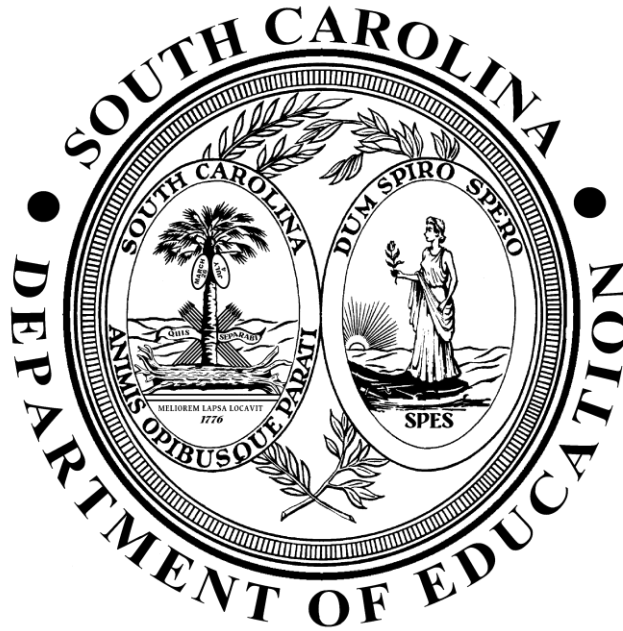


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**Child Early Reading and Development Education Program
(CERDEP)
Unexpended Funds Report**

Provided to the Chairman of the Senate Finance Committee
and the Chairman of the House Ways and Means Committee

Pursuant to Proviso 1.69 of the 2019–20 Appropriations Act

April 1, 2021

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Introduction

The South Carolina Child Early Reading Development and Education Program (CERDEP) offers many of the state's at-risk 4-year-olds the opportunity to attend a full-day education program. CERDEP began as the Child Development Education Pilot Program (CDEPP) in 2006–07 as a pilot program for children residing in the plaintiff districts in the school funding lawsuit *Abbeville County School District et al. vs. South Carolina*. On June 11, 2014, Governor Nikki Haley signed into law Act 284 (Read to Succeed); Section 2 of that act codified the Child Development Education Program (CDEP), now known as CERDEP. Currently, districts with a poverty index of 75 percent or higher may offer CERDEP programming to at-risk four-year-olds.

The CERDEP program is designed to serve 4-year-old children whose families have an annual income of 185 percent or less of the federal poverty guidelines or are Medicaid eligible. Students participate in a full-day, 180-day instructional program to prepare them to enter kindergarten ready to learn and are served for a minimum of six and a half hours a day, five days a week. CERDEP classrooms provide students the developmental and learning support necessary for later success in school. CERDEP teachers must be certified in early childhood education, and participate annually in professional development on instructional strategies in areas such as literacy, math, and social-emotional development. Additionally, all CERDEP programs must offer parenting education programs with an emphasis on literacy and math.

Over the past decade, the South Carolina General Assembly has expanded CERDEP funding to provide greater pre-K access to students in districts with high levels of poverty. The South Carolina Department of Education (SCDE) currently serves 62 CERDEP districts and two charter schools, nearly doubling the number of original participating districts. This report includes final information on 2019–20 implementation of CERDEP, as well as available information on the 2020–21 implementation of CERDEP.

Reporting Requirement

Per Proviso 1.69 (SDE: CDEPP Unexpended Funds):

For Fiscal Year 2019-20, 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 Department of Education or the Office of First Steps 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, and funded an extended program per this proviso in the prior school year, then to districts to increase the length of the program to a

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maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. The department and the Office of First Steps are authorized to target funds to ensure that the schools in which more than one third of third graders scored "Does Not Meet Expectations" on the state English/language arts assessment are serving all eligible four year olds. By August 1, the Department of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers. 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 parent engagement, professional development and quality evaluations of programs.

For Fiscal Year 2019-20, the Office of First Steps may pilot a program to provide higher reimbursement rates to high quality centers in order to increase the numbers of First Steps participants. Utilizing up to \$1,000,000 of carry-forward funding, the reimbursement rate for students enrolled by private providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps.

No later than April first, the Department of Education and the Office of First Steps 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.

Office of Early Learning and Literacy Mission and Beliefs

Mission

The mission of the Office of Early Learning and Literacy (OELL) is to support high quality early learning and literacy instruction for all students by building the capacity of educators and collaborating with students and families.

Beliefs

- We believe working in partnership with parents, families, and communities maximizes student performance as outlined in the *Profile of the South Carolina Graduate* and the *Profile of the Ready Kindergartener* (Appendix F).
- We believe that all children deserve access to high-quality learning environments.
- We believe high-quality personalized instruction encompasses academic, social-emotional, and behavioral supports, and is the key to student success.

- We believe all students can learn through evidence-based, high-quality instruction and interventions.
- We believe the use of triangulated, relevant data and the monitoring of student progress inform instruction and will be used to improve educational policies and practices.

CERDEP: Measures Taken to Enhance 4K

The Early Learning (EL) team at the SCDE meets monthly to discuss state level data such as 4K and 5K assessment results, classroom monitoring data, and prior childcare data to carefully plan and deliver supports to enhance the implementation of quality 4K learning environments.

During FY 2020–21, the OELL provided support for quality improvements in the following ways:

- Supported CERDEP programs in maintaining high-quality instruction during both school closures and re-openings;
- Created 4K lesson content and professional learning for educators;
- Supported CERDEP expansion of classrooms, extended day, extended year, and/or summer programs;
- Maintained early learning specialist team to now include five full-time employees (FTEs) who focus on classroom monitoring and providing training;
- Continued the support of the South Carolina Early Learning Standards (SC-ELS) timeline through the distribution of SC-ELS materials;
- Provided virtual learning opportunities at regional, district, and school levels on various topics such as the SC-ELS, creating literacy rich environments, promoting literacy in math instruction, supporting writing and book making, and providing early learning leader support;
- Supported social-emotional framework by collaborating with the Office of Special Education (OSes) in becoming a Pyramid state and implementing the Pyramid Framework by training two Pyramid groups;
- Promoted improvements in the South Carolina birth to school connections by serving on the BUILD Initiative leadership team and task force and serving on the Preschool Development Grant (PDG) leadership team;
- Continued the Waterford UPSTART program pilot in 17 CERDEP districts;
- Collaborated with other members of the Early Childhood Advocacy Council on the state's second Palmetto Pre-K Jamboree;
- Collaborated with key early learning stakeholders on the [First 5](#) and [Palmetto Pre-K](#) webpages in order to expand access and information to families statewide; and
- Served on the Joint Citizens and Legislative Committee on Children (JCLCC) and the Joint Council on Children and Adolescents (SCJCCA).

The next portion of this report outlines specifics in regard to these strategies for supporting high-quality improvements and literacy-rich environments.

CERDEP Enrollment and Expansion

During the 2019–20 school year, districts were reimbursed for 10,609 CERDEP students, an eight percent increase over the total number of full-time equivalent students in 2018–19.¹ Approximately 11,070 total students were served in CERDEP classrooms during the 2019–20 school year. Due to the COVID-19 pandemic, the total number of students enrolled in public CERDEP declined at the beginning of the current school year, with an average daily membership of 7,822 CERDEP students on the 45th day of school. The SCDE 90th day extraction indicated a current enrollment of 8,230 unduplicated students served in CERDEP classrooms for FY 2020–21. The SCDE 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 2019–20 school year:

¹ Full-time equivalents are determined by dividing the total expended instructional funds by the per child maximum reimbursement rate (\$4,600 for FY 2020–21). Total enrollment is determined using PowerSchool coding of unique students.

Table 1: CERDEP Expansion by District, 2019–20

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 Program	Aiken, Anderson 3, Barnwell 19, Chester, Florence 3, Saluda

Source: PowerSchool Data

On January 5, 2021, Governor McMaster allocated \$2,000,000 to the SCDE for immediate expansion of CERDEP. Funds can be used to reimburse school districts for extended day, extended year, or summer programming opportunities and are available for disbursement in the current school year (2020–21). The following districts are currently implementing or plan to implement one or more forms of expansion for the 2020–21 school year:

Table 2: CERDEP Expansion by District, 2020–21

Expansion Option	Districts
Additional Classrooms	Florence 4
Extended Day	Anderson 2, Bamberg 2, Florence 1, Kershaw, Sumter
Extended Year	Florence 1, Greenwood 51, Hampton 2, Lexington 4, Spartanburg 4, Sumter
Summer Program	Abbeville, Aiken, Allendale, Anderson 3, Bamberg 2, Barnwell 19, Barnwell 45, Berkeley, Calhoun, Chester, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Colleton, Darlington, Dillon 3, Dorchester 4, Florence 2, Georgetown, Hampton 1, Hampton 2, Kershaw, Laurens 55, Lee, Lexington 2, Marion, Marlboro, Newberry, Orangeburg, Richland 1, Spartanburg 3, Spartanburg 4, Spartanburg 6, Spartanburg 7, Williamsburg, York 1
Summer Program with Extended Day	Barnwell 29, Florence 1, Florence 3, Greenwood 50, Jasper, Lexington 4, Saluda, Sumter

Source: PowerSchool and Survey Data

Expansion requests for 2021–22 are due to the SCDE by March 30, 2021. The requests will be processed and approval letters distributed in spring 2021.

CERDEP Assessments

4K Assessments

CERDEP districts are required to administer one of three approved 4K assessments: Individual Growth and Development Indicators (myIGDIs), Phonological Awareness Literacy Screening (PALS-Pre-K), or Teaching Strategies GOLD (GOLD). Students are tested within the first 45

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days of school and again during the final 45 days of school. Analyses of student performance by the Education Oversight Committee (EOC) in 2019 and 2020 found that CERDEP and non-CERDEP public 4K students performed similarly on all three 4K assessments (Full Day 4K Report, EOC). Additionally, public CERDEP students taking the GOLD Assessment had higher growth, on average, than their private CERDEP peers. The spring 2020 administration of 4K assessments was cancelled due to school closures.

Kindergarten Readiness Assessment (KRA)

The KRA is administered to all incoming kindergarteners within the first 45 days of school, and measures a student's readiness for school across several academic and developmental domains. A separate analysis by the EOC found that during the 2018–19 school year, students who participated in half- or full-day 4K in a CERDEP-eligible district during the 2017–18 school year performed similarly on the KRA to students who participated in 4K in non-CERDEP districts, suggesting that South Carolina's public 4K may help to close the school readiness gap for low-income students (Analysis of KRA, EOC).

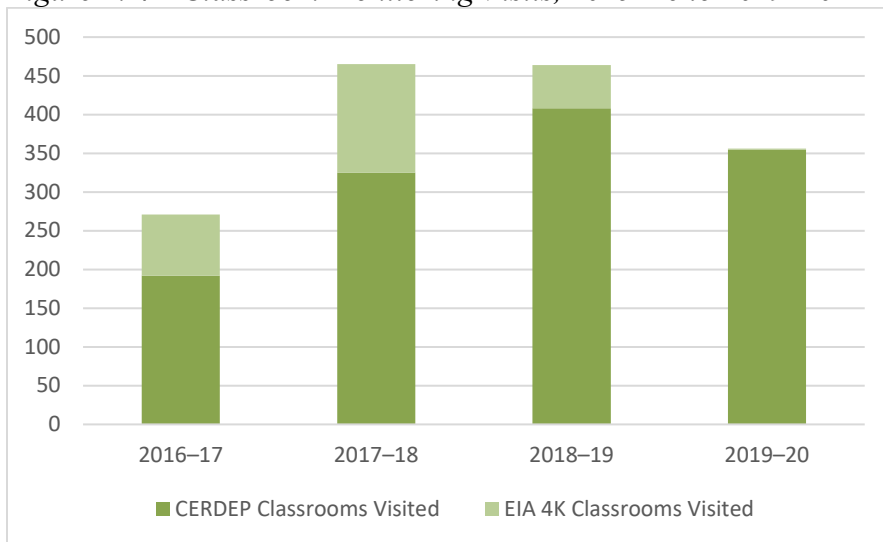
Schools and districts use the 4K assessments and KRA to provide students with high-quality classroom and personalized instruction. The SCDE uses the results of these assessments to plan for classroom and school support and to identify professional development needs statewide. The fall 2020 administration of KRA was adapted to meet the health and safety policies of schools during the pandemic.

CERDEP Monitoring and Support

2019–20 Monitoring and Support

During the 2019–20 school year, SCDE staff from the OELL conducted monitoring visits in 355 CERDEP classrooms statewide. Fewer monitoring visits were completed in 2019–20 compared to 2018–19 due to the school closures in March.

Figure 1: 4K Classroom Monitoring Visits, 2015–16 to 2019–20



Source: OELL Monitoring Visit Data Collection, Formstack

Statewide, 95 percent of CERDEP classrooms met the compliance requirements. “Meeting compliance” is defined as having met the requirements for all but four items on the The Early Language and Literacy Classroom Observation ELLCO tool. “Did not meet compliance” is defined as having failed to meet the requirements for more than four items on the ELLCO tool. Schools that failed to meet compliance received a follow up visit to address identified deficiencies. OELL staff members reviewed monitoring data and anecdotal notes to provide targeted support during the follow-up visit.

The OELL team utilizes the *Learning Forward: Standards for Professional Learning*. *Learning Forward* is an organization that focuses on school improvement by supporting teacher skill sets and learning. The professional learning opportunity (PLO) standards identified by *Learning Forward* lead to effective teaching, supportive leadership, and improve student learning. The PLO standards identified by *Learning Forward* include the following:

- Learning communities;
- Leadership;
- Resources,
- Data;
- Learning Designs;
- Implementation; and
- Outcomes.

The OELL also uses outside evaluations to track the impact of CERDEP and to plan for future support and changes. The National Institute for Early Education Research (NIEER) releases an annual report on the state of 4K across the nation. The NIEER uses measures like 4K access, public spending on 4K, and teacher salary parity to track developments in 4K statewide. In 2020, both public and private CERDEP met seven of the ten NIEER 4K benchmarks. The seven “met” benchmarks are:

1. Early learning and development standards that are comprehensive, aligned, supported, and culturally sensitive;
2. Curriculum supports that include an approval process;
3. Teacher specialized training that includes a pre-K requirement;
4. Staff professional development (PD) that includes a minimum of 15/hours a year of PD, individual PD plans, and coaching;
5. Maximum class size ration of 20 or lower;
6. Staff-child ratio of 1:10 or better; and
7. Continuous quality improvement system including structured classroom observation and data used for program improvement.

The three “not met” benchmarks are:

1. Lead teachers must have at minimum a Bachelors (BA) degree²;
2. Assistant teachers must have a minimum of a Child Development Associate (CDA) credential; and
3. Required vision, hearing, and health screenings and referrals for all students.

The OELL uses these annual NIEER results to guide 4K policy recommendations and statewide CERDEP monitoring and implementation.

2020–21 Monitoring and Support

Due to varying school reopening policies, OELL Early Learning Specialists have supported districts virtually, face-to-face, and through a hybrid approach. As of March 2021, EL Specialists have completed over 200 visits to 4K classrooms.

In fall 2020, OELL Early Learning Specialists teamed with Read to Succeed Literacy Specialists to support Tier 3 schools via “Tier 3 Needs and Support” meeting with local district and school personnel to include, but not limited to, the early childhood coordinator, CERDEP director, school administrator(s), and/or reading coach. The Early Learning Specialist facilitated the early learning discussion and provided a list of recommended supports based on the results of the needs questionnaire and district/school specific data as found on the school report card (SC Profile Dashboard) to include recent KRA and 4K readiness/assessment data.

Beginning January 2021, the EL Specialists began traditional monitoring of the CERDEP and non-CERDEP classrooms. The EL Specialists followed local reopening plans, and conducted virtual, face-to-face, and hybrid visits based on district policy. Due to CDC requirements and local policies, many 4K teachers have had to adapt their classroom instruction and instructional tools to continue meeting students’ needs. Despite these COVID-related challenges, the OELL has seen an increase in teacher efficacy regarding the high-quality 4K learning environment. Teachers were quick to provide artifacts and reflect on teaching methodologies and literacy-rich practices.

² A BA is required for all public CERDEP lead teachers but is currently not required for private CERDEP lead teachers.

Additionally, the OELL continues to support the implementation of the SC-ELS through the distribution of standards documents and training for schools and districts. This continued collaborative support ensures that 4K students statewide receive high-quality, comprehensive instruction. More information on the SC-ELS timeline and implementation may be found in Appendix C.

Early Learning Professional Development

Personnel providing instruction in CERDEP classrooms must complete 15 professional development hours to meet the requirements set forth by Act 284, as well as meet the South Carolina Department of Social Services (DSS) regulations. Twice a year, the OELL distributes a memo to district instructional leaders, including early childhood coordinators, to send to school-level teachers and staff. During 2019–20, the OELL provided 42 statewide early learning professional development opportunities prior to the March school closures focused on curricula, assessment, purposeful play, and language- and literacy-rich environments. A full list of PLOs offered in 2019–20 may be found in Appendix D.

Statewide, 1,038 teachers and early learning staff attended Early Learning PLOs prior to the March school closures, with some teachers attending more than one Early Learning PLO. In addition to statewide trainings, the OELL also offered school and district-level PLOs as requested by instructional leaders. For the list of PLO attendance totals by district, see Appendix E.

The OELL also works with the Office of Assessment to offer trainings and presentations on both 4K and 5K assessments.

The OELL reduces professional development costs to the agency by using free sites whenever possible. Most PLO costs are used for books, supplies, and materials for participants. In FY 2019–20, no CERDEP funds were used towards professional development.

Beginning fall 2020, the OELL began offering both virtual and face-to-face PLOs based on district and local policy. As of March 2020, OELL EL specialists have conducted 41 PLOs for over 775 participants. A list of current and future PLOs may be found in Appendix F.

CERDEP Partnerships

BUILD Partnership

The BUILD Initiative supports states as they build early childhood systems across the many child- and family-serving sectors. The BUILD Initiative envisions a time when all children reach their full potential; race, place, and income are no longer predictors of outcomes. BUILD aims for optimal child development and family well-being by partnering with and developing teams of state leaders who share those aims and understand the relationship between research and best practice related to early childhood science and equitable systems change. It is this focus on cross-sector leadership and equitable systems-building for early childhood that makes BUILD unique. BUILD partners with early childhood leaders focused on family support and engagement, early care and education, health, mental health, nutrition, child welfare, and housing to create the

policies and infrastructure necessary for quality and tailored design to increase access and to ensure equity.

South Carolina's BUILD State Leadership Team currently consists of representatives from the state's Departments of Social Services, Mental Health, Health and Environmental Control, Education, Health and Human Services; SC Thrive; SC First Steps; and the University of South Carolina. In addition to serving on the state BUILD Leadership Team, Wendy Burgess, the EL team lead serves on the BUILD State Partner Meeting Advisory Team. This team plans the agenda and work session for the state level meetings.

Preschool Development Grant

In 2019, a coalition of South Carolina early childhood stakeholders, led by DSS, received the state's first Preschool Development Grant (PDG). This grant allows the state to conduct an assessment of all services available to children from birth to age five, with the goal of identifying gaps in services and better coordinating existing services. In 2020, South Carolina's PDG was renewed by the U.S. Department of Education. The partners on the PDG include First Steps, Head Start, DSS, and the SCDE.

As part of the PDG work, the agencies collaborated on launching the [Palmetto Pre-K website](#). This website allows parents and families to quickly and easily access information on available childcare statewide and to check their eligibility for specific childcare and early childhood programs. As of the 2020–21 school year, non-CERDEP districts were invited to host information on childcare programs on the website.

The PDG leadership team is currently working on a Birth through Five plan. South Carolina's Birth through Five Plan will build a coherent framework for our collective efforts to strengthen the early childhood system. It will bring together various strategic planning efforts conducted over the past five years into a bold, comprehensive, actionable strategy for our state that includes joint interagency commitments. The plan will cover Birth through Five with a discrete section focused on Birth through Three.

Education Commission of the States Technical Assistance Opportunity: Improving Pre-K to Kindergarten Transitions

South Carolina is participating in a multistate, collaborative learning cohort with technical assistance to support students' successful transition from pre-K to kindergarten during the unique COVID-19 era and beyond. Implementing effective transitions for students from pre-K (i.e., Head Start, state pre-K, center- and home-based pre-K and child care) to kindergarten has always required purposeful system coordination and approaches to policy and funding. It is particularly critical that policy supporting student transitions is intentional in ensuring equitable outcomes. The impact of extended school and business closures in response to the COVID-19 pandemic at the end of the 2019–20 school year (and the start of the 2020–21 school year) complicates and compounds equity concerns for students entering the K–12 school system. To address these challenges and advance equitable outcomes in the current environment, state policymakers need actionable information and support.

- Activity #1: Assist SC by identifying, obtaining, analyzing and reporting out on the federal and state laws and/or policies, procedures and practices of SC's early childhood

programs as it relates specifically to Family Engagement and/or a program's obligations to Families related to children's Pre-K to K Transition.

- Activity #2: Assist SC by identifying, obtaining, analyzing and reporting out on state specific documents, plans and information related to Family Engagement and/or Families on the Transition of children from Pre-K to K.
- Activity #3: Provide support to SC by facilitating or participating in one or more virtual opportunity with SC administrators responsible for various federal and state-funded early childhood programs to review the information collected.
- Activity #4: Support SC's efforts aimed at Family Engagement by identifying, obtaining and providing resources and resource/PLO opportunities related to Families and/or Family Engagement as it relates to Pre-K to K Transitions.
- Activity #5 (Conditional): Support SC by assisting in the identification of the top 10 questions that a Family would ask of the various federal and state funded early childhood programs in the system.

K-3 Technology Grant

Due to the COVID-19 pandemic, the U.S. Department of Education developed the Rethink K-12 Education Models Grant as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. South Carolina was one of 11 states awarded funding to improve remote education statewide.³ The \$15 million grant, titled *Return to Learn: Delivery Quality Instruction Virtually Anywhere*, will:

- Increase availability of remote learning resources to students and teachers in areas of SC that lack broadband access;
- Improve education resources for specific, identified gaps by developing and curating engaging, high-quality content;
- Increase teacher experience, confidence, and proficiency with remote learning technology and resources; and
- Improve communication between families, teachers, and schools to support remote learning.

SCDE Longitudinal Data System Early Learning Extension

In March 2020, the state received federal grant funding to expand the current state longitudinal data system (SLDS) to include children in early childhood programs, including First Steps. The inclusion of early learners will improve the data available to policymakers and program coordinators, and will align early childhood center data collection with K-12 school systems.

Early Childhood Education (ECE) Collaborative

The OELL is a member of the Council of Chief State School Officers (CCSSO) Early Childhood Education (ECE) Collaborative. The ECE Collaborative is focused on ensuring students have access to high-quality, developmentally appropriate early childhood education to prepare them for 4K, elementary school, and beyond. The ECE Collaborative is the only forum in the nation

³“Secretary DeVos Awards More than \$180 Million to States Rethinking K-12 Education to Better Meet Students' Needs During Coronavirus Disruption.” U.S. Department of Education. <https://www.ed.gov/news/press-releases/secretary-devos-awards-more-180-million-states-rethinking-k-12-education-better-meet-students%E2%80%99-needs-during-coronavirus-disruption>

for early learning leaders at state education agencies to collaborate, sharpen their skills, and expand their knowledge on early childhood education policy and practice. The OELL and Office of Assessment presented at the ECE Collaborative State of the States in 2019–20, with a focus on aligning 4K to through third grade initiatives. In addition, the EL team lead is currently serving on the CCSSO ECE summer 2020 meeting planning team.

Regional Education Laboratory (REL) Southeast Partner Work

The OELL has partnered with the REL Southeast on multiple literacy initiatives over the past few years. This year, the OELL assisted REL Southeast and five partner states to create a resource guide entitled [Professional Learning Community: Emergent Literacy](#). This guide was developed for preschool teachers, who in collaborative learning experiences apply evidence-based strategies in their instruction. Through this collaborative learning experience, preschool teachers expand their knowledge base as they read, discuss, share, and apply evidence-based key ideas and strategies

Ready, Set - Kindergarten Brochures

The OELL partnered with the Carolina Family Engagement Center (CFEC) to create a series of kindergarten brochures. The CFEC collaborates with other state agencies on projects and technical assistance opportunities focused on supporting on underserved families and their students. The CFEC is housed within the SC School Improvement Council (SC-SIC) at the University of South Carolina College of Education. The brochures provide families with a guide on each of the six domains that align with the SC-ELS standards: Cognitive, Health and Physical, Approaches to Play and Learning, Language Development, Math Development, and Social and Emotional Learning domains. This tool helps families support their early learner with school readiness. The SCDE provided funding for the printing of these documents and will support the distribution of the paper copies of the tool.

Other Agency Partnerships

Palmetto Pre-K Jamboree

In June 2019, the SCDE also collaborated with other members of the Early Childhood Advisory Council to put on the inaugural Palmetto Pre-K Jamboree. The Jamboree brought together over 700 4K teachers statewide from federal, state, and private 4K programs. Over the three-day conference, teachers and teaching assistants received training on early childhood teaching techniques, including information on conscious discipline and purposeful play. The 2020 Jamboree was postponed due to the COVID-19 closures.

The 2021 Palmetto Pre-K Jamboree, *Nurturing Community to Grow the Child*, was held on March 5, 2021. Over 1,300 public and private 4K teachers attended the virtual Jamboree. Through collaboration with the SC Department of Education, Head Start, SC First Steps and the SC DSS, this year's Jamboree included top-notch, quality presenters, including Kobie L. Da Wiz, Marianne Gibbs, Becky Bailey, Tabatha Rosproy, Molly Spearman, and the SCDE Early Learning team. In-person events are planned this summer and next spring.

School Readiness Training

The SCDE Office of Assessment and OELL offered school readiness training for First Steps and Head Start directors.

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Learning Object Repository

This fall, the SCDE began a partnership with Safari Montage to develop a Learning Object Repository (LOR) platform for all districts statewide. Content for all grade levels and subjects will be placed in the LOR for access by teachers, instructional coaches, and district instructional leaders, and districts may also add their own content to the LOR. The LOR has the ability to work with any classroom software system currently in use by districts, including Google Classroom, Microsoft Schoology, Canvas, and Blackboard. This new platform will provide teachers with more equitable access to high-quality content, materials, and lessons for use in virtual or physical classrooms.

Waterford UPSTART 4K Pilot

During the 2019–20 school year, the SCDE piloted the use of Waterford UPSTART in 17 CERDEP districts. Waterford UPSTART is a personalized kindergarten readiness program that supports literacy, math, and executive function in the home and promotes family engagement. Students in participating CERDEP classrooms receive a laptop to use for home-based learning after the school day ends. Students work for an average of 20 minutes a day using adaptive reading software that supplements classroom instruction, and internet is provided at no charge to families without access.

All families participated in initial parent engagement sessions to learn more about Waterford UPSTART and how it connects with the instruction their child receives at school. After the initial meeting, each family is assigned a family education liaison (FEL) through Waterford. The FEL regularly communicates with each family to check in on the child's progress and teach parents how to engage with their child about their learning. Throughout the school year, families also participate in face-to-face sessions focused on building parent skills and capabilities in order to better support their child's learning.

Waterford UPSTART administers the Waterford Assessments of Core Skills (WACS) to students at the beginning and end of the year to all participating students. Initial data from this assessment indicates that students who participated in Waterford UPSTART averaged at the Kindergarten Intermediate level at the end of 4K (this is the level where most children score at the mid-point during Kindergarten). Over 80 percent of children scored at the Kindergarten Beginning level, demonstrating strong school readiness. Additionally, FELs tracked family engagement and contacts by week and by month throughout the school year. Waterford shares the monthly usage data reports with the SCDE in order to gauge program implementation.

A full overview of the Waterford program, including more extensive outcome data, may be found in the [SC 2019–20 Waterford Annual Report](#).

Despite the COVID-19 closures, many CERDEP students were able to continue utilizing the Waterford program using existing devices and hotspots. This ensured that 4K students were able to still access high-quality resources while remote.

The program costs approximately \$2,000 per child across all participating districts. This \$2,000 includes the UPSTART license, software and hardware, on-going support for families and

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schools, and parent engagement sessions. An additional \$2,750 per teacher covers the cost of Waterford training and individual teacher licenses. As of March 2021, approximately 1,400 students are participating in the Waterford pilot.

Additional 2020–21 Planning and Implementation

Palmetto Literacy Project (PLP)

The PLP is a group of schools statewide that receive targeted support in improving literacy instruction. PLP schools are those in which one third or more of third grade students scored at the lowest achievement level on SC Ready English language arts (ELA) in 2017–18 and/or 2018–19.

This year, OELL Literacy Specialists target their support for Tier 3 PLP schools, or those in which one half or more of third grade students scored at the lowest achievement level on SC Ready ELA. Each Literacy Specialist supports approximately three schools, and offers coaches and teachers at their schools weekly on-the-ground support. Additionally, OELL Early Learning Specialists assist in providing training and resources for Tier 3 schools.

OELL Training and Resources

In order to adapt to the new reality of education during COVID-19, the OELL began adapting support and resources in the spring of 2020, and began training sessions to better support teachers and coaches in the field.

Remote Learning Resources

The OELL developed a remote learning resources page with information specifically for early childhood educators at <https://scremotelearning.com/>. In addition to spring remote learning lessons for grades 4K–5, the OELL also developed month-long units and choice boards in both Math and ELA for grades K–3 for use during summer learning or fall re-entry. Staff members conducted virtual trainings for educators and early childhood coordinators on how to access and use the lessons, how to provide remote instruction, and how to engage families remotely.

Social-Emotional Learning (SEL) Resources and Training

During the summer of 2020, the OSES launched a new state website for SEL: <https://sel.ed.sc.gov/>. The site contains SEL resources for parents, teachers, students, and support professions. In partnership with OSES, the OELL developed a First 20 Days series of SEL lessons for use by early childhood and elementary teachers to meet students' SEL needs in light of school closures. The OELL and OSES also offered training on the lessons for educators prior to and during the first two weeks of the school year.

OELL Staff Trainings

During summer of 2020, the OELL participated in training on the multi-sensory approach from Orton-Gillingham. During this training, staff received strategies on phonemic awareness with a focus on syllabication patterns for incoding and decoding, reciprocal teaching for reading comprehension, multi-sensory techniques for sight words, and student assessment techniques. In winter 2020, the OELL began Language Essentials for Teachers of Reading and Spelling (LETRS) training, which is professional development for literacy educators. This professional

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development includes asynchronous and synchronous training sessions that revolve around phonemic awareness and phonics instruction and assessment.

Planning for 2021–22 School Year

Pending legislation would expand CERDEP availability to all districts statewide. The OELL is working with current non-CERDEP districts on expansion requirements. Additionally, pending legislation would remove the DSS facility and training requirements for CERDEP participants. The OELL will adapt support for CERDEP districts based on these potential changes.

CERDEP Guidelines

The OELL further supports South Carolina’s CERDEP districts and schools by providing technical assistance and resources for effective implementation of CERDEP. The purpose of the CERDEP guidelines is to assist coordinators and district preschool providers in meeting the statutory requirements for CERDEP implementation and providing high quality services to young children and their families. The CERDEP guidelines appendix includes support documents such as the Read to Succeed legislation, 2019–20 provisos (carried over to the current fiscal year), and the 2020–21 CERDEP registration packet. The guidelines may be accessed here: <https://ed.sc.gov/instruction/early-learning-and-literacy/cerdep/>.

CERDEP Cost of Instruction

Proviso 1.57 states “students enrolling during the year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment.” The SCDE utilized PowerSchool data extractions to determine whether and when a CERDEP student was enrolled or withdrew after the start of the school year. Payments for students continuously enrolled since the start of the school year were calculated at the maximum funding of \$4,600 for the maximum number of authorized students, as adjusted for the pro rata enrollment. The pro rata enrollment was calculated based upon complete PowerSchool records and the 135-day student counts. Proviso 1.57 states, “Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment.” In addition, “The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership.”

Districts ensure that the CERDEP program accurately records enrollment and withdrawal dates and adheres to reporting deadlines. If the total days of student enrollments divided by 135 equals more than the authorized number of students/classrooms for the district, the SCDE adjusted payments downward to the authorized amount and may institute an audit of the district’s enrollment, withdrawal, and data entry procedures. The SCDE 90th day extraction indicated a current enrollment of 8,230 unduplicated students served in CERDEP classrooms for FY 2020–21.

Contact

For additional information about CERDEP and this report, please contact Quincie Moore at qmoore@ed.sc.gov, 803-737-3150; or Wendy Burgess, at wburgess@ed.sc.gov, 803-734-5858.

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[19%20%20FY2019-20%20State-](https://eoc.sc.gov/sites/default/files/Documents/4K/REVISED-FY2018-19%20%20FY2019-20%20State-Funded%20Full%20Day%204K%20Report%20As%20of%20021120.pdf)

[Funded%20Full%20Day%204K%20Report%20As%20of%20021120.pdf](https://eoc.sc.gov/sites/default/files/Documents/4K/REVISED-FY2018-19%20%20FY2019-20%20State-Funded%20Full%20Day%204K%20Report%20As%20of%20021120.pdf)

Appendix A: CERDEP Districts by Year

District Name	First Year of CERDEP Participation
Abbeville	2006–07
Aiken	2014–15
Allendale	2006–07
Anderson 2	2015–16
Anderson 3	2014–15
Anderson 5	2015–16
Bamberg 1	2006–07
Bamberg 2	2006–07
Barnwell 19	2006–07
Barnwell 29	2006–07
Barnwell 45	2015–16
Berkeley	2006–07
Calhoun	2013–14
Cherokee	2013–14
Chester	2013–14
Chesterfield	2006–07
Clarendon 1	2006–07
Clarendon 2	2006–07
Clarendon 3	2006–07
Colleton	2013–14
Darlington	2013–14
Dillon 3	2006–07
Dillon 4	2006–07
Dorchester 4	2013–14
Edgefield	2014–15
Fairfield	2013–14
Florence 1	2006–07
Florence 2	2006–07
Florence 3	2006–07
Florence 4	2006–07
Florence 5	2006–07
Georgetown	2013–14
Greenwood 50	2014–15
Greenwood 51	2013–14
Greenwood 52	2015–16
Hampton 1	2006–07
Hampton 2	2006–07
Horry–Academy of Hope Charter**	2014–15
Jasper	2006–07
Kershaw	2019–20
Laurens 55	2006–07

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District Name	First Year of CERDEP Participation
Laurens 56	2006–07
Lee	2006–07
Lexington 2	2014–15
Lexington 3	2013–14
Lexington 4	2006–07
Marion	2006–07
Marlboro	2006–07
McCormick	2006–07
Newberry	2013–14
Oconee	2014–15
Orangeburg	2006–07
Richland 1	2013–14
Saluda	2006–07
Spartanburg 3	2014–15
Spartanburg 4	2014–15
Spartanburg 6	2014–15
Spartanburg 7	2013–14
Sumter	2013–14
Williamsburg	2006–07
York 1	2014–15

Appendix B: CERDEP Expansion Formulas

Additional Class

- Daily rate of \$25.56 ($\$4,600/180$ days) x number of students x number of days, pro rata as per proviso.
- Up to \$10,000 is provided for materials and equipment (enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with classrooms enrolling seven or more such children eligible for funds not to exceed \$10,000).

Districts provided a documented current waiting list before the additional class was approved. Students were required to be CERDEP eligible. Funding was provided through non-recurring funds.

Extended Hours

- Hourly rate: $\$4,600/180$ days/ 6.5 required hours = \$3.93
- Up to two extra hours x \$3.93 x number of students participating x number of days

Extended Year:

- Daily rate: from \$25.56 (6.5 hour day) and up to \$33.42 (8.5 hour day)
- Extra days beyond 180 x number of students participating x daily rate of \$25.56, pro rata per proviso

Summer Program:

- Daily rate: from \$25.56 (6.5 hour day) and up to \$33.42 (8.5 hour day)
- Number of Students x Daily Rate x Days, pro rata as per proviso

Actual and final documentation of the number of students participating, hours and days extended, and summer participation will be entered in PowerSchool.

The OELL collaborated with the Office of Finance on budget projections based on the requests made by districts. Once funding was approved by the Office of Finance, OELL contacted districts to confirm the request for additional classrooms, explain PowerSchool codes, and request completion of a supply and materials application.

The OELL also partnered with the Office of Research and Data Analysis (ORDA) to offer training for CERDEP districts to support the set-up of summer sessions in PowerSchool for CERDEP summer and extended year programs.

Appendix C: SC-ELS Details

The following section includes information originally published in the SC-ELS report released by the SCDE in August 2017.

The SC-ELS serve as the shared vision for the education of children across South Carolina and answers the question “What foundational skills do children need to experience success in school?” By providing this common set of goals and developmental indicators for children from birth through kindergarten entry, family members, educators, administrators, and policy makers together can do the best job possible to provide experiences that help children be well prepared for success in school and life.

The Department of Social Services (DSS) Division of Early Care and Education and the SCDE OELL led the interagency stakeholder group to develop the SC-ELS, which describe goals for young children’s development and learning. Other agencies who served as stakeholders included the University of South Carolina and SC First Steps. The group received feedback from over 200 individuals including teachers of children from birth to school age, Head Start administrators public school and district-level administrators, directors of child care programs, literacy reading coaches, higher education faculty members, and parents and grandparents of young children.

The SC-ELS is a resource for all programs serving young children in South Carolina. The SC-ELS provide support for teachers in serving children from all cultural and linguistic backgrounds, as well as provide support for teachers in serving children with divergent learning needs. Teachers and caregivers can utilize the SC-ELS to learn about child development as the document provides age-appropriate goals and developmental indicators for each age level: infant, toddler, and preschooler. The SC-ELS document is intended to be a guide for teaching. This document is not a curriculum or checklist that should be used to assess children’s development and learning. Rather, SC-ELS serves as a resource to define the skills and abilities needed to support the learning experiences provided for children. Teachers, caregivers, early interventionists, home visitors, and other professionals who support and promote children’s development and learning can use the document to set goals for children. It is, however, important to remember that while the SC-ELS can help determine what is “typical” for children in an age group, the developmental indicators may not always describe a particular child’s development. When a child’s development and learning does not seem to fit what is included in the continuum under his/her age level, teachers and caregivers can look at the developmental indicators for younger or older age groups to see if those indicators align with the child’s development.

The ABC Quality Rating and Improvement System has “cross-walked” and revised its program and classroom standards with the SC-ELS to assure consistency between the SC-ELS and the ABC Quality Standards. The SC-ELS serves as a resource for families. Families may find it helpful to review the goals and developmental indicators to learn about appropriate goals are for young children. The SC-ELS may also serve as a beneficial tool for individuals who do not work directly with children, but who support teachers and caregivers in their work. These individuals may include those who work at museums, gardens, zoos, and other community destinations children may visit on field trips. It is important to take stock to see if a program’s learning environment, teaching materials, learning activities, and interactions are supporting children’s

development in the areas described in this document. Administrators can use the SC-ELS as a guide to evaluate the types of learning experiences provided in their program. The SC-ELS can also be a resource to identify areas where teachers and caregivers need to improve their practices, and as a basis for professional development. Training and technical assistance providers should evaluate the support they provide to teachers and caregivers to ensure that the professional development is consistent with the SC-ELS goals and developmental indicators. Furthermore, higher education institutions may use this document as a tool or training manual for in-service professional development. In summary, the SC-ELS document is designed to be a resource for teachers, caregivers, families, administrators, and professional development providers as we work together to support the learning and development of South Carolina's youngest children.

SC-ELS is comprehensive, aligned, and culturally sensitive. SC-ELS begin with an introduction which provides background information on the use of the document and its components. Following the introduction, the SC-ELS goals and developmental indicators describe expectations for what children will learn, starting with infancy and covering all ages through kindergarten entry. The goals and developmental indicators are divided into six domains:

- Approaches to Play and Learning (APL);
- Emotional and Social Development (ESD);
- Health and Physical Development (HPD);
- Language Development and Communication (LDC);
- Mathematical Thinking and Expression (MTE); and
- Cognitive Development (CD).

All six of the domains are essential components in the SC-ELS because all children develop differently. All domains are equally important, and overlap of components is to be expected. The overlap is needed because children's development and learning are integrated or interrelated. The progress that a child makes in one domain is related to the progress he or she makes in other domains.

According to O'Brien and Dervarics (2007), standards alignment is one of several characteristics of high-quality Pre-Kindergarten programs. Research shows that standards alignment, beginning with Pre-Kindergarten standards, is imperative to sustaining positive effects throughout the elementary years. In order to make the transition to kindergarten smoother and improve students' readiness for the challenges of elementary school, standards for our early learners must be aligned with those in the elementary school. The Crosswalk to the South Carolina Early Learning Standards provides educators, caregivers, parents, and families a side-by-side vision of EL development; horizontally aligns with the South Carolina College and Career Ready Kindergarten Standards (SC-CCR); highlights the bridge of developmental indicators from older preschoolers to kindergarten; and shows a representation of the whole child. The SC-ELS were aligned to the KRA internally prior to the adoption of the KRA in 2017.

In 2019–20, the OELL provided copies of the SC-ELS to 1,492 early learning educators in the state. For the 2020–21 school year, the SCDE distributed an additional 1,020 copies to new 4K teachers, special education teachers, reading coaches and OELL Literacy Specialists. Additionally, as a follow up to the SCDE six regional SC-ELS PLOs (train-the-trainer model for

district EL leadership teams), the OELL imbedded additional training on the following domains during the fall and summer trainings for 2018–19:

- Language Development and Communication (LDC);
- Mathematical Thinking and Expression (MTE); and
- Cognitive Development (CD).

Appendix D: 2019–20 Professional Learning Opportunities

Session Title	Date and Location	Number of Participants
Building Positive Relationships and Supportive Environments	August 2, 2019 Richland 1 Innovation	41
Purposeful Play Leads to School Readiness	August 5, 2019 Aiken County School District	13
Scaffolding Preschoolers’ Writing Skills	August 6, 2019 Aiken County School District	27
Purposeful Play Leads to School Readiness	August 12, 2019 Rock Hill School District	33
Scaffolding Early Writing Skills	August 13, 2019 Edgefield County School	18
Scaffolding Early Writing Skills	August 14, 2019 Colleton Co. School District	13
Purposeful Play Leads to School Readiness	August 16, 2019 Lexington 2 School District	67
Reporting Progress and Portfolio Work Session	September 10-12, 2019 Anderson 2 School District	8
Purposeful Play Leads to School Readiness	September 16, 2019 Columbia, SC	26
Nurturing Writers in 5K and 1 st Grade	September 17, 2019 Anderson 5 School District	10
Scaffolding Preschoolers’ Early Writing Skills	September 23, 2019 Columbia, SC	33
Early Learning Standards PLO	September 25, 2019 Sumter, SC	27
Scaffolding Early Writing Skills	September 26, 2019 Anderson One 4K	16
Purposeful Play Leads to School Readiness	October 4, 2019 West Columbia, SC	20
Scaffolding Writers in K and 1st	October 15, 2019 McLees El. Anderson 5	12
No More Letter of the Week	October 21, 2019 Columbia, SC	34
Scaffolding Preschoolers’ Writing Skills	October 23, 2019 Lex 2 School District	40

Session Title	Date and Location	Number of Participants
High Quality Instruction Through Purposeful Play and a Literacy Rich Environment	October 25, 2019 Abbeville County School District	27
High Quality Instruction Through Purposeful Play	October 28, 2019 Laurens 56 School District	26
Early Learning Standards Training	October 28, 2019 Columbia, SC	29
Developing Social and Emotional Competence for Academic Success Lowcountry Cohort—Session 1	November 6, 2019 Goose Creek, SC	7
Developing Social and Emotional Competence for Academic Success Upstate Cohort—Session 1	November 12, 2019 Clinton, SC	35
Developing Social and Emotional Competence for Academic Success Midlands Cohort—Session 1	November 21, 2019 Cayce, SC	31
Scaffolding Early Writing Skills Session 2	December 5, 2019 Anderson One	17
K4/K5 PD—Purposeful Play and Writing	January 3, 2020 Long Cane Primary School— Abbeville, SC	21
Developing Social and Emotional Competence for Academic Success Lowcountry Cohort—Session 2	January 8, 2020 Goose Creek, SC	13
Developing Social and Emotional Competence for Academic Success Upstate Cohort—Session 2	January 13, 2020 Clinton, SC	35
Scaffolding Preschoolers' Writing	January 16, 2020 James M. Brown Elementary (Oconee)	14
Developing Social and Emotional Competence for Academic Success	January 17, 2020 Anderson 2 School District	12
Developing Social and Emotional Competence for Academic Success Midlands Cohort—Session 2	January 22, 2020 Cayce, SC	29
Scaffolding Early Writing Skills through Conferring and Meaningful Letter Acquisition	January 23, 2020 Lexington 2 Innovation Center	17

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Session Title	Date and Location	Number of Participants
Purposeful Playful Math 1	January 29, 2020 Lexington 2 Innovation Center	43
Scaffolding Preschoolers' Writing through Bookmaking	February 13, 2020 Laurens 55 School District	63
Scaffolding Early Writing Skills Through Confering (4K/5K Training)	February 14, 2020 Abbeville School District	23
Purposeful, Playful Mathematics for 21 st Century Learners	February 14, 2020 Charleston County School District	39
Scaffolding Writers in Kindergarten	February 25, 2020 Whitehall Elementary, Anderson 5 School District	9
Purposeful Playful Mathematics-Session 2	February 26, 2020 Lexington 2 School District	27
Scaffolding Writers in Kindergarten	February 27, 2020 Greenwood School District	18
Developing Social and Emotional Competence for Academic Success Lowcountry Cohort—Session 3	March 4, 2020 Men Riv	8
Scaffolding Young Writers	March 5, 2020 James M. Brown Elementary—Oconee School District	13
Developing Social and Emotional Competence for Academic Success Upstate Cohort—Session 3	March 9, 2020 Laurens 56	28
Scaffolding Young Writers	March 10, 2020 Laurens 56 School District	16

Fall PLO Descriptions

Purposeful Play Leads to School Readiness

Participants will learn how purposeful play provides a context for learning so that it is meaningful to children and results in long-term understanding and concept development. This session will allow participants the opportunity to explore and plan developmentally appropriate learning centers that link the classroom environment to the SC-ELS and the 5K South Carolina College- and Career-Ready Standards.

Scaffolding Preschooler's Early Writing Skills

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The OELL team will explore a framework teachers can use to provide writing opportunities, easily evaluate children's writing, and help children take the next step in their writing development. This session will address the importance of fostering early writing skills, how writing typically develops in young children, and how teachers can actively support this development.

No More Letter of the Week

In the No More Letter of the Week PLO, participants will utilize the Crosswalk to the Early Learning Standards to explore research-based principles of effective alphabet instruction.

Early Learning Standards Training

In this PLO, participants will take a deep dive into The South Carolina Early Learning Standards (ELS), focusing specifically on the goals and developmental indicators to differentiate instruction and accurately assess young children's development.

Developing Social and Emotional Competence for Academic Success

How children feel about themselves, how they develop relationships with others, and how they learn to express and manage their emotions affects their development in every cognitive domain and is a strong indicator of long-term academic success. This train-the-trainer cohort will focus on ways to implement and sustain evidence-based approaches that support the learning and engagement of ALL children through concrete strategies. Year one of the cohort will target how to build relationships, create supportive environments and teach strategies for social and emotional competence. Year two of the cohort will focus on challenging behaviors and developing individual behavior plans.

Spring PLOs

Purposeful Play Leads to School Readiness

Participants will learn how purposeful play provides a context for learning so that it is meaningful to children and results in long-term understanding and concept development. This session will allow participants the opportunity to explore and plan developmentally appropriate learning centers that link the classroom environment to the SC-ELS and the 5K South Carolina College- and Career-Ready Standards.

Scaffolding Preschooler's Early Writing Skills

The OELL team will explore a framework teachers can use to provide writing opportunities, easily evaluate children's writing, and help children take the next step in their writing development. This session will address the importance of fostering early writing skills, how writing typically develops in young children, and how teachers can actively support this development.

No More Letter of the Week

In the No More Letter of the Week PLO, participants will utilize the Crosswalk to the Early Learning Standards to explore research-based principles of effective alphabet instruction.

Developing Social and Emotional Competence for Academic Success

How children feel about themselves, how they develop relationships with others, and how they learn to express and manage their emotions affects their development in every cognitive domain and is a strong indicator of long-term academic success. This train-the-trainer cohort will focus on ways to implement and sustain evidence-based approaches that support the learning and engagement of ALL children through concrete strategies. Year one of the cohort will target how to build relationships, create supportive environments and teach strategies for social and emotional competence. Year two of the cohort will focus on challenging behaviors and developing individual behavior plans.

Appendix E: 2019–20 PLO Attendance by District

District	Count
Abbeville	78
Aiken	36
Anderson 1	63
Anderson 2	19
Anderson 4	8
Anderson 5	59
Barnwell 19	1
Berkeley	9
Charter Institute at Erskine	5
Cherokee	14
Clarendon 2	4
Colleton	21
Darlington	2
Dorchester 2	5
Dorchester 4	27
Department of Social Services	5
Edgefield	29
Epworth Children's Home	1
Fairfield	5
First Steps	11
Florence 1	4
Florence 3	10
Greenville	1
Greenwood 50	18
Greenwood 52	1
Hampton 1	1
Hampton 2	5
Head Start	10
Kershaw	12
Lancaster	4
Laurens 55	65
Laurens 56	57
Lee	2
Lexington 1	2
Lexington 2	176
Lexington 3	9
Lexington/Richland 5	3

District	Count
Marion	3
McCormick	2
Oconee	27
Orangeburg	15
Pickens	19
Richland 1	14
Richland 2	4
SC Child Care Resource and Referral Network	2
SC Public Charter School	19
SC School for the Deaf and The Blind	2
Spartanburg 1	2
Spartanburg 4	15
Spartanburg 5	1
Spartanburg 6	10
Sumter	27
Union	2
University of South Carolina	2
Unspecified	52
York 1	2
York 2	1
York 3	33
York 4	2
<i>Total</i>	<i>1038</i>

Appendix F: 2020–21 Professional Learning Opportunities

Topic	Date	Location	Delivery
All Learning is Social and Emotional: Helping Students Develop Essential Skills— Book Study	9/28/2020	Regional	Virtual
Social & Emotional Cohort 1, Session 3 Make-up	10/6/2020	Midlands Region	Virtual
Social & Emotional Session 1	10/12/2020	Rock Hill (York 3)	N/A
Scaffolding Preschooler’s Writing through Bookmaking	10/20/2020	Regional	Virtual
Purposeful Play	11/2/2020	Richland 1	Virtual
Scaffolding Writing	11/2/2020	Richland 1	Virtual
Writing Session 1	11/6/2020	Union	Virtual
All Learning is Social and Emotional: Helping Students Develop Essential Skills— Book Study	11/11/2020	Newberry	N/A
Math	11/12/2020	Regional	Virtual
Purposeful Play	11/19/2020	Regional	Virtual
Writing Session 1	12/1/2020	Pickens (Liberty Primary)	Face-to-Face
Phonological Awareness	12/2/2020	Regional	Virtual
Writing Session 1	12/4/2020	Spartanburg 6	Face-to-Face
Early Learning Standards	1/8/2021	Lancaster	Virtual
Assessment Session 1 (Goal Setting)	1/14/2021	Regional	Virtual or Face-to-Face
Social & Emotional Cohort 1, Year 2, Meeting 1	1/19/2021	Regional	Virtual or Face-to-Face
Purposeful Play	1/20/2021	Newberry	N/A
Social & Emotional Session 2	1/25/2021	Rock Hill (York 3)	Virtual
Writing Session 2	1/29/2021	Union	Virtual
Writing Session 1	2/1/2021	Spartanburg 6	Face-to-Face
Purposeful Play	2/2/2021	Regional	Virtual or Face-to-Face
Writing Session 1	2/3/2021	Spartanburg 6	Face-to-Face
Writing Session 1	2/4/2021	Spartanburg 6	Face-to-Face

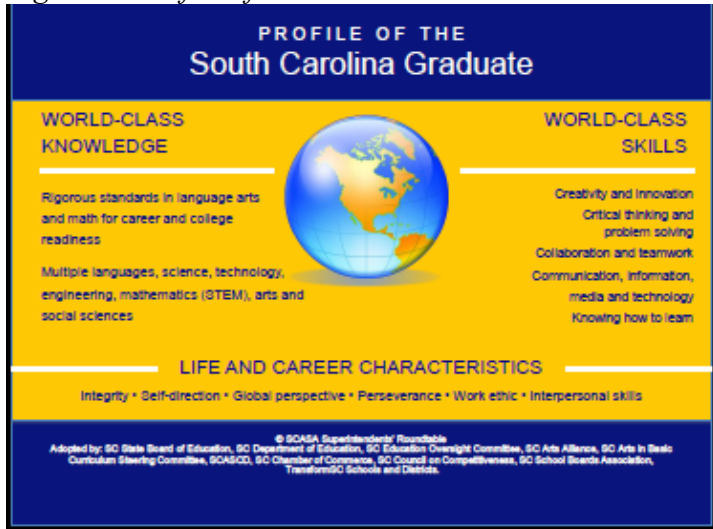
Topic	Date	Location	Delivery
Math	2/9/2021	Regional	Virtual or Face-to-Face
Writing Session 3	2/12/2021	Union	Virtual
Writing	2/16/2021	Regional	Virtual or Face-to-Face
Writing Session 2	2/23/2021	Pickens (Liberty Primary)	Face-to-Face
Phonological Awareness	2/25/2021	Regional	Virtual or Face-to-Face
Social & Emotional Cohort 1, Year 2, Meeting 2	3/2/2021	Regional	Virtual or Face-to-Face
Assessment Session 2 (How to Use Data Effectively)	3/4/2021	Regional	Virtual or Face-to-Face
Palmetto Pre-K Jamboree Session: Purposeful Play	3/5/2021	Regional	Virtual
Social & Emotional Session 3	3/11/2021	Rock Hill (York 3)	N/A
Social & Emotional Cohort 2, Year 1, Meeting 1	3/25/2021	Regional	Virtual or Face-to-Face
Writing Session 3	3/30/2021	Pickens (Liberty Primary)	Face-to-Face
Social & Emotional Cohort 2, Year 1, Meeting 2	4/22/2021	Regional	Virtual or Face-to-Face
Writing Session 1	4/26/2021	Spartanburg 6	Face-to-Face
Writing Session 1	4/27/2021	Spartanburg 6	Face-to-Face
Writing Session 1	4/29/2021	Spartanburg 6	Face-to-Face
Social & Emotional Cohort 2, Year 1, Meeting 3	5/20/2021	Regional	Virtual or Face-to-Face

Appendix G: FY 21 Estimated Budget

South Carolina Department of Education	
<i>FY 21 Estimated CERDEP Revenues & Expenditures</i>	
REVENUES	
Carryforward from FY 20 to FY 21	\$ 1,444,309.82
FY 21 General Fund Appropriation	\$ 5,983,049.00
FY 21 EIA Appropriation	\$ 41,441,053.00
Total Revenues	\$ 48,868,411.82
EXPENDITURES	
Portion of EOC Evaluation (EIA)	\$ 195,000.00
Cost of Instruction (\$4,600 per child pro-rata)	\$ 36,340,000.00
Supplies for New Classrooms (\$10,000 per classroom)	\$ 10,000.00
Transportation	\$
Assessment	\$ 500,000.00
Professional Development and Curriculum	\$ 30,000.00
Other: Expansion	
Extended Year	\$ -
Summer Program	\$ 1,000,000.00
Extended Day	\$ 500,000.00
Parent Engagement (Waterford upstart)	\$ 5,240,950.00
Total Expenditures	\$ 43,815,950.00
Amount Remaining to Carryforward to FY 22	\$ \$5,052,461.82

Appendix H: South Carolina Profiles

Figure 1: Profile of the South Carolina Graduate



Note: The *Profile of the South Carolina Graduate* represents the SCDE’s vision for student learning in the state, and has been adopted by a wide body of stakeholders and the state’s General Assembly.

Source: South Carolina Department of Education. (2017). Retrieved from

<http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>.

Figure 2: Profile of the Ready Kindergartener



Source: South Carolina Department of Education. (2019). Retrieved from

<https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/profile-of-the-ready-kindergartener-english/?showMeta=2&ext=.pdf>.