

FY2019–20 & FY2020–21

STATE–FUNDED FULL DAY 4K

Annual Report



**SC EDUCATION
OVERSIGHT COMMITTEE**

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**Report of State-Funded Full-Day 4K
for Fiscal Year 2019-20 and 2020-21**

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Executive Summary

The General Assembly first created and funded the Child Development Education Pilot Program by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program. For purposes of this report, the program is referred to as CERDEP or state-funded full-day four-year-old kindergarten. CERDEP provides full-day early childhood education for at-risk children who are four years of age by September 1. In school year 2018-19, eligibility is defined as an annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services, or Medicaid eligibility. Both public schools and non-public childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CERDEP in public schools and South Carolina Office of First Steps to School Readiness (OFS) oversees implementation in non-public childcare settings, including private childcare centers and faith-based settings. For this report, PreK-4 and 4K terms refer to *full day programs* for 4-year-old students.

Scope of the CERDEP Report

Over time, the General Assembly has tasked the Education Oversight Committee (EOC) with an annual evaluation of CERDEP and has asked recurring questions every year, and occasionally has requested additional information about various aspects of CERDEP. In response, the EOC undertakes its annual evaluation with a strong focus on programmatic results, quality, and growth in CERDEP and participation rates for at-risk four-year-old children.

This report reflects the period in which the global Coronavirus pandemic significantly impacted enrollment, attendance and overall teaching and learning. In a separate report prepared by the EOC staff, [Remote Learning Report 2020](#), the immediate impact of the changes made in education systems in SC were examined. It is suggested that both reports and the forthcoming report on the final year of the eLearning Pilot Project be examined closely and in concert as the General Assembly makes determinations on any next steps.

Structure of the CERDEP Report

In response to ongoing questions about the impact of the interruptions and changes in classroom delivery of instruction of CERDEP within school districts, to current non-providing districts and non-public providers, the EOC took the approach to provide a review of the CERDEP program in 2019-2020 and 2020-2021 in the context of Act 284 Child Early Reading Development and Education Program, its implementation, effectiveness, and efficiency.

EOC staff continue to work with other state agencies and provides (1) final 2019-20 CERDEP Program Results in Section I and (2) preliminary 2020-21 CERDEP Program Results in Section II.

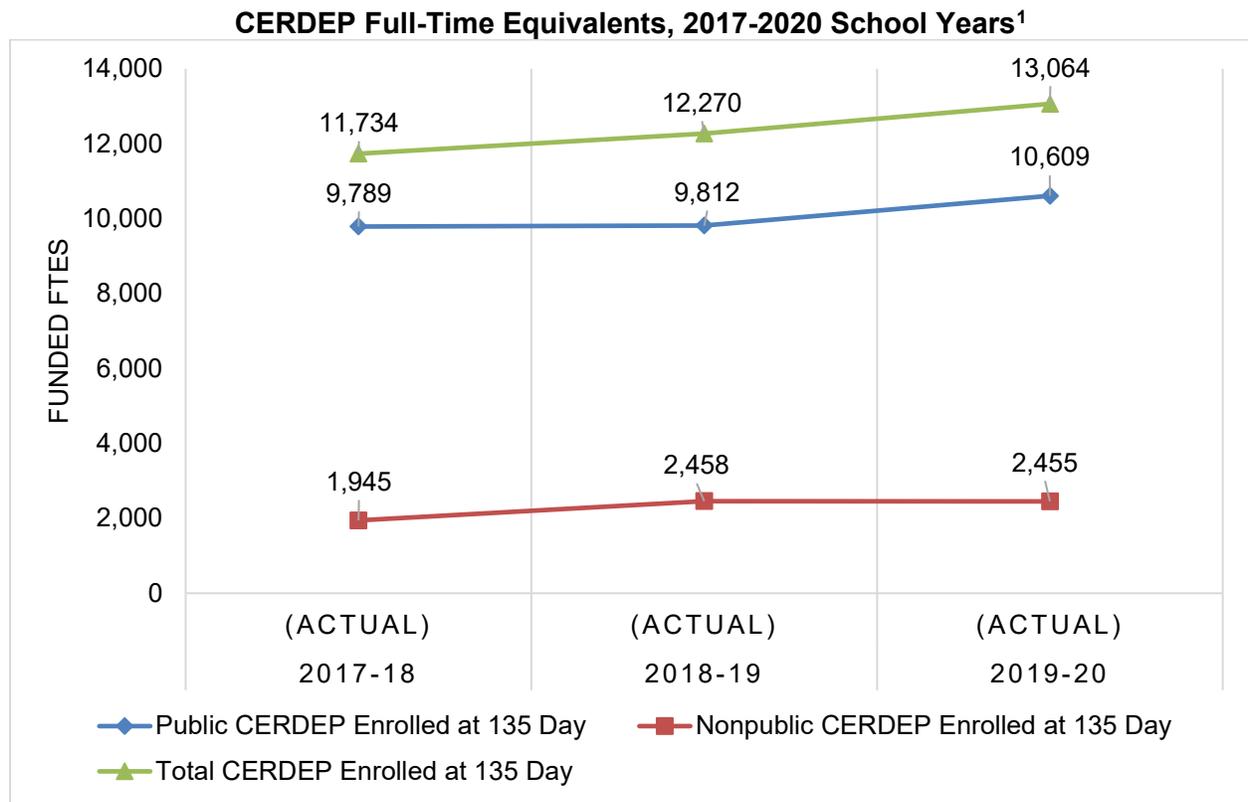
EOC staff consults with OFS staff, the SCDE staff, and surveys districts without a CERDEP public school program. Findings and Recommendations are provided in Section IV.

CERDEP Program Update

Chart 1 shows that over the past three years, overall CERDEP enrollment, as defined as the number of children reimbursed at the maximum reimbursable rate, declined and rebounded in school year 2018-19.

For the 2016-17 and 2017-18 school years, CERDEP districts and non-public providers were reimbursed for 11,784 and 11,734 students, respectively. For the 2018-19 school year, the enrollment in the public schools increased to 10,561 based on the 45-day Student Count. Enrollment in non-public CERDEP is increased by 418 students.

Chart 1

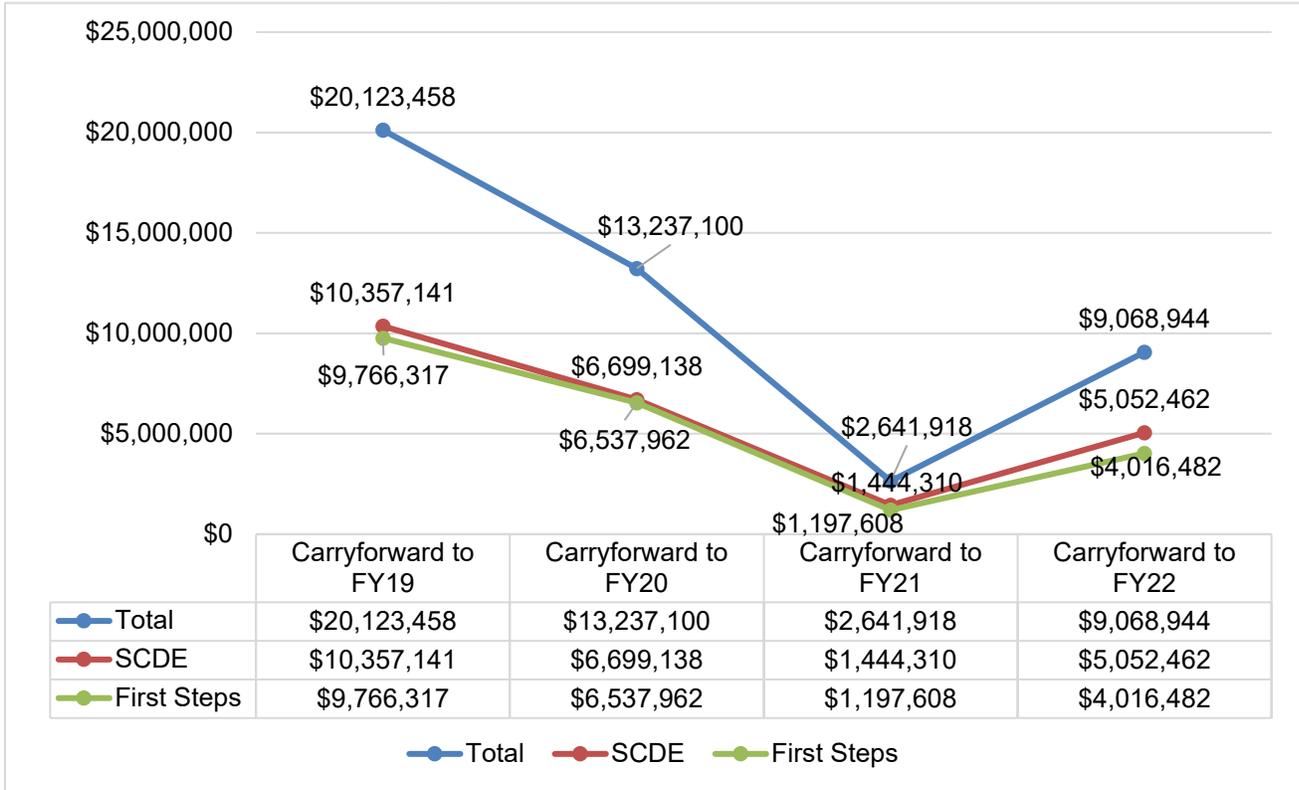


CERDEP carry forward amounts are provided in Chart 2. Over the fiscal years, carry forward amounts decreased to provide additional classroom coaches in OFS and Waterford Upstart services in SCDE. The carry forward from FY2020-21 to FY2021-22 is projected to be \$4,016,482 for OFS and \$5,052,462 for SCDE. The increase in carry forward amounts can be attributed to the Coronavirus pandemic and decreased enrollment.

¹ "Full-time equivalent" (FTE) is determined by dividing the total amount of funds expended for instructional funds by the per child maximum reimbursable rate for CERDEP (\$4,600 for FY 2019-2020, \$4,510 for FY 2018-19, and \$4,422 for FY 2017-18).

Chart 2

CERDEP Carryforward Amounts, Fiscal Years 2018-21



Statewide Progress in Four-Year-Olds in Poverty Participating in 4K

In school year 2019-20, over 35,000 four-year-olds, or 61 percent of all four-year-olds in our state, lived in poverty. Just over 18,200 of these children participated in either CERDEP or Head Start; therefore, at a minimum, 51 percent of four-year-olds in poverty in South Carolina received a full-day, publicly funded, education program.

The table below summarizes the number of four-year-olds in poverty served statewide in FY 2019-2020.

Summary of Four-Year-Olds in Poverty Served Statewide, FY 2019-20

	2019-20
Public CERDEP Enrollment	10,561
Non-public CERDEP Enrollment	2,455
Total CERDEP Enrollment	13,016
Total Head Start Enrollment ²	5,188
Estimated Number of Four-Year-Olds Served by CERDEP or Head Start	18,204
Estimated Number of Four-Year-Olds in Poverty	35,520
Estimated Percentage of Four-Year-Olds in Poverty Served by CERDEP or Head Start	51.2%
Estimated Percentage of Four-Year-Olds in Poverty Not Served by CERDEP or Head Start	48.8%

² Head Start enrollment has been impacted by the global Coronavirus pandemic. The federal office has provided guidance regarding attendance recording and enrollment which precludes full reporting at the time of this report.

Findings and Recommendations

From 2019-2020 Information and Data

Finding 1:

Additional public CERDEP classrooms were added (47) during the 2019-2020 school year, and the actual number of children (full-time equivalent) increased from 9,812 in 2018-19 to 10,609 in 2019-20. This represents an 7.8% growth in number of classrooms and an 8.1% growth in children (FTEs). Waiting lists were shared in the fall of 2019 and enrollment efficiency was realized. However, the global Coronavirus pandemic necessitated the closing of schools in March 2020. This cohort of Pre-K 4-year-olds lost one-fourth of the school year in face-to-face instruction.

The cohort of Pre-K 4-year-olds in the school year 2019-2020 are now in kindergarten, again their instruction impacted by the global Coronavirus pandemic. These children have the real probability of beginning first grade in the Fall of 2021 significantly behind in readiness for the grade level instruction.

Finding 2:

Both SCDE and OFS manage CERDEP as separate programs. There are separate criteria for enrollment and reimbursement, teacher qualification and professional development, student data collection, student assessment, and facility standards and licensing. Even within OFS there are different levels of reimbursement for meeting a higher quality program. In the expansion initiative in both public and non-public environments, separate initiatives by SCDE and OFS were also implemented differently.

Act 284 of 2014 that established in law the CERDEP clearly states the program must focus on (1) a comprehensive, systemic approach to reading (Section 59-156-110) and (2) a list of data collection needs to be used in the implementation and evaluation of the program (Section 59-156-150). The current disconnected implementation results in inconsistencies in the amount of additional CERDEP instruction and reimbursement rates provided by public schools and non-public providers, the number of times students are assessed and the record-keeping to perform meaningful evaluations. Limited research can be conducted and analyzed for return on investment, identifying successful programs/systems and helping underperforming programs/systems.

Finding 3:

Documentation of students' longitudinal learning progress toward reading in grade three is scarce at the state level. Thus, aggregated longitudinal data is not available to document success in programs/districts/schools from 4K through grade three. Some schools and districts monitor individual student progress, including a robust multi-tier support system (MTSS). Statewide funds invested in 4-year-old children has helped CERDEP participating children score at the level of their non-CERDEP participating peers on the Kindergarten Readiness Assessment (KRA). Statewide, children in poverty continue to underperform on the statewide assessment in reading and English Language Arts administered at the end of third grade. Sometime during the kindergarten to third grade year, regression or lack of grade level achievement occurs.

This Finding was noted in the prior year report. No action toward establishing a continuum of growth has been taken. And the well-established impact on children in poverty due to the global

Coronavirus pandemic escalates the critical aspect of this Finding. Two cohorts of 4-year-olds (2019-20 and 2020-21) have had their teaching and learning experiences significantly interrupted. Statistically, one can anticipate a greater gap in achievement on 3rd grade reading scores in 2023-24 and 2024-25.

Finding 4:

The estimated number of four-year-olds living in poverty remained relatively stable from 36,038 in school year 2018-19 to 35,520 in school year 2019-20. While there is a decrease of 508 in the actual count, the 1.4% decline also does not fully reflect the financial impacts of the global Coronavirus pandemic on children in South Carolina. More than 51 percent of four-year-olds living in poverty were enrolled in CERDEP or Head Start. If student enrollment in public non-CERDEP classrooms is included – 10,489, 81% of most at-risk 4-year-olds students are served by a formal publicly-funded four-year-old program. This estimate does not include four-year-olds receiving ABC childcare vouchers.

- Head Start enrollment has been impacted by the global Coronavirus pandemic. The federal office has provided guidance regarding attendance recording and enrollment which precludes full reporting at the time of this report.

From 2020-2021 Information and Data

Finding 5:

There is a significant decline in enrollment in the School Year 2020-21. While this overall 23% decline can be attributed to the concerns associated with the global Coronavirus pandemic, the children impacted may be disadvantaged for years in the future. The OFS reports an enrollment count of 2,145, only a twelve percent decline from 2,455 in 2019-2020 (pre-pandemic). Anecdotal feedback indicates this is due to the need for many essential workers to have childcare. SCDE reports a 45-day count of 7,822 students in 647 4K CERDEP classrooms, a 26% reduction from the 10,609 in 2019-2020 (pre-pandemic).

From Synthesis of 2019-2020 and 2020-2021 Information and Data

Recommendation 1:

Continue to share waiting lists for the purpose of serving as many children as possible. SCDE should maintain a master list with schools, number of 4K classrooms, 45-day count and 135-day count enrollments and make available to the public and other agencies (through a website or statewide coordinator for 4K data collection). The OFS should maintain a list of provider classrooms with vacancies noted on October 1 and March 1. Continue to focus on increasing numbers of children served while reaching the efficiency of full classrooms.

Recommendation 2:

While the ideal statewide system would have all state-funded, pre-kindergarten program operating in one office, this may be too ambitious at the current time. The recommendation is the designation of a 4K data collection office/center. With the input of all involved agencies serving

4K children using state monies as well as benchmarking other state models, a centralized place for the collection of information in similar formats, matched expectations including assessment data, hours of instruction, district of residence, level of teacher training, etc., be established. Therefore, the data and accountabilities help establish consistencies in programs and allow for research to provide the General Assembly meaningful information regarding investment in 4K in South Carolina.

Recommendation 3:

OFS student enrollment data should include the student's district of residence. Inclusion of district of residence would improve the accuracy of the number of CERDEP students served as indicated by their district of residence.

Recommendation 4:

The stable number of identified students living in poverty and small percentage increases in the overall population of four-year-olds must be addressed through continuing and expanding services to include more of the eligible population.

Recommendation 5:

The current multitude of assessments used in Pre-K 4, kindergarten, first and second grade do not 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. Since the stated focus of Act 284 is a "comprehensive, systemic approach to reading," it is necessary to have a comprehensive and systemic assessment continuum established. Districts should be required to adopt or establish a continuum of assessment for students in Pre-K 4 through 2nd grade. The requirements of the choice should include growth measurements, correlation to the SC Standards and alignment with the SC Ready Third Grade ELA. Private providers would use the same assessment "adopted or established" by the home district where the provider is located. Teacher professional development and student progress could be coordinated.

Recommendation 6:

As soon as safely possible, crisis intervention instruction must begin for the cohort of students now in kindergarten (2019-20 PreK 4-year-olds). Perhaps, extended day during the last quarter of the School Year 2020-2021 can be established for students who were enrolled in the prior year cohort. Summer instructional events should be provided in face-to-face environments. Triage delivery should include meals, transportation and direct instruction in reading and math. The currently enrolled cohort of PreK-4, plus additional students in the qualifying districts should also be offered extended day during the last quarter and summer of 2021.

Introduction

January 15, 2021

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

The General Assembly created and funded the Child Development Education Pilot Program beginning by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program. For purposes of this report, the program is referred to as CERDEP or state-funded full-day four-year-old kindergarten (4K). CERDEP provides full-day early childhood education for at-risk children who are four-year-olds by September 1. Both public schools and non-public childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CERDEP in public schools and South Carolina Office of First Steps to School Readiness (OFS) oversees implementation in non-public childcare settings.

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

Of the funds appropriated for state-funded full-day 4K in Fiscal Year (FY) 2020-21, the General Assembly allocated \$300,000 to the Education Oversight Committee (EOC) to perform an evaluation of the program by January 15, 2021. This report:

- Documents CERDEP's implementation in FY 2019-20 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 2019-20 and the number of four-year-olds in poverty served by a formal publicly funded 4K program in South Carolina.
- Provides preliminary estimates for FY 2020-21, including the number of four-year-olds in poverty enrolled in CERDEP and financial data, including agency budget estimates and EOC projections.
- Makes recommendations on how the program might address the impacts on the 2019-20 and 2020-21 cohorts of 4-year olds because of significantly interrupted learning experiences (created in response to the global pandemic of Coronavirus).

I. CERDEP Program Results in 2019-20 (EOC)

In Fiscal Year 2019-20, at-risk four-year-olds residing in one of the following 61 school districts could participate in the full-day 4K program in a public school or in a non-public childcare center. The list includes districts that were in trial or plaintiff districts in the Abbeville equity lawsuit and districts that in 2014-15 had a poverty index of 70 percent or more based on the number of students in the district eligible for the free/reduced price lunch program and/or Medicaid.

Table 1
At-Risk Four-year-olds Residing in Following School Districts
Eligible to Participate in CERDEP, 2019-20
Districts with Poverty Index of 70 percent or Greater

1	Abbeville	17	Clarendon 1	33	Greenwood 50	49	McCormick
2	Aiken	18	Clarendon 2	34	Greenwood 51	50	Newberry
3	Allendale	19	Clarendon 3	35	Greenwood 52	51	Oconee
4	Anderson 2	20	Colleton	36	Hampton 1	52	Orangeburg
5	Anderson 3	21	Darlington	37	Hampton 2	53	Richland 1
6	Anderson 5	22	Dillon 3	38	Horry	54	Saluda
7	Bamberg 1	23	Dillon 4	39	Jasper	55	Spartanburg 3
8	Bamberg 2	24	Dorchester 4	40	Kershaw	56	Spartanburg 4
9	Barnwell 19	25	Edgefield	41	Laurens 55	57	Spartanburg 6
10	Barnwell 29	26	Fairfield	42	Laurens 56	58	Spartanburg 7
11	Barnwell 45	27	Florence 1	43	Lee	59	Sumter
12	Berkeley	28	Florence 2	44	Lexington 2	60	Williamsburg
13	Calhoun	29	Florence 3	45	Lexington 3	61	York 1
14	Cherokee	30	Florence 4	46	Lexington 4		
15	Chester	31	Florence 5	47	Marion		
16	Chesterfield	32	Georgetown	48	Marlboro		

The January 2020 annual report on CERDEP documented the projected enrollments and expenditures for CERDEP for Fiscal Year 2019-20. The following is an analysis of the actual 2019-20 program metrics in public CERDEP classrooms as administered by the South Carolina Department of Education (SCDE) and in non-public classrooms as administered by the Office of First Steps (OFS). The analysis focuses on:

- Program expenditures and services for both SCDE and OFS;
- Analysis of the percentage of four-year-olds in poverty served by a publicly funded program across counties and districts; and
- Analysis of the impact on two cohorts of 4-year-olds' education/learning experiences during the global Coronavirus pandemic.

Program Expenditures and Services in Public Schools (SCDE)

SCDE administers CERDEP in public schools. In school year 2019-20, 61 school districts were eligible to participate in CERDEP. Union County School District chose not to participate, and Horry County School District students are served in a charter school.

In school year 2019-20, there were 10,609 four-year-olds FTEs who were reimbursed at the instructional cost of \$4,600 per child (maximum allowed) and who were served in 257 schools and 647 classrooms. Historically, the EOC has divided the total amount spent for instruction by \$4,600 which is the maximum reimbursement rate per child. This determines the FTE and is calculated at 10,609 for 2019-2020, an increase of 797 FTEs from 2018-2019. The SCDE reports that 11,071 unique students were enrolled at some point in the school year.

**Table 2
CERDEP Public School Growth in FY 2019-20**

FY 2019-20 (Final)	
Number of New Schools	10
Number of Existing Schools	247
Total Number of Schools	257
Number of New Classrooms	47
Number of Existing Classrooms	600
Total Number of Classrooms	647
Total Number of Full Time Equivalents	10,609

Source: SC Department of Education, December 2020

Table 3 documents the revenues and expenditures for CERDEP by the SCDE in Fiscal Year 2019-20 as reported to the EOC by SCDE. The data document the following:

- An additional 797 children were served in additional 47 classrooms
- SCDE expended a total of \$263,515 to expand the school day, the school year and summer programs in CERDEP districts. The following 41 districts offered expanded services during the 2019-20 school year:

Expansion Option	Districts
Additional Classrooms	Aiken, Chesterfield, Colleton, Florence 1, Florence 3, Kershaw, Laurens 55, Laurens 56, Lexington 2, McCormick, Richland 1
Extended Year	Kershaw
Summer Program	Aiken, Anderson 3, Barnwell 19, Chester, Florence 3, Saluda

SCDE allocated \$3.8 million in CERDEP funds to 18 school districts to implement the parent engagement program, Waterford Upstart in school year 2019-20. The program provides computer and internet if needed as well as adaptive educational software for parents to use at home as a supplement to the regular full day 4K program. The program was first piloted in Fiscal Years 2017-18 and 2018-19 in two districts in our state, Marion and Chesterfield County School Districts, through provisos in the state budget (\$1,368,000) and through oversight by the EOC. The program's impact on early literacy skills has been detailed in reports provided

to the EOC. The 18 districts are: Allendale, Bamberg 1 and 2, Barnwell 19, Calhoun, Chester, Chesterfield, Clarendon 1 and 2, Dillon 4, Florence 3, Hampton 1 and 2, Laurens 56, Lexington 4, Marion, Marlboro, and Williamsburg.

Table 3 documents the revenues and expenditures for CERDEP by SCDE in Fiscal Year 2019-20 as reported to the EOC.

Table 3
SCDE CERDEP Budget for Fiscal Year 2019-20

TOTAL Available Funds	
Carry forward from FY19 to FY20	\$6,699,138
FY20 General Fund Appropriation	\$5,983,049
FY20 EIA Appropriation	<u>\$41,441,053</u>
TOTAL	\$54,123,240
TOTAL Actual Transfers/Expenditures	
Transfers:	
Portion of EOC Evaluation	\$195,000
Internal transfer of agency funds for Parent Engagement	<u>\$1,444,309.00</u>
Subtotal:	\$1,639,309.00
Agency Expenditures:	
Transportation	\$0
Assessment	\$500,000
Professional Development	<u>\$27,510</u>
Subtotal:	\$527,510
Payments to Districts:	
Instruction (\$4,600 per child pro-rata)	\$48,803,172
Supplies for New Classrooms (\$10,000 per classroom)	\$470,000
Expansion:	
Extended Year	\$0
Extended Day	\$0
Funds Returned to SCDE From Districts for Extended Year	\$0
Summer Program	\$263,515
Parent Engagement	<u>3,864,042</u>
Subtotal:	\$53,400,729
TOTAL	\$54,123,239
Funds Carried Forward to FY21	\$1,444,310

Note: Expenditures have been rounded to the nearest whole dollar

For comparison purposes, Table 4 documents the number of children served in public schools since school year 2017-18, the annual expenditures of the program, and carry forward amounts by SCDE over the past three years.

**Table 4
Summary of Program as Administered by SCDE in Public Schools
FY18 to FY20**

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

Program Expenditures and Services in OFS (Non-Public) Centers

OFS administers CERDEP in non-public (or private) childcare centers approved by OFS. The non-public childcare centers can operate in any county but serve eligible children who reside in a CERDEP-eligible school district. Table 5 shows during FY 2019-20, OFS added 14 new providers and 22 new classrooms that served 3,048 children who received the maximum reimbursement rate of \$4,600.

**Table 5
OFS CERDEP (non-public) Provider Growth in FY 2019-20**

	FY 2019-20 (Actual)
Number of New Providers	14
Number of Existing Providers	201
Total Number of Providers	215
Number of New Classrooms	22
Number of Existing Classrooms	219
Total Number of Classrooms	241
Total Number of Full Time Equivalents	2,455

Source: SC Office of First Steps, December 2020.

Historically, the EOC has divided the total amount spent for instruction by \$4,600 which is the maximum reimbursement rate per child for instructional costs. This determines the FTE and is calculated at 2,455 and 3 FTEs fewer than FY19. Non-public providers were reimbursed on children enrolled regardless of the time the child stayed in the program; the enrollment data therefore indicates an additional 590 children were funded in school year 2019-20. 22 additional classrooms were added during the school year 2019-20.

Table 6 documents the revenues and expenditures for CERDEP by OFS in Fiscal Year 2019-20 as reported to the EOC.

**Table 6
Revenues & Expenditures for CERDEP for FY2019-20**

Office of First Steps CERDEP (non-public) Budget for Fiscal Year 2019-20 TOTAL Available Funds	
Carry forward from FY19 to FY20	\$6,531,620
State Funds Expended and On-hold Locally	\$6,222
EIA Appropriation	\$9,767,864
Transfer of Teacher Supply Funds	\$66,550
General Fund	\$6,522,877
Interest Earned on Cash	\$52,403
TOTAL REVENUES	\$22,947,536
TOTAL Actual Transfers/Expenditures	
Transfers:	
Portion of EOC Evaluation	\$105,000
To EOC for Community Block Grants for Education Pilot Program (Provisos 1.56, 1.68 and 1A.56)	<u>\$1,000,000</u>
Subtotal:	\$1,105,000
Agency Expenditures:	
Salaries	\$1,257,147
Contractual Services	\$239,678
Technology (Proviso 1.65)	\$37,907
Supplies and Materials	\$112,313
Rental/Leased Space	\$68,564
Travel	\$75,234
Fringe Benefits	\$500,006
Parent Engagement (Proviso 1.68)	\$176,900
Quality Evaluations of the Program (Proviso 1.68)	<u>\$982,945</u>
Subtotal for Agency Expenditures:	\$3,450,694
Payments to Centers:	
Instruction (\$4,600 per child pro-rata)	\$11,292,318
Higher Reimbursement Rates (Proviso 1.68)	\$927,226
Expansion (Extended Day, Extended Year & Summer Programs)	\$3,595,806
Stipends	\$373,740
Substitute Teacher Reimbursement	\$7,340
Teacher Supplies	\$69,175
Transportation (\$574 per child)	\$167,476
Curriculum, Equipment and Materials for New Classrooms (\$1000 to \$10,000 per provider)	\$589,392
Other: Explain (Proviso 1.74) Public Private Partnerships	<u>\$171,762</u>
Subtotal for Center-Level Expenditures:	\$17,194,235
TOTAL TRANSFERS/EXPENDITURES	\$21,749,929
Funds Carried Forward to FY 21	\$1,197,608

Note: Expenditures have been rounded to the nearest whole dollar.
Stipends are used to pay for attending professional development events.

CERDEP: Extended and/or Expanded Services

SCDE Extended and Expanded Services

According to the SCDE Child Early Reading and Development Education Program (CERDEP) Annual Report, December 2020, *during the 2019–2020 school year, districts were reimbursed for 10,609 CERDEP students, an eight percent increase over the total number of full-time equivalent students in 2018–19. Approximately 11,070 total students were served in CERDEP classrooms during the 2019–2020 school year. Due to the COVID-19 pandemic, the SCDE expects the total number of students enrolled in public CERDEP to decline during the 2020–21 school year, but expects enrollment will return to pre-pandemic levels for the 2021–22 school year.*

During the 2017–18 school year, the SCDE began offering expansion options to CERDEP districts, including the ability to add additional classrooms and to offer extended day, extended school year, and/or summer instructional programming. The following districts offered expanded services during the 2019–2020 school year:

SDE CERDEP Extension and/or Expansion by District, 2019–2020

Extension/Expansion Option	Districts
Additional Classrooms	Aiken, Chesterfield, Colleton, Florence 1, Florence 3, Kershaw, Laurens 55, Laurens 56, Lexington 2, McCormick, Richland 1
Extended Day	Kershaw
Summer Programs	Aiken, Anderson 3, Barnwell 19, Chester, Florence 3, Saluda

OFS CERDEP Extension and/or Expansion, 2019–2020

Out of the 215 centers for the 2019-2020 year:

- 40 offered a traditional day/year, 6.5 hrs. for 180 days
- 56 offered a traditional day with summer school for 220 days
- 18 offered an extended day for 180 days, and
- 101 offered an extended day and summer school.

All classrooms shifted to virtual service under the Governor’s orders in March 2020. At the time, there were 157 centers scheduled to hold 2020 summer school. Given the global Coronavirus pandemic situation, the decision was left to families and directors with the offer of our support to re-open for summer school. 122 made the choice to re-open and offered face to face fulltime instruction beginning on June 1 through July 31, 2020.

CERDEP Waiting List Process

According to the SCDE Child Early Reading and Development Education Program (CERDEP) Annual Report, December 2020, in collaboration with the Office of First Steps, the SCDE annually

collects documented waiting lists from districts in an effort to ensure as many at-risk four-year-olds as possible have access to high quality 4K. The SCDE shared the current year's waitlists in August, which included a total of 169 students from 11 districts (see Table 7).

Table 7
Waiting List Shared with First Steps

District	Count of Students on Waiting List
Aiken	36
Anderson 3	17
Berkeley	52
Chesterfield	11
Colleton	1
Edgefield	12
Florence 4	10
McCormick	1
Newberry	19
Saluda	6
Spartanburg 3	4
Total	169

A change in the 2019–2020 provisos allowed the SCDE to collect and share district waiting lists earlier in the summer, allowing families to receive 4K placements before the beginning of the school year. Additionally, the SCDE now collects parent leads from the Palmetto Pre-K website and distributes this information to districts. Prior to the start of the 2020–21 school year, the SCDE received 884 leads. The SCDE forwarded these leads to each district, and each district is responsible for contacting interested families. A list of districts and numbers of referrals are listed in below in Table 8.

Table 8
Palmetto Pre-K Leads by District

School District	Referral Counts
Abbeville	2
Aiken	51
Allendale	2
Anderson 2	6
Anderson 3	3
Anderson 5	20
Bamberg 1	2
Barnwell 45	1
Berkeley	126
Calhoun	3
Cherokee	4
Chester	9

School District	Referral Counts
Chesterfield	3
Clarendon 2	3
Colleton	8
Darlington	28
Dillon 3	2
Dorchester 4	5
Edgefield	4
Fairfield	3
Florence 1	42
Florence 4	3
Georgetown	6
Greenwood 50	10
Greenwood 52	1
Hampton 1	1
Horry	149
Jasper	6
Kershaw	21
Laurens 55	8
Laurens 56	3
Lee	2
Lexington 2	46
Lexington 3	1
Lexington 4	4
Marlboro	7
Newberry	6
Oconee	21
Orangeburg	3
Richland 1	122
Saluda	1
Spartanburg 3	5
Spartanburg 4	3
Spartanburg 6	38
Spartanburg 7	22
Sumter	46
Union	5
Williamsburg	7
York 1	5
Total	884

Proviso 1.69 of the 2019-20 General Appropriation Act allowed both the SDE and OFS to use available CERDEP funding to lengthen the school day or school calendar or to provide a summer program for four-year-olds served in CERDEP:

For Fiscal Year 2018-2019, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities.

By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee - \$1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

If by August first, the SCDE or the OFS determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however, shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide professional development and quality evaluations of programs.

No later than April first, the SCDE and the OFS must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

Appendix A details CERDEP expenditures by district, including total instructional, supply, curriculum and expansion costs. District reimbursement for expansion options was \$4.65 million engaging in the Upstart expansion option.

Table 9
Summary of CERDEP Provider and School Growth in 2019-20

	SCDE School Year 19-20 (Final)	First Steps School Year 19-20 (Final)	Total
Number of New Schools or Providers	10	14	24
Number of Existing Schools or Providers	247	201	448
Total Number of Schools or Providers	257	215	472
Number of New Classrooms	47	22	69
Number of Existing Classrooms	600	219	819
Total Number of Classrooms	647	2241	888
Total Number of Full-Time Equivalents	10,609	2,455	13,064

Source: SC Department of Education and SC Office of First Steps, December 2020

Documenting both the history of carry forward monies as well as the number of students served over the past two fiscal years, Table 9 shows \$13.2 million was carried forward from FY 2018-19 to FY 2019-20.

Children in Poverty Served Statewide in 2019-20

A goal of CERDEP is to increase the number of four-year-olds in poverty who are served with a full-day high-quality program that meets specific structural and process criteria for quality such as minimum adult: child ratios, evidence-based curriculum and qualified teachers.³ This analysis provides a comprehensive picture of the projected enrollment of eligible four-year-old children during the 2018-19 school year.

Multiple full-day programs serve children in South Carolina, including: OFS, Head Start, and school districts that manage multiple 4K programs, including CERDEP through the SC Department of Education (SCDE). While the focus of this report is state-funded full-day (CERDEP), other publicly-funded 4K programs are included in the analysis. Head Start is a federal program, and the SC Department of Social Services (DSS) provides federal childcare vouchers (ABC Vouchers) to eligible children. However, a child's receipt of an ABC voucher does not necessarily mean the child is enrolled in a full-day program. The child could receive the voucher to pay for wraparound care (either before or after the formal 4K program day) or for 4K enrollment in participating non-public childcare settings.

Some school districts also opt to fund additional half-day or full-day 4K with local revenue and other state revenue sources, such as funds from the Education Improvement Act. Program and enrollment data regarding local and EIA funding of 4K programs are not collected at the state level.

Methodology

Appendix D documents the estimated number of four-year-olds in poverty projected to reside in each school district in school year 2019-20 and the number of four-year-olds in poverty being served in a publicly-funded early education program or service.

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 districts, the analysis allocates the number of four-year-old children to districts based on the student enrollment in school year 2019-20.

The 2019-20 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.

While a student must live in a district that is eligible to participate in CERDEP, a student may attend a non-public CERDEP provider that is in any district. Because the child's district of residence was not included in the CERDEP student data file submitted by OFS to the EOC, the data reflect the physical location of the non-public CERDEP provider in a county with allocation of children across districts in a county based pro rata on the enrollment of districts in that county.

³ National indicators of prekindergarten quality selected by the National Institute for Early Education Research (NIEER).

This may partially explain why some districts have more than 100 percent of estimated children in poverty being served. CERDEP enrollment in school district used the number of children funded in school year 2019-20. The CERDEP counts reflect 135-day student enrollment counts in public schools and private centers. These numbers are not the number of full-time equivalents or students funded as documented in Chart 1.

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

Appendix D shows that in school year 2019-20, 36,038 of the state’s 57,631 four-year-olds lived in poverty and were at risk of not being ready for kindergarten. The estimated size of four-year-olds living in poverty increased slightly from 61 percent in school year 2017-18 to 62.5 percent in school year 2018-19. Over 17,000 of the state’s at-risk four-year-old population, or 48 percent, were served by a full-day, publicly funded early learning intervention (including CERDEP and Head Start).

Table 10 summarizes the number of four-year-olds in poverty served statewide in FY 2019-20.

Table 10
Summary of Four-Year-Olds in Poverty Served Statewide, FY 2019-20

	2019-20
Public CERDEP Enrollment	10,561
Non-public CERDEP Enrollment	2,455
Total CERDEP Enrollment	13,016
Total Head Start Enrollment ⁴	5,188
Estimated Number of Four-Year-Olds Served by CERDEP or Head Start	18,204
Estimated Number of Four-Year-Olds in Poverty	35,520
Estimated Percentage of Four-Year-Olds in Poverty Served by CERDEP or Head Start	51.2%
Estimated Percentage of Four-Year-Olds in Poverty Not Served by CERDEP or Head Start	48.8%

By design and statute, non-CERDEP public pre-K 4-year-olds are identified at-risk (poverty, physical, language or developmental delays, etc.). The SCDE reports 10,489 students served in these classes in 2019-2020. When this number is included with the CERDEP population, 80.7% of the pre-K 4-year-olds at-risk population were served in 2019-2020.

⁴ Head Start enrollment has been impacted by the global Coronavirus pandemic. The federal office has provided guidance regarding attendance recording and enrollment which precludes full reporting at the time of this report.

II. Preliminary CERDEP Program Results in 2020-21 (EOC)

Provisos 1.56 and 1A.29 of the 2020-21 General Appropriation Act govern the administration of the state-funded, full-day four-year-old kindergarten program (CERDEP) in school year 2020-21. The program's eligibility remains consistent; an at-risk four-year-old residing in a district with a poverty index of 70 percent or greater could attend a public school or non-public center participating in the program. The per pupil reimbursement rate for instructional costs increased to \$4,600 in 2020-21, per the continuing resolution from 2019-20. SCDE continues to manage CERDEP in public schools while the OFS administers the program in non-public classrooms, including non-public childcare centers and faith-based settings.

CERDEP Participation in Public Schools

In 2019-20, there are 61 school districts eligible to participate in CERDEP. Table 11 lists districts eligible to participate in CERDEP. Of the 61 eligible school districts, Union chose not to participate in CERDEP.

Table 11
Districts with Poverty Index of 70 percent or greater

1	Abbeville	17	Clarendon 1	33	Greenwood 50	49	McCormick
2	Aiken	18	Clarendon 2	34	Greenwood 51	50	Newberry
3	Allendale	19	Clarendon 3	35	Greenwood 52	51	Oconee
4	Anderson 2	20	Colleton	36	Hampton 1	52	Orangeburg
5	Anderson 3	21	Darlington	37	Hampton 2	53	Richland 1
6	Anderson 5	22	Dillon 3	38	Horry	54	Saluda
7	Bamberg 1	23	Dillon 4	39	Jasper	55	Spartanburg 3
8	Bamberg 2	24	Dorchester 4	40	Kershaw	56	Spartanburg 4
9	Barnwell 19	25	Edgefield	41	Laurens 55	57	Spartanburg 6
10	Barnwell 29	26	Fairfield	42	Laurens 56	58	Spartanburg 7
11	Barnwell 45	27	Florence 1	43	Lee	59	Sumter
12	Berkeley	28	Florence 2	44	Lexington 2	60	Williamsburg
13	Calhoun	29	Florence 3	45	Lexington 3	61	York 1
14	Cherokee	30	Florence 4	46	Lexington 4		
15	Chester	31	Florence 5	47	Marion		
16	Chesterfield	32	Georgetown	48	Marlboro		

Table 12 shows a 2020-21 enrollment of 7,822 students in public schools based on the 45-Day Student Count.

Table 12
Public CERDEP Enrollment by District, based on 2019-2020 45-Day Student Count

	District	Count		District	Count
1	Abbeville	19	32	Georgetown	193
2	Aiken	374	33	Greenwood 50	151
3	Allendale	49	34	Greenwood 51	27
4	Anderson 2	42	35	Greenwood 52	26
5	Anderson 3	95	36	Hampton 1	86
6	Anderson 5	294	37	Hampton 2	28
7	Bamberg 1	20	38	Horry ⁵	5
8	Bamberg 2	21	39	Jasper	58
9	Barnwell 19	19	40	Kershaw	318
10	Barnwell 29	18	41	Laurens 55	151
11	Barnwell 45	36	42	Laurens 56	66
12	Berkeley	834	43	Lee	15
13	Calhoun	81	44	Lexington 2	252
14	Cherokee	220	45	Lexington 3	89
15	Chester	112	46	Lexington 4	166
16	Chesterfield	166	47	Marion 10	93
17	Clarendon 1	28	48	Marlboro	100
18	Clarendon 2	54	49	McCormick	20
19	Clarendon 3	15	50	Newberry	132
20	Colleton	122	51	Oconee	299
21	Darlington	157	52	Orangeburg	358
22	Dillon 3	48	53	Richland 1	445
23	Dillon 4	121	54	Saluda	75
24	Dorchester 4	45	55	Spartanburg 3	79
25	Edgefield	98	56	Spartanburg 4	79
26	Fairfield	124	57	Spartanburg 6	274
27	Florence 1	142	58	Spartanburg 7	106
28	Florence 2	35	59	Sumter	385
29	Florence 3	113	60	Williamsburg	79
30	Florence 4	34	61	York 1 (York)	104
31	Florence 5	21		Total	7,822

Source: SCDE response to EOC data request, December 2020.

⁵ Students in Horry are enrolled in a charter school.

Table 13 details SCDE CERDEP appropriations and projected expenditures for FY 2020-21. As submitted by SCDE, instructional costs are projected to be \$36.3 million, which would fund 7,900 students who remain continuously enrolled in public CERDEP classrooms during the 2020-21 school year. Based on the 45-Day Student Count, actual CERDEP enrollment is 26.2% less than 2019-20. Since the original budget provided for the 10,609 FTE count, a significant amount remains in the budget and is shown as carryover. The 45-Day Count of 7,822 may decrease by the 135-Day Count.

Table 13
SCDE Summary of Actual Appropriations and Projected Expenditures for FY 2020-21

Appropriations	
Carry Forward from FY 19 to FY 20	\$1,444,310
FY 21 General Fund Appropriation	\$5,983,049
FY 21 EIA Appropriation	\$41,441,053
Total Revenues	\$48,868,412
Projected Expenditures	
Portion of EOC Evaluation (EIA)	\$195,000
Cost of Instruction (\$4,600 per child pro-rata)	\$36,340,000
Supplies for New Classrooms (\$10,000 per classroom)	\$10,000
Expenditures for Transportation	\$0
Professional Development - Math	\$30,000
Assessment	\$500,000.00
Other: Expansion	
Extended Year	-
Summer Program	\$1,000,000
Extended Day	\$500,000
Parent Engagement (Waterford Upstart)	\$5,240,950
Total Projected Expenditures	\$43,815,950
Amount Remaining to Carry Forward to FY 22	\$5,052,462
Outputs	
Total Full-Time Equivalents*	7,822

*Note: A full-time equivalent served is determined by dividing the total number of funds expended for instructional services by \$4,600 the per child maximum reimbursable rate.

Source: SC Department of Education Response to EOC Data Request, November 2019

Table 14
Estimated CERDEP Public School Growth in FY 2020-21

FY 2020-21 (Estimated)	
Number of New Schools	0
Number of Existing Schools	257
Total Number of Schools	257
Number of New Classrooms	1
Number of Existing Classrooms	579
Total Number of Classrooms	580
Students Enrolled at 45-Day Count	7,822

This year's additional classroom, as noted in Table 14, was added in Barnwell 45. Currently, no districts are offering Extended Day. Districts will submit summer programming plans to the SCDE in January, and a majority of CERDEP districts have indicated interest in a summer program for 4K students to bolster kindergarten readiness. (Source: SC Department of Education email response, December 2020)

Table 15
Non-public CERDEP Rolling Student Enrollment by County during 2020-21

County	Number of Students	County	Number of Students
Abbeville	0	Greenville	38
Aiken	113	Greenwood	12
Allendale	4	Hampton	13
Anderson	38	Horry	354
Bamberg	8	Jasper	16
Barnwell	19	Kershaw	4
Beaufort	14	Laurens	58
Berkeley	54	Lee	15
Calhoun	0	Lexington	93
Charleston	6	Marion	66
Cherokee	22	Marlboro	13
Chester	6	Newberry	25
Chesterfield	9	Oconee	17
Clarendon	0	Orangeburg	27
Colleton	8	Pickens	22
Darlington	44	Richland	359
Dillon	40	Saluda	4
Dorchester	20	Spartanburg	152
Edgefield	5	Sumter	162
Fairfield	0	Union	22
Florence	155	Williamsburg	22
Georgetown	38	York	48
			Total 2,145

Source: SC First Steps Response to EOC Data Request, as of November 6, 2020.

The decline from 2,455 from 2019-20 to 2,145 in November 2020, as noted in Table 15, represents a 12% decline in enrollment. In both programs, the global Coronavirus pandemic impacted enrollments for 4-year-olds.

Table 16 details OFS CERDEP appropriations and projected expenditures for FY 2020-21. As submitted by OFS, instructional costs are projected to be \$9,298,812 million, which would fund students who remain enrolled in OFS CERDEP classrooms during the 2020-21 school year. Based on the Nov. 6, 2020 student count, actual OFS CERDEP enrollment is 12% less than 2019-20. Table 16 shows an estimated \$4,016,482 in OFS carry forward (or cash balance) to FY 2021-22.

Table 16

OFS Estimated Budget Fiscal Year 2019-2020 TOTAL Available Funds	
Carry forward from FY19-FY20	\$280,466
State Funds Expended and On-Hold locally	\$917,142
Interest Earned on Cash	\$52,403
EIA Funds	\$9,767,864
General Fund	\$6,522,877
Teacher Supply Funds	\$66,550
CARES Act Reimbursement (Approved, not received 1-4-2021)	\$4,070,000
CARES Act Funds (DSS Quality Rating Funds, committed but not received 11-9-2020)	\$1,200,000
TOTAL Available Funds	\$22,877,302
TOTAL Budget Transfers/Expenditures	
Transfers:	
Portion of EOC Evaluation	\$105,000
Allocation to EOC per Proviso 1.56, 1.68 and 1A.56 for Community Block Grants for Education Pilot Program (Not required due to Continuing Resolution)	0
<i>Subtotal for Transfers and Provisos:</i>	\$105,000
OFS Agency Expenditures (These are Program Expenses, not Administrative):	
Salaries	\$1,469,348
Fringe Benefits	\$607,332
Contractual Services	\$525,086
Supplies and Materials	\$475,287
Rental/Leased Space	\$163,000
Travel	\$96,044
Capital Equipment	\$0
Technology (Proviso 1.65) Carry forward cash already obligated	\$0
Parent Engagement (Proviso 1.68) Carry forward cash already obligated	\$0
Quality Improvements (Proviso 1.68)	\$325,000
Other (Explain)	\$0
<i>Subtotal for Agency Expenditures:</i>	\$3,661,097
Payments to Centers:	
Instruction (\$4,600 per child pro-rata)	\$9,298,812
Extended Program (Extended Day, Extended Year and Summer Programs)	\$2,961,015
Curriculum/Equipment and Materials for New Classrooms (\$1000 to \$10,000 per provider)	\$637,660
Incentives and Miscellaneous	\$0
Stipends	\$175,000
Substitute Teacher Reimbursement	\$7,400
Teacher Supplies	\$69,300
Transportation (\$574 per child)	\$160,000
Higher Reimbursement Rates (Proviso 1.68)	\$763,536
Other: (Proviso 1.74) Public Private Partnerships, office supplies, grants	\$1,022,000
<i>Subtotal for Center-Level Expenditures:</i>	\$15,094,723
TOTAL Transfers/Expenditures	\$18,860,820
Outputs	
Funds Projected to Carry Forward to FY21-22	\$4,016,482

Provided by SC Office of First Steps, December 2020.

Note: Administration includes salaries, contractual services, travel, equipment and rental/leased space.

*Note: Full-time equivalent served is determined by dividing the total number of funds expended for instructional services by \$4,600, the per child maximum reimbursable rate.

Summary

Table 17 summarizes SCDE’s and OFS’ 2020-21 budget and the EOC projection for actual CERDEP expenditures, carry forward and students enrolled for the 2020-21 school year. SCDE reports 7,822 children were enrolled in CERDEP at the 45-Day Student Count. As of December 2020, OFS reports 2,145 children were enrolled CERDEP at some point during the August 20 through December 1, 2020 period. Projected expenditures for SCDE are \$48.8 million as shown in Table 42. A projected enrollment, included in past reports, is indeterminable at this time given the current circumstances of the global Coronavirus pandemic and possible vaccine availability in the spring and summer 2021.

Table 17
EOC Analysis of Preliminary CERDEP Program and Financial Data for FY 2020-2021

	SCDE	OFS	TOTAL
SCDE and First Steps Budget			
Total Available Funds	\$48,868,412	\$22,877,302	\$71,745,714
Budgeted Transfers and Expenditures for 2020-21	\$43,815,950	\$18,860,820	\$62,676,770
Budgeted Carry Forward to 2021-22	\$5,052,462	\$4,016,482	\$9,068,944
Total Students Budgeted	7900	2145	10,045

III. Impact from Global Coronavirus Pandemic on CERDEP Services

The General Assembly, both in Act 284 – Child Early Reading Development and Education and Program and in its Proviso 1A.29. of the 2019-20 General Appropriation Act, intends South Carolina to have “a comprehensive, systemic approach to reading” and to review “the program’s implementation and assessment of student success in the early elementary grades.”

Over the years, thousands of pieces of information in EOC Reports on State Funded Full Day 4K have been reported, along with many recommendations. Without question, the global Coronavirus pandemic impacted Pre-K 4 programs administered by both the SCDE and the OFS. The two cohorts in school years 2019-2020 and 2020-2021 have experienced interrupted face-to-face instruction as well as multiple challenges in all types of virtual learning (hybrid, asynchronous and synchronous). While districts tried to continue learning experiences in one of the above modalities and/or distributed paper packets in heroic fashion, the interruptions, lack of infrastructure and general health concerns severely impacted teaching and instruction. Perhaps, no information previously provided is as important to the fulfillment of the CERDEP legislation as the ideas, findings and recommendations made in this section. Literally, the future of at least two cohorts of children is directly impacted. In addition, regaining the positive strides made in serving children in poverty through Pre-K 4 classrooms must be targeted.

While the global Coronavirus pandemic continues, research and white papers emerge documenting the negative impacts on teaching and learning. In addition, the lack of socialization in classrooms, student support services such as guidance and early intervention, and economic changes at home are quickly being documented as detrimental to the growth and learning of young children.

Since Act 284 and its Proviso 1A.29 focus on reading and student success in the early grades, this report examines the impact of the loss of face-to-face instruction for the two cohorts of children included in the time of the global Coronavirus pandemic. In the September 2020 issue of the *International Journal of Environmental Research and Public Health*, researchers from Georgia Institute of Technology and School of Health and Rehabilitation Sciences, Massachusetts General Hospital, Institute of Health Professions, reported “using a pre-existing database, we calculated changes in children’s reading ability without formal education (i.e., the summer months). The resultant models predicted that the rate of reading ability gain in kindergarten children during COVID-19 school closures without formal in-person education will decrease 66% (2.46 vs. 7.17 points/100 days), compared to the business-as-usual scenario, resulting in a 31% less reading ability gain from 1 January 2020 to 1 September 2020.” <https://www.mdpi.com/1660-4601/17/17/6371>

The 13,064 children in CERDEP classrooms for the school year 2019-2020, already at-risk due to family poverty levels, will likely see a 66% decrease in reading ability. This group of students in kindergarten in the school year 2020-2021 will likely experience another 33% decrease (prorated) in reading ability. In the book, **Annual Growth, Catch-up Growth**, authors Fielding, Kerr and Rosier, examine a school district’s (Kennewick) instruction and interventions and conclude “when students leave kindergarten three years behind in reading, they must make two full years’ growth plus annual growth in first, second, and third grades to be at grade level by the end of third grade.” (p. 228)

In South Carolina, no empirical evidence exist that systems are in place to close these reading level gaps; thousands of children are already on a path leading in a negative direction. The longitudinal assessments are not in place. The seamless data system is not fully operable. Evidence from recent SC Ready ELA scores do not demonstrate achievement gaps closing.

Recommendation 1 noted above in Findings and Recommendations 2020-21 CERDEP should be implemented with full fidelity. Robust schedules should as two sessions – one morning (8-1) and one afternoon (12-5) should be offered with direct instruction in reading and math, meals and transportation. Summer offerings should be in place long enough to support interventions and reading level growth, no less than 6 weeks.

In addition, the Recommendations in 2019-2020 should be strongly considered. Either one single statewide assessment for four-year children or a “short list” of assessments with formative information available must be determined. Early reading/literacy and reading skills must be assessed on a growth continuum and the smaller the number of instruments used in the state the more concise the decision making. The continued use of multiple assessments in different programs allows ineffective programs and practices to “hide” in data. It does not provide parents, educators, or policymakers the information to make appropriate decisions for individuals, reading/literacy curriculum, or instructional strategies.

Then, determine a new comprehensive list of data collection for future reporting and evaluation. This must include mirroring enrollment demographics, standardized increments of instruction time (full day, extended day and summer) district and county of residence, classroom teacher and level of certification/training (state certified, 2-year associate, etc.), school/provider and number of days of attendance. This will create meaningful and useful research within a year of implementation.

And finally, an aggressive PreK 4-year-old campaign should be a part of spring 2021 communications. In 2021-2022, serving at least the pre-pandemic numbers should be a goal while also continuing the long-term goal of serving 100% of 4-year-olds in poverty.

These Findings and Recommendations require not only resolve, but leadership expertise. For the individual children and South Carolina’s future quality of life, CERDEP programs must accomplish the intended goals.

IV. Findings and Recommendations

From 2019-2020 Information and Data

Finding 1:

Additional public CERDEP classrooms were added (47) during the 2019-2020 school year, and the actual number of children (full-time equivalent) increased from 9,812 in 2018-19 to 10,609 in 2019-20. This represents an 7.8% growth in number of classrooms and an 8.1% growth in children (FTEs). Waiting lists were shared in the fall of 2019 and enrollment efficiency was realized. However, the global Coronavirus pandemic necessitated the closing of schools in March 2020. This cohort of Pre-K 4-year-olds lost one-fourth of the school year in face-to-face instruction.

The cohort of Pre-K 4-year-olds in the school year 2019-2020 are now in kindergarten, again their instruction impacted by the global Coronavirus pandemic. These children have the real probability of beginning first grade in the Fall of 2021 significantly behind in readiness for the grade level instruction.

Finding 2:

Both SCDE and OFS manage CERDEP as separate programs. There are separate criteria for enrollment and reimbursement, teacher qualification and professional development, student data collection, student assessment, and facility standards and licensing. Even within OFS there are different levels of reimbursement for meeting a higher quality program. In the expansion initiative in both public and non-public environments, separate initiatives by SCDE and OFS were also implemented differently.

Act 284 of 2014 that established in law the CERDEP clearly states the program must focus on (1) a comprehensive, systemic approach to reading (Section 59-156-110) and (2) a list of data collection needs to be used in the implementation and evaluation of the program (Section 59-156-150). The current disconnected implementation results in inconsistencies in the amount of additional CERDEP instruction and reimbursement rates provided by public schools and non-public providers, the number of times students are assessed and the record-keeping to perform meaningful evaluations. Limited research can be conducted and analyzed for return on investment, identifying successful programs/systems and helping underperforming programs/systems.

Finding 3:

Documentation of students' longitudinal learning progress toward reading in grade three is scarce at the state level. Thus, aggregated longitudinal data is not available to document success in programs/districts/schools from 4K through grade three. Some schools and districts monitor individual student progress, including a robust multi-tier support system (MTSS). Statewide funds invested in 4-year-old children has helped CERDEP participating children score at the level of their non-CERDEP participating peers on the Kindergarten Readiness Assessment (KRA). Statewide, children in poverty continue to underperform on the statewide assessment in reading and English Language Arts administered at the end of third grade. Sometime during the kindergarten to third grade year, regression or lack of grade level achievement occurs.

This Finding was noted in the prior year report. No action toward establishing a continuum of growth has been taken. And the well-established impact on children in poverty due to the global

Coronavirus pandemic escalates the critical aspect of this Finding. Two cohorts of 4-year-olds (2019-20 and 2020-21) have had their teaching and learning experiences significantly interrupted. Statistically, one can anticipate a greater gap in achievement on 3rd grade reading scores in 2023-24 and 2024-25.

Finding 4:

The estimated number of four-year-olds living in poverty remained relatively stable from 36,038 in school year 2018-19 to 35,520 in school year 2019-20. While there is a decrease of 508 in the actual count, the 1.4% decline also does not fully reflect the financial impacts of the global Coronavirus pandemic on children in South Carolina. More than 51 percent of four-year-olds living in poverty were enrolled in CERDEP or Head Start. If student enrollment in public non-CERDEP classrooms is included – 10,489, 81% of most at-risk 4-year-olds students are served by a formal publicly-funded four-year-old program. This estimate does not include four-year-olds receiving ABC childcare vouchers.

- Head Start enrollment has been impacted by the global Coronavirus pandemic. The federal office has provided guidance regarding attendance recording and enrollment which precludes full reporting at the time of this report.

From 2020-2021 Information and Data

Finding 5:

There is a significant decline in enrollment in the School Year 2020-21. While this overall 23% decline can be attributed to the concerns associated with the global Coronavirus pandemic, the children impacted may be disadvantaged for years in the future. The OFS reports an enrollment count of 2,145, only a twelve percent decline from 2,455 in 2019-2020 (pre-pandemic). Anecdotal feedback indicates this is due to the need for many essential workers to have childcare. SCDE reports a 45-day count of 7,822 students in 647 4K CERDEP classrooms, a 26% reduction from the 10,609 in 2019-2020 (pre-pandemic).

From Synthesis of 2019-2020 and 2020-2021 Information and Data

Recommendation 1:

Continue to share waiting lists for the purpose of serving as many children as possible. SCDE should maintain a master list with schools, number of 4K classrooms, 45-day count and 135-day count enrollments and make available to the public and other agencies (through a website or statewide coordinator for 4K data collection). The OFS should maintain a list of provider classrooms with vacancies noted on October 1 and March 1. Continue to focus on increasing numbers of children served while reaching the efficiency of full classrooms.

Recommendation 2:

While the ideal statewide system would have all state-funded, pre-kindergarten program operating in one office, this may be too ambitious at the current time. The recommendation is the designation of a 4K data collection office/center. With the input of all involved agencies serving 4K children using state monies as well as benchmarking other state models, a centralized place

for the collection of information in similar formats, matched expectations including assessment data, hours of instruction, district of residence, level of teacher training, etc., be established. Therefore, the data and accountabilities help establish consistencies in programs and allow for research to provide the General Assembly meaningful information regarding investment in 4K in South Carolina.

Recommendation 3:

OFS student enrollment data should include the student's district of residence. Inclusion of district of residence would improve the accuracy of the number of CERDEP students served as indicated by their district of residence.

Recommendation 4:

The stable number of identified students living in poverty and small percentage increase in the overall population of four-year-olds must be addressed through continuing and expanding services to include more of the eligible population.

Recommendation 5:

The current multitude of assessments used in Pre-K 4, kindergarten, first and second grade do not 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. Since the stated focus of Act 284 is a "comprehensive, systemic approach to reading," it is necessary to have a comprehensive and systemic assessment continuum established. Districts should be required to adopt or establish a continuum of assessment for students in Pre-K 4 through 2nd grade. The requirements of the choice should include growth measurements, correlation to the SC Standards and alignment with the SC Ready Third Grade ELA. Private providers would use the same assessment "adopted or established" by the home district where the provider is located. Teacher professional development and student progress could be coordinated.

Recommendation 6:

As soon as safely possible, crisis intervention instruction must begin for the cohort of students now in kindergarten (2019-20 PreK 4-year-olds). Perhaps, extended day during the last quarter of the School Year 2020-2021 can be established for students who were enrolled in the prior year cohort. Summer instructional events should be provided in face-to-face environments. Triage delivery should include meals, transportation and direct instruction in reading and math. The currently enrolled cohort of PreK-4, plus additional students in the qualifying districts should also be offered extended day during the last quarter and summer of 2021.

Resources and References

The list below provides extended context and/or background information on the topics included in the report.

Annual Growth, Catch-up Growth: Annual Growth for All Students, Catch-up Growth for Those Who Are Behind. Paul Rosier, Lynn Fielding, Nancy Kerr. New Foundation Press. April 2007.

Council of Chief State School Officers. Equity Starts Early. January 2021. <https://ccsso.org/sites/default/files/2017-11/EquityStartsEarly3242016.pdf>

Southern Regional Educational Board (SREB). Research Snapshot Pre-K Benefits: 2018 Update. https://www.sreb.org/sites/main/files/file-attachments/research_snapshot_pre-k_march_2018.pdf?1523549430

Teaching and Leading Through a Pandemic, Key Findings from the American Educator Panels Spring 2020 COVID-19 Surveys. Laura S. Hamilton, Julia H. Kaufman, Melissa Diliberti. https://www.rand.org/pubs/research_reports/RRA168-2.html

Young Children May Have Lost Significant Reading Ability During COVID-19 School Closings. Xue Bao, Tiffany Hogan. <https://www.mghihp.edu/young-children-may-have-lost-significant-reading-ability-during-covid-19-school-closings>

Appendix A: CERDEP Expenditures by District

Source: Monthly Payments to School Districts. Fiscal Year 2019-2020. 13th Month Payments to Districts. <https://ed.sc.gov/finance/financial-services/payment-information/monthly-payments-to-districts/>

	H6303134 Instruction	H6303541 Instruction	H6303134A Supplies/New Classrooms	H6303134D Curriculum	H6303134H Summer Program	3145W Waterford	H6303541W Parental Engagement	Grand Total
ABBEVILLE	288,062.22				3,679.20			291,741.42
AIKEN	2,205,478.52		10,000.00		6,798.40			2,222,276.92
ALLENDALE	152,174.81				7,618.24		234,950.00	394,743.05
ANDERSON 2	448,380.74				13,356.98			461,737.72
ANDERSON 3	503,069.63				16,151.64			519,221.27
ANDERSON 5	1,822,962.96							1,822,962.96
BAMBERG 1	89,717.04							89,717.04
BAMBERG 2	114,897.78						80,000.00	194,897.78
BARNWELL 19	70,294.81				4,032.96		40,000.00	114,327.77
BARNWELL 29	87,400.00				1,272.04			88,672.04
BARNWELL 45	179,400.00							179,400.00
BERKELEY		4,136,967.41						4,136,967.41
CALHOUN		367,182.22			3,007.20		240,000.00	610,189.42
CHEROKEE		1,145,774.81						1,145,774.81

	H6303134 Instruction	H6303541 Instruction	H6303134A Supplies/New Classrooms	H6303134D Curriculum	H6303134H Summer Program	3145W Waterford	H6303541W Parental Engagement	Grand Total
CHESTER		859,927.41			26,464.97		400,000.00	1,286,392.38
CHESTERFIELD		1,159,063.70	60,000.00				398,000.00	1,617,063.70
CLARENDON 1		135,887.41					80,000.00	215,887.41
CLARENDON 2		408,752.59					200,000.00	608,752.59
CLARENDON 3		164,339.26			539.60			164,878.86
COLLETON		1,049,242.96	-					1,049,242.96
DARLINGTON		1,385,656.30			2,325.96			1,387,982.26
DILLON 3		264,755.56						264,755.56
DILLON 4		542,016.30					240,000.00	782,016.30
DORCHESTER 4		445,314.07			2,555.28			447,869.35
EDGEFIELD		535,167.41						535,167.41
FAIRFIELD		715,146.67						715,146.67
FLORENCE 1		1,829,675.56	10,000.00					1,839,675.56
FLORENCE 2		173,743.70						173,743.70
FLORENCE 3		609,414.81	40,000.00		24,412.54		254,000.00	927,827.35
FLORENCE 4		86,684.44						86,684.44
FLORENCE 5		160,488.89						160,488.89

	H6303134 Instruction	H6303541 Instruction	H6303134A Supplies/New Classrooms	H6303134D Curriculum	H6303134H Summer Program	3145W Waterford	H6303541W Parental Engagement	Grand Total
GEORGETOWN		1,311,715.56						1,311,715.56
GREENWOOD 50		986,001.48			9,712.80			995,714.28
GREENWOOD 51		164,100.74						164,100.74
GREENWOOD 52		168,223.70						168,223.70
HAMPTON 1		532,134.81			12,981.08		280,000.00	825,115.89
HAMPTON 2		177,798.52				80,000.00	80,000.00	337,798.52
HORRY		69,408.89						69,408.89
JASPER		731,161.48						731,161.48
KERSHAW		1,286,739.26	170,000.00	27,510.12	16,439.36			1,500,688.74
LAURENS 55		956,663.70	10,000.00					966,663.70
LAURENS 56		315,151.11	10,000.00		8,628.92	160,000.00		493,780.03
LEE UNTY		252,284.44						252,284.44
LEXINGTON 2		1,309,875.56	10,000.00		6,866.44			1,326,742.00
LEXINGTON 3		572,512.59			2,405.76			574,918.35
LEXINGTON 4		914,684.44			4,886.70	420,000.00		1,339,571.14
MARION		713,136.30				262,000.00	212,000.00	1,187,136.30
MARLBORO		648,327.41			8,094.38	360,000.00		1,016,421.79

	H6303134 Instruction	H6303541 Instruction	H6303134A Supplies/New Classrooms	H6303134D Curriculum	H6303134H Summer Program	3145W Waterford	H6303541W Parental Engagement	Grand Total
MCCORMICK		150,811.85	10,000.00					160,811.85
NEWBERRY		699,711.11			30,783.34			730,494.45
OCONEE		1,604,139.26						1,604,139.26
ORANGEBURG		2,153,856.30			3,533.46	400,000.00		2,557,389.76
RICHLAND 1		3,317,826.67	140,000.00		13,660.92	500,000.00		3,971,487.59
SALUDA		377,404.44			12,382.08			389,786.52
SPARTANBURG 3		504,807.41						504,807.41
SPARTANBURG 4		479,217.78						479,217.78
SPARTANBURG 6		1,680,635.56			17,316.46			1,697,952.02
SPARTANBURG 7		869,093.33						869,093.33
SUMTER		2,306,133.33						2,306,133.33
WILLIAMSBURG		594,013.33			3,608.64	320,000.00		917,621.97
YORK 1		818,561.48						818,561.48
Grand Total	5,961,838.51	42,841,333.32	470,000.00	27,510.12	263,515.35	2,502,000.00	2,738,950.00	54,805,147.30

DISTRICT	H6303134 Instruction	H6303541 Instruction	H6303134A Supplies/New Classrooms	H6303134D Curriculum	H6303134H Summer Program	3145W Waterford	H6303541W Parental Engagement
	Instruction	Instruction	Supplies/New Classrooms	Curriculum	Extended Year	Summer Program	Upstart Pilot
Abbeville	\$422,536.89						
Aiken	\$2,120,100.89		\$10,000.00			\$8,372.74	
Allendale	\$284,363.85					\$9,623.04	\$132,000.00
Anderson 2	\$417,225.11					\$12,523.54	
Anderson 3	\$473,316.15					\$10,147.50	
Anderson 5	\$1,773,833.11						
Bamberg 1	\$89,398.22						\$40,000.00
Bamberg 2	\$146,491.48					\$9,623.04	\$80,000.00
Barnwell 19	\$82,984.00					\$1,804.32	\$40,000.00
Barnwell 29	\$90,200.00					\$3,266.68	
Barnwell 45	\$175,890.00						
Berkeley	\$4,036,416.59						
Calhoun	\$412,080.37		\$10,000.00			\$9,021.60	\$240,000.00
Cherokee	\$1,107,956.67		\$50,000.00				
Chester	\$818,548.30					\$16,890.33	\$400,000.00
Chesterfield	\$625,119.41						
Clarendon 1		\$163,395.63					\$80,000.00
Clarendon 2		\$396,612.74					\$200,000.00
Clarendon 3		\$168,841.04			\$294.79	\$2,428.20	
Colleton		\$1,043,079.48				\$24,030.52	
Darlington		\$1,373,746.00	\$10,000.00			\$29,999.65	
Dillon 3		\$265,856.15					
Dillon 4		\$547,614.22					\$240,000.00

DISTRICT	H6303134 Instruction	H6303541 Instruction	H6303134A Supplies/New Classrooms	H6303134D Curriculum	H6303134H Summer Program	3145W Waterford	H6303541W Parental Engagement
Dorchester 4		\$445,755.04		\$18,353.88		\$6,289.92	
Edgefield		\$492,959.70					
Fairfield		\$665,976.67					
Florence 1		\$1,743,532.59			\$38,748.78		
Florence 2		\$163,262.00					
Florence 3		\$539,329.19	\$10,000.00			\$9,712.80	\$254,000.00
Florence 4		\$93,006.22				\$7,217.28	
Florence 5		\$129,286.67					
Georgetown		\$1,422,487.41					
Greenwood 50		\$976,498.52				\$32,376.00	
Greenwood 51		\$141,547.19					
Greenwood 52		\$180,400.00					
Hampton 1		\$433,360.89				\$27,239.32	\$280,000.00
Hampton 2		\$122,705.41				\$17,861.11	
Horry		\$71,291.41					
Jasper		\$677,936.52				\$58,058.42	
Kershaw		\$58,529.78		\$12,235.92			
Laurens 55		\$869,561.41				\$9,021.60	
Laurens 56		\$286,134.44				\$7,217.28	\$160,000.00
Lee		\$325,120.89				\$18,043.20	
Lexington 2		\$1,186,063.19	\$20,000.00			\$13,736.56	
Lexington 3		\$612,290.96				\$4,811.52	
Lexington 4		\$953,714.67				\$9,021.60	\$420,000.00
Marion		\$587,936.96					
Marlboro		\$684,584.59				\$14,434.56	\$360,000.00

DISTRICT	H6303134 Instruction	H6303541 Instruction	H6303134A Supplies/New Classrooms	H6303134D Curriculum	H6303134H Summer Program	3145W Waterford	H6303541W Parental Engagement
McCormick		\$88,930.52					
Newberry		\$668,415.41				\$25,536.68	
Oconee		\$1,586,851.85					
Orangeburg 3		\$507,993.04				\$10,825.92	
Orangeburg 4		\$445,320.74					
Orangeburg 5		\$859,138.30				\$15,036.00	\$400,000.00
Richland 1		\$1,858,788.15				\$67,034.52	\$1,000,000.00
Saluda		\$351,212.07				\$12,952.16	
Spartanburg 3		\$475,053.33		\$6,447.00		\$6,014.40	
Spartanburg 4		\$487,046.59					
Spartanburg 6		\$1,454,792.37				\$27,064.80	
Spartanburg 7		\$845,474.67				\$10,825.92	
Sumter		\$2,380,177.56	\$10,000.00				
Union							
Williamsburg		\$567,358.00				\$17,972.06	\$320,000.00
York 1		\$774,751.19					
TOTALS	\$13,076,461.04	\$31,173,721.37	\$120,000.00	\$37,036.80	\$39,043.57	\$566,034.79	\$4,646,000.00

**Appendix B: CERDEP Expansion in Public School Districts
During 2019-2020 School Year**

District	Additional Classes	Extended Year	Summer Program
Aiken	1		X
Anderson 3			X
Barnwell 19			X
Chester			X
Chesterfield	6		
Colleton	1		
Florence 1	1		
Florence 3	4		X
Kershaw	16	X	
Laurens 55	1		
Laurens 56	1		
Lexington 2	1		
McCormick	1		
Richland 1	14		
Saluda			X
TOTAL	47	1	6

Appendix C: Extended Year Provided by Non-public Providers 2019-2020

Provider Name 2020-2021	County	# of classes	# of enrolled FS 4Ks as of 11-06-20
Betty's Creative Corner 929	Aiken	1	4
Busy Bee's Childcare	Aiken	1	18
Family Affair CC, Aiken	Aiken	1	13
Family Affair CC, N Augusta	Aiken	1	9
Learning On Main	Aiken	1	19
Megiddo Kid Station	Aiken	1	3
Sunshine House 57	Aiken	1	8
Sunshine House 59	Aiken	1	6
True Foundations	Aiken	1	4
Allendale Early Learning	Allendale	1	5
Kiddie Land CCC	Anderson	1	11
Welfare Baptist Church DC	Anderson	1	7
New Jerusalem MBC CDC	Barnwell	1	19
Betty's Daycare And Preschool	Berkeley	1	2
Daniel Island Academy	Berkeley	1	8
La Petite Academy 7514	Berkeley	1	19
The House of Smiles	Berkeley	1	4
Foster's Child Care Center	Charleston	1	7
Eagle Academy	Cherokee	1	9
KL Kids Learning Academy	Cherokee	1	1
Montessori Day School	Darlington	1	4
Prosperity CC	Darlington	1	20
Thompson's Learning Center	Darlington	1	10
True Saints Christian DCC And LC	Darlington	1	12
Kids Limited CDC	Dillon	2	18

Provider Name 2020-2021	County	# of classes	# of enrolled FS 4Ks as of 11-06-20
Little Treasures Christian LC	Dillon	1	8
Mother's Love Daycare	Dillon	1	13
Riverpointe Christian Academy	Dorchester	1	10
Little Folks Daycare	Edgefield	1	6
Angel's Inn	Florence	1	7
Antioch 3 & 4K Development Center	Florence	1	17
Edu Scholars Learning Center	Florence	1	5
Excellent Learning Preschool, In	Florence	3	24
Kids Corner ELA	Florence	1	15
La Petite Academy 7504	Florence	1	9
Little Creations LC	Florence	2	15
Live Love Grow LC	Florence	1	10
Precious Ones Learning Center	Florence	2	22
Sunshine House 30	Florence	1	20
Zion Canaan CDC	Florence	1	15
East Carolina ELA	Georgetown	1	6
Little Smurfs Daycare	Georgetown	2	18
Sampit CCC	Georgetown	1	5
Small Minds Of Tomorrow II	Georgetown	1	8
Small Impressions	Greenville	1	10
Sunshine House 02	Greenwood	1	1
Sunshine House 134	Greenwood	1	4
Sunshine House 135	Greenwood	1	5
Children's Keeper LC	Hampton	1	10
Hampton Early Learning Center	Hampton	1	2
Anchors Away CDC	Horry	1	19

Provider Name 2020-2021	County	# of classes	# of enrolled FS 4Ks as of 11-06-20
ATM Daycare Center	Horry	1	11
Beginners Paradise	Horry	1	6
Capture CDC	Horry	2	22
Carolina Forest CD And LC	Horry	1	13
Chabad Academy	Horry	1	8
Coastal Children's Academy, Inc	Horry	2	9
Coastal Kids Academy Of SC	Horry	1	20
Connect Kids	Horry	1	8
Little Blessings CDC	Horry	1	18
Mercy Baptist CDC	Horry	1	9
My Sunshine CDC	Horry	1	7
School A Child LC	Horry	1	6
Sherman's CDC	Horry	1	9
The Learning Station	Horry	2	32
The Learning Station- Forestbrook	Horry	1	8
Your Neighborhood CDC	Horry	2	18
Beacon Of Hope L&EC	Jasper	1	10
Stephanie's Preschool And Afters	Kershaw	1	4
Thornwell CDC	Laurens	3	29
Bishopville-Lee CCC, Inc	Lee	1	14
5 Star Academy LC	Lexington	1	7
A & A Learning Center	Lexington	1	10
Big Blue Marble Academy 3	Lexington	1	14
La Petite Academy 7503	Lexington	1	10
Lexington CDC	Lexington	1	8
MEGA (Midlands Elite Gymnastics Academy)	Lexington	1	14

Provider Name 2020-2021	County	# of classes	# of enrolled FS 4Ks as of 11-06-20
Midlands Primary Learning Ctr	Lexington	1	6
Seven Oaks Kids Academy	Lexington	1	13
Turner CDC	Lexington	1	6
McGill's Bundles of Joy	Marion	2	32
Sugar Bears Day Care	Marion	1	8
Troy-Johnson Learning Korner	Marion	1	18
First United Methodist Children's Center	Marlboro	1	13
Newberry CDC	Newberry	1	10
Our Clubhouse, Inc	Oconee	1	14
Pennsylvania Children's Center	Oconee	1	3
Brighter Children's Center	Orangeburg	1	2
J & J Childcare, Inc	Orangeburg	1	2
Kidz Will Be Kidz Daycare	Orangeburg	1	4
Wright Way CDC	Orangeburg	1	7
Wright's Daycare	Orangeburg	1	11
Clemson CDC	Pickens	1	9
Angels Club CDC	Richland	1	13
Aspire Early Learning	Richland	1	6
Aye's Kinderoo Care II	Richland	1	3
Belvedere ELC	Richland	1	10
Children's World 5	Richland	1	11
Dream Catcher CDC	Richland	1	6
Education Express	Richland	2	22
Fantasy Island CCC	Richland	1	5
First Nazareth CDC	Richland	1	10
Footprints Academy	Richland	1	12

Provider Name 2020-2021	County	# of classes	# of enrolled FS 4Ks as of 11-06-20
Footprints Daycare & CDC	Richland	1	13
Grace Academy CDC	Richland	2	23
Kinder Academy, LLC	Richland	1	6
Kinder Academy, TOO	Richland	1	10
La Petite Academy 7501	Richland	1	10
Little Love Christian Academy	Richland	1	5
Myers Nursery and Day Care	Richland	2	9
Nana's Little Elephants	Richland	1	7
New Hope ELA	Richland	1	20
Renaissance Academy At Agape	Richland	1	10
Spring Valley ELA	Richland	1	14
Sunshine House 110	Richland	1	13
Sunshine House 19	Richland	1	11
Sunshine House 21	Richland	2	31
Sunshine House 22	Richland	1	18
Sunshine House 23	Richland	1	8
Sunshine House 43	Richland	1	19
Tiny Creators LC	Richland	1	4
Trinity LC	Richland	1	1
Wonderful Beginnings	Richland	1	5
Abundant Blessings CDC	Spartanburg	1	6
Cowpens Creative Kids	Spartanburg	1	6
Creative Learning Kids CDC	Spartanburg	1	13
Exceptional Child Academy LLC	Spartanburg	1	6
Learning Years CDC	Spartanburg	1	1
Legacy Christian School	Spartanburg	1	4

Provider Name 2020-2021	County	# of classes	# of enrolled FS 4Ks as of 11-06-20
Piedmont Community Action ELC	Spartanburg	1	13
Precious Little Angels	Spartanburg	1	15
Sunshine House 10	Spartanburg	1	17
Sunshine House 17	Spartanburg	1	12
The Children's Academy	Spartanburg	1	9
The Franklin School	Spartanburg	1	13
Care-A-Lot Day Care Too	Sumter	1	5
Itsy Bitsy Steps LC	Sumter	1	11
Jehovah MBC Christian & Academic	Sumter	1	16
Kid's Academy	Sumter	1	11
Kids First Academy	Sumter	1	14
Love Covenant	Sumter	1	5
Luv N Care Child Care, Inc	Sumter	1	6
New Beginnings At Warth CCC	Sumter	1	15
Palmetto Prep LLC	Sumter	1	17
Simon Says Learning Center	Sumter	1	9
Swan Lake Academy	Sumter	1	10
Vanessa Palace LLC	Sumter	1	7
Vanessa's Playland	Sumter	1	11
Mon-Aetna Baptist Church CEC	Union	2	22
Cool Kids Academy	Williamsburg	1	7
Little Wizard's Learning Center	Williamsburg	1	10
Tender Bears Daycare & Learning	Williamsburg	1	3
Wilson's Day Care & LC	Williamsburg	1	3
Agape United Daycare	York	1	5
House of Joy	York	1	17

Provider Name 2020-2021	County	# of classes	# of enrolled FS 4Ks as of 11-06-20
Joyful Academy	York	1	0
Love N Cherish Academy	York	1	4
Right Choice CDC	York	1	10
		176 total classrooms	1,674 total students

Source: SC First Steps, November 2020 Response to EOC Data Request.

Appendix D: School Year 2019-2020 Four-Year-Old Children in Poverty Served by Publicly-Funded and Private Programs, by School District or County

School District	Student Headcount Enrollment 2019-20	Estimated Number of 4-Year-Olds	2020 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	Student Enrollment in CERDEP in Public Schools	Student Enrollment in CERDEP in Non-Public Schools	Four-Year-Olds in CERDEP or Head Start	Percent of 4-Year-Olds in Poverty Served by CERDEP or Head Start
Abbeville	2,956	208	69.40%	144	21	98	1	120	83%
Aiken	24,024	1,964	63.50%	1,247	118	490	190	798	64%
Allendale	1,089	74	95.00%	70	21	66	1	88	125%
Anderson 1	10,238	732	50.50%	369	55			55	15%
Anderson 2	3,650	261	64.50%	168	20	102	3	125	74%
Anderson 3	2,591	185	72.60%	134	14	117		131	97%
Anderson 4	2,861	204	60.50%	124	15		1	16	13%
Anderson 5	13,130	938	66.10%	620	71	423	27	521	84%
Bamberg 1	1,236	84	77.70%	65	20	25	18	63	97%
Bamberg 2	645	44	91.80%	40	11	36	19	66	163%
Barnwell 19	593	42	90.40%	38	7	21	4	32	86%
Barnwell 29	816	58	76.70%	44	10	20	2	32	73%
Barnwell 45	2,102	148	77.40%	115	26	39	27	92	80%
Beaufort	22,258	1,956	56.70%	1,109	90			90	8%
Berkeley	36,913	2,756	56.60%	1,560	195	963	68	1,226	79%
Calhoun	1,688	122	77.90%	95	4	97	1	102	107%
Charleston	49,941	5,010	50.90%	2,550	280			280	11%
Cherokee	8,536	653	73.60%	481	53	261	22	336	70%
Chester	5,008	354	78.40%	278	75	189	12	276	99%
Chesterfield	6,993	483	74.30%	359	126	147	4	277	77%
Clarendon 1	682	44	90.60%	40	9	41	1	51	126%

School District	Student Headcount Enrollment 2019-20	Estimated Number of 4-Year-Olds	2020 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	Student Enrollment in CERDEP in Public Schools	Student Enrollment in CERDEP in Non-Public Schools	Four-Year-Olds in CERDEP or Head Start	Percent of 4-Year-Olds in Poverty Served by CERDEP or Head Start
Clarendon 2	2,867	186	85.40%	159	36	95		131	83%
Clarendon 3	1,283	83	61.90%	51	16	39		55	107%
Colleton	5,329	441	83.40%	368	62	241	15	318	86%
Darlington	9,741	774	78.00%	604	178	318	46	542	90%
Dillon 3	1,575	111	71.50%	79	19	63	8	90	114%
Dillon 4	3,966	278	92.10%	256	48	123	30	201	78%
Dorchester 2	25,971	1,655	50.90%	843	14		1	15	2%
Dorchester 4	2,253	144	73.30%	105	1	100	2	103	98%
Edgefield	3,331	197	64.20%	126	16	125	6	147	116%
Fairfield	2,536	206	87.60%	180		150	6	156	86%
Florence 1	15,793	1,184	67.50%	799	117	393	181	691	86%
Florence 2	1,085	81	70.30%	57	8	38		46	80%
Florence 3	3,315	249	87.20%	217	24	128	13	165	76%
Florence 4	687	52	90.70%	47	5	22	27	54	116%
Florence 5	1,201	90	70.90%	64	9	29		38	59%
Georgetown	9,056	578	68.10%	394	69	324	36	429	109%
Greenville	76,964	6,292	55.80%	3,511	345			345	10%
Greenwood 50	8,742	617	73.90%	456	124	230	22	376	83%
Greenwood 51	960	68	77.10%	52	14	32	1	47	89%
Greenwood 52	1,555	110	62.90%	69	22	40		62	90%
Hampton 1	2,110	157	93.00%	146	30	104	11	145	100%
Hampton 2	679	50	91.20%	46	10	29	3	42	91%
Horry	45,604	3,125	64.30%	2,009	78	21	340	439	22%
Jasper	2,691	349	81.90%	286	38	156	18	212	74%

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Kershaw	10,856	793	61.40%	487	45	146	47	238	49%
Lancaster	14,143	1,062	53.20%	565	68			68	12%
Laurens 55	5,608	515	74.00%	381	11	203	19	233	61%
Laurens 56	2,867	264	80.00%	211	6	68	70	144	68%
Lee	1,650	190	90.20%	171	25	77	27	129	75%
Lexington 1	27,248	1,499	44.80%	672	35			35	5%
Lexington 2	8,982	494	75.40%	373	12	274	62	348	93%
Lexington 3	2,114	116	70.80%	82	3	139	9	151	183%
Lexington 4	3,424	188	80.40%	151	4	226	8	238	157%
Lexington 5	17,504	963	45.00%	433	23			23	5%
McCormick	658	52	82.70%	43	10	19		29	67%
Marion	4,321	369	89.70%	331	57	142	103	302	91%
Marlboro	3,797	277	85.30%	236	102	160	16	278	118%
Newberry	5,927	453	71.30%	323	53	162	22	237	73%
Oconee	10,432	748	65.80%	492	45	368	25	438	89%
Orangeburg	12,148	970	84.80%	823	116	124	19	259	31%
Pickens	16,302	1,225	59.80%	733	110			110	15%
Richland 1	23,226	2,165	75.60%	1,637	46	480	335	861	53%
Richland 2	28,293	2,638	55.10%	1,453	55		2	57	4%
Saluda	2,304	237	77.10%	183	31	81	11	123	67%
Spartanburg 1	5,287	394	58.90%	232	23			23	10%
Spartanburg 2	10,516	783	57.10%	447	46		2	48	11%
Spartanburg 3	2,781	207	70.90%	147	12	113	16	141	96%
Spartanburg 4	2,880	214	65.70%	141	13	109	6	128	91%

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Spartanburg 5	9,108	678	53.90%	365	40		1	41	11%
Spartanburg 6	11,520	858	66.80%	573	50	339	44	433	76%
Spartanburg 7	7,463	556	72.10%	401	33	211	74	318	79%
Sumter	16,257	1,379	74.20%	1,023	210	574	143	927	91%
Union	3,974	326	78.10%	255	43		54	97	38%
Williamsburg	3,348	317	89.90%	285	74	131	36	241	85%
York 1	5,205	326	66.90%	218	30	183	25	238	109%
York 2	8,270	519	34.80%	181	48			48	27%
York 3	17,481	1,096	61.80%	678	102		1	103	15%
York 4	17,052	1,069	20.10%	215	100			100	46%
<i>SC Public Charter School District</i>	20,733		47.90%	0				0	
<i>Charter Institute at Erskine</i>	9,797		52.50%	0					
Migrant					22				
Homeless (McKinney Vento)							1		
TOTAL	780,720	57,337	61.10%	35,516	4,228	10,264	2,345	16,837	47%

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.

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