	74.1			1	38	23	107		
YORK 2	40.9	394	161	122	260	83	177	0	68.1				27	16	126		
YORK 3	54.07	1195	646	508	271	27	244	0	90				107	64	198		
YORK 4	22.3	523	117	83	55	11	44	0	80				19	12	42		

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total 4K Free or Reduced Served	Public School Total 4K Pay Lunch Served	Public School Total 4K Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
UNKNOWN												49	45		94	94	94
TOTAL		57251	36794	30495	20447	12004	7831	612	39.5	1370	3292	283	6101	2846	21234	4170	6092

* Plaintiff district NOT participating in Child Development Education Pilot Program (CDEPP).

** Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; *Italicized* type face indicates trial district.

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**APPENDIX E, TABLE 2: Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2006-2007 School Year, 37 Plaintiff School Districts**

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total 4K Free or Reduced Served	Public School Total 4K Pay Lunch Served	Public School Total 4K Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
ABBEVILLE	72.48	313	227	196	121	78	43	0	35.5	0	120	2	70	6	156	78	198
ALLENDALE	94.19	175	165	153	77	69	8	0	10.4	76	128		42	18	129	136	188
BAMBERG 1*	74.32	148	110	85	56	23	33	0	58.9	0	0		37	12	72	49	49
BAMBERG 2	95.72	91	87	84	39	36	3	0	7.7	39	40		30	10	76	79	80
BARNWELL 19	89.57	65	58	55	20	19	1	0	5	20	20		22	3	44	45	45
BARNWELL 29*	75.32	69	52	45	49	22	21	6	48.8	0	0		19	3	44	22	22
BARNWELL 45*	70.67	187	132	110	80	59	21	0	26.3	0	0	16	49	7	131	72	72
BERKELEY	65.34	2163	1413	1117	711	366	345	0	48.5	218	220	15	268	76	725	577	579
CHESTERFIELD*	74.13	609	451	386	279	161	114	4	41.5	0	0		150	11	322	161	161
CLARENDON 1	96.8	85	82	77	1	0	0	1	0	0	60	1	24	5	30	30	90
CLARENDON 2	85.53	259	222	192	114	86	28	0	24.6	80	120	9	65	14	174	168	208
CLARENDON 3	67.83	101	69	56	62	43	19	0	30.6	62	60		20	4	67	86	84
DILLON 1	81.66	76	62	58	40	40	0	0	0	0	40		13	5	58	18	58
DILLON 2	89.87	323	290	267	147	143	4	0	2.7	136	140	14	62	23	242	235	239
DILLON 3	76.96	138	106	92	84	56	28	0	33.3	82	55		23	8	87	113	86
FLORENCE 1	66.48	1247	829	694	415	255	148	12	36.7	0	120	8	102	72	437	182	302
FLORENCE 2	75.64	99	75	65	40	1	0	39	0	0	80		9	6	16	15	95
FLORENCE 3	89.72	316	284	266	138	115	22	1	16.1	0	60		35	25	175	60	120
FLORENCE 4	89.95	84	76	67	59	57	1	1	1.7	13	55	8	9	7	81	37	79
FLORENCE 5	65.34	121	79	66	86	52	0	34	0	0	60		10	7	69	17	77
HAMPTON 1	74.71	200	149	122	180	104	75	1	41.9	90	100	1	27	8	140	126	136
HAMPTON 2	93.48	97	91	83	40	12	0	28	0	0	40		16	5	33	21	61
JASPER	91.7	310	284	257	144	74	10	60	11.9	60	160	2	41	16	133	119	219
LAURENS 55	72.11	516	372	306	347	177	162	8	47.8	0	220		47	17	241	64	284

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DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total 4K Free or Reduced Served	Public School Total 4K Pay Lunch Served	Public School Total 4K Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
LAURENS 56	76.68	293	225	194	125	103	18	4	14.9	0	60		28	11	142	39	99
<i>LEE</i>	96.83	270	261	249	99	99	0	0	0	98	100	30	71	23	223	222	224
LEXINGTON 4	78.12	211	165	142	185	141	44	0	23.8	57	140		15	21	177	93	176
MCCORMICK*	86.51	108	93	79	31	21	4	6	16	0	0		40	3	64	43	43
MARION 1*	85.19	266	227	204	120	94	26	0	21.7	0	0	15	52	20	181	87	87
MARION 2	91.17	170	155	140	98	70	26	2	27.1	2	104		35	13	118	50	152
<i>MARION 7</i>	96.63	75	72	68	47	44	2	1	4.3	18	50		16	6	66	40	72
MARLBORO*	90.12	399	360	325	159	84	17	58	16.8	0	0	1	109	12	206	122	122
<i>ORANGEBURG 3</i>	92.16	299	276	244	176	150	26	0	14.8	0	180		45	12	207	57	237
ORANGEBURG 4	79.69	378	301	264	177	116	61	0	34.5	136	180	3	49	13	181	201	245
ORANGEBURG 5	88.55	635	562	518	312	271	40	1	12.9	0	320	18	92	25	406	135	455
SALUDA*	73.04	241	176	146	44	25	19	0	43.2	0	0	10	75	10	120	95	95
WILLIAMSBURG	94.7	505	478	454	205	171	33	1	16.2	183	260	78	103	18	370	382	459
UNKNOWN												49			49	49	49
TOTAL		11642	9116	7926	5107	3437	1402	268	29	1370	3292	280	1920	555	6192	4125	6047

* Plaintiff district NOT participating in Child Development Education Pilot Program (CDEPP).

** Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services; these students meet the eligibility requirements for the CDEPP program.

BOLD type face indicates plaintiff district; *italicized* type face indicates trial district.

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**APPENDIX E, TABLE 3: Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2006-2007 School Year, 29 Plaintiff Districts Participating in Child Development Education Pilot Program (CDEPP)**

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty*	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total 4K Free or Reduced Served	Public School Total 4K Pay Lunch Served	Public School Total 4K Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
ABBEVILLE	72.48	313	227	196	121	78	43	0	35.5	0	120	2	70	6	156	78	198
ALLENDALE	94.19	175	165	153	77	69	8	0	10.4	76	128		42	18	129	136	188
BAMBERG 2	95.72	91	87	84	39	36	3	0	7.7	39	40		30	10	76	79	80
BARNWELL 19	89.57	65	58	55	20	19	1	0	5	20	20		22	3	44	45	45
BERKELEY	65.34	2163	1413	1117	711	366	345	0	48.5	218	220	15	268	76	725	577	579
CLARENDON 1	96.8	85	82	77	1	0	0	1	0	0	60	1	24	5	30	30	90
CLARENDON 2	85.53	259	222	192	114	86	28	0	24.6	80	120	9	65	14	174	168	208
CLARENDON 3	67.83	101	69	56	62	43	19	0	30.6	62	60		20	4	67	86	84
DILLON 1	81.66	76	62	58	40	40	0	0	0	0	40		13	5	58	18	58
DILLON 2	89.87	323	290	267	147	143	4	0	2.7	136	140	14	62	23	242	235	239
DILLON 3	76.96	138	106	92	84	56	28	0	33.3	82	55		23	8	87	113	86
FLORENCE 1	66.48	1247	829	694	415	255	148	12	36.7	0	120	8	102	72	437	182	302
FLORENCE 2	75.64	99	75	65	40	1	0	39	0	0	80		9	6	16	15	95
FLORENCE 3	89.72	316	284	266	138	115	22	1	16.1	0	60		35	25	175	60	120
FLORENCE 4	89.95	84	76	67	59	57	1	1	1.7	13	55	8	9	7	81	37	79
FLORENCE 5	65.34	121	79	66	86	52	0	34	0	0	60		10	7	69	17	77
HAMPTON 1	74.71	200	149	122	180	104	75	1	41.9	90	100	1	27	8	140	126	136
HAMPTON 2	93.48	97	91	83	40	12	0	28	0	0	40		16	5	33	21	61
JASPER	91.7	310	284	257	144	74	10	60	11.9	60	160	2	41	16	133	119	219
LAURENS 55	72.11	516	372	306	347	177	162	8	47.8	0	220		47	17	241	64	284
LAURENS 56	76.68	293	225	194	125	103	18	4	14.9	0	60		28	11	142	39	99
LEE	96.83	270	261	249	99	99	0	0	0	98	100	30	71	23	223	222	224
LEXINGTON 4	78.12	211	165	142	185	141	44	0	23.8	57	140		15	21	177	93	176

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DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty*	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total 4K Free or Reduced Served	Public School Total 4K Pay Lunch Served	Public School Total 4K Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
MARION 2	91.17	170	155	140	98	70	26	2	27.1	2	104		35	13	118	50	152
<i>MARION 7</i>	96.63	75	72	68	47	44	2	1	4.3	18	50		16	6	66	40	72
<i>ORANGEBURG 3</i>	92.16	299	276	244	176	150	26	0	14.8	0	180		45	12	207	57	237
ORANGEBURG 4	79.69	378	301	264	177	116	61	0	34.5	136	180	3	49	13	181	201	245
ORANGEBURG 5	88.55	635	562	518	312	271	40	1	12.9	0	320	18	92	25	406	135	455
WILLIAMSBURG	94.7	505	478	454	205	171	33	1	16.2	183	260	78	103	18	370	382	459
UNKNOWN												49			49	49	49
TOTAL		9615	7515	6546	4289	2948	1147	194	28	1370	3292	238	1389	477	5052	3474	5396

* Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services; these students meet the eligibility requirements for participation in the CDEPP program.

BOLD type face indicates plaintiff district; *italicized* type face indicates trial district.

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Section	Information	Public	Private
Intro.	(SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2006-2007 and 2007-2008 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.	<i>Parent Handbook</i> , p. 4, ¶ 2&3 <i>Application for Supplies and Material</i> , p. 1, Section A, ¶ 1	<i>4K Expansion Guidelines</i> p. 4, ¶ 1&2
A	Beginning with the 2006-07 school year and continuing through the 2007-2008 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3.	<i>Provider Operating Guidelines</i> , pp. 66-67 <i>Application For Supplies And Materials</i> , p. 1, Section A, ¶ 2 & p. 2, Section C, ¶ 5	Expansion Guidelines, p. 6-7, ¶ 2.3 Webpage Questions & Answers p. 4
	With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina.	<i>Provider Operating Guidelines</i> , pp.68-73 <i>Application For Supplies And Materials</i> , p. 1, Section A, ¶ 3, & p. 2, Section C ¶ 6	Expansion Guidelines, p. 7, ¶ 2.3
	Priority shall be given to implementing the program in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children.	<i>Application For Supplies And Materials</i> , p. 1, Section A, ¶ 3 & p. 2, Section C, ¶ 7	Expansion Guidelines Appendix A pg. 20 (proviso)
	While participating in the pilot program, Education Improvement Act funding from the four-year-old early childhood program as authorized pursuant to Section 59-139-70 of the 1976 Code may only be used to fund teacher salary supplements and fringe benefits as required by Section 59-20-50.	<i>Application For Supplies And Materials</i> , p. 1, Section A, ¶ 7	Expansion Guidelines, p. 7, ¶ 2.3 Webpage Questions & Answers, p. 4
	During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.	<i>Application For Supplies And Materials</i> , p. 1, Section A, ¶ 7	Expansion Guidelines Appendix A pg. 20 (proviso)
	The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2008. The report shall include a comparative evaluation of children served in the pilot	<i>Application For Supplies And Materials</i> , p. 1 & 2,	Expansion Guidelines Appendix A pg. 20 (proviso)

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	<p>program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all four-year-old at-risk children in the state.</p>	<p>Section A, ¶ 8</p>	
	<p>Unexpended funds from the prior fiscal year for this program shall be carried forward and used by the First Steps to Readiness Board of Trustees to provide services to children zero to three years of age in the districts outlined in section (A).</p>	<p>Provider Operating Guidelines Appendix 1.75 pg. 3 (proviso)</p>	<p>Expansion Guidelines Appendix A pg. 20 (proviso)</p>

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Section	Information	Public	Private
B	Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.	<i>Provider Operating Guidelines</i> , p. 8, Section A, #1	Expansion Guidelines, p. 6, ¶ 2.1
	The parent of each eligible child may enroll the child in one of the following programs: (1) a school-year four-year-old kindergarten program delivered by an approved public provider; or (2) a school-year four-year-old kindergarten program delivered by an approved private provider.	Provider Operating Guidelines, Appendix 1.75 pg. 3 (proviso)	Expansion Guidelines, p.4, Introduction paragraph
	The parent enrolling a child must complete and submit an application to the approved provider of choice.	<i>Provider Operating Guidelines</i> , p. 8, Section A, #3	Application included in materials provided
	The application must be submitted on forms and must be accompanied by:	<i>Provider Operating Guidelines</i> , p. 8, Section A, #1	Expansion Guidelines, pages 7-9
	a copy of the child's birth certificate	<i>Provider Operating Guidelines</i> , p. 8, Section A, #1	Student application cover letter dated 7/27/06) to providers (and expands it to include passport or official documents from another country)
	immunization documentation	<i>Provider Operating Guidelines</i> , p. 8, Section A, #1 & p. 9, Section B, #3	Expansion Guidelines, p. 8, ¶ 3.3
	an appropriate free and reduced lunch application form or statement of Medicaid eligibility.	<i>Provider Operating Guidelines</i> , p. 8, Section A, #1	Expansion Guidelines, p. 6, ¶ 2.2
	In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year.	<i>Provider Operating Guidelines</i> , p. 8, Section A, #3	Expansion Guidelines, p. 8, ¶ 3.4
	This shall consist of 6.5 hours of instructional time daily and 180 days per year.	<i>Provider Operating</i>	Expansion Guidelines,

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		<i>Guidelines</i> , p. 17, Section J	p. 8, ¶ 3.4
	Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.	<i>Provider Operating Guidelines</i> , p. 8, Section A, #3	Expansion Guidelines, p. 9, ¶ 3.5
	No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision.	<i>Parent Handbook</i> , p. 8, ¶ 1	Expansion Guidelines, p. 5, ¶ 1.3
	Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.	<i>Provider Operating Guidelines</i> , p. 19, Section J, #6 <i>Parent Handbook</i> , p. 8, ¶ 2	Expansion Guidelines, p. 5, ¶ 1.3

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Section	Information	Public	Private
C	Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education.	<i>Provider Operating Guidelines</i> , p. 7, bullet #7	
	Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps.		Expansion Guidelines, p. 18, ¶ 9.1
	The application must be submitted on the forms prescribed	Provider Application	Provider application
	contain assurances that the provider meets all program criteria set forth in this provision	Provider Application 2006-2007 CDEPP assurances	Expansion Guidelines, p. 18, ¶ 9.1 Expansion Guidelines, p. 12, ¶ 6.1, 6.2
	will comply with all reporting and assessment requirements.	Provider Application 2006-2007 CDEPP assurances	Provider application
	Providers shall:		
	(1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;	Provider Application 2006-2007 CDEPP assurances	Expansion Guidelines, p. 10, ¶ 4.2
	(2) comply with all state and local health and safety laws and codes;	<i>Provider Operating Guidelines</i> , p. 18, Section J, #2	Expansion Guidelines, p. 10, ¶ 4.1
	(3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;	Provider Application 2006-2007 CDEPP assurances	Expansion Guidelines, p. 10, ¶ 4.3
	(4) be accountable for meeting the education needs of the child and report regularly to the parent on his progress;	<i>Provider Operating Guidelines</i> , p. 14 #2 Provider Application 2006-2007 CDEPP assurances	Entire plan included here: Expansion Guidelines, p. 14, ¶ 6.7 Grant Agreement p. 3, #10
	(5) comply with all program, reporting, and assessment criteria required of providers;	Provider Application 2006-2007 CDEPP assurances	Grant agreement Section E & Section F pgs. 3, 4
	(6) maintain individual student records for each child enrolled in the program to	<i>Provider Operating</i>	Grant Agreement, p. 3,

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include, but not be limited to	Guidelines, p. 16 Section G record keeping	#12 Expansion Guidelines, p.11, ¶ 4.4
assessment data	Provider Operating Guidelines, pg. 13 #5	Expansion Guidelines, p. 11, ¶ 4.4
health data	Provider Operating Guidelines, pg. 9 #3 (only immunizations required)	Expansion Guidelines, p. 11, ¶ 4.4
records of teacher observations	Provider Operating Guidelines, pg. 13 #5	Expansion Guidelines, p. 11, ¶ 4.4
records of parent and teacher conferences	Provider Operating Guidelines, pg. 14 #2 (parent teacher conferences are required but does not mention that they must be recorded) (home visit form provided, its not clear whether providers must use the form)	Expansion Guidelines, p. 11, ¶ 4.4
(7) designate whether extended day services will be offered to the parents of children participating in the program; and	Provider Application 2006-2007 CDEPP assurances	Expansion Guidelines, p. 11, ¶ 4.4
(8) be approved, registered, or licensed by the Department of Social Services.	<i>Provider Operating Guidelines</i> , p. 18, Section J, #2	Expansion Guidelines, p. 10, ¶ 4.1
Providers may limit student enrollment based upon space available.	Provider Operating Guidelines Appendix 1.75 pg. 3 (proviso)	Expansion Guidelines, p. 7-8, ¶ 3.1
However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment.	Provider Operating Guidelines Appendix 1.75 pg. 3 (proviso)	Expansion Guidelines, p. 17, ¶ 8.2
Private providers shall not be required to expand their programs to accommodate all children desiring enrollment.		Expansion Guidelines, p. 7-8, ¶ 3.1

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Section	Information	Public	Private
D	The Department of Education and the Office of First Steps to School Readiness, in consultation with the Education Oversight Committee shall:		
	(1) develop the provider application form;	Application provided	Applications provided
	(2) develop the child enrollment application form;	<i>SC CDEPP Registration Form</i>	Applications provided
	(3) develop a list of approved curricula for use in the program based upon the South Carolina Content Standards;	<i>Provider Operating Guidelines, p. 10, Section C, #1</i>	Expansion Guidelines, p. 30-45, Appendix F
	(4) develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program;	<i>Provider Operating Guidelines, p. 6, bullet #5 & p. 13, Section C, #5</i>	Expansion Guidelines, p. 30-45, Appendix F
	(5) establish criteria for awarding new classroom equipping grants;	<i>Application For Supplies And Materials, p. 2-3, C-H</i>	Expansion Guidelines, p. 28, Appendix E
	(6) establish criteria for the parenting education program providers must offer; and	<i>Provider Operating Guidelines, p. 15, Section D, #3&4</i>	Clarification from The Office of First Steps(OFS)(Dan Wuori) Section6.7: Parent Education and Involvement p.14 Parents are a child's first and most important teachers. Their involvement is critical to the success of their children. In an effort to strengthen parental involvement in the learning process, each provider shall be required to submit to

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			<p><i>South Carolina First Steps a Parent Education and Involvement Plan. This plan must include provisions for:</i></p> <ul style="list-style-type: none"><i>• A family orientation at the beginning of the school year;</i><i>• A home visit within the first 45 days of enrollment;</i><i>• At least three parent/teacher conferences during which assessment data on the child's progress must be shared;</i><i>• Documentation of the program's efforts to coordinate with and participate in the existing parenting efforts of the local First Steps County Partnership;</i><i>• The provision of parent resources (a parent education resource library, regular</i>
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			<p><i>newsletters, etc.); and</i></p> <ul style="list-style-type: none"><i>• Opportunities and written operating policies for ongoing parent involvement (volunteerism, classroom visits, etc.).</i> <p><i>In addition to parent/teacher conferences, the provider shall offer a minimum of three parent education workshops during the school year in collaboration with the local First Steps County Partnership. The first of these workshops shall be an initial orientation/open house. At least one of the two remaining workshops must focus upon interactive literacy. Documentation of these parent workshops, to include agendas and attendance records shall be maintained</i></p>
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			<i>on-site, as shall documentation of all parent-teacher conferences.</i>
	(7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications.	<i>Provider Operating Guidelines</i> , p. 20, Section K, #3	Expansion Guidelines, p. 25, Appendix B

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Section	Information	Public	Private
E	Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success.	<i>Provider Operating Guidelines</i> , p.10, Section C, #1	Expansion Guidelines, p. 12, ¶ 6.1
	The program must focus on the developmental and learning support children must have in order to be ready for school.	<i>Provider Operating Guidelines</i> , p.10, Section C, #1	Expansion Guidelines, p. 12, ¶ 6.1
	The provider must also incorporate parenting education	<i>Provider Operating Guidelines</i> , p. 14-15, Section D	Expansion Guidelines, p. 14, ¶ 6.7
	that promotes the school readiness of preschool children	<i>Provider Operating Guidelines</i> , p. 15, Section D, #3	Expansion Guidelines, p. 14, ¶ 6.7
	by strengthening parent involvement in the learning process	<i>Provider Operating Guidelines</i> , p. 15, Section D, #3	Expansion Guidelines, p. 14, ¶ 6.7
	with an emphasis on interactive literacy.	<i>Provider Operating Guidelines</i> , p. 15, Section D, #3	Expansion Guidelines, p. 14 section 6.7
	Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:		
	(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;	<i>Provider Operating Guidelines</i> , p. 16, Section H, #1	Expansion Guidelines, p. 15, ¶ 7.2
	(2) employ an education assistant with pre-service or in-service training in early childhood education;	<i>Provider Operating Guidelines</i> , p. 20, Section K, #4	Expansion Guidelines, p. 16, ¶ 7.3
	(3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio;	<i>Provider Operating Guidelines</i> , p. 6, Bullet #3	Expansion Guidelines, p. 11, ¶ 5.1 EXPANSION Guidelines, p. 15, ¶ 7.1
(4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;	<i>Provider Operating Guidelines</i> , p. 17,	Expansion Guidelines, p. 4, ¶ 1.1, 1.2	

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		Section J	
(5)	provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;	<i>Provider Operating Guidelines</i> , p. 10, Section C	Expansion Guidelines, p. 12, ¶ 6.2
(6)	engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and	<i>Provider Operating Guidelines</i> , p 14, Section D, #2	Expansion Guidelines, p. 14, ¶ 6.7
(7)	adhere to professional development requirements outlined in this article.	<i>Provider Operating Guidelines</i> , p. 21, Section L, #1-5	Expansion Guidelines, p. 16 Section 7.6

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Section	Information	Public	Private
F	Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years.	<i>Provider Operating Guidelines</i> , p. 20, Section K, #2-3	Expansion Guidelines, p. 15, ¶ 7.2 Expansion Guidelines, p. 25, Appendix B
	Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old.	<i>Provider Operating Guidelines</i> , p. 6, bullet #4	Expansion Guidelines, p. 16, ¶ 7.3
	The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire.	<i>Provider Operating Guidelines</i> , p. 6, bullet #4	Expansion Guidelines, p. 16, ¶ 7.3

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Section	Information	Public	Private
G	The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty.	<i>Provider Operating Guidelines</i> , p.21, Section L, #2 & <i>Webpage Questions & Answers July 25,2006</i> – CDEPP News and Notes	Expansion Guidelines, p. 16, ¶ 7.6
	Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing		
	emergent literacy skills, including but not limited to,	<i>Provider Operating Guidelines</i> , p. 7, bullet #1	Expansion Guidelines, p. 16, ¶ 7.6
	oral communication	<i>Provider Operating Guidelines</i> , p. 7, bullet #1	Expansion Guidelines, p. 17, ¶ 7.6
	knowledge of print and letters	<i>Provider Operating Guidelines</i> , p. 7, bullet #1	Expansion Guidelines, p. 17, ¶ 7.6
	Phonemic and phonological awareness	<i>Provider Operating Guidelines</i> , p. 7, bullet #1	Expansion Guidelines, p. 17, ¶ 7.6
	vocabulary	<i>Provider Operating Guidelines</i> , p. 7, bullet #1	Expansion Guidelines, p. 17, ¶ 7.6
	comprehension development	<i>Provider Operating Guidelines</i> , p. 7, bullet #1	Expansion Guidelines, p. 17, ¶ 7.6

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Section	Information	Public	Private
H	Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school.	<i>Provider Operating Guidelines</i> , p. 18, Section J, #6	Expansion Guidelines, p. 19, ¶ 10.3
	Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195.	Clarification from the Office of Early Childhood (OEC)(Robin McCants): South Carolina Guidelines for the seating of preschool-aged children in school Buses : transportation /SC guidelines TRNpreschool also in Transportation memo, 59-5-60, 59-67-10,et seg.	Expansion Guidelines, p. 45. Appendix H Expansion Guidelines, p. 5, ¶ 1.4
	Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation.	Clarification from OEC (Robin McCants): Transportation memo that was sent to districts	Expansion Guidelines, p. 5 ¶ 1.4
	When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school.	Clarification from OEC (Robin McCants): South Carolina Guidelines for the seating of preschool-aged children in school Buses : transportation /SC guidelines TRNpreschool www.ed.sc.gov/agency/	Expansion Guidelines, p. 5 ¶ 1.4

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		<u>offices/trn/documents/SCGuidelinesTRNpreschool</u>	
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Section	Information	Public	Private
I, J	For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness and shall: For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:	_____	I struggled to locate this section of the Document Analysis, The only information I found related to the responsibilities of First Steps was located in Grant Agreement pg. 4, section G.
	(1) serve as the fiscal agent;	Clarification from OEC (Robin McCants): Title 59 chapter 21 and in the assurances of the supply/material application* 59-20-10, 59-63-540*	Grant Agreement (stipulates that the local county First Steps board is the fiscal agent)
	(2) verify student enrollment eligibility in consultation with the Department of Social Services;	Provider Application 2006-2007 CDEPP program assurances	Student application Expansion Guidelines, p. 18 9.1
	(3) review and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;	Provider Application 2006-2007 CDEPP program assurances	Application Review and Validation Form
	(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;	Provider Application 2006-2007 CDEPP program assurances Provider Operating Guidelines, p. 19 #8	Expansion Guidelines, p. 18 9.2
	(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;	Clarification from OEC (Robin McCants): No formal written	Clarification from OFS (Dan Wuori): This particular item is not incorporated

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		<p><i>policy, however we have stated at each meeting that our website has a research link.</i></p>	<p><i>into the written program guidelines as it refers to a responsibility assigned to the State Office of First Steps, which is serving as such a clearinghouse by providing on-site monitoring and technical assistance, access to training, legislative assistance, etc.</i></p>
	<p>(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;</p>	<p><i>Provider Operating Guidelines, p. 17, Section I, #3</i></p>	<p>Materials and Supplies Inventory Checklist</p>
	<p>(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;</p>	<p><i>Clarification from OEC (Robin McCants): See calendar of presentations</i></p>	<p><i>Clarification from OFS (Dan Wuori): This is happening in a number of ways, though not always uniformly. Some barriers to programmatic collaboration continue to exist – whether school districts’ hesitance to provide information about eligible private providers to families or individual (competing) private providers working to draw from the same</i></p>

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			<p><i>pool of families within a community. In some smaller communities, however, this collaboration has emerged as a strength, with school districts sharing information and providers referring to one another through the facilitation of the First Steps County Partnerships. This remains a high priority for growth.</i></p>
	(8) maintain a database of the children enrolled in the program; and	<p><i>Provider Operating Guidelines, p. 7, bullet #5</i></p>	<p>Expansion Guidelines, p. 11 4.4</p>
	(9) promulgate guidelines as necessary for the implementation of the pilot program.	<p>Provider Operating Guidelines</p>	<p>Expansion Guidelines</p>

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Section	Information	Public	Private
K	The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2006-07 school year, the funded cost per child shall be \$3,077.	<i>Provider Operating Guidelines</i> , p. 23, Section K	Expansion Guidelines, p. 18, ¶ 10.1
	Additionally, a reimbursement rate of \$185 per child will be appropriated to providers if the provider transports children to and from school.	<i>Provider Operating Guidelines</i> , p. 18, Section J, #6	Expansion Guidelines, p. 19, ¶ 10.1
	Providers who are reimbursed are required to retain records as required by their fiscal agent.	Clarification from OEC (Robin McCants): Supply/material application, p. 9 and 59-20-10 , 59-13-60, 59-17-100 R43-172, 59-5-60, 59-17-100	Expansion Guidelines, p. 11, 4.4 Expansion Guidelines, p. 19, 10.4 Grant Agreement Section J p. 6
	For the 2007-2008 school year the funded cost per child shall be the same but shall be increased by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.		
	With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to \$10,000 per class for the equipping of new classrooms.	<i>Application For Supplies And Materials</i> , p. 2, Section D <i>Provider Operating Guidelines</i> , p. 17, Section I, #3 & p. 23, Section K	Expansion Guidelines, p. 19, ¶ 10.2

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Section	Information	DSS
L	Pursuant to this provision, the Department of Social Services shall:	
	(1) aid the Department of Education and the Office of First Steps to School Readiness in the verification of student enrollment eligibility;	Clarification from DSS (Leigh Bolick): <i>DSS has worked closely with SDE on all issues related to the 4K expansion. DSS staff have reviewed policies related to program enrollment, but DSS data was not needed for eligibility determination. DSS has offered to First Steps any data needed for verification of student enrollment eligibility. DSS has also requested a list of enrolled 4K students to assure that no student enrolled in a private facility is being served by both agencies.</i>
	(2) maintain a list of all approved public and private providers; and	Clarification from DSS (Leigh Bolick): <i>DSS is maintaining a list of all approved public providers; information is updated periodically by SDE. DSS is maintaining a list of all approved private providers, information is updated periodically by First Steps.</i>
(3) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.	Clarification from DSS (Leigh Bolick): <i>DSS has reviewed all policies developed by SDE, and has worked very closely with with them to ensure that all public providers get through the approval/licensure process as quickly as possible. DSS has also provided to the EOC data as requested for evaluation purposes. DSS reviewed the initial policies developed by First Steps for private providers and provided comments on suggested changes. DSS has worked very closely with First Steps staff to provide licensing compliance histories for all approved providers. DSS</i>	

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		<i>has also provided to the EOC data as requested for evaluation purposes.</i>
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Section	Information	Public	Private
M	The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2008. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers.	<i>Responsibility of the EOC</i>	Grant Agreement p. 3, #5
	To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress.	<i>Provider Operating Guidelines, p. 24, Section M</i>	Grant Agreement, p. 3 Section E #15
	Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider.	<i>Clarification from OEC (Robin McCants): Office of Technology website dts/documents/53SA SIDataGuidelines.pdf</i>	<i>Clarification from OFS (Dan Wuori): First Steps has worked in partnership with the Department of Education's technology staff to explore the options in this area. While initially there was discussion of creating user accounts and providing access to the SUNS system for several First Steps staffers, the Department now feels that this may be</i>

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			<i>accomplished just as easily by their own staff. Plans are in the works to provide student information for the assignment of these numbers in the coming weeks.</i>
	The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs.	<i>Provider Operating Guidelines, p. 16, Section G</i>	
	The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers.		Grant Agreement, p. 3, #16
	The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.	<i>Responsibility of the EOC</i>	<i>Responsibility of the EOC</i>

Completed Document Analysis of CDEPP Implementation Materials Appendix F

Document Analysis Review Process:

1. Proviso 1.75 (SDE: Child Development Education Pilot Program) was organized into small meaningful units for the purpose of matching the content of documents received by the EOC interdisciplinary evaluation team for CDEPP from the Office of First Steps and the State Department of Education to the directives as they are outlined in the Proviso. The language of the Proviso was not altered to create the protocol.
2. Reviewers conducted an initial review of the documentation with the Document Analysis Protocol template.
3. A second review by independent reviewer
4. If discrepancies were found between reviewers, the source documents were rechecked and consensus was reached.
5. Interdisciplinary team reviewed document for missing information from the previous review.

This Document Analysis was conducted by the EOC interdisciplinary evaluation team for CDEPP.