SC EDUCATION OVERSIGHT COMMITTEE
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AGENDA

Joint Academic Standards and Assessments & Public Awareness Subcommittee Meeting

Monday, January 24, 2022
Blatt Building, Room 433
10:00 A.M.

I. Welcome .....Neil Robinson

II. Approval of ASA\PA Minutes, November 15, 2021 .....Neil Robinson

III. *Information Item:*
State-Funded Full Day 4K Annual Report.....Dr. Jenny May

IV. *Discussion Item:*
CERRA's SC Annual Educator Supply & Demand 2021 Report ..... Dr. Jennifer Garrett
Coordinator, Research & Program Evaluation, CERRA

V. *Discussion Items for Accountability:*
School Quality Measure:
On-Track for Graduation Measure & 5th Year Graduation ..... Dana Yow

College & Career Ready Measures:
JROTC / Milltary Ready Indicator ..... Dana Yow

Student Growth:
Are we measuring growth that adds value? .....Dr. Matthew Lavery

VI. Executive Director Update..... Matthew Ferguson

VII. Adjournment

Academic Standards and Assessments
Neil Robinson, Chair
Barbara Hairfield
Sen. Greg Hembree
Sidney Locke
Dr. Patti Tate
Dr. Scott Turner

Public Awareness
Barbara Hairfield, Chair
Rep. Terry Alexander
Rep. Raye Felder

Barbara B. Hairfield
ACTING CHAIR
Terry Alexander
April Allen
Melanie Barton
Neal Collins
Bob Couch
Raye Felder
Greg Hembree
Kevin L. Johnson
Sidney Locke
Brian Newsome
Neil C. Robinson, Jr.
Jamie Shuster
Molly Spearman
Patti J. Tate
Scott Turner
Ellen Weaver

C. Matthew Ferguson, Esq.
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Joint ASA and Public Awareness Subcommittee Meeting

Minutes of the Meeting

November 15, 2021

EOC Members Present: Neil C. Robinson Jr., Chair; Barbara B. Hairfield; Rep. Terry Alexander; Dr. Patti L. Tate; and Rep. Raye Felder (Remote)

EOC Staff Present: Matthew Ferguson; Dr. Matthew Lavery; Dr. Jenny May; Dr. Rainey Knight; Diane Sigmon; and Dana Yow

Guest Present: Dr. Liz Jones, SCDE

At 10:03 a.m., Mr. Robinson called the meeting to order and welcomed the present members. As the first order of business, members voted on the approval of minutes from the last ASA meeting held on September 20, 2021. All members voted in favor of approving the minutes as they stand.

Next, Mr. Robinson called on Dr. Knight to present the Cyclical Review of SC Math Standards. Dr. Knight first provided an overview of the EOC's statutory responsibility, which specifies that each academic area should be reviewed and updated every seven years. Dr. Knight next provided details about recent student performance in mathematics, comparing results between 2019 and 2021. Between 2019 and 2021, the percentage of students grades 3-8 who scored Met or Above on SC READY fell at approximately the same rate among all subgroups. However, the percentage of students who passed End-of-Course Algebra 1 with a grade of C or better dropped most significantly among students with limited English proficiency, from 41.1% to 13.7%. Dr. Knight highlighted that this drop could likely be attributed to the lack of face-to-face learning.

Next, Dr. Knight reviewed commendations of the SC standards made by state and national panels and provided recommendations for revisions to SC math standards. The third of these recommendations attempts to address the issue of children falling behind when advancing past math classes during eighth grade due to missing concepts of geometry and data analysis.

Ms. Hairfield asked whether in the new proposed standards, these missed concepts were more integrated. Dr. Knight replied that they were not, but that this could become part of the recommendations.

Rep. Alexander asked which subjects the test covered. Dr. Knight noted that the test covered both algebra and geometry, but only Algebra 1 gives the course credit so many crash course for the geometry evaluation.

Ms. Hairfield stated that these skills are needed for other courses. However, Dr. Steiner recommended that it is better to have fewer standards; therefore, adding more standards to address the need for these skills may not be suitable. Dr. Knight stated that distilled Algebra 1 standards would help this.

Addressing the fourth recommendation, Ms. Hairfield inquired about PISA results. Dr. Knight stated that while we know the process skills, we need to embed them so that teachers don't need to view two sources to see both.
Ms. Hairfield then inquired about why we do worse on the national test. Dr. Knight stated that we are doing very poorly internationally, particularly in math.

Rep. Alexander asked about what we need to do differently. Dr. Knight replied that we have the breadth but not the depth within the standards. We have time to do better and set expectations that we will do better.

Regarding high school standards, the issue is in sequence and content. If students do not have Algebra 1 skills coming into high school, 85-90% make an F or D on the End of Course after two years, 50% of those are an F. A high percentage of these students are minority, most often black students. Dr. Knight provided the suggestion to delete the two Algebra 1 courses in order to increase equity and access to additional math courses. This would need to be a multistep process, to do better at distilling the standards.

Rep. Alexander asked for clarification about whether or not these grade differences are occurring in the same building and the same grade, which Dr. Knight confirmed.

Ms. Tate then explained the process in her district, in which Foundations was not deleted, but shortened.

Rep. Alexander asked to clarify if students were passing the course, but failing the test? Dr. Knight responded yes.

Mr. Ferguson asked if the Intermediate Foundations course (the 1st of 2 courses) is an elective or core course? If it was made an elective, it could solve an issue of core math while still requiring three years.

Dr. Knight stated that alternate pathways for high school math course sequences should be considered and that Alabama is a good example of this.

Ms. Hairfield asked if there has been collaboration with the writing/revision team. Dr. Knight said no, but that they have been in contact and are open to collaboration. Dr. Knight said it is important for teachers to have concrete examples of standards and that the standards need to be in more teacher-friendly language.

Rep. Alexander asked if there are plans to reduce some of the standards. Dr. Knight said yes, but that it can be made clearer in the recommendations. Rep. Alexander highlighted the importance of reducing standards as much as we can without watering them down and that this would go a long way, as we keep doing the same thing with the same results.

Rep. Alexander asked rhetorically if teachers were being trained to get through these standards in a year with only two hours of teacher training. Dr. Knight said that these points will be added and highlighted.

Rep. Alexander asked to clarify about the results among student races. Dr. Knight clarified that yes, children of different races are achieving different results.

Mr. Ferguson asked if the Algebra Foundations course would be considered as an elective and then students would take intermediate. Dr. Knight said yes, and students would receive that Algebra 1 credit after taking the intermediate course.

Members approved the recommendations as presented with noted recommendations.

Dr. May then presented a review of an option for a non-diploma track for Special Education students. Ms. Hairfield asked what courses they take for math for those four College and Career Ready credits. Dr. May stated that it is specific to each child; however, the course may not count as a Carnegie unit as it is not going toward a diploma.

Rep. Alexander asked how we define special education. Dr. May stated that this non-diploma track would not apply to all students with an IEP; this is just for those students who would otherwise not get a diploma. These are students who can join the workforce, but would not otherwise graduate due to significant disabilities. This is a decision made by the IEP team, student and families. Rep. Alexander asked to clarify if these disabilities were academic or psychological. Dr. May stated that it applies to a subset of students with an IEP and that we wouldn't anticipate that students with the ability to get a diploma would be placed in this, rather it is an effort to fill the gap between a certificate of attendance and a diploma.

Mr. Ferguson stated that if we look at the numbers, there are only about 600 students in the program across the entire state, with 900 expected to matriculate in the following year. This program is meant to give credit to students without creating an out for students to be placed in this as opposed to a diploma.

Rep. Alexander asked how these students would go to college. Mr. Ferguson clarified that these students would not go to college; it does not count as College Ready, just Career Ready.

Ms. Tate stated that she sees this as a good way to recognize these students for their work.

Rep. Alexander asked to clarify if this was all students with an IEP. Mr. Ferguson clarified that this would only apply to a small percentage of students with an IEP.

The committee voted unanimously to approve the recommendation to include this measure in the accountability system, moving it forward to the full EOC.

Mr. Ferguson presented the next recommendation, centering around using Climate Surveys and including teacher and student voice in the accountability system. While parent voice is not yet included, there is the recommendation to create a survey integrating parents and using the climate survey as a stopgap measure for two years until that point.

Dr. Lavery introduced the school climate surveys and stated that in the past, students in upper levels were polled, but that for use in points on the report card, all students would have to take the survey and that the data would have to be able to be disaggregated. A 2008 factor analysis was confirmed with multiple years.
Dr. Lavery explained what a Factor Analysis entails and reviewed the results. Next, Dr. Lavery reviewed teacher perceptions of home-school relations. Dr. Lavery presented Teacher Factors and Student Factors ordered by correlation with achievement. For teachers: 1) Home-School Relations 2) Instructional Focus 3) Safety. For students: 1) Safety 2) Socio-Physical Environment.

Dr. Lavery recommended these five factors for points in the accountability system. Factors instead of items are in order to get at the perception of those surveyed.

Dr. Lavery presented the context: that a long history of use of these surveys allows year-to-year comparisons and that Factor Scores are less susceptible to spurious influence. However, we are uncertain how a larger sample will affect scores, but we expect a similar distribution. Assigning points makes them susceptible to Campbell's Law, however.

Mr. Robinson stated that this was an exciting look forward. Ms. Tate clarified if this would impact all students. Dr. Lavery said that it would be all students 3-8 and high school at least once.

The recommendation was approved unanimously.

Mr. Ferguson presented the Prepared For Success Indicator at High School: US History EOCEP. Field testing was affected by COVID, so it is recommended to not include those results for this year specifically.

Dr. Liz Jones highlighted the need to delay reporting in a year of change. The degree of overlap affects how fast the SCDE can test new standards. the SCDE doesn't have any test items from the old test. When they overlap, it is easier. First, they field test items to see if they work or not. Do children read the item the way we thought they would? Look at the difficulty of each item as well. When we set the cut, we have a big gap, statistically, making the cuts less precise. The SCDE has to look at the difference between the Field Test and the test itself. The test development process following the adoption of new academic standards: 3-8: SY1: Old standards taught, SY2: Old standards taught, SY3: New standards taught.

Ms. Hairfield asked if scores are still reported. Ms. Jones said they are reported in summer.

Mr. Ferguson stated that the assessment is still given and reported but would not be used for points.

Ms. Hairfield asked why it was not a percentage of their grade. Ms. Jones stated that we have to determine if students made an A, B, C, etc. and that to count as a grade, it has to be reported within 36 hours.

Mr. Ferguson recommended waiving the US History EOCEP and relying on the survey instead for ten points, this year only. All members approved in favor of this recommendation.

This completed the Action Items and members turned to the Discussion Items.

Dr. Lavery presented on SCPASS Science. USDE requires periodic peer review of assessments. The SCDE asked the EOC to conduct an alignment study and review of five research questions, alongside conclusions and recommendations. Mr. Ferguson stated that it may be more appropriate to move this assessment to 5^{th} and 7^{th} or 8^{th}, recognizing this would require legislative action.

With no further action necessary, the meeting adjourned at 11:35 am.

EDUCATION OVERSIGHT COMMITTEE

DATE: January 24, 2022

COMMITTEE:
Joint Academic Standards & Assessments and Public Awareness Subcommittees

ACTION ITEM:
FY2020-21 and FY2021-22 State-Funded Full Day 4K Annual Report

PURPOSE/AUTHORITY
Provisos 1.56 and 1A.29 of the 2020-21 General Appropriation Act

Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Early Reading Development and Education Program (CERDEP) and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and fund of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research-based review of the program's implementation and assessment of student success in the early elementary grades.

CRITICAL FACTS
The report addresses the following:

- Documents CERDEP's implementation in FY 2020-21 by focusing on the number of students served and the program's financial data.
- Uses available information and provides estimates of the four-year-old population in 2020-21 and the number of four-year-olds in poverty served by a formal publicly funded 4K program in South Carolina.
- Illustrates 4K opportunities and funding streams in SC, including CERDEP.
- Describes changes in enrollment, and changes in policy that resulted in as increase statewide from 2019-20 through 2021-22 enrollment.

TIMELINE/REVIEW PROCESS
The FY2020-21 and FY2021-22 State-Funded Full Day 4K Annual Report was posted to the General Assembly website on January 14, 2022.

ECONOMIC IMPACT FOR EOC
The General Assembly allocated $300,000 to the annual evaluation.

ACTION REQUEST

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

ACTION TAKEN

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

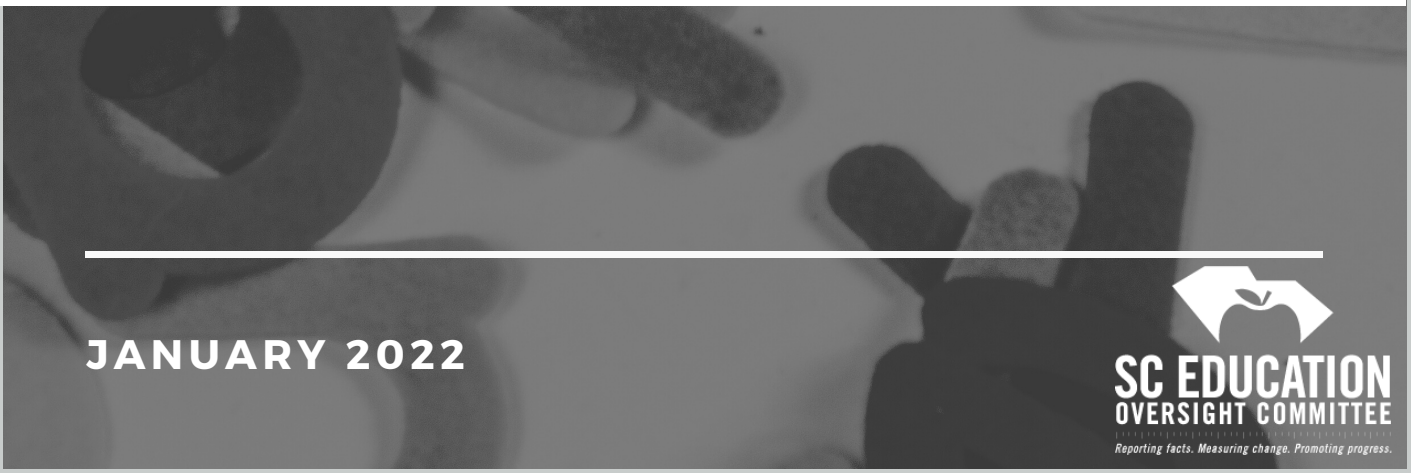
2022

STATE-FUNDED FULL-DAY 4K ANNUAL REPORT: FY 20-21 & FY 21-22

PREPARED BY
DR. JENNY MAY &
MATTHEW FERGUSON

PRESENTATION TO
ACADEMIC STANDARDS &
ASSESSMENTS SUBCOMMITTEE

January 24, 2022



JANUARY 2022

SC EDUCATION OVERSIGHT COMMITTEE
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RECOMMENDATIONS

RECOMMENDATION 1. EXPAND OPPORTUNITIES FOR CERDEP ACCESS

Increase the student reimbursement rate to $5,100.
Despite great strides being made across South Carolina, an estimated 18,679 students who live in poverty remain unserved by CERDEP classrooms. Expansion efforts should focus on school districts that have a high percentage of eligible children but opt out of CERDEP 4K programs. A barrier to expansion mentioned is the reimbursement rate. Districts report that the current level of funding and the required teacher:student ratio do not fully cover the cost of a classroom, in some instances. If increased to $5,100, it would ensure school districts are able to meet the teacher: student ratios and fully fund the salary and fringes of more experienced certified teachers.

Explore mixed-ability, heterogenous grouping in CERDEP classrooms, building towards universal 4K eligibility.
Research has shown that heterogenous grouping has a benefit on student achievement for students at all levels and when used appropriately on student satisfaction and attitudes about learning and school. The expansion of CERDEP to include students who do not meet a poverty threshold nor are at risk on a developmental screener should be the goal. Pilots should explore if a heterogeneous class composition and professional development to support teachers in appropriate group tasks and differentiating instruction would further quality in South Carolina's publicly funded 4K classrooms. First Steps 4K currently provides classrooms with some degree of heterogenous grouping, as not all students within the class are required to be CERDEP eligible. (i.e., some students might be private pay or receive vouchers).

Further piloting is needed to determine if this class composition contributes to better student outcomes in the expansion towards universal prekindergarten.

RECOMMENDATION 2. EVALUATION OF PROGRAM QUALITY

While expanding opportunities for students to access CERDEP programs is the first step to ensure all students enter Kindergarten ready to access the grade level standards, evaluation of the quality of the CERDEP experience should be central to the creation and scale of the program. Further research and evaluation should continue to consider improving and ensuring the quality, as well as quantity, of State-funded early childhood programming.

RECOMMENDATIONS

RECOMMENDATION 3. EVALUATION OF CERDEP 4K ASSESSMENTS

Research should be conducted to analyze and clearly define the constructs measured by the three CERDEP approved assessments (e.g., PALS, Gold, and MyIGDIs), the degree to which the assessment constructs align across assessments, how comparable results are to each other, and to what extent the assessment results are indicators of Kindergarten Readiness and to KRA results.

The current multitude of assessments used in Pre-K, kindergarten, first and second grade do not seem to provide an accurate student growth continuum for teachers to use in determining next steps in instruction. Neither does it provide parents with substantive information regarding their child's progress, including the growth needed to meet third grade targets. A single, statewide assessment would be ideal.

RECOMMENDATION 4. EXPANDED COORDINATION & COLLABORATION

CERDEP 4K and First Steps 4K should continue and expand coordination and collaboration efforts to serve as many eligible children as possible across South Carolina. This work should include data sharing as well as shared professional development efforts. The SCDE and OFS have made progress in this work to include sharing waiting lists, assigning First Steps 4K students SUNS identification numbers, and working to establish a longitudinal data system.

Momentum should continue across early childhood programs to provide parents information about the programs they may qualify for and a common place to apply for several programs simultaneously. The Early Childhood Advisory Council has launched two eligibility portals for parents: Palmetto Pre-K (https://palmettoprek.org/), which helps parents find free educational pre-k programs, and First Five SC (https://first5sc.org/), which helps parents assess their eligibility across early childhood services in five domains (child care and education; health and safety; special needs and early intervention; food and nutrition; parenting and family support). In early 2023, First5SC plans to launch a common application across programs in those five domains.

Though still in the early stages, the South Carolina Early Learning Extension has the potential to link data across several early childhood programs to K-12 educational outcomes. It is recommended that efforts be made to provide Head Start students a SUNS identification number and surface other early childhood 4K data administered locally by school districts.

CERDEP CHANGES IN 2021-22

In the 2021-22 several changes to CERDEP process and policy were implemented. These changes include:

Expansion of the Eligibility Criteria:
Proviso 1.56 begins, "Beginning with the current fiscal year, eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility."

The SCDE has implemented this provision by designating schools with a 60 percent or greater poverty index as eligible to participate in CERDEP 4K. This interpretation by SCDE has identified schools for CERDEP eligibility in all school districts, except York 4. However, not all school districts have elected to participate in CERDEP. CERDEP 4K increased by 125 classrooms in 69 new schools. There were an additional 17 new classrooms in historically CERDEP eligible districts.

Beginning with the current fiscal year, eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education Program, giving First Steps 4K the ability to serve eligible students in all 46 counties. This expansion added 55 new centers/schools with 66 new classrooms as private or non-profit independent school providers of CERDEP. Six (6) counties remain without First Steps 4K classrooms.

DSS licensure changes: Public schools and non-profit independent schools are no longer required to be approved, registered, or licensed by the Department of Social Services to participate in CERDEP. Leaders in early childhood have referred to this policy change as a great success in reducing inhibiting factors to both public district/school and non-profit independent school participation in the CERDEP program. SCDE and First Steps 4K are responsible for ensuring that providers deliver high-quality educational programs in a safe environment.

CERDEP CHANGES IN 2021-22

Increase in per pupil reimbursement for CERDEP: The reimbursement rate in CERDEP 4K was increased by $200 per child to $4,800. This increased reimbursement rate allows for classrooms to be more fully funded. In public school CERDEP 4K programs this frees more local funds previously used to offset costs of more experienced, certified teachers. For non-public First Steps 4K providers, this funding helps to move toward a more adequate reimbursement policy. This was previously explored in the EOC RAND Corporation's *Cost of CERDEP* report.

THE CERDEP 4K REPORT

The following is a report from the South Carolina Education Oversight Committee pursuant to Provisos 1.56 and 1A.29 of the 2020-21 General Appropriation Act.

Pursuant to Proviso 1.56

The Education Oversight Committee [shall] conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress... The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

This report seeks to answer four questions:

1. How many 4K students are in SC, and of those how many are in poverty?
2. How many children are served by CERDEP programs?
3. What is the financial investment by SC in CERDEP?
4. What is the impact of this state funded CERDEP program on Kindergarten Readiness?

Public schools, non-profit independent schools and childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the CERDEP program to serve eligible four-year-olds. The South Carolina Department of Education (SCDE) oversees CERDEP implementation in public schools, referred to in this report as CERDEP 4K. The South Carolina Office of First Steps to School Readiness (SCFS) oversees CERDEP implementation in non-public school or childcare settings, referred to in this report as First Steps 4K.

CERDEP provides full-day early childhood education for children in poverty, who are at risk of not being ready for Kindergarten and are four-years-old on or before September 1. Full-day 4K refers to a minimum of 6.5 hours per day, five days a week, for at least 180 days per year. CERDEP legislation allows for extended day or 8 hours per day and extended year of 220 days per year.

The General Assembly created and funded the Child Development Education Pilot Program by 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 (CERDEP).

Between school years 2006-07 and 2012-13, CERDEP services targeted eligible children residing in 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 4K 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. This expansion included 17 additional 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 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.

Most recently, in Fiscal Year 2021-22, Proviso 1.56 further expanded CERDEP eligibility to include any eligible student in any school district. The SCDE implemented this expansion by including all schools with a poverty index of 60 percent or higher (e.g. high poverty schools in low poverty districts). (SCDE, 2021).

Landscape of 4K Opportunities in South Carolina

While the scope of this report is focused on CERDEP, not all children are eligible to attend CERDEP classes, either because the student is not eligible or the school district does not offer CERDEP 4K.

There are a variety of other 4K options in South Carolina available to families. These other 4K programs have a variety of funding sources (e.g. state, federal, and private) , varying oversight and administrative bodies, different curricular structures and assessment requirements as well as distinct student eligibility characteristics and instructor certification requirements.

Below is an illustrative, but non-exhaustive, description of the 4K landscape in South Carolina.

- **CERDEP 4K:** CERDEP 4K programs in public schools are State-funded and run by the local school district with the SCDE as the reporting agency. Students must be four years old on or before September 1 of that school year and families must meet a poverty threshold of less than 185 percent of the federal poverty rate, with preferential placement on the waitlist offered to income eligible students who are qualified as at-risk using a developmental screening tool. If there are open spots, students who are not financially eligible but are at risk of entering Kindergarten without needed skills as indicated by developmental screener or by accessing special education services through an Individualized Education Program (IEP) may enroll in a CERDEP 4K class after October 1. Students take a beginning of year and end of year 4K assessment (either GOLD, PALS, or MyIGDIS) and use curricula from a list of approved options. Instructors in these programs are certified teachers in early childhood education. The required instructor:student ratio is 1:10.

- **FIRST STEPS 4K:** First Steps 4K is State-funded CERDEP in non-public school settings with South Carolina First Steps (SCFS) as the oversight and reporting agency. Students are eligible for First Steps 4K if they are four years old on or before September 1 of the school year and if they have a household income of less than 185 percent of the federal poverty rate. SCFS works in collaboration with SCDE to collect 4K GOLD assessment data. The Creative Curriculum is also used by most instructors in these settings as is Conscious Discipline. First Steps 4K providers are a variety of non-public school settings, such as licensed childcare centers, faith based, military providers, and non-profit independent schools. First Steps 4K providers are given classroom set-up and materials grants and are supported by a 4K coach. Instructors in these First Steps 4K are not certified teachers. The required instructor:student ratio is 1:10.

- **HEAD START 4K:** Head Start programs are federally funded and monitored for compliance. These programs must meet the quality requirements outlined by the Head Start Performance Standards. In South Carolina, Head Start programs also participate in DSS licensure and quality rating improvement. Head Start funding flows from the federal government directly to the grantee and is connected to federal program requirements. Head Start is designed to offer a comprehensive suite of services designed to protect young children's health and safety in addition to moving families out of poverty using two generation strategies. Students qualify at 100 percent of the federal poverty rate. While there is not a federal requirement for Head Start teachers to be certified, Head Start instructors in South Carolina must have a baccalaureate, associates or advanced degree in early childhood or a related field, and teacher certification is preferred, though there is a waiver process if needed. (Memorandum, 2011) While a specific 4K assessment is not outlined in the federal performance standards for Head Start, the assessment must be valid, reliable, and aligned with the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Assessments should be used for the purposes of individualized instruction and intervention. (Head Start Performance Standards)

- **HALF-DAY EIA 4K**: Districts who have traditionally been ineligible to receive funding for CERDEP 4K do have access to EIA 4K funding. Half-Day EIA funding allows districts to offer half-day 4K for students identified as having a developmental delay as determined by administration of a developmental screening tool (i.e., DIAL 4), or qualifying for free/ reduced lunch or Medicaid. There are no state-level curricular or assessment reporting requirements. Therefore, there is no assessment data included in this report for these programs. If eligible for CERDEP 4K funding, districts must elect to receive one or the other: districts cannot receive both forms of state funding (i.e., offer both CERDEP 4K and Half-Day EIA 4K). There is no required 1:10 instructor:student ratio.

- **DISTRICT-FUNDED 4K**: District-funded 4K programs may be established through school district funds, to include Title 1 funding. These programs are managed by the school district in compliance with federal, state, and local requirements. Student eligibility for participation is determined at the local level. These programs are not required to adhere to the same curricular or assessment procedures that CERDEP 4K and First Steps 4K programs do. Therefore, there is no assessment data included in this report for these programs. Requirements for teacher certification vary per district policy and procedure. There is also no required 1:10 instructor:student ratio.

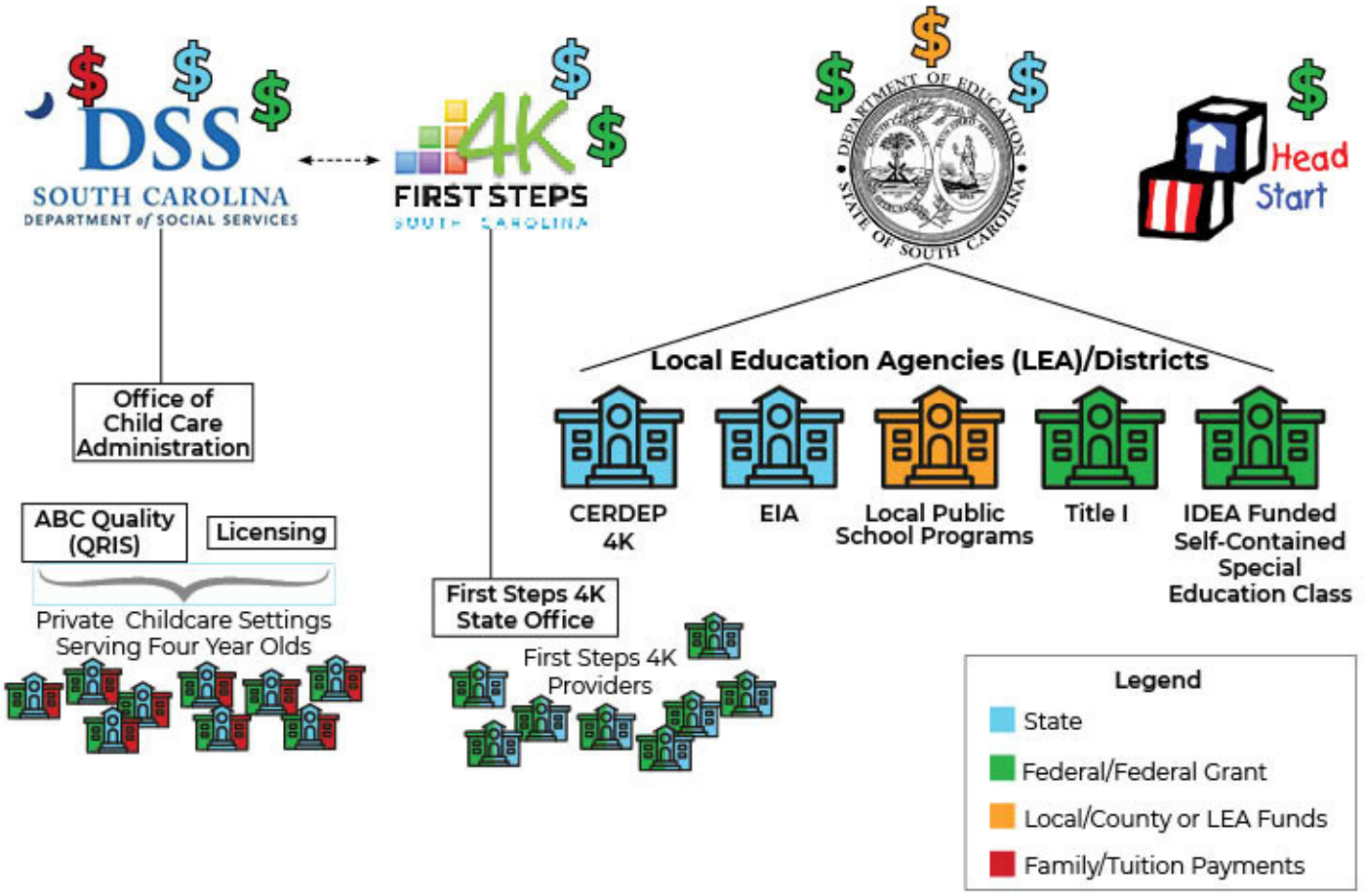
- **Licensed Child Care Centers:** Four-year-olds may access full day, preschool activities in a Department of Social Services (DSS) licensed early childhood education centers and funded through a variety of streams. Families may pay tuition, access a voucher through DSS, or utilize another scholarship or funding opportunity. Programs are licensed for health and safety and often volunteer to participate in the Quality Rating Improvement System (QRIS). These programs are administered independently; however, oversight is provided through the DSS Office of the Childcare Administrator through licensure and QRIS. These programs select curricula and learning activities that align with the Early Learning Standards, and instructors must be trained in the early learning standards using the online system; however, programs do not select from an approved list nor do programs need to participate in 4K assessments and State level assessment reporting. Many programs do developmental screenings although they are not required. Instructors are not required to be certified teachers.

- **PRIVATE 4K:** Private 4K programs are often part of an affiliated private school program, sometimes religious in nature, that also serve elementary, middle and high school students. These programs are funded through tuition dollars or scholarships the school distributes, Student eligibility is determined independently by the schools. These programs are not required to participate in 4K assessments or state level reporting, They may be licensed through DSS and included in the QRIS system. Requirements for teacher certification are determined independently by the schools.

TERMS AS USED IN THIS REPORT

TERM	DEFINITION
CERDEP	This is the inclusive term to include those programs administered by the SC Department of Education (SCDE) and the South Carolina Office of First Steps to School Readiness (SCFS). It includes public schools, non-profit independent schools and childcare centers licensed by the South Carolina Department of Social Services (DSS) in the CERDEP program that serve eligible four-year-olds.
CERDEP 4K	This is the term for CERDEP programs in public schools that are State-funded and run by the local school district with the SCDE as the reporting agency. In previous EOC reports, this was referred to as Public CERDEP.
FIRST STEPS 4K	This is term for state-funded CERDEP in non-public school settings with South Carolina First Steps (SCFS) as the oversight and reporting agency. In previous EOC reports, this was referred to as Non-Public CERDEP.

Funding Streams for 4K



* Students with disabilities receiving IEP services can be served in any of these 4K environments they are otherwise eligible for as determined by the IEP team, and IDEA federal funds pay the excess cost of special education services with the other funding source paying general cost of the program.

ESTIMATE OF FOUR-YEAR-OLDS AND THOSE IN POVERTY

This report estimates the number of four-year-olds projected to reside in each South Carolina school district and the number of those four-year-old in poverty.

County birth rates reported by the SC Department of Health and Environmental Control (DHEC) provided the number of four-year-old children by county. For counties that had multiple school districts, the analysis allocates the number of four-year-old children in districts based on the student enrollment in school year 2020-21.

The 2020-21 poverty index is the poverty index created by SCDE in cooperation with the Office of Revenue and Fiscal Affairs. The poverty index was developed because of the implementation of the United States Department of Agriculture's Community Eligibility Program. The index uses student data from the federal Supplemental Nutrition and Assistance Program, Temporary Assistance for Needy Families, and Medicaid. It also includes foster, homeless, and migrant students. By multiplying the district poverty index by the number of projected four-year-old children, an approximate number of at-risk four-year-olds in poverty by district was estimated.

FINDING 1

The estimated number of four-year-olds in South Carolina has continued to decline slightly. In school year 2020-21, the estimate is 57,030 as compared to 57,337 in 2019-20 and 57,613 in 2018-19.

FINDING 2

In school year 2020-21, 35,951 of the state's 57,030 four-year-olds (63%) lived in poverty and were at risk of not being ready for kindergarten.

FINDING 3

The estimated number of South Carolina four-year-olds living in poverty has increased slightly to 63 percent from 62.5 percent in school year 2018-19 and 61 percent in school year 2019-20.

While a student must live in a district that is eligible to participate in CERDEP, or as Proviso 1.56 is implemented in a school zone for a non-CERDEP district school at greater than 60% poverty, a student may attend a First Steps 4K provider that is in any district. This may partially explain why some districts have more than 100 percent of estimated children in poverty being served. Moreover, there is a certain level of population movement that naturally occurs. Since these estimates are based on birth rates, families might have moved in or out of a community since birth and before the beginning of the child's educational matriculation.

CERDEP enrollment in the school district used the number of children funded in school year 2020-21. The CERDEP counts reflect 45-day student enrollment counts in public schools and First Steps centers.

The SC Head Start Collaboration Office provided student information based on May 2019 Head Start Census data. The data reflect the number of 4K students served in Head Start in each county.

Appendix A shows the estimates of four-year-olds in poverty by district and reports the percent change from 2019-20 to 2020-21. A negative percent change indicates that the estimated number of four-year-olds in poverty decreased. The school districts with the largest percent change in the estimated number of four-year-olds in poverty include McCormick (21%), Calhoun and Allendale (18%), Abbeville (16%) and Williamsburg (13%).

The estimated number of four-year-olds in South Carolina has continued a slight decline. In school year 2020-21, the estimate is 57,030 as compared to 57,337 in 2019-20 and 57,613 in 2018-19.

Additionally, the data demonstrates that in school year 2020-21, 35,951 of the state's 57,030 four-year-olds, or 63%, lived in poverty and were at risk of not being ready for kindergarten. The estimated number of South Carolina four-year-olds living in poverty has increased slightly from 62.5 percent in school year 2018-19 and 61 percent in school year 2019-20.

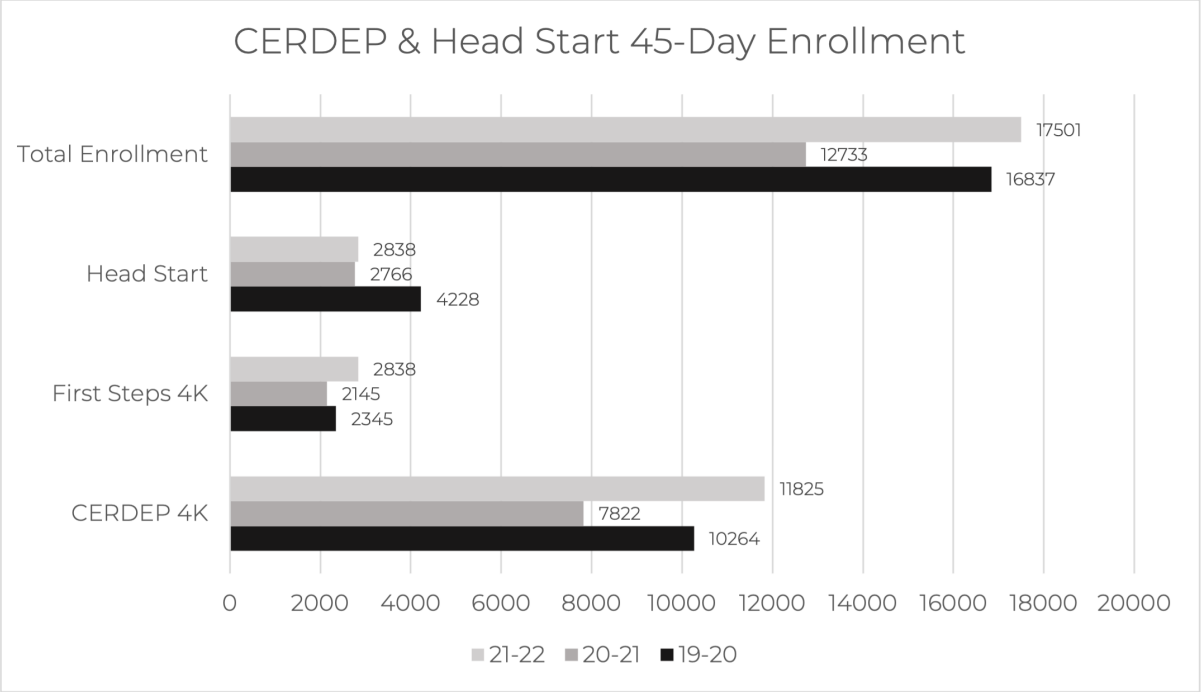
CHILDREN SERVED BY CERDEP

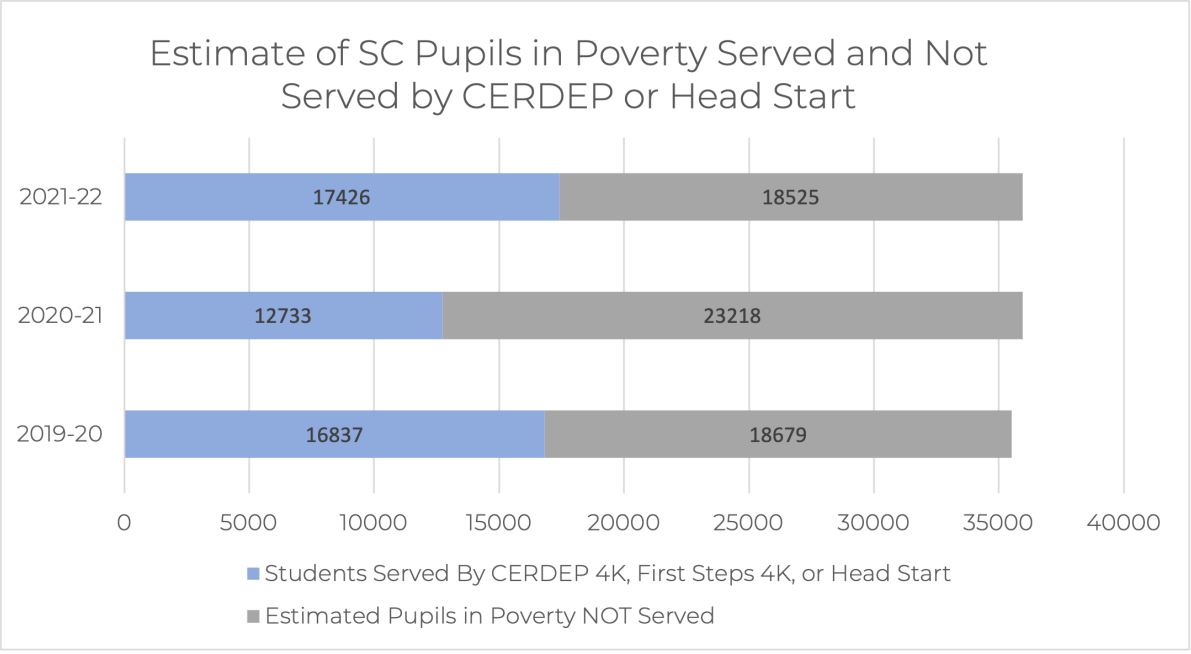
While gaps remain to meet the goal of serving all students eligible for state funded 4K, South Carolina is not following the troubling national trend of declining public 4K enrollment. While national researchers have found that early learners are among the most affected with a 13% decline in pre-K (Rosa, 2021), South Carolina's total CERDEP enrollment has increased by 37% from 2020-21 and has recovered and increased slightly (4%) from the pre-COVID enrollments of 2019-20.

However, 52% (18,679) of eligible South Carolina 4-year-olds remain unserved by CERDEP 4K, First Steps 4K, or Head Start programs, though they may be served by other 4K programs (e.g., Half-Day EIA 4k). There are seemingly significant gaps in 4K opportunities in school districts that have elected not to offer CERDEP 4K.

Head Start student counts are provided for context of services offered to students in poverty. It is important to include Head Start students in counts of children in poverty accessing full-day, 4K because Head Start serves children at 100 percent of the federal poverty rate rather than the CERDEP eligibility rate of 185 percent of the federal poverty rate (i.e., Head Start potentially serves more impoverished students than those served by CERDEP). See Appendix B for the most current Head Start enrollment data available.

CHILDREN SERVED BY CERDEP





CHILDREN SERVED BY CERDEP

CERDEP 4K

The South Carolina Department of Education (SCDE) oversees CERDEP implementation in public schools, referred to in this report as CERDEP 4K.

As a result of the pandemic and changes in policy to expand CERDEP opportunities to children and families in our state, tracking changes in CERDEP 4K enrollment is multifaceted.

It should be noted that CERDEP 4K student enrollment in public schools during the 2020-21 school year was significantly impacted by COVID-19 school closures and declined by nearly 24%.

Also, Proviso 1.56 expanded eligibility and was implemented by allowing non-CERDEP eligible districts to serve eligible 4K students using CERDEP funds at schools with greater than 60% poverty in 2021-22.

Appendix C provides CERDEP 4K student enrollment by district from the 2019-20 through 2021-22 first 45 day count. It also delineates the district's CERDEP eligibility status, and the district's decision to participate in CERDEP 4K for these years.

In 2021-22, CERDEP 4K increased by 125 classrooms in 69 new schools. There were an additional 17 new classrooms in historically CERDEP eligible districts.

FINDING 1

CERDEP 4K enrollment for 2021-22 in programs administered in public schools by SCDE increased by 51% (4,003 additional students) as compared to CERDEP 4K enrollment in 2020-21.

FINDING 2

Most of the additional student enrollment (2,488 students) are the result of expanding CERDEP 4K eligibility to include schools with greater than 60% poverty index.

FINDING 3

Student enrollment for 2021-22 in districts that have historically been CERDEP eligible increased from the drastic enrollment declines of 2020-21 but still lag behind the pre-COVID CERDEP 4K enrollment rates of 2019-20.

CHILDREN SERVED BY CERDEP

FIRST STEPS 4K

The South Carolina First Steps (SCFS) oversees CERDEP implementation in non-public school childcare settings. These programs are referred to in this report as First Steps 4K.

Student enrollment in non-public school childcare settings during the 2020-21 school year was negatively impacted by COVID-19 closures. While 33 programs closed for varying time frames, upon reopening, First Steps 4K services were delivered face-to-face. These declines were less significant as these programs reopened during the summer of 2020 and offered extended day and summer services to families.

Appendix D provides a list of First Steps 4K childcare centers by county for 2021-22. This resource also delineates the service options for each center and available within each school district.

During 2021-22, First Steps 4K added 55 new centers/schools with 66 new classrooms as private or non-profit independent school providers of CERDEP.

There are six counties that do not have a First Steps 4K provider including: Abbeville, Allendale, Calhoun, Clarendon, Edgefield, and McCormick. Reasons for this may include lack of licensed childcare providers, minimal number of students in need of First Steps 4K due to 4K options in public CERDEP 4K or Head Start, or other reasons.

FINDING 1

First Steps 4K enrollment for 2021-22 increased by 32% (693 additional students) as compared to 2020-21.

FINDING 2

Student enrollment for 2021-22 in First Steps 4K increased by 21% (493 additional students) from the pre-COVID enrollment rates of 2019-20 in First Steps 4K programs.

FINANCIAL INVESTMENT IN CERDEP

$72,835,228 Total CERDEP Investment for FY 2020-21, including projected Carry Forward

$4,800 Per Student CERDEP Reimbursement Rate

$10,000 Startup Cost Per New CERDEP Classroom with minimum student count

CERDEP 4K:

SCDE administers CERDEP 4K in public schools. The following is a summary of the CERDEP program as administered by SCDE in public schools FY 18 to FY 21.

Table 1. Summary of CERDEP 4K programs in public schools

	2017-18	2018-19	2019-20	2020-21
Full-time Equivalent Children Funded	9,789	9,812	10,609	7,822
Number of New Classrooms Funded	22	12	47	1
Total Number CERDEP Classrooms	588	600	647	648
Total Expenditures	$47,334,876	$51,082,105	$54,123,239	$41,322,136
Funds Carried Forward	$9,766,317	$6,699,138	$1,444,310	$7,546,276
Expenditures for Expansion	--	$537,277	--	$1,663,437

Additionally, during 2021-22, SCDE was able to expand CERDEP 4K into 69 new schools and add 125 new classrooms as well as add an additional 17 classrooms in previous CERDEP eligible districts.

See Appendix E for additional SCDE CERDEP Financial Documentation.

FINANCIAL INVESTMENT IN CERDEP

In school year 2021-22, because of implementation of expanding eligibility requirements, schools that have a poverty index of at least 60% in all South Carolina public school districts are now eligible to participate in the CERDEP program. All districts, except York 4, have at least a school with a poverty index of 60%.

Nevertheless, the following districts are eligible for CERDEP funding but did not have students enrolled in a CERDEP 4K program in 2021-22:

- **Anderson 4**
- **Beaufort**
- **Greenville**
- **Horry**
- **Spartanburg 1**
- **Union**
- **York 2**

Additionally, over 75% of estimated students in poverty in the following school districts are not being served by CERDEP 4K, First Steps 4K, or Head Start programing:

Table 2. Districts with more than 75% of estimated 4-Year-Olds in poverty not served by CERDEP 4K, First Steps 4K, or Head Start

School District	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds in CERDEP (public or First Steps) and Head Start	Estimated Number of 4-Year-Olds in poverty not served by CERDEP or Head Start	Percentage of 4-Year-Olds in poverty accessing CERDEP or Head Start	Percentage of 4-Year-Olds in poverty not served by CERDEP or Head Start
Anderson 4	121	29	92	24%	76%
Horry	2029	452	1577	22%	78%
York 2	173	34	139	20%	80%
Lancaster	525	101	424	19%	81%
Union	240	46	194	19%	81%
Spartanburg 1	240	44	196	18%	82%
York 4	220	40	180	18%	82%
Charleston	2438	401	2037	16%	84%
Greenville	3858	476	3382	12%	88%
Beaufort	1161	110	1051	9%	91%

See Appendix F for list of districts with estimated number of 4-Year-Olds in poverty not served by CERDEP 4K, First Steps 4K, or Head Start.

FINANCIAL INVESTMENT IN CERDEP

First Steps 4K:

SCFS administers CERDEP in non-public (or private) childcare centers approved by OFS. The non-public childcare centers can operate in any county but must serve eligible children. The following table illustrates the growth of First Steps 4K.

Table 3. Summary of First Steps 4K programs

	2017-18 (FY18)	2018-19 (FY19)	2019-20 (FY20)	2020-21 (FY21)
Full-time equivalent children funded	1,945	2,458	2,455	2,131
Number of new classrooms funded	28	18	22	29
Total number CERDEP classrooms	208	219	241	233
Total expenditures	$15,908,565	$19,713,585	$21,749,929	$17,564,184
Funds carried forward	$9,766,317	$6,537,962	$1,197,608	$4,482,021
Expenditures for expansion	$2,376,804	$2,765,066	$3,595,806	$3,395,251

The following table provides the 2021-22 reimbursement rates for First Step 4K providers based on the service option provided. There is an additional 10% provided for Centers with an ABC Quality rating of B or Above.

FIRST STEPS: 2021 - 2022 Tuition

Option	Number of School Days	Number of School Hours	Daily Rate	Annual Total of Tuition	Transportation (3.26 Daily)	Maximum Funds perSCFS 4K Student
TR - Traditional	180	6.5	26.67	**4,800**	587	**5,387**
ED – Extended Day	180	8	32.82	**5,908**	587	**6,495**
TR & SS – Traditional for 220 days	220	6.5	26.67	**5,867**	717	**6,584**
ED & SS - Extended Day for 220 days	220	8	32.82	**7,221**	717	**7,938**

See Appendix G for additional First Steps 4K Financial Documentation.

CERDEP IMPACT ON KINDERGARTEN READINESS

In 2014, the Kindergarten Readiness Assessment (KRA) was selected as the readiness assessment for use by the state of South Carolina, and it has been used since. Proviso 1A.58 of the 2019-20 General Appropriation Act directs the South Carolina Department of Education to expend up to $2.0 million in Education Improvement Act (EIA) funds to administer the Kindergarten Readiness Assessment (KRA) to "each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year with the results collected by the department."

Due to conditions related to the COVID-19 pandemic, the full version of the KRA developed for South Carolina was not administered in 2020. Instead, a shortened KRA was used at the beginning of the 2020-21 school year, referred to in this report as the Modified KRA.

The KRA publisher, WestEd, recommends that only the KRA Overall score be reported for the 2020 administration of the modified form, due to the changes made to the domains. Additionally, they suggest caution in interpretation of the Modified KRA Overall score.

FINDING 1

Statewide, about 27% of the students tested at the Demonstrating Readiness level in the fall of 2020, meaning they entered kindergarten with sufficient skills, knowledge, and abilities to engage with kindergarten-level instruction.

FINDING 2

The State's investment in CERDEP 4K is beneficial for student kindergarten readiness. Among kindergartners who participated in the 4K Child Early Reading Development and Education Program (CERDEP), 23% tested at the Demonstrating Readiness category. Of those who were not enrolled in CERDEP 4K and Pupils in Poverty (PIP), 18% tested at the Demonstrating Readiness level.

CERDEP IMPACT ON KINDERGARTEN READINESS

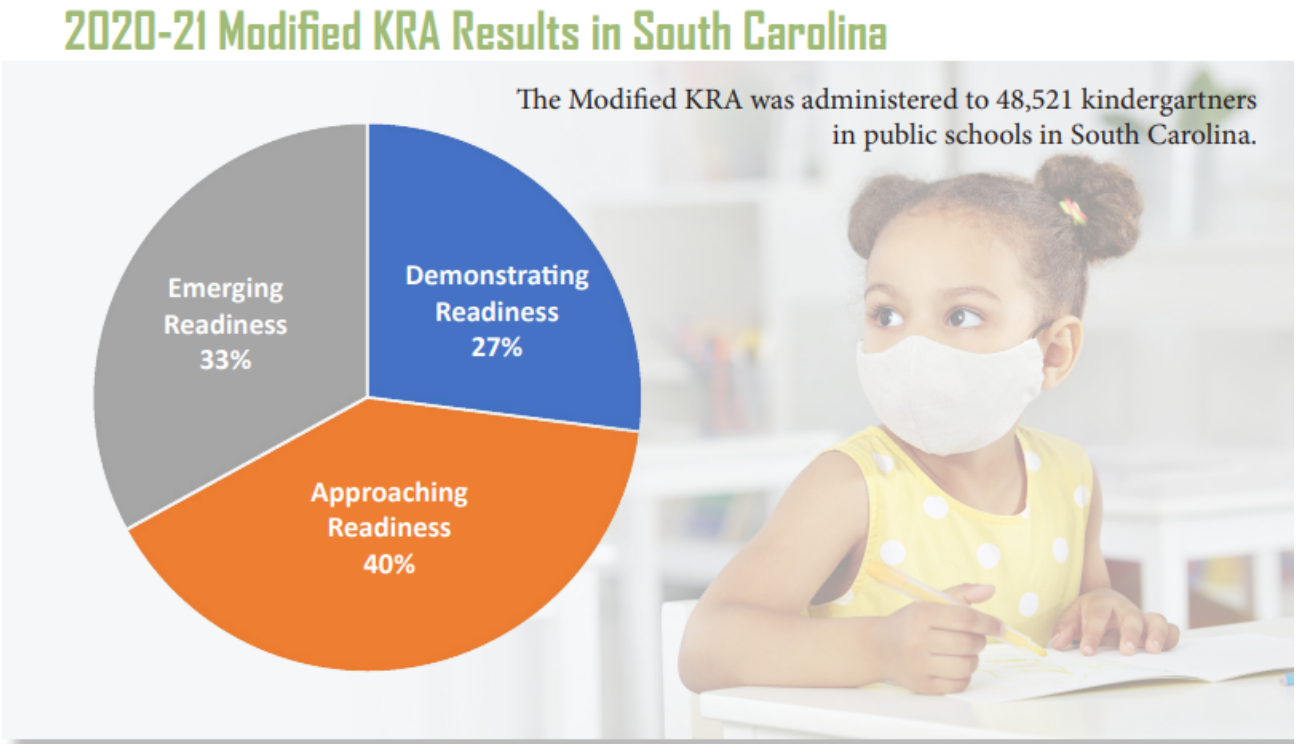
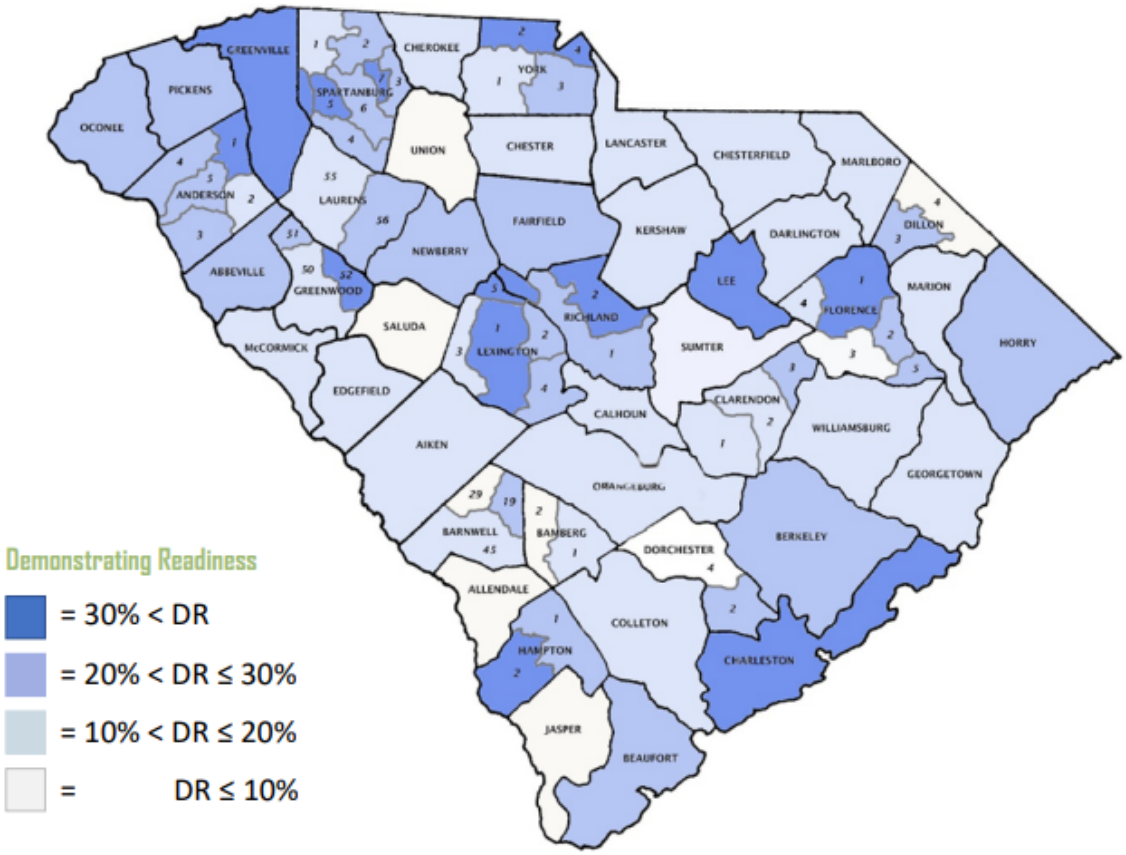


Figure 1. Readiness Level by SC School District in Fall of 2020



CERDEP IMPACT ON KINDERGARTEN READINESS

Modified KRA Overall categories were compared for the group of students with Pupils in Poverty (PIP) status. Pupils in poverty attending a CERDEP program tested at a higher level than pupils in poverty attending a private non-CERDEP program or receiving informal 4K care. Students receiving informal care presented the lowest percentage (11%) of students tested at the Demonstrating Readiness level. Among CERDEP programs, 27% of kindergartners who had attended First Steps 4K tested at the Demonstrating Readiness level compared to 20% of kindergartners who attended public school CERDEP 4K programs. An analysis of this student performance using data from Pupils in Poverty (PIP) served by State-funded 4K (CERDEP) and Pupils in Poverty (PIP) NOT served by State-funded 4K (CERDEP) shows that the State's investment in CERDEP 4K is beneficial for student kindergarten readiness. Results are provided in the following table.

Table 4. KRA Results for Pupils in Poverty by 4K Experience

Modified KRA Results for Pupils in Poverty Served in CERDEP-Funded Programs Compared with Pupils in Poverty Served in Non-CERDEP-Funded Settings, Fall 2020

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
CERDEP 4K	8,744	35%	45%	20%
First Steps 4K	2,345	30%	44%	27%
All CERDEP:	**11,089**	**34%**	**45%**	**21%**
Informal 4K	3,415	55%	34%	11%
Formal Private 4K	8,702	37%	42%	20%
All Non-CERDEP:	**12,117**	**42%**	**40%**	**18%**

Note: The Modified KRA was administered in Fall 2020; results are not comparable with other years' results. The current table includes only results from pupils in poverty (PIP).

For more information about the results of the 2020 Modified KRA, see the EOC's full report at this link:

CERDEP IMPACT ON KINDERGARTEN READINESS

CERDEP Pre/Post Assessment Data, 2020-21

When students enter 4K classrooms funded by CERDEP dollars, teachers must assess the knowledge they have in accordance with the enabling legislation. Teachers can assess students using one of three different screeners at the beginning of the school year, and again at the end to ensure Kindergarten readiness or appropriate supports so the student can become ready for Kindergarten both in background knowledge and social emotional capacity to access the learning environment. The three approved 4K assessments include: PALS, GOLD, and MyIGDIS. All CERDEP students in CERDEP 4K and First Steps 4K classes are assessed.

PALS

The PALS prekindergarten assessment measures name writing (total possible 7 points); upper case alphabet recognition (total possible 26 points); lower case alphabet recognition (total possible 26 points); letter sounds (total 26 points); beginning sound awareness (total possible 10 points); print and word awareness (total possible 10 points); rhyme awareness (total possible 10 points); and nursery rhyme awareness (total possible 10 points).

Approximately 10,950 children in CERDEP 4K classes took the beginning-of-year and end-of-year PALS prek test in 2020-21. Of the 10,950 children who entered PreK, 2,646 or approximately 24% scored 0 at name writing. Kindergarten Readiness (SCDE) as defined by SCDE Office of Early Learning and Literacy and OFS in early writing determines a child ready for Kindergarten if the child can “write name independently or using an example”. A score of 0 on the PALS assessment indicates that a student is not able to approximate their name in writing using letters or scribbles that approximate letter shapes. An analysis of end-of-year PALS assessment results show only 290 or 2.6% scored 0 and 9,518 or approximately 87% scored 5 or better.

CERDEP IMPACT ON KINDERGARTEN READINESS

A ready Kindergarten student can "recognize some upper and lower case letters". Of the 10,950 children who entered prek and took the PALS assessment, 3,198 or 30% scored a 0 on knowledge of upper case letters. On the PALS prek assessment if a student doesn't know 16 or more upper case letters, the lowercase letters need not be assessed; therefore, several students did not have a lower case score on the beginning of year PALS prek assessment. Of those who were assessed on lower case letters, 4,575 scored a 0. At the end of the year there were 10,707 scores and of those only 260 children or roughly 2% scored a 0 on uppercase letters and 8,507 or 79% knew 13 uppercase letters or more. At the end of year assessment, only 438 or 4% of all children assessed at the end of the year scored a 0 on lowercase letters while 8,032 or 75% knew 13 or more lowercase letters.

The early reading skills of a ready Kindergarten student include knowledge of letter sounds such as: recognizing that letters represent spoken sounds and recognizing some upper and lower case letters and their sounds. At the beginning of the year assessment, 7,339 students or 67% of students didn't know any letter sounds. At the end of the year, only 992 or 9% of students didn't know any letter sounds, while 6,779 or 63% knew 13 or more letter sounds.

Ready Kindergarten students can "recognize and name rhyming words". At the beginning of the year, 2,448 students or 22% scored 0 on rhyming words while at the end of year, only 363 or 3% scored 0 at the end of the school year and 8,047 or 75% scored 5 or more (out of 10 possible points) on rhyming.

The Districts that use PALS include: Abbeville; Allendale; Anderson 1; Anderson 2; Anderson 3; Anderson 4; Bamberg 1; Bamberg 2; Barnwell 19; Berkeley; Cherokee; Chester; Chesterfield; Clarendon 2; Colleton; Darlington; SC School for the Deaf and Blind; Dillon 3; Dillon 4; Dorchester 2; Edgefield; Florence 1; Florence 2; Florence 5; Georgetown; Greenville; Greenwood 51; Horry; Jasper; Kershaw; Laurens 55; Laurens 56; Lexington 3; Marion 10; Marlboro 1; McCormick; Newberry; Orangeburg Consolidated; Pickens; Richland 2; Saluda; Spartanburg 1; Spartanburg 2; Spartanburg 3; Spartanburg 4; Spartanburg 5; Spartanburg 6; Spartanburg 7; Union; Williamsburg; York 2; York 3; and York 4.

CERDEP IMPACT ON KINDERGARTEN READINESS

Teaching Strategies Gold

Teaching Strategies GOLD pre-K assessment covers Language, Literacy, Social-Emotional, Physical, Cognitive, Mathematics, Science and Technology, Social Studies, Arts, and English Language Acquisitions. Of these components the required pieces are Language and Literacy with all others being optional at this time. (SCDE) This report shares the standardized score for an area of development and learning from a nationally normed sample.

The Districts that use GOLD include: Aiken, Anderson 4, Anderson 5, Beaufort, Charleston, Cherokee, Fairfield, Greenville, Hampton, Lexington/Richland 5; Sumter, York 1, and all First Steps programs.

Of the students in CERDEP 4K classes in 2020-21, 2,878 were assessed in preschool using the GOLD. Of these students, 1,035 or 36% were below readiness in Language and 1,134 or 39% were below in Literacy at the beginning of the school year. Of the 2,197 students assessed in the First Steps 4K classes, 303 or 14% were below readiness in Language and 330 or 15% were below readiness in Literacy.

MyIGDIS

MyIGDIS is the third option that CERDEP programs may use to assess student knowledge. Individual Growth and Development Indicators (IGDIS) measure early literacy, early numeracy and social-emotional development. Administration of MyIGDIS takes approximately 10 minutes per topic and early reading measures include: picture naming, rhyming, alliteration, sound ID and “which one doesn’t belong”. Early numeracy assessment includes oral counting, number naming, quantity comparison, and 1:1 correspondence counting. Social Emotional skills are observed and recorded after observing the child. Approximately 4,000 students were assessed in 4K using MyIGDIS at the beginning and end of 2020-21 school year. Of these students, 1,169 scored in Tier II or III needing additional supports to meet benchmarks at the beginning of the school year. At the end of the school year, 1,100 needed additional supports to meet benchmarks.

The Districts that use MyIGDIS include: Barnwell 29, Barnwell 45, Calhoun, Charleston, Dorchester 4, Florence 3, Florence 4, Greenwood 50, Greenwood 52, Hampton 2, Lancaster, Lee, Lexington 1, Lexington 2, Lexington 4, Oconee, Richland 1, and the Public Charter District.

APPENDIX A:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2020-21

School District	Estimated Number of 4-Year-Olds in Poverty 2019-20	Estimated Number of 4-Year-Olds in Poverty 2020-21	Percent change
Abbeville	144	167	16.0%
Aiken	1,247	1,192	-4.4%
Allendale	70	83	18.0%
Anderson 1	369	360	-2.5%
Anderson 2	168	169	0.5%
Anderson 3	134	131	-2.1%
Anderson 4	124	121	-2.6%
Anderson 5	620	616	-0.7%
Bamberg 1	65	65	-0.8%
Bamberg 2	40	41	2.6%
Barnwell 19	38	37	-2.4%
Barnwell 29	44	44	-0.1%
Barnwell 45	115	113	-1.5%
Beaufort	1,109	1,161	4.7%
Berkley	1,560	1,545	-1.0%
Calhoun	95	112	18.1%
Charleston	2,550	2,438	-4.4%
Cherokee	481	491	2.0%
Chester	278	287	3.2%
Chesterfield	359	382	6.3%
Clarendon 1	40	41	3.5%
Clarendon 2	159	166	4.6%
Clarendon 3	51	53	3.1%
Colleton	368	384	4.2%
Darlington	604	586	-2.9%
Dillon 3	79	86	9.3%
Dillon 4	256	282	10.2%
Dorchester 2	843	896	6.3%
Dorchester 4	105	114	8.6%
Edgefield	126	120	-5.2%

APPENDIX A:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2020-21

School District	Estimated Number of 4-Year-Olds in Poverty 2019-20	Estimated Number of 4-Year-Olds in Poverty 2020-21	Percent change
Fairfield	180	193	6.9%
Florence 1	799	837	4.8%
Florence 2	57	58	2.1%
Florence 3	217	227	4.5%
Florence 4	47	48	2.2%
Florence 5	64	67	4.8%
Georgetown	394	366	-7.0%
Greenville	3,511	3,858	9.9%
Greenwood 50	456	494	8.3%
Greenwood 51	52	53	1.4%
Greenwood 52	69	76	9.9%
Hampton 1	146	124	-15.4%
Hampton 2	46	46	-0.1%
Horry	2,009	2,029	1.0%
Jasper	286	308	7.9%
Kershaw	487	451	-7.5%
Lancaster	565	525	-7.1%
Laurens 55	381	395	3.6%
Laurens 56	211	215	1.8%
Lee	171	173	1.0%
Lexington 1	672	667	-0.7%
Lexington 2	373	369	-0.9%
Lexington 3	82	82	0.2%
Lexington 4	151	149	-1.1%
Lexington 5	433	413	-4.5%
Marion 10	331	324	-2.2%
Marlboro	236	250	6.0%
McCormick	43	52	21.0%
Newberry	323	285	-11.8%
Oconee	492	475	-3.4%
Orangeburg	823	816	-0.9%

APPENDIX A:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2020-21

School District	Estimated Number of 4-Year-Olds in Poverty 2019-20	Estimated Number of 4-Year-Olds in Poverty 2020-21	Percent change
Pickens	733	707	-3.5%
Richland 1	1,637	1,622	-0.9%
Richland 2	1,453	1,454	0.1%
Saluda	183	169	-7.4%
Spartanburg 1	232	240	3.3%
Spartanburg 2	447	474	5.9%
Spartanburg 3	147	153	4.2%
Spartanburg 4	141	151	7.1%
Spartanburg 5	365	382	4.7%
Spartanburg 6	573	600	4.6%
Spartanburg 7	401	414	3.2%
Sumter	1,023	1,046	2.3%
Union	255	240	-6.1%
Williamsburg	285	323	13.3%
York 1	218	215	-1.2%
York 2	181	173	-4.7%
York 3	678	663	-2.2%
York 4	215	220	2.5%
TOTAL	35,516	36,904	3.9%

Appendix B:
Head Start Student Counts

Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of May 1, 2021	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
Aiken County School District Head Start	Aiken	5	131	24	72	-	-	12	16	*
	Barnwell	3	54	*	29	-	-	7	*	-
Aiken County District Early Head Start	Aiken	3	37	*	-	-		4	*	-
	Barnwell	1	13	-	-	-	-	2	*	-
Beaufort-Jasper Head Start	Beaufort	5	233	144	89	-	-	19	*	-
	Jasper	2	55	40	15	-	-	6	*	-
Beaufort-Jasper Early Head Start	Beaufort	3	104	-	-	*	-	13	12	*
	Jasper	1	*	-	-	*	-	1	*	-
Berkeley School District Head Start	Berkeley	8	406	217	189	-	-	32	-	*
	Dorchester	3	29	18	11	-	-	3	-	-

Appendix B:
Head Start Student Counts

Carolina CAA Head Start	Chester	2	62	11	32	-	-	9	-	-
	York	4	191	20	106	-	-	21	-	-
	Union	1	43	*	24	-	-	7	-	-
Carolina CAA Early Head Start	Chester	1	*	-	-	-	-	2	-	-
	York	3	11	*	-	*	-	3	-	-
	Union	1	40	11	-	-	-	5	-	-
Charleston County School District	Charleston	10	403	280	46	-	-	46	*	-
Charleston County School District Early Head Start	Charleston	7	133	38	-	*	20	20	*	-
Charleston County First Steps-Early Head Start Partnership	Charleston	4	37	*	-	-	-	11	12	*
Chesterfield/Marlboro Head Start	Chesterfield	4	109	36	73	-	-	14	-	-
	Marlboro	2	79	29	50	-	-	9	-	-

Appendix B:
Head Start Student Counts

Darlington County Head Start	Darlington	2	236	116	120	-	-	16	*	*
Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of May 1, 2021	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
East Coast Migrant Head Start (June 2021 – November 2021)	Beaufort No Longer Serving									
(Only # of Centers,	Cherokee	1				-	-			-
and # of Classrooms are	Clarendon	1				-	-			-
included in DEC 1 totals)	Colleton	1				-	-			-
GLEAMNS Head Start	Abbeville	1	26	11	15	-	-	4	-	-
	Edgefield	1	20	11	*	-	-	4	-	-
	Greenwood	2	108	44	64	-	-	17	*	*
	Laurens	1	18	*	10	-	-	4	*	-
	Lexington	3	92	38	54	-	-	11	*	*
	McCormick	1	10	*	*	-	-	2	-	-

Appendix B:
Head Start Student Counts

	Newberry	1	48	13	35	-	-	6	-	*
	Richland	2	159	78	81	-	-	16	*	-
	Saluda	1	25	10	15	-	-	5	-	-
GLEAMNS Early Head Start	Edgefield	1	13	*	-	-	-	4	-	-
	Greenwood	1	32	-	-	-	-	4	-	-
	Saluda	1	15	-	-	-	-	4	-	-
GLEAMNS Early Head Start Partnership	Abbeville	1	24	-	-	-	-	3	*	-
	Laurens	1	*	-	-	-	*	-	-	-
	Greenwood	1	13	-	-	-	13	-	-	-
ISWA Development Corp- Catawba Indian Nation	Catawba Indian Nation (York County)	1	77	14	47	-	-	1	*	*
ISWA Development Corp-Catawba Indian Nation Early Head Start	Catawba Indian Nation (York)	1	32	*	-	*	-	1	*	*
Lancaster Head Start	Lancaster	1	93	15	50	-	-	7	*	*
Lancaster Early Head Start	Lancaster	1	66	17	-	*	20	6	-	*

Appendix B:
Head Start Student Counts

Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of May 1, 2021	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
Lancaster County First Steps Early Head Start Partnership	Lancaster	1	31	*	-	-	-	6	-	-
Lowcountry CAA Head Start	Colleton	2	98	45	53	-	-	9	*	*
	Hampton	1	46	24	22	-	-	4	*	*
Lowcountry Early Head Start	Colleton	1	16	*	-	-	-	2	*	-
	Hampton	1	15	*	-	*	-	2	*	-
OCAB CAA Head Start	Allendale	1	21	11	10	-	-	3	-	-
	Bamberg	2	42	18	24	-	-	6	*	-
	Calhoun	1	17	10	*	-	-	2	-	*

Appendix B:
Head Start Student Counts

	Orangeburg	7	207	132	75	-	-	26	-	-
OCAB Early Head Start	Bamberg	1	45	15	-	-	13	4	-	-
Pee Dee CAA Head Start	Dillon	2	85	44	36	-	-	10	-	-
	Florence	8	238	111	132	-	-	23	*	*
	Marion	3	89	43	46	-	-	9	-	-
Pee Dee CAA Early Head Start	Dillon	2	14	-	-	-	-	2	-	-
	Florence	4	48	-	-	*	12	6	-	-
	Marion	1	15	-	-	*	-	2	-	-
Piedmont CAA Head Start	Cherokee	1	43	*	36	-	-	7	*	*
	Spartanburg	6	211	26	185	-	-	26	*	*
Piedmont CAA Early Head Start	Cherokee	1	16	*	-	*	12	2	-	-
	Spartanburg	2	107	33	-	*	52	6	*	*
Richland County First Steps Early Head Start	Richland County	2	96	23	-	-	54	8	10	-

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Enrollment in CERDEP in Public Schools 2019-20	Enrollment in CERDEP in Public Schools 2020-21	Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Abbeville	98	19	74	-24.50%	19-20 & 20-21
Aiken	490	374	498	1.60%	19-20 & 20-21
Allendale	66	49	41	-37.90%	19-20 & 20-21
Anderson 1			117		Not eligible until 21-22 by school
Anderson 2	102	42	81	-20.60%	19-20 & 20-21
Anderson 3	117	95	101	-13.70%	19-20 & 20-21
Anderson 4					Not eligible until 21-22 by school
Anderson 5	423	294	369	-12.80%	19-20 & 20-21
Bamberg 1	25	20	20	-20.00%	19-20 & 20-21
Bamberg 2	36	21	19	-47.20%	19-20 & 20-21
Barnwell 19	21	19	17	-19.00%	19-20 & 20-21
Barnwell 29	20	18	20	0.00%	19-20 & 20-21
Barnwell 45	39	36	39	0.00%	19-20 & 20-21

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District		Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Beaufort						
Berkley		963	834	721	-25.10%	Not eligible until 21-22 by school
Calhoun		97	87	68	-29.90%	19-20 & 20-21
Charleston				299		Not eligible until 21-22 by school
Cherokee		261	220	271	3.80%	19-20 & 20-21
Chester		189	112	81	-57.10%	19-20 & 20-21
Chesterfield		147	166	261	77.60%	19-20 & 20-21
Clarendon	1	41	28			Consolidating
	3	39	15			
	4			43		
Clarendon 2		95	54	71	-25.30%	Consolidating

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Colleton	241	122	194	-19.50%	19-20 & 20-21
Darlington	318	157	242	-23.90%	19-20 & 20-21
Dillon 3	63	48	72	14.30%	19-20 & 20-21
Dillon 4	123	121	130	5.70%	19-20 & 20-21
Dorchester 2			339		Not eligible until 21-22 by school
Dorchester 4	100	45	64	-36.00%	19-20 & 20-21
Edgefield	125	98	120	-4.00%	19-20 & 20-21
Fairfield	150	124	113	-24.70%	19-20 & 20-21
Florence 1	393	142	178	-54.70%	19-20 & 20-21
Florence 2	38	35	43	13.20%	19-20 & 20-21
Florence 3	128	113	140	9.40%	19-20 & 20-21
Florence 4	22	34	28	27.30%	19-20 & 20-21

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Florence 5	29	21	40	37.90%	19-20 & 20-21
Georgetown	324	193	246	-24.10%	19-20 & 20-21
Greenville					Not eligible until 21-22 by school
Greenwood 50	230	151	214	-7.00%	19-20 & 20-21
Greenwood 51	32	27	40	25.00%	19-20 & 20-21
Greenwood 52	40	26	39	-2.50%	19-20 & 20-21
Hampton 1	104	86	107	2.90%	19-20 & 20-21
Hampton 2	29	28			Consolidating with Hampton 1
Horry	21	5	8	-61.90%	Charter school, not district elects to participate
Jasper	156	58	125	-19.90%	19-20 & 20-21
Kershaw	146	318	344	135.60%	19-20 & 20-21

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Lancaster			40		Not eligible until 21-22 by school
Laurens 55	203	151	189	-6.90%	19-20 & 20-21
Laurens 56	68	66	91	33.80%	19-20 & 20-21
Lee	77	15	60	-22.10%	19-20 & 20-21
Lexington 1			164		Not eligible until 21-22 by school
Lexington 2	274	252	265	-3.30%	19-20 & 20-21
Lexington 3	139	89	96	-30.90%	19-20 & 20-21
Lexington 4	226	166	171	-24.30%	19-20 & 20-21
Lexington 5			217		Not eligible until 21-22 by school
Marion 10	142	93	116	-18.30%	19-20 & 20-21
Marlboro	160	100	95	-40.60%	19-20 & 20-21
McCormick	19	20	21	10.50%	19-20 & 20-21
Newberry	162	132	136	-16.00%	19-20 & 20-21
Oconee	368	299	299	-18.80%	19-20 & 20-21

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Orangeburg	124	358	445	258.90%	19-20 & 20-21
Pickens			101		Not eligible until 21-22 by school
Richland 1	480	445	633	31.90%	19-20 & 20-21
Richland 2			378		Not eligible until 21-22 by school
SC Public Charter School			21		Not eligible until 21-22 by school
Saluda	81	75	77	-4.90%	19-20 & 20-21
Spartanburg 1					Not eligible until 21-22 by school
Spartanburg 2			111		Not eligible until 21-22 by school
Spartanburg 3	113	79	118	4.40%	19-20 & 20-21
Spartanburg 4	109	79	95	-12.80%	19-20 & 20-21
Spartanburg 5			41		Not eligible until 21-22 by school

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Spartanburg 6	339	274	284	-16.20%	19-20 & 20-21
Spartanburg 7	211	106	206	-2.40%	19-20 & 20-21
Sumter	574	385	437	-23.90%	19-20 & 20-21
Union					19-20 & 20-21
Williamsburg	131	79	106	-19.10%	19-20 & 20-21
York 1	183	104	158	-13.70%	19-20 & 20-21
York 2					Not eligible until 21-22 by school
York 3			339		20-21
York 4					Not eligible
TOTAL	**10,264**	**7,822**	**11,825**	**15.3%**	**-----**

APPENDIX D: First Steps 4K Enrollment Information

First Steps 4K Providers and Service Options
(*Extended Day (ED), Sumer School (SS), and Traditional (TR))

Provider Name (**)=New 2021-2022	**Service Option for 21-22 by contract**	**County**
Betty's Creative Corner 929	**ED & SS**	Aiken
Busy Bees Childcare and Preschool	**ED & SS**	Aiken
Family Affair Childcare, Aiken	**TR & SS**	Aiken
Family Affair Childcare, N. Augusta	**TR & SS**	Aiken
Learning on Main	**ED & SS**	Aiken
Megiddo Kid Station	**ED & SS**	Aiken
Our Lady of Peace Catholic School	**TR**	Aiken
Sunshine House 05	**ED & SS**	Aiken
Sunshine House 57	**ED & SS**	Aiken
Tiny Treasures Childcare	**TR**	Aiken
True Foundations	**ED & SS**	Aiken
Developmental Center for Exceptional Children	**ED & SS**	Anderson
Kiddie Land Child Care Center	**TR & SS**	Anderson
Kiddie University (*R)	**ED & SS**	Anderson
St. Joseph Catholic School	**ED**	Anderson
Welfare Baptist Church Day Care	**ED & SS**	Anderson
Progressive Family Life	**ED & SS**	Bamberg
New Jerusalem Missionary Baptist Church CDC	**TR & SS**	Barnwell
Child Enrichment Center @Baptist Church of Beaufort	**ED**	Beaufort
St. Peter's Catholic School	**TR**	Beaufort
The Children's Center (*R)	**TR**	Beaufort
Betty's Day Care & Preschool	**ED & SS**	Berkeley
Daniel Island Academy	**ED & SS**	Berkeley
Divine Redeemer Catholic School	**TR**	Berkeley
La Petite Academy 7514	**ED & SS**	Berkeley
Miracle Academy	**ED & SS**	Berkeley
The House of Smiles	**TR & SS**	Berkeley
Academy Kingdom CCC (**)	**ED & SS**	Charleston
CARE Academy (**)	**ED & SS**	Charleston
Foster's Child Care Center	**TR & SS**	Charleston

APPENDIX D: First Steps 4K Enrollment Information

Plymouth Childcare Development Center (**)	**ED & SS**	Charleston
Ruby's Academy (**)	**TR & SS**	Charleston
St. John Catholic School (**)	**TR**	Charleston
We Care for Children, CDC (**)	**ED & SS**	Charleston
Eagle Academy	**TR & SS**	Cherokee
KL Kids Learning Academy	**ED & SS**	Cherokee
Lisa's Little Wildcats	**ED & SS**	Cherokee
Horizons Christian Academy	**TR**	Chester
Ft. Lawn 4K (**)	**ED**	Chester
Compass Point 4K	**TR & SS**	Chesterfield
Academy Road Preschool & Child Care	**TR & SS**	Colleton
Montessori Day Academy	**ED & SS**	Darlington
Prosperity Childcare	**TR & SS**	Darlington
Thompson Children's Learning Center	**ED & SS**	Darlington
True Saints Christian Day Care	**ED & SS**	Darlington
J'Dae Early Learning Academy	**ED & SS**	Dillon
Kids Limited CDC	**TR & SS**	Dillon
Mothers Love Daycare	**TR & SS**	Dillon
Riverpointe Christian Academy- North	**TR & SS**	Dorchester
W.C. Christian Academy	**TR & SS**	Dorchester
La Petite 7515 (**)	**TR & SS**	Dorchester
Royalty Academy (**)	**TR**	Fairfield
Angel's Inn Child Care	**TR & SS**	Florence
Antioch 3 & 4K Development Center	**ED & SS**	Florence
Edu Scholars Learning Center	**ED & SS**	Florence
Excellent Learning Preschool	**ED & SS**	Florence
Kids' Corner Early Learning Academy	**ED & SS**	Florence
La Petite Academy 7504	**ED & SS**	Florence
Little Creations Learning Center	**ED & SS**	Florence
Live Love Grow Learning Center (*R)	**ED & SS**	Florence
Precious One Learning Center	**ED & SS**	Florence
St. Anthony Catholic School	**TR**	Florence
Stepping Stones CCC (*R)	**ED**	Florence
Sunshine House 30	**ED & SS**	Florence
Thelma Brown Head Start (*R)	**TR & SS**	Florence
Zion Canaan CDC	**TR & SS**	Florence
East Carolina Early Learning Academy	**ED & SS***	Georgetown

APPENDIX D: First Steps 4K Enrollment Information

Little Smurf CDC	**ED & SS**	Georgetown
Mingo Creek Academy (**)	**TR & SS**	Georgetown
Sampit Community Center	**ED & SS**	Georgetown
Small Minds of Tomorrow II	**ED & SS**	Georgetown
A Child's Haven	**TR***	Greenville
Cadence Academy, Greenville (**)	**TR**	Greenville
Circle of Friends, The Phoenix Center (**)	**TR & SS**	Greenville
Especially Children CDC (**)	**ED & SS**	Greenville
Footprints LC of Fountain Inn (**)	**TR**	Greenville
Fuller Normal School and Industrial Institute (**)	**ED & SS**	Greenville
HIS Day Care (**)	**ED & SS**	Greenville
Kidz Kare Child Enrichment Center (**)	**ED & SS**	Greenville
Legacy Early College	**ED & SS**	Greenville
Little Learners Academy (**)	**ED & SS**	Greenville
Little Wonders Learning Center (**)	**ED & SS**	Greenville
New Generation (**)	**TR & SS**	Greenville
Our Kid's CDC (**)	**TR & SS**	Greenville
Small Impressions CDC	**TR & SS**	Greenville
St. Anthony of Padua Catholic School	**ED**	Greenville
Sunshine House 02	**ED & SS**	Greenwood
Sunshine House 134	**ED & SS**	Greenwood
Sunshine House 135	**ED & SS**	Greenwood
Children's Keeper Learning Center	**TR & SS**	Hampton
Anchors Away CDC	**ED & SS**	Horry
ATM Daycare	**TR & SS**	Horry
Beginners Paradise	**TR & SS**	Horry
Cadence Academy, Myrtle Beach	**TR & SS**	Horry
Cadence Academy, Surfside	**TR & SS**	Horry
Capture Child Development Center	**ED & SS**	Horry
Carolina Forest CDC	**ED & SS**	Horry
Chabad Academy	**ED & SS**	Horry
Child Dev Ministry of First United Methodist Church	**TR**	Horry
Coastal Children's Academy, Inc.	**ED & SS**	Horry
Coastal Kids Academy of SC	**ED & SS**	Horry
Connect Kids	**TR**	Horry
Conway Daycare LLC	**TR**	Horry
Cutie Pies Inc. Surfside	**TR**	Horry

APPENDIX D: First Steps 4K Enrollment Information

Kids Paradise	**ED**	Horry
Little Blessings CDC	**TR & SS**	Horry
Lovell Weekday Ministry	**ED**	Horry
Mercy Baptist CDC	**ED & SS**	Horry
My Sunshine CDC	**TR & SS**	Horry
Oxford Children's Academy	**TR & SS**	Horry
Sea Mountain Academy (**)	**ED & SS**	Horry
Sherman's Child Development Center	**ED & SS**	Horry
Small Wonders Preschool & Learning Center	**ED**	Horry
Sunrise Children's Academy	**TR**	Horry
The Learning Station	**ED & SS**	Horry
The Learning Station-Forestbrook	**ED & SS**	Horry
The Learning Tree Day School	**ED & SS**	Horry
Your Neighborhood Childcare & Development Center	**ED & SS**	Horry
Beacon of Hope Learning Center	**ED**	Jasper
Ridgeland Baptist Church Child Care Ministry	**ED**	Jasper
Lil' Angels Child Development Center (*R)	**ED & SS**	Kershaw
Stephanie's Preschool Blessing & Afterschool	**TR & SS**	Kershaw
Blossom Academy (**)	**ED & SS**	Lancaster
Big Blue Marble Academy 4	**TR**	Laurens
Thornwell CDC	**ED & SS**	Laurens
Young World Day Care	**TR**	Laurens
Bishopville Lee Child Care	**ED & SS**	Lee
5 Star Academy	**ED & SS**	Lexington
A & A Learning Center	**ED & SS**	Lexington
Aspire Early Learning Academy #2 (**)	**TR & SS**	Lexington
Big Blue Marble Academy 3	**TR & SS**	Lexington
Brookland Academy CDC	**TR**	Lexington
Dolphin Prepratory Academy (**)	**TR & SS**	Lexington
La Petite Academy 7503	**ED & SS**	Lexington
Lexington CDC	**ED & SS**	Lexington
MEGA CDC	**ED & SS**	Lexington
Midlands Primary Learning Center	**ED & SS**	Lexington
Seven Oaks Kids Academy	**ED & SS**	Lexington
Turner CDC	**ED & SS**	Lexington
Irmo Academy (**)	**ED & SS**	Lexington

APPENDIX D: First Steps 4K Enrollment Information

Little Promises Learning Center	**ED & SS**	Marion
McGill's Bundles of Joy	**ED & SS**	Marion
Pleasant Grove Academy	**TR & SS**	Marion
Sugar Bears Daycare	**ED & SS**	Marion
Troy-Johnson Learning Korner	**ED & SS**	Marion
First United Methodist Children's Center	**ED & SS**	Marlboro
Kids Unlimited of Prosperity	**TR**	Newberry
Foothills Early Learning Center (**)	**TR & SS**	Oconee
Our Clubhouse	**ED & SS**	Oconee
Pennsylvania Children's Center	**ED & SS**	Oconee
Brighter Children Learning Center	**TR & SS**	Orangeburg
J & J Child Care	**ED & SS**	Orangeburg
Kidz Will Be Kidz	**TR & SS**	Orangeburg
South Carolina State University CDC	**ED**	Orangeburg
Wright Way CDC	**ED & SS**	Orangeburg
Wright's Daycare	**ED & SS**	Orangeburg
Clemson CDC	**ED & SS**	Pickens
Geer Memorial CDC	**TR & SS**	Pickens
Agape Learning Center	**TR**	Richland
Angels Club CDC	**ED & SS**	Richland
Aspire Early Learning	**TR & SS**	Richland
Aye's Kinderoo Care CDC	**ED & SS**	Richland
Belvedere Early Learning Center	**ED & SS**	Richland
Bethel Learning Centers	**ED & SS**	Richland
Center for Learning	**ED**	Richland
Children's Garden	**TR & SS**	Richland
Children's World 5	**ED & SS**	Richland
Dream Catcher Child Development Center	**ED & SS**	Richland
Fantasy Island (**)	**TR & SS**	Richland
First Nazareth Child Development Center	**ED & SS**	Richland
Footprints Day Care	**ED & SS**	Richland
Grace Academy	**ED & SS**	Richland
Kinder Academy	**ED & SS**	Richland
La Petite Academy 7501	**TR & SS**	Richland
Little Love Christian Academy	**ED & SS**	Richland
Nana's Little Elephants	**ED & SS**	Richland
New Hope ELA	**ED & SS**	Richland

APPENDIX D: First Steps 4K Enrollment Information

Spring Valley Early Learning Academy	**ED & SS**	Richland
St. Martin de Porres Catholic School	**ED**	Richland
Sunshine House 110	**ED & SS**	Richland
Sunshine House 21	**ED & SS**	Richland
Sunshine House 22	**ED & SS**	Richland
Sunshine House 23	**ED & SS**	Richland
Sunshine House 43	**ED & SS**	Richland
Sunshine House 86 (**)	**ED & SS**	Richland
Tiny Creators Learning Ctr	**ED & SS**	Richland
Trinity Learning Center	**ED & SS**	Richland
Footprints Academy	**ED & SS**	Richland
ABC Academy, LLC	**TR**	Saluda
Abundant Blessings CDC	**TR & SS**	Spartanburg
Cowpens Creative Kids	**ED & SS**	Spartanburg
Creative Learning Kids CDC	**ED & SS**	Spartanburg
Eddlemon CDC (**)	**ED & SS**	Spartanburg
Exceptional Child Academy	**ED & SS**	Spartanburg
Growing Minds Learning Center	**ED & SS**	Spartanburg
High Point Academy (**)	**TR**	Spartanburg
Highland Early Learning Center (**)	**ED & SS**	Spartanburg
Learning Years CDC	**ED**	Spartanburg
Legacy Christian School	**TR & SS**	Spartanburg
Little Me Childcare Center (**)	**ED & SS**	Spartanburg
Maximum Child Learning Center	**TR**	Spartanburg
Miss Tammy's Little Learning Center	**ED**	Spartanburg
Miss Tammy's Little Learning Center - Boiling Springs (**)	**ED**	Spartanburg
Miss Tammy's Little Learning Center-Redland	**ED & SS**	Spartanburg
Piedmont Community Actions ELC	**TR & SS**	Spartanburg
Precious Little Angels Day Care	**ED & SS**	Spartanburg
St. Paul the Apostle Catholic School	**TR**	Spartanburg
Sunshine House 10	**ED & SS**	Spartanburg
Sunshine House 17	**ED & SS**	Spartanburg
The Children's Academy	**ED & SS**	Spartanburg
The Franklin School	**ED & SS**	Spartanburg
This is My Child, Middle Tyger Community Center (**)	**ED**	Spartanburg

APPENDIX D: First Steps 4K Enrollment Information

Total Family Care Agency	**TR**	Spartanburg
Care-A-Lot Day Care Center	**TR & SS**	Sumter
Holy Angels Academy (**)	**TR**	Sumter
Itsy Bitsy Steps Learning Center	**ED & SS**	Sumter
Jehovah Missionary Baptist Church Academic School	**ED & SS**	Sumter
Kid's Academy	**ED & SS**	Sumter
Kid's First Academy	**TR & SS**	Sumter
Love Covenant CDC	**TR & SS**	Sumter
Luv-N-Care Child Care	**TR & SS**	Sumter
New Beginnings at Warth CCC	**TR & SS**	Sumter
Ragin Prep Christian Academy Little Lambs (**)	**TR & SS**	Sumter
Shaw AFB Child Development Center	**TR & SS**	Sumter
Simon Says Learning Center	**ED & SS**	Sumter
Swan Lake Academy LLC	**TR & SS**	Sumter
Vanessa Palace	**ED & SS**	Sumter
Vanessa's Playland	**ED & SS**	Sumter
Dalzell Prep (**)	**TR & SS**	Sumter
Palmetto Prep LLC	**ED & SS**	Sumter
Mon Aetna Baptist Church CEC	**TR & SS**	Union
Cool Kids Academy	**ED & SS**	Williamsburg
Little Wizards Learning Center	**ED & SS**	Williamsburg
Onus Early Learning Center (**)	**TR**	Williamsburg
Tender Bears DC and LC	**ED & SS**	Williamsburg
Wilson's Daycare	**ED & SS**	Williamsburg
Agape United Daycare	**ED & SS**	York
Fort Mill Preparatory Cooperative Preschool (**)	**TR**	York
House of Joy	**TR & SS**	York
Joyful Academy	**TR & SS**	York
Open Arms Child Support Center (**)	**ED & SS**	York
Right Choice Child Development Center	**ED & SS**	York
Sugar & Spice CDC (**)	**ED & SS**	York
Sunshine House 12	**ED & SS**	York

*Extended Day (ED), Sumer School (SS), and Traditional (TR)

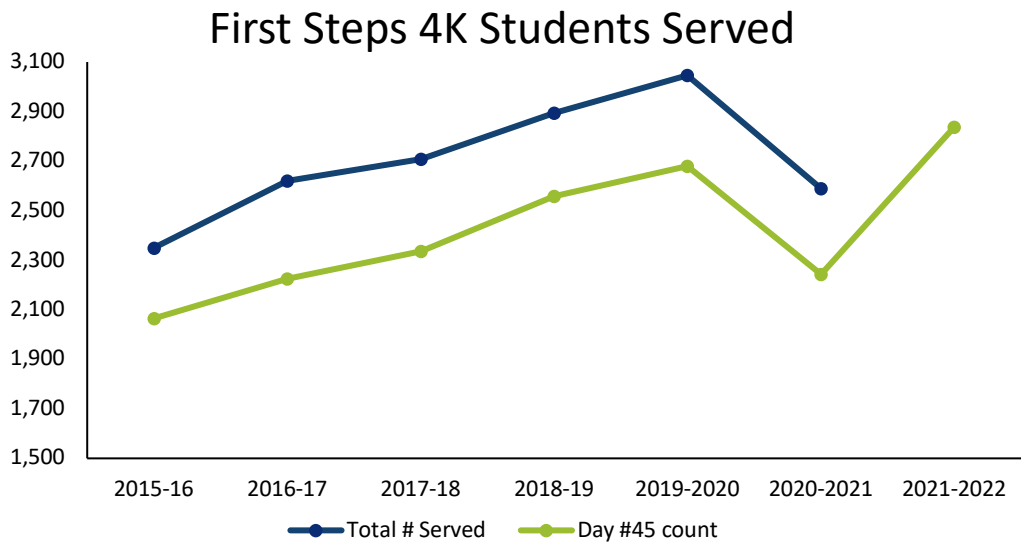
APPENDIX D: First Steps 4K Enrollment Information

First Steps 4K Enrollment by County

County	Enrollment 2019-20	Enrollment 2020-21	Enrollment 2021-22
Abbeville	0	0	0
Aiken	216	113	140
Allendale	19	4	0
Anderson	41	38	46
Bamberg	34	8	8
Barnwell	31	19	26
Beaufort	7	14	20
Berkeley	50	54	55
Calhoun	0	0	0
Charleston	11	6	59
Cherokee	25	22	25
Chester	10	6	11
Chesterfield	11	9	9
Clarendon	0	0	0
Colleton	8	8	12
Darlington	57	44	37
Dillon	52	40	26
Dorchester	34	20	36
Edgefield	11	5	0
Fairfield	0	0	1
Florence	294	155	208
Georgetown	52	38	40
Greenville	0	38	294
Greenwood	32	12	26
Hampton	13	13	6
Horry	447	354	358
Jasper	18	16	18
Kershaw	35	4	11
Lancaster	0	0	8
Laurens	77	58	63
Lee	21	15	19
Lexington	130	93	121
Marion	95	66	82
Marlboro	17	13	16
Newberry	29	25	12
Oconee	22	17	16
Orangeburg	108	27	45
Pickens	16	22	38
Richland	464	359	426
Saluda	12	4	8
Spartanburg	208	152	219
Sumter	212	162	153
Union	38	22	15
Williamsburg	46	22	30
York	45	48	95
Total	3048	2145	2838

APPENDIX D: First Steps 4K Enrollment Information

Chart of First Steps 4K Students Served



Appendix E:
SCDE CERDEP FINANCIALS

SCDE CERDEP Revenues and Expenditures Year 2020-21

Revenues	
Carryforward from FY 20 to 21	$1,444,310
FY21 General Fund Appropriation	$5,983,049
FY21 EIA Appropriation	$41,441,053
Total Revenues	$48,868,412
Expenditures	
Portion of EOC Evaluation (EIA)	$195,000
Cost of Instruction ($4,600 per child pro-rata)	$35,545,699
Supplies for New Classrooms ($10,000 per classroom)	$10,000
Transportation	
Assessment	
Professional Development and Curriculum	
Other: Expansion	
Extended Year	$288,647
Summer Program	$3,683
Extended Day	$213,635
Extended Day awaiting GREER reimbursement	$104,601
CERDEP Summer Program awaiting GREER reimbursement	$1,052,871
Parental Engagement	$3,908,000
Total Expenditures	$41,322,136
Amount Remaining to Carryforward FY 22	$7,546,276

Note: Expenditures have been rounded to the nearest whole dollar

Appendix E:
SCDE CERDEP FINANCIALS

SCDE CERDEP Budget for Fiscal Year 2022	
REVENUES	
Carryforward from FY 21 to FY 22	$ 7,546,275.63
FY 22 General Fund Appropriation	$5,983,049.00
FY 22 EIA Recurring Appropriation	$53,225,118.00
FY 22 EIA Non-Recurring Appropriation	$6,758,978.00
Total Revenues	$73,513,420.63
EXPENDITURES	
Portion of EOC Evaluation (EIA)	$195,000.00
Cost of Instruction ($4,800 per child pro-rata)	$55,080,800.00
Supplies for New Classrooms ($10,000 per classroom)	$1,420,000.00
Transportation	
Assessment	$500,000.00
Professional Development and Curriculum	$ -
Other: Expansion	
Extended Year	$300,000.00
Summer Program	$ 1,200,000.00
Extended Day	$ 350,000.00
Updated CERDEP Curriculum for New Districts	$ 600,000.00
Parental Engagement	$5,300,000.00
Total Expenditures	$ 64,945,800.00
Amount Remaining to Carryforward to FY 23	$8,567,620.63

APPENDIX F:
Estimates of 4-Year-Olds, those in poverty, and service enrollment in 2020-21

School District	4-Year-Olds Served in Head Start	Student Enrollment in CERDEP in Public Schools	Student Enrollment in CERDEP in First Steps 4K	Total 4-Year-Olds in CERDEP (public or First Steps)	4-Year Olds in CERDEP (public or First Steps 4K) and Head Start	Estimated Number of 4-Year-Olds in Poverty	Percentage of 4-year-olds in poverty accessing CERDEP or Head Start	Percentage of 4-year-olds in poverty not served by CERDEP or Head Start
Abbeville	15	74	1	75	90	167	54%	46%
Aiken	72	498	136	634	706	1192	59%	41%
Allendale	10	41	2	43	53	83	64%	36%
Anderson 1	22	117	10	127	149	360	41%	59%
Anderson 2	23	81	5	86	109	169	65%	35%
Anderson 3	25	101	1	102	127	131	97%	3%
Anderson 4	24		5	5	29	121	24%	76%
Anderson 5	25	369	40	409	434	616	71%	29%
Bamberg 1	12	20	1	21	33	65	51%	49%
Bamberg 2	12	19	6	25	37	41	90%	10%
Barnwell 19	10	17	4	21	31	37	84%	16%
Barnwell 29	10	20	3	23	33	44	75%	25%
Barnwell 45	9	39	18	57	66	113	58%	42%
Beaufort	89		21	21	110	1161	9%	91%
Berkley	189	721	45	766	955	1545	62%	38%
Calhoun	7	68	1	69	76	112	68%	32%
Charleston	46	299	56	355	401	2438	16%	84%
Charter Institute at Erskine				0				

APPENDIX F:
Estimates of 4-Year-Olds, those in poverty, and service enrollment in 2020-21

Cherokee	36	271	26	297	333	491	68%	32%
Chester	32	81	15	96	128	287	45%	55%
Chesterfield	73	261	11	272	345	382	90%	10%
Clarendon 1	20		2	2	22	41	53%	47%
Clarendon 2	18	71	1	72	90	166	54%	46%
Clarendon 3	18		1	1	19	53	36%	64%
Clarendon 4		43		43	43			
Colleton	53	194	12	206	259	384	68%	32%
Darlington	120	242	45	287	407	586	69%	31%
SC School for the Deaf and Blind								
Dillon 3	3	72	4	76	79	86	92%	8%
Dillon 4	33	130	21	151	184	282	65%	35%
Dorchester 2	5	339	47	386	391	896	44%	56%
Dorchester 4	6	64		64	70	114	61%	39%
Edgefield	9	120	3	123	132	120	110%	-10%
Fairfield		113	3	116	116	193	60%	40%
Florence 1	25	178	178	356	381	837	45%	55%
Florence 2	25	43	2	45	70	58	120%	-20%
Florence 3	26	140	11	151	177	227	78%	22%
Florence 4	31	28	11	39	70	48	146%	-46%
Florence 5	25	40		40	65	67	97%	3%
Georgetown	68	246	41	287	355	366	97%	3%
Greenville	213		263	263	476	3858	12%	88%
Greenwood 50	22	214	21	235	257	494	52%	48%

APPENDIX F:
Estimates of 4-Year-Olds, those in poverty, and service enrollment in 2020-21

Greenwood 51	22	40	1	41	63	53	119%	-19%
Greenwood 52	20	39	4	43	63	76	83%	17%
Hampton 1	11	107	5	112	123	124	100%	0%
Hampton 2	11		1	1	12	46	26%	74%
Horry	91	8	353	361	452	2029	22%	78%
Jasper	15	125	16	141	156	308	51%	49%
Kershaw	21	344	13	357	378	451	84%	16%
Lancaster	50	40	11	51	101	525	19%	81%
Laurens 55	5	189	25	214	219	395	55%	45%
Laurens 56	5	91	42	133	138	215	64%	36%
Lee	19	60	27	87	106	173	61%	39%
Lexington 1	10	164	57	221	231	667	35%	65%
Lexington 2	12	265	28	293	305	369	83%	17%
Lexington 3	12	96	6	102	114	82	139%	-39%
Lexington 4	10	171	3	174	184	149	123%	-23%
Lexington 5	10	217	39	256	266	413	64%	36%
Marion 10	46	116	83	199	245	324	76%	24%
Marlboro	50	95	15	110	160	250	64%	36%
McCormick	4	21	1	22	26	52	50%	50%
Newberry	35	136	11	147	182	285	64%	36%
Oconee	25	299	17	316	341	475	72%	28%
Orangeburg	75	445	46	491	566	816	69%	31%
Pickens	79	101	37	138	217	707	31%	69%
Richland 1	63	633	234	867	930	1622	57%	43%
Richland 2	18	378	171	549	567	1454	39%	61%

APPENDIX F:
Estimates of 4-Year-Olds, those in poverty, and service enrollment in 2020-21

SC Public Charter School		21		21	21			
Saluda	15	77	10	87	102	169	60%	40%
Spartanburg 1	26		18	18	44	240	18%	82%
Spartanburg 2	26	111	32	143	169	474	36%	64%
Spartanburg 3	28	118	18	136	164	153	107%	-7%
Spartanburg 4	26	95	4	99	125	151	83%	17%
Spartanburg 5	24	41	37	78	102	382	27%	73%
Spartanburg 6	25	284	46	330	355	600	59%	41%
Spartanburg 7	30	206	66	272	302	414	73%	27%
Sumter	150	437	146	583	733	1046	70%	30%
Union	24		22	22	46	240	19%	81%
Williamsburg	59	106	30	136	195	323	60%	40%
York 1	75	158	27	185	260	215	121%	-21%
York 2	27		7	7	34	173	20%	80%
York 3	26	339	38	377	403	663	61%	39%
York 4	25		15	15	40	220	18%	82%
				0	0			100%
TOTAL	2766	11825	2835	14660	17426	35951	48%	52%

APPENDIX G: First Steps Financial Data

Fiscal Year 2021-22 Projected Revenues & Projected Expenditures	
TOTAL Available Funds	
Carry forward from FY20 to FY21	$3,292,446
State Funds Expended and On-Hold Locally (At Manley Garvin, for center reimbursments)	$1,189,575
Interest Earned on Cash	$50,000
EIA Appropriated Funds 19,983,799 Recurring, 5,219,976 One time	$25,203,775
Appropriated General Funds	$6,522,877
Teacher Supply Funds	$66,550
GEER Funds (Governors Emergency Education Relief, Projected for 2022)	$3,252,479
CARES Act Funds (DSS Quality Rating Funds, Committed but not received 11-9-2020)	$310,464
TOTAL Available Funds:	**$39,888,166**
TOTAL Projected Transfers/Expenditures	
Transfers:	
Portion of EOC Evaluation $105,000	$105,000
Subtotal:	*$105,000*
OFS Administrative Expenditures:	
Salaries*	$1,626,013
Contractual Services	$525,086
Supplies and Materials	$475,287
Rental/Leased Space	$197,331
Travel	$96,044
Fringe Benefits	$665,892
Technology (Proviso 1.56 & 1A.29.)	$0
Parent Engagement (Proviso 1.56 & 1A.29.)	$0
Other (Explain)	$0
Subtotal:	$3,585,653
Payments to Providers:	
Instruction ($4,800 per child pro-rata)	$12,571,126
Extended Program (Extended day, Extended Year & Summer Programs) Proviso 1.56 & 1A.29	$4,409,071
Curriculum/Equipment and Materials for New Classrooms ($1,000 to $10,000 per provider)	$386,786
Incentives and Miscellaneous	$35
Stipends	$620,003
Substitute Teacher Reimbursement	$0
Teacher Supplies	$66,550
Transportation ($574 per child)	$109,971
Higher Reimbursement Rates (Proviso 1.56 & 1A.29.)	$1,027,059
Other: (Field Trips, office supplies, Center Grants)	$479,090
Subtotal:	$19,669,691
TOTAL Projected Transfers/Expenditures:	**23,360,344**
Funds Projected to Carry Forward	15,327,822
State Funds Projected to be Expended at hold at Manley Garvin for payments to providers	1,200,000
TOTAL Projected Carry Forward	**16,527,822**

APPENDIX G: First Steps Financial Data

Fiscal Year 2020-21 Actual Revenues & Actual Expenditures	
TOTAL Available Funds	
Carry forward from FY20 to FY21	$280,466
State Funds Expended and on-hold locally	$917,142
Interest Earned on Cash	$0
EIA Appropriated Funds	$9,767,864
Appropriated General Funds	$6,522,877
Teacher Supply Funds	$61,600
CARES Act Reimbursement (Actual Amount Reimbursed)	$4,221,863
CARES Act Funds (DSS Quality Rating Funds, Received 2020-21)	$447,483
GEER Funds (Governors Emergency Education Relief, Received 2020-21)	$1,747,521
TOTAL Available Funds:	**$23,966,816**
TOTAL Actual Transfers/Expenditures	
Transfers:	
Portion of EOC Evaluation $105,000	$105,000
Allocation to EOC per Provisos 1.57, 1.69. 1A.29, and 1A.59. for Community Block Grants forEducation Pilot Program	$0
Subtotal:	*$105,000*
OFS Administrative Expenditures:	
Salaries*	$1,248,574
Contractual Services	$213,599
Supplies and Materials	$500,673
Rental/Leased Space	$98,586
Travel	$75,961
Fringe Benefits	$502,756
Technology (Proviso 1.66.)	$0
Parent Engagement (Proviso 1.69.)	$0
Other (Explain)	$0
Subtotal:	$2,640,149
Payments to Providers:	
Instruction ($4,600 per child pro-rata)	$9,802,085
Extended Program (Extended day, Extended Year & Summer Programs)	$3,395,251
Curriculum/Equipment and Materials for New Classrooms ($1,000 to $10,000 per provider)	$212,977
Incentives and Miscellaneous	$0
Stipends	$143,602
Substitute Teacher Reimbursement	$0
Teacher Supplies	$57,475
Transportation ($574 per child)	$39,856
Higher Reimbursement Rates (Proviso 1.69.)	$746,748
Other: (Field Trips, office supplies, Center Grants)	$421,041
Subtotal:	$14,819,035
TOTAL Transfers/Expenditures:	**17,564,184**
Funds Carried Forward to FY21	3,292,446
Unobligated and unreimbursed Federal Funds	1,920,611
State Funds Expended and On-Hold Locally (At Manley Garvin, for center reimbursments)	1,189,575
TOTAL Carry Forward	**6,402,632**

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STATE-FUNDED FULL-DAY 4K ANNUAL REPORT: FY 20-21 & FY 21-22

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

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.

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

JANUARY 2022

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

December 2021

Center for Educator Recruitment, Retention, & Advancement

Key Data from CERRA's South Carolina Annual Educator Supply & Demand Reports

School year	Graduates of a SC Bachelor's or Master's level initial educator preparation program[1]	Teacher Departures	Early-career departures (≤5 years of experience)	Departures, transferred to another SC public school district	Departures, Retirements	Positions vacant after the start of each school year
2017-2018	2,171	6,705.0	2,564.3	1,791.0	1,339.4	549.5
2018-2019	2,170	7,339.3	2,596.1	1,998.0	1,937.3	621.3
2019-2020	2,067	6,649.8	2,367.4	1,670.2	1,190.0	555.5
2020-2021	2,226	5,995.7	2,551.0	1,345.6	1,104.7	698.9
2021-2022	**Not yet available**	**6,927.1**	**2,389.6**	**1,568.6**	**1,278.4**	**1,062.8**

Notes: Teacher departures refer to certified SC educators who left the position they held the previous school year. For example, data in the 2021-2022 row include educators from 2020-21 who did not return to a teaching/service position in the same district for the 2021-22 school year. Teaching positions are held by certified educators who provide instruction in a classroom setting, and service positions are held by certified educators who provide instruction and support in a school setting (school counselors, school librarians, school psychologists, speech language pathologists, etc.).

Departure and vacancy data are collected from SC school district representatives and presented in full-time equivalents (FTEs).

[1]Data obtained from the SC Commission on Higher Education. Includes students who graduated from a SC public or private institution with a Bachelor's degree eligible for teacher certification and students who graduated from a SC public institution with a Master's degree eligible for teacher certification. Master's level data are not available for private institutions.

Full reports can be accessed at https://www.cerra.org/supply-and-demand.html.

Stewart House at Winthrop University • Rock Hill, SC 29733 • P: 803.323.4032 or 800.476.2387 • F: 803.323.4044

SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT

NOVEMBER 2021

CERRA
Center for Educator Recruitment, Retention, & Advancement

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Executive Summary

At the beginning of each school year, the Center for Educator Recruitment, Retention, and Advancement (CERRA) administers the South Carolina (SC) Annual Educator Supply and Demand Survey to collect information on teachers entering the profession, those leaving their classrooms or the profession altogether, and positions that remain vacant. A total of 83 SC public school districts, career and technology centers, and state agencies submitted a survey for the 2021-22 school year. Below are some key findings from the survey:

- Districts[1] reported more departures overall.
    - Approximately 6,900 teachers[2] from 2020-21 did not return to a teaching/service[3] position in the same district in 2021-22. This is a 15.5% increase compared to the number of departures reported last year.
    - Departure reasons: 34% left for external reasons (personal/family); 18.5% retired; and 27% did not provide a reason or the district did not collect/report the information.
    - Regardless of departure reason, 23% are teaching in another SC public school district.
- Districts reported fewer early-career teacher departures.
    - 35% of all teachers who left had five or fewer years of classroom experience; 12% had only one year or less. These percentages are down from 42% and 16% last year.
    - 30% of first-year teachers hired for 2020-21 did not return to a teaching/service position in the same district in 2021-22. This percentage is down from 36% last year.
- Districts reported more vacant teaching/service positions.
    - Approximately 1,060 teaching/service positions were still vacant in September-October 2021. This is an increase of more than 50% compared to last year and the largest number of vacancies reported by districts since the Supply and Demand Survey was first administered in 2001.
- Districts reported more teachers hired to fill vacancies.
    - Just over 7,000 teachers were hired for the 2021-22 school year. This is an 11% increase compared to the number of hires reported last year.
    - 22% of new hires are recent graduates from a SC teacher education program. This percentage was 24% last year.
    - International visiting teachers accounted for about 4% of all new hires, compared to only 1% last year and 5% several years prior to that.

[1]"Districts" include all SC public school districts, career and technology centers, and state agencies that submitted a 2021-22 survey.

[2]"Teachers" include certified classroom-based educators as well as other certified educators who provide instructional and support services directly to students (school counselors, school librarians, school psychologists, speech language pathologists, etc.).

[3]Teaching positions are held by certified educators who provide instruction in a classroom setting, and service positions are held by certified educators who provide instruction and support in a school setting (school counselors, school librarians, school psychologists, speech language pathologists, etc.).

I. Introduction

Since 2001, CERRA has administered the SC Annual Educator Supply and Demand Survey to all public school districts in the state. The number of districts has changed over the years with several consolidations and the addition of charter school districts. Currently, there are 77 traditional public school districts and two public charter school districts in South Carolina. Data from 75 traditional districts are included in this report, leaving only two small districts that did not submit a survey. Both charter school districts, the SC Public Charter School District and the Charter Institute at Erskine, also completed a survey. In addition, CERRA identified eight career and technology centers that serve multiple districts and/or function independently from the district in which the center resides. Most centers in the state operate within a school district and their information is already accounted for in district surveys. Four of the centers completed a separate survey. Finally, data also were collected from two state agencies that employ certified teachers, the SC Department of Juvenile Justice and the Palmetto Unified School District, bringing the total number of respondents to 83 for the 2021-22 school year.

Districts have about one month to complete the survey, as it is extremely comprehensive. Once responses are submitted, the data are analyzed and summarized in a statewide report. Data from the report are used to inform numerous legislative, regulatory, and policy decisions regarding teacher recruitment and retention in South Carolina. CERRA would like to thank district representatives who completed the survey each year. Without their full cooperation, this process would not be possible.

Note: When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time art teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

II. Teaching/Service Positions

South Carolina school districts reported 56,166 full-time and part-time certified teaching/service positions for the 2021-22 school year. This number includes all authorized FTEs, but at CERRA's request, omits vacant positons as this information is collected in another survey question and reported in section V. of this report. Compared to 2020-21 data, this is a small increase of just over 2% or about 1,200 FTEs. For districts that reported more teachers this year, some indicated that positons were created using money from the Elementary and Secondary School Emergency Relief (ESSER) Fund. The ESSER Fund provides emergency relief to elementary and secondary schools across the nation to address the impact that COVID-19 has had and continues to have on students. According to SC districts, ESSER funds were used to create new positions that were necessary to meet student demand in schools.

Each year, about one-third of all teachers are those certified in elementary and/or early childhood. These are classroom-based educators who teach core subjects to students who range from pre-kindergarten (PK) through 5th grade. At the request of the SC Department of Education, CERRA asked districts to separate their early childhood/elementary teachers this year based on the grades of students served. The numbers were similar as 16.5% of all teachers were reported as serving PK through 2nd grade students and 14.5% are serving 3rd through 5th graders.

The "other" category in Table 1A consists mainly of multi-subject fields like STEM (science, technology, engineering, and mathematics) and STEAM (STEM plus arts), while this category in Table 1B includes certified educators who provide students with general academic assistance and support for social emotional learning. Overall, educators reported in Table 1B, which are those who provide students with instructional and/or behavioral support, make up 9% of all SC educators accounted for in this report.

III. Teacher Departures

CERRA collects departure data by asking districts to provide the number of teachers who leave their position, reasons why they left, and the years of public school teaching experience earned before the departure occurred. In prior years, districts were asked to provide information on years of experience only in SC classrooms, but this year, the survey question instructed respondents to report years of experience in any state. This small modification should better assess early-career departure data.

The number of SC teacher departures rose this year by nearly 16% (~930 teachers). Approximately 6,900 teachers from 2020-21 did not return to a teaching/service position in the same district in 2021-22. Similar to last year, retirements made up about 18% of all departures. This category includes first-time retirees, active retirees who did not to return to the classroom for any reason, and those who previously retired from another state and have just "retired" in South Carolina. According to districts, many retirees with ten or fewer years of experience can be explained by circumstances such as teachers with other SC experience, but not in education and were eligible for retirement, career changers who retired as PACE (Program of Alternative Certification for Educators) teachers, and disability retirements.

In addition to retirements, 34% of departures reportedly left for external reasons such as personal health, family issues, spouse relocation, or to take a job closer to home. It is known, through CERRA's data collection efforts and an abundance of anecdotal evidence, that teachers often select this category on their district's exit survey as more of a default response rather than the actual reason for leaving to avoid any conflict or controversy. With so much negativity spreading throughout public education, especially during a pandemic, many would find it questionable that less than 3% of all teacher departures in SC is attributable to reasons such as school climate, workload, and salary.

For almost 1,900 teacher departures (27%), districts did not provide a reason for leaving, either because teachers did not give one or the district did not collect or report it. In addition, according to district respondents, approximately 200 teachers indicated on an exit survey that they were leaving to teach elsewhere – in another SC district, a private school, college/university, or another state/country. Although these responses are not considered distinct reasons for leaving a position, these teachers did select an option from their district's exit survey as instructed and, therefore, were not categorized with teachers who did not provide a reason at all.

Last year, CERRA inquired about the employment status of teachers after leaving a position. It became obvious that, in many cases, this information is unknown. Therefore, this question was removed and districts were asked to indicate how many teachers, regardless of their reason for leaving, transferred to another school district in the state. Twenty-three percent of teachers from 2020-21 who left their position are currently teaching in another SC public school district, charter school, or special school.

Although the number of departures increased overall, resignations among early-career teachers were not as prevalent this year. Specifically, 35% of teachers from 2020-21 who left their position had five or fewer years of classroom experience compared to 42% from 2019-20. Twelve percent of teachers had experience of only one year or less; last year, 16% fell into this category. The same trend occurred among first-year teachers hired for 2020-21 with 30% not returning to a teaching/service position in the same district for 2021-22. This percentage is down from 36% last year.

As previously mentioned, the departure question in this year's survey asked for years of teaching experience in any state rather than SC only. For teachers with out-of-state experience prior to their tenure in SC, this minor change in the survey question would have prompted districts to report these departures in categories that reflected more time spent in the classroom. This, in turn, would cause a slight reduction in the number of teachers leaving with no more than five years of classroom experience, potentially explaining a portion of the data presented above.

IV. Teachers Hired

Districts hired 7,014 teachers for the 2021-22 school year, an increase of 11% and approximately 700 teachers compared to data from last year. With more teacher departures reported this year, it was anticipated that additional hires would be necessary to fill those voids. The number of hires includes both new and experienced teachers, with 41% currently serving as first-year teachers. Most of the new hires are classroom teachers, while about 8% are educators filling service fields in school settings such as librarians, counselors, psychologists, and speech language pathologists.

For each new hire, districts are asked to identify the preparation program completed by the teacher if they are new to the profession or the source from which the teacher came if they are only new to the district but not the profession. Nearly 30% came directly from another SC public school district, charter school, or special school. Twenty-two percent of hires are recent graduates from a SC teacher education program. Out-of-state teachers, both veterans and new graduates from teacher preparation programs, contributed to 22% of all hires in the state. The number of international visiting teachers hired for 2021-22 made up about 4% of all hires compared to only 1% last year 5% several years prior to that.

Included in the hires who are new to the profession are first-year participants in an alternative certification program or those who recently completed a CTE work-based certification program in South Carolina. This group accounted for 10.5% of all new hires for the 2021-22 school year and 10% last year. Finally, 19% of all new hires in the state are males and 23% are non-white teachers. In 2020-21, these percentages were 19% and 21%, respectively.

V. Vacant Teaching/Service Positions

At the beginning of the 2021-22 school year, September-October specifically, districts indicated that 1,063 teaching/service positions were still vacant in SC public schools. This number signifies an increase of 52% compared to last year and the largest number of vacancies reported by districts since the Supply and Demand Survey was first administered in 2001.

Districts reported more vacancies in nearly all teaching/service fields, with the exception of small decreases in a few areas such as art and school librarians. Fields with the largest escalation in vacant positions included early childhood/elementary, special education, mathematics, science, English/ language arts, social studies, and literacy/reading. Vacancies in early childhood/elementary and social studies more than doubled this year, with unfilled literacy/reading slots almost reaching that level. The increase in vacancies among school psychologists also is noteworthy as this number multiplied by three, rising from 13 last year to 39.5 this year.

Like in any profession, positions can become vacant for a number of reasons. In schools, vacancies arise primarily because of teachers leaving a position. The more departures that occur, the more positions that are left empty. Some positions are filled right away, while others remain vacant for an extended period. If districts cannot secure a hire immediately, long-term substitutes will often assume the role until a permanent hire is made. In situations like this, although a person is technically filling the position, districts are asked to record it as a vacancy if actively pursuing a certified teacher to permanently fill the role.

Many factors can explain such a drastic increase in the number of vacant positons in SC schools. The most likely source is the rise in teacher departures. While most of the vacancies created by these departures are filled with new hires prior to the beginning of each school year, some remain empty as described in this section. Another possible explanation for the growing number of vacancies may be linked to positions newly created by districts that have yet to be filled. Finally, districts continue to struggle with hiring and keeping teachers, partially due to COVID and its overwhelming impact.

VI. Conclusion

In South Carolina, it can be anticipated that roughly 6,000-7,000 teachers will leave their position each year. On average, about 25% of these teachers transfer from one SC district to another. Another 18-20% of departures each year are teachers retiring from the profession. Taking into account the average number of teachers leaving each year and the number of vacancies typically filled by veteran teachers, that leaves approximately 40% of positions that are filled annually by new teachers (new = brand new to the profession, not just new to a district). This is an average of about 2,800 brand new teachers hired each year and includes recent graduates of SC and out-of-state teacher preparation programs, teachers who are in their first year after completing an alternative certification program like PACE or Teachers of Tomorrow, and newly certified CTE teachers.

These statistics are based on Supply and Demand Survey data collected from school districts over the past five years. Some of the data used to calculate these rates are displayed in the table below. The table provides a general summary about the teacher workforce in SC, during the years leading up to the pandemic as well as the most recent years when districts are feeling the effects of COVID. Even before the pandemic hit, SC (like many other states) experienced significant challenges with teacher recruitment and retention. This trend is evident when considering the number of teacher departures, the number of new hires necessary to fill vacancies created by departures, and the number of positions that remain vacant one to two months into each school year. As shown below, data from all five school years substantiate the increasing difficulties shared by districts to adequately fill vacancies.

Supply & Demand Data (in FTEs)	**2021-22**	**2020-21**	**2019-20**	**2018-19**	**2017-18**
Positions (authorized FTEs, excluding vacancies)	56,166	54,961	52,525	51,995	52,596
Departures	6,927	5,996	6,650	7,339	6,705
Early-Career Departures (≤5 years teaching experience)	2,390	2,551	2,367	2,596	2,564
New Hires	7,014	6,308	6,709	7,600	7,311
Vacancies	1,063	699	556	621	550

CERRA will request mid-year data from districts again in February 2022 to assess any additional teacher departures and/or positions that may still be vacant at the time. This follow-up process was completed for the first time in February 2021, creating a comparison point moving forward. Ideally, there would be a minimal number of additional departures more than half way through the school year and significantly fewer vacancies. Once the February 2022 numbers are available, they will be compared to those obtained in February 2021 when districts reported almost 700 additional teacher departures and over 500 positions that were vacant six months after the start of the 2020-21 school year. A full account of this information is available on CERRA's website at https://www.cerra.org/supply-and-demand.html and will be updated as newer data become available.

Table 1A includes the number of certified teaching positions in SC public school districts for 2021-22.

Table 1A (excluding vacant positions)	Number of Teaching Positions, by Grades Served			
Teaching Fields	**PK – 5**	**6 – 8**	**9 – 12**	**Total**
Agriculture		17.33	135.77	153.10
Art	653.67	288.34	388.86	1,330.87
Business & Marketing (includes Computer Technology/Science)	28.90	244.85	754.85	1,028.60
Career & Technical Education (CTE work-based fields)		101.50	1,078.56	1,180.06
Dance	35.63	49.66	57.84	143.13
Driver Training			58.20	58.20
Early Childhood/Elementary (grades PK-2)	9,254.60			9,254.60
Early Childhood/Elementary (grades 3-5)	8,118.30			8,118.30
English for Speakers of Other Languages (ESOL)	454.97	201.98	205.37	862.32
English/Language Arts		1,931.67	1,997.11	3,928.78
Family & Consumer Science		17.50	87.00	104.50
Gifted & Talented	356.79	83.28	32.43	472.50
Health	20.28	62.43	158.43	241.14
Industrial Technology		35.00	21.00	56.00
Literacy/Reading (includes interventionists)	1,442.24	211.38	54.65	1,708.27
Mathematics (includes interventionists)	402.57	1,977.86	1,920.84	4,301.27
Montessori	357.00	29.00	10.00	396.00
Music	690.65	507.26	469.70	1,667.61
Physical Education	827.51	509.91	692.18	2,029.60
Science (biology, chemistry, physics, etc.)		1,618.52	1,802.88	3,421.40
Social Studies (economics, history, psychology, etc.)		1,641.45	1,892.58	3,534.03
Special Education	2,720.40	1,408.41	1,627.84	5,756.65
Theater	19.50	61.50	86.75	167.75
World Language	146.90	243.80	763.14	1,153.84
Other	85.95	55.45	19.50	160.90
Total	25,615.86	11,298.08	14,315.48	51,229.42

Table 1B includes the number of certified service positions in SC public school districts for 2021-22.

Table 1B (excluding vacant positions)	Number of Service Positions
Service Fields	
School Librarian	1,087.75
School Counselor	2,256.20
School Psychologist	550.75
Speech Language Pathologist	939.21
Other	103.00
Total	4,936.91

TOTAL Positions Reported for 2021-22 (1A+1B)	**56,166.33**

Table 2A includes the number of certified teachers from 2020-21 who did not return to a teaching/service position in the same district for the 2021-22 school year.

Table 2A	Total years of teaching experience in a public school (in any state) at the time of departure				
Departure Reasons	**≤1**	**2 – 5**	**6 – 10**	**>10**	**Total**
COVID-related	10.0	25.0	26.0	53.0	114.0
Retirement	5.0	16.0	28.0	1,229.4	1,278.4
Involuntary dismissal (termination, contract non-renewal, position elimination, etc.)	83.5	67.0	44.0	67.0	261.5
Internal (school climate, administration, additional non-instructional duties, salary, etc.)	23.0	45.0	42.0	67.0	177.0
External (personal health, family issues, spouse relocation, commute time, etc.)	283.0	716.4	638.0	720.5	2,357.9
Promotion/advancement within education	14.0	40.0	51.0	83.5	188.5
International visiting teacher work visa expired	2.0	30.0	24.0	32.0	88.0
Career change/other employment	63.5	91.0	91.3	127.8	373.6
Other	7.0	4.0	5.0	18.5	34.5
Teaching elsewhere but no actual departure reason given by teacher	30.0	61.0	35.0	68.0	194.0
Reason not given by teacher or district did not collect/report this information	299.0	474.2	372.9	578.6	1,859.7*
Total	820.0	1,569.6	1,357.2	3,045.3	6,927.1*

*One district reported 135 departures, but did not collect information on reasons for leaving or years of experience. Therefore, the numbers (with asterisks) in the total column do not equal the corresponding row totals.

Table 2B includes the number of departures from Table 2A who are currently teaching in another SC public school district, charter school, or special school.

Table 2B	Number of Departures
Still teaching in SC	1,568.60

Table 3A includes the number of newly hired certified teachers in SC public school districts for 2021-22.

Table 3A	Number of Newly Hired Teachers, by Grades Served			
Teaching Fields	**PK – 5**	**6 – 8**	**9 – 12**	**Total**
Agriculture		4.00	16.00	20.00
Art	57.30	31.80	45.50	134.60
Business & Marketing (includes Computer Technology/Science)	2.50	44.00	116.25	162.75
Career & Technical Education (CTE work-based fields)		13.00	141.50	154.50
Dance	6.70	8.80	8.50	24.00
Driver Training			3.00	3.00
Early Childhood/Elementary (grades PK-2)	1,093.50			1,093.50
Early Childhood/Elementary (grades 3-5)	1,185.00			1,185.00
English for Speakers of Other Languages (ESOL)	28.46	31.16	26.37	85.99
English/Language Arts		289.65	249.50	539.15
Family & Consumer Science		1.00	7.00	8.00
Gifted & Talented	11.50	2.00	1.20	14.70
Health	4.00	6.75	8.00	18.75
Industrial Technology		2.00	3.00	5.00
Literacy/Reading (includes interventionists)	94.50	31.50	14.50	140.50
Mathematics (includes interventionists)	66.55	266.25	254.50	587.30
Montessori	36.00	3.00	0.00	39.00
Music	89.58	85.43	54.50	229.51
Physical Education	63.40	68.75	82.00	214.15
Science (biology, chemistry, physics, etc.)		230.50	235.75	466.25
Social Studies (economics, history, psychology, etc.)		226.25	217.05	443.30
Special Education	313.30	201.48	198.45	713.23
Theater	2.00	8.00	11.50	21.50
World Language	20.70	44.30	96.00	161.00
Other	8.45	3.50	5.50	17.45
Total	3,083.44	1,603.12	1,795.57	6,482.13

Table 3B includes the number of new hires in each service field in SC public school districts for 2021-22.

Table 3B	Number of New Hires
Service Fields	
School Librarian	73.75
School Counselor	252.90
School Psychologist	72.50
Speech Language Pathologist	126.85
Other	6.00
Total	532.00

TOTAL New Hires Reported for 2021-22 (3A+3B)	**7,014.13**

Table 3C includes the preparation program or source for each new hire reported in Tables 3A and 3B.

Table 3C Preparation Program or Source	Number of New Hires
Preparation Program (new to profession)	
Teacher education program graduate – In state	1,569.00
Internship Certificate (eligible teacher candidate hired as teacher of record)	45.00
Teacher education program graduate – Out of state	447.50
Teacher education program graduation – Online	69.00
Career & Technical Education (CTE) Work-Based Certification Program	95.50
Program of Alternative Certification for Educators (PACE)	325.10
American Board (ABCTE)	23.00
Teach For America	15.00
Teachers of Tomorrow	145.00
District- or college/university-based alternative certification program (APEC, CarolinaCAP, GATE, TeachCharleston, etc.)	133.00
Montessori Initial Certification Program	5.00
Adjunct Certification Program	4.00
Advanced Fine Arts Certification Program	1.00
Source (not new to profession)	
Teacher who returned to teaching after a gap in service in SC of one year or more	191.23
Teacher who was hired after serving in your district as a substitute or in a non-teaching position	303.20
Teacher coming directly from another SC public school district, charter school, or special school	2,032.00
Teacher previously employed in a SC college/university or SC private school	88.00
Teacher from another state	1,088.05
International visiting teacher	305.40
Contracted service provider (excluding international teacher placement service)	95.65
Other program or source	33.50
Total	7,014.13

Table 3D includes the number of newly hired male and non-white teachers for 2021-22.

Table 3D	Number of New Hires
Male teachers	1,330.50
Non-white teachers	1,601.78

Table 4A includes the number of vacant teaching positions in SC public school districts for 2021-22.

Table 4A	Number of Vacant Teaching Positions, By Grades Served			
Teaching Fields	**PK – 5**	**6 – 8**	**9 – 12**	**Total**
Agriculture		0.00	1.00	1.00
Art	15.38	9.13	8.00	32.51
Business & Marketing (includes Computer Technology/Science)	0.00	2.00	7.00	9.00
Career & Technical Education (CTE work-based fields)		5.00	24.00	29.00
Dance	2.00	1.00	1.00	4.00
Driver Training			1.00	1.00
Early Childhood/Elementary (grades PK-2)	77.00			77.00
Early Childhood/Elementary (grades 3-5)	115.00			115.00
English for Speakers of Other Languages (ESOL)	10.38	5.13	10.50	26.01
English/Language Arts		37.00	34.00	71.00
Family & Consumer Science		1.00	2.00	3.00
Gifted & Talented	7.50	1.25	1.25	10.00
Health	0.13	0.13	1.00	1.26
Industrial Technology		0.00	1.00	1.00
Literacy/Reading (includes interventionists)	30.00	7.50	6.00	43.50
Mathematics (includes interventionists)	5.50	44.50	67.00	117.00
Montessori	3.00	0.00	0.00	3.00
Music	11.00	7.00	6.50	24.50
Physical Education	9.71	10.71	9.34	29.76
Science (biology, chemistry, physics, etc.)		42.00	43.00	85.00
Social Studies (economics, history, psychology, etc.)		28.00	21.00	49.00
Special Education	41.00	55.00	66.50	162.50
Theater	2.00	1.25	5.00	8.25
World Language	4.50	6.00	20.00	30.50
Other	0.00	2.00	2.00	4.00
Total	334.10	265.60	338.09	937.79

Table 4B includes the number of vacant service positions in SC public school districts for 2021-22.

Table 4B	Number of Vacant Service Positions
Service Fields	
School Librarian	18.50
School Counselor	20.00
School Psychologist	39.50
Speech Language Pathologist	46.00
Other	1.00
Total	125.00

TOTAL Vacant Positions Reported for 2021-22 (4A+4B)	**1,062.79**