SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

EDUCATION OVERSIGHT COMMITTEE

AGENDA

Monday, February 9, 2015
1:00 p.m.
433 Blatt Building

I. Welcome and Introductions — Mr. Whittemore

II. Approval of the Minutes of December 15, 2014 — Mr. Whittemore

III. Subcommittee Reports

A. Academic Standards and Assessments — Dr. Merck
Update: ELA and Math Standards Review

B. EIA and Improvement Mechanisms — Mrs. Barton
Update: FY 2015-16 Budget Recommendations

C. Early Readiness Assessment — Mrs. Hairfield

D. Public Awareness — Mrs. Hairfield
Action: 2015 School Report Card Data
Information: Communications and Public Relations Plan
Information: March 1 Report

IV. Presentations and Updates

A. Report on SC Child Early Reading Development & Education Program

B. Educational Credit for Exceptional Needs Children Program

Adjournment

David Whittemore
CHAIR
Daniel B. Merck
VICE CHAIR
Anne H. Bull
Bob Couch
Mike Fair
Margaret Anne Gaffney
Barbara B. Hairfield
Nikki Haley
R. Wesley Hayes, Jr.
Deb Marks
John W. Matthews, Jr.
Joseph H. Neal
Neil C. Robinson, Jr.
Molly Spearman
Patti J. Tate

Melanie D. Barton
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
December 15, 2014

Members in Attendance: Mr. David Whittemore (Chair); Dr. Danny Merck (Vice Chair); Ms. Anne Bull; Sen. Mike Fair; Mrs. Margaret Ann Gaffney; Sen. Wes Hayes; Ms. Deb Marks; Mr. Alex Martin; Sen. John Matthews; Mr. Andy Patrick; Mr. Roland Smith; and Ms. Patti Tate.

Others: Ms. Barbara Hairfield participated via conference call.

EOC Staff Present: Dr. Kevin Andrews; Mrs. Melanie Barton; Ms. Paulette Geiger; Dr. Rainey Knight; and Ms. Dana Yow.

Mr. Whittemore called the meeting to order, wishing staff and members a very Merry Christmas. He acknowledged three members of the EOC who were attending their last EOC meeting: former representatives Andy Patrick and Roland Smith and outgoing State Superintendent of Education, Dr. Mick Zais. He thanked them for their contributions to the EOC.

The first order of business was the approval of the minutes from the October 13, 2014 meeting. Mr. Robinson asked that the minutes be corrected by deleting an extraneous sentence on page 2. The minutes being amended, were then approved.

The EOC then heard from representatives from the special panels created to review the existing English language arts and mathematics standards and the draft new standards created by the standards writing team formed by the South Carolina Department of Education.

Mr. Jim Reynolds, President of Total Comfort Solutions, summarized the findings and recommendations from the math panel. Regarding the math K-8 standards, Mr. Reynolds noted that they generally embodied the skills needed for students to be college and career ready. The panel did make specific revisions at each grade level to guarantee clear vertical progress of student knowledge. For high school math standards, Mr. Reynolds noted that the draft standards increased the number of high school standards from 193 to 297 and did not define the necessary knowledge and mathematical skills that all students, those attending college or entering a career, should have upon graduation. The panel, therefore, recommended a rewrite of the high school math standards and provided to the writing panel specific suggestions, which included keeping the mathematical process skills in the standards. Mr. Reynolds noted that the process skills in the standards were needed to ensure that all students have the knowledge and skills to be college and career ready. Currently, forty-one percent of students graduating from high school and entering the technical college system take remediation courses. If students had mastery of the fundamental mathematics skills that are assessed with WorkKeys, these students could have successful careers in 65 to 93% of the jobs in America. He concluded by adding that this review of existing standards gives South Carolina an opportunity to clearly define and set benchmarks for what students should be able to know and do along the continuum. Ms. Hairfield, Sen. Fair and Mr. Patrick asked questions about the review process, including which standards were consulted by the writing team. Christopher Cox, a parent who served on the math team, also addressed the Committee, noting that students today are no longer competing within South Carolina or within the United States for jobs. The competition is global; therefore, our students have to be prepared.

Debbie Barron, Academic Specialist for grades 6-12 in English language arts for the Greenville County School District then summarized the findings of the ELA review panel. Ms. Barron noted that the sheer size, 250 pages, of the draft standards and its organization, resulted in an unmanageable document for teachers. The panel also found a lack of vertical articulation. For example, keyboarding was mentioned in second grade but not mentioned gain in the standards. Lack of clarity, specificity and rigor were also found. There was also a concern that the draft standards did not address speaking and listening skills or research, skills that are critical for preparing students for careers.

Ms. Hairfield and Senators Fair and Matthews respectfully raised questions about: (1) the lack of national experts consulted; (2) the importance of consulting with other states' standards and (3) the need for South Carolina students to be able to compete nationally and internationally.

The EOC received the report from the review panel.

Subcommittee reports were then received.

Dr. Merck reported for the Academic Standards and Assessments Subcommittee. He noted that the subcommittee received on December 1 an in-depth report from the review panels, noting that many of the panelists were present and answered questions. He cautioned the EOC members that the standards, assessments and evaluations for teachers and principals have to be aligned and operate in a coherent system.

Mr. Martin reported for the EIA and Improvement Mechanisms Subcommittee. He summarized the key EIA budget and proviso recommendations. Mr. Patrick offered an amendment to the subcommittee report that was approved after discussion. The amendment would clarify that future funding for online music curriculum would be handled through the State Procurement Process rather than through a pilot program funded through the K-12 Technology Initiative. Sen. Matthews asked about funding for music curriculum. Mr. Martin noted that the Subcommittee had recommended a $20 million increase for instructional materials. The amendment passed with Ms. Marks voting against it. The subcommittee report was adopted as amended.

Ms. Barton provided an update on the Early Readiness Assessment Subcommittee. Act 287 of 2014, the Office of First Steps Reauthorization Act, requires the EOC to recommend by July 1, 2015 to the State Board of Education a readiness assessment to measure students' readiness for 4K and 5K programs. The assessment must be aligned to first and second grade English language arts and mathematics standards, which are currently under revision. The assessment must evaluate a child's early language and literacy development, numeracy skills, physical well-being, social and emotional development and approaches to learning. In making its recommendation the law requires the EOC to "seek input from the South Carolina First Steps to School Readiness Board of Trustees and other early childhood advocates."

Just as the EOC did in June, when the EOC recommended the characteristics of a readiness assessment for early literacy for 4K and 5K children, the EOC will make recommendations on the characteristics of assessments across the domains enumerated in the law. The EOC in August appointed a special subcommittee on early readiness to address the requirements of Act 287. The subcommittee had its first meeting in November and will meet again on January 26.

The Subcommittee met on November 17 at the Lexington 4 Early Childhood Center in Swansea. This center is a Montessori Program that is part of the TransformSC initiative. After a tour of the facilities, the subcommittee began by hearing from the following early childhood

advocates: Dr. Leigh Kale D'Amico (Research Assistant Professor at USC College of Education); Leigh Bolick (Director, DSS Division of Early Care and Education); Mary Lynne Diggs (Director, SC Head Start Collaboration Office); Dewayne Frederick (Director, Head Start of Beaufort and Jasper Counties); Lillian Atkins (Principal, Lexington 4 Early Childhood Center); and Dave Morley (Early Childhood Committee Co-Chair, SC Council on Competitiveness).

Ms. Barton passed out for the EOC members a recent Attorney General's Opinion that addressed dual office holding and the filing of ethics reports. Beginning January 2015, business and education appointees to the EOC must complete online ethics reports as required by the Ethics Commission.

There being no further business, the meeting was adjourned.

South Carolina Academic Standards for English/Language Arts and Mathematics Review Timeline

Date	Description of Activity
July 10, 2014	Notified Governor and General Assembly of initiation of cyclical review per Act 200. Asked for nominations of individuals to serve on panels to review current standards
July 11, 2014	Launched website for Academic Standards Review Survey (link sent to district superintendents, PIOs, media outlets, ETV, higher education and business contacts)
July 2014	Solicited recommendations for EOC Academic Standards Review Panels from district superintendents, instructional leaders, business/community leaders, higher education contacts, EOC members, State Board members, and TransformSC leadership
August 2014	Selected and notified Academic Standards Review Panel members for EOC
September 30, 2014	Academic Standards Review Survey website closed
October 2, 2014 October 28, 2014 November 6, 2014 November 12, 2014 November 24, 2014	ELA and Math Academic Standards Review Panels reviewed draft standards submitted by SCDE Writing Panels evaluating them for comprehensiveness, rigor, and organization/communication. Resources used during evaluation included current state standards, results of statewide survey of current standards, quality standards from other states, as well as other resources.
December 1, 2014	EOC Evaluation Teams presented standards review and survey results to EOC Academic Standards and Assessments Subcommittee
December 15, 2014	EOC Evaluation Teams presented standards review to full EOC; report and recommendations transmitted to SCDE
January 6, 2015	Representatives from ELA EOC Evaluation Panel and SCDE ELA Writing Team met to revise draft of ELA standards
January 7, 2015 January 13, 2015	Representatives from Math Evaluation Panel and SCDE Math Writing Team met to revise draft of Math standards
January 21, 2015	State Board of Education gave first reading approval to new ELA standards.
February 12, 2015	CHE Advisory Committee on Academic Programs to receive standards from SCDE. Group to determine college- and career-readiness of standards
March 2015 TBD	ASA and full EOC to meet to consider approval of new ELA and Math standards
March 11, 2015	Anticipated State Board of Education second reading consideration of new standards

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

MEMORANDUM

TO: Members, Education Oversight Committee

FROM: Melanie Barton

DATE: January 28, 2015

IN RE: Update on FY2015-16 Budget Recommendations

On December 15, 2014 the EOC finalized its budget and proviso recommendations. In turn, the staff forwarded the information to the Governor and members of the General Assembly.

Governor Haley on January 12, 2015 published her Executive Budget for Fiscal Year 2015-16. Regarding public education, the Governor recommended the following:

- Education Finance Act – Additional $79.6 million to increase base student cost from $2,120 to $2,200 plus additional $8.5 for district transition payments to new weights and consolidation of line items
- Reading – An additional $6.4 increase for reading coaches, $3.5 million for professional development and $3.0 million for Summer Reading Camps as well as $932,613 for Read to Succeed Office
- Technology – Maintain $29.3 million for technology to school districts and $4.0 million for professional development in technology
- Rural Teacher Recruiting Initiative with $1.5 million in EIA funds
- School Buses - $10.0 million for purchase of buses

Attached is a comparison of the EOC's EIA budget recommendations and those of the Governor.

David Whittemore
CHAIR

Daniel B. Merck
VICE CHAIR

Anne H. Bull

Bob Couch

Mike Fair

Margaret Anne Gaffney

Barbara B. Hairfield

Nikki Haley

R. Wesley Hayes, Jr.

Deb Marks

John W. Matthews, Jr.

Joseph H. Neal

Neil C. Robinson, Jr.

Molly Spearman

Patti J. Tate

Melanie D. Barton
EXECUTIVE DIRECTOR

Education Improvement Act					
	2013-14	2014-15	EOC Recommendation	Governor Recommendation	Explanation
A. STANDARDS, TEACHING, LEARNING, ACCOUNTABILITY					
1. Student Learning					
Personal Service Classified Positions	58,629	58,629			
Other Operating Expenses	136,739	136,739			
High Achieving Students	26,628,246	0			
Aid to Districts	37,736,600	37,386,600			
School Health & Fitness Act -- Nurses	6,000,000	6,000,000			
Tech Prep	3,021,348	3,021,348			
Modernize Vocational Equipment	6,359,609	6,682,406	**$2,000,000**	**$2,000,000**	**EOC and GOV:** Additional funding for specialized equipment for CTE classes
Arts Curricula	1,187,571	1,487,571			
Adult Education	13,573,736	13,573,736			
Students at Risk of School Failure	136,163,204	79,551,723			
High Schools That Work	2,146,499	2,146,499			
EEDA	7,315,832	6,013,832			
Subtotal	**240,328,013**	**156,059,083**			
2. Student Testing					
Personal Service Classified Positions	488,518	488,518			
Other operating Expenses	332,948	332,948			
Assessment / Testing	24,761,400	27,261,400	**$4,200,000**	**$4,200,000**	**EOC and GOV:** Increased costs of new assessments for WorkKeys, ACT, ACT Aspire less savings from HSAP and PASS ELA and Math
Subtotal	**25,582,866**	**28,082,866**			
3. Curriculum & Standards					
Personal Service Classified Positions	126,232	126,232			
Read to Succeed Office				**$270,600**	**GOV**: Read to Succeed Office
Other Personal Service	4,736	4,736			
Other Operating Expenses	41,987	41,987			
Reading	6,542,052	6,542,052		**$662,013**	**GOV:** Reading professional development
Instructional Materials	20,922,839	20,922,839	**$15,444,214**	**$7,148,693**	**EOC**: $19.8 million total for digital and print **GOV:** $12.0 million for digital and print
Instructional Materials Non-Recurring	*8,000,000* *	*0*			
Subtotal	**35,637,846**	**27,637,846**			
4. Assistance, Intervention, & Reward					
Personal Service Classified Positions	1,236,436	1,236,436			
Other Operating Expenses	1,174,752	1,174,752			
EAA Technical Assistance	6,000,000	8,800,000			
PowerSchool/Data Collection	7,500,000	7,500,000			

Education Improvement Act					
	2013-14	2014-15	EOC Recommendation	Governor Recommendation	Explanation
Subtotal	**15,911,188**	**18,711,188**			
B. Early Childhood					
Personal Service Classified Positions	376,246	376,246			
Other Operating Expenses	556,592	556,592			
Alloc EIA - 4 YR Early Child	15,513,846	15,513,846			
SCDE-CDEPP	20,240,998	34,324,437	**$4,100,000**	**$0**	**EOC:** Four additional districts eligible to participate in 2015-16 (Anderson 2, Anderson 5, Greenwood 52 and Kershaw) with poverty indices now about 70% **GOV:** To use existing balance in program for any expansion
Subtotal	**36,687,682**	**50,771,121**			
C. TEACHER QUALITY					
1. Certification					
Personal Service Classified Positions	1,068,102	1,068,102			
Other Personal Service	1,579	1,579			
Other Operating Expenses	638,999	638,999			
Subtotal	**1,708,680**	**1,708,680**			
2. Retention & Reward					
Special Items					
Teacher of the Year Award	155,000	155,000			
Teacher Quality Commission	372,724	372,724			
Teacher Salary Supplement	125,756,960	127,640,691			
Teacher Salary Supplement - Fringe	15,766,752	15,766,752			
National Board Certification	54,000,000	55,500,000		**($2,500,000)**	
Rural Teacher Recruiting Initiative (NEW)				**$1,500,000**	
Teacher Supplies	13,596,000	13,596,000	**$1,254,900**		**EOC:** $300 per teacher with 49,503 eligible teachers
Subtotal	**209,647,436**	**213,031,167**			
3. Professional Development					
Special Items					
Professional Development	5,515,911	5,515,911		**$4,000,000**	**GOV:** Professional Development focused on technology
ADEPT	873,909	873,909			
Subtotal	**6,389,820**	**6,389,820**			
E. LEADERSHIP					
1. Schools					
2. State					
Personal Service Classified Positions	82,049	82,049			
Other Personal Service	83,121	83,121			
Other Operating Expenses	150,032	279,032			

Education Improvement Act					
	2013-14	2014-15	EOC Recommendation	Governor Recommendation	Explanation
Technology	10,171,826	10,171,826	**$2,100,000**	**$0**	**EOC:** To address increased bandwidth needs and recommended by BCB as well
Employer Contributions	1,064,221	1,064,221			
Subtotal	**11,551,249**	**11,680,249**			
F. PARTNERSHIPS					
1. Business and Community					
2. Other Agencies & Entities					
State Agency Teacher Pay (F30)	716,323	73,861			
Education Oversight Committee (A85)	1,293,242	1,643,242			
Center for Educational Partnerships (H27)	715,933	715,933			
SC Council on Economic Education	300,000	300,000			
Science PLUS	503,406	503,406	**$60,119**	**$0**	**EOC:** Pilot on-going professional development program for PLUS participants during the school year along with additional resources for their classrooms; Provide materials for the American Society of Metals (ASM) camp participants; fund staff to travel to participants schools to conduct program quality checks; and to market program to teachers in I-95 corridor.
Gov. School Arts & Humanities (H63)	828,185	959,994			
Wil Lou Gray Opportunity School (H71)	605,294	605,294			
School for Deaf & Blind (H75)	7,176,110	7,439,286			
Disabilities & Special Needs (J16)	613,653	613,653			
John De La Howe School (L12)	417,734	417,734			
Clemson Ag Ed Teachers	758,627	889,758			
Centers of Excellence-CHE (H03)	887,526	1,137,526			
Teacher Recruitment Program-CHE (H03)	4,243,527	4,243,527			
SC Program for the Recruitment and Retention of Minority Teachers, SC State University (Base: $339,482)					
Center for Ed, Recruitment, Ret, and Adv	531,680	531,680			
Teacher Loan Program-State Treasurer (E16)	5,089,881	5,089,881			
Gov. School Science & Math (H63)	416,784	533,130			
Science South	500,000	500,000			
STEM Centers SC	1,750,000	1,750,000			
Teach For America SC	3,000,000	3,000,000			
ETV - K-12 Public Education	2,829,281	2,829,281			
ETV - Infrastructure	2,000,000	2,000,000			

Education Improvement Act						
	2013-14		2014-15	EOC Recommendation	Governor Recommendation	Explanation
SC Youth Challenge Academy	1,000,000		1,000,000			
School Readiness Plan (A85) **Non-Recurring**	***590,000***	*				
Literacy & Distance Learning			415,000			
Regional Education Centers			1,302,000			
Subtotal	**36,767,186**		**38,494,186**			
G. TRANSPORTATION/BUSES						
Other Operating	16,347,285		12,575,684			
Subtotal	**16,347,285**		**12,575,684**			
H. Charter School District			**56,253,692**		**$11,877,927**	**GOV**: For projected growth
I. First Steps to School Readiness						
Personal Services			2,182,993			
Other Operating			1,872,789			
County Partnerships			11,262,214			
CDEPP			9,767,864			
BabyNet Autism Therapy			437,476			
Fringe Benefits			677,349			
Subtotal			**26,200,685**			
EIA TOTAL	**$636,559,251**		**$647,596,267**	**$29,159,233**	**$29,159,233**	
Non-Recurring Appropriations	***$8,590,000***		***$0***			
NEW: Reach Out and Read				**$500,000**		**EOC:** Expand efforts statewide to include more medical providers and measure outcomes
Instructional Materials				**$4,351,307**	**$4,851,307**	**EOC and GOV:** Balance to instructional materials, both digital & print
TOTAL: Non-Recurring Appropriations				***$4,851,307***	***$4,851,307***	

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness

Date: February 9, 2015

INFORMATION ITEM
2015 State Report Card

PURPOSE/AUTHORITY
Act 200: "The Education Oversight Committee must use the results of these assessments in school years 2014-2015 and 2015-2016 to report on student academic performance in each school and district pursuant to Section 59-18-900. The committee may not determine state ratings for schools or districts, pursuant to Section 59-18-900, using the results of the assessments required by this subsection until after the conclusion of the 2015-2016 school year; provided, however, state ratings must be determined by the results of these assessments beginning in the 2016-2017 school year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2016.

CRITICAL FACTS
Reporting will continue for in the interim while the single accountability system is being developed. The state report card for 2015 will not include ratings but will include information on student academic performance. The attached is a memorandum and data to be collected and reported on the 2015 state report card. Regarding the single accountability system, public input should be sought prior to Fall 2016 to determine clear methods of communication to various audiences.

TIMELINE/REVIEW PROCESS
Fall 2016: Joint report card published.

ECONOMIC IMPACT FOR EOC

Cost:

Fund/Source:

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved (explain)** ☐ **Action deferred**

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

MEMORANDUM

TO: Members, Education Oversight Committee

FROM: Melanie Barton Melanie Barton

DATE: February 2, 2015

IN RE: Implementation of Act 200 of 2014

Act 200 of 2014 amends the state accountability system by:

1. Suspending state ratings for school and districts for school years 2014-15 and 2015-16;
2. Reporting on student academic performance in school and districts for school years 2014-15 and 2015-16; and
3. Requiring the Education Oversight Committee (EOC) to develop and recommend a single accountability system to meet state and federal requirements by fall of 2016.

Regarding the development of the single accountability system, the EOC staff met with incoming staff of the State Superintendent of Education elect to begin discussions on the consolidation of accountability systems. The EOC will work with Department of Education, with the State Board of Education, and with district superintendents on developing a new, single accountability system for schools and districts that meets both state and federal requirements. As this process begins to take shape, there is information that the new Congress may also amend the federal accountability, the No Child Left Behind law of 2001.

For the public reporting of student academic performance for school year 2014-15, the EOC needs to answer the following questions: What data should be reported on student academic performance for schools and districts to reflect achievement for school year 2014-15? What information is required by state law? How can the EOC begin to incorporate the recommendations of the Cyclical Review of the State Accountability System as well?

The Public Awareness Subcommittee met on January 26, 2015 and approved the attached as information to be included on the 2015 state report card.

David Whittemore
CHAIR

Daniel B. Merck
VICE CHAIR

Anne H. Bull

Bob Couch

Mike Fair

Margaret Anne Gaffney

Barbara B. Hairfield

Nikki Haley

R. Wesley Hayes, Jr.

Deb Marks

John W. Matthews, Jr.

Joseph H. Neal

Neil C. Robinson, Jr.

Molly Spearman

Patti J. Tate

Melanie D. Barton
EXECUTIVE DIRECTOR

District and School Report Cards

Basic Information: School or District Name

- Grades
- Enrollment in 2014-15
- Superintendent Name and phone number
- Principal Name and phone number
- Board Chair name and phone number
- *District/School website*

Include Profile of the Graduate

School Profile
Would remain as currently reported on school and district report card)which reports on basic information about Students, Teachers and School with information concerning Gifted and Talented programs, Opportunities for the Arts, and Character Development program moved to "Opportunities"

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes
Student Achievement <u>A. Elementary and Middle Schools</u> 1**. ACT Aspire (ELA and Math)** Grades 3 -8 School, District, State and National Results by all students and by subgroups 2. PASS Science and Social Studies Grades 4-8, • *% Met, % Not Met, % Exemplary for School* • *Compared to Schools like ours and statewide results* •	The report from the principal and SIC would be to complete the following statement: "Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by."	**School Climate** Results of Teacher, Parent & Student Surveys *Results of Teacher & Principal Evaluations* **For Students to Meet the Profile of the Graduate** • Opportunities in the Arts • *Opportunities for foreign language* • Character Development Program • % of students enrolled in dual-enrollment courses • % of students taking virtual or online courses • % of students enrolled in dual-	**Graduation:** Four-Year and Five-Year Cohort Graduation Rates • Total number of students in each cohort; • Number of Graduates in cohort • Rate • Report on subgroups in same manner % Students eligible for LIFE Scholarship

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes
<u>B. High Schools</u> **WorkKeys** • Number of Exams Administered in School • % of Students in School Receiving Bronze, Silver, Gold and Platinum Certificates • % of Students Scoring at each level on the tests **ACT Plus Writing** Mean scores by tests and mean composite scores compared to similar schools and to state average % of students meeting college benchmarks by subject area and for all three **End-of-Course Assessment Results** As currently published		enrollment courses earning college credit • % of students in AP/IB courses • % of students scoring 3 or above on AP/IB Courses • % seniors completing a college application • % seniors completing FASFA form • % seniors completing an individualized graduation plan • % of students in work-based experiences • % of students mastering core competencies or certification requirements in center courses ***Technology*** • *% of students with 1:1 computing* • *Bandwidth capacity (Mpbs)* • *Internal connection capacity* • *% classrooms that have Wi-Fi access* • *% school campus with Wi-Fi* • *Number of courses offered fully online* • *Number of courses offered as blended with at least 50% online* • *Number of computers or electronic tablets per student* ***Access to Reading Material*** • *Number of library/media center books or ebooks per student in school* • *Average age of the books/electronic media in the school library center/media collection*	***College & Career Ready*** *% Students from prior year's graduation class (2014) who are enrolled in state 2 or 4-year colleges in Fall of 2014* *% of Students from prior year's graduation class (2014) who are employed in private industry in SC or who are entered military* *% of Students from prior year's graduation class (2014) who are enrolled in state 2 year colleges and who are enrolled in 2014 in in remedial English course, remedial math course or both*

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes

Profile of the South Carolina Graduate

World Class Knowledge

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

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

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

transformSC
tomorrow won't wait for our students

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce

an initiative of NEW CAROLINA
South Carolina's Council on Competitiveness

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: **Public Awareness**

Date: **February 9, 2015**

INFORMATION ITEM
FY 2014-15 Communications / Public Relations Plan Update

PURPOSE/AUTHORITY
This plan is designed as an ongoing effort to educate various audiences about three main objectives:

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

2. Continue to implement a public awareness and engagement plan focused on the EOC PK -20 Reading Initiative recommendations.

3. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

ECONOMIC IMPACT FOR EOC

Cost:

Fund/Source: Public Awareness funds

ACTION REQUEST

☐ **For approval** ☒ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

Communications / Public Relations Plan FY 2014-15

Update: February 9, 2015

FY 2014-15 Objectives:

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness
2. Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.
3. Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

AUDIENCE: GENERAL PUBLIC AND MEDIA

Objective / Tactic	Deliverable / Accountability Measures
1.1. Write and design publication communicating SC's progress toward achieving 2020 Vision	• Printed 3,000 copies of "Are SC Students Prepared for 2020: A Progress Report on the 2020 Vision"; sent via mail to key audiences. Remaining copies used for events throughout the year.
1.2. Press Event releasing SC's progress toward reaching 2020 Vision	• Held release April 8, 2014, in conjunction with release of "When the Bough Breaks" reading documentary. News release and media packet prepared for and distributed to attendees. One member of local press in attendance. News stories published by Associated Press wire, *The State*, and *The Charleston Post and Courier*
1.3. Update Progress Report on EOC Website and social media channels **Use web presence to update general public and educators on the development and evaluation of new ELA and Math standards.*	• EOC staff updates website to include information about the status of the 2020 Vision, including links to stakeholder websites. http://www.eoc.sc.gov/reportsandpublications/2020Vision/Pages/default.aspx • 2,069 web sessions during April 2014. Sixty-five percent of sessions were first-time visits. • EOC updates daily through established Facebook, Twitter pages, and other social media channels. Facebook: 193 likes; Twitter: 983 followers; LinkedIn: 500+ connections; Google+: 16 in our circle; and Pinterest: 51 followers • Published and disseminated survey of current standards via the web.
1.4. updates progress via radio & TV	• February 23, 2014 *Education Insight* program at ETV focused on reading and meeting the academic goals of students. EOC staff worked with ETV in planning and execution of live broadcast.
1.5. Target Education Reporters / Editorial Bd. members/writers	• April 2014 press event for statewide media
1.6. Reach out to regional business publications	• Release and progress report send to SC Chamber and editors of regional business publications.

(Midlands/Upstate/Low country Biz)	
Objective / Tactic	**Deliverable / Accountability Measures**
1.7. Publish monthly electronic newsletter for all constituent groups (principals; SC State Board; members of Gen. Assembly; Instructional Leaders; superintendents, EOC members and staff; PIOs; general interest list	• Began monthly publication of EOC update in May 2014. Statistics:

Publication Month	Number Sent	Number (%) Opens	Number (%) Clicks
May 2014	1,667	335 (30.2%)	38 (11.3%)
June 2014	1,163	323 (29.4%)	35 (10.8%)
July 2014	1,209	329 (29.0%)	41 (12.5%)
August 2014	1,211	324 (29.2%)	70 (21.6%)
September 2014	2,407	786 (37.6%	237 (30.2%)
October 2014	2,412	701 (33.5%)	78 (11.1%)
Holiday 2014	2,533	636 (29.2%)	97 (15.3%)

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

AUDIENCE: PARENTS/FAMILIES OF SCHOOL AGED CHILDREN

Objective / Tactic	Deliverable / Accountability Measures
1.1. Use social media to communicate with parents	• Re-posted articles about college readiness, reading to parents of school-age children as well as reading materials and link to family-friendly standards site.
1.2. Communicate with parents through SC PTA, SIC	• 2020 Vision brochure and information about reading disseminated to statewide School Improvement Councils. • Dana Yow spoke to SIC Group on October 10, 2014, about reading legislation and how SICs can be involved. • Published WorkKeys flyer for parents and families; sent to all principals, instructional leaders, PIOs.
1.3. Develop and disseminate "Tips for Parents and Families" document focused on summer reading loss.	• Dr. Rainey Knight completed evaluation of 20 summer reading camp sites in SC school districts. Presented results to EOC; published on web • Developed section on website with resources related to reading • Dana Yow to present to Spartanburg Dream Ministries on January 15, 2015 about providing literacy resources to homeless and low-income families.
1.4. Update online Family Friendly Standards	• Documents updated and on EOC website; working with State CIO office to post on www.scfriendlystandards.org

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

AUDIENCE: EDUCATORS

Objective / Tactic	Deliverable / Accountability Measures

1.1 Posters to schools for staff lounges	• Printed poster for "When the Bough Breaks." Distributed to all schools (public and private); to all pediatricians; to all county libraries, to all institutions of higher learning, to all local United Ways, and to other community and faith-based organizations.
Objective / Tactic	**Deliverable / Accountability Measures**
1.3 Notify schools of 2020 Vision Update	• Communicated update via superintendents, instructional leaders, and PIOs
1.4 Honor teachers during May for Teacher Appreciation Month	• Used social media to recognize teachers during month of May. Daily updates.
1.5 Develop "tips for educators" document focused on innovation.	• Ceased publication to electronic tips for innovation; replaced with monthly EOC update.

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

AUDIENCE: LEGISLATORS AND OTHER ELECTED OFFICIALS

Objective / Tactic	Deliverable / Accountability Measures
1.1. – Develop one-page printed piece on 2020 Vision	• Sent all members of the General Assembly printed copy of "Are SC Students Prepared for 2020: A Progress Report on the 2020 Vision"
1.2. E-blast for legislators	• All legislators receive monthly EOC update
1.3 Engage EOC members to share information with their legislative delegation	• All EOC members receive printed and electronic materials; are encouraged to share information with members of their legislative delegation and field questions.
1.4 Provide talking points for legislators	• Legislators received copy of news release and summary of the vision.
1.5 Meet with key legislative staffers	• EOC staff meets regularly with education and budget legislative staff members.

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

AUDIENCE: BUSINESS COMMUNITY

Objective / Tactic	Deliverable / Accountability Measures
1.1. – Engage business community on the importance of the 2020 Vision	• Convened 50 business people, educators, community members, and parents in Fall/Winter 2014 to evaluate draft ELA and Math standards written by SCDE writing teams (per Act 200). • Continued participation in and collaboration with TransformSC

Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

AUDIENCE: GENERAL PUBLIC AND MEDIA

Objective / Tactic	Deliverable / Accountability Measures
2.1. Work with ETV on development and implementation of literacy resource bank	• Continued work with ETV on developing web-based literacy essentials and a reading resource bank to support learning in literacy. • Co-branded EOC and ETVed news bulletin. Bulletin sent to 4,500 recipients electronically monthly. • EOC staff worked with ETV on Ready to Learn grant request for Orangeburg 5
2.2. Reprint brochure to assist non-profit organizations, faith-based, community, county libraries, etc. in ways to volunteer and assist in improving reading proficiency among SC students and reduce summer reading loss.	• Reprinted 20,000 brochures. Fulfilled requests for brochures, many to back-to-school events. • Included copies in book bags to students in each of the 20 pilot school districts who participated in the summer reading camp program. The book bags also included a reading bracelet; a pencil and eraser; two additional texts for children to build their home libraries, congratulatory letters from Governor Haley and the EOC's Chairman, David Whittemore; letters from resident legislators, reading calendars, and bookmarks.
2.3. Distribute and promote "When the Bough Breaks" documentary **Provide resources and education for general public on reading and strategies to make children successful readers*	• In February, the EOC contracted with the Children's Law Center at the University of South Carolina to perform several tasks regarding early literacy including the creation of a reading advocacy plan to raise the public awareness of the importance of reading and literacy, especially in the early years of a child's life. The documentary, "When the Bough Breaks" became the advocacy plan. The total cost of producing the film was $16,500.00, or $3.30 per DVD. The cost of duplicating the film was $1.15 per DVD. Distributed to schools (public and private); to all pediatricians; to all county libraries, to all institutions of higher learning, to all local United Ways, and to other community and faith-based organizations. • Screening of film at Indie Grits Festival April 16, 2014 • December 11, 2014: scheduled library program at St. Andrews Branch of Charleston County Public Library on reading. Based on WTBB film. • Barbara Hairfield publishes op-ed in *The State* March 23, 2014 on the importance of teaching reading. • Staff spoke to numerous education groups about impact and goals of reading legislation

Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

AUDIENCE: PARENTS/FAMILIES OF SCHOOL AGED CHILDREN

Objective / Tactic	Deliverable / Accountability Measures
2.1. Hold a student contest focused on reading and literacy skills (possibly integrate service learning component)	• Printed and distributed bookbags to students participants in summer reading camps in 20 pilot school districts. Included copies in book bags to students in each of the 20 pilot school districts who participated in the summer reading camp program. The book bags also included a reading bracelet; a pencil and eraser; two additional texts for children to build their home libraries, congratulatory letters from Governor Haley and the EOC's Chairman, David Whittemore; letters from resident legislators, reading calendars, and bookmarks.

Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

AUDIENCE: EDUCATORS

Objective / Tactic	Deliverable / Accountability Measures
2.1. Work with ETV on development and implementation of literacy resource bank to include professional development in reading **Work with educators on understanding facets of RTS legislation.*	• Working with ETV on developing web-based literacy essentials and a reading resource bank to support learning in literacy. Palmetto Scene program focused on two summer reading camps; footage in Darlington camp to be used for fall education program. • Co-branded EOC and ETV ed news bulletin. Bulletin sent to 4,500 recipients electronically monthly. • EOC staff worked with ETV on Ready to Learn grant request for Orangeburg 5 • Dana Yow to speak to USC Libraries, Literacy, and Literature class on the involvement of school and public librarians within reading legislation and how they can be more involved in effort. • EOC staff present summer reading data results to SC Literacy Task Force at SC Baptist Convention November 20, 2014 • Convened meetings of K-12 instructional leaders to develop Model District Reading Proficiency Plan, developed as the model for districts to use in RTS legislation. • Convened meetings of early literacy advocates and deans of colleges of education to work on facets of Read to Succeed legislation. • EOC staff met regularly with state ELA coordinators group to answer questions about reading legislation.

Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

AUDIENCE: LEGISLATORS AND OTHER ELECTED OFFICIALS

Objective / Tactic	Deliverable / Accountability Measures
2.1. Provide information on activities of the EOC related to reading and reading legislation.	• Worked with legislators and legislative staff providing background and research on issues related to Read to Succeed legislation • Legislators, staff, and other elected officials invited to "premiere" of "When the Bough Breaks" • Worked with legislative staff and staff from the Budget and Control Board on procurement of early literacy, summative, and college and career-ready assessments. • Melanie Barton and David Whittemore to present to House Education Committee on January 21, 2015. • Rainey Knight and Dana Yow to present on summer reading loss data at SC School Boards conference Feb. 2015. • Did not host "issue briefing" for new legislators focusing on current education topics due to changes in leadership. Will pursue this session.

Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

AUDIENCE: BUSINESS COMMUNITY

Objective / Tactic	Deliverable / Accountability Measures
2.1. Distribute and promote "When the Bough Breaks" documentary	• In February, the EOC contracted with the Children's Law Center at the University of South Carolina to perform several tasks regarding early literacy including the creation of a reading advocacy plan to raise the public awareness of the importance of reading and literacy, especially in the early years of a child's life. The documentary, "When the Bough Breaks" became the advocacy plan. The total cost of producing the film was $16,500.00, or $3.30 per DVD. The cost of duplicating the film was $1.15 per DVD. Distributed to schools (public and private); to all pediatricians; to all county libraries, to all institutions of higher learning, to all local United Ways, and to other community and faith-based organizations.

Objective 3: Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

AUDIENCE: GENERAL PUBLIC AND MEDIA

Objective / Tactic	Deliverable / Accountability Measures
3.1.Develop focus briefings on results of school and district report cards	• Developed briefing and historical materials in November 2014. Sent to statewide media, district superintendents, instructional leaders, and public information officers
3.2.Meet with Editorial Boards of SC daily newspapers and news media to discuss results	• Hosted Conference bridge in November; representatives from most statewide media outlets represented in addition to many district superintendents and public information officers.
3.3. Create an online profile of private schools offering scholarships to students with exceptional needs	• Survey created with the assistance of Advisory Committee; will be sent to schools 1/15/15. Report cards to be published online in late Spring.
3.4. Create modified report card for school districts who are using approved alternative assessments	• Alternative assessments did not receive federal approval.

Objective 3: Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

AUDIENCE: PARENTS/FAMILIES OF SCHOOL AGED CHILDREN

Objective / Tactic	Deliverable / Accountability Measures
3.1 Develop online materials for parents on understanding and using the school and district report cards	• Materials posted five year overview of school and district ratings as well tips for understanding the school and district report cards.

Objective 3: Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

AUDIENCE: EDUCATORS

Objective / Tactic	Deliverable / Accountability Measures
3.1.Distribute focus briefings on results of school and district report cards to educators	• Information distributed via listserves and monthly electronic update.

Objective 3: Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement. **AUDIENCE: LEGISLATORS AND OTHER ELECTED OFFICIALS**	
Objective / Tactic	**Deliverable / Accountability Measures**
3.1. Distribute "personalized" focus briefings on results of school and district report cards to legislators and legislative staff	• Every member of the General Assembly received in November 2014 a focus briefing on the results of the school and district report cards. This year, legislators received historical ratings information about every school and district in the state.

** Objectives/tactics added to the initial plan*

from the South Carolina Education Oversight Committee
P.O. Box 11867, Room 227 Blatt Building
Columbia, South Carolina, 29211
Contact: Dana Yow, (803) 734-6164, cell (803) 477-6439

For Immediate Release

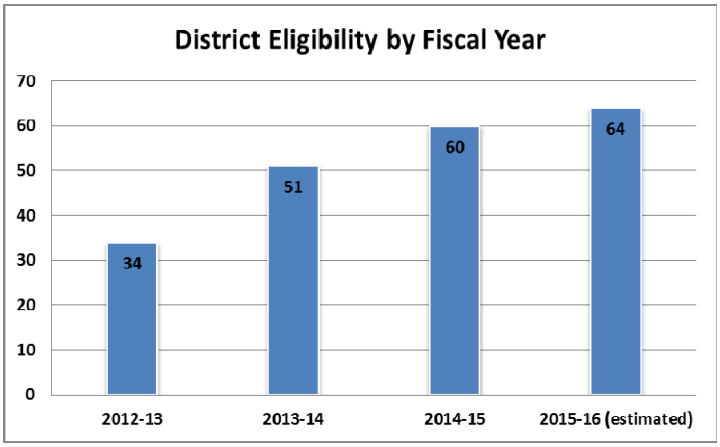
January 15, 2015

Over 12,000 students being served in 4K child development program; modest academic gains achieved over time

Publicly funded program for at-risk 4-year-olds needs to focus on quality while expanding, report finds

Editor's Note: Copies of the "*Report on the South Carolina Child Early Reading Development and Education Program*," which includes an Executive Summary, can be found online at www.eoc.sc.gov.

Columbia – The South Carolina Education Oversight Committee (EOC) released a report today evaluating the Child Development Education Pilot Program (CDEPP), a full-day educational pre-kindergarten program for at-risk four-year-olds. The program, which was written into permanent law as the Child Early Reading Development and Education Program last legislative session, began in 2006 as a pilot program for children residing in the plaintiff districts in the school funding lawsuit, *Abbeville County School District et al. vs. SC.* The program is implemented in both public and private centers across the state.

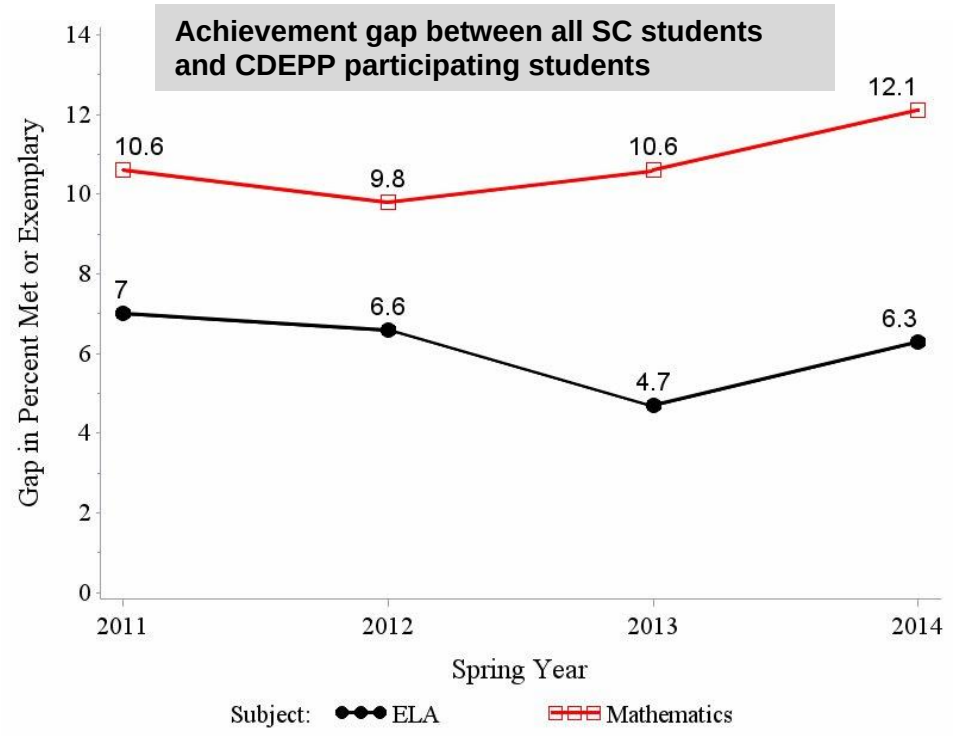


According to the report, at-risk four-year-olds residing in 60 school districts are currently eligible to enroll in a program in either a public school or in a private child care center, a significant increase from the 34 eligible school districts in fiscal year 2012-13. The expansion in accessibility comes as a result of the S.C. General Assembly expanding the eligibility criteria in Fiscal year 2013-14 to include districts with a poverty index of 75 percent or more. In Fiscal year 2014-15, the General Assembly further expanded the eligibility criteria to include districts at a poverty index of 70 percent or higher. The General Assembly currently funds the full-day, 4K program at $75 million.

According to Melanie Barton, Executive Director of the S.C. Education Oversight Committee, the agency charged in proviso with evaluating the program, 46 percent of all at-risk four-year-olds statewide are now being served in a publicly funded program, a percentage that also includes children being served by federally funded ABC voucher programs as well as Head Start.

A majority of the approximately 12,000 students being served by CDEPP in school year 2014-15, 86 percent, are being served in public schools in 57 school districts. Three CDEPP eligible school districts -- Barnwell 45, Horry, and Union -- chose not to participate in CDEPP during 2014-15. Approximately 144 private providers serve the other 14 percent of students statewide in the program, including students in the eligible, non-participating school districts.

While access to the program has significantly expanded, an analysis of the academic achievement of students participating in the program does not support a dramatic improvement in student achievement. While a greater percentage of CDEPP students met or exceeded state standards in ELA and mathematics than did low-income students who resided in the CDEPP districts but who did not participate in the program as four-year-olds, the statewide achievement gap between CDEPP students and all other students in the state is not narrowing.



"We are encouraged to see expanded access to at-risk four-year olds as well as the growth of these students," stated Barton. "However, we remain concerned that we are not succeeding with this at-risk population of young people. In math, the gap may be increasing."

As was highlighted in previous EOC evaluations, Barton pointed out the need to focus on quality within the program to make an impact on student achievement.

"Ongoing, consistent quality enhancement strategies in both public and private classrooms are essential to achieving positive student outcomes," stated Barton. "Private providers should be required to participate in ABC Quality at a minimum. Additionally, the analysis of PASS results shows us there is need for enhanced training, technical assistance, and other professional development opportunities to improve instruction among all classroom settings."

Barton also pointed out there may be a need to incentivize programs who focus their efforts on quality improvement and student growth, using data from classroom and student assessments.

The report also documents the implementation of the program by the SC Department of Education in the public schools and S.C. First Steps in private centers. A follow-up report will be published in mid-2015 to document the initial results of the recently-implemented CIRCLE assessment, which measures early literacy skills.

Eight recommendations are included in the report, which is required to be sent to members of the S.C. General Assembly. The recommendations follow:

1.) While expansion in the state-funded full-day 4K program has occurred, a more integrated, focused effort to leverage existing 4K program opportunities and enhance the quality of current 4K programs opportunities needs to be considered.

2.) Statewide, the number of four-year-olds participating in Head Start declined from 6,364 in 2013 to 5,975 in 2014. Consequently, at the state and local levels greater collaboration between the Office of First Steps, the South Carolina Department of Education and the Head Start Collaboration Office must occur to insure that parents have all relevant information to determine if and which 4K program best serves the individual needs of their children. The evaluation team would recommend all three 4K providers develop a joint, consolidated community outreach strategy that encourages families of students at-risk of school failure to enroll in voluntary full-day quality 4K programs. An example of such collaboration would be the joint publication and distribution of a brochure for families to use in understanding the program and in choosing a provider of services.

3.) The evaluation team could not find any statutory authority allowing the expenditure of funds for "advance payments" by the State Office of SC First Steps. To maintain fiscal accountability for the funds appropriated and expended for the program, the evaluation team recommends that the Office of First Steps cease making advance payments and only reimburse for actual services provided.

4.) Advancements in quality and improvements in young students' readiness should be incentivized, utilizing assessment data (for example: individual student growth, classroom environment, teacher:child interaction). At a minimum any private provider participating in state-funded full-day 4K should be required to participate in ABC Quality, a program administered by SC DSS.

5.) The Office of First Steps carried forward $4.0 million in FY2013-14 and is projected to carry forward an additional $5.0 million in the current fiscal year. No additional funds should be appropriated to the Office of First Steps for the program, even with the addition of four districts that will be eligible to participate in FY2015-16. Instead, the General Assembly should reduce the full-day 4K appropriation to the Office of First Steps by at least $2.0 million and reallocate those funds to the South Carolina Department of Education. Public schools are serving 86 percent of the four-year-olds in the program but received 73 percent of the total funds appropriated for the program in FY2014-15. South Carolina should invest in improving the quality of CDEPP by addressing staff qualifications, implementation of formal, systematic continuous improvement initiatives with ongoing program monitoring. Program monitoring should include frequent assessments of the classroom environment, including the quality of teacher-child interactions. The evaluation team would point to the school district of Florence 1 as a model.

6.) Based upon analysis of PASS results, specific attention to the professional development and training of CDEPP teachers in math must be enhanced.

7.) When the results of the fall 2014 CIRCLE assessment can be analyzed, the data should be used to reinforce individualized instruction that meets the needs of each CDEPP student in 4K, 5K, 1st and 2nd grades, especially to prepare all students to be on reading level by 3rd grade.

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

##

SC CHILD EARLY READING DEVELOPMENT & EDUCATION PROGRAM

Report for FY 2014 & 2015

SC EDUCATION
OVERSIGHT COMMITTEE

PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

Report on the South Carolina
Child Early Reading Development and Education Program

A report from the Education Oversight Committee pursuant to Provisos 1.78. and 1A.33. of the 2014-15 General Appropriation Act.

January 15, 2015

The General Assembly created and funded the Child Development Education Pilot Program (CDEPP) beginning by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program. The program provides for full-day early childhood education for at-risk children who are four-year-olds by September 1. The definition of at-risk is eligibility for the free or reduced-price federal lunch program and/or Medicaid. Both public schools and private childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CDEPP in public schools and South Carolina Office of First Steps (First Steps) oversees implementation in private childcare settings.

Between school years 2006-07 and 2012-13, CDEPP services targeted eligible children residing in the plaintiff and trial districts in the Abbeville equity lawsuit, Abbeville County School District et. al. vs. South Carolina. In Fiscal Year 2013-14, the General Assembly expanded the program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 75 percent or more. The poverty index is a measure of the percentage of students who are eligible for the free or reduced-price federal lunch program and/or Medicaid. The expansion included 17 eligible school districts that were not original trial and plaintiff districts. The legislature appropriated additional state funds of $26.1 million to provide the educational services to children residing in these districts. In Fiscal Year 2014-15, the General Assembly further expanded the program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 70 percent or more.

Of the funds appropriated for full-day 4K in Fiscal Year 2014-15, the legislature allocated $300,000 to the Education Oversight Committee (EOC) to perform an evaluation of the program by January 15, 2015. This report is Part I of the Evaluation and it:

- Documents the expansion of 4K in Fiscal Year 2013-14 and in 2014-15;
- Updates the projections for the number of at-risk four-year-olds in each school district and the number of at-risk four-year-olds served in a publicly funded program using available information;

- Analyzes the results of the 2014 administration of the Palmetto Assessment of State Standards (PASS) and the academic achievement of students who had previously participated in the program; and

- Documents the implementation of an early literacy assessment for children in a publicly funded 4K program and all children enrolled in five-year-old kindergarten. Results of the assessment will be reported in Part II of the evaluation. The EOC did not have access to initial assessment data until the week of December 15, 2014, and quality assurance will not be completed until February 2015.

- Provides a preliminary discussion of 4K measures of quality, which influence student growth and school readiness.

ACKNOWLEDGEMENTS

The EOC acknowledges the following individuals from the state who assisted in providing data and technical assistance for this report:

Department of Education:
Dr. Mick Zais, State Superintendent of Education
Mellanie Jinnette, Chief Finance Officer
Dr. Nancy Busbee, Deputy Superintendent for Accountability
Dr. Paul Butler-Nalin, Director, Office of Research and Data Analysis
Penny Danielson, Education Associate, Office of Instructional Practices and Evaluations
Kevin Fatica, Office of Assessment

State Office of First Steps:
Susan DeVenny, Executive Director
Dr. Dan Wuori, Deputy Director
Martha Strickland, 4K State Director

Department of Social Services:
Leigh Bolick, Director of Child Care Services
Mary Lynne Diggs, Director of Head Start Collaboration Office

University of South Carolina:
Dr. Bill Brown, Professor, Department of Educational Studies
Dr. Christine DiStefano, Associate Professor, Department of Educational Studies
Dr. Leigh Kale D'Amico, Research Assistant Professor, Office of Program Evaluation
Dr. Fred Greer, Research Assistant Professor, Department of Educational Studies
Kassie Mae Miller, MPH, Research Associate, Office of Program Evaluation

Table of Contents

Introduction i

Acknowledgement iii

Executive Summary 1

Summary of Findings and Recommendations 7

Section I: Summary of Program Expansion in Fiscal Year 2013-14 13

Section II: Program Expansion in Fiscal Year 2014-15 17

Section III: Projections of At-Risk Children Served 23

Section IV: PASS Performance of Children Served in CDEPP 27

Section V: Implementation of *CIRCLE* Assessment 37

Section VI: Measures of Quality 51

Appendix A: FY 2013-14 CDEPP Providers 63

Appendix B: FY 2014-15 Allocations to Public Schools 69

Appendix C: FY 2014-15 Private CDEPP Providers 73

Appendix D: FY 2014-15 Students in Poverty & Students Served 79

Appendix E: FY 2014-15 DSS Licensing Data for Private Providers 85

Executive Summary

Following two years of expanded access to publicly funded pre-kindergarten, over 12,000 at-risk four-year-olds participate in state-funded full-day four-year-old kindergarten, formerly known as the Child Development Education Pilot Program (CDEPP). Including Head Start and ABC Voucher federal programs, 46 percent of all at-risk four year-olds in the state of South Carolina are served in a publicly funded program.

In the current fiscal year, at-risk four-year-olds residing in 60 school districts are eligible to enroll in a program in either a public school or in a private child care center. An overwhelming majority of CDEPP students are enrolled in public school settings (86%). Statewide, district participation has increased to 57 school districts representing 542 classrooms in 225 schools. Approximately 144 child care centers educate CDEPP students, representing the remaining 14%. There are still more than 20,000 at-risk[1] four-year-olds who reside in districts that are not eligible for CDEPP. The South Carolina Department of Education (SCDE) administers CDEPP in public schools, and the South Carolina Office of First Steps (First Steps) leads CDEPP implementation in private child care settings.

Within participating CDEPP districts, a greater percentage of CDEPP students met or exceeded state standards in English Language Arts (ELA) and mathematics than did low-income students in CDEPP districts who did not participate in the program. While progress within CDEPP districts is encouraging, the achievement gap[2] between CDEPP students and all other students in South Carolina is not narrowing, and in mathematics the achievement gap may be increasing.

To address the achievement gap, the State should prioritize enhancing the quality of CDEPP provision by:

- Incentivizing advancements in quality and improvement in young students' readiness.
- Fostering private child care participation and advancement in the ABC Quality program,
- Providing ongoing assessment of both students and classroom environments in both public school and private child care settings,
- Ensuring consistent, high quality provision of training, technical assistance and other professional development opportunities for early childhood educators throughout CDEPP districts, with a focus on math as well as language and literacy, and
- Encouraging more seamless, coordinated, integrated provision of pre-kindergarten programs among all pre-kindergarten settings (public, private, and Head Start).

---

[1] At-risk means children who live in poverty and are at-risk of school failure.

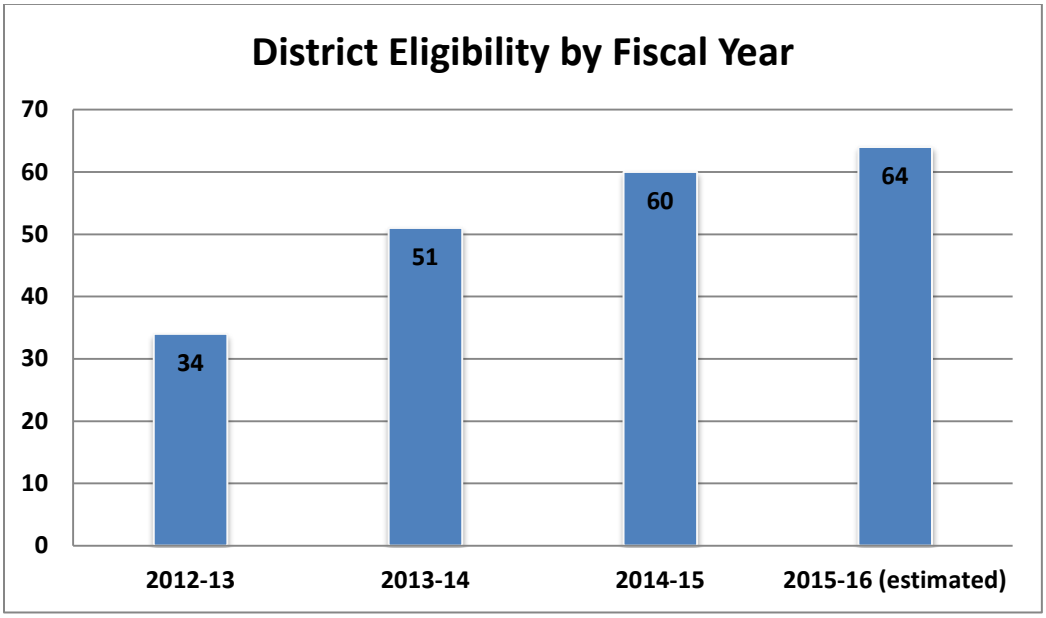
[2] The achievement gap is the difference between the percentages of students who scored Meet or Exemplary on PASS for all students statewide and students participating in CDEPP.

Issue 1: Access to CDEPP Has Expanded

There are an estimated 58,999 four-year-olds in South Carolina. Approximately, 71 percent of these children are in poverty. Statewide, an estimated 46 percent of all at-risk four-year-olds are served in a publicly funded early education program in 2014-15 as compared to 35 percent in the prior year.

In school districts in which children were eligible to participate in the state-funded, full-day 4K program for more than one year, at least 71 percent of all at-risk four-year-olds are currently being served in a publicly funded program, up from 62 percent in the prior school year.

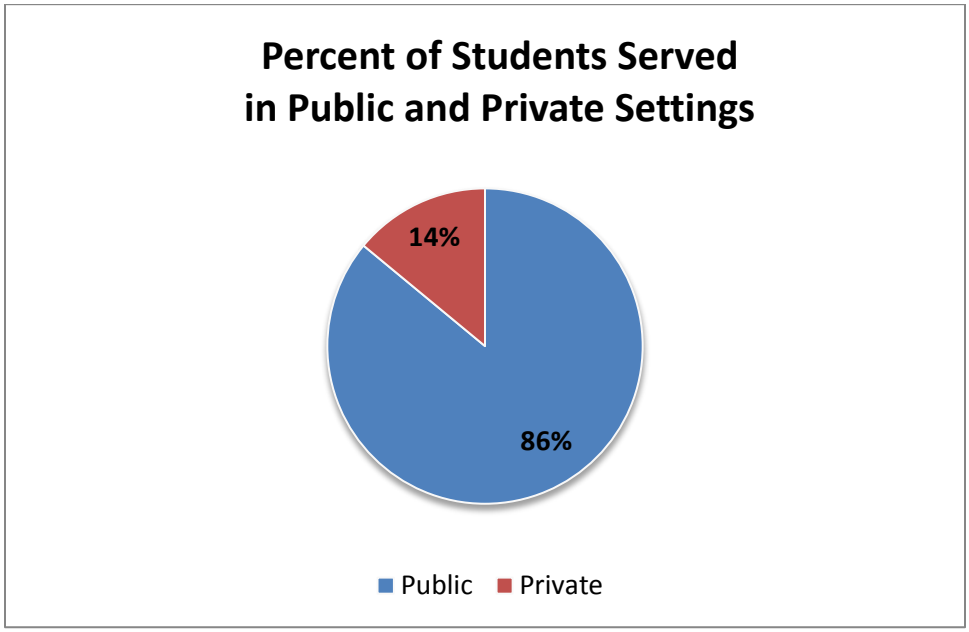
As district eligibility requirements have broadened, the number of districts participating in CDEPP has almost doubled.



Fiscal Year	Eligibility	Number of Eligible Districts
2012-13	Limited to Trial & Plaintiff Districts	34
2013-14	Districts with poverty index of 75% or more	51
2014-15	Districts with a poverty Index of 70% or more	60
2015-16 (estimated)	Districts with a poverty index of 70% or more	64

A majority of children are served in public schools, with approximately 14% being served in private childcare settings. Private childcare providers continue to be vitally important to CDEPP. In three counties (Barnwell 45, Horry and Union) that opted not to

participate in CDEPP during 2014-15, 18 private providers in these counties are educating 253 children who would not otherwise be able to participate.



While the public school system serves 86% of students enrolled in CDEPP, they receive less than three fourths of total state funding.

Total Funding in FY2014-15
(Recurring, Non-recurring and Carry Forwards)

Entity	Funding	Percent
SCDE	$53,815,144	72%
OFS	$21,204,924	28%
Total	**$75,020,068**	

The General Assembly has more than adequately funded the program in Fiscal Years 2013-14 and FY2014-15.

Carry Forwards

Entity	FY2013-14 Actual	% of Total Budget	FY2014-15 Projected	% of Total Budget
SCDE	$6,771,507	18%	$6,655,814	18%
First Steps	$4,004,031	34%	$5,634,173	33%
Total	**$10,775,538**		**$12,289,987**	

The total in FY2014-15 does not include the additional $4,004,031 carried forward by First Steps in the prior fiscal year.

The evaluation team recommends:

- No additional funds should be appropriated to the Office of First Steps for the program in FY2015-16. Instead, the General Assembly should reduce the appropriation to the Office of First Steps by at least $2.0 million and reallocate those funds to the South Carolina Department of Education.
- To maintain fiscal accountability for the funds appropriated and expended for the program, the Office of First Steps should not make advance payments and only reimburse for actual services provided in each specific fiscal year.

Issue 2: CDEPP Participation Has Resulted in Modest Academic Gains in CDEPP Districts, but Statewide Achievement Gap Has Not Closed

Since 2010, the EOC has documented the academic achievement of students who participate in CDEPP. The initial analysis of students of five-year-old kindergarten demonstrated modest benefits for students who participated in CDEPP. Later analyses using state assessment on the Palmetto Assessment of State Standards (PASS) indicated students who participated in the program achieved at levels slightly higher than students from similar socioeconomic backgrounds who did not participate in the program but attended a public school in a CDEPP district. A greater percentage of CDEPP students met or exceeded state standards in ELA and mathematics than did low-income students in CDEPP districts who did not participate in the program.

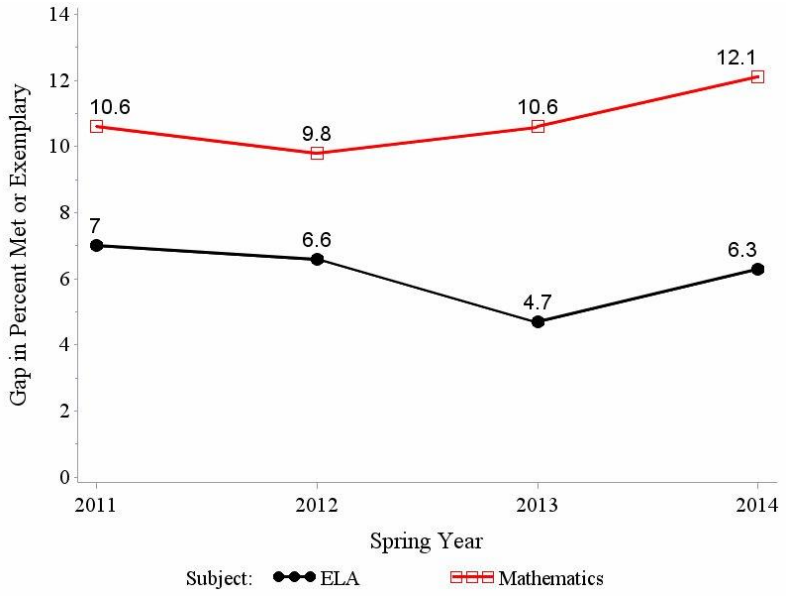
Percent of Students who Met or Exceeded State Standards on PASS

		CDEPP Students		Low-Income Students in CDEPP Districts	
Academic Year	Grade	ELA	Math	ELA	Math
2010-11	3	74	60	69	56
2011-12	4	72	68	66	66
2012-13	5	77	71	72	64
2013-14	6	61	61	54	56
2011-12	3	76	65	70	58
2012-13	4	73	73	66	66

		CDEPP Students		Low-Income Students in CDEPP Districts	
2013-14	5	74	68	67	60
2012-13	3	78	59	72	53
2013-14	4	67	64	63	59
2013-14	3	73	60	66	57

However, when considering ELA and math achievement in grade 3, there is concern the achievement gap between CDEPP students and all other students in the state is not narrowing. In math, the achievement gap may be increasing.

Achievement Gap between All South Carolina Students and CDEPP Students



Issue 3: Quality of Existing CDEPP Program Could Be Enhanced

Continued expansion of CDEPP may support school readiness for more at-risk four-year-old children, but there are no data or evidence that suggests that the quality of the educational experiences for children has improved over time.

On the private side, a majority of providers participate in DSS' ABC Quality program. More than one-quarter of CDEPP private providers participated in ABC Quality at the C level or did not participate at all. To continue developing a culture of quality instruction, all providers who participate in CDEPP by accepting state funding should participate in ABC Quality. On the public side, one-third of the schools currently offering full-day pre-kindergarten received an Absolute Rating of Excellent or Good. Approximately half of the schools received an absolute rating of Average, and 18% (or almost one in five) schools received an Absolute Rating of Below Average or At Risk.

Ongoing, consistent professional development for both public and private instruction is essential to high-quality instruction. Currently, provision of professional development at the state level is uneven. With three full-time staff, SCDE reports conducting site monitoring visits to 62 classrooms in districts participating for the first time and 12 visits to new classrooms in districts that had been participating in the program since its inception in 2006. First Steps' CDEPP team includes seven professionals supporting 144 centers with 1,780 students.[3] First Steps reports conducting 1,746 monitoring visits in 2013-14 and projects conducting 2,970 visits during 2014-15.

Based upon the analysis of PASS results, specific attention to the professional development and training of CDEPP teachers in math must be enhanced. The recently-implemented *CIRCLE* assessment should be informative when considering strategies to modify or improve instruction so that students can be better prepared to read on grade level by grade 3.

A final, but equally important, approach to enhancing quality is for all pre-kindergarten providers in the State (SCDE, First Steps, Head Start) to collaborate and leverage existing local, state and federal resources to ensure the number of four-year-olds are educated with effective, high-quality instruction. A joint, consolidated community outreach strategy among the state level agencies could provide comprehensive information to eligible families about all pre-kindergarten options and encourage them to voluntarily enroll in the program that meets their children's individual needs for which they are eligible.

[3] Data provided by First Steps indicates 144 centers are currently providing CDEPP (see Appendix C). Data provided by DSS indicates 153 centers are currently licensed and providing CDEPP (see Appendix E).

Summary of Findings and Recommendations

Section I: Summary of Program Expansion in Fiscal Year 2013-14

- Ia: Of the $48.6 million budgeted for the full-day 4K programs in 2013-14, approximately 78 percent was expended with the remainder, 22 percent or $10.6 million carried forward into Fiscal Year 2014-15. The SCDE expended 82 percent of its appropriation and the Office of First Steps, 66 percent, which includes advance payments of 6 percent of the total budget.
- Ib: Regarding services provided, approximately 8,149 full-time students were funded with 85 percent enrolled in public schools and 15 percent in private centers.
- Ic: Children residing in 51 school districts were eligible to participate in the program with 47 school districts participating in the program through the Department of Education. Of the total number of children funded in public schools, approximately one-third or 34 percent resided in these expansion districts.
- Id: In the private centers administered by First Steps, a total of 1,368 children were served in 93 centers. Forty-six (46) percent of the centers were located in the expansion counties.

Section II: Program Expansion in Fiscal Year 2014-15

- IIa: SCDE projects that 10,685 children will be served in the full-day 4K program in 57 school districts in school year 2014-15.
- IIb: There are an estimated 542 classrooms funded in 2014-15 with 190 being new classrooms.
- IIc: Three school districts eligible to participate in 2014-15 opted not to participate: Barnwell 45, Horry and Union.
- IIe: First Steps estimates 144 private child care providers are serving 1,780 to 1,790 children in 34 counties in full-day 4K in school year 2014-15.
- IIf: While Barnwell 45, Horry and Union school districts decided not to participate in 2014-15, 18 private providers in Barnwell, Horry and Union counties are participating in CDEPP and serving 253 children.[4]
- IIg: To date, 1,780 children with unique student identifiers are enrolled in the full-day 4K program in school year 2014-15 in 144 centers in 31 counties.

[4] See Appendix C for more detail.

- IIh: In addition to the $4.0 million carried forward in the prior fiscal year, OFS currently projects an additional balance of $5.6 million in the program in 2014-15.

Section III: Projections of At-Risk Children Served

- IIIa: There are an estimated 58,999 four-year-olds in South Carolina. Approximately, 71 percent of these children are in poverty.

- IIIb: Statewide, an estimated 46 percent of all at-risk four-year-olds are served in a publicly funded early education program as compared to 35 percent in the prior year.

- IIIc: In school districts in which children were eligible to participate in the state-funded, full-day 4K program for more than one year, at least 71 percent of all at-risk four-year-olds are currently being served in a publicly funded program, up from 62 percent in the prior school year. In the ten districts eligible for the first time in 2014-15, at least 54 percent of all at-risk four-year-olds are served in a publicly funded program. (Table 8)

- IIId: Approximately 20,218 children in the districts that were not eligible to participate in 2014-15 who are in poverty and at-risk for school failure. Fourteen percent (14%) of these children are currently being served.

- IIIe: The number of four-year-olds participating in Head Start declined from 6,364 in 2013 to 5,975 in 2014.

Section IV: PASS Performance of Children Served in CDEPP

- IVa: The PASS achievement results in ELA and mathematics document that across all academic years and cohorts, a greater percentage of CDEPP students met or exceeded state standards in ELA than in mathematics.
- IVb: Furthermore, across all academic years and cohorts, a greater percentage of CDEPP students met or exceeded state standards in ELA and mathematics than did low-income students in CDEPP districts who did not participate in the program.
- IVc: In looking at just grade 3 achievement in ELA and mathematics for CDEPP students, there is concern that the achievement gap between CDEPP students and all other students in South Carolina is not narrowing, and in mathematics the achievement gap may be increasing. The achievement gap is the difference between the percentages of student who scored Met or Exemplary on PASS for all South Carolina students and CDEPP students.

Section V: Implementation of *CIRCLE* Assessment

- Va: Reliability information is generally high for the Language and Literacy and Social & Emotional Skills-Checklist scales, showing internal consistency of *CIRCLE* assessment scores within a single administration of the test.
- Vb: For Language and Literacy subscales, reliability estimates were generally high across time points, showing consistency of scores over time.
- Vc: Validity information showed alignment of *CIRCLE* assessment scores with existing standardized measures used to measure preschoolers' language and literacy skills and social and emotional skills. Correlation values were in expected directions and at a moderate level, showing concordance of information across tests.
- Vd: Validity information for Language & Literacy subtests was slightly lower for 3-year old children; however, these children are the youngest of the tested age groups.
- Ve: Confirmatory Factor Analysis provided support for the internal structure of the PA scales.
- Vf: Limited information was presented to describe the sample used for analyses. The sample is not a norming or probabilistic sample, but a sample of largely low-income preschool aged children. The sampling procedure collected information from multiple states; however, no information was provided to show how many children were from a given state.
- Vg: Only one form of reliability was provided for the Social and Emotional Skills–Checklist. Information concerning the sample size used, other forms of reliability, or reliability estimates by age were not provided.
- Vh: Correlation tables are provided without reference to the number of preschoolers used in the analyses.
- Vi: No information regarding item level information (e.g., item difficulty, discrimination /adjusted point biserial correlations) is provided to show how individual items are performing.
- Vj: The technical manual did not present any information concerning a review of items for potential differential item functioning across groups of preschoolers (e.g., sex, race/ethnicity) to ensure that items function without bias across different groups.
- Vk: The scoring for the manual stated that *CIRCLE* assessment scores were provided using sum scores. Error is inherent in sum scores created using item level data. Similarly, latent (or other) scores could be presented at each cutoff value to support that the cutoff values relate to discrimination.
- Vl: There was no discussion of how the internal structure of the Phonological Awareness scale related to the scoring of the test.

- Vm: Confirmatory Factor Analysis information should also include standardized item parameters. The sample (over 10,000 children) could be split in half to validate analyses.

Section VI: Measures of Quality

- VIa: In order to improve CDEPP program quality, a higher level of collaboration and coordination of current training and technical assistance resources is needed at the state level to ensure CDEPP providers have high-quality learning environments so they can provide high-quality instruction. More integrated training and technical assistance would allow for additional leveraging of scarce resources.
- VIb: More than one-quarter of CDEP private providers participated in ABC Quality at the C level or did not participate in ABC Quality at all. C level centers meet, but do not exceed, basic health and safety regulations and standards.
- VIc: The data reflect that one-third of the schools offering a full-day 4K classroom in 2014-15 are schools that received an absolute rating of Excellent or Good in 2014. Approximately half of the schools received an absolute rating of Average in 2014. And, 18 percent or almost one in five schools received an absolute rating of Below Average or At Risk.
- VId: Based upon current national definitions of "high quality" preschool programs, CDEPP has met some, but not all, high quality standards (including high staff qualifications and ongoing program monitoring).
- VIe: Provision of professional development and technical assistance at the state level is uneven. SCDE provides professional support with three staff dedicated to professional support for 542 classrooms with 10,685 students. First Steps' CDEPP team includes seven professionals supporting 144 centers with 1,780 students.[5]

Recommendations

The evidence presented in the report documents that access to full-day 4K education programs has been greatly expanded. Eligible children residing in 60 districts in South Carolina in 2014-15 may participate in full-day 4K. Statewide, an estimated 46 percent of all at-risk four-year-olds participate in a publicly funded full-day 4K program, up from 35 percent in the prior year.

With the implementation of the *CIRCLE* assessment, there will also be evidence of the early literacy needs of children participating in the program. The evidence along with discussions with the Office of First Steps to School Readiness, the South Carolina Department of Education and the Head Start Collaboration Office confirm that the three entities operate at the state level independently of one another. And, while both the Office of First Steps to School Readiness and the South Carolina Department of

[5] Data provided by First Steps indicates 144 centers are currently providing CDEPP (see Appendix C). Data provided by DSS indicates 153 centers are currently licensed and providing CDEPP (see Appendix E).

Education provide professional development and technical assistance opportunities, there is no coordinated effort to measure and improve quality classroom experiences for children at the state level. Consequently, the evaluation team offers the following recommendations to the General Assembly for its consideration:

Recommendation 1: While expansion in the state-funded full-day 4K program has occurred, a more integrated, focused effort to leverage existing 4K program opportunities and enhance the quality of current 4K programs opportunities needs to be considered.

Recommendation 2: Statewide, the number of four-year-olds participating in Head Start declined from 6,364 in 2013 to 5,975 in 2014. Consequently, at the state and local levels greater collaboration between the Office of First Steps, the South Carolina Department of Education and the Head Start Collaboration Office must occur to insure that parents have all relevant information to determine if and which 4K program best serves the individual needs of their children. The evaluation team would recommend all three 4K providers develop a joint, consolidated community outreach strategy that encourages families of students at-risk of school failure to enroll in voluntary full-day quality 4K programs. An example of such collaboration would be the joint publication and distribution of a brochure for families to use in understanding the program and in choosing a provider of services.

Recommendation 3: The evaluation team could not find any statutory authority allowing the expenditure of funds for "advance payments." To maintain fiscal accountability for the funds appropriated and expended for the program, the evaluation team recommends that the Office of First Steps cease making advance payments and only reimburse for actually services provided.

Recommendation 4: Advancements in quality and improvements in young students' readiness should be incentivized, utilizing assessment data (i.e. individual student growth, classroom environment, teacher child interaction.) At a minimum any private provider participating in state-funded full-day 4K should be required to participate in ABC Quality.

Recommendation 5: The Office of First Steps carried forward $4.0 million in FY2013-14 and is projected to carry forward an additional $5.0 million in the current fiscal year. No additional funds should be appropriated to the Office of First Steps for the program, even with the addition of four districts that will be eligible to participate in FY2015-16. Instead, the General Assembly should reduce the full-day 4K appropriation to the Office of First Steps by at least $2.0 million and reallocate those funds to the South Carolina Department of Education. Public schools are serving 86 percent of the four-year-olds in the program but received 73 percent of the total funds appropriated for the program in FY2014-15.

Recommendation 6: South Carolina should invest in improving the quality of CDEPP by addressing staff qualifications, implementation of formal, systematic continuous improvement initiatives with ongoing program monitoring. Program monitoring should include frequent assessments of the classroom environment, including the quality of teacher-child interactions. The evaluation team would point to the school district of Florence 1 as a model.

Recommendation 7: Based upon analysis of PASS results, specific attention to the professional development and training of CDEPP teachers in math must be enhanced.

Recommendation 8: When the results of the fall 2014 *CIRCLE* assessment can be analyzed, the data should be used to refocus on measuring the quality of instruction in 4K, 5K, 1st and 2nd grades, especially to prepare all students to be reading proficiently by 3rd grade.

Section I
Summary of Program Expansion in Fiscal Year 2013-14

Beginning in school year 2006-07, the Child Development Education Pilot Program (CDEPP) was implemented, providing a full-day prekindergarten program to at-risk four-year-olds in poverty residing in the trial and plaintiff school districts in the Abbeville equity lawsuit, Abbeville County School District et. al. vs. South Carolina. Initially, 37 school districts were eligible to participate in the program. Poverty was defined as eligible or the federal free- or reduced-price, federal lunch program and/or Medicaid. In the current school year, there remain 34 school districts from the original CDEPP districts. The decline in the number of original trial and plaintiff districts is due to the mergers of several school districts including: (1) Marion 1, 2 and 7 merged to form Marion; and (2) Dillon 1 and Dillon 2 merged to form Dillon 4. Of these 34 school districts, Barnwell 45 is the only district that is not participating in CDEPP and has never participated in the program.

In Fiscal Year 2013-14, the General Assembly expanded CDEPP to include all four-year-olds residing in school districts with a poverty index of 75 percent or greater. Provisos 1.83., 1.87., 1A.34., and 118.17 of the 2013-14 General Appropriations Act governed the expansion of CDEPP. There were 17 districts identified as having a poverty index of 75 percent or more and not already eligible to participate in CDEPP. Children residing in these districts were eligible to participate in CDEPP in either a public school or private childcare center. Table 1 reflects those school districts. Consequently, the expansion of CDEPP in 2013-14 increased from 34 to 51 the total number of school districts eligible to participate in the program. Of these 17 districts, 14 chose to participate in 2013-14. Consequently, of the 51 school districts eligible to participate in CDEPP in 2013-14, 47 actually participated in 2013-14. It is important to note that private sector CDEPP eligibility continues, regardless of a school district's participation.

Table 1
Districts Eligible to Participate in 2013-14

Original Trial & Plaintiff Districts		Expansion Districts
1	Abbeville	Anderson 3[6]
2	Allendale	Calhoun
3	Bamberg 1	Cherokee
4	Bamberg 2	Chester
5	Barnwell 19	Colleton
6	Barnwell 29	Darlington
7	Barnwell 45	Dorchester 4
8	Berkeley	Fairfield
9	Chesterfield	Georgetown
10	Clarendon 1	Greenwood 51
11	Clarendon 2	Lexington 2
12	Clarendon 3	Lexington 3
13	Dillon 3	Newberry
14	Dillon 4	Richland 1
15	Florence 1	Spartanburg 7
16	Florence 2	Sumter
17	Florence 3	Union
18	Florence 4	
19	Florence 5	
20	Hampton 1	
21	Hampton 2	
22	Jasper	
23	Laurens 55	
24	Laurens 56	
25	Lee	
26	Lexington 4	
27	Marion	
28	Marlboro	
29	McCormick	
30	Orangeburg 3	
31	Orangeburg 4	
32	Orangeburg 5	
33	Saluda	
34	Williamsburg	

[6] Shaded districts opted not to participate in the program in the public schools. However, children eligible to participate in the program could enroll in private childcare centers participating in the program.

With the expansion in 2013-14, public schools through the SCDE and private centers through First Steps expended the following funds and provided the following services to children residing in these 51 school districts:

Table 2
Full-Day 4K Appropriations and Expenditures during 2013-14

	SCDE	OFS	Total
Appropriations	**$37,002,437**	**$11,642,893**	**$48,645,330**
Expenditures			
Portion of Evaluation	$195,000	$105,000	$300,000
Instruction *($4,218 per child)*	$29,040,930	$5,329,710	$34,370,640
Supplies for New Classrooms	$1,190,000	$669,955	$1,859,955
Transportation[7]		$231,145	$231,145
Administration		$611,500	$611,500
Substitute Teacher Reimbursement		$2,590	$2,590
Advance Payments		$688,961	$688,961
Subtotal:	**$30,425,930**	**$7,638,862**	**$38,064,792**
Carry Forward to FY2014-15	**$6,771,507**	**$4,004,031**	**$10,580,538**
% of Appropriations Carried Forward	18%	34%	
Outputs:			
Full-time Equivalent Children Served [8]	6,885	1,264	8,149
Schools/Centers Serving Children	151	93	244
Number of Classrooms	391	108	499

Appendix A details the number of full-time equivalents served in public schools (6,885), and total number of children served in private centers (1,368). Of the children served in private centers, approximately 1,264 were full-time equivalents. Full-time equivalents is a measurement of the amount of children funded at the per child maximum reimbursable rate.

In public schools, the expansion of the program resulted in 2,355 additional children served or 34 percent of the entire population. Through private center expansion, there were a total of 621 children served in 46 centers located in the expansion counties or 45

[7] Private child care providers received $550 per child. SCDE could have retained up to $185 per child for transportation to and from school, but SCDE opted not to receive these funds.
[8] Full-time equivalent children served is determined by dividing the total number of funds expended for instructional services by $4,218, the per child maximum reimbursable rate.

percent of the entire population served in private centers. While student eligibility is determined by the student's district of residency, the data were not available to determine the individual child's residency by district for those children served in private childcare centers.

Findings:

- Ia: Of the $48.6 million budgeted for the full-day 4K programs in 2013-14, approximately 78 percent was expended with the remainder, 22 percent or $10.6 million carried forward into Fiscal Year 2014-15. The SCDE expended 82 percent of its appropriation and the Office of First Steps, 66 percent, which includes advance payments of 6 percent of the total budget.
- Ib: Regarding services provided, approximately 8,149 full-time students were funded with 85 percent enrolled in public schools and 15 percent in private centers.
- Ic: Children residing in 51 school districts were eligible to participate in the program with 47 school districts participating in the program through the Department of Education. Of the total number of children funded in public schools, approximately one-third or 34 percent resided in these expansion districts.
- Id: In the private centers administered by First Steps, a total of 1,368 children were served in 93 centers. Forty-six (46) percent of the centers were located in the expansion counties.

Note:

The evaluation team could not find any statutory authority allowing the expenditure of funds for "advance payments." The proviso governing the implementation of the program in Fiscal Year 2013-14, proviso 1.83. of the 2013-14 General Appropriation Act, refers only to the "reimbursement" of eligible services. To maintain fiscal accountability for the funds appropriated and expended for the program, the evaluation team recommends that the Office of First Steps cease making advance payments and only reimburse for actually services provided.

Section II
Program Expansion in Fiscal Year 2014-15

The 2014-15 General Appropriation Act expanded access of full-day four-year-old education programs to children at-risk of school failure. Act 284 of 2014 codified the Child Development Education Pilot Program. The program was renamed the South Carolina Child Early Reading Development and Education Program. Provisos 1.78. and 1A.33. of the 2014-15 General Appropriation Act also expanded the program to all "eligible children residing in school districts with a poverty index of seventy percent or greater." The following is an initial analysis of the expansion of the program in 2014-15 in both public schools and private centers.

Access to Full-Day 4K

Four-year-olds meeting the eligibility criteria of the full-day 4K program and residing in the following 60 school districts could participate in a program in either a public school or private child care center participating in the program.

Table 3
Districts with Poverty Index of 70% or Greater

1	Abbeville	21	Dillon 4	41	Lexington 3
2	**Aiken**[9]	22	Dorchester 4	42	Lexington 4
3	Allendale	23	**Edgefield**	43	Marion
4	Anderson 3	24	Fairfield	44	Marlboro
5	Bamberg 1	25	Florence 1	45	McCormick
6	Bamberg 2	26	Florence 2	46	**Newberry**
7	Barnwell 19	27	Florence 3	47	Oconee
8	Barnwell 29	28	Florence 4	48	Orangeburg 3
9	Barnwell 45	29	Florence 5	49	Orangeburg 4
10	Berkeley	30	Georgetown	50	Orangeburg 5
11	Calhoun	31	**Greenwood 50**	51	Richland 1
12	Cherokee	32	Greenwood 51	52	Saluda
13	Chester	33	Hampton 1	53	**Spartanburg 3**
14	Chesterfield	34	Hampton 2	54	**Spartanburg 4**
15	Clarendon 1	35	**Horry**	55	**Spartanburg 6**
16	Clarendon 2	36	Jasper	56	Spartanburg 7
17	Clarendon 3	37	Laurens 55	57	Sumter
18	Colleton	38	Laurens 56	58	Union
19	Darlington	39	Lee	59	Williamsburg
20	Dillon 3	40	Lexington 2	60	**York 1**

[9] The districts in bold were districts that met the criteria for eligibility for the first time in 2014-15.

These 60 school districts represent 74 percent of the 81 regular school districts in the state. The districts in **bold** were districts that met the criteria for eligibility for the first time in 2014-15.

Participation by School Districts: SC Department of Education

In school year 2014-15, of the 60 eligible school districts, 57 participated in the program. The school districts of Lexington 2 and Anderson 3 which had opted not to participate in Fiscal Year 2013-14 elected to participate in school year 2014-15. Of the nine new districts eligible to participate, Horry was the only district that chose not to participate. A charter school in the Horry County School District did participate in the program. Below is a statement from the Horry County School District explaining their decision not to participate in the program in school year 2014-15.

> The regulations and long-term requirements made it difficult by the time the intent form was due on June 2, 2014, to ascertain whether this would be beneficial for our school system. The CDEPP licensing requirements significantly surpassed what is required for our current child development programs, and at the time the intent form was due it appeared that our curriculum and assessment components of our program would not meet the CDEPP parameters. Horry County Schools funds CD classes with other revenue streams beyond what is currently provided by the State child development funding. Utilization of these funding sources has made child development a priority for our school system for well over a decade.
>
> *Source: Dr. Cindy Elsberry, Former Superintendent of Horry County School District*

SCDE reported that 57 school districts in school year 2014-15 are currently projected to serve 10,685 children. (Table 4) These numbers will change with the updated 45-day count and thereafter, with the 90 and 135-day counts. Appendix B provides the district-by-district initial allocation of funds for the full-day 4K and for the half-day 4K program.

Table 4
Projected Number of 4K Served in Full-Day Programs in Public Schools by District Participation

District Participation	Number 4K Children	Number Classrooms	% of Total
Participated in Prior Year	8,645	441	81%
Participated for First Time in 2014-15	2,040	101	19%
TOTAL	**10,685**	**542**	

The following is the Department of Education's projected budget for the full-day 4K program for children at-risk of school failure for Fiscal Year 2014-15. If the 45-day counts increase or decrease, then the instructional expenditures will be adjusted accordingly.

Table 5
Projected Budget for SCDE, 2014-15

Appropriations/Authorizations	**Projected Budget**
Carry Forward Funds	$6,576,507
General Fund Appropriations	$12,004,200
EIA Appropriations	$34,324,437
Non-Recurring Appropriation	$910,000
TOTAL	**$53,815,144**
Projected Expenditures	
Evaluation Payment to EOC	$190,000
New Classrooms *(190 @ $10,000)*	$1,900,000
Instruction *(10,685 @ $4,218)*	$45,069,330
TOTAL	**$47,159,330**
Difference:	**$6,655,814**

Regarding curriculum, the SCDE reports that of the 542 classrooms in 222 schools providing full-day 4K programs in 2014-15, all schools but one reported on the primary curriculum being used. In these classrooms, the following curriculum was used alone or as the primary curriculum along with another curriculum. The percentages denote the percentage of classrooms where the following curriculum was the only or primary curriculum being used.

Table 6
Public School CDEPP Curriculum

Curriculum	**Percentage of Classrooms**
Creative Curriculum	58%
Opening a World of Learning (OWL)	17%
High Scope	15%
Montessori	10%

Participation by Private Providers: Office of First Steps

According to First Steps approximately 144 private providers are serving 1,780 to 1,790 students in four-year-old kindergarten. The Office of First Steps estimates that 1,790 students are currently being served. However, unique student identifiers have been provided for 1,780 students. The EOC asked for clarification of the final student count. As of the publication of the report, First Steps has not provided further clarification. Appendix C provides more detailed information, including names of childcare providers and estimated number of students enrolled by provider and by county.

Table 7
Projected Number of 4K Served in Full-Day Programs in Private Childcare Settings

District Participation	Number of 4K Children	% of Total
Participated in Prior Year	1,368	77%
Participated for First Time in 2014-15	412	23%
TOTAL	**1,780**	

The Office of First Steps was also asked to submit its projected budget for the provision of full-day 4K programs in private centers in Fiscal Year 2014-15. Table 8 below shows First Steps anticipates expending $11.6 million for the program in private centers. First Steps provided to the EOC a budget of $17.2 million.

Table 8
Projected Budget for OFS, 2014-15

Appropriations/Authorizations	
Carry Forward Funds	
General Fund Appropriations	$6,510,000
EIA Appropriations	$10,200,893
Non-Recurring Appropriation	$490,000
TOTAL	**$17,200,893**
Projected Expenditures	
Portion of Evaluation to EOC	$105,000
New Classrooms *(100 @ $10,000)*	$1,000,000
Instruction *(2,000 @ $4,218)*	$8,434,000
Transportation	$200,000
Monitoring/Technical Assistance	$1,070,720
Professional Development	$757,000
TOTAL	**$11,566,720**
Difference	**$5,634,173**

Upon consulting with the Executive Budget Office, the EOC learned that the prior year FY2013-14 carry forward funds of $4,004,031 were transferred by the Office of First Steps into a separate restricted account pursuant to Section 63-11-1715 of the South Carolina Code of Laws. These funds are not currently being used to provide 4K services, and therefore, are not reflected in the budget for the program. The Office of First Steps must seek authorization to expend the funds, or the General Assembly could redirect these funds, which are General Funds for alternative uses.

Findings

- IIa: SCDE projects that 10,685 children will be served in the full-day 4K program in 57 school districts in school year 2014-15.

- IIb: There are an estimated 542 classrooms funded in 2014-15 with 190 being new classrooms.

- IIc: Three school districts eligible to participate in 2014-15 opted not to participate: Barnwell 45, Horry and Union.

- IIe: First Steps estimates 144 private child care providers are serving 1,780 to 1,790 children in 34 counties in full-day 4K in school year 2014-15.

- IIf: While Barnwell 45, Horry and Union school districts decided not to participate in 2014-15, 18 private providers in Barnwell, Horry and Union counties are participating in CDEPP and serving 253 children.

- IIg: To date, 1,780 children with unique student identifiers are enrolled in the full-day 4K program in school year 2014-15 in 144 centers in 31 counties.

- IIh: In addition to the $4.0 million carried forward in the prior fiscal year, First Steps currently projects an additional balance of $5.6 million in the program in 2014-15.

Recommendation:

The Office of First Steps carried forward $4.0 million in FY2013-14 and is projected to carry forward an additional $5.0 million in the current fiscal year. No additional funds should be appropriated to the Office of First Steps for the program, even with the addition of four districts that will be eligible to participate in FY2015-16. Instead, the General Assembly should reduce the full-day 4K appropriation to the Office of First Steps by at least $2.0 million and reallocate those funds to the South Carolina Department of Education. Public schools are serving 86 percent of the four-year-olds in the program but received 73 percent of the total funds appropriated for the program in FY2014-15.

Section III
Projections of At-Risk Children Served

One objective of the full-day 4K program is to increase the number of four-year-olds in poverty who are served with a quality full-day, pre-kindergarten program that meets specific criteria for quality such as minimum adult:child ratios, evidence-based curriculum and qualified teachers. Students eligible to participate may enroll in an approved public school program or in an approved private childcare setting. This section projects the number of four-year-olds and the number of four-year-olds projected to be eligible for the federal free- or reduced-price lunch program and/or Medicaid in each district using current eligibility requirements and the 2010 United States Census data. It also estimates the percentage of at-risk four-year-olds in each district that are served by a publicly funded early childhood education program. The district of residency for children attending the program in private childcare centers is not known; therefore, included in the statewide percentage is the number of children served in a private childcare center.

Methodology

Appendix D documents the number of four-year-olds projected to be residing in each school district in the state and the number of four-year-olds currently being served in a publicly funded education program that includes the state-funded full-day 4K in public schools, Head Start and the ABC Voucher Program. The projected number of four-year-olds served in private child care centers is included in the state percentage. The First Step reported to the EOC on October 31, 2014 the unique student identifiers of 1,780 children attending private child care centers that receive state funds to participate in the program. While the student must live in the eligible school district, the approved private center attended by the child may be located in any district. Therefore, not having data on the child's district of residence, the analysis included the children only in the state aggregate.

2010 Census data provided information on the number of children in each district by gender and age. The estimated numbers of four-year-olds are children who were less than one years of age in 2010 and would therefore have been four years old in 2014-15.

The poverty index is the percentage of children in each district that were in school year 2013-14 eligible for the federal free or reduced-price lunch program and/or Medicaid.

Multiplying the poverty index by the number of four-year-olds yields the projected number of at-risk four-year-olds in each district.

The South Carolina Office of Head Start Collaboration provided student information based on May 1, 2014 Census data. This data reflect the number of students served in Head Start in each county. The January 2014 report on CDEPP documented 6,364 four-year-olds served in Head Start in 2013. Appendix D in this report documents 5,975 four-year-olds served in Head Start in 2014, an annual decline of six percent.

The Department of Social Services provided the number of all four-year-olds served by the ABC Voucher Program between August 18, 2014 and November 2, 2014.

In counties that have more than one school district, county-level data were disaggregated based on the percentage of at-risk four-year-olds in each district.

Not reflected in the numbers are children served in public schools in half-day or full-day programs funded with Education Improvement Act (EIA) funds, federal funds, or local funds.

Findings

Appendix D and Table 9 show the following results for Fiscal Year 2014-15:

- IIIa: There are an estimated 58,999 four-year-olds in South Carolina. Approximately, 71 percent of these children are in poverty.

- IIIb: Statewide, an estimated 46 percent of all at-risk four-year-olds are served in a publicly funded early education program as compared to 35 percent in the prior year.

- IIIc: In school districts in which children were eligible to participate in the state-funded, full-day 4K program for more than one year, at least 71 percent of all at-risk four-year-olds are currently being served in a publicly funded program, up from 62 percent in the prior school year. In the ten districts eligible for the first time in 2014-15, at least 54 percent of all at-risk four-year-olds are served in a publicly funded program (Table 9.)

- IIId: Table 9 also documents that there are approximately 20,218 children in the districts that were not eligible to participate in 2014-15 who are in poverty and at-risk for school failure. Fourteen percent (14%) of these children are currently being served.

- IIIe: The number of four-year-olds participating in Head Start declined from 6,364 in 2013 to 5,975 in 2014.

Table 9
Number of At-Risk Four-Year-Olds by District Eligibility and % Served in State-Funded, Full-Day 4K, Head Start or ABC Voucher Programs

	Number Districts	Total Number of At-Risk Four-Year-Olds	Number of At-Risk Four-year-Olds Served	% of At-Risk Served
Eligible for more than one year	47	17,020	12,100	71%
Eligible for First Time in 2014-15	10	4,925	2,678	54%
Not Eligible	24	20,218	2,813	14%
TOTAL	**81**	**42,163**	**17,590**	

The data also show four school districts – Anderson 2, Anderson 5, Greenwood 52 and Kershaw – had a poverty index of 70 percent or more in the prior school year and are eligible to offer the full-day 4K program in the subsequent fiscal year. Analyzing the number of at-risk four-year-olds currently served in Head Start, there are approximately 1,233 at-risk four-year-olds residing in these four districts who are not in a full-day publicly funded program. Assuming that 70 percent of the children in these districts would participate in the program at $4,218 per child for instructional costs and $10,000 for 45 classrooms, the cost of expanding to these eligible districts is approximately $4.1 million.[10]

[10] If 70 percent (or 863 children) participate at the rate for $4,218 per child and $10,000 per classroom setup, instructional costs would be $3,640,134 and one-time funds for 43 classrooms would be $430,000. Total expenditures are estimated at $4,070,134.

Section IV
PASS Performance of Children Served in CDEPP

Beginning in 2010 the EOC documented the academic achievement of students who participated in the Child Development Education Pilot Program (CDEPP). The initial analysis of students in five-year-old kindergarten demonstrated modest benefits for students who participated in the program. Later analyses using state assessments on the Palmetto Assessment of State Standards (PASS) indicated that students who participated in the program achieved at levels slightly higher than students from similar socio-economic backgrounds who did not participate in the program but attended a public school in a CDEPP district.

Students from four CDEPP cohorts were assessed with PASS in 2014. The following is a report on the academic achievement of these students compared to:

1. All other students in South Carolina;
2. Students who qualified for the free or reduced-price federal lunch program and lived in a CDEPP district, but did not participate in CDEPP as a four-year-old; and
3. Students who qualified for the free or reduced-price Federal lunch program, lived in a non-CDEPP district, and did not participate in the program as a four-year-old.

The objective of the analysis is to determine over time if a greater percentage of students who participated in the program met or exceeded state standards in English language arts and mathematics, especially in grade 3, especially compared to the other students who did not participate in the program.

Cohort Descriptions

Since the program's inception, four cohorts of students have progressed through at least third grade. (Table 4) The first cohort of students participated in the CDEPP program in the 2006-07 academic year and completed sixth grade in 2013-14, and the fourth cohort participated in CDEPP in the 2009-10 academic year and completed third grade in 2013-14.

Table 10
Grade Level for Students in Each Cohort

Academic Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4
2006-07	4K (CDEPP)			
2007-08	5K	4K (CDEPP)		
2008-09	Grade 1	5K	4K (CDEPP)	
2009-10	Grade 2	Grade 1	5K	4K (CDEPP)
2010-11	Grade 3	Grade 2	Grade 1	5K
2011-12	Grade 4	Grade 3	Grade 2	Grade 1
2012-13	Grade 5	Grade 4	Grade 3	Grade 2
2013-14	Grade 6	Grade 5	Grade 4	Grade 3

From data files provided by the Office of First Steps to School Readiness and the South Carolina Department of Education, the EOC was able to use the unique student identifier, a number assigned by the Department to all students enrolled in public schools and in private centers participating in CDEPP, to match PASS assessment scores in English/language arts (ELA) as measured by the Reading and Research test and mathematics to each student in grades 3 and beyond. The analysis compared PASS data for students who progressed from grade 3, to grade 4, to grade 5 and to grade 6. Constraining the data to students who made one year of progress each year enables the clearest comparison of PASS achievement levels across years. Table 11 documents the number of students identified in each cohort and in each comparison group that have a PASS ELA and mathematics score in each academic year.

Table 11
Number in Each Cohort and Comparison Group

		All SC Students		CDEPP Students		Low-Income Students in CDEPP Districts		Low-Income Students in non-CDEPP Districts	
Academic Year	Grade	ELA	Math	ELA	Math	ELA	Math	ELA	Math
COHORT 1 (4K in 2006-07)									
2010-11	3	51,263	51,323	2,038	2,039	4,331	4,339	24,261	24,293
2011-12	4	48,959	48,963	1,793	1,793	4,116	4,116	23,800	23,803
2012-13	5	47,365	47,370	1,702	1,702	4,073	4,074	22,750	22,756
2013-14	6	45,524	45,524	1,619	1,619	3,836	3,838	21,678	21,679
COHORT 2 (4K in 2007-08)									
2011-12	3	52,147	52,202	3,399	3,400	3,519	5,522	24,257	24,289
2012-13	4	50,285	50,293	2,828	2,828	3,528	3,529	23,706	23,706
2013-14	5	48,600	48,598	2,708	2,708	3,438	3,437	22,864	22,861
COHORT 3 (4K in 2008-09)									
2012-13	3	53,859	53,922	3,255	3,255	4,153	4,156	25,446	25,466
2013-14	4	54,087	54,169	2,742	2,743	4,151	4,149	24,480	24,482
COHORT 4 (4K in 2009-10)									
2013-14	3	54,694	54,801	2,699	2,699	4,884	4,891	26,547	26,595

Table 12 then analyzes the PASS performance of the above students in each grade in ELA and mathematics. The data document the percentage of students meeting or exceeding state standards, which is scoring Met or Exemplary on PASS. The results show that across all academic years and cohorts, a greater percentage of CDEPP students met or exceeded state standards in ELA than in mathematics. Furthermore, across all academic years and cohorts, a greater percentage of CDEPP students met or exceeded state standards in ELA and mathematics than did low-income students in CDEPP districts who did not participate in the program.

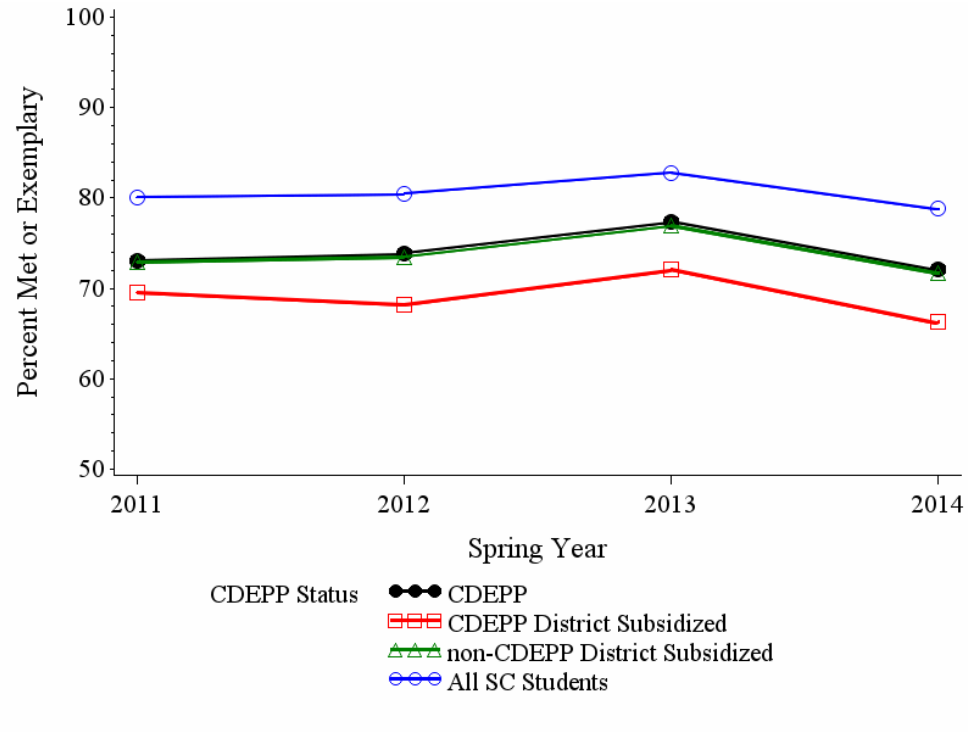
Table 12
Percent of Students Scoring Met or Exemplary in Each Cohort and Comparison Group

		All SC Students		CDEPP Students		Low-Income Students in CDEPP Districts		Low-Income Students in non-CDEPP Districts	
Academic Year	Grade	ELA	Math	ELA	Math	ELA	Math	ELA	Math
COHORT 1 (4K in 2006-07)									
2010-11	3	80	71	74	60	69	56	73	63
2011-12	4	79	79	72	68	66	66	71	72
2012-13	5	82	77	77	71	72	64	76	69
2013-14	6	70	69	61	61	54	56	60	58
COHORT 2 (4K in 2007-08)									
2011-12	3	81	73	76	65	70	58	74	65
2012-13	4	79	80	73	73	66	66	72	74
2013-14	5	80	76	74	68	67	60	73	68
COHORT 3 (4K in 2008-09)									
2012-13	3	83	70	78	59	72	53	77	61
2013-14	4	76	75	67	64	63	59	68	68
COHORT 4 (4K in 2009-10)									
2013-14	3	79	72	73	60	66	57	72	63

Grade 3 Trends Across Cohorts.

Using the data obtained from Table 12 for each cohort in grade 3, the percentage of students who scored Met or Exemplary in ELA is presented in Figure 1. The percentage of students scoring Met or Exemplary increases modestly from 2011 to 2013, and then declines slightly in 2014. For all cohorts, the percentage of CDEPP students who scored Met or Exemplary is nearly identical to the percentage for subsidized students in non-CDEPP districts. The pattern of achievement of all SC students parallels the achievement of CDEPP students, but these students exhibit higher achievement levels overall. The pattern of achievement level for subsidized meal students in CDEPP districts nearly parallels all other groups, although it is consistently lower. There does not appear to be any substantial narrowing of the gap between the achievement levels of CDEPP students and all SC students.

Figure 1
Percent of Grade 3 Students Met or Exemplary on PASS ELA by Student Group



A similar result is obtained when considering the pattern of achievement across cohorts for mathematics (Figure 2.) The group consisting of all SC students has the highest achievement levels, followed by subsidized meal students in non-CDEPP districts, CDEPP students, and subsidized meal students in CDEPP districts. There does not appear to be any overall trend of increasing or decreasing achievement, rather, the percentage of students Met or Exemplary for all groups increased from 2011 to 2012, declined in 2013, and rose again in 2014. Again, there does not seem to be any marked decrease in the difference in achievement between CDEPP students and all SC students. The gap appears to have widened in 2014 compared to 2013, but caution should be exercised not to over-interpret what may well prove to be a one-year event.

Figure 2
Percent of Grade 3 Students Met or Exemplary on PASS Mathematics by Student Group

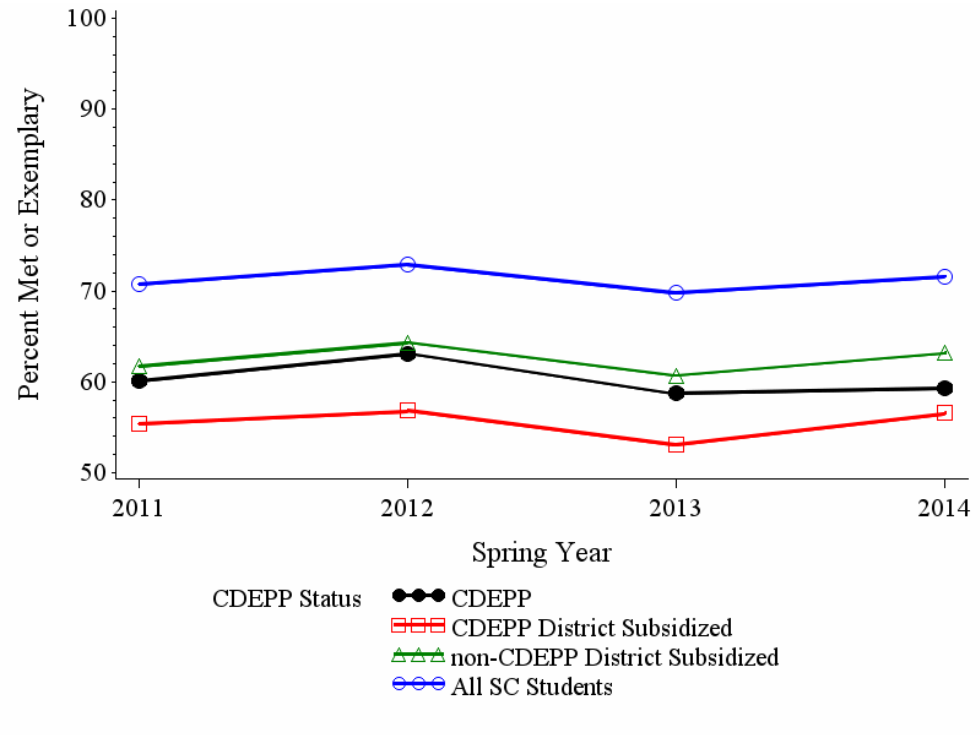
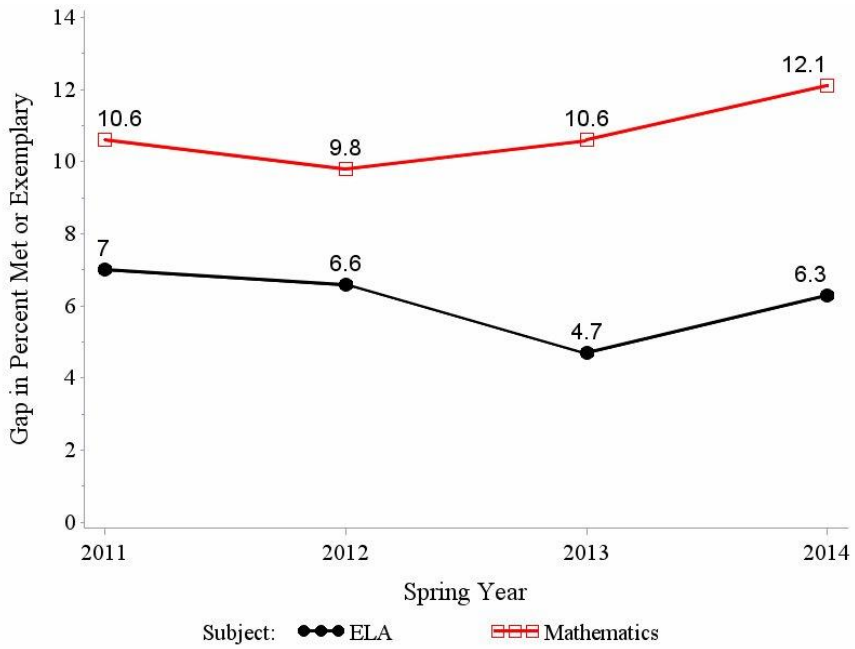


Figure 3 presents the achievement gap between grade 3 cohorts over time for both ELA and mathematics. The achievement gap is the difference between the percentages of student who scored Met or Exemplary on PASS for all South Carolina students and CDEPP students. That the gaps are positive numbers indicates that all South Carolina students score higher than CDEPP students. For ELA, there is no clear trend of a decreasing achievement gap; the gap appeared to decrease from 2011 through 2013, but increased to 2014. For mathematics, there is evidence that the achievement gap is increasing, as it has increased by 2.3 percent from 2012 to 2014. The amount of this increase is not large, and additional data should be examined to determine whether this trend will persist.

Figure 3
Achievement Gap between All South Carolina Students and CDEPP Students



Additional Analysis of Cohorts 1 and 2

Additional analyses were conducted on Cohort 1 and 2 as these cohorts have PASS scores for three and four years, respectively. This analysis focused on answering the following questions:

1. Is there any difference in the characteristics of the comparison groups?
2. Are differences among the achievement results statistically significant?

Table 13 documents the demographics of Cohorts 1 and 2. Similar patterns appear in the demographics for both cohorts. A slightly larger percentage of CDEPP students are female, and for all other groups a slightly larger percentage of students are male. The percentage of students who receive subsidized meals is much larger for CDEPP students (85 and 89 percent) than for all South Carolina students (59 percent); only subsidized meal students were selected for the remaining two groups. For both cohorts 1 and 2, African-American students make up a much larger percentage of CDEPP students, followed by the subsidized meals students in CDEPP districts, subsidized meal students in non-CDEPP districts, and all SC students. The percentage of Hispanic students is slightly higher in non-CDEPP districts, and is the lowest among CDEPP students, although the observed differences are relatively small. The pattern of the percentage of white students in each group is the opposite of the pattern of African-American students. The smallest percentage is among CDEPP students, and the largest percentage is among all SC students.

Based on this information, subsidized meal students in CDEPP districts appear to be most comparable to CDEPP students. Subsidized meal students in non-CDEPP districts are less similar to CDEPP students. These group differences, especially in terms of race/ethnicity and the percentage of students receiving subsidized meals are large enough to justify the use of caution when interpreting results of the comparisons performed.

Table 13
Percent of Students in Each Demographic by Student Group

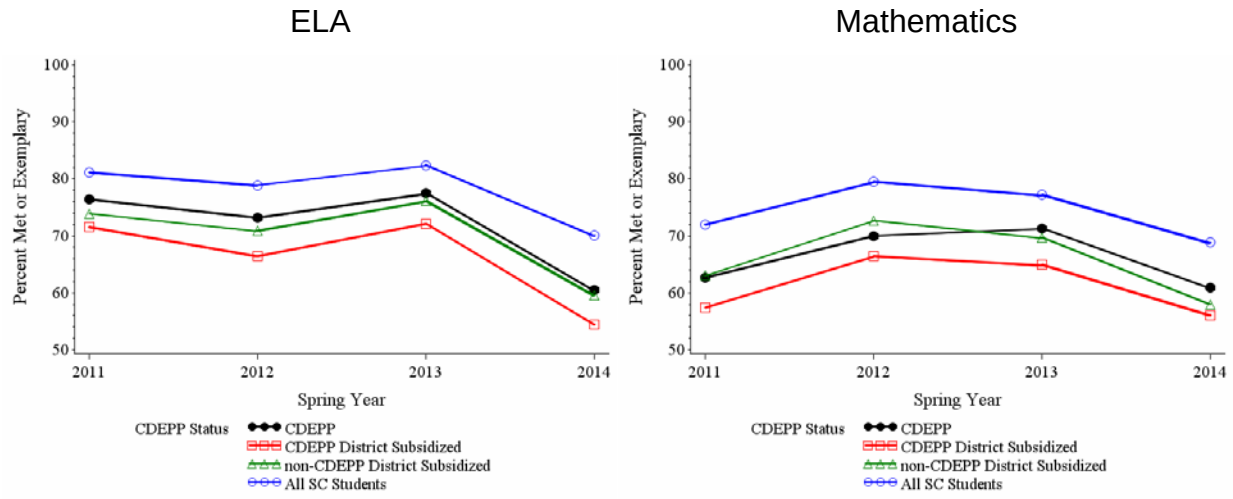
Demographic	CDEPP	CDEPP District Subsidized	Non-CDEPP District Subsidized	All SC Students
Cohort 1				
Gender				
Female	52	48	49	49
Male	48	52	51	51
Meal Status				
Full Pay	11	0	0	41
Subsidized	89	100	100	59
Race/Ethnicity				
African-American	69	57	46	35
Hispanic	4	7	11	7
White	25	32	38	53
Other	2	4	5	5
Cohort 2				
Gender				
Female	51	48	49	49
Male	49	52	51	51
Meal Status				
Full Pay	15	0	0	41
Subsidized	85	100	100	59
Race/Ethnicity				
African-American	60	58	45	34
Hispanic	6	7	13	8
White	31	30	38	54
Other	4	4	5	5

The final analysis was to verify that the observed differences and similarities in achievement for these groups are as claimed. Repeated measure analyses of variance (ANOVA) were performed with scores from the PASS ELA and mathematics as the outcomes of interest. This analysis was performed using only three of the four groups: CDEPP students, subsidized meal students in CDEPP districts, and subsidized meal students in non-CDEPP districts. These are the only groups for which students are in either one group or another. All of the students in these three groups are a part of the all SC students group, and it is not appropriate to compare groups when the same

students are in more than one group. The data are repeated measures because each student had PASS scores for each year.

The achievement trends of Cohort 1 for ELA and mathematics are presented in Figure 4. Two features are most outstanding when examining the patterns of achievement for ELA and Mathematics. First, there is no overall pattern of increasing achievement over time. Second, the achievement of CDEPP students is consistently higher than the achievement of students in CDEPP districts who qualify for subsidized meals, the group that is most comparable to CDEPP students. The highest achievement for both subjects is for all South Carolina students, the group that is comprised of the smallest percentage of students who receive subsidized meals.

Figure 4
Cohort 1 PASS Achievement from 2011 to 2014



Results of the repeated measures analyses for Cohort 1 are presented in Table 14, which confirm that for both ELA and mathematics, the differences among CDEPP groups are large enough to declare that at least one group differs from the other two. Post-hoc analyses confirm that across all years, the achievement of CDEPP students is similar to the achievement of subsidized meal students in non-CDEPP districts, and that the achievement of both of these groups is higher than the achievement of subsidized meal students in CDEPP districts who did not participate in CDEPP.

Table 14
Cohort 1 Repeated Measures ANOVA

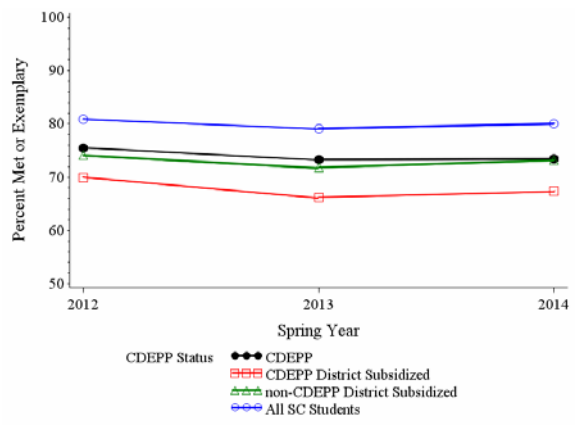
Source	df	F	p-value
ELA			
CDEPP Group	2	24.12	<.0001*
Test Year	3	1379.43	<.0001*
Group * Year	6	0.61	0.7244
Mathematics			
CDEPP Group	2	35.77	<.0001*
Test Year	3	834.32	<.0001*
Group * Year	6	18.46	<.0001*

* Statistically significant.

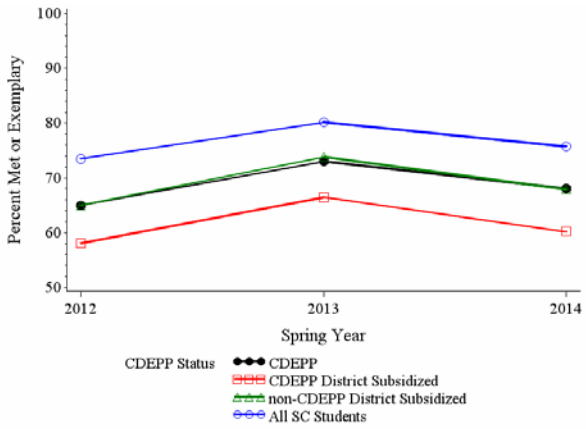
Similar analyses were performed for students in Cohort 2. Repeated measures analyses were again performed using three of the four groups. The trends of achievement of Cohort 2 for ELA and mathematics are presented in Figure 5. The same conclusions regarding the achievement of the respective groups can be reached as were observed in Cohort 1. There is no overall pattern of increasing achievement over time, and the achievement of CDEPP students is consistently higher than the achievement of students in CDEPP districts who qualify for subsidized meals but did not participate in CDEPP.

Figure 5
Cohort 2 PASS Achievement from 2012 to 2014

ELA



Mathematics



Results of the repeated measures analyses for Cohort 2 are presented in Table 15, which confirm that for both ELA and mathematics, the differences among CDEPP groups are large enough to declare that at least one group differs from the other two. Again, post-hoc analyses confirm that across all years, the achievement of CDEPP students is similar to the achievement of subsidized meal students in non-CDEPP districts, and that the achievement of both of these groups is higher than the

achievement of subsidized meal students in CDEPP districts who did not participate in CDEPP.

Table 15
Cohort 2 Repeated Measures ANOVA

Source	df	F	p-value
ELA			
CDEPP Group	2	40.73	<.0001*
Test Year	3	805.44	<.0001*
Group * Year	6	3.02	0.7244
Mathematics			
CDEPP Group	2	35.77	<.0001*
Test Year	3	59.20	<.0001*
Group * Year	6	880.97	<.0001*

* Statistically significant.

Recall that subsidized meal students in CDEPP districts are students who live in the same location as CDEPP students and are of similar socio-economic status; these students are presumed to be similar to CDEPP students with respect to their preparation for education. With caution, the observed differences between the means for CDEPP students and subsidized meal students in CDEPP districts may be interpreted as the long-term effect of participation in the CDEPP program.

Findings

- IVa: The PASS achievement results in ELA and mathematics document that across all academic years and cohorts, a greater percentage of CDEPP students met or exceeded state standards in ELA than in mathematics.

- IVb: Furthermore, across all academic years and cohorts, a greater percentage of CDEPP students met or exceeded state standards in ELA and mathematics than did low-income students in CDEPP districts who did not participate in the program.

- IVc: In looking at just grade 3 achievement in ELA and mathematics for CDEPP students, there is concern that the achievement gap between CDEPP students and all other students in South Carolina is not narrowing, and in mathematics the achievement gap may be increasing. The achievement gap is the difference between the percentages of student who scored Met or Exemplary on PASS for all South Carolina students and CDEPP students.

Recommendation:

Based upon analysis of PASS results, specific attention to the professional development and training of CDEPP teachers in math must be enhanced.

Section V

Implementation of *CIRCLE* Assessment

In 2014 the General Assembly passed the Read to Succeed Act to ensure students are reading on grade level by the end of third grade. For students to be successful in third grade, the state's educational system must be committed to students' early success. Young children's early literacy ability must be identified prior to first grade, with subsequent instruction and support strategically implemented to develop further their strengths and intervene with evidence-based approaches to address their needs. The Read to Succeed Act requires language and literacy assessment for four- and five-year-old students participating in publicly-funded pre-kindergarten and kindergarten programs.
Through a competitive procurement process, the State of South Carolina awarded Amplify, Inc. a one-year contract to implement the *CIRCLE* assessment.

The State of South Carolina continues to consider a statewide readiness assessment, and in particular, the assessment of children's language and literacy skills. EOC staff determined a comprehensive, detailed evaluation of the use of *CIRCLE* in the state is relevant to the overall evaluation of CDEPP and informative and instructive as statewide readiness assessment is under development. The following information has been provided by the University of South Carolina *CIRCLE* evaluation team, led by Dr. Bill Brown.

Evaluation Plan

The quality of experiences and learning during the early childhood years can promote success in kindergarten and beyond. South Carolina has invested in publicly funded prekindergarten to provide young children with high-quality education prior to kindergarten entry. To better understand children's needs and more effectively plan curriculum and instruction, South Carolina requires the use of a literacy assessment, the *CIRCLE* assessment (*Center for Improving the Readiness of Children for Learning and Education*, 2014), of all children entering publicly funded prekindergarten and kindergarten classrooms. Results from this assessment indicate the developmental levels of children entering prekindergarten classrooms to allow teachers to develop, modify, and adapt learning materials, settings, and opportunities for children. In addition, the results can inform needs in particular areas that can be addressed by organizations and communities prior to prekindergarten or kindergarten entry.

The University of South Carolina (USC) evaluation team seeks to understand the implementation and use of the *CIRCLE* assessment in classrooms and its potential to effectively support the needs of young children.

Evaluation Goals

- Understand methods of training and implementation related to the *CIRCLE* assessment in selected school districts in South Carolina.

- Gauge understanding and use of the *CIRCLE* assessment results in curriculum planning and instruction in selected school districts in South Carolina.

- When *CIRCLE* assessment data are available to Education Oversight Committee (EOC) and USC evaluation team, review nature of the data at child, classroom, school or program, and district level. Results of literacy readiness assessment among prekindergarten and kindergarten children will be used to identify trends, issues in administration, and usefulness in understanding the assessment's strengths and areas for improvement.

Evaluation Methods

The evaluation is based on a case study approach to understand Year 1 implementation of the *CIRCLE* assessment. A case study design was selected to allow "in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection" (Creswell, 2005, p. 439). A collective, instrumental case study design is an appropriate and effective research method when examining the implementation and effect of an issue, policy, or system. The USC evaluation team will use this framework in seeking to understand the use of the *CIRCLE* assessment in early education settings in South Carolina (Creswell, 2005).

For the *CIRCLE* assessment case study, the USC evaluation team will collect data from stakeholders related to the *CIRCLE* assessment implementation and its use in prekindergarten (i.e., school districts and private centers) and kindergarten classrooms (i.e., school districts). The USC evaluation team and EOC personnel worked together on the identification of South Carolina programs for collaboration and inclusion in this evaluation based on geographic location, size of district, and experience with the *CIRCLE* assessment and other early childhood assessment systems. Six school districts agreed to participate in this evaluation. Table 16 highlights the participating districts and the number of applicable schools within each district. Kindergarten classes are commonplace in South Carolina public schools; therefore, the number of schools in the evaluation sample with prekindergarten classes is noted.

Table 16
Participating Districts and Number of Schools

District	Total Number of Elementary Schools	Schools with Prekindergarten Classrooms
Anderson 4	4	4
Cherokee	11	11
Florence 1	16	7
Greenville	55	35
Horry	27	24
Lexington 4	1	1

In collaboration with South Carolina First Steps to School Readiness (hereafter called First Steps) a sample of private prekindergarten classrooms will be included in this evaluation.

The EOC contacted six superintendents of the above mentioned school districts. The USC evaluation team emailed letters to the superintendents of each school district in December 2014. Follow-up phone calls were made to each superintendent to explain the study, the planned methods, and identify the central point of contact for each district. The EOC and USC evaluation team staff met with First Steps to explain the process and discuss selection of publicly funded prekindergarten classrooms that are located in private centers. The evaluation includes three phases.

Phase 1 (Fall 2014)

Phase 1 has included systematic review of the *CIRCLE* assessment and current psychometric evidence for it use with pre-kindergarteners and kindergarteners. Phase 1 also included initial development of a survey on the fall implementation of the *CIRCLE* assessment in public and private programs. In addition, training procedures were observed and trainings documented with information from SCDE and First Steps.

Phase 2 (Winter 2014-2015)

Phase 2 will occur during the Winter of 2015 and includes investigating stakeholders' perceptions with electronic surveys and interviews of personnel within partnering districts, schools, and private prekindergarten centers. During Phase 2, in each of the six case study districts, two schools will be identified in collaboration with the early childhood coordinator or district designee for inclusion in this evaluation. Stakeholders including early childhood coordinators, principals, and prekindergarten and kindergarten teachers at the collaborating district schools will be asked to complete an online survey about their experiences implementing the *CIRCLE* assessment in Fall 2014. Similarly, First Steps regional coordinators, along with their director and private center directors and teachers will also be asked to complete the online survey. The survey consists of approximately 25 items and seeks to gain information related to five factors: 1) training and preparation related to the *CIRCLE* assessment implementation, 2) implementation of the *CIRCLE* assessment, 3) usefulness of the *CIRCLE* assessment results, 4) parent

feedback related to the *CIRCLE* assessment, and 5) use of the *CIRCLE* assessment and other standardized assessments beyond the fall entry period. The survey was developed by the USC evaluation team.

The survey will be distributed and analyzed in the Winter 2015. General themes related to the five factors will be explored and reported to the EOC. Survey results also will be used to inform subsequent face-to-face interviews with district and private center personnel in the Winter 2015. Finally, the survey and its results will be used as a pilot test in the development of a state-wide survey for future use with personnel in publicly funded prekindergarten and kindergartens.

On-site, individual, face-to-face interviews will occur in February 2015. Interviews will be conducted with the early childhood coordinators within each district and First Steps director and regional coordinators. In addition, interviews will be conducted with principals of two schools in each of the six districts. Two teachers at each school of the partnering locations will be interviewed. Several directors of private programs and teachers from their programs will also be interviewed. Survey results will be incorporated into the final semi-structured interview protocol. The purpose of the interviews is to gain more detailed information about the *CIRCLE* assessment implementation, as well as its usefulness in influencing classroom planning and instruction.

Phase 3 (Spring 2015)

During Phase 3 in Spring 2015, the evaluators will collaborate with the EOC on methods to understand and interpret the findings from Phase 1 and 2 and enhance understanding of implementation and effect of *CIRCLE* assessment. This will include an analysis of *CIRCLE* assessment data, as available from Amplify, Inc. and the SCDE (SCDE). In addition, a statewide survey may be used to gain feedback from a larger population of school administrators, kindergarten teachers, and prekindergarten teachers in public and private settings. Phases 1, 2, and 3 results and recommendations will be elaborated in a future EOC report in June 2015.

Phase 1 *CIRCLE* Assessment Description

Legislative Information

During the 2014-15 legislative session, the South Carolina Legislature passed a proviso that requires programs receiving state funding to administer a prekindergarten and kindergarten readiness assessment within the first 45 days of the 2014-15 school year. Specifically, Proviso 1A.76 of the 2014-15 General Appropriation Act (ratified on June 5, 2014) states:

> **(SCDE-EIA: Prekindergarten and Kindergarten Assessments):** For the current fiscal year, all students entering a publicly funded prekindergarten or public kindergarten must be administered a readiness

> assessment that shall focus on early language and literacy development no later than the forty fifth day of the school year. The readiness assessment must be approved by the State Board of Education. The approved readiness assessment must be aligned with kindergarten and first grade standards for English/language arts and mathematics. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must be provided, in writing, to the parent or guardian. The readiness assessment may not be used to deny a student admission or to progress to kindergarten or first grade.

Following passage of the proviso, the South Carolina State Department of Education (SCDE) initiated a required procurement process with a Request for Applications to interested vendors of early childhood readiness assessments. Following review of assessments and supporting documents by a panel selected by the SCDE, the *CIRCLE* assessment was selected for use in the fall of 2014.

Background Information

The *CIRCLE* assessment was developed by Drs. Susan Landry, Michael Assel, Jeffrey Williams, Tricia Zucker, Paul Swank, Susan Gunnewig, and April Crawford who are researchers at the Children's Learning Institute at the University of Texas Health Science Center at Houston. Members of the USC evaluation team were provided a technical manual from the authors via the SCDE. It should be noted that the technical manual has a somewhat different name from the *CIRCLE* assessment. Specifically, the electronic support material is entitled *C-PALS + STEM (The CIRCLE Phonological Awareness Language and Literacy System + Science, Technology, Engineering & Math Technical Manual*; Landry et al., 2014). The *CIRCLE* assessment, which is administered via paper and pencil, and *mCLASS CIRCLE* Assessment, which is a comparable electronic version, are commercially available through Amplify, Inc.

This fiscal year, the SCDE has a 1-year contract with Amplify, Inc. to provide the *CIRCLE* and *mCLASS CIRCLE* assessments to school districts for their 4-year-old prekindergarten and 5-year-old kindergarten programs, as well as the state-funded 4-year-old pre-kindergarteners served in private settings administered and supported by the First Steps. Once the individual child data are uploaded to Amplify, Inc., they are available to the child's teacher and other personnel who have local administrative access. Assessment data are also sent to Amplify, Inc. and were returned to the SCDE in mid-December. The SCDE shared the data set with the EOC and the USC evaluation team. The SCDE will perform quality control checks and anticipates providing the EOC with the "cleaned" dataset in February of 2015.

Description of *CIRCLE* Assessment Content Areas

The *CIRCLE* assessment consists of two assessment manuals. The authors and vendors have delineated several broad dimensions or content areas that include: 1) Language and Literacy Assessments; 2) "STEM Assessments" (Mathematics and Science, Technology, & Engineering); and 3) Additional Assessments (Approaches to Learning, Physical Development and Health, Social and Emotional Skills items, and Social Studies). Review of the assessment dimensions suggested that the Language and Literacy and the Mathematics content areas are best developed. This is likely due to the fact these two content areas have been under development for longer periods of time.

Because South Carolina legislation mandated a language and literacy assessment be given to 4- and 5-year-old children in publicly funded pre-kindergartens and kindergartens this year, the following delineation of language and literacy assessment content was gleaned from the *CIRCLE* Assessment Manuals. Users of the *CIRCLE* assessment employ two methods of soliciting information from children. One method is direct test in which the teacher provides a stimulus such as a picture of a ball, presentation of a letter, says a short sentence, or asks a question. A second method is a teacher rating of child performance through recall or direct observation of the child's behavior.

In the Language and Literacy Assessments dimensions, the following content areas are covered:

1. Book & Print Concepts (11 teacher questions related to books and print in the books);
2. Early Writing (10 teacher ratings);
3. Letter Naming (multiple letters presented to be named by the child and timed for 1 minute);
4. Letter-Sound Correspondence (12 questions related to letters and their corresponding sounds);
5. Phonological Awareness with 7 subskills, which yield a single composite score, including
    a. Listening (5 words with the child answering if they are the same or not),
    b. Rhyming-Part 1 (9 word pairs that the child identifies as rhyming or not),
    c. Rhyming-Part 2 (5 words presented by the teacher for which the child provides a rhyming word),
    d. Alliteration (7 word pairs with the teacher asking if the words begin with the same sound),
    e. Words in a Sentence (5 sentences with the child counting the number of words),
    f. Syllabication (7 words with the child counting the number of syllables per word), and
    g. Onset-Rime (5 words with the child indicating first sound);

6. Story Retell & Comprehension Score Sheet with 6 areas including
    a. Retells Story with an Introduction,
    b. Accurately or Logically Sequences Events,
    c. Retells Story with a Logical Summary or Conclusion,
    d. Comprehends Main Idea,
    e. Comprehends Story Sequence, and
    f. Comprehends and Recalls Story Details;
7. Vocabulary Naming (sequence of pictures to be named by the child and timed for 1 minute).

In addition to the Language and Literacy assessment, the SCDE requested teachers in school districts and private programs to rate 31 items included in the Social and Emotional dimension of the *CIRCLE* assessment, which was developed in 2013:

1. Positive Social Behaviors (9 teacher ratings),
2. Classroom Community & Safety (6 teacher ratings),
3. Emotion and Behavior Regulation (8 teacher ratings),
4. Self-care (2 teacher ratings), and
5. Approaches to Learning (6 teacher ratings).

Review of *CIRCLE* Reliability and Validity Evidence

Reliability and validity are essential elements to show that a test is psychometrically sound. These are related, but separate, constructs that support the use of test scores for decision making. In this section, we review the reliability and validity information for the Language and Literacy subtests provided in the *C-PALS + STEM (The CIRCLE Phonological Awareness Language and Literacy System + Science, Technology, Engineering & Math Technical Manual* (Landry et al., 2014). To aid in the review, Amplify, Inc. personnel provided the technical manual for USC evaluation team, as well as responses to clarification questions regarding the technical information.

The sample used to provide psychometric information was collected from several studies conducted by researchers from the Children's Learning Institute between 2003 and 2006. As noted in the technical manual, the data came from multiple sources including the Interagency Education Research Initiative (IERI) study of professional development, and the Texas Early Education Model (TEEM). Data were also included from research studies conducted in preschools and child care centers in low-income areas in Texas, Maryland, Ohio, and Florida. Children included in the psychometric investigations were largely between the ages of 3 years, 6 months to 5 years, 6 months.

Two datasets were created: a cross-sectional dataset of 37,731 children and a short-term longitudinal dataset measuring children at different points in time

(beginning/middle/end) of an academic year. The numbers of children involved at each time point were 16,272 beginning of year, 10,744 middle of year, and 10,712 at the end of the year. However, it was unclear which children and the number who were assessed at more than one time point. Most children included were 4-years old at the time of assessment and most data were collected during the 2004-05 school year. A breakdown of the information by state was not provided, nor was the number of students where longitudinal data was actually included at multiple time points. The sample sizes are more than adequate to provide reliability and validity estimates for the *CIRCLE* assessment.

Reliability or Consistency of Assessment Performance

Reliability indices provide information about the consistency of the obtained results. In the current testing situation, we are concerned with consistency of young children's test scores. Reliability estimates may be examined across different forms of a test (i.e., parallel form reliability), different administrations across time points (i.e., test-retest reliability), and one administration of a given test (i.e., internal consistency). Reliability estimates range from 0.0 to 1.0, where higher values show greater consistency. While recommended values vary based on the testing purpose, values should be high, typically around .70 or higher (Crocker & Algina, 1986).

The *CIRCLE* assessment manual provided evidence of two forms of reliability for the Language and Literacy subtests: internal consistency and test-retest reliability. Internal consistency was measured using Cronbach's alpha estimates; test-retest was measured using the intra-class correlation (ICC) and test-retest correlation was measured using Pearson Product Moment correlation. Measures of reliability by age (3-, 4-, and 5-year olds) and all ages together were obtained. Table 2 provides a summary of the reliability information.

As shown in Table 17, reliability estimates are appropriate for all subscales in the Language and Literacy subtests. For all estimates, reliability minimum values were observed across all subtests for 3-year olds; highest values were observed for the estimates across all age groups. As expected, the lowest estimates were observed over the longest time period (i.e., fall to spring of an academic year).

Table 17
Summary of *CIRCLE* Reliability Estimates

	Phonological Awareness	Vocabulary	Letters
Cronbach's Alpha* Min/Max	.91./93		
ICC Min/Max	.53/.66	.55/.67	.71/.74
Test- Retest Fall-Winter Min/Max Winter-Spring Min/Max Fall-Spring Min/Max	 .56/.68 .57/.75 .50/.58	 .60/.68 .61/.68 .47/.59	 .76/.80 .77/.83 .62/.66

* = Cronbach's alpha is not appropriate for timed tests.

Internal consistency reliability was provided for the Social and Emotional Skills. Only one form was examined, Cronbach's alpha, which was .96; no other forms of reliability or separations of estimates by age were noted.

Validity or Extent to Which an Assessment Measures What is Intended

Three types of validity information were provided with the *CIRCLE* assessment: 1) concurrent validity, 2) convergent validity, and 3) a test of the internal structure of the instrument. In the validity section of the technical manual, the Language and Literacy subtest scores were correlated to scores from previously established, standardized tests, including the Expressive One Word Picture Vocabulary Test (EOWPVT), the Preschool Comprehensive Test of Phonological Processing and Print Awareness (PreCTOPPP) Print awareness subscale, and the Developing Skills Checklist (DSC). Correlations were presented by age and for both spring and fall time points. However, with the exception of one set of correlations (*CIRCLE* assessment scores and selected CTOPPP scales, n=154 children), it was unclear how many children were used in the analyses for the majority of the tests. When interpreting correlation values, the values should be positive (showing alignment between test scores) and of high magnitude (illustrating a strong relationship).

First, correlations were presented among *CIRCLE* assessment Language and Literacy subtests for the fall and the spring test administrations across all ages. Values were positive and moderate at each time point (ranging from .42 to .58), showing that the skills measured by the subtests are related.

Concurrent validity estimates were provided with correlations between the three *C-PALS + STEM* Language and Literacy subtests and the three standardized tests noted above Expressive One Word Picture Vocabulary Test (EOWPVT), the Preschool Comprehensive Test of Phonological Processing and Print Awareness (PreCTOPPP) Print awareness subscale, and the Developing Skills Checklist (DSC).

Correlations were presented by age groups (by total group and by 3-, 4-, and 5-year olds) for fall and spring administrations. Overall, correlations were positive, and moderately correlated (ranging from .28 to .80) with existing tests and, in expected manners, where selected *CIRCLE* assessment subtests showed higher correlations than with other tests. Values were similar at both time points and slightly lower for 3-year olds than for other age groups.

In addition, Developing Skills Checklist (DSC) total scores and five DSC subscales were correlated with the seven *CIRCLE* assessment Phonological Awareness subscales and total score. Again, values were broken down by time point and by age groups. Overall, values were largely positive with low correlations exhibited (ranging from .10 to .35). A few of the correlations were lower than .10 across all age groups. Values were highest when total scores were correlated.

Lastly, confirmatory factor analysis (CFA) was conducted to provide evidence of the Phonological Awareness subscales. The model was conducted at the item-level using the appropriate estimator for dichotomous data. A bifactor model was proposed, illustrating a general Phonological Awareness factor in addition to the seven subscales. The overall model fit well according to ad-hoc fit indices; however, item level parameters were not presented.

Validity information was provided for the Social and Emotional Skills-Checklist. The manual provided evidence of convergent validity with two established measures: the Social Competence and Behavioral Evaluation-Preschool Edition and the Children's Behavior Questionnaire. Subscale scores from the Social and Emotional Skills-Checklist were correlated with subscales that measured similar constructs. Correlation estimates were in expected directions and were moderately correlated with similar scales. Considering the Social Competence and Behavioral Evaluation scale, values ranged from .25 to .61. Values were at similar levels between the Social and Emotional Skills Checklist and the Children's Behavioral Questionnaire (values ranging from .29 to .65). Overall, the information provides evidence that the Social and Emotional Skills-Checklist provides similar information about children's social and emotional competency.

Scoring

Scoring procedures were provided for the *CIRCLE* assessment Language and Literacy subtests. The technical manual provided information concerning the scoring procedures and cutoff scores for proficiency at each level. Scores for the *CIRCLE* assessment are created by summing item level information. The cutoff scores described what scoring level is to be used to denote proficiency. While this information was presented, discussion about the use of summing observed data or the provided cutoff values was not included.

Assessment and Training Information

To date, Amplify, Inc. has provided estimated numbers of pre-kindergarteners and kindergarteners assessed in the first 45 days of the school year including more than 83,000 prekindergarten and kindergarten age children in South Carolina, with more than 95% of the eligible children assessed. In addition, children from 85 school districts and 150 private centers were assessed.

Amplify, Inc. and SCDE used a trainer-to-train model to prepare teachers for administering the *CIRCLE* assessment. Specifically, Amplify, Inc. personnel provided on-site regional trainings to district and school assessment coordinators and their designees. These trained individuals then provided training to district and school level personnel. SCDE reported training 759 individuals on the *CIRCLE* assessment *mCLASS* electronic platform in a face-to-face format, 14 individuals on *CIRCLE* assessment paper and pencil format, and 29 individuals on *CIRCLE* assessment in a webinar format. Similarly, First Steps to School Readiness trained 350 individuals on the *CIRCLE* assessment *mCLASS* electronic platform. In addition, the SCDE developed and provided a *Readiness Assessment Program Fall 2014 Test Administration Manual*.

Findings

The psychometric information provided in the *CIRCLE* Assessment Technical Manual provides supportive, yet limited, psychometric information related to both the Language and Literacy and Social and Emotional Skills scores. Strengths noted from the technical manual are reiterated; additional areas needing more information are provided below.

- Va: Reliability information is generally high for the Language and Literacy and Social & Emotional Skills-Checklist scales, showing internal consistency of *CIRCLE* assessment scores within a single administration of the test.

- Vb: For Language and Literacy subscales, reliability estimates were generally high across time points, showing consistency of scores over time.

- Vc: Validity information showed alignment of *CIRCLE* assessment scores with existing standardized measures used to measure preschoolers' language and literacy skills and social and emotional skills. Correlation values were in expected directions and at a moderate level, showing concordance of information across tests.

- Vd: Validity information for Language & Literacy subtests was slightly lower for 3-year old children; however, these children are the youngest of the tested age groups.

- Ve: Confirmatory Factor Analysis provided support for the internal structure of the PA scales.

- Vf: Limited information was presented to describe the sample used for analyses. The sample is not a norming or probabilistic sample, but a sample of largely low-income preschool aged children. The sampling procedure collected information from multiple states; however, no information was provided to show how many children were from a given state.

- Vg: Only one form of reliability was provided for the Social and Emotional Skills–Checklist. Information concerning the sample size used, other forms of reliability, or reliability estimates by age were not provided.

- Vh: Correlation tables are provided without reference to the number of preschoolers used in the analyses.

- Vi: No information regarding item level information (e.g., item difficulty, discrimination/adjusted point biserial correlations) is provided to show how individual items are performing.

- Vj: The technical manual did not present any information concerning a review of items for potential differential item functioning across groups of preschoolers

(e.g., sex, race/ethnicity) to ensure that items function without bias across different groups.

- Vk: The scoring for the manual stated that *CIRCLE* assessment scores were provide using sum scores. Error is inherent in sum scores created using item level data. Similarly, latent (or other) scores could be presented at each cutoff value to support that the cutoff values relate to discrimination.

- Vl: There was no discussion of how the internal structure of the Phonological Awareness scale related to the scoring of the test.

- Vm: Confirmatory Factor Analysis information should also include standardized item parameters. The sample (over 10,000 children) could be split in half to validate analyses.

References

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson.

Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. Belmont, CA: Wadsworth.

Landry, S. H., Assel, M., Williams, J., Zucker, T. A., Swank, T. A., Gunnewig, S., & Crawford. A. (2014). *C-PALS + STEM (The CIRCLE Phonological Awareness Language and Literacy System + Science, Technology, Engineering & Math Technical Manual.* Houston, TX: Children's Learning Institute at the University of Texas Health Science Center at Houston.

Section VI
Measures of Quality

The long-term effects of high-quality preschool education are well-documented. Lasting improvements in school success include higher achievement test scores, lower rates of grade repetition and special education designation, and higher educational attainment. [11] The importance of high-quality pre-kindergarten education for children, especially those with state-identified risk factors such as low family income, is widely accepted by educators and policymakers alike. On average, children from low-income families start kindergarten 12 to 14 months behind their peers in pre-literacy and language skills.[12]

To achieve these gains for our youngest and most at-risk children, intervention programs must be high-quality. In December 2014, the U.S. Department of Education (USDE) awarded more than $93 million in preschool expansion grants to seven states that were not participants in the Race to the Top federal education program.[13] The USDE emphasized the importance of applicants showing evidence of quality, defined as:[14]

> …an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum-
>
> (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistance with appropriate credentials;
> (b) High-quality professional development for all staff;
> (c) A child-to-instructional staff ratio of no more than 10 to 1;
> (d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications…
> (e) A full-day program;
> (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

---

[11] Barnett, W. S. (2008). *Preschool education and its lasting effects: Research and policy implications.* Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved January 5, 2015 from http://epicpolicy.org/publication/preschooleducation

[12] Committee on Integrating the Science of Early Childhood Development (20003). From Neurons to Neighborhoods: The Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

[13] South Carolina applied for a preschool development expansion grant but was not awarded.

[14] U.S. Department of Education and U.S. Department of Health and Human Services (2014). *2014 Preschool Development Grants Executive Summary.* Retrieved January 5, 2015 from http://www2.ed.gov/programs/preschooldevelopmentgrants/executivesummary-419b.pdf

(g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
(h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
(i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
(j) Program evaluation to ensure continuous improvement;
(k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
(l) Evidence-based health and safety standards.

Reinforcing the USDE's definition of high-quality preschool, the National Institute for Early Education Research (NIEER) publishes an annual State Preschool Yearbook. The Yearbook includes report cards for each state and rates them on multiple attributes, including access, quality standards and resources. NIEER's ten primary quality standards are similar to USDE requirements:

- Comprehensive early learning standards
- Teacher degree (BA for public school and AA for nonpublic school)
- Specialized teacher training
- Assistant teacher degree (high school diploma with early childhood development credential within 12 months of hire)
- Teacher in service (15 clock hours annually)
- Maximum class size of 20 or fewer
- Staff-child ratio of 1:10
- Screening/referral and support services
- Meals (at least one meal daily) and
- Site visits for program monitoring.

In 2013, NIEER determined South Carolina's CDEPP met seven of the ten requirements. CDEPP did not meet quality standards in teacher and assistant teacher degrees and site visit monitoring.[15] "High quality" is not defined in South Carolina law. The South Carolina General Assembly supports the implementation of high-quality preschool programs, as evidenced by Act 287 (First Steps' Reauthorization Act), which frequently references "high quality programs."[16]

[15] Barnett, W.S., Carolan, M.E., Squires, J.H., Brown, K.C., (2013) *The State of Preschool 2013.* Rutgers: National Institute for Early Education Research. Retrieved January 5, 2015 at http://nieer.org/sites/nieer/files/yearbook2013.pdf.
[16] For specific references, see Section 63-11-1725(D)(1), Section 63-11-1725(D)(7), and Section 59-152-10.

Most recently *Education Week*'s *Quality Counts 2015* published a new indicator called the Early Education Index. South Carolina earned a D+. Summarizing the status of early education across the nation, *Quality Counts* stated "one of the reasons for this lackluster showing is that early childhood education is an elaborate patchwork of laws, institutions and programs spanning the public and private sectors and varying dramatically across states."[17]

Quality of Public School Provision of CDEPP

While individual schools and school districts may collect data on the quality of instruction in public full-day 4K programs, no such data exist at the state level.[18]

The evaluation team chose to use the 2014 state report card ratings as a surrogate indicator of quality. If state report card ratings reflect the overall student learning environment of schools, then the ratings would be an indication of the quality of instruction at schools with at least one classroom funded under the Child Early Reading Development and Education Program in 2014-15. The state report cards issued annually rate primary schools on such factors as prime instructional time; pupil-teacher ratios; parental involvement; external accreditation; percentage of teachers with advanced degrees and percentage of teachers returning from the prior year. The state report cards evaluate elementary schools based on student achievement on the Palmetto Assessment of State Standards (PASS) in English language arts, mathematics, science and social studies for students in grades 3 through 8.[19]

Of the 225 schools that have at least one full-day 4K classroom in school year 2014-15, 215 schools received an absolute rating on its 2014 state report card. Table 18 compares the absolute ratings of these schools to all primary and elementary schools in the state receiving an absolute state rating in 2014.

Table 18
Comparison of Absolute Ratings,
Schools Offering Full-Day, 4K and All Primary and Elementary Schools in SC

Absolute Ratings	Number of Schools Offering Full-Day 4K (% of total)	% All Primary and Elementary and Primary Schools in SC in 2014
Excellent	43 (20%)	249 (36%)
Good	30 (14%)	128 (19%)
Average	104 (48%)	238 (35%)
Below Average	26 (12%)	55 (8%)
At Risk	12 (6%)	17 (2%)

[17] *Quality Counts 2015*."States Graded on Indicators for Early Years. *Education Week*. Volume 34, Number 16, January 8, 2015.
[18] There are multiple evidence-based classroom assessment tools for early childhood settings, including CLASS and other curricula-based assessments such as those used for OWL, Montessori and Creative Curriculum.
[19] *2013-14 Accountability Manual* published by the Education Oversight Committee.

TOTAL	**215**	**687**

The data reflect that one-third of the schools offering a full-day 4K classroom in 2014-15 are schools that received an absolute rating of Excellent or Good in 2014. Approximately half of the schools received an absolute rating of Average in 2014. And, 18 percent or almost one in five schools received an absolute rating of Below Average or At Risk.

Table 18 also documents that, compared to all schools in the state, a lower percentage of schools offering full-day 4K programs under the Child Development and Early Reading Program received an absolute rating of Average or better in 2014. Considering that the program is only state-funded in districts with a poverty index of 70 percent or higher, the lower absolute ratings reflect the state trend. Districts with a lower poverty index tend to have higher absolute ratings, though there are several exceptions.

Quality of Private Provision of CDEPP

Due to lack of data about the quality of CDEPP in private settings, the evaluation team chose data related to DSS' ABC Quality program as a surrogate indicator of quality. Private child care providers who educate children participating in CDEPP are regulated and licensed by the Department of Social Services (DSS). In an effort to improve childcare quality for all children, DSS has led the development of the ABC Quality program, South Carolina's voluntary quality rating and improvement system for child care providers. Nationwide, more than 25 states have similar programs.[20] ABC Quality[21]:

- provides technical assistance, training, and scholarships to the child care workforce.
- conducts regular on-site reviews to measure performance on the program standards for each level of quality.
- observes classrooms, materials, activities, and caregiver interactions with children to determine the level of quality.
- reviews findings and recommendations with child care providers to help them improve.
- creates scholarship opportunities for child care providers to attend state conferences that are focused on providing quality child care.
- offers grants to providers and other supports to help them improve their quality of care.

Child care providers who opt to participate in ABC Quality are evaluated by DSS staff and may be awarded one of five levels of quality:

[20] Retrieved January 6, 2015 from https://www.acf.hhs.gov/sites/default/files/opre/qrs_compendium_final.pdf
[21] Retrieved January 6, 2015 from http://scchildcare.org/departments/abc-quality.aspx.

- Level A+: These programs are measured against the best national quality standards. A+ programs meet the highest quality child care standards in the state and have the highest scores on Environment Rating Scales (ERS) assessments and receive the highest SC voucher payment rate and quality incentives.
- Level A: These programs are measured against the best national quality standards and meet the highest quality standards on ERS assessments. Level A programs receive a higher voucher payment rate and quality incentives.
- Level B+: These programs are measured against state quality standards far beyond basic health and safety regulations. B+ programs have the highest scores on the ABC standards and receive a higher voucher payment rate and quality incentive.
- Level B: These programs are measured against state quality standards beyond basic health and safety regulations. B programs meet ABC standards and receive increased SC voucher payment rates and some quality incentives.
- Level C: These are licensed programs, or programs legally exempt from licensing requirements, that meet basic health and safety regulations and standards. C programs receive the basic voucher payment rate and may qualify for grants to improve their facility.

During the 2014-15 school year, DSS records indicated 153 private providers participate in CDEPP.[22] Almost 93 percent of providers volunteered to participate in the ABC Quality program. More than one-quarter (27.5%) participate at the minimum C level or do not participate at all. Appendix D indicates ABC Quality levels for all providers and information about deficiencies in the past three years.

Table 19
CDEPP Providers Participating in ABC Quality

ABC Quality Level	Number	Percent of Total CDEPP Providers
A+	6	3.9%
A	2	1.3%
B+	24	15.7%
B	79	51.6%
C	32	21%
Do not participate	10	6.5%
Total	153	

Source: DSS

Professional Development and Technical Assistance

[22] First Steps indicates 144 providers currently participate in CDEPP during 2014-15 school year.

The EOC asked both SCDE and OFS to provide information on the professional development and technical assistance provided to providers during 2013-14 and the first half of 2014-15. Their self-reported responses are provided below.

South Carolina Department of Education

During the 2013-14 school year, SCDE staff reported providing support to 14 school districts that had never before participated in the program and 119 new classrooms. SCDE staff collaborated with DSS Child Care Licensing staff in the state office to provide orientation training beginning in July. The SCDE CDEPP Coordinator followed up with on-site visits and professional development during the summer and fall months to support district personnel in selecting school sites that met the facility requirements, completing DSS child care licensing process, selecting curricula and ordering equipment and materials from the Department's approved list.

In November 2013, SCDE hired a second Education Associate to provide an additional staff person to support and monitor CDEPP programs. All 119 new CDEPP classrooms in 55 schools in the 14 districts had at least one monitoring visit. During the monitoring visits, an assessment with the *Literacy Environment Checklist* was completed. This assessment tool was adapted from the ELLCO (Early Literacy and Language Classroom Observation tool, 2002 edition). Following each assessment, immediate feedback and recommendations for quality improvements were provided to teachers and their administrators.

Professional development sessions were offered during 2013-14 to all CDEPP Districts and were provided both regionally and locally on the following topics: language and early literacy; evidence-based curricula; child assessments; fostering social-emotional development; CDEPP best practices that meet the needs of children of poverty; and best practices for emergent readers and writers. The professional development was provided by SCDE Literacy Specialists, SCDE CDEPP staff, and two consultants with expertise in implementing an early literacy research project. All professional development sessions were pre-approved by the Center for Child Care Career Development to support teachers and administrators in meeting the annual DSS requirements for training. Participants in attendance at each session ranged from 20-75 with 458 participants in attendance throughout the year. Table 20 below summarizes the number of educators who added professional development and training hours provided.

Table 20
SCDE Professional Development CDEPP Data for 2013-14

	# of PD Sessions	# of Training Hours Provided	# Attending from CDEPP Districts
Sessions for Teachers	18	74	341
Sessions for Administrators	3	10	117
TOTAL:	21	84	458

Source: SCDE

Two statewide early childhood conferences were also conducted by professional organizations during the year for providers to obtain professional development required by the program guidelines as it relates specifically to educating children in poverty. SCDE used federal Title I funds of $81,455 in Title I funds to coordinate the conferences and pay for 212 CDEPP educators to attend. The funds paid for the registration fees and mileage reimbursement for the 212 educators to attend the early childhood conferences in January of 2014. Annual professional development plans were also collected by districts which submitted plans in 2013-14 and reviewed by the CDEPP staff.

During the first half of the 2014-15 school year, SCDE staff supported ten school districts who were participating in the program for the first time and 101 new classrooms. In Fiscal Year 2014-15, the full-day 4K staff include: two Education Associates, a Program Coordinator, and two part-time early childhood consultants. Again, SCDE staff partnered with DSS Child Care Licensing staff to provide orientation training beginning in July. The SCDE staff followed up with on-site visits and professional development during the summer and fall months to support district personnel as they selected school sites meeting the facility requirements, completed the DSS Child Care Licensing process, selected curricula, and ordered equipment and materials from the SCDE approved list.

As of December 31, 2014, SCDE staff report conducting site monitoring visits to 62 classrooms in districts participating for the first time and 12 visits to new classrooms in districts that had been participating in the program since its inception in 2006. SCDE reports that its goal is to visit new classrooms this year. As in the prior year, during each of the monitoring visits an assessment with the *Literacy Environment Checklist* has been completed. Following each assessment, immediate technical assistance feedback and recommendations for quality improvements were provided to teachers and their administrators.

Table 21 below indicates the number of CDEPP educators attending the professional development offered by SCDE's Office of Reading and Early Learning during the first half of the school year, from July 2014 to December 2014. Professional development sessions offered were on the following topics: language and early literacy; evidence-based curricula; child assessments; fostering social-emotional development, best practices that meet the needs of children of poverty; and best practices for emergent readers and writers. The professional development was provided by SCDE Literacy Specialists, SCDE staff, and two consultants with expertise in implementing an early literacy research project. All professional development sessions were pre-approved by the Center for Child Care Career Development to support teachers and administrators in meeting the annual DSS requirements for training. In addition, SCDE plans to leverage Title I funds again for approximately 200 4K educators to attend the early childhood conference in January 2015.

Table 21
SCDE Professional Development CDEPP Data for 2014-15 School Year

	Number of PD Sessions	Number of Training Hours Provided	# Attending from CDEPP Districts
PD Sessions for Teachers	14	51	609
PD Sessions for Administrators	4	10	205
TOTAL:	18	61	814

Source: SCDE

The number of educators attending each session ranged from 18-100 with a total of 814 participants in attendance at 18 sessions.

First Steps

To ensure the accountable use of the state's private sector preschool investment, the First Steps 4K program is designed to provide continuous support and technical assistance, to include the announced and unannounced monitoring of each First Steps 4K site approximately twice monthly. First Steps employs a cadre of seven, regionally-based 4K Coordinators, each charged with providing on-site monitoring and support. This contact is supplemented by ongoing communication via e-mail, telephone and text messaging with teachers and directors. Regional staff is responsible for:

- Monitoring student enrollment and attendance records,
- Reviewing (and providing input into) weekly lesson planning,
- Consulting classrooms and monitoring best practices ,
- Ensuring the use of standards-based curriculum activities, and
- Providing technical assistance related to assessment and progress monitoring.

As site-based instructional leaders, center directors are also included in all aspects of First Steps' professional development and monitoring.

Both the 2013-14 and 2014-15 school years entailed rapid, large-scale expansion of First Steps 4K provider network, concurrent with legislative expansion of the 4K program. 2013 marked the addition of 55 new 4K sites, bringing First Steps' provider total to 97. The network increased by an additional 48 sites in August 2014 – bringing the current operating total to 145 centers with 165 classrooms.

Table 22
First Steps 4K Monitoring Visits[23]

Year	Number of Visits
2013-2014	1,746
2014-2015 (projected)	2,970

Prospective providers complete a written application process, which is followed by an on-site program review prior to approval. Approved centers become participants in the program only when they enroll one or more eligible children. An assessment of classroom needs is completed as part of the application process to ensure that classroom supply funds are maximized, with First Steps staff supporting each site with classroom setup and room arrangement.

Tuition and transportation payments are issued at two week intervals, supported by on-site verification by First Steps staff. This approach ensures that payments are issued solely for services rendered.

In addition to on-site technical assistance and monitoring, SC First Steps provides direct professional development supports for its network of directors, teachers and assistants.

During August of 2013, all new and returning classroom staff participated in a three-day 4K Institute, with directors attending a one-day overview of the 4K program and its requirements. First Steps staff developed full day workshops for 4K instructional staff that entailed delivery of certified training related to:

- The Creative Curriculum 5th Edition,
- The First Steps 4K Program and its Requirements,
- Use of the Ages and Stages Questionnaire (ASQ) developmental screening, and
- Lesson Planning.

Each of First Steps Regional Coordinators is a degreed early childhood specialist and is a certified trainer with the SC Center for Child Care Career Development (CCCC&D). All trainings were registered and certified through the CCCC&D to support 4K teachers, assistants, and directors in meeting annual DSS training hours.

During 2014-2015, First Steps redoubled its emphasis on professional development and parental engagement, with particular emphases on early literacy and social-emotional development – each linked by evidence to long-term school success. In August of 2014, First Steps expanded its summer professional development academy, providing 308 teachers and directors a total of 37.5 hours each of high-quality professional development.

First Steps 2014 Early Literacy Development and Education Academy offered training in:

- The Creative Curriculum, 5th edition (for new classroom staff),
- The Conscious Discipline social emotional development framework,

[23] First Steps calculates that monitoring visits occurred twice monthly for each classroom for nine months.

- Building Vocabulary with Children of Poverty,
- Early Literacy Development,
- Integrating Early Literacy into Outdoor Play,
- Preschool Transition,
- Shared Reading and Writing,
- Standards-Based Assessment,
- Teaching Children of Poverty,
- Building Literacy Using Technology, and
- Accommodating Children with Special Needs.

Table 23
2014-15 First Steps 4K Professional Development Training as of November 2014

Professional Development Activity	Number Participated	Number of Hours
August 2014 Summer Academies	168 teachers 140 directors	5 days of 7.5 hours each or 37.5 hours
September 19, 2014 Initial *CIRCLE* training	350 teachers, directors, co-directors	2 hours each
October 20, 2014 Regional Professional Development	213 teachers and assistants	5 hours
November 10, 2014 Regional Professional Development	161 teachers	5 hours
Total	**1032**	**49.5 hours**

Summary

Provision of professional development and technical assistance at the state level is uneven. As Table 24 indicates, SCDE provides professional support with three staff dedicated to professional support for 542 classrooms with 10,685 students. First Steps' CDEPP team includes seven professionals supporting 144 centers with 1,780 students.[24] It is important to note this analysis does not account for significant professional development efforts some local school districts undertake. There is also a lack of administrative and organizational infrastructure among local child care providers, which requires a more intensive level of technical assistance and support.

[24] Data provided by First Steps indicates 144 centers are currently providing CDEPP (see Appendix C). Data provided by DSS indicates 153 centers are currently licensed and providing CDEPP (see Appendix E).

Table 24
Characteristics of Professional Development Provided

	SCDE	First Steps
Number of professionals providing professional development and technical assistance	3	7
Number of classrooms or centers	542	144
Number of students	10,685	1,780
Ratio of support staff to classroom	181	21

Both SCDE and First Steps are primarily responsible for providing training and technical assistance for CDEPP program participants in public and private settings and have prioritized providing support for development of early language and literacy skills. There is some evidence of coordination with other state level entities (DSS, CCCC&D) that are responsible for early childhood training and technical assistance. However, no data or evidence was provided regarding the development of credentialed early childhood educators at the lead teacher and assistant teacher levels.

In addition to state efforts to provide professional development and technical assistance, local school districts, such as Florence School District 1, have initiated separate professional development activities for their early childhood educators.

Each year, early childhood teachers are required to fulfill 15 hours of professional development. Florence 1 provides 40 hours of professional development to early childhood educators annually. In conjunction with area child care centers, monthly trainings are provided in the evenings on childcare topics. This year, there is a curriculum specific in-service (OWL and Montessori) with a focus on language. These in-service opportunities are repeated as needed for teachers in the afternoons and evenings.

Additional training is provided during in-service days, and teachers determine the topics. Florence 1 also pays conference fees for teachers. Teachers' completion of hours are also tracked by the district. There are two staff dedicated to providing technical assistance. One staff is a certified Montessori teacher who observes each class once monthly with a checklist specific to Montessori and gives teachers feedback. The other staff member is a certified early childhood teacher who observes each OWL classroom once a month using the checklist provided by SCDE.

Source: Dr. Floyd Creech, Florence School District 1

Findings

- VIa: In order to improve CDEPP program quality, a higher level of collaboration and coordination of current training and technical assistance resources is needed at the state level to ensure CDEPP providers have high-quality learning environments so they can provide high-quality instruction. More integrated training and technical assistance would allow for additional leveraging of scarce resources.
- VIb: More than one-quarter of CDEPP private providers participated in ABC Quality at the C level or did not participate in ABC Quality at all. C level centers meet, but do not exceed, basic health and safety regulations and standards.
- VIc: The data reflect that one-third of the schools offering a full-day 4K classroom in 2014-15 are schools that received an absolute rating of Excellent or Good in 2014. Approximately half of the schools received an absolute rating of Average in 2014. And, 18 percent or almost one in five schools received an absolute rating of Below Average or At Risk.
- VId: Based upon current national definitions of "high quality" preschool programs, CDEPP has met some, but not all, high quality standards (including high staff qualifications and ongoing program monitoring).
- VIe: Provision of professional development and technical assistance at the state level is uneven. SCDE provides professional support with three staff dedicated to professional support for 542 classrooms with 10,685 students. First Steps' CDEPP team includes seven professionals supporting 144 centers with 1,780 students.[25]

Recommendation

Advancements in quality and improvements in young students' readiness should be incentivized, utilizing assessment data (i.e. individual student growth, classroom environment, teacher child interaction.) At a minimum any private provider participating in state-funded full-day 4K should be required to participate in ABC Quality.

[25] Data provided by First Steps indicates 144 centers are currently providing CDEPP (see Appendix C). Data provided by DSS indicates 153 centers are currently licensed and providing CDEPP (see Appendix E).

APPENDIX A
Fiscal Year 2013-14
Full-Day 4K, Private Providers
Administered through SC Office of First Steps

	County	Provider	Total 4K Students Served
1	ANDERSON	SHARE Head Start (Starr Center)	20
2	BAMBERG	Bamberg Head Start	20
3	BAMBERG	Denmark Head Start	20
4	BARNWELL	Bedford's Stay n Play	20
5	BARNWELL	New Jerusalem AAA Daycare Center	27
6	BERKELEY	Daniel Island Academy	2
7	BERKELEY	La Petite Academy #7514	15
8	BERKELEY	Miracle Academy	13
9	CALHOUN	St. Matthews Head Start	18
10	CHARLESTON	Foster's Childcare Center	9
11	CHEROKEE	Crayons2Computers	11
12	CHEROKEE	The Student Development Center	10
13	CLARENDON	The Wee Academy Learning Center	8
14	DARLINGTON	Prosperity Childcare, Inc.	20
15	DARLINGTON	Roadside Child Development Center	8
16	DARLINGTON	True Saints Christian Day Care and Learning Center	7
17	DILLON	Little Treasures Christian Learning Center	17
18	DILLON	Pee Dee CAP Head Start (Hamer-Canaan)	8
19	FLORENCE	Angel's Inn Child Care	16
20	FLORENCE	Antioch 3 and 4K Development Center	17
21	FLORENCE	Excellent Learning Preschool	40
22	FLORENCE	Jack J. Hanna Academy and Childcare	20
23	FLORENCE	Kidz Corner	24
24	FLORENCE	La Petite Academy 7504	7
25	FLORENCE	Mon Dae Morning Childcare	9
26	FLORENCE	Pee Dee CAP Head Start (Thelma Brown)	20
27	FLORENCE	Progressive Learning Academy	11
28	FLORENCE	Stepping Stones Child Care	3
29	FLORENCE	The Gail and Terry Richardson Center for the Child	12
30	FLORENCE	The Sunshine House #30	38
31	FLORENCE	Zion Canaan Child Dev Center	15
32	GEORGETOWN	Choppee Head Start	21
33	GEORGETOWN	Little Smurf's CDC	33
34	GEORGETOWN	Montessori School of Pawley's Island	3

	County	Provider	Total 4K Students Served
35	GEORGETOWN	Pawley's Island Civic Club CDC	7
36	GEORGETOWN	Playhouse CDC	5
37	GEORGETOWN	Sampit Community Center	3
38	GEORGETOWN	Small Minds of Tomorrow	19
39	GREENWOOD	Sunshine House 134	11
40	GREENWOOD	Sunshine House 135	17
41	HAMPTON	Children's Keeper Learning Center	10
42	HAMPTON	The Mellon Patch	7
43	HORRY	Beginners' Paradise	4
44	LAURENS	Big Blue Marble #4	18
45	LAURENS	Stepping Stones Learning Academy	20
46	LAURENS	Thornwell Child Development Center	38
47	LEE	Bishopville Lee CCC	19
48	LEXINGTON	Big Blue Marble #3	15
49	LEXINGTON	Brookland Academy CDC	13
50	LEXINGTON	La Petite Academy 7503	12
51	MARION	Agapeland Day Care Center	14
52	MARION	Little Promises Learning Center	3
53	MARION	McGill's Bundle of Joy Learning Center	19
54	MARION	Pleasant Grove Academy	15
55	MARION	Troy-Johnson Learning Korner	18
56	NEWBERRY	Kids Unlimited of Prosperity	13
57	NEWBERRY	Newberry Child Development Center	26
58	ORANGEBURG	Kidz Will Be Kidz	10
59	ORANGEBURG	SC State Univ Child Development Center	13
60	ORANGEBURG	Wright Way CDC	16
61	RICHLAND	Aye's Kangaroo Care	4
62	RICHLAND	Benedict College CDC	11
63	RICHLAND	Bethel Learning Center	18
64	RICHLAND	Candle Lakes Child Care	8
65	RICHLAND	Children's Garden	13
66	RICHLAND	Children's World #5	20
67	RICHLAND	Children's World #7	20
68	RICHLAND	La Petite Academy #7501	11
69	RICHLAND	Myers Nursery and Daycare	10
70	RICHLAND	Sunshine House #21	25
71	RICHLAND	Sunshine House #22	15

	County	Provider	Total 4K Students Served
72	RICHLAND	Sunshine House #23	4
73	RICHLAND	Trinity Learning Center	1
74	SALUDA	ABC Academy	19
75	SPARTANBURG	Legacy Christian Day School	18
76	SPARTANBURG	Miss Edie's CDC	8
77	SPARTANBURG	Mother Goose Day Care	12
78	SPARTANBURG	Precious Little Angels	10
79	SPARTANBURG	Sunshine House #16	11
80	SPARTANBURG	ZL Madden Head Start (PCA Child Development)	11
81	SUMTER	Care-A-Lot Day Care	13
82	SUMTER	Clarian Place Child Care and Learning Center	18
83	SUMTER	Grace Cathedral CDC	6
84	SUMTER	Jehovah MBC Christian and Academy School	17
85	SUMTER	William Thomas Academy	19
83	UNION	Mon Aetna CEC	26
87	WILLIAMSBURG	Doodle BUZZ Academy (formerly Doodle Bug)	39
88	WILLIAMSBURG	Lane Head Start	43
89	WILLIAMSBURG	Little Miss Muffet Day Care	5
90	WILLIAMSBURG	Little Smurf Too	8
91	WILLIAMSBURG	Mary's Little Lamb DCC	6
92	WILLIAMSBURG	Nesmith Community DCC	9
93	WILLIAMSBURG	Wilson's Daycare & LC	3
		TOTAL:	**1,368**

Source: First Steps, November 14, 2014.

APPENDIX A
Fiscal Year 2013-14
Full-Day 4K, Public Providers
Administered through SC Department of Education

	Eligible Districts	Number of Full-Time Children Served
1	Abbeville	79
2	Allendale	51
3	**Anderson 3**	
4	Bamberg 1	41
5	Bamberg 2	25
6	Barnwell 19	39
7	Barnwell 29	19
8	**Barnwell 45**	
9	Berkeley	893
10	Calhoun	**78**
11	Cherokee	**233**
12	Chester	**176**
13	Chesterfield	78
14	Clarendon 1	48
15	Clarendon 2	113
16	Clarendon 3	27
17	Colleton	**283**
18	Dillon 3	78
19	Dillon 4	186
20	Darlington	**146**
21	Dorchester 4	**93**
22	Fairfield	**149**
23	Florence 1	378
24	Florence 2	53
25	Florence 3	148
26	Florence 4	34
27	Florence 5	41
28	Georgetown	**175**
29	Greenwood 51	**46**
30	Hampton 1	91
31	Hampton 2	34
32	Jasper	180
33	Laurens 55	268

	Eligible Districts	Number of Full-Time Children Served
34	Laurens 56	124
35	Lee	83
36	**Lexington 2**	
37	Lexington 3	**71**
38	Lexington 4	186
39	Marion	229
40	Marlboro	49
41	McCormick	31
42	Newberry	**81**
43	Orangeburg 3	173
44	Orangeburg 4	140
45	Orangeburg 5	402
46	Richland 1	**299**
47	Saluda	65
48	Spartanburg 7	**269**
49	Sumter	**236**
50	**Union**	
51	Williamsburg	164
	Total	**6,885**

Districts (in bold) chose not to participate: Anderson 3, Barnwell 45, Lexington 2 and Union.

APPENDIX B
Projected Allocations to Public Schools, for Full and Half-Day 4K
FY2014-15

	DISTRICT	Number of Students (Based on Instructional Allocations)	Full-Day 4K Instruction (EIA)	Full-Day 4K Expansion - Instruction (General Fund)	EIA Half-Day 4K
1	ABBEVILLE	79	$333,222		
2	**AIKEN**	**420**		$1,771,560	
3	ALLENDALE	51	$215,118		
4	ANDERSON 1				
5	ANDERSON 2				$274,017
6	**ANDERSON 3**	**120**		$506,160	$132,398
7	ANDERSON 4				$94,852
8	ANDERSON 5				$481,506
9	BAMBERG 1	41	$172,938		
10	BAMBERG 2	25	$105,450		
11	BARNWELL 19	39	$164,502		
12	BARNWELL 29	19	$80,142		
13	**BARNWELL 45**				$102,098
14	BEAUFORT				$755,524
15	BERKELEY	993	$4,188,474		
16	CALHOUN	98	$413,364		
17	CHARLESTON				$1,609,193
18	CHEROKEE	233	$982,794		
19	CHESTER	176	$742,368		
20	CHESTERFIELD	98	$413,364		
21	CLARENDON 1	68	$286,824		
22	CLARENDON 2	113	$476,634		
23	CLARENDON 3	27	$113,886		
24	COLLETON	283	$1,193,694		
25	DARLINGTON	286	$1,206,348		
26	DILLON 3	118	$497,724		
27	DILLON 4	186	$784,548		
28	DORCHESTER 2				$621,150
29	DORCHESTER 4	93	$392,274		
30	**EDGEFIELD**	**140**		$590,520	
31	FAIRFIELD	169	$712,842		
32	FLORENCE 1	518	$2,184,924		
33	FLORENCE 2	53	$223,554		
34	FLORENCE 3	148	$624,264		
35	FLORENCE 4	34	$143,412		
36	FLORENCE 5	41	$172,938		

	DISTRICT	Number of Students (Based on Instructional Allocations)	Full-Day 4K Instruction (EIA)	Full-Day 4K Expansion - Instruction (General Fund)	EIA Half-Day 4K
37	GEORGETOWN	315	$1,328,670		
38	GREENVILLE				$2,489,869
39	**GREENWOOD 50**	**240**		$1,012,320	
40	GREENWOOD 51	46	$194,028		
41	GREENWOOD 52				$69,163
42	HAMPTON 1	151	$636,918		
43	HAMPTON 2	34	$143,412		
44	**HORRY**	**20**		$84,360	$1,623,026
45	JASPER	220	$927,960		
46	KERSHAW				$366,235
47	LANCASTER				$384,678
48	LAURENS 55	288	$1,214,784		
49	LAURENS 56	144	$607,392		
50	LEE	83	$350,094		
51	LEXINGTON 1				$521,028
52	**LEXINGTON 2**	**80**		$337,440	
53	LEXINGTON 3	71	$299,478		
54	LEXINGTON 4	186	$784,548		
55	LEXINGTON 5				$289,826
56	MCCORMICK	31	$130,758		
57	MARION 10	229	$965,922		
58	MARLBORO	169	$712,842		
59	NEWBERRY	161	$679,098		
60	**OCONEE**	**300**		$1,265,400	
61	ORANGEBURG 3	173	$729,714		
62	ORANGEBURG 4	140	$590,520		
63	ORANGEBURG 5	462	$1,948,716		
64	PICKENS				$542,106
65	RICHLAND 1	519	$2,189,142		
66	RICHLAND 2				$708,756
67	SALUDA	65	$274,170		
68	SPARTANBURG 1				$151,500
69	SPARTANBURG 2				$337,911
70	**SPARTANBURG 3**	**120**		$506,160	
71	**SPARTANBURG 4**	**160**		$674,880	
72	SPARTANBURG 5				$231,202
73	**SPARTANBURG 6**	**280**		$1,181,040	
74	SPARTANBURG 7	429	$1,809,522		
75	SUMTER	536	$2,260,848		

	DISTRICT	Number of Students (Based on Instructional Allocations)	Full-Day 4K Instruction (EIA)	Full-Day 4K Expansion - Instruction (General Fund)	EIA Half-Day 4K
76	**UNION**				$187,070
77	WILLIAMSBURG	204	$860,472		
78	**YORK 1**	**160**		$674,880	
79	YORK 2				$126,470
80	YORK 3				$610,611
81	YORK 4				$127,128
82	SC PUBLIC CHARTER SC				$176,530
	TOTAL:		**$36,464,610**	**$8,604,720**	**$13,013,847**
	# Students	**10,685**	**8,645**	**2,040**	

The districts (in bold) were either eligible to participate for the first time in 2014-15 or chose to participate for the first time in 2014-15: Aiken, Anderson 3, Edgefield, Lexington 2, Horry, Greenwood 50, Oconee, Spartanburg 3, 4, 6, and York. The following districts (shaded) opted not to participate: Barnwell 45, Horry and York.

APPENDIX C

First Steps Private CDEPP Providers for 2014-15

County	Program Name	Enrollment	County Totals
Abbeville	Kids Under Construction		
Aiken	Family Affair Child Care and Kindergarten	8	
Aiken	Bright Beginnings Child Care	16	
Aiken	Kids County Learning Center	16	
Aiken	Sunshine House 05	12	
Aiken	Sunshine House 57	13	
Aiken	Sunshine House 59	14	
AIKEN*	Tiny Treasures Childcare	10	**89**
Allendale	Kids R Us Childcare and Learning Center		
Anderson	SHARE Head Start (Starr Center)		
Bamberg	Little Precious Angels Child Dev Center	5	
Bamberg	Progressive Family Life Center		
Bamberg	Bamberg Head Start	14	
BAMBERG	Denmark Head Start	16	**35**
Barnwell	Bedford's Stay n Play	8	
BARNWELL	New Jerusalem AAA Daycare Center	26	**34**
Beaufort	Amazing Creations Child Care		
Beaufort	Hobbit Hill Preschool		
Berkeley	Karen Scott Heath CDC		
Berkeley	The Sunshine House #106		
Berkeley	The Sunshine House #29		
Berkeley	La Petite Academy #7514	20	
Berkeley	Betty's Daycare and Preschool	5	
Berkeley	Toni's Childcare #3		
Berkeley	Daniel Island Academy	1	
Berkeley	Miracle Academy	12	
BERKELEY	House of Smiles	6	**44**
CALHOUN	St. Matthews Head Start	10	**10**
Charleston	The Sunshine House #29		
Charleston	West Ashley Learning Hub		
CHARLESTON	Foster's Child Care Center, Inc.	10	**10**
Cherokee	Crayons2Computers	4	
Cherokee	The Student Development Center	9	
CHEROKEE	Busy Town Child Care	8	**21**
CHESTER	Horizons Academy	5	**5**

County	Program Name	Enrollment	County Totals
Chesterfield	Giggles and Wiggles Academy		
Chesterfield	1st Presbyterian Church Child Development		
Colleton	Cottageville Center, LCAA Head Start		
CLARENDON	The Wee Academy Learning Center	5	**5**
Darlington	Prosperity Childcare, Inc.	16	
Darlington	Roadside Child Development Center	13	
Darlington	True Saints Christian Day Care and Learning Center	16	
DARLINGTON	True Investment	13	**58**
Dillon	Kids LTD		
Dillon	Pee Dee CAP Head Start (Hamer-Canaan)		
Dillon	Pee Dee CAP Head Start (Whittaker)		
DILLON	Little Treasures Christian Learning Center	9	**9**
EDGEFIELD	Little Folks Day Care	9	**9**
Florence	Excellent Learning Preschool	48	
Florence	Pee Dee CAP Head Start(Lake City)		
Florence	The Sunshune House #30	19	
Florence	Zion Canaan Child Dev Center	11	
Florence	Pee Dee CAP Head Start (Thelma Brown)	16	
Florence	Angel's Inn Child Care	11	
Florence	Melva's Day Care		
Florence	The Gail and Terry Richardson Center for the Child	10	
Florence	Kidz Corner	20	
Florence	Jack J. Hanna Academy and Childcare	19	
Florence	La Petite Academy 7504	12	
Florence	Mon Dae Morning Childcare	12	
Florence	Progressive Learning Academy		
Florence	Antioch 3 and 4K Development Center	20	
Florence	Stepping Stones Child Care	5	
FLORENCE	Little Creations Learning Center	8	**211**
Georgetown	Little Smurf's CDC	27	
Georgetown	Rainbow Child Care Center		
Georgetown	Choppee Head Start	17	
Georgetown	Pawley's Island Civic Club CDC	6	
Georgetown	Playhouse CDC	2	
Georgetown	Sampit Community Center	4	
Georgetown	Small Minds of Tomorrow	9	

County	Program Name	Enrollment	County Totals
Georgetown	Montessori School of Pawley's Island		
GEORGETOWN	Small Minds of Tomorrow II	11	**76**
Greenwood	Sunshine House 134	14	
Greenwood	Sunshine House 135	12	
GREENWOOD	Sunshine House 02	12	**38**
Hampton	The Mellon Patch	7	
Hampton	Children's Keeper Learning Center	5	
HAMPTON	Estill Center, LCAA Head Start		**12**
Horry	Beginners' Paradise	7	
Horry	A Step Ahead CDC	2	
Horry	ATM Daycare	10	
Horry	Carolina Forest Child Development	14	
Horry	Chabad Academy	7	
Horry	Child Development Ministries of First United Methodist	11	
Horry	Creative Beginnings	18	
Horry	Cutie Pies Inc. Surfside	8	
Horry	Grissett's CDC	7	
Horry	Hunter's Ridge Child Care	16	
Horry	Kiddie Junction	15	
Horry	Kids Paradise	11	
Horry	Little Blessings CDC	6	
Horry	Little River CDC	12	
Horry	Princeton South Academy	7	
HORRY	The Learning Station	45	**196**
Jasper	Little People		
Laurens	Thornwell Child Development Center	40	
Laurens	Kids "N" Company		
Laurens	Back to Basics		
Laurens	Big Blue Marble #4	21	
Laurens	Stepping Stones Learning Academy	10	
Laurens	Fairview Kids CDC	5	
Laurens	Tender Loving Child Care	13	
LAURENS	Young World	7	**96**
Lee	Bishopville Lee CCC	23	
LEE	Lynchburg Elliott CDC		**23**
Lexington	Big Blue Marble #3	11	

County	Program Name	Enrollment	County Totals
Lexington	Brookland Academy CDC	24	
Lexington	La Petite Academy 7503	17	
Lexington	A Mother's Prayer	2	
Lexington	Hartman Hall CDC	9	
Lexington	Kids' Stuf Learning Center	6	
LEXINGTON	Midlands Elite Gymnastics (MEGA)	1	**70**
Marion	Kids Konnection Christian CC	4	
Marion	Little Promises Learning Center		
Marion	McGill's Bundle of Joy Learning Center	16	
Marion	Troy-Johnson Learning Korner	26	
Marion	Pee Dee CAP Head Start (Springville)		
Marion	Agapeland Day Care Center	16	
MARION	Pleasant Grove Academy	9	**71**
Newberry	Kids Unlimited of Prosperity	14	
NEWBERRY	Newberry Child Development Center	22	**36**
Oconee	Cambridge Child Development Center	7	
Oconee	Kreative Kids Child Care		
OCONEE	Upstate Children's Center of Walhalla	17	**24**
Orangeburg	Back to Basics Learning Center		
Orangeburg	India's Toddler Univ		
Orangeburg	Kelly's Kids		
Orangeburg	Kiddie Kollege of Orangeburg		
Orangeburg	Kids 2000 Kindergarten & Daycare		
Orangeburg	Kids in Motion		
Orangeburg	Happyland Child Development		
Orangeburg	Raggedy Ann and Andy		
Orangeburg	SC State Univ Child Development Cente	26	
Orangeburg	Kidz Will Be Kidz	9	
Orangeburg	Wright Way CDC	11	
ORANGEBURG	Brighter Children's Learning Center	6	**52**
Richland	Aye's Kangaroo Care	5	
Richland	Benedict College CDC	6	
Richland	Bethel Learning Center	34	
Richland	Candle Lakes Child Care	10	
Richland	Children's Garden	18	
Richland	Children's World #5	19	
Richland	Children's World #7	27	

County	Program Name	Enrollment	County Totals
Richland	La Petite Academy #7501	9	
Richland	Myers Nursery and Daycare	7	
Richland	Sunshine House #21	20	
Richland	Sunshine House #22	22	
Richland	Sunshine House #23	9	
Richland	Trinity Learning Center		
Richland	Belvedere Early Learning	10	
Richland	Dream Catchers Child Learning Center	12	
Richland	Lotz of Love Learning Center	7	
Richland	Spring Valley Early Learning Academy	8	
RICHLAND	Education Express	6	**229**
SALUDA	ABC Academy	19	**19**
Spartanburg	Legacy Christian Day School	20	
Spartanburg	Miss Edie's CDC	12	
Spartanburg	Mother Goose Day Care	8	
Spartanburg	ZL Madden Head Start (PCA Child Development)	9	
Spartanburg	Precious Little Angels	20	
Spartanburg	Sunshine House #16	10	
Spartanburg	Bright Angels CDC	6	
Spartanburg	Learning Years CDC	2	
Spartanburg	The Children's Academy	11	
SPARTANBURG	Sunshine House #17	9	**107**
Sumter	All About Kids		
Sumter	Care-A-Lot Day Care	9	
Sumter	Clarian Place Child Care and Learning Center	6	
Sumter	Jehovah MBC Christian and Academy School	14	
Sumter	William Thomas Academy	15	
Sumter	Archway Academy #3	10	
Sumter	Bright Beginnings	9	
Sumter	Grace Cathedral CDC	7	
Sumter	Love N Care Child Care	10	
Sumter	The Glory of God Academy	5	
SUMTER	Vanessa's Playland LLC	11	**96**
UNION	Mon Aetna CEC	31	**31**
Williamsburg	Graham's Enhancement CC		
Williamsburg	Mary's Little Lamb DCC		
Williamsburg	Nesmith Community DCC	3	

County	Program Name	Enrollment	County Totals
Williamsburg	Tender Bear's Daycare & LC		
Williamsburg	Wilson's Daycare & LC	1	
Williamsburg	Kindale Park Day Care		
Williamsburg	Little Miss Muffet Day Care		
Williamsburg	Doodle BUZZ Academy (formerly Doodle Bug)	21	
Williamsburg	Little Smurf Too	7	
Williamsburg	Lane Head Start	29	
WILLIAMSBURG	Building Blocks Academy	3	**64**
YORK	Small World Academy	10	**10**
TOTAL SERVED		**1790****	**1790****

*County totals are indicated in Red. Childcare centers listed without enrollment numbers indicate they have participated in CDEPP but are not currently participating in 2014-15.

**While this table indicates 1,790 four-year-olds are enrolled in CDEP during 2014-15, SC First Steps provided unique student identifier numbers for 1,780 students.

Data provided by SC First Steps, November 14, 2014.

APPENDIX D
Projections of Students in Poverty and Students Served, 2014-15

	District	Estimated Number of 4-Year-Olds	2013-14 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2014)	4-Year-Olds in ABC Child Care Voucher System	Public Schools CDEPP	Total Served	% of At-Risk 4-Year-Olds Served
1	Abbeville	294	79.65	234	36	1	79	116	49.5%
2	Aiken	2,035	73.02	1,486	158	28	420	606	40.8%
3	Allendale	110	98.49	108	40	1	51	92	84.9%
4	Anderson 1	585	59.68	349	57	12		69	19.9%
5	Anderson 2	272	70.38	191	31	7		38	19.9%
6	Anderson 3	194	81.35	158	26	5	120	151	95.9%
7	Anderson 4	216	68.90	149	24	5		30	19.9%
8	Anderson 5	1,056	70.65	746	123	26		148	19.9%
9	Bamberg 1	105	78.98	83	23	1	41	65	77.8%
10	Bamberg 2	92	97.66	90	24	1	25	50	56.1%
11	Barnwell 19	57	95.31	54	17	1	39	57	105.4%
12	Barnwell 29	57	86.15	49	16	1	19	36	72.5%
13	Barnwell 45	155	83.74	130	41	2		43	33.4%
14	Beaufort	2,216	68.52	1,518	107	14		121	8.0%
15	Berkeley	2,694	73.01	1,967	269	26	993	1,288	65.5%
16	Calhoun	185	91.09	169	18		98	116	68.8%
17	Charleston	4,751	62.97	2,992	544	86		630	21.1%
18	Cherokee	731	80.72	590	70	14	233	317	53.7%
19	Chester	409	82.94	339	76	2	176	254	74.9%
20	Chesterfield	594	82.78	492	147	4	98	249	50.6%
21	Clarendon 1	99	98.28	97	25	2	68	95	97.7%
22	Clarendon 2	230	92.23	212	55	4	113	172	80.9%
23	Clarendon 3	75	69.61	52	13	0	27	40	77.4%

	District	Estimated Number of 4-Year-Olds	2013-14 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2014)	4-Year-Olds in ABC Child Care Voucher System	Public Schools CDEPP	Total Served	% of At-Risk 4-Year-Olds Served
24	Colleton	453	89.28	404	181	6	283	470	116.2%
25	Darlington	799	83.19	665	176	16	286	478	71.9%
26	Dillon 3	116	79.83	93	29	2	118	149	160.8%
27	Dillon 4	327	94.44	309	96	7	186	289	93.6%
28	Dorchester 2	1,679	59.91	1,006	56	15		71	7.1%
29	Dorchester 4	179	87.09	156	9	2	93	104	66.5%
30	Edgefield	262	75.17	197	32	3	140	175	88.9%
31	Fairfield	273	94.57	258	17		169	186	72.0%
32	Florence 1	1,260	74.19	935	117	31	518	666	71.3%
33	Florence 2	104	79.10	82	10	3	53	66	80.3%
34	Florence 3	267	93.95	251	31	8	148	188	74.9%
35	Florence 4	71	97.27	69	9	2	34	45	65.1%
36	Florence 5	89	75.95	68	8	2	41	52	76.5%
37	Georgetown	669	75.70	506	179	15	315	509	100.5%
38	Greenville	6,154	61.93	3,811	329	82		411	10.8%
39	Greenwood 50	780	76.64	598	134	8	240	382	63.9%
40	Greenwood 51	86	83.82	72	16	1	46	63	87.5%
41	Greenwood 52	72	70.91	51	11	1		12	23.7%
42	Hampton 1	183	85.91	157	56	1	151	208	132.3%
43	Hampton 2	76	97.82	74	26	1	34	61	82.5%
44	Horry	2,955	75.16	2,221	266	66	20	352	15.8%
45	Jasper	383	96.16	368	47	4	220	271	73.6%
46	Kershaw	737	70.58	520	72	5		77	14.8%
47	Lancaster	947	67.25	637	33	17		50	7.9%
48	Laurens 55	510	82.83	422	33	10	288	330	78.2%

	District	Estimated Number of 4-Year-Olds	2013-14 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2014)	4-Year-Olds in ABC Child Care Voucher System	Public Schools CDEPP	Total Served	% of At-Risk 4-Year-Olds Served
49	Laurens 56	266	85.29	227	17	5	144	166	73.4%
50	Lee	217	97.76	212	29	1	83	113	53.3%
51	Lexington 1	1,665	52.19	869	43	25		67	7.7%
52	Lexington 2	877	79.76	699	34	20	80	134	19.2%
53	Lexington 3	154	80.43	124	6	3	71	81	65.0%
54	Lexington 4	293	87.69	257	13	7	186	206	80.1%
55	Lexington 5	1,005	45.95	462	23	13		36	7.7%
56	Marion	462	91.97	425	139	14	229	382	89.9%
57	Marlboro	335	95.46	320	112	6	169	287	89.7%
58	McCormick	80	93.82	75	32		31	63	83.9%
59	Newberry	473	77.65	367	84	7	161	252	68.6%
60	Oconee	823	73.20	602	44	14	300	358	59.4%
61	Orangeburg 3	270	96.74	261	26	7	173	206	78.9%
62	Orangeburg 4	271	85.76	232	23	6	140	170	72.9%
63	Orangeburg 5	695	93.20	648	65	18	462	544	84.0%
64	Pickens	1,186	66.30	786	96	18		114	14.5%
65	Richland 1	2,474	82.17	2,033	141	80	519	740	36.4%
66	Richland 2	1,710	61.21	1,047	73	41		114	10.9%
67	Saluda	224	83.04	186	60		65	125	67.2%
68	Spartanburg 1	307	68.17	209	18	5		23	11.0%
69	Spartanburg 2	732	66.73	488	43	11		54	11.0%
70	Spartanburg 3	207	76.31	158	14	4	120	137	87.0%
71	Spartanburg 4	214	74.82	160	14	4	160	178	111.0%
72	Spartanburg 5	586	65.69	385	34	9		42	11.0%
73	Spartanburg 6	779	73.52	573	50	13	280	343	59.9%

	District	Estimated Number of 4-Year-Olds	2013-14 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2014)	4-Year-Olds in ABC Child Care Voucher System	Public Schools CDEPP	Total Served	% of At-Risk 4-Year-Olds Served
74	Spartanburg 7	751	78.61	590	52	14	429	494	83.7%
75	Sumter	1,543	82.67	1,276	246	39	536	821	64.4%
76	Union	350	82.24	288	59	2		61	21.2%
77	Williamsburg	369	97.62	360	156	7	204	367	101.9%
78	York 1	394	74.51	294	45	8	160	214	72.7%
79	York 2	395	44.46	176	27	5		32	18.2%
80	York 3	1,437	67.95	976	151	27		178	18.2%
81	York 4	736	28.59	210	33	6		38	18.2%
	Remainder of SC	76			60				
	TOTAL	58,999		42,163	5,975	990	10,685	17,590	41.7%
	Other: Full-Day 4K in Private Centers							1,780	45.9%

Notes on District Mergers: Dillon 1 and 2 merged to form Dillon 4. Marion Districts 1, 2 and 7 merged to form Marion. And, Sumter School Districts 2 and 17 merged to form Sumter.

Color: Districts in red participated in the program in the prior fiscal year.
Districts in blue participated for the first time in 2014-15. Anderson 3 and Lexington 2 were eligible to participate in 2013-14 but did not participate until this year. Union opted not to participate in 2013-14 or in 2014-15. Horry was eligible to participate for the first time in 2014-15 but opted not to participate. The 20 children recorded for Horry attended a charter school in Horry.

Sources of Data: The 2010 Census Summary File 1, Sex by Age - Universe: Total Population. These are the students who were less than one years of age based on the 2010 census data. In 2014-15, the children would be 4-year-olds.

Poverty Index provided by SC Department of Education. Data Based on Precode for School Year 2013-14 and Medicaid eligibility Files provided by Office of Research & Statistics. Medicaid eligibility is defined as any students who was eligible for Medicaid at any time from September 2010 to June 2013.

Head Start - South Carolina Head Start Census, May 1, 2014 as provided by the SC Head Start Collaboration Office.

ABC Child Care Program of all four-year-olds served by ABC Voucher System for the period 08/18/2014 to 11/02/2014 provided by the Department of Social Services.

First Step provided a data file to the EOC on October 31, 2014 that reported unique student identifiers for 1,790 four-year-olds attending full-day 4K.

APPENDIX E
2014-2015 First Steps 4K Providers and Funded Students

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Bright Beginnings Child Care Director: Krystin Garrett 446 Lawanna Drive, Gloverville, SC 29828 Email: bbeginnings3@yahoo.com	Aiken	18	23696	C	http://scchildcare.org/details.aspx?id=35207
Family Affair Childcare Director: Deborah Chafin 163 Fabian Drive, Aiken, SC 29803 Email: chafindeborah42@gmail.com	Aiken	8	14993	B	http://scchildcare.org/details.aspx?id=432
Kids Count Learning Center Director: Tina Camp-Capps 644 Edgefield Road, Belvedere, SC 29841 Email: kclcisthebest@gmail.com	Aiken	16	23711	C	http://scchildcare.org/details.aspx?id=33915
Sunshine House 05 Director: Sandra Drummings 175 Fabian Drive, Aiken, SC 29803 Email: center05@sshouse.com	Aiken	13	13437	B+	http://scchildcare.org/details.aspx?id=222
Sunshine House 57 Director: Jessica Daddario 1950 South Centennial Avenue, Aiken SC 29803 Email: center57@sshouse.com	Aiken	14	17028	B	http://scchildcare.org/details.aspx?id=6317 Was on Corrective Action Plan from July to September for supervision; facility did not violate CAP. No other concerns or pending defs at this time.
The Sunshine House 59 Director: Mary Stone 109 Summerwood Way, Aiken, SC 29803 Email: center59@sshouse.com	Aiken	12	17332	B+	http://scchildcare.org/details.aspx?id=7500 • 1yr and 11 month old out of fire rated room. • Inappropriate discipline: 1 yr. and 11 month old place in a crib due to child hitting an infant.

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Tiny Treasures Childcare Director: Beth A. Rautio 400 Main Street South, New Ellenton, SC 29809 Email: bar_1234@yahoo.com	Aiken	10	17479	B+	http://scchildcare.org/details.aspx?id=8586
Denmark Head Start Director: Necole Stroman 80 Cedar Street, Denmark, SC 29042 Email: nstroman@ocabcaa.org	Bamberg	20	381	N/A	http://scchildcare.org/details.aspx?id=672
Bamberg Head Start Director: Necole Stroman 211 Zeigler Street, Bamberg, SC 29003 Email: nstroman@ocabcaa.org	Bamberg	19	585	N/A	http://scchildcare.org/details.aspx?id=8768
Little Precious Angels CDC Director: Janet Rice 1395 Caperinum Road, Bamberg, SC 29003 Email: jazzb20@hotmail.com	Bamberg	6	17688	C	http://scchildcare.org/details.aspx?id=9738

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Bedford's Stay and Play Director: Jessyca Roberts Mailing: P.O. Box 1103, Barnwell, SC 29812 Physical: 140 Carolina Ave., Barnwell, SC 29812 Email: bedfordstayandplay@yahoo.com	Barnwell	9	23855	N/A	http://scchildcare.org/details.aspx?id=36162 Facility cited on 9/17/14 during complaint visit: • Staff did not wash hands after cleaning children's noses. • Specialist observed 2 children walking alone down the hallway, one child opened the front door to let specialist and staff into the building. • Repair chipping paint throughout facility. • Replace blown lights throughout facility. • Specialist observed several children noses uncleansed. • Tracking sheets not available upon request by specialist; classroom attendance record completed not tracking sheet. • 3 year old was allowed to sat in time out near the door frame of the blue classroom door and peeled paint off the wall.
New Jerusalem AAA Daycare Center Director: Rev. Dr. Steven L. Butterfield, Sr. Mailing: P.O. Box 1580, Barnwell, SC 29812 Physical: 9303 Marlboro Ave., Barnwell, SC 29812 Email: aaadaycare@bellsouth.net	Barnwell	28	21410	B+	http://scchildcare.org/details.aspx?id=20986 Facility cited on 10/08/14 during Follow up from a self-reported screened out OHAN: • Staff missing paperwork: defs corrected Specialist informed director if facility is cited again for missing paperwork in file, facility will be staffed to be placed on Corrective Action Plan.
Betty's Child Care & Preschool Director: Francine Wright 122 Elm St., St. Stephen, SC 29479 Email: francia.wright@gmail.com	Berkeley	3	17431	B	http://scchildcare.org/details.aspx?id=9865 2/5/14 improper supervision/out of ratio, children left alone while caregiver answered door, corrected onsite.

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Daniel Island Academy Director: Kerry Nowosielski 300 Seven Farms Dr., Daniel Island, SC 29492 Email: kerry@danielislandacademy.com	Berkeley	1	17851	A+	http://scchildcare.org/details.aspx?id=10927 3/11/14 unauthorized caregiver due to no verification of education on file, corrected after the visit
Miracle Academy Director: Teresa Middleton Mailing: PO Box 47 Russellville, SC 29476 Physical: 1019 Bethel Rd., Russellville, SC 29476 Email: miracleacademy@tds.net	Berkeley	14	15805	B+	http://scchildcare.org/details.aspx?id=619 • 1/16/14 unauthorized caregiver due to no SLED/FBI, CRC, verification of education. Out of ratio/improper supervision due to the unauthorized caregiver being included in staff to child ratio in infant room. Corrected after visit. • 1/16/14 Out of ratio/improper supervision in four year old room due to leaving one classroom unsupervised during visit. Corrected after visit
The House of Smiles Director: Jerlean P. Holmes Address: 210 Carolina Ave., Moncks Corner, SC 29461 Email: childthos@yahoo.com	Berkeley	8	21085	B+	http://scchildcare.org/details.aspx?id=20141
Foster's Child Care Center, Inc. Director: Emily Foster Mailing : PO Box 61446, Charleston, SC 29419 Physical : 2260 Otranto Road, Charleston, SC 29418 Email: lauriedfoster@aol.com	Charleston (Berkeley County Students Only)	10	14606	B	http://scchildcare.org/details.aspx?id=360 • 5/1/14 unqualified caregiver due to being alone with children without six months experience working in childcare, corrected onsite. • 5/1/14 Out of ratio and improper supervision in infant room (0:4) due to unauthorized caregiver, corrected onsite. • 5/1/14 Tracking & attendance not completed in four-year-old room and infant room, corrected onsite. • 5/1/14 – Thick blankets observed in cribs with infants, suffocation hazard, correct onsite.

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
LaPetite Academy 7514 Director: Christiana Harper Mailing: 32209 Collections Center Dr. Chicago, IL 60693 Physical:1665 N. Main Street Summerville, SC 29483 Email: 7514@lapetite.com	Berkeley	16	12862	B	http://scchildcare.org/details.aspx?id=11504 • 12/18/13 unqualified caregiver due to no Central Registry check completed, corrected after visit. • 12/18/14 four year old classroom out of ratio and improperly supervised due to unqualified caregiver, corrected after visit. • 5/30/14 two-three-year-old-room was out of ratio and improperly supervised due to being out of ratio, corrected after visit.
St Matthews Head Start Director: Necole Stroman Mailing: PO Drawer 710, Orangeburg, SC 29116 Physical:110 Smoak St, St. Matthews, SC 29135 Email: nstroman@ocabcaa.org	Calhoun	15	138	N/A	http://scchildcare.org/details.aspx?id=690
Busy Town Child Care Center Director: Tina Blackwell 813 North Logan Street, Gaffney, SC 29341 Email: tgblackwell60@yahoo.com	Cherokee	10	17495	B	http://scchildcare.org/details.aspx?id=8652
Crayons 2 Computers Director: Verlene Eaker 428-G Hyatt Street, Gaffney, SC 29341 Email: veaker0830@gmail.com	Cherokee	4	17389	B	http://scchildcare.org/details.aspx?id=7988 Corrective Action Plan for losing a child while on the playground.
The Student Development Center Director: Kayron Wall 321 Hampton Street, Chesnee, SC 29323 Email: kayronwall@yahoo.com	Cherokee	12	23861	N/A	Licensed under the name “Eagle Academy” http://scchildcare.org/details.aspx?id=36459

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Horizons Christian Academy Director: Gina Jordan 729 Village Drive, Chester, SC 29706 Email: gjordan@horizonschristianacademy.com	Chester	5	18163	C	http://scchildcare.org/details.aspx?id=17825
Wee Academy Learning Center Director: Joni James Jackson Mailing: PO Drawer 759, Manning, SC 29102 Physical: 2139 Alex Harvin Hwy., Manning, SC 29102 Email: jjoniwee@gmail.com	Clarendon	6	15870	B	http://scchildcare.org/details.aspx?id=2354 7/11/14, The facility was cited for having an unauthorized caregiver in the 3 year old nap room. The caregiver did not have central registry results on file. The facility was also cited for being out of ratio and improper supervision due to having the unauthorized caregiver. The facility was cited for not properly tracking the movement of the children. Also, there were bags of trash on the playground that were not stored in a proper container. They were also cited because the specialist did not have access to the staff files. 7/30/14, Child Care Licensing was notified by First Steps (LaDrica Christian) that a child had been injured and received professional medical attention at the facility the previous week. The facility was cited for failure to notify DSS within the allowed time frame. Upon receipt of the injury report, it was noted that the caregiver present during the incident was the same unauthorized caregiver from the 7/11/14 citation. The facility was cited again for unauthorized caregiver. • All deficiencies have been verified as corrected.

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Prosperity Childcare, Inc. Director: Linda Faircloth Mailing: PO Box 1230, Lamar, SC 29069 Physical: 528 Cartersville Hwy., Lamar, SC 29069 Email: fprospercc@aol.com	Darlington	16	17426	B	http://scchildcare.org/details.aspx?id=8201
True Investment Director: Pamela Doctor 3540 Middle Branch Rd., Darlington, SC 29532 Email: pam_doctor@yahoo.com	Darlington	2	23471	C	http://scchildcare.org/details.aspx?id=34031 3/18/14 cited for improper supervision, corrected on cite
True Saints Christian Day Care and Learning Center Director: Dianne Rogers 428 Poole Street, Hartsville, SC 29550 Email: diannerogers8866@gmail.com	Darlington	15	23484	C	http://scchildcare.org/details.aspx?id=34190 Out of Ratio and Improper Supervision on 4-18-14 (corrected on site). no def 8-20-14 visit No grave concerns
Little Treasures Christian Learning Center Director(s): Kristi Bourgion & Tesha Hyatt 1612 Commerce Drive, Dillon, SC 29536 E-mail: LittleTreasuresd@bellsouth.net	Dillon	9	21212	B	http://scchildcare.org/details.aspx?id=20330
Little Folk's Day Care Director: Dorothy Cook 202 Sandy Hill Court, North Augusts, SC 29860 Email: wcook01@comcast.net	Edgefield	9	14511	B	http://scchildcare.org/details.aspx?id=344
Angel's Inn Child Care Director: Whitney Echols 2030 N. Cashua Dr., Florence, SC 29501 Email: angelsinn@bellsouth.net	Florence	8	18299	B	http://scchildcare.org/details.aspx?id=18077

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Antioch 3& 4K Development Center Director: Regina Dancy Mailing: P.O. Box 13678, 29505 Physical: 1207 Howe Springs Road, Florence, SC 29505 Email: antioch34k@bellsouth.net	Florence	20	22987	B	http://scchildcare.org/details.aspx?id=31500
Excellent Learning Preschool, Inc. Director: Vanessa Harrell Mailing: P.O. Box 15308, Quinby, SC 29506 & Physical: 807 N. Irby St., Florence, SC 29506 Email: excellentlearningpreschoolinc@live.com	Florence	50	17824	B	http://scchildcare.org/details.aspx?id=10684
The Gail &Terry Richardson Center for the Child Director: Melissa Ward Mailing: P.O. Box 1000547, Florence, SC 29501 Physical: 4822 E. Palmetto Street, Florence, SC 29501 Email: mward@fmarion.edu	Florence	9	21675	B+	http://scchildcare.org/details.aspx?id=21424
Jack J. Hanna Day Care Director: DeLoris Richardson 803 Oakland Ave., Florence, SC 29506 Email: jjhannadaycare@sc.rr.com	Florence	19	17058	C	http://scchildcare.org/details.aspx?id=6426
Kids' Corner Childcare Academy Director: Connie M. Williams 1811 S. Irby St. #106, Florence, SC 29505 E-mail conniemwilliams@aol.com	Florence	19	22267	B+	http://scchildcare.org/details.aspx?id=22370

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
LaPetite Academy 7504 Director: Polsha Williams Mailing: 32209 Collections Center Dr. Chicago, IL 60693 Physical: 3501 Pine Needles Road Florence, SC 29501 Email: 7504@lapetite.com	Florence	12	13872	B	http://scchildcare.org/details.aspx?id=2002
Little Creations Learning Center Director: LaTosha Spann 3128 South Cashua Drive, Florence, SC 29501 Email: latspann@yahoo.com	Florence	10	22923	C	http://scchildcare.org/details.aspx?id=23152
Mon Dae Morning Child Care Center Director: Jodeen McAllister 4028 S. Irby St., Florence, SC 29505 Email: mondae4028@bellsouth.net	Florence	13	17858	B	http://scchildcare.org/details.aspx?id=10967 Corrective Action Plan in process - Ratio and supervision concerns.
Pee Dee CAP Head Start (Thelma Brown) Director: Kathy Woods Manager: Evette Bradley Mailing: P.O. Drawer 3970, Florence, SC 29501-3970 Physical: 304 N. Alexander St., Florence, SC 29501 Email: pwashington@peedeecap.org	Florence	18	233	A	http://scchildcare.org/details.aspx?id=2384
Stepping Stones Child Care Center Director: Glennis McElveen 1100 E. Palmetto St., Florence, SC 29506 Email: steppingstonesccc@gmail.com	Florence	5	17911	B+	http://scchildcare.org/details.aspx?id=11234

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
The Sunshine House 30 Director: Elonda Blyther 2009 Second Loop Road, Florence, SC 29501 Email: center30@sshouse.com	Florence	16	15828	B	http://scchildcare.org/details.aspx?id=2338
Zion Canaan Child Development Center Director: Linda Hearon Mailing: P.O. Box 173, Timmonsville, SC 29161 Physical: 612 S. Hill St., Timmonsville, SC 29162 Email: hlindafaye@gmail.com	Florence	11	16811	B	http://scchildcare.org/details.aspx?id=5573
Choppee Head Start - Waccamaw EOC, Inc. Director: Sonya Guiles 8055 Choppee Road, Georgetown, SC 29440 Email: sonya.guiles@weoc.org	Georgetown	20	23542	N/A	http://scchildcare.org/details.aspx?id=34460
Little Smurf's Child Development Co-Directors: Bequethia W. Pressley & Rosa Wilson 903 Martin Luther King, Andrews, SC 29510 Email: smurf1984@frontier.com	Georgetown	19	13577	B	http://scchildcare.org/details.aspx?id=1979
Pawleys Island Civic Club Child Development Center Director: Lillian Reid Mailing: PO Box 202, Pawley's Island, SC 29585 Physical: 323 Parkersville Rd, Pawley's Island, SC 29585 Email: piccc@frontier.com	Georgetown	7	23805	N/A	http://scchildcare.org/details.aspx?id=35933

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Playhouse CDC Director: Leomia Green 42 Hope Lane, Georgetown, SC 29940 Email: lgreenplayhouse@yahoo.com	Georgetown	5	21706	B	http://scchildcare.org/details.aspx?id=21650
Sampit Community Center Director: Geraldine Holmes Address: 92 Singleton Ave., Georgetown, SC 29585 Email: sampitcoccc@aol.com	Georgetown	4	12597	B	http://scchildcare.org/details.aspx?facility=2398 2/28/14 Facility was cited for being out of ratio and lack of supervision due to unqualified caregiver. Verified corrected 3/27/14
Small Minds of Tomorrow Director: Larene Holmes Address: 1601 Hawkins St. , Georgetown, SC 29440 Email: larene_h@yahoo.com	Georgetown	10	17786	C	http://scchildcare.org/details.aspx?facility=10407
Small Minds of Tomorrow II Director: Lunda Green 52 Hinds Street, Georgetown, SC 29440 Email: ricklunda@netscape.com	Georgetown	14	23787	N/A	http://scchildcare.org/details.aspx?facility=35161
The Sunshine House 02 Director: Allison Green 1104 Grace St., Greenwood, SC 29649 Email: center02@sshouse.com	Greenwood	15	12511	B	http://scchildcare.org/details.aspx?facility=165
The Sunshine House 134 Director: Valeria Grant-Wright 1694 Calhoun Rd, Greenwood, SC 29649 Email: center134@sshouse.com	Greenwood	16	17908	C	http://scchildcare.org/details.aspx?facility=11208
The Sunshine House 135 Director: Shanon Gorman 256 Wells Ave, Greenwood, SC 29646 Email: center135@sshouse.com	Greenwood	10	17925	B	http://scchildcare.org/details.aspx?facility=11303

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Children's Keeper Learning Center Director: Debra Scott 103 N. Hoover St, Hampton, SC 29924 Email: regdc@yahoo.com	Hampton	7	23780	B	http://scchildcare.org/details.aspx?facility=35813
The Mellon Patch Director: Kandi Hewlett 103 First St, Hampton, SC 29924 Email: Kandihewlett@yahoo.com	Hampton	7	17754	B	http://scchildcare.org/details.aspx?facility=10215 • 6/27/14 Two-year-old room left unattended (0:5), cited for improper supervision and out of ratio, corrected after the visit. • 6/27/14 Two infants observed sleeping in bouncers and soft bedding observed around infants' faces, corrected after the visit.
A Step Ahead CDC Director: Sally Moore 120 Carolina Road, Conway, SC 29526 Email: stepcdc@sccoast.net	Horry	4	17921	B	http://scchildcare.org/details.aspx?facility=6984
ATM Daycare Director: Monica Moss 9340 Hwy 90, Longs, SC 29568 Email: atmdaycare@yahoo.com	Horry	9	23208	B	http://scchildcare.org/details.aspx?facility=32875
Beginner's Paradise Director: Tasheema Kelly 8899 Hwy 701 South, Conway, SC 29527 Email: beginpds@sccoast.net	Horry	6	16055	B	http://scchildcare.org/details.aspx?facility=2619
Carolina Forest Child Development & Learning Center Director: Dale M. Helms 214 Ronnie Court, Myrtle Beach, SC 29579 Email: DaleMHelms@gmail.com	Horry	14	23142	B	http://scchildcare.org/details.aspx?facility=31942 1/13/14 out of ratio
Chabad Academy Director: Eva Braun 2803 Oak St., Myrtle Beach, SC 29577 Email: ebee3124@aol.com	Horry	7	16927	B	http://scchildcare.org/details.aspx?facility=4775 8/21/14 Supervision, ratio and unqualified caregiver 9/9/14 Supervision, Ratio and unqualified caregiver

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Creative Beginnings Director: Elissa Woodle 4047 Holmestown Road, Myrtle Beach, SC 29588 Email: elissawoodle@yahoo.com	Horry	17	22821	C	http://scchildcare.org/details.aspx?facility=29216
Cutie Pies Inc. Surfside Director: Anna Dixon 712 South Poplar Drive, Surfside Beach, SC 29575 Email: annacutiepies@gmail.com	Horry	10	23712	C	http://scchildcare.org/details.aspx?facility=35324
FUM Child Development Ministry Director: Jeanne Voltz-Loomis 904 65th Avenue North, Myrtle Beach, SC 29572 Email: CDMatTheBeach@aol.com	Horry	12	17928	B	http://www.scchildcare.org/details.aspx?facility=4765
Grissett's CDC Director: Kenisha Moore 1100 Creel Street Conway, SC 29527 Email: grissetts@frontier.com	Horry	12	16552	B	http://www.scchildcare.org/details.aspx?facility=4087
Hunter's Ridge Child Care Director: Heidi Arnold 4301 Panthers Pkwy, Myrtle Beach, SC 29588 Email: childcarehga@aol.com	Horry	14	17279	B	http://www.scchildcare.org/details.aspx?facility=6981
Kiddie Junction Director: Crystal Bradley & Angela Davis 2103 Cromley Circle, Myrtle Beach, SC 29577 Email: zada728@yahoo.com	Horry	15	21813	B	http://www.scchildcare.org/details.aspx?facility=22153

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Kids Paradise Director: Angela Brown 4716 Hwy 17 Byp. South Myrtle Beach, SC 29588 Email: angiebrown68@gmail.com	Horry	12	23772	C	http://www.scchildcare.org/details.aspx?facility=35490
Little Blessings CDC Director: Clarissa Solomon 4750 Little River Neck Rd., N. Myrtle Beach, SC 29582 Email: littlebcdc@gmail.com	Horry	8	22487	B	http://www.scchildcare.org/details.aspx?facility=21546 Corrective Action Plan 7/17/14, the facility was cited for being out of ratio in the 1-2 year old room. There was only one caregiver present with 9 children ages 1-2. Two caregivers were needed. The facility was cited for improper supervision due to being out of ratio. Also cited that day was tracking, one staff member needing a current Health Assessment form, the baseboard in one of the classrooms was cracked and splintered, and there were small Styrofoam balls (choking hazard) on the floor in the infant room that had leaked out of a bean bag. 9/30/14, the facility was cited for 3 classrooms being out of ratio. Upon arrival, two of the nap rooms (2-3 year olds, and 2-4 year olds) had no caregivers present. Both rooms were cited for being out of ratio. The infant-1 year old class was also cited for being out of ratio. There was only one caregiver present with 6 children (infant – 1). Two caregivers were needed. The facility was cited for improper supervision. They were also cited again for tracking. There was a small infant found sleeping in a crib on a boppy pillow (suffocation hazard).

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Little River CDC Director: Amy Grogan 3796 McDowell Lane., Little River, SC 29566 Email: grandstrand5@msn.com	Horry	13	18285	B+	http://www.scchildcare.org/details.aspx?facility=18093
Princeton South Academy Director: Mary Baddela 3887 Renee Drive, Myrtle Beach, SC 29579 Email: 903kidz@gmail.com	Horry	7	22372	C	http://www.scchildcare.org/details.aspx?facility=23706
The Learning Station Director: Donna Jensen 690 Singleton Ridge Rd., Conway, SC 29526 Email: DJensen104@aol.com	Horry	47	18287	B+	http://www.scchildcare.org/details.aspx?facility=18092
Big Blue Marble Academy 4 Director: Kim Shiflet 888 Springdale Drive, Clinton, SC 29325 Email: center04@bbmacademy.com	Laurens	23	23225	C	http://www.scchildcare.org/details.aspx?facility=32767
Fairview Kids CDC Director: Ravan Hayes Mangle 615 Fairview Street, Fountain Inn, SC 29644 Email: fairviewkidscdc@gmail.com	Laurens	4	23379	C	This provider is listed in Greenville County in the licensing database. http://scchildcare.org/details.aspx?id=33356
Stepping Stones Learning Academy, Inc. Director: Nikki Stewart 2885 Hwy 221, Laurens, SC 29360 Email steppingstoneslearningacademy12@yahoo.com	Laurens	11	23333	B+	http://www.scchildcare.org/details.aspx?facility=33433

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Tender Loving Childcare Director: Deborah Warren 1405 W. Main, Laurens, SC 29360 Email: tlclaurens@yahoo.com	Laurens	10	23440	B+	http://www.scchildcare.org/details.aspx?facility=33813
Thornwell Child Development Center Director: Norman Dover 203 W. Calhoun St, Clinton, SC 29323 Email: Norman.dover@thornwell.org	Laurens	39	23194	N/A	http://www.scchildcare.org/details.aspx?facility=32548
Young World Day Care Center Director: Emily Campbell/Gail Cunningham 101 Mississippi Dr., Clinton, SC 29325 Email: youngworldkids@yahoo.com	Laurens	7	12488	C	http://www.scchildcare.org/details.aspx?facility=163
Bishopville Lee Child Care Director: Lillie Patterson Mailing: P.O. Box 521, Bishopville, SC 29010 Physical: 118 E. College St., Bishopville, SC 29010 Email: blcccinc1@yahoo.com	Lee	18	14905	B+	http://www.scchildcare.org/details.aspx?facility=2460
A Mother's Prayer Director**:** Judi Castro 117 S. Main St., Gaston, SC 29053 Email: jrcastro34@gmail.com	Lexington	5	23087	B	http://www.scchildcare.org/details.aspx?facility=32021
Big Blue Marble Academy 3 Director: Stacey Pierce 119 Smith Street, Leesville, SC 29070 Email: center03@bbmacademy.com	Lexington	9	23226	B+	http://www.scchildcare.org/details.aspx?facility=32722
Brookland Baptist CDC Director: Jennifer McConnell 1054 Sunset Blvd., West Columbia, SC 29169 Email: jmcconnell@brookland.cc	Lexington	21	17950	B+	http://www.scchildcare.org/details.aspx?facility=11490

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Hartman Hall Child Development Center Director: Leigh Chavis 1247 Glenn Street, Cayce SC 29033 Email: leighchavis1@gmail.com	Lexington	10	13890	B	http://www.scchildcare.org/details.aspx?facility=265
Kids' Stuff Learning Center Director: Michelle M. Perr 813 Springdale Rd., West Columbia, SC 29170 Email: Bean12343@yahoo.com	Lexington	7	13464	C	http://www.scchildcare.org/details.aspx?facility=224
La Petite Academy 7503 Director: Gloria Watson 4027 Platt Springs Rd, West Columbia, SC 29169 Email: 7503@lapetite.com	Lexington	17	12943	B+	http://www.scchildcare.org/details.aspx?facility=197
Midlands Elite Gymnastics Academy (MEGA) CDC Director: Janice Ironside 3630 Augusta Highway, Gilbert, SC 29054 Email: megacdce@yahoo.com	Lexington	3	17175	B	http://www.scchildcare.org/details.aspx?facility=6662
Agapeland YEP Center Director: Jasmine Collins Mailing: PO Box 1806, Marion, SC 29571 Physical: 613 Dunlop St. Ext., Marion, SC 29571 Email: agape88@roadrunner.com	Marion	14	22871	B	http://www.scchildcare.org/details.aspx?facility=30849
Kids Konnection Christian Director: Talesha Applewhite Mailing: PO Box 1376 Marion, SC 29571 Physical: 500 McEachern Heights Marion, SC 29571 Email: kidkonnect@aol.com	Marion	4	17186	B	http://www.scchildcare.org/details.aspx?facility=6850

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
McGill's Bundles of Joy Co-Directors: Loretta McGill & Cynthia S. Edge Mailing: PO Box 1872, Marion, SC 29571 Physical: 608 Dunlop Ext., Marion, SC 29571 Email: bundlesofjoy@bellsouth.com	Marion	20	17390	B	http://www.scchildcare.org/details.aspx?facility=7991 Corrective Action Plan - out of ratio on 4-22-14, 7-24-14, and 9-26-14; improper supervision due to being out of ratio 7-24-14 and 9-26-14; and unauthorized caregiver 4-22-14 and 9-26-14.
Troy-Johnson Learning Corner Director: Jackie Troy-Johnson 106 Gapway St., Mullins, SC 29574 Email: jtroyjohns@aol.com	Marion	26	12475	B	http://www.scchildcare.org/details.aspx?facility=1901
Pleasant Grove Academy Director: Jean Pearson 1333 Penderboro Road, Marion, SC 29571 Email: jpearson28@bellsouth.net	Marion	8	21029	B	http://www.scchildcare.org/details.aspx?facility=20107
Newberry Child Development Center Director: Jodi Sawyer / Mary Green 2300 Evans Street, Newberry, SC 29108 **Email**: newberrycdc@gmail.com	Newberry	24	17838	A	http://www.scchildcare.org/details.aspx?facility=10857
Kids Unlimited of Prosperity Director: Dawn Graham Mailing: PO Box 157, Prosperity, SC 29129 Physical: 11299 CR Koon Highway, Prosperity, SC 29129 Email: kidsunlimitedofprosperity@comcast.net	Newbery	16	15935	B	http://www.scchildcare.org/details.aspx?facility=2562
Cambridge Child Development Center Director: Suzanne Evans 200 Lee Lane, Seneca, SC 29678 Email: cambridgechilddev.center@yahoo.com	Oconee	10	13924	B	http://www.scchildcare.org/details.aspx?facility=269

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Kreative Kids Child Care Director: Regina Gambrell 1328 S. Walnut Street, Seneca, SC 29678 Email: regina_gambrell@yahoo.com	Oconee	5	16040	B	http://www.scchildcare.org/details.aspx?facility=947
Upstate Children's Center of Walhalla, Inc. Director: Lindsay Singleton 905 East Main Street, Walhalla, SC 29691 Email: uccwalhalla@gmail.com	Oconee	19	23392	C	http://www.scchildcare.org/details.aspx?facility=32795
Brighter Children's Learning Center Director: Gwen Simmons & Betty Fludd 1830 Old Whitaker Pkwy, Orangeburg, SC, 29115 Email: purple@sc.rr.com	Orangeburg	4	21891	B	http://www.scchildcare.org/details.aspx?facility=22324
Kidz Will Be Kidz Director: Margaret Davis 1292 Sawyer Street, Orangeburg, SC, 29115 Email: Mdavis9709@aol.com	Orangeburg	10	17737	B	http://www.scchildcare.org/details.aspx?facility=10108 • 7/16/14 unauthorized person left with child alone speech therapist with no extracurricular activity provider form completed form #2930
SC State University CDC Director: Stephanie Felks Mailing: P.O. Box 7188, Orangeburg, SC 29117 & Physical: 300 College St., Orangeburg, SC 29117 Email: sfelks@scsu.edu & pirons@scsu.edu	Orangeburg	24	366	A+	http://www.scchildcare.org/details.aspx?facility=821
Wright Way Child Development Center Director: Lashondia Wright 629 Torrington Road, Eutawville, SC 29048 Email: lmw5234@yahoo.com	Orangeburg	12	21354	B	http://www.scchildcare.org/details.aspx?facility=20417

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Ayes's Kinderoo Care CDC Director: Verdell Aye Mailing: PO Box 39 Eastover, SC 29044 Physical: 213 Van Boklen Street, Eastover, SC 29044 Email: kinderoocare@att.net	Richland	8	16604	B	http://www.scchildcare.org/details.aspx?facility=4283
Belvedere Early Learning Center Director: Flemon Williams 3700 Thurmond St., Columbia, SC 29204 Email:belc@bellsouth.net	Richland	10	16590	B	http://www.scchildcare.org/details.aspx?facility=4251 On a Corrective Action Plan; being staffed for final warning letter and/or revocation.
Benedict College Child Development Center Director: Omari L. Dyson 1608 Westminster Drive, Columbia, SC 29204 Email:dysono@benedict.edu dysono@benedict.edu	Richland	8	17218	A+	http://www.scchildcare.org/details.aspx?facility=6958
Bethel Learning Center Director: Sandra Kelly 921 Woodrow Street, Columbia, SC 29205 Email: sandrakelly74@aol.com	Richland	32	16929	B	http://www.scchildcare.org/details.aspx?facility=4777
Candle Lakes Child Care Director: Christina Lawson 422 Blythewood Rd., Blythewood, SC 29016 Email: candlelakes@att.net	Richland	7	17810	B+	http://www.scchildcare.org/details.aspx?facility=10568
Children's Garden Director**:** Althea Benson 4801 Colonial Dr., Columbia, SC 29203 Email: childrensgarden@vcmehs.org	Richland	19	22260	A+	http://www.scchildcare.org/details.aspx?facility=24846 Being staffed for a possible Corrective Action Plan due to Out-of-Ratio and Improper Supervision.

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Children's World 5 Director: Tamara Canzater 7611 Garner's Ferry Rd, Columbia SC 29209 Email: childrensworld5@live.com	Richland	23	22103	B	http://www.scchildcare.org/details.aspx?facility=23767
Children's World 7 Director: Jennifer Tackett 1225 Piney Grove, Columbia, SC 29210 Email: childrensworld7@live.com	Richland	20	22466	C	http://www.scchildcare.org/details.aspx?facility=25452
Dream Catcher's Child Learning Center Director: Kimberly Sowell 2430 Atlas Road, Columbia, SC 29209 Email: Kimberly.Sowell@midlandscdc.org	Richland	14	23160	C	http://www.scchildcare.org/details.aspx?facility=29739 Being staffed for a possible Corrective Action Plan due to Out-of-Ratio and Tracking.
Education Express Center for Learning Director: Jerome Jones 102 Columbia Northeast Drive, Columbia, SC 29223 Email: jjones_edexpress@bellsouth.net	Richland	9	17001	B	http://www.scchildcare.org/details.aspx?facility=6203 On a Corrective Action Plan
La Petite Academy 7501 Director: Dianne Joel 7460 Garner's Ferry Road, Columbia, SC 29209 Email: 7501@lapetite.com	Richland	9	13168	B	http://www.scchildcare.org/details.aspx?facility=1948
Lotz of Love Learning Center Director: Schantella Foster Adress: 1510 Canal Street, Columbia, SC 29210 Email: Schantellaf@gmail.com	Richland	9	23308	C	http://www.scchildcare.org/details.aspx?facility=32571

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Myers Nursery & Daycare Director: Barbara Scott Mailing: 24 Saddlemount Ln., Hopkins, SC 29061 Physical: 6157 Cabin Creek Rd., Hopkins SC, 29061 Email: b-scott-1@att.net	Richland	10	22802	B	http://www.scchildcare.org/details.aspx?facility=29742
Spring Valley Early Learning Academy Directors: Tiffany Johnson 9161 Two Notch Road, Columbia, SC 29223 Email: childrensworld4@live.com	Richland	7	22112	B	http://www.scchildcare.org/details.aspx?facility=23722 On a Corrective Action Plan
Sunshine House 21 Director: Brittany Broxton 3011 Broad River Rd., Columbia, SC 29210 Email: center21@sshouse.com	Richland	20	15819	B	http://www.scchildcare.org/details.aspx?facility=2333
Sunshine House 22 Director: Peggy McDonald 104 Greystone Blvd, Columbia, SC 29210 Email: center22@sshouse.com	Richland	20	15822	B	http://www.scchildcare.org/details.aspx?facility=2335
Sunshine House 23 Director: William Wood, III 748 Greenlawn Dr., Columbia, SC 29209 Email: center23@sshouse.com	Richland	12	15833	B	http://www.scchildcare.org/details.aspx?facility=2339
Trinity Learning Center Director: Jean Knowlton 1100 Sumter Street, Columbia, SC 29201 Email: childcare@trinitysc.org	Richland	2	12127	N/A	http://www.scchildcare.org/details.aspx?facility=1888
ABC Academy Director**:** Kim Chariker 405 N. Wise Road, Saluda SC 29138 Email: abcacademy@embargmail.com	Saluda	17	17080	B+	http://www.scchildcare.org/details.aspx?facility=6485

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Bright Angels CDC Director: Goldie Banner 129 A Peake Road, Roebuck, SC 29376 Email: gbannergramma@yahoo.com	Spartanburg	8	23371	C	http://www.scchildcare.org/details.aspx?facility=33613
Learning Years CDC Director: Sandy Ridings 410 East Hayne Street, Woodruff, SC 29388 Email: sandyr113sr@gmail.com	Spartanburg	2	16070	B	http://www.scchildcare.org/details.aspx?facility=3467
Legacy Christian Day School Director: Joyce Ruth 227 Cedar Springs Rd., Spartanburg, SC 29302 Email: jamesruth@bellsouth.net	Spartanburg	20	23357	C	http://www.scchildcare.org/details.aspx?facility=33522
Miss Eddie's Child Development Center Director**:** Edna Smith 140 Southport Rd, Spartanburg, SC 29306 Email: misseddiescdc@yahoo.com	Spartanburg	15	14716	A+	http://www.scchildcare.org/details.aspx?facility=2127
Mother Goose Day Care Director: Barbara Houston 2220 Country Club Rd, Spartanburg SC 29302 Email: mothergoose13482@bellsouth.net	Spartanburg	9	16688	B	http://www.scchildcare.org/details.aspx?facility=5088
PCA Child Development Center of ZL Madden Director: Joyce Davis 459 West Centennial St, Spartanburg, SC 29303 Email: jdavis@pcasp.org	Spartanburg	20	18407	B	http://www.scchildcare.org/details.aspx?facility=18176

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Precious Little Angels Day Care Director: Joye Guyton 567 Glenn Springs Rd, Pacolet, SC 29372 Email: plangelsdaycare@bellsouth.net	Spartanburg	20	17358	B	http://www.scchildcare.org/details.aspx?facility=7752
The Children's Academy Director: Yolanda Staley 104 Tanglewylde Drive Spartanburg, SC 29301 Email: YolandaStaley@yahoo.com	Spartanburg	10	23699	C	http://www.scchildcare.org/details.aspx?facility=35169
The Sunshine House 16 Director: Brenda Berry 1212 John B. White Sr. Blvd., Spartanburg, SC 29306 Email: center16@sshouse.com	Spartanburg	10	15826	B+	http://www.scchildcare.org/details.aspx?facility=2337
The Sunshine House 17 Director: Ashley Wilkins-Miller 1085 Fernwood-Glendale Rd., Spartanburg, SC 29302 Email: center17@sshouse.com	Spartanburg	8	15820	B	http://www.scchildcare.org/details.aspx?facility=2334 Corrective Action Plan for ratios and improper supervision.
Archway Academy #3 Director: Stacy Harrington 2049 McCray's Mill Road, Sumter, SC 29154 Email: archwayacademy3@msn.com	Sumter	9	17487	C	http://www.scchildcare.org/details.aspx?facility=8617
Bright Beginnings Director: Linda Harris / Jessica Lee 416 South Wise Drive, Sumter, SC 29150 Email: brightbeginningssumter@yahoo.com	Sumter	10	14569	C	http://www.scchildcare.org/details.aspx?facility=2098

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Care-A-Lot Day Care Center Co-Director(s): Paula Durham & Evien Dennis 4215 Thomas Sumter Hwy, Dalzell, SC 29040 Email: carealotdaycare@hotmail.com	Sumter	9	22540	B	http://www.scchildcare.org/details.aspx?facility=25064 Out of Ratio and Improper Supervision, Improper Supervision and Unauthorized Caregiver on 8-12-14 (ABC Visit) – Verified corrected on 9-15-14 visit.
Clarian Place Child Care and Learning Center Director: Mary Cooper 178 South Pike East Rd., Sumter, SC 29150 Email: clarianplacesumter@gmail.com	Sumter	5	23497	C	http://www.scchildcare.org/details.aspx?facility=34131
Grace Cathedral Child Development Center Director: Julia Triplett 50 Oswego Road, Sumter, SC 29150 Email: Julia48_triplett@yahoo.com	Sumter	10	22590	B	http://www.scchildcare.org/details.aspx?facility=25709
Jehovah Missionary Baptist Church Christian & Academic School Director: Vernetia Duncan 415 S. Manning Ave., Sumter, SC 29150 Email: vernetiad@yahoo.com	Sumter	16	17215	B	http://www.scchildcare.org/details.aspx?facility=6953
Luv N Care Child Care Director: Sherrie Welch 48 Inglewood Drive Sumter, SC 29150 Email: babettemeadows@yahoo.com	Sumter	12	17202	B	http://www.scchildcare.org/details.aspx?facility=6945
The Glory of God Academy Director: Mecca Emery 3730 Camden Highway, Dalzell, SC 29040 Email: mrs.memery@yahoo.com	Sumter	5	22489	B+	http://www.scchildcare.org/details.aspx?facility=25508

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Vanessa's Playland LLC Director: Shanda Sumpter Address: 3300 West Brewington Rd, Sumter, SC 29153 Email: vanessaplayland@yahoo.com	Sumter	10	21114	B	http://www.scchildcare.org/details.aspx?facility=20210
William Thomas Academy Co-Director: Lottie McCaw 1155 Florence Hwy, Sumter, SC 29153 Email: lmccaw50@gmail.com	Sumter	14	22888	C	http://www.scchildcare.org/details.aspx?facility=29864
Mon Aetna CEC Director: Susan Adams 1431B Lockhart Hwy., Union, SC 29379 Email: monaetnacec@gmail.com	Union	31	17662	B	http://www.scchildcare.org/details.aspx?facility=9717
Building Blocks Academy Director: Gwen McFadden Mailing: PO Box 71, Kingstree, SC 29556 Physical: 84 Marble Road, Kingstree, SC 29556 Email: buildingblocksacademy@yahoo.com	Williamsburg	7	23665	B+	http://www.scchildcare.org/search.aspx?type=A&county=45
Doodle Buzz Academy Director: Jennifer Parrott 4400 N. Williamsburg County Hwy, Lake City, SC 29560 Email: doodlebugacademy1@yahoo.com	Williamsburg	23	17746	B+	http://www.scchildcare.org/details.aspx?facility=10018
Lane Head Start/Waccamaw EOC, Inc. Director: Stephanie Brown 175 Edwin Road, Lane, SC 29564 Email: stephanie.brown@weoc.org	Williamsburg	33	105	B	http://www.scchildcare.org/details.aspx?facility=2513

Provider Name and Address	County	# of Funded Students	License/ Approval Number Confirmed?	ABC Level	Deficiencies in Last 3 Years/Concerns
Little Smurf Too Director: Pamela Williams & Rosa Wilson 1435 N. Longstreet, Hwy 52, Kingstree, SC 29556 Email: pswilliams81@yahoo.com	Williamsburg	12	23243	B	http://www.scchildcare.org/details.aspx?facility=32053 3/7/14 out of ratio and improper supervision because bus driver did not meet education requirements. Verified corrected
Nesmith Community Day Care Director: Audrey McCrae 2774 Turkey Creek Road, Nesmith, SC 29580 Email: ncdcc@ftc-i.net	Williamsburg	1	11158	B+	http://www.scchildcare.org/details.aspx?facility=2517
Wilson's Daycare & Learning Center Director: Daisy Wilson 501 Lawrence St., Kingstree, SC 2955 Email: wilsonsdaycare@yahoo.com	Williamsburg	1	17974	B	http://www.scchildcare.org/details.aspx?facility=17597 Corrective Action Plan to end October 31, 2014 Several ratio and supervision issues in 2014 but provider is working with agency and will hopefully end CAP soon
Small World Academy Director: Betty Chason 3714 Woodlawn Street, Sharon, SC 29742 Email: smallworldacademy@gmail.com	York	12	15152	C	http://www.scchildcare.org/details.aspx?facility=2189

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

MEMORANDUM

TO: Members, EOC

FROM: Melanie Barton

DATE: February 2, 2015

IN RE: Educational Credit for Exceptional Needs Children

Proviso 1.80. of the 2014-15 General Appropriation Act requires the Education Oversight Committee (EOC) to identify independent schools that are eligible to participate in the Educational Credit for Exceptional Needs Children program and to publish on our website a list of nonprofit scholarship funding organizations and their contact information. The proviso also requires the EOC to establish an advisory committee made up of not more than nine individuals "including parents, and representatives of independent schools and independent school associations."

Since October, when the EOC received for report documenting the self-reported data on the program's implementation in FY2013-14, the EOC has accomplished the following:

1. The EOC has identified 96 schools on its website as eligible to participate in the program in Fiscal Year 2014-15.
2. The EOC has posted on its website contact information for four non-profit scholarship funding organizations. One application was denied when the applicant failed to provide additional information as required by the proviso.
3. An advisory committee was formed and includes the following individuals:

<u>Parents</u> (2)
Ms. Dorothy Cobb, Greer
Mr. José Mulero, Lugoff

<u>Representatives of Associations (2)</u>
Mr. Edward Earwood, Executive Director, SC Association of Christian Schools
Mr. Larry K. Watt, Executive Director, SC Independent School Association

David Whittemore
CHAIR
Daniel B. Merck
VICE CHAIR
Anne H. Bull
Bob Couch
Mike Fair
Margaret Anne Gaffney
Barbara B. Hairfield
Nikki Haley
R. Wesley Hayes, Jr.
Deb Marks
John W. Matthews, Jr.
Joseph H. Neal
Neil C. Robinson, Jr.
Molly Spearman
Patti J. Tate

Melanie D. Barton
EXECUTIVE DIRECTOR

Representatives of Schools (5)
Mr. Dan Blanch, Head of School, Camperdown Academy, Greenville
Dr. Kathy Cook, Head of School, Trident Academy, Mt. Pleasant
Ms. Jacqualine Kasprowski, Associate Director of Secondary Education, Diocese of Charleston and Principal at Cardinal Newman School, Columbia
Dr. Susan S. Thomas, Head of School, Glenforest School, West Columbia
Ms. Joanna Swofford, Director of EXCEL, Westminster Catawba Christian School, Rock Hill

EOC member Neil Robinson facilitates the meetings. The advisory committee has met twice this fiscal year.

4. In December of 2014 the advisory committee recommended procedures for eligible schools to use in completing their school compliance audits. Proviso 1.80 requires every school accepting grants for eligible students "to conduct a compliance audit by an outside entity or auditing firm examining its compliance with the provisions of this proviso, and shall furnish the same within thirty days of its completion and acceptance to the Secretary of State and Department of Revenue which must be made available by them on their website for public review." Attached are the committee's recommended components of the compliance audit, which are posted on the EOC website.

5. The advisory committee, working with the EOC staff, also finalized in December the data that would be used to document the academic profile of all eligible schools. Each school has been sent a letter and an email asking them to complete an online survey to gather the data. The questions on that survey are in the attachment.

Attachments

Agreed Upon Procedures for Eligible School Compliance Audit
As Recommended by the Advisory Committee
Created Pursuant to
Proviso 1.80. of Act 286 of 2014
Educational Credit for Exceptional Needs Children (ECENC) Program

School Name: _____

Address: _____
_____
_____

---

1. The school offers a general education to primary or secondary school students.
☐Yes ☐No
☐Verification by _____

Offering a general education to primary or secondary school students:
South Carolina Code of Regulations, 43-243. Special Education, Education of Students with Disabilities identifies "general education curriculum" as "the same curriculum as for nondisabled children." Documentation for item six may be used to demonstrate compliance.

2. The school does not discriminate on the basis of race, color, or national origin.
☐Yes ☐No
☐Verification by _____

Nondiscrimination on the basis of race, color, or national origin:
IRS Form 990 Schedule E, IRS Form 5578 or other similar federal filing demonstrates compliance.

3. The school is located in this State.
☐Yes ☐No
☐Verification by _____

Location within this State: Either a title or deed; or county property tax bill demonstrates compliance.

4. The school has an educational curriculum that includes courses set forth in the state's diploma requirements and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress.
☐Yes ☐No
☐Verification by _____

Educational curriculum that includes courses set forth in the state's diploma requirements and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress:

Diploma Requirements (SC Code of Regulations 43-234) I. Requirements for Earning a South Carolina High School Diploma, include courses in English language arts; mathematics; science; U.S. History and Constitution; economics; U.S. Government; other social studies; physical education or Junior ROTC; computer science, foreign language or career and; technology education; electives. A school course offering, course directory or blank report cards listing the inclusion of courses demonstrates compliance.

Assessment tools include the PSAT, SAT, ACT, Stanford Achievement Test, TerraNova, Iowa Test of Basic Skills, and other similar test. Copies of test scores or confirmation of test grading from contractors or associations demonstrate compliance.

5. The school has facilities that are subject to applicable federal, state, and local laws.
☐Yes ☐No
☐Verification by _____

*Facilities that are subject to applicable federal, state, and local laws: P*lease note if school is NOT subject to such laws.

6. The school is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools or the South Carolina Independent Schools Association.
☐Yes ☐No
☐Verification by _____

Good standing membership within Southern Association of Colleges and Schools (SACS / AdvancedED), the South Carolina Association of Christian Schools (SCACS) or the South Carolina Independent Schools (SCISA) A letter or certificate or other document issued by the association or accreditation entity communicating current membership status demonstrates compliance.

7. The school documents all individual grants received from each nonprofit scholarship funding organization on behalf of qualifying students with exceptional needs.
☐Yes ☐No
☐Verification by _____

8. The school has no knowledge or information suggesting that the grants awarded by each scholarship funding organization were contingent upon any prescribed conditions imposed by the scholarship funding organization upon the school.
☐Yes ☐No
☐Verification by _____

9. The school documents that each individual grant received was in the form of a check in the name of the qualifying student.
☐Yes ☐No
☐Verification by_____

10. The school documents that each individual grant received per qualifying child did not exceed $10,000 per school year.
☐Yes ☐No
☐Verification by _____

For issues 7*. through 10.* *Grants received* School should be able to provide copies of checks received from scholarship funding organizations for qualifying students with exceptional needs to document total revenues; to document that checks were properly prepared; and to document that no child received a grant in excess of $10,000.

11. The school documents the enrollment dates for all qualifying children with exceptional needs who received a grant from a scholarship funding organization.
☐Yes ☐No
☐Verification by_____

Enrollment data For all students receiving grants, a school should be able to document enrollment dates with copies of attendance records, letters of registration or withdrawal, etc.

12. Did any qualifying student who received a grant leave or withdraw from the school for any reason prior to the end of the semester or school year and did not re-enroll within thirty days?
☐Yes ☐No
☐Verification by_____

If Yes is checked, the school documents that it returned a prorated amount of the grant to the scholarship funding organization based on the number of days the qualifying student was enrolled in the school during the semester or school year and within sixty days of the student's departure.
☐Yes ☐No
☐Verification of _____

Student withdrawals For students who received grants and left before the end of the semester or year, the school must document through checks issued that the scholarship funding organization was reimbursed a prorated amount.

Acceptance Statement

The following outside entity or auditing firm confirms that the above school has provided documentation and verification of its compliance with the Educational Credit for Exceptional Needs Children (ECENC) program as outlined above.

Name	Title
Name Of Outside Entity Or Auditing Firm	Address
Signature	Date

By law, the compliance audit must be conducted by “an outside entity or auditing firm.” The term “outside” implies a neutral or independent evaluation that is conducted by an individual or contractor who has no personal or professional conflict of interest and/or relationship with a scholarship organization or grant recipient. The school may contact the South Carolina Association of Christian Schools or the South Carolina Independent Schools for questions or assistance.

This compliance audit must be furnished with thirty days of its completion and acceptance to the Secretary of State and Department of Revenue which must be made available by them on their website for public review (H.2.). The compliance audit must

Secretary of State, ATTN: Legal Division, 1205 Pendleton Street, Suite 525 Columbia, SC 29201
and
Department of Revenue, ATTN: Ricky Taylor, Audit Services, 301 Gervais Street, Post Office Box 125, SC 29214

***1. School Name:**

***2. Address:**

3. Headmaster:

4. Principal:

***5. Website address:**

***6. Phone number:**

***7. E-mail address:**

***8. Choose one (1) support level designation that best describes your school.**

- Support Level I: Traditional school / classroom environment with no specific special education services provided but strives to make needed accommodations for exceptional needs students who struggle in academic areas.
- Support Level II: Traditional school / classroom environment with a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students.
- Support Level III: A school specifically existing to meet the needs of only exceptional needs students with documented disabilities.

Mission Statement or Philosophy

Limit your answer to 450 characters, which includes spaces.

9. School Mission Statement or Philosophy:

School History

Limit your answer to 1,400 characters, which includes spaces.

10. School History:

School Accreditations and Affiliations

Limit your answer to 180 characters, which includes spaces.

11. School Accreditations and Affiliations:

Non-discriminatory policy

Limit your answer to 260 characters, which includes spaces.

*12. Non-discriminatory policy:

Whole School Profile

This information should reflect the ENTIRE student body at the school and include only data from the 2013-14 school year.

***13. 2013-14 Enrollment:**

***14. Number of Classroom Teachers:**

15. Detail on teachers' training if applicable (limit 200 characters):

***16. Grade span within school:**

***17. Student to Teacher ratio (example: 3:1):**

18. Grading system:

19. Graduation Requirements (if applicable):

20. Curriculum / Instructional Programs (limit 300 characters):

21. Assessments for school year 2013-14 (limit 250 characters):

22. Assessment results for school year 2013-14 (limit 300 characters):

Services for Students with Exceptional Needs

This information should contain information pertaining to those students with exceptional needs.

***23. Children with the following challenges may be eligible to be served at this school:**

24. Features of Curriculum / Instructional Program(s) used for eligible students (limit 500 characters):

25. Assessments (limit 500 characters):

26. Assessment results from school year 2013-14 (note: data only reported when exceptional needs population meets or exceeds 10 students. Limit 500 characters.)

Please send the logo in .jpeg format for your school via email to hjones@eoc.sc.gov. The logo will be placed on the front and back of your school's report card.