

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: CDEPP - OFS

Current Fiscal Year: 2011-12

Current EIA Appropriation: \$2,484,628

Name of Person Completing Survey and to whom EOC members may request additional information:

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Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

was an original initiative of the Education Improvement Act of 1984

was created or implemented as part of the Education Accountability Act of 1998

has been operational for less than five years

was funded last fiscal year by general or other funds

is a new program implemented for the first time in the current fiscal year

Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Provisos to H.3700 (See below)

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 1A.45 of H.3700 (General Appropriations Act)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

Yes

No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The SC Child Development Education Pilot Program provides four-year-old kindergarten programming to age- and income-eligible children residing in the litigant school districts in the state's long-standing school equity funding lawsuit, Abbeville County School District et. al. vs. South Carolina.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

South Carolina First Steps oversaw the provision of CDEPP 4K to 549 children in 36 private/community settings (41 classrooms) during the 2010-2011 school year. Regional 4K coordinators provided on-site training, technical assistance and accountability monitoring to each site approximately twice monthly. No significant departures from the program's existing model of service provision are envisioned for the current year.

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

549 children enrolled during 2010-11.
215 children provided with transportation services.
Service provided in 41 classrooms (36 sites).

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The EOC issued annual reports on the CDEPP program between 2006-2010. The most recent release by the EOC (October 2010) notes that children in CDEPP "made modest and meaningful progress in language, achievement, and social and behavior development." The report notes that student gains were maintained as children moved from pre-kindergarten to kindergarten.

SC First Steps is required to conduct an external program evaluation every three years, the most recent of which was released in 2010 and included an analysis of the CDEPP program. The report, conducted by the High Scope Educational Research Foundation, analyzed CDEPP outcomes using data from the South Carolina Readiness Assessment (SCRA), student retention status by year, and special needs placements. The report found few differences between children participating in CDEPP in private settings (overseen by First Steps) and their peers in other full-day 4K settings, suggesting that "this may demonstrate the potential for implementing public programs in private settings in a less expensive manner with similar results."

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

October 2010 (SC EOC release)

November 2010 (High/Scope Evaluation)

Has an evaluation ever been conducted?

Yes

No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

EOC (October 2010)

Three recommendations are included in the release:

1. "Despite negative economic conditions, the General Assembly should continue funding CDEPP and similar pre-kindergarten programs and when funds are available, expand the program in both public schools and private centers statewide. Across years and cohorts, modest yet meaningful child gains provide evidence of the success of CDEPP in preparing young children who are at-risk for school failure for kindergarten.
2. Given the existing multi-year sample of 276 children who were enrolled in CDEPP further longitudinal evaluation of those students, as compared to a matched sample of similar children who did not attend a full day program, would help to show if differences in children's language, achievement, and behavior may be related to CDEPP participation. Standardized test scores (e.g., PASS scores) and other information, such as grades, grade retentions, and special education placements, may be of assistance in understanding the relationship between pre kindergarten participation for at-risk students and their future academic and social success in South Carolina.
3. Our classroom observations with the *CLASS Pre-K* have indicated that on the domains of Emotional Support and Classroom Organization those CDEPP

classrooms were similar to other preschool classrooms in previous investigations. Nevertheless, for the domain of Instructional Support with accompanying dimensions of concept development, quality of feedback, and language modeling, the ratings were lower than previous investigators have reported. A continuous improvement approach to pre-kindergarten educational services indicates that targeted professional development and technical assistance might be helpful to local preschool personnel in the area of instructional support and high-quality teaching interactions. State level early childhood administrators should carefully consider how to enhance professional development activities and technical assistance to support the efforts of local pre-kindergarten personnel."

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here.

EOC, October 2010

<http://eoc.sc.gov/NR/rdonlyres/D866D3D2-420C-4F48-9E8C-E6DFF956CF90/37464/CDEPP2010.pdf>

High/Scope Educational Research Foundation

<http://www.scfirststeps.org/docs/2009Eval.pdf>

If no, why not?

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

Should EIA cuts ensue, First Steps would seek to minimize non-classroom costs (professional development and monitoring) as feasible. That said, funding cuts would almost certainly result in service losses to eligible children.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

CDEPP objectives would remain unchanged, however a loss of funding would result in diminished quality monitoring activities, onsite technical assistance and mentoring of program staff, and losses in service to children.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2012-13

The total amount of EIA funds requested for this program for the next fiscal year will be:

- The same as appropriated in the current fiscal year's appropriation**
- An increase over the current fiscal year's appropriation**
- A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2010-11 and 2011-12

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	2,484,628	2,484,628
General Fund		
F		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr	179,845	167,290
TOTAL	2,664,473	2,651,918

Other: N/A

Expenditures	Prior FY Actual	Current FY
Personal Service	186,418	208,270
Contractual Services	2,204	10,000
Supplies and Materials	20,920	2,000
Fixed Charges		
Travel	10,368	5,000
Equipment		
Employer Contributions	45,384	44,770
Allocations to Districts/Schools/Agencies/Entities	2,231,889	2,381,878
Other: Please explain		
Balance Remaining	167,290	
TOTAL	2,664,473	2,651,918
#FTES		

Other: N/A