M E M O R A N D U M

TO: The Honorable Nikki R. Haley
Members, South Carolina General Assembly
Members, Education Oversight Committee

FROM: Melanie Barton

DATE: January 21, 2014

IN RE: Initial Report on the Child Development Education
Pilot Program (CDEPP) Expansion

Pursuant to Provisos 1.83. and 1A.34. of the 2013-14 General Appropriation Act, the Education Oversight Committee (EOC) is hereby providing the initial report of the expansion of the Child Development Education Pilot Program (CDEPP).

The attached is a summary of the findings and recommendations. If you have questions or concerns, please contact me.

Summary of Findings and Recommendations of CDEPP Report
January 21, 2014

Expansion
At-risk four-year-olds residing in 51 school districts in the state were eligible to participate in CDEPP in Fiscal Year 2013-14 because the General Assembly appropriated $48.8 million or an increase of $26.1 million for the program. Based on the first half of the fiscal year, the expansion of CDEPP in public school districts as administered by the South Carolina Department of Education and in centers as administered by the Office of First Steps to School Readiness will result in an estimated 8,282 at-risk four-year-olds served in Fiscal Year 2013-14. Of the funds appropriated for CDEPP, approximately $7.1 million will not be spent in the current fiscal year.

2013-14 CDEPP (projections)	Public Schools	Private Settings
Number of Providers	47 districts 150 schools	82 Childcare Centers 8 Head Start Centers
Number of Classrooms	391	103
Number of Children	6,981	1,301
% Expenditures on Direct Services to Children	99%	73%
Minimum Projected End-of-Year Surplus	$5,471,579	$1,709,552

As compared to the prior school year in which 5,316 at-risk four-year-olds were served in CDEPP, there will be an additional 2,966 at-risk four-year-olds served in 2013-14. The number of children served in centers approved by the Office of First Steps will double while the number in public schools will increase by 50 percent. The expansion of CDEPP into more urban, suburban, and populated districts that have more childcare centers is one explanation for the significant increase. This data support prior CDEPP evaluations: expansion of CDEPP will require the inclusion of private childcare centers due to the space limitations in public schools.

Approximately one-third at-risk four-year-olds in South Carolina are estimated to be served in a publically funded early education program that includes Head Start, CDEPP and the ABC Voucher Program. Head Start, the ABC Voucher Program and CDEPP serve approximately 68 percent of at-risk four-year-olds living in school districts participating in CDEPP.

Recommendation 1: Unless the General Assembly expands the program to include at-risk four-year-olds living in other school districts in Fiscal Year 2014-15, no additional funds are needed to implement the program in Fiscal Year 2014-15. The school districts of Anderson 3, Lexington 2 and Union could participate in the program with the current appropriation levels as authorized to the Department of Education. Furthermore, current centers participating in the program through the Office of First Steps could experience a 15 percent increase in enrollment and still have enough funds to serve these children at current appropriation levels.

Recommendation 2: The General Assembly should determine how the projected end-of-year surplus funds, which should be at least $7.1 million, should be expended, either for issues related to this program or for other purposes.

Data Quality Issues
While CDEPP is in its eighth year of operation, there continue to be issues of program and data quality including finance and student-level data. While the EOC has begun discussions with individuals responsible for the data management of the program, the issue of whether students receive or have received unique student identifiers upon being enrolled in the program, a requirement of the proviso, continues to be questioned. Students who participate in private CDEPP programs must receive a unique student identifier if the state of South Carolina intends on measuring the academic and social performance of these students over time. Moreover, the central question of how the data management system that the Office of First Steps is implementing, BRIDGES, compares with or is compatible with the data management system that the South Carolina Department of Education is implementing, SLICE, is information that is critical to the future accountability of this program. The issue of two separate data systems for CDEPP should be carefully considered.

Recommendation 3: The South Carolina Department of Education and the Office of First Steps to School Readiness must mutually agree upon how students in this program will be monitored over time and enter into a formal memorandum of agreement that will be a condition of participation by non-public school providers participating in the program. For example, how will children be assessed and for what purpose?

Program Quality Issues
Without having a readiness assessment that is administered to children entering CDEPP as four-year-olds and the same or an aligned readiness assessment that is administered to all children entering kindergarten as five-year-olds, then determining the impact of CDEPP on early literacy, early mathematical ability, and social and emotional development is impossible. Given the existing public information on the centers participating in the program, clearly the quality of educational data on the centers and schools participating in the program, and the quality of educational opportunities could be improved.

Recommendation 4: The EOC has already recommended to the General Assembly that up to $3.0 million in existing funds for the half-day EIA program funds to implement a readiness assessment for all four-year-olds entering CDEPP, for all four-year-olds enrolled in a half-day four-year-old program in public schools, and for all five-year-olds enrolled in kindergarten beginning in school year 2014-15. The assessment should not be used for state or federal accountability purposes but as a tool to measure the effectiveness of educational programs provided to young children and most importantly, for diagnostic purposes to assist classroom teachers in meeting the individual educational needs of students. This recommendation does not prevent the state from collaborating with other states in creating future readiness assessments.

Recommendation 5: Looking to the future, the state should establish a CDEPP Provider Readiness Rate compiled from the screening results of children who

attended and completed CDEPP in either public or private centers. Providers would have to have a readiness rate above the minimum set by the State Board of Education before they are granted provider status. Existing CDEPP providers whose readiness rate falls below the minimum would be placed on probation and required to submit and implement an improvement plan before participating in the program and receiving future state funds.

Recommendation 6: In the meantime, the EOC recommends that any private childcare center participating in CDEPP must have an ABC rating of B or better in order to participate. In addition, if the Department of Social Services documents that the health, safety or welfare of a four-year-old attending a public school participating in CDEPP is at risk, then the Department should be allowed to immediately revoke the license or approval of the public school to participate in CDEPP.

Academic Performance
According to the academic performance of the first three CDEPP cohorts on the Palmetto Assessment of State Standards (PASS), a greater percentage of students who as four-year-olds participated in CDEPP achieved or exceeded state standards in reading and mathematics as compared to their peers who qualified for free or reduced-price meals under the National School Lunch Program, who resided in the same CDEPP districts, but who did not participate in the four-year-old program. In addition, a greater percentage of students who as four-year-olds participated in CDEPP achieved or exceeded state standards in reading as compared to other students in the state who received subsidized meals. However, in mathematics, the two groups of students performed the same.

2013-14

Expansion of the SC Child Development Education Pilot Program (CDEPP)

Report

Reporting facts. Measuring change. Promoting progress.

Report on the Expansion of the Child Development Education Pilot Program (CDEPP) in Fiscal Year 2013-14

A report from the Education Oversight Committee pursuant to Provisos 1.83. and 1A.34. of the 2013-14 General Appropriation Act.

January 21, 2014

The General Assembly created and funded the Child Development Education Pilot Program (CDEPP) with a budget proviso in Fiscal Year 2006-07. CDEPP provides for a full-day early childhood education for at-risk children who are four-year-olds by September 1. The definition of at-risk is eligibility for the free or reduced-price Federal lunch program and/or Medicaid. Both public schools and private childcare centers licensed by the South Carolina Department of Social Services may participate in the program. The South Carolina Department of Education oversees implementation of CDEPP in public schools while the Office of First Steps to School Readiness oversees implementation by private providers.

Between school years 2006-07 and 2012-13, CDEPP services targeted eligible children residing in the plaintiff and trial districts in the Abbeville equity lawsuit, Abbeville County School District et. al. vs. South Carolina. In Fiscal Year 2013-14, the General Assembly expanded CDEPP to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 75 percent or more. The poverty index is a measure of the percentage of students who are eligible for the free or reduced-price Federal lunch program and/or Medicaid. The CDEPP 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.

Of the funds appropriated for CDEPP in Fiscal Year 2013-14, the legislature allocated $300,000 to the Education Oversight Committee (EOC) to perform an evaluation of the program. The attached is a preliminary report that:

1. Documents the expansion of CDEPP in Fiscal Year 2013-14. The EOC will provide additional information on the program in July of 2014;

2. Updates the projections for the number of at-risk four-year-olds in each school district and the number of at-risk four-year-olds served in a publicly funded program using available information;

3. Analyzes the results of the 2013 administration of the Palmetto Assessment of State Standards (PASS) and the academic achievement of students who had previously participated in CDEPP; and

4. Proposes a framework for a longitudinal evaluation of the program.

ACKNOWLEDGEMENTS

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Section I
CDEPP Expansion in Fiscal Year 2013-14

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

In Fiscal Year 2012-13, there were approximately 5,316 children served in CDEPP according to information provided by the Office of State Budget. Of this number, 4,716 were served in public schools and 600 in centers approved by the Office of First Steps to School Readiness. No program or financial data exist to determine how many four-year-olds were served in non-CDEPP school districts in either half or full-day programs in 2012-13, or how many met the definition of at-risk. Similarly, there are no data documenting how many at-risk four-year-olds were served in private childcare centers in non-CDEPP providers.

In Fiscal Year 2013-14, the General Assembly expanded CDEPP to include all four-year-olds residing in school districts with a poverty index of 75 percent or greater. Provisos 1.83., 1.87., 1A.34., and 118.17. of the 2013-14 General Appropriations Act governed the expansion of CDEPP. The provisos are in Appendix A. There were 17 districts identified as having a poverty index of 75 percent or more and not already eligible to participate in CDEPP. Eligible four-year-olds residing in these districts were eligible to participate in CDEPP.

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34 ORIGINAL TRIAL & PLAINTIFF DISTRICTS

Abbeville, Allendale, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Berkeley, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Dillon 3, Dillon 4, Florence 1, Florence 2, Florence 3, Florence 4, Florence 5, Hampton 1, Hampton 2, Jasper, Laurens 55, Laurens 56, Lee, Lexington 4, Marion, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda, & Williamsburg

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17 EXPANSION SCHOOL DISTRICTS
Anderson 3, Calhoun, Cherokee, Chester, Colleton, Darlington, Dorchester 4, Fairfield, Georgetown , Greenwood 51, Lexington 2, Lexington 3, Newberry, Richland 1, Spartanburg 7, Sumter & Union

The General Assembly appropriated a total of $48.8 million for CDEPP in Fiscal Year 2013-14 with 76 percent allocated to the South Carolina Department of Education (SCDE) to serve eligible students enrolled in public schools and 24 percent to the Office of First Steps to School Readiness (OFS) to serve eligible students enrolled in approved private centers. (Table 1)

Table 1
CDEPP Appropriations, FY2013-14

	General Fund Recurring	EIA Recurring	Nonrecurring Revenues*	Total
Department of Education	$14,083,439	$20,240,998	$2,678,000	**$37,002,437**
Office of First Steps	$10,335,864	$0	$1,442,000	**$11,777,864**
Total	$24,419,303	$20,240,998	$4,120,000	**$48,780,301**

* Proviso 118.17 (3.1) allocated $4,120,00 in nonrecurring funds for the expansion districts with 65% of the funds allocated to the Department of Education and 35% to the Office of First Steps to School Readiness.

The FY2013-14 appropriation is a $29 million increase over the prior fiscal year. (Table 2) Of this amount, the General Assembly appropriated an additional $2.9 million in EIA funds for the original CDEPP districts and an additional $26.1 million for the expansion of services to new districts.

Table 2
CDEPP Appropriations for FY2012-13 and FY2013-14

Fiscal Year	Department of Education	Office of First Steps	Total
2012-13	$17,300,000	$2,484,628	$19,784,628
2013-14	$37,002,437	$11,777,864	$48,780,301

On October 25, 2013, the Executive Director of the EOC met with the Executive Director and Chief Program Officer at the Office of First Steps to School Readiness to discuss the data needs of the CDEPP evaluation and timelines for submission of the data. On October 30, 2013, the Executive Director of the EOC met with staff from the South Carolina Department of Education (SCDE), including individuals from the Office of Finance and the Office of Instructional Practices and Evaluations, to discuss data needs and timelines as well. Copies of the letters and data request are included in Appendix B.

After two extensions were provided to both SCDE and OFS, the EOC received sufficient information to complete this report from SCDE on December 19, 2013 and from OFS on December 20, 2013. The EOC received information from the South Carolina Department of Education in a timely manner to meet the original January 15, 2014 deadline for publishing this report but not from the Office of First Steps. Consequently, the publication date was delayed from January 15 to January 21, 2014.

A. CDEPP as Administered by the South Carolina Department of Education and Public School Districts

Of the 17 school districts that were eligible to participate in CDEPP in 2013-14 for the first time, 14 actually chose to participate. The school districts of Anderson 3, Lexington 2, and Union chose not to participate in school year 2013-14. The EOC staff contacted the superintendents of Anderson 3, Lexington 2, and Union County School District to understand the reasons why the districts did not participate in the expansion. Their explanations follow:

Dr. Gary Mason, Superintendent of Anderson 3 wrote on January 8, 2014:

"Currently we serve our four-year-olds at each elementary school in half day programs, AM and PM classes. At Starr Elementary we have a modified class that accommodates the needs of children serving 3 and 4 year-olds with disabilities and with students without disabilities. Starr Elementary also houses two Head Start classrooms. Flat Rock Elementary and Iva Elementary both serve only four-year-olds and have AM and PM classes. We were and are considering participating in CDEPP this and next school year. In the initial year of CDEPP we opted not to participate until we have adequate space, personnel, understanding of the funding and how the CDEPP funding will impact the current budget, and to get DSS approval for classrooms and playgrounds that would allow these programs to begin at each location under the proper licensing."

Dr. Venus Holland, Superintendent of Lexington School District Two wrote on December 17, 2013:

"We were extremely disappointed that Lexington School District Two was unable to participate in the 2013 CDEPP Expansion model due largely in part to the timing of the announcement as well as lack of space to add programs. Additionally, at the time of the announcement, most of our seven half day programs were at capacity, serving a total of 280 children.

We had one school with one classroom that would have enabled us to add a class; however, another obstacle we encountered in our efforts to add a CDEPP class was that the expansion did not allow for one site to host a full day and half day model under one roof. In good conscience, since our programs were basically at capacity at this site

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Dr. Venus Holland, Superintendent of Lexington School District Two wrote on December 17, 2013: (Cont.)

at the time of the announcement, and could serve 120 half day students, we were not going to call 60 of the 120 students who were prepared to come to school in August and tell them they could no longer attend school had we opted to go with three full day classes at that site.

After several discussions with Penny Danielson at the State Department of Education, we finally concluded that we were simply not going to be able to add a CDEPP class for SY 13/14. To this end, our Early Childhood Coordinator, Rhonda Wiley, did work alongside Jim Riddle from First Steps, and we partnered with childcare facilities within Lexington School District Two, Brookland Academy Child Development Center and La Petite Academy, to serve approximately 20 students on our waiting list.

Lexington District Two's Early Childhood Coordinator has used the Fall SY 13/14 to study ways in which we might be able to participate in the CDEPP expansion should funding exist for SY 14/15. A formal proposal will be submitted to the Board of Trustees during the budget process."

Dr. Kristi Woodall, Superintendent of the Union County School District wrote on December 20, 2013:

"The rationale for declining the CDEPP program funding was rooted in Union County Schools' high level of dependence on State funding and the continuing effects of the devastating losses of funding during the period from 2008-2009 through 2010-2011.

As a result of those funding losses we requested and were approved to operate our 4K programs with Title I funding. We have five elementary schools. All of these elementary schools are Title I schools and we offer 4K to the students served by each. This allowed us to "flex" the 4K lottery funding to mitigate the losses in other State funds upon which we are so dependent. Our local funding, General Fund, has also been very slow to recover from local industry and property value losses.

When we attended the CDEPP information meeting, we learned that the CDEPP funding was not "new" or additional funding. It was clearly stated that if we participated in CDEPP, then the funds would be pulled from our current 4K Lottery allocation. We could not afford to lose that flexibility eligible funding.

However, the overwhelming factor in our decision was that in order to participate in CDEPP and add the one (1) 4K class that we could justify with enrollment and accommodate in our existing facilities, we would have to pull our existing 4K programs out of Title I to prevent supplanting the Federal funds. Unlike some of our neighboring districts, we absolutely could not and cannot afford to absorb our existing 4K programs into our General Fund to offset the costs not covered by 4K Lottery or CDEPP funding."

Consequently, of the 51 school districts eligible to participate in CDEPP in 2013-14, 47 actually participated in 2013-14. (Table 3)

Table 3
Districts Eligible to Participate in CDEPP, 2013-14

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

Note: Shaded districts opted not to participate. Barnwell 45 has never participated in CDEPP

Within these districts, Table 4 documents the number of public schools and classrooms participating in CDEPP in 2013-14 by school district.

Table 4
CDEPP Public Schools and Classrooms by District, SCDE

Participating Districts	Number of Public Schools	Number of Classrooms
Trial & Plaintiff Districts:		
Abbeville	4	5
Allendale	2	3
Bamberg 1	1	2
Bamberg 2	1	2
Barnwell 19	1	2
Barnwell 29	1	1
Berkeley	16	43
Chesterfield	2	4
Clarendon 1	1	3
Clarendon 2	1	6
Clarendon 3	1	2
Dillon 3	1	5
Dillon 4	4	9
Florence 1	6	30
Florence 2	1	4
Florence 3	6	9
Florence 4	1	2
Florence 5	1	2
Hampton 1	2	5
Hampton 2	1	2
Jasper	2	10
Laurens 55	6	15
Laurens 56	1	7
Lee	3	5
Lexington 4	1	24
Marion	3	12
Marlboro	1	3
McCormick	1	1
Orangeburg 3	4	9
Orangeburg 4	3	10
Orangeburg 5	8	23
Saluda	2	3
Williamsburg	5	10
Subtotal:	**94**	**273**
Expansion Districts:		
Calhoun	2	5
Cherokee	5	8
Chester	4	10
Colleton	4	13
Darlington	4	7

Participating Districts	Number of Public Schools	Number of Classrooms
Dorchester 4	3	6
Fairfield	5	9
Georgetown	5	10
Greenwood 51	1	2
Lexington 3	1	5
Newberry	4	4
Richland 1	8	15
Spartanburg 7	3	14
Sumter	8	10
Subtotal:	**57**	**118**
TOTAL:	**151**	**391**

The Department also reported on the curriculum used in each CDEPP school. (Table 5) Seventy-eight (78) percent of schools used Creative Curriculum only or Creative Curriculum along with one or more other curriculum.

Table 5
Curriculum(a) Used by Public Schools, SCDE

Curriculum/(a)	Number of Schools
Creative Curriculum	91
Creative Curriculum/High Scope	1
Creative Curriculum/Montessori	3
Creative Curriculum/Opening a World of Learning	7
Creative Curriculum/Opening a World of Learning/We Discover Math	16
HighScope	17
HighScope/ Opening a World of Learning	1
Montessori	3
Montesoori/Opening a World of Learning	1
Opening a World of Learning	9
Success for All	1
Undocumented	1
TOTAL:	**151**

In these 151 schools and 391 classrooms, the South Carolina Department of Education projects that 6,981 students will be served in CDEPP in School Year 2013-14. (Table 6) These estimates are based solely on the initial allocation of funds to school districts. For the current school year, the General Assembly authorized $4,218 per child for the cost of educational services. Grant funds for materials and equipment in new classrooms were allocated based on the following formula: $1,000 per child or a maximum of $10,000 per classroom. In addition, the Department of Education projects that approximately $600,000 will be transferred to the Office of Transportation for the

provision of transportation for four-year-olds served in CDEPP when the 135-day average daily membership count is finalized. Finally, of the total funds appropriated for the program, $300,000 was directed to the EOC for the evaluation of the program. Of this amount, $195,000 or 65 percent came from the Department's CDEPP appropriation.

Table 6
Projected Expenditures and Services, SCDE

	Educational Services	Materials & Equipment Grants	**TOTAL**
Projected Expenditures:			
Trial & Plaintiff Districts	$19,407,018	$0	$19,407,018
Expansion Districts	$10,038840	$1,190,000	$11,228,840
Transportation			$600,000
Portion of Evaluation (EOC)			$195,000
Professional Development			$100,000
Total:			**$31,530,858**
Projected Services:			
Children Served in:			
Trial & Plaintiff Districts	4,601		
Expansion Districts	2,380		
Children Transported	3,243		

In summary, approximately 93 percent of the projected expenditures of CDEPP as administered by SCDE will be for direct educational services to students. (Table 7) Transportation and materials and grants comprise another 6 percent.

Table 7
Summary of Projected Expenditures, SCDE

Category	**% of Projected Expenditures**
Educational Services	**93%**
Materials & Grants	**4%**
Transportation	**2%**
Evaluation	**0.6%**
Professional Development	**0.3%**
Total Appropriations	**$37,002,437**
Total Projected Expenditures	**$31,530,858**
Projected Balance	**$5,471,579**

In comparing appropriations versus projected expenditures, as of December 19, 2013 the South Carolina Department of Education has a projected balance of unobligated funds of $5,471,579. According to the Department, the Office of First Steps has not requested any additional funds pursuant to proviso 1.87., which is below.

> **1.87.** (SDE: CDEPP Expansion) If by October first, First Steps or the Department of Education determine they will not expend the full amount of the CDEPP expansion funds allocated to each they are permitted to transfer any unspent funds to the other, provided that they will be used for expansion. First Steps and the Department of Education must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than February 1st how many additional 4K programs have opened and how many additional students have been served. A public school district receiving funds pursuant to the provisions of the CDEPP expansion cannot build or add additional space, to include the addition of mobile units and also to include displacing currently enrolled students out of their current classrooms or schools, to accommodate students in a new 4-K program.

Appendix C provides allocations by school districts for CDEPP as well as for the half-day four-year-old program. Five of the original trial and plaintiff districts and eight of the expansion districts also received EIA funds to provide half-day four-year-old programs in some schools. A school in a CDEPP-eligible district must choose to either participate in CDEPP or may offer instead a half-day four-year-old program but not both. Therefore, a CDEPP district that receives EIA appropriations for half-day four-year-old programs has at least one school that is not participating in CDEPP.

Regarding student data, the EOC received no individual student data documenting the number of students enrolled by district or by school. Although the 45-day ADM counts had been finalized by December 19, 2013, the Department was still in the process of verifying each student who was eligible for CDEPP.

B. CDEPP as Administered by Office of First Steps

Appendices D and E are the actual data provided by the Office of First Steps to document the provision of CDEPP services and projected expenditure of funds in Fiscal Year 2013-14. The Office of First Steps also did not provide any student level data.

First, there are 92 rather than 94 providers. The centers listed on Appendix D were incorrectly numbered. In addition, two of the centers, Progressive Learning Academy and Mary's Little Lamb closed on December 13, 2013 and December 17, 2013, respectfully, as documented by the Department of Social Services. The owner of Mary's Little Lamb sold the business, which has reopened at the same address as Building Blocks Academy. The website of the Office of First Steps does not list Building Blocks Academy as an approved CDEPP provider.

Therefore, after deleting these two providers from the data, Table 8 summarizes the expansion of CDEPP in private childcare centers and Head Start Centers. Approximately, 44 percent of the 1,301 four-year-olds are served in centers located in the expansion districts. Not having individual student data prevents the EOC from determining in which district the children actually reside. Eligibility is determined according to the eligible child's residence. Approximately 170 children, or 13 percent, are being served by Head Start providers.

Table 8
Projected Services by CDEPP in Private Settings

Number of:	Original Trial & Plaintiff Districts	Expansion Districts	Total
Total Providers	45	45	90
New Providers	12	45	57
Number of Classrooms	53	50	103
Number of Children	727	574	1,301
Number of Children Transported	284	87	371

Based on Appendix E, the Office of First Steps anticipates a $1.7 million balance in the program at the end of the fiscal year. The Office of First Steps anticipates a 15 percent increase in the number of providers and children served between December 20, 2013 and the end of the school year. However, upon analyzing the financial data, the projections do not project a 15 percent increase in costs but instead a 30 percent increase in costs. Increasing from 1,301 children served as of December 20 to 1,509 children by the end of the year may represent a 15 percent increase in the number

served but not in total costs because providers will not be compensated $4,218 per student for six-months of instruction, but instead at best half or $2,109 per student. The financial data also do not reflect $105,000 in CDEPP appropriations that were transferred to the EOC for this evaluation.

In comparing the financial data with the actual 2013-14 General Appropriation Act, there are additional questions. First, the General Assembly authorized three new positions for the Office of First Steps specifically for the administration of CDEPP. These personnel costs are not reflected in Appendix E. If OFS has decided not to use those funds to hire individuals but instead to purchase services, then the budget should be amended for Fiscal Year 2014-15.

	TOTAL FUNDS	**GENERAL FUNDS**
D. CHILD DEVELOPMENT EDUC PILOT PROGRAM PERSONAL SERVICE CLASSIFIED POSITIONS	158,000 (3.00)	158,000
NEW POSITIONS:		
PROGRAM MANAGER II	*80,000* *(1.00)*	*80,000* *(1.00)*
EDUC ASSOCIATE	*130,000* *(2.00)*	*130,000* *(2.00)*
TOTAL PERSONAL SRVC	368,000 (6.00)	368,000 (3.00)
OTHER OPERATING EXP	9,967,864	9,767,864
TOT CHILD DEVELOPMENT EDUC PILOT PROGRAM	10,335,864 (6.00)	10,135,864 (3.00)
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Source: 2013-14 General Appropriation Act

The Office of First Steps also projects that it will expend $875,000 of one-time revenues appropriated for the CDEPP expansion for a data management system, BRIDGES. While the EOC cannot determine legislative intent, Proviso 118.17 that governs the expenditure of non-recurring funds for CDEPP is very specific. The funds must be used for the expansion of the CDEPP program. The Office of First Steps did not provide any explanation of the impact of BRIDGES on the expansion of CDEPP services.

Based on the budget information provided by the Office of First Steps, Table 9 documents that 63 percent of the projected expenditures will be expended on direct

educational services while another 10 percent will be expended on materials and grants and transportation. Another 27 percent will be expended on professional development, support, administration, etc., of the program.

Table 9
Estimated Budget, OFS

Category	Projected Expenditures	% Projected Expenditures
Educational Services	$6,364962	63%
Materials & Grants	$740,000	7%
Transportation	$271,600	3%
Professional Development, Training, Technical Assistance, Outreach, Support, and Administration	$1,816,750	18%
Student Data-Base BRIDGES	$875,000	9%
Total Expenditures::	$10,068,312	
Total Appropriations	$11,777,864	
Projected Balance per OFS:	$1,709,552	

The Office of First Steps also provided information on the curriculum used in the centers. Overwhelmingly, the providers used Creative Curriculum. (Table 10)

Table 10
Curriculum(a) Used, OFS

Curriculum	Number of Providers Using
Creative Curriculum	85
High Scope	4
Montessori	1
TOTAL:	90

The Office of First Steps also provided information on the education level of the teacher. (Table 11) There were four centers that had two classrooms but information on the education level of only one teacher was provided Approximately, 56 percent of the classroom teachers had a four-year college degree or higher.

Table 11
Education Level of Teacher, Private Centers Classrooms

Highest Level Obtained	Number of Teachers
2-Year Degree	35
Pursuing 4-Year Degree	6
4-Year Degree	50
Master's Degree	1
Graduate Degree	7
Unknown	4
TOTAL:	103

Summary

1. At-risk four-year-olds residing in 51 school districts in South Carolina were eligible to participate in CDEPP in Fiscal Year 2013-14 because the General Assembly appropriated $26.1 million in additional funds for the program.

2. Based on data provided and available through the first six months of the fiscal year, projected expenditures, the expansion of CDEPP in public school districts as administered by the South Carolina Department of Education and in private settings by the Office of First Steps to School Readiness will result in an estimated 8,282 at-risk four-year-olds served in CDEPP.

2013-14 CDEPP (estimates)	Public Schools	Private Settings
Number of Providers	47 districts 150 schools	82 Childcare Centers 8 Head Start Centers
Number of Classrooms	391	103
Number of Children	6,981	1,301
% Expenditures on Direct Services to Children	99%	73%

3. As compared to the prior school year in which 5,316 at-risk four-year-olds were served in CDEPP, there will be an additional 2,966 at-risk four-year-olds served in 2013-14. The number of children served in centers approved by the Office of First Steps will double while the number in public schools will increase by 50 percent. The expansion of CDEPP into more urban, suburban and populated districts that have more childcare centers is one explanation for the significant increase. This data support prior CDEPP evaluations: expansion of CDEPP will require the inclusion of private childcare centers due to the space limitations in public schools.

4. There continue to be issues related to the quality of the financial and program data provided by the Office of First Steps to the EOC.

5. The EOC received no individual student data from either the South Carolina Department of Education or the Office of First Steps to School Readiness.

Section II
Program Quality Issues

The provisos governing the implementation of CDEPP in public schools and private providers require that "providers shall offer high-quality, center-based programs." The EOC in its prior evaluations of CDEPP focused on the importance of high quality classrooms. The EOC contracted with the University of South Carolina to perform evaluations of individual classrooms and individual students. The data pointed to the fact that there were opportunities to improve the instructional quality of CDEPP classrooms.

The ultimate issue of instructional quality can only be determined if children enrolling in CDEPP as four-year-olds and then enrolling in kindergarten as five-year-olds are assessed using a readiness assessment or assessments that are aligned or are the same. The EOC has recommended to the General Assembly that an assessment or multiple assessments be approved by the State Board of Education for administration beginning in school year 2014-15.

Without having data on individual student readiness, the EOC looked at alternative, existing measures of quality that both public and private providers must meet in order to participate in the program and other measures that are all public information.

For example, all providers must be approved or licensed by the Department of Social Services. The EOC requested from both the Department of Education and the Office of First Steps the licensure status of all providers along with their license number. The data provided was then forwarded to the Division of Early Care and Education at the Department of Social Services to verify the licensure status of all providers. All existing providers have either a regular or provisional license or have been approved. However, there were the following data issues noted:

- The Office of First Steps reported incorrect license numbers for 4 providers and listed two providers as being CDEPP providers who had closed prior to the Office of First Steps submitting data to the EOC.

- The Department of Education reported incorrect license numbers for 17 schools. There are questions about the status of two schools on the Department's list.

Then, comparing the corrected license numbers with the South Carolina Division of Early Care and Education website (http://scchildcare.org/), the numbers of public and private CDEPP providers that have had deficiencies in the past three years were tabulated in Table 12. This information was verified by the South Carolina Department of Social Services on January 10, 2013. Appendix F provides links to the South Carolina Division of Early Care and Education website for each provider. Then the EOC

reviewed the deficiencies to determine which providers had deficiencies related to the following:

- Out-of Ratio Staffing
- Improper Supervision
- Improper Medication Practices
- Fire Code
- CPR/First Aid
- Central Registry
- Fingerprint
- Tracking
- Personnel Behavior
- Unauthorized Caregiver Deficiencies

Such deficiencies were then classified as "significant" as documented in Table 12. The EOC then requested that the Department of Social Services provide the number of providers under corrective action plans, which was also documented below.

Table 12
CDEPP Providers, as of January 13, 2014

	Public Schools	**Private Providers**
Total Number of Providers	149	90
Providers with Deficiencies in Past 3 Years	85 (57%)	71 (79%)
Significant Deficiencies in Past 3 Years	65 (44%)	66 (73%)
Corrective Action Plans	2	2

Finally, the ABC Quality Division provides another measure of quality. ABC Quality is a voluntary quality improvement system for childcare providers. Providers receive an A+, A, B+, B, or C based on such measures as staffing ratios, teacher and director qualifications, and independent review. According to DSS, centers with a rating of A+ or A meet the highest quality child care standards in South Carolina. (http://www.scchildcare.org/media/1211/11-215-CTF_ABC_Broch_FnlR.pdf) Of the 90 private providers participating in CDEPP, 7 received an A+ or A rating. (Table 13) The seven that were not in the rating were primarily Head Start providers.

Table 13
CDEPP Private Providers by ABC Rating,
as of January 10, 2014

ABC Rating	**Number**	**%**
A+	**5**	**6%**
A	**2**	**2%**
B+	**43**	**48%**
B	**23**	**26%**

ABC Rating	Number	%
C	10	11%
Not in Rating	7	8%
TOTAL	90	

Public schools are exempt from ABC licensure. However, 19 public schools participating in CDEPP had ABC ratings. Of these 19 schools, approximately 13 were ABC ratings for afterschool programs operated by nonprofit entities such as Boys and Girls Clubs and YMCAs. Of the schools with ratings, four schools were rated B+ and two, B-.

Summary:

Available, public data demonstrate that the quality of existing CDEPP providers could and should be improved. Indeed, we know relatively little about the quality and nature of CDEPP services in both public and private centers.

Section III
Projections of At-Risk Children Served by District

CDEPP is intended to increase the number of four-year-olds in poverty who are served with a full-day, pre-kindergarten program which meets specific criteria for quality including minimum adult to child ratios, approved curriculum, etc. Students eligible to participate in CDEPP may enroll in an approved public school program or in an approved private childcare setting. The South Carolina Department of Education is responsible for approving all public school CDEPP classrooms while the Office of First Steps approves private childcare centers as well as some Head Start providers as the source of non-public school settings.

This section projects the number of four-year-olds and the numbers of four-year-olds projected to be eligible or the Federal free- or reduced-price lunch program and/or Medicaid in each district using current eligibility requirements and the 2010 United States Census data. It also estimates the percentage of at-risk four-year-olds in each district that are served by a publically funded early childhood education program.

Methodology

First, the 2010 Census provided information on the number of children in each district by sex and age. The estimated numbers of four-year-olds are children who were one-year-old in 2010. In 2013-14, the children would have been four years old.

The poverty index is the percentage of children in each district that were in school year 2012-13 eligible for the Federal free or reduced-price lunch program and/or Medicaid.

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

The South Carolina Office of Head Start Collaboration provided student information based on May 1, 2013 census data. This data are county-level.

The Department of Social Services provided the number of all four-year-olds served by the ABC Voucher Program between August 18, 2013 and October 2, 2013. This data are county-level.

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

Not reflected in the numbers are: (1) an estimated 1,301 students served in centers approved by the Office of First Steps; and (2) students served in public schools in half-

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day or full-day programs funded with Education Improvement Act (EIA) funds, federal funds, or local funds. Individual student data were not provided by the Office of First Steps to determine in which district the children served reside.

Results
Table 14 shows the results:

- There are an estimated 60,151 four-year-olds in South Carolina. Approximately, 71 percent or 42,412 of these children are in poverty.

- Of these four-year-olds in poverty, 40 percent live in districts that are currently eligible to participate in CDEPP.

- Of these in poverty, Head Start, ABC Child Care Voucher program, and CDEPP as administered in public schools serve approximately one-third or 32 percent of all four-year-olds in poverty in South Carolina. The additional 1,301 served in centers approved by the Office of First Steps increases the percentage to 35%.

- In the districts participating in CDEPP, a federal or state publically funded program serves approximately 68 percent or two-thirds of all children in poverty. Such publicly funding includes Head Start, ABC Child Care voucher program, and CDEPP in public or private centers.

If the General Assembly expanded CDEPP services to children in poverty residing in all other districts, the following statistics could be used:

In the non-CDEPP districts:
Total Number of At-Risk Four-Year-Olds	25,344
Number Served in Full-Day Publicly Funded Program	3,253
Estimated Not Served in Full-Day Program	22,091
If 68% participated in CDEPP	15,022

For comparison purposes, the last evaluation of the CDEPP report by the EOC, released on January 12, 2010, documented that after the third year of CDEPP's implementation in the trial and plaintiff school districts, approximately 78 percent of at-risk four-year-olds were being served with a publicly funded pre-kindergarten program in school districts implementing CDEPP. Given the fact that the CDEPP expansion occurred in districts with significantly greater numbers of at-risk four-year-olds and that providers, both public and private, had less than two months to prepare for the expansion, the 65 percent level of service will likely increase over time.

Does the number of children served in Table 14 represent an increase in the overall number of four-year-olds receiving educational services? There are no definitive data to

answer that question. Data on the number of four-year-olds served in locally funded programs either in a half-day or full-day setting are not maintained and not verifiable. Funding for the half-day 4K program in the EIA is based on the number of kindergarten children who are eligible for free and reduced lunch.

Table 14

School District	Estimated Number of 4-Year-Olds	2013-14 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	4-Year-Olds in ABC Child Care Voucher System	Public Schools CDEPP	Total Served	% of At-Risk 4-Year-Olds Served
Abbeville	277	78.82	218	62		72	134	61.4%
Aiken	1,982	71.87	1,424	172	9		181	12.7%
Allendale	126	98.42	124	33		52	85	68.5%
Anderson 1	639	57.98	370	65	4		69	18.6%
Anderson 2	261	69.26	181	32	2		34	18.6%
Anderson 3	189	80.73	153	27	1		28	18.6%
Anderson 4	261	68.40	179	31	2		33	18.6%
Anderson 5	1,082	69.58	753	133	7		140	18.6%
Bamberg 1	101	77.64	78	30	1	46	77	97.9%
Bamberg 2	65	98.13	64	24		42	66	103.8%
Barnwell 19	63	93.73	59	14		40	54	92.1%
Barnwell 29	71	85.12	60	15		18	33	54.1%
Barnwell 45	165	81.86	135	33			33	24.4%
Beaufort	2,146	67.92	1,458	123	4		127	8.7%
Berkeley	2,712	72.28	1,960	289	9	933	1,231	62.8%
Calhoun	180	91.49	165	8		100	108	65.6%
Charleston	4,664	63.21	2,948	548	32		580	19.7%
Cherokee	725	79.80	579	57	1	160	218	37.7%
Chester	420	81.86	344	110	1	200	311	90.5%
Chesterfield	544	82.08	447	138	3	89	230	51.5%
Clarendon 1	86	97.07	83	24		48	72	86.1%
Clarendon 2	232	91.48	212	61	1	111	173	81.3%
Clarendon 3	71	71.47	51	14		26	40	79.8%
Colleton	534	88.33	472	182	1	260	443	93.9%
Darlington	867	82.66	717	227	3	140	370	51.6%
Dillon 3	109	79.55	87	22		58	80	92.7%
Dillon 4	375	93.44	350	91	2	185	277	79.1%
Dorchester 2	1,737	58.49	1,016	57	7		64	6.3%
Dorchester 4	166	87.83	146	8	1	120	129	88.6%
Edgefield	281	73.72	207	47			47	22.7%
Fairfield	303	94.53	286	22		180	202	70.5%

School District	Estimated Number of 4-Year-Olds	2013-14 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	4-Year-Olds in ABC Child Care Voucher System	Public Schools CDEPP	Total Served	% of At-Risk 4-Year-Olds Served
Florence 1	1,314	73.02	959	164	7	349	520	54.2%
Florence 2	86	79.08	68	12	1	48	60	88.4%
Florence 3	309	93.35	288	49	2	160	212	73.3%
Florence 4	77	95.06	73	13	1	40	53	72.5%
Florence 5	73	75.16	55	9	0	44	54	98.1%
Georgetown	613	75.09	460	119	4	200	323	70.2%
Greenville	6,580	60.74	3,997	372	13		385	9.6%
Greenwood 50	808	74.51	602	172	1		173	28.7%
Greenwood 51	79	83.04	66	19		40	59	89.5%
Greenwood 52	76	70.75	54	15			15	28.6%
Hampton 1	151	85.09	128	52		100	152	118.3%
Hampton 2	66	97.24	64	26		38	64	99.7%
Horry	2,993	74.94	2,243	164	15		179	8.0%
Jasper	372	93.27	347	42	1	163	206	59.4%
Kershaw	830	69.48	577	73	2		75	13.0%
Lancaster	1,028	67.23	691	64	3		67	9.7%
Laurens 55	508	81.38	413	51	3	234	287	69.5%
Laurens 56	260	82.79	215	26	1	135	163	75.6%
Lee	207	97.46	202	42	1	65	108	53.5%
Lexington 1	1,652	51.72	854	56	6		62	7.3%
Lexington 2	833	78.03	650	43	5		48	7.3%
Lexington 3	177	78.88	140	9	1	100	110	78.9%
Lexington 4	226	86.87	196	13	1	193	207	105.6%
Lexington 5	1,059	44.49	471	31	3		34	7.3%
Marion	456	94.56	431	99		21	120	27.8%
Marlboro	318	93.24	297	115	2	247	364	122.8%
McCormick	82	90.01	74	38		59	97	131.4%
Newberry	485	76.05	369	106	2	80	188	51.0%
Oconee	794	72.32	574	60	6		66	11.5%
Orangeburg 3	253	96.42	244	25	1	137	164	67.1%
Orangeburg 4	277	84.04	233	24	1	138	163	70.2%
Orangeburg 5	712	92.50	659	68	3	445	517	78.5%
Pickens	1,241	65.03	807	106	3		109	13.5%
Richland 1	2,557	81.37	2,081	240	20	300	560	26.9%
Richland 2	1,802	59.37	1,070	123	10		133	12.5%
Saluda	197	82.12	162	42		66	108	66.8%
Spartanburg 1	323	66.91	216	20	2		22	10.2%

School District	Estimated Number of 4-Year-Olds	2013-14 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	4-Year-Olds in ABC Child Care Voucher System	Public Schools CDEPP	Total Served	% of At-Risk 4-Year-Olds Served
Spartanburg 2	729	65.21	475	44	4		48	10.1%
Spartanburg 3	211	74.86	158	15	1		16	10.1%
Spartanburg 4	238	72.44	172	16	1		17	9.9%
Spartanburg 5	604	64.35	389	36	3		39	10.0%
Spartanburg 6	734	72.04	529	49	4		53	10.0%
Spartanburg 7	793	78.09	619	58	5	280	342	55.3%
Sumter	1,625	81.76	1,329	250	13	220	483	36.4%
Union	347	80.95	281	71			71	25.3%
Williamsburg	404	97.57	394	122		199	321	81.4%
York 1	406	73.61	299	53	1		53	17.9%
York 2	407	44.50	181	32	1		32	17.9%
York 3	1,563	66.11	1,033	182	3		185	17.9%
York 4	703	28.06	197	35	1		35	17.9%
Remainder of SC	79							
TOTAL:	**60,151**		**42,412**	**6,364**	**249**	**6,981**	**13,594**	**32.1%**

Note: Including the 1,301 four-year-olds served in centers approved by the Office of First Steps, the percentage increases to 35%.

Note: In some districts, the percentage of at-risk four-year-olds served exceeds 100 percent because the percentages are based on the "estimated" number of four-year-olds in the district. The data are also based on 2010 Census data and do not reflect population mobility.

Section IV
PASS Performance of Children Served in CDEPP

The following documents the performance of children who were served in either a public or private Child Development Education Pilot Program (CDEPP) classroom in school years 2006-07, 2007-08, or 2008-09.

The first cohort of students who participated in CDEPP in 2006-07, either in a public school or private childcare setting, are hereafter referred to as Cohort 1. If all of these students advanced from one grade to the next each year, Cohort 1 would have been in grade 3 in the 2010-11 academic year, in grade 4 in the 2011-12 academic year, and in grade 5 in the 2012-13 academic year.

The second cohort of students who participated in CDEPP in 2007-08, either in a public school or private childcare setting, are hereafter referred to as Cohort 2. If all of these students advanced from one grade to the next each year, Cohort 2 would have been in grade 3 in the 2011-12 academic year and in grade 4 in the 2012-13 academic year.

The third cohort of students who participated in CDEPP in 2008-09, either in a public school or private childcare setting, are hereafter referred to as Cohort 3. If all of these students advanced from one grade to the next each year, Cohort 3 would have been in grade 3 in the 2012-13 academic year. (Table 15)

Table 15
Student Grade Level for Students in each Cohort

Academic Year	Cohort 1	Cohort 2	Cohort 3
2006-2007	4K (CDEPP)		
2007-2008	5K	4K (CDEPP)	
2008-2009	Grade 1	5K	4K (CDEPP)
2009-2010	Grade 2	Grade 1	5K
2010-2011	Grade 3	Grade 2	Grade 1
2011-2012	Grade 4	Grade 3	Grade 2

The Education Oversight Committee (EOC) staff obtained complete lists of students enrolled in CDEPP either in the South Carolina public schools or in private childcare centers approved by the Office of First Steps to School Readiness. Among the information these data files contained was the unique student identifier, a number assigned to all students enrolled in public schools in South Carolina. By arrangement with the Office of First Steps, each student participating in CDEPP at a private institution also was assigned a unique student identifier by the South Carolina Department of Education. The unique student identifier is a number associated with a student throughout his or her enrollment in public schools, which enables students to be followed over time. Also included was an indicator of whether each public school

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student participated in the CDEPP. All students enrolled in First Steps were participants in the CDEPP program. Having the unique student identifier is crucial in monitoring the academic and social achievement of individual students over time.

For this study, the EOC used the unique student identifier and other demographic information (e.g., gender, date of birth) to obtain Palmetto Assessment of State Standards (PASS) scores in Reading and Research and Mathematics administered in 2011, 2012, and 2013 for CDEPP students. Previous studies (EOC, 2012) compared CDEPP students to other students in South Carolina who were previously enrolled in four-year-old prekindergarten programs. The current study compares the performance of CDEPP students with other subgroups using the PASS scores from 2011, 2012, and 2013.

Research Questions
1. How did the performance of the CDEPP students in reading and mathematics compare to:
   a. All other 3rd and 4th grade students in state who were eligible for subsidized meals?
   b. All other students in the CDEPP districts?
   c. All other students in CDEPP districts who received subsidized meals?

2. Analyzing grade 3 PASS reading and math scores over time, are there patterns of achievement for students served in CDEPP?

Results
The number of students served in CDEPP increased from the first cohort (2006-2007) to the second cohort (2007-2008), both in the public and the private school settings. (Table 16) In both cohorts, approximately 90 percent of students attended full-day four-year-old kindergarten in a public school and 10 percent in a private daycare setting.

Table 16
Number of CDEPP Students in Each Cohort

Cohort	Public School	Private	Total
1	2,681 (90.1%)	295 (9.9%)	2,976
2	4,476 (90.6%)	455 (9.4%)	4,831
3	4,252 (89.7%)	490 (10.3%)	4,742

Using the unique student identifier and additional information, the PASS achievement scores were obtained for students in all Cohorts. For a number of reasons the PASS information for all students in each Cohort could not be obtained. Some students may have moved out of South Carolina since their enrollment in CDEPP, other students may have been enrolled in private schools that are not required to assess students with PASS.

The percentages of CDEPP students for whom PASS results were obtained are presented in Table 17. For Cohort 1, PASS scores in grade 3 were obtained for approximately 75% of students, PASS scores in grade 4 were obtained for approximately 86% of students, and PASS scores in grade 5 were obtained for approximately 87% of students. For Cohort 2, PASS scores in grade 3 were obtained for approximately 74% of students, and in grade 4 for approximately 86% of students. For Cohort 3, grade 3 PASS scores were obtained for 76% of students.

Table 17
Number of Students in Each Cohort Matched to PASS Data

Cohort/PASS Match	Public School	Private	Total Number of Matches	Percent of Total Cohort
Cohort 1:				
Matched to 2011 PASS (Grade 3)	2,029	202	2,231	74.7
Matched to 2012 PASS (Grade 4)	2,333	235	2,568	86.0
Matched to 2013 PASS (Grade 5)	2,346	239	2,585	86.6
Cohort 2:				
Matched to 2011 PASS (Grade 3)	3,296	301	3,597	74.4
Matched to 2012 PASS (Grade 4)	3,792	353	4,145	85.8
Cohort 3:				
Matched to 2013 PASS (Grade 3)	3,248	356	3,604	76.0

The achievement of CDEPP students was compared to the achievement of three groups of non-CDEPP students: (1) non-CDEPP subsidized meal students in South Carolina; (2) non-CDEPP students in CDEPP districts, and (3) non-CDEPP subsidized meal students in CDEPP districts. The numbers of students in each of these student groups for each cohort are presented in Table 18.

Table 18
Number of Students in Each Group in Each Cohort with PASS Scores at Grade 3

Student Group	Cohort		
	1	2	3
CDEPP Students	2,231	3,597	3,604
Non-CDEPP Subsidized Meal Students in SC	29,216	28,266	29,138
Non-CDEPP Students in CDEPP Districts	6,232	6,202	5,924
Non-CDEPP Subsidized Meal Students in CDEPP Districts	4,308	4,266	3,892

Appendix G contains several tables that document the achievement of the Cohorts 1, 2, and 3 on PASS and compares the academic achievement with these three student groups as well as all other students in South Carolina. Appendix H documents PASS performance over time on 3rd grade reading across CDEPP and non-CDEPP school districts.

It should be noted that across reading and mathematics in grade 3, non-CDEPP students in South Carolina outperform CDEPP students. The research team will analyze the results of the 2014 administration of PASS in third grade to determine if the gap between CDEPP and all other students in South Carolina is closing over time or if there are any other trends developing.

Figure 1 presents the percentage of third graders scoring Met or Exemplary on PASS reading for CDEPP students and for the three groups of non-CDEPP students noted in Table 12. CDEPP students scored higher than students who qualified for free or reduced-price meals in the National School Lunch Program, resided in the CDEPP districts, but did not participate in the program as a four-year-old. The similarity between CDEPP students and non-CDEPP students in CDEPP districts and non-CDEPP subsidized meal students in South Carolina is also apparent.

Figure 1

Percentages of Students Scoring Met or Exemplary on PASS Grade 3 **Reading**
by Cohort
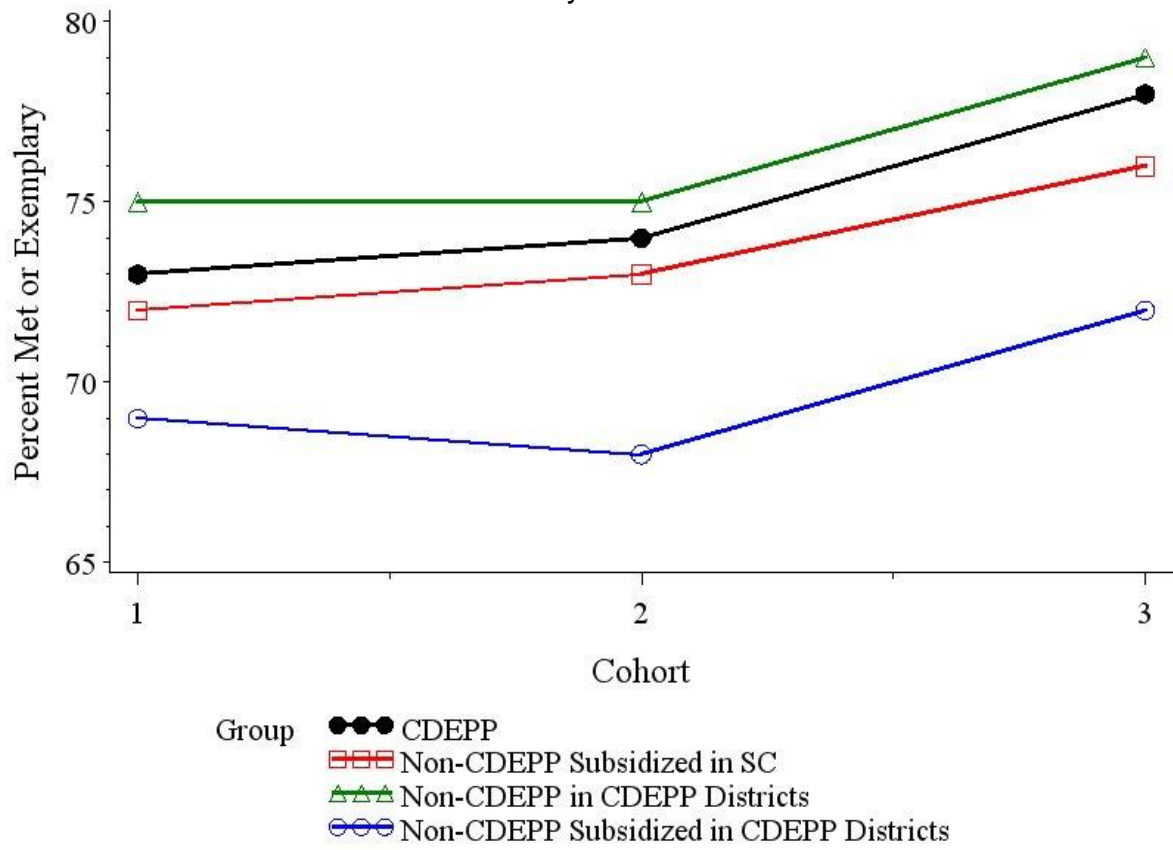
Figure 2 presents the percentage of students scoring Met or Exemplary in mathematics for the same groups of students. CDEPP students scored higher than students who qualified for free or reduced-price meals in the National School Lunch Program, resided in the CDEPP districts, but did not participate in the program as a four-year-old. CDEPP students score nearly identically as non-CDEPP subsidized meal students in South Carolina. They also scored similarly to non-CDEPP students in CDEPP districts.

Figure 2
Percentages of Students Scoring Met or Exemplary on PASS Grade 3 **Mathematics** by Cohort
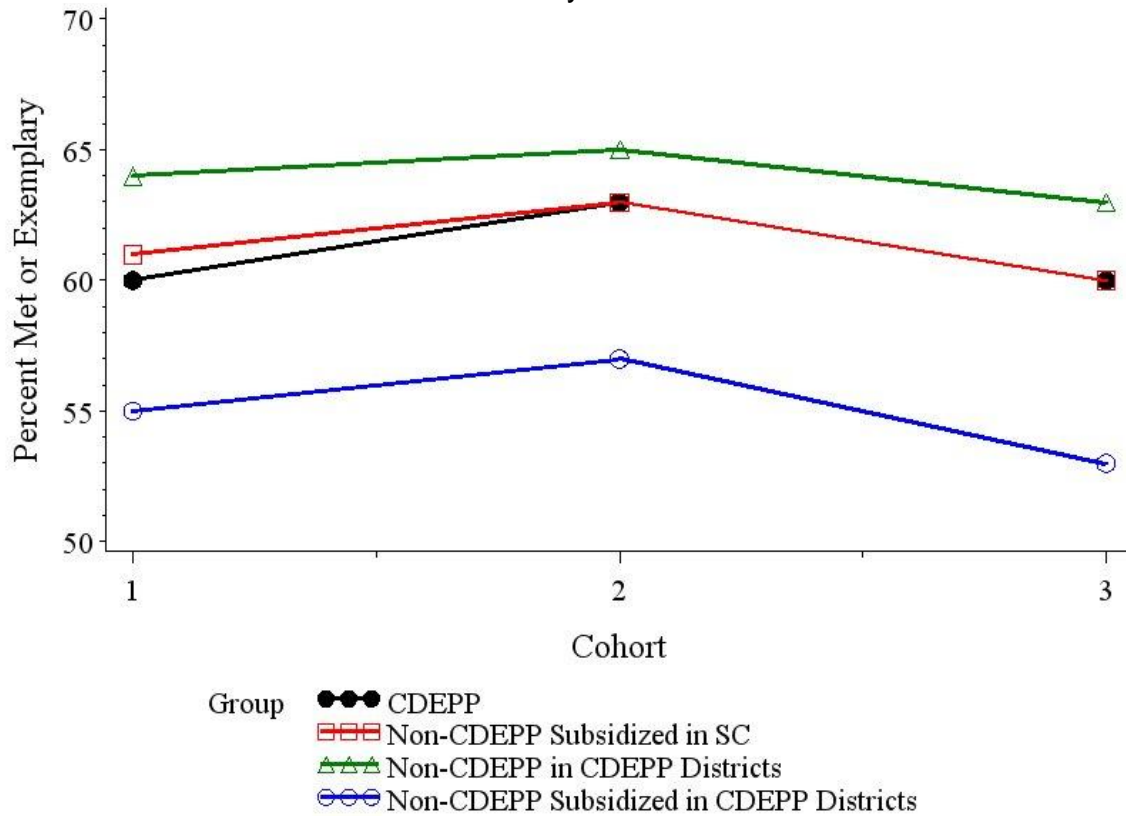
In **reading**, comparing the performance of the CDEPP cohorts to students throughout South Carolina, for all cohorts at all grade levels a consistent pattern is observed:

- As one might expect, CDEPP students score lower than all non-CDEPP students in South Carolina. For example, the percentages of students scoring Met or Exemplary in grade 3 are 8, 7, and 5 percent lower for CDEPP students in Cohorts 1, 2, and 3, respectively.

- CDEPP students score higher than non-CDEPP students who receive subsidized meals and resided in CDEPP districts. The percentages of students who score Met or Exemplary in grade 3 are higher for CDEPP students by 4, 6, and 6 percent in Cohorts 1, 2, and 3, respectively.

- CDEPP students score similarly to students who receive subsidized meals in South Carolina. The percentages of students who score Met or Exemplary in grade 3 are within 2 percent for all cohorts.

- CDEPP students score similarly to non-CDEPP students in CDEPP districts. The percentages of students who score Met or Exemplary in grade 3 differ by 1 or 2 percent for all cohorts.

- At grade 4 the percentages of students scoring Exemplary are lower than in grade 3 and at grade 5 the percentages of students scoring Exemplary are lower than in grade 4, yet the patterns noted above remain.

Second, in **mathematics,** comparing the performance of CDEPP students to other students in South Carolina on **mathematics**, the data reveal similar patterns but the gaps are larger:

- Again, CDEPP students score lower than all non-CDEPP students in South Carolina. For example, the percentages of students scoring Met or Exemplary in grade 3 are 12, 9, and 12 percent lower for CDEPP students in Cohorts 1, 2, and 3, respectively.

- CDEPP students score higher than non-CDEPP students who receive subsidized meals in CDEPP districts. The percentages of students who score Met or Exemplary in grade 3 are 4, 7, and 5 percent higher for CDEPP students in Cohorts 1, 2, and 3, respectively.

- CDEPP students score similarly to students who receive subsidized meals in South Carolina. The percentages of students who score Met or Exemplary in grade 3 are within 2 percent for all cohorts.

- CDEPP students score similarly to non-CDEPP students in CDEPP districts. The percentages of students who score Met or Exemplary in grade 3 differ by 4, 1, and 4 percent in Cohorts 1 through 3, respectively.

For Cohort 2 in grade 4, and Cohort 1 in grade 5 the same pattern is observed. The only exception to this pattern is for Cohort 1 in grade 4, for which CDEPP students score similarly to non-CDEPP students in CDEPP districts, and do not score higher than subsidized meal students in SC or non-CDEPP students in CDEPP districts.

Summary

1. According to the PASS performance, a greater percentage of students who as four-year-olds participated in CDEPP achieved or exceeded state standards in reading and mathematics as compared to their peers who qualified for free or reduced-price meals under the National School Lunch Program, who resided in the same CDEPP districts, but who did not participate in the four-year-old program.

2. A greater percentage of students who as four-year-olds participated in CDEPP achieved or exceeded state standards in reading as compared to other students in the state who received subsidized meals. However, in mathematics, the two groups of students performed the same.

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Section V

Analytical Framework

The following is a report prepared by Drs. William H. Brown and Leigh K. D'Amico of the University of South Carolina USC Report on CDEPP Evaluation Planning for the future

Background

The General Assembly appropriated funds to evaluate the Child Development Education Pilot Program (CDEPP) to the Education Oversight Committee (EOC) from 2007-2010. The evaluation sought data related to the goal of CDEPP, which is to enhance school success of students living in poverty. Eligible for the program are children who are four years of age, who participate in either Medicaid or the federal subsidized lunch program or both and who reside in the Abbeville v. the State of South Carolina plaintiff districts. With recent expansion funding additional districts and geographic areas have been included in CDEPP. Children may enroll in CDEPP-approved public schools or private childcare centers.

During Fiscal Years 2007-08 through 2009-10 the EOC contracted with the University of South Carolina (USC) to serve as a partner in the evaluation of CDEPP. The longitudinal analysis documented the short-term and long-term effects of the program on developmental and academic progress of children participating in the program. The initial USC evaluation team was composed of the following personnel: Drs. William Brown, Fred Greer, Christine DiStefano, and Heather Smith Googe. The results of child and classroom assessments are documented in a series of EOC Reports (see References and EOC Website). In general, the CDEPP evaluation found modest and meaningful child progress from fall of CDEPP enrollment to fall of children's kindergarten year. Later analyses of the first two cohorts of CDEPP children compared to other same-aged peers in elementary school revealed less robust effects in third grade on PASS scores. Nevertheless, analyses of PASS scores for students who participated in CDEPP in school years 2006-07 and 2007-08 reveal that within CDEPP districts, pre-kindergartners' who participated in CDEPP outperformed same-age peers who did not participate in CDEPP and who were eligible for the free or reduced-price lunch program in third and fourth grade. Other comparisons are included in the *PASS Performance of the 2006-07 & 2007-08 CDEPP Cohorts Report* by the EOC. Unfortunately, the lack of grade level assessments, especially kindergarten entry assessments and subsequent first and second grade assessments of children's abilities and the nature of school services performed after pre-kindergarten makes long-term analyses difficult to interpret (e.g., pre-kindergarten to third grade PASS scores).

Fall 2013 CDEPP Evaluation Planning

In October 2013, Melanie Barton, Executive Director of the EOC, contacted William H. Brown, leader of the previous CDEPP Evaluation, to inquire about interest in planning and implementing an evaluation of the CDEPP Expansion with new funds allocated by the South Carolina General Assembly. Dr. Brown convened a small group of colleagues, many of who worked on the previous CDEPP Evaluation or other early childhood education projects at USC. Members of the USC team included Drs. Brown, D'Amico, Greer, and DiStefano, Anderson, and Miller (MPH).

After initial discussions, Dr. Brown and colleagues recommended that the EOC convene a well-informed Task Force of individuals who are familiar with CDEEPP and early childhood services. Included in the Task Force were: agency personnel (e.g., Department of Social Services, Office of First Steps, South Carolina Department of Education, and EOC); administrators in early childhood education professionals (e.g., CDEPP Principals, Head Start Administrators); early childhood higher education faculty (e.g., two and four-year institutions of higher education); and early childhood education evaluators from USC. Appendix I is a list of the participants. The EOC sent invitations to the stakeholders and a half-day meeting was planned and facilitated by Lorin Anderson, PhD, an expert in educational and program evaluation. Dr. Anderson discussed relevant previous evaluations including Head Start and Title I. He then guided a group discussion that focused on purposes and goals for CDEPP and a CDEPP Evaluation. Participants' input was recorded and subsequently analyzed to provide information for developing a South Carolina Child Development Education Pilot Program Conceptual Framework for evaluating CDEPP. (Appendix J)

The initial CDEPP Conceptual Framework was sent to participants for their review along with a letter from the EOC. (Appendix K) The correspondence included a letter outlining essential elements of the conceptual framework, a schematic representing the framework, and a glossary of terms to promote better communication about important dimensions of the framework. The glossary is Appendix L. Stakeholders were very favorable about the Conceptual Framework. One representative of a four-year university suggested including Leadership in the conceptual framework, which we did. One participant expressed concerns about "high stakes testing." The concern quite likely reflects a common perception among many early childhood educators that some forms of assessment may have deleterious effects on young children. Another participant who was very positive asked about the possibility of convening a similar group of stakeholders to focus on services for infants and toddlers from high needs families. Ms. Barton has agreed to discuss the possibility with interested others this spring.

Next Steps for CDEPP Evaluation

As mentioned before, we plan to complete the analysis of stakeholders' comments on the South Carolina Child Development Education Pilot Program Conceptual Framework. One participant sent in an extensive and thoughtful commentary after the holidays that we have not yet integrated into a synthesis of participants' comments. We also propose to perform the following CDEPP Evaluation activities in the remainder of this fiscal year.

- Convene a group of well-informed administrators and evaluators to discuss feasible measures for program outcomes in future CDEPP Evaluations;
- Develop and administer a well-targeted Needs Assessment of CDEPP teachers that focuses on the professional development in area of language development and emergent literacy; and
- Based on the South Carolina Child Development Education Pilot Program (CDEPP) Conceptual Framework developed in November and December of 2013 (see letter, schematic, and glossary of terms, we plan to collaborate with Ms. Barton and EOC personnel to determine and implement feasible activities in the remainder of this fiscal year as a procedural pilot of future evaluations and prepare for full implementation of an evaluation in fall of 2014.

References

PASS Performance of the 2006-07 & 2007-08 CDEPP Cohorts Report. Columbia, SC: The Education Oversight Committee Website at eoc.sc.gov/ Kevin Andrews, author.

2010 Implementation and Expansion of the Child Development Education Pilot Program (CDEPP): Evaluation Report from the Education Oversight Committee. (2010, October). Columbia, SC: The Education Oversight Committee Website at eoc.sc.gov/ William H. Brown, Christine DiStefano, and Fred Greer, collaborators and co-authors]

2009-2010 Implementation and Expansion of the Child Development Education Pilot Program (CDEPP): Evaluation Report from the Education Oversight Committee. (2010, January). Columbia, SC: The Education Oversight Committee Website at eoc.sc.gov/ [full report 143 pages William H. Brown, Christine DiStefano, and Fred Greer, collaborators and co-authors]

2008-2009 Implementation and Expansion of the Child Development Education Pilot Program (CDEPP: A Report from the Education Oversight Committee pursuant to Proviso 1.75 of the 2007-2008 General Appropriation Act). (2009 January). Columbia, SC: The Education Oversight Committee Website at eoc.sc.gov/ [William H. Brown, Christine DiStefano, and Fred Greer, collaborators and co-authors]

Interim Evaluation Report on the First Year Implementation of the Child Development Education Pilot Program (CDEPP: A Report from the Education Oversight Committee pursuant to Proviso 1.75 of the 2006-2007 General Appropriation Act (2007, February). Columbia, SC: The Education Oversight Committee Website at eoc.sc.gov/ [William H. Brown, Christine DiStefano, and Fred Greer, collaborators and co-authors]

2007-2008 Implementation and Expansion of the Child Development Education Pilot Program (CDEPP) Evaluation Report. A Report from the Education Oversight Committee pursuant to Proviso 1.66 of the 2007-2008 General Appropriation Act. (2007, December). Columbia, SC: The Education Oversight Committee Website at eoc.sc.gov/ [full report of 125 pages with additional summary document of 75 pages William H. Brown, Christine DiStefano, and Fred Greer, collaborators and co-authors]

Section VI
Summary of Findings and Recommendations

Expansion of CDEPP

At-risk four-year-olds residing in 51 school districts in the state were eligible to participate in CDEPP in Fiscal Year 2013-14 because the General Assembly appropriated $48.8 million or an increase of $26.1 million for the program.

CDEPP Appropriations, FY2013-14

	General Fund Recurring	EIA Recurring	Nonrecurring Revenues	Total
Department of Education	$14,083,439	$20,240,998	$2,678,000	**$37,002,437**
Office of First Steps	$10,335,864	$0	$1,442,000	**$11,777,864**
Total	$24,419,303	$20,240,998	$4,120,000	**$48,780,301**

Based on the first half of the fiscal year, the expansion of CDEPP in public school districts as administered by the South Carolina Department of Education and in centers as administered by the Office of First Steps to School Readiness will result in an estimated 8,282 at-risk four-year-olds served in Fiscal Year 2013-14.

2013-14 CDEPP (projections)	Public Schools	Private Settings
Number of Providers	47 districts 150 schools	82 Childcare Centers 8 Head Start Centers
Number of Classrooms	391	103
Number of Children	6,981	1,301
% Expenditures on Direct Services to Children	99%	73%
Minimum Projected End-of-Year Surplus	$5,471,579	$1,709,552

As compared to the prior school year in which 5,316 at-risk four-year-olds were served in CDEPP, there will be an additional 2,966 at-risk four-year-olds served in 2013-14. The number of children served in centers approved by the Office of First Steps will double while the number in public schools will increase by 50 percent. The expansion of CDEPP into more urban, suburban, and populated districts that have more childcare centers is one explanation for the significant increase. This data support prior CDEPP evaluations: expansion of CDEPP will require the inclusion of private childcare centers due to the space limitations in public schools.

Approximately one-third at-risk four-year-olds in South Carolina are estimated to be served in a publically funded early education program that includes Head Start, CDEPP and the ABC Voucher Program. Head Start, the ABC Voucher Program and CDEPP, serve approximately 68 percent of at-risk four-year-olds living in school districts participating in CDEPP.

Recommendation 1: Unless the General Assembly expands the program to include at-risk four-year-olds living in other school districts in Fiscal Year 2014-15, no additional funds are needed to implement the program in Fiscal Year 2014-15. The school districts of Anderson 3, Lexington 2 and Union could participate in the program with the current appropriation levels as authorized to the Department of Education. Furthermore, current centers participating in the program through the Office of First Steps could experience a 15 percent increase in enrollment and still have enough funds to serve these children at current appropriation levels.

Recommendation 2: The General Assembly should determine how the projected end-of-year surplus funds, which should be at least $7.1 million, should be expended, either for issues related to this program or for other purposes.

Data Quality Issues

While CDEPP is in its eighth year of operation, there continue to be issues of program and data quality including finance and student-level data. While the EOC has begun discussions with individuals responsible for the data management of the program, the issue of whether students receive or have received unique student identifiers upon being enrolled in the program, a requirement of the proviso, continue to be questioned. Students who participate in private CDEPP programs must receive a unique student identifier if the state of South Carolina intends on measuring the academic and social performance of these students over time. Moreover, the central question of how the data management system that the Office of First Steps is implementing, BRIDGES, compares with or is compatible with the data management system that the South Carolina Department of Education is implementing, SLICE, is information that is critical to the future accountability of this program. The issue of two separate data systems for CDEPP should be carefully considered.

Recommendation 3: The South Carolina Department of Education and the Office of First Steps to School Readiness must mutually agree upon how students in this program will be monitored over time and enter into a formal memorandum of agreement that will be a condition of participation by non-public school providers participating in the program. For example, how will children be assessed and for what purpose?

Program Quality Issues
Without having a readiness assessment that is administered to children entering CDEPP as four-year-olds and the same or an aligned readiness assessment that is administered to all children entering kindergarten as five-year-olds, then determining the impact of CDEPP on early literacy, early mathematical ability, and social and emotional development is impossible. Given the existing public information on the centers participating in the program, clearly the quality of educational data on the centers and schools participating in the program, and the quality of educational opportunities could be improved.

Academic Performance
According to the academic performance of the initial CDEPP cohorts on the Palmetto Assessment of State Standards (PASS), a greater percentage of students who as four-year-olds participated in CDEPP achieved or exceeded state standards in reading and mathematics as compared to their peers who qualified for free or reduced-price meals under the National School Lunch Program, who resided in the same CDEPP districts, but who did not participate in the four-year-old program. In addition, a greater percentage of students who as four-year-olds participated in CDEPP achieved or exceeded state standards in reading as compared to other students in the state who received subsidized meals. However, in mathematics, the two groups of students performed the same.

Recommendation 4: The EOC has already recommended to the General Assembly that up to $3.0 million in existing funds for the half-day EIA program funds to implement a readiness assessment for all four-year-olds entering CDEPP, for all four-year-olds enrolled in a half-day four-year-old program in public schools, and for all five-year-olds enrolled in kindergarten beginning in school year 2014-15. The assessment should not be used for state or federal accountability purposes but as a tool to measure the effectiveness of educational programs provided to young children and most importantly, for diagnostic purposes to assist classroom teachers in meeting the individual educational needs of students. This recommendation does not prevent the state from collaborating with other states in creating future readiness assessments.

Recommendation 5: Looking to the future, the state should establish a CDEPP Provider Readiness Rate compiled from the screening results of children who attended and completed CDEPP in either public or private centers. Providers would have to have a readiness rate above the minimum set by the State Board of Education before they are granted provider status. Existing CDEPP providers whose readiness rate falls below the minimum would be placed on probation and

required to submit and implement an improvement plan before participating in the program and receiving future state funds.

Recommendation 6: In the meantime, the EOC recommends that any private childcare center participating in CDEPP must have an ABC rating of B or better in order to participate. In addition, if the Department of Social Services documents that the health, safety or welfare of a four-year-old attending a public school participating in CDEPP is at risk, then the Department should be allowed to immediately revoke the license or approval of the public school to participate in CDEPP.

Appendix A
Provisos Governing CDEPP

1.83. and 1A.34. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program (CDEPP). This program shall be available for the current school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A)   For the current school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the trial and plaintiff school districts in the Abbeville County School District et. al. vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of seventy-five percent or greater.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B)   Each child residing in the pilot districts, who will have attained the age of four years on or before September first, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

(1)   a school-year four-year-old kindergarten program delivered by an approved public provider; or

(2)   a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than one hundred eighty days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

If by October first of the school year at least seventy-five percent of the total number of eligible CDEPP children in a district or county are projected to be enrolled in CDEPP, Head Start or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, CDEPP providers may then enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales and may receive reimbursement for these children if funds are available.

(C)   Public school providers choosing to participate in the South Carolina Four-Year-Old

Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

(1)   comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;

(2)   comply with all state and local health and safety laws and codes;

(3)   comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;

(4)   be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;

(5)   comply with all program, reporting, and assessment criteria required of providers;

(6)   maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;

(7)   designate whether extended day services will be offered to the parents/guardians of children participating in the program;

(8)   be approved, registered, or licensed by the Department of Social Services; and

(9)   comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

(D)   The Department of Education and the Office of First Steps to School Readiness shall:

(1)   develop the provider application form;

(2)   develop the child enrollment application form;

(3)   develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;

(4)   develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;

(5)   establish criteria for awarding new classroom equipping grants;

(6)   establish criteria for the parenting education program providers must offer;

(7)   establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;

(8)   develop a list of data collection needs to be used in implementation and evaluation of the program;

(9)   identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;

(10)   establish criteria for granting student retention waivers; and

(11)   establish criteria for granting classroom size requirements waivers.

(E)   Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

(1)   employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;

(2)   employ an education assistant with pre-service or in-service training in early childhood education;

(3)   maintain classrooms with at least ten four-year-old children, but no more than twenty four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of ten children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;

(4)   offer a full day, center-based program with 6.5 hours of instruction daily for one hundred eighty school days;

(5)   provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;

(6)   engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and

(7)   adhere to professional development requirements outlined in this article.

(F)   Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children five years old and younger. The providers must request this waiver in writing to their designated administrative agency (First Steps or the Department of Education) and provide appropriate documentation as to the qualifications of the teaching assistant.

(G)   The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of fifteen hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and

vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than $185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

    (1) serve as the fiscal agent;

    (2) verify student enrollment eligibility;

    (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;

    (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

    (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

    (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

    (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

    (8) maintain a database of the children enrolled in the program; and

    (9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

    (1) serve as the fiscal agent;

    (2) verify student enrollment eligibility;

    (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;

    (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

    (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

    (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

    (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

    (8) maintain a database of the children enrolled in the program; and

    (9) promulgate guidelines as necessary for the implementation of the pilot program.

(K)   The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the current school year, the funded cost per child shall be $4,218 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of $550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. Providers enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed $10,000. Providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

(L)   Pursuant to this provision, the Department of Social Services shall:

     (1)   maintain a list of all approved public and private providers; and

     (2)   provide the Department of Education and the Office of First Steps information necessary to carry out the requirements of this provision.

(M)   The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers.

(N)   Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. The evaluation shall include, but is not limited to: (1) student data including the number of at-risk four-year-old kindergarten students served in publically funded programs, by county and by program; (2) program effectiveness including developmentally appropriate assessments of children to measure emerging literacy and numeracy; (3) individual classroom assessments to determine program quality; (4) longitudinal analysis of academic and non-academic measures of success for children who participated in the program; and (5) an evaluation of the professional development, monitoring and assistance offered to public and private providers.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1.87.   (SDE: CDEPP Expansion) If by October first, First Steps or the Department of Education determine they will not expend the full amount of the CDEPP expansion funds allocated to each they are permitted to transfer any unspent funds to the other, provided that

they will be used for expansion. First Steps and the Department of Education must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than February 1st how many additional 4K programs have opened and how many additional students have been served. A public school district receiving funds pursuant to the provisions of the CDEPP expansion cannot build or add additional space, to include the addition of mobile units and also to include displacing currently enrolled students out of their current classrooms or schools, to accommodate students in a new 4-K program.

118.17.   (SR: Non-recurring Revenue) (A) The source of revenue appropriated in this provision is non-recurring revenue generated from the following sources:

  (1) $159,845,460 from Fiscal Year 2012-13 unobligated general fund revenue as certified by the Board of Economic Advisors;

  (2) $1,782,396 from the LCD Hitachi Settlement; and

  (3) Funds from Settlement of the 2003-2012 NPM Adjustments Under the Tobacco Master Settlement Agreement which shall be transferred to the General Fund of the State.

This revenue is deemed to have occurred and is available for use in Fiscal Year 2013-2014 after September 1, 2013, following the Comptroller General's close of the state's books on Fiscal Year 2012-13.

Any restrictions concerning specific utilization of these funds are lifted for the specified fiscal year. The above agency transfers shall occur no later than thirty days after the close of the books on Fiscal Year 2012-13 and shall be available for use in Fiscal year 2013-2014.

(B)   The appropriations in this provision are listed in priority order. Item (1) must be funded first and each remaining item must be fully funded before any funds are allocated to the next item. Provided, however, that any individual item may be partially funded in the order in which it appears to the extent that revenues are available.

The State Treasurer shall disburse the following appropriations by September 30, 2013, for the purposes stated:

  [**]*(1) **Part IA - General Fund............................ $50,739,599**;*

  (2) X22 - Local Government Fund-State Treasurer
    Local Government Fund.......................... $29,999,999;

  (3) H63 - Department of Education
    (a) Governor's School for the Arts and Humanities
      Data Network Wiring............................ $187,000;
    (b) Transportation - Fuel and Bus Parts...... $6,426,188;
    (c) Instructional Materials............................ $22,667,978;
    (d) 4K Statewide at Risk Phase In - Districts with
      75% + Poverty.................................. $4,120,000;

  (3.1)   Of the funds appropriated above to the Department of Education for 4K Statewide at Risk Phase In - Districts with 75% + Poverty, 35% shall be distributed to First Steps to School Readiness for the Child Development Education Pilot Program (CDEPP) and 65% shall be retained by the Department of Education for the Child Development Education Pilot Program (CDEPP).

Source: 2013-14 General Appropriation Act as ratified by the General Assembly.

MEMORANDUM

TO: Susan DeVenny
                Dan Wuori

FROM: Melanie Barton

DATE: October 25, 2013

IN RE: Data Request for CDEPP Evaluation

Pursuant to Provisos 1.83. and 1A.34. of the 2013-14 General Appropriation Act, the Education Oversight Committee will provide a report to the General Assembly on the Child Development Education Pilot Program (CDEPP) by January 15, 2014. The initial report will focus on the number of children served and the expansion efforts in both public and private providers along with an analysis of student achievement data on the Palmetto Assessment of State Standards (PASS) in grades 3, 4 and 5. After the November 1 meeting of early childhood experts, the EOC will formulate a long-range evaluation model focused on program effectiveness.

The purpose of meeting with you is to provide an outline of data that the Office of First Steps should provide to the EOC staff by **December 2, 2013** in Excel files. The data are summarized in the attachments.

Then, the EOC respectfully requests that the final, year-end data files which represent the 135-day average daily membership be provided to the EOC by June 1, 2014 with final financial data submitted no later than July 15, 2014. In addition, the EOC would ask that the Office of First Steps collect the following information over the course of the school year and report the results by June 1, 2014:

        Document professional development hours and course topics provided to or secured for teachers and aides of the CDEPP classrooms;

        Document any technical assistance and monitoring to each CDEPP provider; and

        Document any parent education programs provided by the CDEPP provider and/or the Office of First Steps.

Summary of Data Requests

<u>Provider Information</u>
      Name, County, City, DSS License #, etc.

<u>CDEPP Classroom Information</u>
      Number of classes, Number of students, Number of students transported, Curriculum, Education Level of Teacher

<u>CDEPP Students</u>
      Name, Unique Student Identifier, Race, Sex, Date of Birth, Eligibility (Medicaid or Free/Reduced Price Lunch), Enrollment Date, Withdrawal Date, DIAL Scores

<u>Non-CDEPP Students in CDEPP Classrooms</u>
      Name, Unique Student Identifier, Race, Sex, Date of Birth, Lunch Status, Enrollment Date, Withdrawal Date, DIAL Scores

<u>Program Funding and Expenditures</u>

<u>Reimbursements to Providers</u>

<u>Ongoing Data Collection:</u>
      Professional Development (Hours and content)
      Monitoring Visits and Technical Assistance
      Parent Education

MEMORANDUM

TO: Briana Timmerman
              Penny Danielson
              Mellanie Jinnette

FROM: Melanie Barton

DATE: October 30, 2013

IN RE: Data Request for CDEPP Evaluation

Pursuant to Provisos 1.83. and 1A.34. of the 2013-14 General Appropriation Act, the Education Oversight Committee will provide a report to the General Assembly on the Child Development Education Pilot Program (CDEPP) by January 15, 2014. The initial report will focus on the number of children served and the expansion efforts in both public and private providers along with an analysis of student achievement data on the Palmetto Assessment of State Standards (PASS) in grades 3, 4 and 5. After the November 1 meeting of early childhood experts, the EOC will formulate a long-range evaluation model focused on program effectiveness.

The purpose of meeting with you is to provide an outline of data that the South Carolina Department of Education should provide to the EOC staff by **December 2, 2013** in Excel files. The data are summarized in the attachments.

Then, the EOC respectfully requests that the final, year-end data files which represent the 135-day average daily membership be provided to the EOC by June 1, 2014 with final financial data submitted no later than July 15, 2014. In addition, the EOC would ask that the Department collect the following information over the course of the school year and report the results by June 1, 2014:

Document professional development hours and course topics provided to or secured for teachers and aides of the CDEPP districts;

Document any technical assistance and monitoring to each CDEPP district; and

Document any parent education programs provided by the CDEPP district or school and/or the Department.

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Summary of Data Requests

Provider Information
> District, School, CDEPP Coordinator, Principal, DSS License #, New Providers for 2013-14, etc.

CDEPP Classroom Information
> Number of classes, Number of students, Number of students transported, Curriculum

CDEPP Students
> Name, Unique Student Identifier, Race, Sex, Date of Birth, Eligibility (Medicaid or Free/Reduced Price Lunch), Enrollment Date, Withdrawal Date, DIAL Scores

Non-CDEPP Students in CDEPP Classrooms
> Name, Unique Student Identifier, Race, Sex, Date of Birth, Lunch Status, Enrollment Date, Withdrawal Date, DIAL Scores

Program Funding and Expenditures

Reimbursements to Districts

Ongoing Data:
> Professional Development (Hours and content)
> Monitoring Visits and Technical Assistance
> Parent Education Programs

Appendix C
Early Childhood Allocations to School Districts, FY 2013-2014

District Name	EIA Half Day Program Allocations	CDEPP Allocations - Original Districts*	CDEPP Allocations - Expansion Districts - Per Pupil	CDEPP Allocations - Supplies and Materials**	Total Early Childhood Funding by District
Abbeville	$ -	$ 303,696.00	$ -	$ -	$ 303,696.00
Aiken	$ 768,675.33	$ -	$ -	$ -	$ 768,675.33
Allendale	$ -	$ 219,336.00	$ -	$ -	$ 219,336.00
Anderson 1	$ 219,772.47	$ -	$ -	$ -	$ 219,772.47
Anderson 2	$ 106,188.14	$ -	$ -	$ -	$ 106,188.14
Anderson 3	$ 90,339.16	$ -	$ -	$ -	$ 90,339.16
Anderson 4	$ 76,075.08	$ -	$ -	$ -	$ 76,075.08
Anderson 5	$ 386,186.71	$ -	$ -	$ -	$ 386,186.71
Bamberg 1	$ -	$ 194,028.00	$ -	$ -	$ 194,028.00
Bamberg 2	$ -	$ 177,156.00	$ -	$ -	$ 177,156.00
Barnwell 19	$ -	$ 168,720.00	$ -	$ -	$ 168,720.00
Barnwell 29	$ -	$ 75,924.00	$ -	$ -	$ 75,924.00
Barnwell 45	$ 81,886.38	$ -	$ -	$ -	$ 81,886.38
Beaufort	$ 605,959.18	$ -	$ -	$ -	$ 605,959.18
Berkeley	$ -	$ 3,935,394.00	$ -	$ -	$ 3,935,394.00
Calhoun	$ -	$ -	$ 421,800.00	$ 50,000.00	$ 471,800.00
Charleston	$ 1,290,106.64	$ -	$ -	$ -	$ 1,290,106.64
Cherokee	$ 127,848.41	$ -	$ 674,880.00	$ 80,000.00	$ 882,728.41
Chester	$ 8,452.79	$ -	$ 843,600.00	$ 100,000.00	$ 952,052.79
Chesterfield	$ 114,640.93	$ 375,402.00	$ -	$ -	$ 490,042.93
Clarendon 1	$ -	$ 202,464.00	$ -	$ -	$ 202,464.00
Clarendon 2	$ -	$ 468,198.00	$ -	$ -	$ 468,198.00
Clarendon 3	$ -	$ 109,668.00	$ -	$ -	$ 109,668.00
Colleton	$ -	$ -	$ 1,096,680.00	$ 130,000.00	$ 1,226,680.00
Darlington	$ 271,017.49	$ -	$ 590,520.00	$ 70,000.00	$ 931,537.49
Dillon 3	$ -	$ 244,644.00	$ -	$ -	$ 244,644.00
Dillon 4	$ -	$ 780,330.00	$ -	$ -	$ 780,330.00
Dorchester 2	$ 498,186.14	$ -	$ -	$ -	$ 498,186.14
Dorchester 4	$ -	$ -	$ 506,160.00	$ 60,000.00	$ 566,160.00
Edgefield	$ 97,735.35	$ -	$ -	$ -	$ 97,735.35
Fairfield	$ -	$ -	$ 759,240.00	$ 90,000.00	$ 849,240.00
Florence 1	$ 305,356.94	$ 1,472,082.00	$ -	$ -	$ 1,777,438.94
Florence 2	$ -	$ 202,464.00	$ -	$ -	$ 202,464.00
Florence 3	$ -	$ 674,880.00	$ -	$ -	$ 674,880.00
Florence 4	$ -	$ 168,720.00	$ -	$ -	$ 168,720.00

District Name	EIA Half Day Program Allocations	CDEPP Allocations - Original Districts*	CDEPP Allocations - Expansion Districts - Per Pupil	CDEPP Allocations - Supplies and Materials**	Total Early Childhood Funding by District
Florence 5	$ -	$ 185,592.00	$ -	$ -	$ 185,592.00
Georgetown	$ 110,942.83	$ -	$ 843,600.00	$ 100,000.00	$ 1,054,542.83
Greenville	$ 1,996,970.97	$ -	$ -	$ -	$ 1,996,970.97
Greenwood 50	$ 302,715.44	$ -	$ -	$ -	$ 302,715.44
Greenwood 51	$ -	$ -	$ 168,720.00	$ 20,000.00	$ 188,720.00
Greenwood 52	$ 55,471.42	$ -	$ -	$ -	$ 55,471.42
Hampton 1	$ 28,528.16	$ 421,800.00	$ -	$ -	$ 450,328.16
Hampton 2	$ -	$ 160,284.00	$ -	$ -	$ 160,284.00
Horry	$ 1,301,729.23	$ -	$ -	$ -	$ 1,301,729.23
Jasper	$ -	$ 687,534.00	$ -	$ -	$ 687,534.00
Kershaw	$ 293,734.35	$ -	$ -	$ -	$ 293,734.35
Lancaster	$ 308,526.73	$ -	$ -	$ -	$ 308,526.73
Laurens 55	$ -	$ 987,012.00	$ -	$ -	$ 987,012.00
Laurens 56	$ 78,000.00	$ 569,430.00	$ -	$ -	$ 647,430.00
Lee	$ -	$ 274,170.00	$ -	$ -	$ 274,170.00
Lexington 1	$ 417,884.67	$ -	$ -	$ -	$ 417,884.67
Lexington 2	$ 313,281.43	$ -	$ -	$ -	$ 313,281.43
Lexington 3	$ -	$ -	$ 421,800.00	$ 50,000.00	$ 471,800.00
Lexington 4	$ -	$ 814,074.00	$ -	$ -	$ 814,074.00
Lexington 5	$ 232,451.65	$ -	$ -	$ -	$ 232,451.65
McCormick	$ -	$ 88,578.00	$ -	$ -	$ 88,578.00
Marion	$ -	$ 1,041,846.00	$ -	$ -	$ 1,041,846.00
Marlboro	$ 63,395.90	$ 248,862.00	$ -	$ -	$ 312,257.90
Newberry	$ 67,622.30	$ -	$ 337,440.00	$ 40,000.00	$ 445,062.30
Oconee	$ 295,319.25	$ -	$ -	$ -	$ 295,319.25
Orangeburg 3	$ -	$ 577,866.00	$ -	$ -	$ 577,866.00
Orangeburg 4	$ -	$ 582,084.00	$ -	$ -	$ 582,084.00
Orangeburg 5	$ -	$ 1,877,010.00	$ -	$ -	$ 1,877,010.00
Pickens	$ 434,790.24	$ -	$ -	$ -	$ 434,790.24
Richland 1	$ 706,336.03	$ -	$ 1,265,400.00	$ 150,000.00	$ 2,121,736.03
Richland 2	$ 568,449.94	$ -	$ -	$ -	$ 568,449.94
Saluda	$ -	$ 278,388.00	$ -	$ -	$ 278,388.00
Spartanburg 1	$ 121,508.82	$ -	$ -	$ -	$ 121,508.82
Spartanburg 2	$ 271,017.49	$ -	$ -	$ -	$ 271,017.49
Spartanburg 3	$ 76,603.38	$ -	$ -	$ -	$ 76,603.38
Spartanburg 4	$ 65,509.10	$ -	$ -	$ -	$ 65,509.10
Spartanburg 5	$ 185,433.02	$ -	$ -	$ -	$ 185,433.02

District Name	EIA Half Day Program Allocations	CDEPP Allocations - Original Districts*	CDEPP Allocations - Expansion Districts - Per Pupil	CDEPP Allocations - Supplies and Materials**	Total Early Childhood Funding by District
Spartanburg 6	$ 341,281.28	$ -	$ -	$ -	$ 341,281.28
Spartanburg 7	$ 185,433.02	$ -	$ 1,181,040.00	$ 140,000.00	$ 1,506,473.02
Sumter	$ 505,054.03	$ -	$ 927,960.00	$ 110,000.00	$ 1,543,014.03
Union	$ 143,169.08	$ -	$ -	$ -	$ 143,169.08
Williamsburg	$ -	$ 839,382.00	$ -	$ -	$ 839,382.00
York 1	$ 145,810.58	$ -	$ -	$ -	$ 145,810.58
York 2	$ 101,433.45	$ -	$ -	$ -	$ 101,433.45
York 3	$ 489,733.36	$ -	$ -	$ -	$ 489,733.36
York 4	$ 101,961.75	$ -	$ -	$ -	$ 101,961.75
Charter District	$ 155,319.96	$ -	$ -	$ -	$ 155,319.96
	$ 15,513,846.00	$ 19,407,018.00	$ 10,038,840.00	$ 1,190,000.00	$ 46,149,704.00

Source: Office of Finance, SC Department of Education to EOC on November 26, 2013.

* Trial districts noted in red; expansion districts in blue. Districts shaded were eligible but did not participate.

** $2500 was originally allocated to each school for supplies and materials. The remainder will be paid

Appendix D
FY 2013-14 FIRST STEPS 4K CLASSROOM ENROLLMENT CHART

	Program Name	City	County	DSS License Number	New CDEPP Provider for 2013-2014? (YES, NO)	Education Level of Teacher	Curriculum	# of Class-rooms	No. of Enrolled CDEPP Students (12.20.13)	Students Receiving Trans-portation (12.20.13)
1	ABC Academy	Saluda	Saluda	17080	No	2 Year Degree	High/Scope	1	16	6
2	Agapeland YEP Center	Marion	Marion	22871	No	2 Year Degree	Creative	1	12	12
3	Angel's Inn Daycare	Florence	Florence	18299	No	Pursuing 4 Year Degree	Creative	1	14	2
4	Antioch 3 & 4K Development Center	Florence	Florence	22987	Yes	Pursuing 4 Year Degree	Creative	1	17	0
5	Aye's Kangeroo Care	Eastover	Richland	16604	Yes	4 Year Degree	Creative	1	4	4
6	Bedford's Stay N Play	Barnwell	Barnwell	15911	No	4 Year Degree	Creative	1	20	20
7	Bamberg Head Start	Bamberg	Bamberg	Approval 585	No	4 Year Degree	High/Scope	1	20	20
8	Beginner's Paradise	Conway	Horry/Georgetown	16605	Yes	2 Year Degree	Creative	1	4	4
9	Benedict College Child Development Center	Columbia	Richland	17218	Yes	4 Year Degree	Creative	1	11	0
10	Bethel Learning Center	Columbia	Richland	16929	Yes	4 Year Degree	Creative	1	18	0
11	Big Blue Marble Academy #3	Leesville	Lexington	23226	Yes	4 Year Degree	Creative	1	15	3
12	Big Blue Marble Academy #4	Clinton	Laurens	23225	Yes	2 Year Degree	Creative	1	14	14
13	Bishopville Lee Child Care Center Inc.	Bishopville	Lee	14905	No	4 Year Degree	Creative	1	19	0
14	Brookland Baptist CDC	West Columbia	Lexington	17950	Yes	4 Year Degree	Creative	1	12	0
15	Candle Lakes Child Care	Blythewood	Richland	17810	Yes	Graduate Degree	Creative	1	7	0
16	Care-A-Lot Day Care Center	Dalzell	Sumter	22540	Yes	2 Year Degree	Creative	1	16	0
17	Children's Garden	Columbia	Richland	22260	Yes	2 Year Degree	Creative	1	14	0
18	Children's Keeper	Hampton	Hampton	18236	Yes	Pursuing 4 Year Degree	Creative	1	10	0
19	Children's World #5	Columbia	Richland	22103	Yes	4 Year Degree	Creative	1	20	0
20	Children's World #7	Columbia	Richland	22466	Yes	2 Year Degree	Creative	1	21	0
21	Choppee Head Start	Georgetown	Georgetown	23542	Yes	4 Year Degree	Creative	1	21	19
22	Clarian Place Child Care and Learning Center	Sumter	Sumter	23497	Yes	4 Year Degree	Creative	1	16	0
23	Crayons2Computers	Gafney	Cherokee	17389	Yes	Graduate Degree	Creative	1	11	0
24	Daniel Island Academy	Charleston	Berkeley	17851	Yes	4 Year Degree	Creative	1	2	0
25	Denmark Headstart	Denmark	Bamberg	Approval 381	No	Graduate Degree	High/Scope	1	20	20
26	Doodle Buzz Academy	Lake City	Williamsburg	17746	No	4 Year Degree/4 Year Degree	Creative	2	39	0
27	Excellent Learning Preschool, Inc.	Florence	Florence	17824	No	4 Year Degree/4 Year Degree	Creative	2	40	0
28	Foster's Childcare Center, Inc.	N. Charleston	Charleston	14606	No	Masters Degree	Creative	1	9	9
29	Gail and Terry Richardson Center for the Child	Florence	Florence	21675	No	4 Year Degree	Creative	1	12	0

	Program Name	City	County	DSS License Number	New CDEPP Provider for 2013-2014? (YES, NO)	Education Level of Teacher	Curriculum	# of Class-rooms	No. of Enrolled CDEPP Students (12.20.13)	Students Receiving Trans-portation (12.20.13)
30	Jack J. Hanna Academy and Childcare	Florence	Florence	17058	Yes	Graduate Degree	Creative	1	20	0
31	Jehovah MBC Christian and Academy School	Sumter	Sumter	17215	Yes	4 Year Degree	Creative	1	17	0
32	Kids Corner Children Academy	Florence	Florence	22267	No	Pursuing 4 Year Degree	Creative	1	24	0
33	Kids Unlimited of Prosperity	Prosperity	Newberry	15935	Yes	4 Year Degree	Creative	1	13	0
34	Kidz Will Be Kidz	Orangeburg	Orangeburg	17737	No	4 Year Degree	Creative	1	10	0
35	Lane Head Start (Waccamaw)	Lane	Williamsburg	Approval 105	Yes	2 Year Degree/2 Year Degree	Creative	2	43	40
37	LaPetite Academy 7514	Summerville	Berkeley	12862	Yes	4 Year Degree	Creative	1	12	0
38	LaPetite Academy 7504	Florence	Florence	13872	Yes	2 Year Degree	Creative	1	7	0
39	LaPetite Academy 7503	West Columbia	Lexington	12943	Yes	4 Year Degree	Creative	1	12	0
40	LaPetite Academy 7501	Columbia	Richland	13168	Yes	2 Year Degree	Creative	1	11	0
41	Legacy Christian Day School	Spartanburg	Spartanburg	23357	Yes	2 Year Degree	Creative	1	17	0
42	Little Miss Muffet Day Care	Kingstree	Williamsburg	12107	No	2 Year Degree	Creative	1	5	0
43	Little Promises	Mullins	Marion	17708	No	Pursuing 4 Year Degree	Creative	1	3	0
44	Little Treasures	Dillon	Dillon	21212	No	2 Year Degree	Creative	1	17	0
45	Little Smurf Child Development Center	Andrews	Georgetown	13577	No	2 Year Degree/2 Year Degree	Creative	2	33	30
46	Little Smurf Too	Kingstree	Williamsburg	23243	No	2 Year Degree	Creative	1	8	8
47	Mary's Little Lamb	Kingstree	Williamsburg	17036	No	Pursuing 4 Year Degree	Creative	1	6	6
48	McGills Bundles of Joy	Marion	Marion	17390	No	2 Year Degree	Creative	1	19	0
49	Mellon Patch	Hampton	Hampton	17754	No	2 Year Degree	Creative	1	7	0
50	Miracle Academy	Russellville	Berkeley	15805	Yes	4 Year Degree	Creative	1	13	0
51	Miss Eddie's Child Development Center	Spartanburg	Spartanburg	14716	Yes	4 Year Degree	Creative	1	8	0
52	Mon Aetna CEC	Union	Union	17662	Yes	4 Year Degree/2 Year Degree	Creative	2	26	0
53	Mon Dae Morning Child Care Center	Florence	Florence	17858	Yes	4 Year Degree	Creative	1	9	0
54	Mother Goose Day Care	Spartanburg	Spartanburg	16688	Yes	2 Year Degree	Creative	1	12	9
55	Myers's Nursery & Daycare	Hopkins	Richland	22802	Yes	4 Year Degree	Creative	1	7	0
56	Nesmith Community Day Care Center	Nesmith	Williamsburg	11158	No	2 Year Degree	Creative	1	10	10
57	Newberry Child Development Center	Newberry	Newberry	17838	Yes	4 Year Degree/2 Year Degree	Creative	2	26	8
58	New Jerusalem Baptist CDC	Barnwell	Barnwell	21410	No	4 Year Degree/4 Year Degree	Creative	2	22	23
59	Pawley's Island Civic Club CDC	Pawley's Island	Georgetown	12036	Yes	2 Year Degree	Creative	1	7	0
60	PCA Child Development Center (ZL Madden)	Spartanburg	Spartanburg	22566	Yes	4 Year Degree	Creative	1	11	7
61	Pee Dee CAP Headstart (Hamer Canaan)	Hamer	Dillon	Approval 317	No	4 Year Degree	Creative	1	7	7
62	Pee Dee CAP Headstart (Thelma Brown)	Florence	Florence	Approval 233	No	4 Year Degree	Creative	1	20	20

	Program Name	City	County	DSS License Number	New CDEPP Provider for 2013-2014? (YES, NO)	Education Level of Teacher	Curriculum	# of Class-rooms	No. of Enrolled CDEPP Students (12.20.13)	Students Receiving Trans-portation (12.20.13)
63	Playhouse CDC	Georgetown	Georgetown	21706	Yes	4 Year Degree	Creative	1	5	0
64	Pleasant Grove Academy	Marion	Marion	21029	No	Graduate Degree	Creative	1	14	14
65	Precious Little Angels	Pacolet	Spartanburg	17358	Yes	2 Year Degree	Creative	1	10	0
66	Progressive Learning Academy	Florence	Florence	22561	No	4 Year Degree	Creative	1	11	11
67	Prosperity Child Care	Lamar	Darlington	17426	No	4 Year Degree	Creative	1	20	11
68	Roadside Child Development Center	Darlington	Darlington	22159	Yes	4 Year Degree	Creative	1	8	0
69	Sampit Community Center	Georgetown	Georgetown	12597	Yes	2 Year Degree	Creative	1	3	0
70	SC State Child Development/Learning Center	Orangeburg	Orangeburg	Approval 366	No	4 Year Degree/4 Year Degree	High/Scope	2	13	0
71	Share HS-Starr Center	Starr	Anderson	Approval 922	Yes	4 Year Degree	Creative	1	22	0
72	Small Minds of Tomorrow	Georgetown	Georgetown	17786	Yes	2 Year Degree	Creative	1	19	14
73	Stepping Stones Child Care Center	Florence	Florence	19711	Yes	2 Year Degree	Creative	1	2	0
74	Stepping Stones Learning Academy, Inc	Laurens	Laurens	23333	Yes	2 Year Degree	Creative	1	14	4
75	St Matthews Head Start	Saint Matthews	Calhoun	Approval 138	Yes	2 Year Degree	Creative	1	17	17
76	The Montessori School of Pawley's Island	Pawley's Island	Georgetown	17378	Yes	4 Year Degree	Montesori	1	3	0
77	The Student Development Center	Chesnee	Cherokee	15926	Yes	4 Year Degree	Creative	1	5	0
78	The Sunshine House #16	Spartanburg	Spartanburg	15826	Yes	Pursuing 4 Year Degree	Creative	1	11	0
79	The Sunshine House #21	Columbia	Richland	15819	Yes	4 Year Degree	Creative	1	25	0
80	The Sunshine House #22	Columbia	Richland	15822	Yes	2 Year Degree	Creative	1	13	0
81	The Sunshine House #23	Columbia	Richland	15833	Yes	4 Year Degree	Creative	1	4	0
82	The Sunshine House #30	Florence	Florence	15828	No	4 Year Degree	Creative	2	32	0
83	The Sunshine House #134	Greenwood	Greenwood	17908	Yes	4 Year Degree	Creative	2	11	0
84	The Sunshine House #135	Greenwood	Greenwood	17925	Yes	4 Year Degree	Creative	1	19	0
85	Thornwell CDC	Clinton	Laurens	23194	No	4 Year Degree	Creative	2	38	14
86	Trinity Learning Center	Columbia	Richland	12127	Yes	Graduate Degree	Creative	2	1	0
88	Troy Johnson Learning Center	Mullins	Marion	12475	No	2 Year Degree	Creative	1	16	0
89	True Saints Christian Day Care and Learning Ctr	Hartsville	Darlington	23484	Yes	2 Year Degree	Creative	1	7	0
90	Wee Academy	Manning	Clarendon	29102	No	4 Year Degree	Creative	1	7	0
91	William Thomas Academy	Sumter	Sumter	22888	Yes	4 Year Degree/2 Year Degree	Creative	2	19	2
92	Wilson's Daycare and Learning Center	Kingstree	Williamsburg	17674	No	2 Year Degree	Creative	1	3	0
93	Wright Way Child Development Center	Eutawville	Orangeburg	21354	Yes	4 Year Degree	Creative	1	15	0
94	Zion Canaan Child Development Center	Timmonsville	Florence	16811	No	Graduate Degree	Creative	1	15	0
	Source: Office of First Steps to School Readiness, December 20, 2013							105	1,318	388

Appendix E
South Carolina First Steps 4-Year-Old Kindergarten Expansion
2013-2014
Projected Expenditures

Projected Expenditures 2013-2014	
Recurring Funds	
Student Tuition (Figure represents current enrollment, plus expected growth of up to 15% post December 20, 2013	$6,364,962
Student Transportation (Figure represents current transportation, plus expected growth of up to 15% post December 20, 2013)	$271,600
Provider Support - Materials $740K (64 plus 15% projected growth) - Professional Development (Teachers, Directors, Aides, Parents) $500K - Data-driven instructional guidance (Frank Porter Graham, Teaching Strategies, NWEA) $250K - Mentoring - $364,903 - Accountability - $364,903	$2,219,806
Community Outreach (Figure reps current plus expected growth of up to 15% post December 20, 2013.)	$46,750
Administration (No growth anticipated in 2013-14.)	$70,194
Total Recurring	**$8,973,312**
NON-RECURRING	
Student Data-Base (build out of BRIDGES)	$875,000
Initial Training and Technical Assistance	$220,000
Total Non-Recurring	**$1,095,000**
TOTAL (Projected 1509 Children)	**$10,068,312**

Source: Office of First Steps to School Readiness, December 20, 2013

Appendix F
Providers Participating through the South Carolina Department of Education

School	License/ Approval Number Correct?	License Status	Deficiencies in Last 3 Years
Cherokee Trail Elem.	Yes	Regular	http://scchildcare.org/details.aspx?id=18417
Diamond Hill Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18415
John C Calhoun Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18414
Long Cane Primary	Yes	Regular	http://scchildcare.org/details.aspx?id=10475
Allendale Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18302
Fairfax Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18301
Richard Carroll Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=32417
Denmark-Olar Elem	Yes	Provisional	http://scchildcare.org/details.aspx?id=20191
Macedonia Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=20270
Kelly Edwards Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=20396
Berkeley Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=9922
Boulder Bluff Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=17739
Cainhoy Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18356
Cane Bay Elementary	22371	Regular	http://scchildcare.org/details.aspx?id=24278
College Park Elem.	Yes	Regular	http://scchildcare.org/details.aspx?id=20657
Cross Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=17670
Devon Forest Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=21573
Goose Creek Primary	No-18424	Regular	http://scchildcare.org/details.aspx?id=18317
Hanahan Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=21138
H.E. Bonner Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=20783
J.K. Gourdin Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=9999
Marrington Elem	No-21509	Regular	http://scchildcare.org/details.aspx?id=21325
Sangaree Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=21289
St. Stephen Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18354
Westview Primary	Yes	Regular	http://scchildcare.org/details.aspx?id=21865
Whitesville Elem.	Yes	Regular	http://scchildcare.org/details.aspx?id=9873
St. Matthews K-8	Yes	Provisional	None
Sandy Run K-8	Yes	Provisional	None
B.D. Lee Elementary	No - 23577	Regular	None
Blacksburg Primary	No - 23579	Regular	None
Grassy Pond Elementary	No - 23576	Regular	None
Limestone Central Elementary	No - 23593	Regular	http://scchildcare.org/details.aspx?id=34666
Luther L. Vaughan Elementary	No - 23583	Regular	None
Chester Park Center for Literacy through Technology	Yes	Provisional	None
Chester Park Elementary School of Inquiry	Yes	Provisional	None
Great Falls Elementary	Yes	Provisional	None
Lewisville Elementary School	Yes	Provisional	None
Cheraw Primary	Yes	Regular	None
Petersburg Primary	Yes	Regular	None
Summerton EC Center	Yes	Regular	http://scchildcare.org/details.aspx?id=20423
Manning EC Center	Yes	Regular	http://scchildcare.org/details.aspx?id=10635

School	License/ Approval Number Correct?	License Status	Deficiencies in Last 3 Years
Walker Gamble Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18433
Bells Elementary	Yes	Provisional	None
Black Street ECC	Yes	Provisional	http://scchildcare.org/details.aspx?id=34519
Cottageville Elementary	Yes	Provisional	http://scchildcare.org/details.aspx?id=34518
Hendersonville Elementary	No - 23537	Provisional	http://scchildcare.org/details.aspx?id=34516
Lamar Elementary	Yes	Provisional	None
Rosenwald Elementary/Middle	Yes	Provisional	None
St. John's Elementary	Yes	Provisional	None
Washington Street Elementary	Yes	Provisional	None
Latta EC Center	Yes	Provisional	http://scchildcare.org/details.aspx?id=20118
Lake View Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18368
East Elementary	Yes	Regular	None
South Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18311
Stewart Heights Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18310
Clay Hill Elementary	Yes	Provisional	http://scchildcare.org/details.aspx?id=34663
Harleyville Elementary	Yes	Provisional	http://scchildcare.org/details.aspx?id=34654
Williams Memorial Elementary	Yes	Provisional	None
Fairfield Elementary	Yes	Provisional	None
Fairfield Magnet School	Yes	Provisional	None
Geiger Elementary	Yes	Provisional	None
Kelly Miller Elementary	Yes	Provisional	None
McCrorey Liston School of Technology	Yes	Provisional	None
R.N. Beck Learning	Yes	Regular	http://scchildcare.org/details.aspx?id=5819
Carver Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=20297
Dewey Carter Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=20299
The Child Dev Ctr at Alfred Rush	Yes	Provisional	http://scchildcare.org/details.aspx?id=34562
Lester Elementary	Yes	Regular	None
North Vista Elementary	Yes	Regular	None
Lake City Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=20308
Lake City High	Yes	Regular	http://scchildcare.org/details.aspx?id=20732
J.C. Lynch Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=20158
Main Street Elementary	Yes	Regular	None
Olanta Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=20306
Scranton Elementary	Yes	Regular	None
Brockington Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18300
Johnsonville Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18313
Kensington Elementary	Yes	Regular	None
Maryville Elementary	Yes	Regular	None
Pleasant Hill Elementary	Yes	Provisional	None
Sampit Elementary	Yes	Provisional	None
Waccamaw Elementary	Yes	Regular	None
Ware Shoals Primary	No - 23516	Provisional	None
Fennell Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=10545
Varnville Primary	Yes	Regular	http://scchildcare.org/details.aspx?id=10304

School	License/Approval Number Correct?	License Status	Deficiencies in Last 3 Years
Estill Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18286
Hardeeville Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=11101
Ridgeland Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18413
E.B. Morse Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18690
Ford Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=9929
Gray Court-Owings Elem.	Yes	Regular	http://scchildcare.org/details.aspx?id=20539
Hickory Tavern Elem.	Yes	Regular	None
Laurens Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18692
Waterloo Elementary	Yes	Regular	None
M.S. Bailey CD Ctr.	Yes	Regular	None
Bishopville Primary	Yes	Regular	http://scchildcare.org/details.aspx?id=18336
Lower Lee Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18335
West Lee Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18334
Batesburg-Leesville Primary	No - 23568	Provisional	None
Lexington Four ECC	Yes	Regular	http://scchildcare.org/details.aspx?id=26170
Mullins EC Center	Yes	Regular	http://scchildcare.org/details.aspx?id=18316
Easterling Primary School	Yes	Regular	None
Britton's Neck Elementary	No-22780	Regular	None
Bennettsville Primary	Yes	Regular	http://scchildcare.org/details.aspx?id=31520
McCormick Elem.	Yes	Regular	http://scchildcare.org/details.aspx?id=21084
Boundary Street Elementary	Yes	Provisional	None
Gallman Elementary	Yes	Provisional	None
Newberry Elementary	No - 23525	Provisional	None
Pomaria Garmany Elementary	Yes	Provisional	None
Elloree Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18642
Holly Hill Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18513
St James-Gaillard	Yes	Regular	http://scchildcare.org/details.aspx?id=18450
Vance-Providence	Yes	Regular	http://scchildcare.org/details.aspx?id=18432
Edisto Primary	Yes	Regular	http://scchildcare.org/details.aspx?id=18536
Hunter-Kinard Tyler	Yes	Regular	http://scchildcare.org/details.aspx?id=18559
Lockett Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18558
Bethune-Bowman	Yes	Regular	http://scchildcare.org/details.aspx?id=18449
Brookdale Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18451
Dover Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18500
Marshall Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18514
Mellichamp Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=18483
Rivelon Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18479
Sheridan Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18482
Whittaker Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=18480
A C Moore Elementary	Yes	Provisional	None
Arden Elementary	Yes	Provisional	None
Carolina School for Inquiry	Yes	Provisional	None
Gadsden Elementary	Yes	Provisional	None
Hopkins Elementary	Yes	Provisional	None

School	License/ Approval Number Correct?	License Status	Deficiencies in Last 3 Years
John P. Thomas Elementary	Yes	Provisional	None
South Kilbourne Elementary	Yes	Provisional	None
Watkins Nance Elementary	Yes	Provisional	None
Hollywood Elementary	Yes	Regular	http://scchildcare.org/details.aspx?id=23270
Saluda Primary	Yes	Regular	http://scchildcare.org/details.aspx?id=23298
Cleveland Academy of Leadership	No - 23603	Provisional	None
Early Learning Center at Park Hills	No - 23605	Provisional	None
E.P. Todd School	No - 23602	Provisional	None
Cherryvale Elementary	Yes	Provisional	None
Crosswell Drive Elementary	In Progress	In Progress	N/A
F. J. DeLaine Elementary	Yes	Provisional	None
Kingsbury Elementary	In Progress	In Progress	N/A
Manchester Elementary	In Progress	In Progress	N/A
R.E. Davis Elementary	Yes	Provisional	None
Wilder Elementary	Yes	Provisional	None
Willow Drive Elementary	In Progress	In Progress	N/A
Hemingway Elementary	No-22128	Regular	http://scchildcare.org/details.aspx?id=22880
D.P. Cooper Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=21584
Greeleyville Elem	Yes	Regular	http://scchildcare.org/details.aspx?id=20708
W.M. Anderson Pri	Yes	Regular	None

Early Childhood Success Ctr.	Closed		
Williamsburg Cty Magnet	This License # belonged to St. Mark Elementary and was made inactive on 8/2/2011. Application for Williamsburg Cty Magnet made inactive 12/20/2013.		

Providers Participating through Office of First Steps

Provider	License/ Approval Number Correct?	License Status	Deficiencies in Last 3 Years	ABC Level
ABC Academy	Yes	Regular	http://scchildcare.org/details.aspx?id=6485	B+
Agapeland YEP Center	Yes	Regular	None	B+
Angel's Inn Daycare	Yes	Regular	http://scchildcare.org/details.aspx?id=18077	B
Antioch 3 & 4K Development Center	Yes	Regular	http://scchildcare.org/details.aspx?id=31500	B
Aye's Kangeroo Care	Yes	Regular	http://scchildcare.org/details.aspx?id=4283	B
Bedford's Stay N Play	Yes	Regular	http://scchildcare.org/details.aspx?id=861	B
Bamberg Head Start	Yes	Regular	http://scchildcare.org/details.aspx?id=8768	Can't verify in ABC
Beginner's Paradise	No - 16055	Regular	None	B
Benedict College Child Development Center	Yes	Regular	http://scchildcare.org/details.aspx?id=6958	A+
Bethel Learning Center	Yes	Regular	http://scchildcare.org/details.aspx?id=4777	B
Big Blue Marble Academy #3	Yes	Regular	http://scchildcare.org/details.aspx?id=32722	B+
Big Blue Marble Academy #4	Yes	Regular	None	C
Bishopville Lee Child Care Center Inc.	Yes	Regular	http://scchildcare.org/details.aspx?id=2460	B+
Brookland Baptist CDC	Yes	Regular	http://scchildcare.org/details.aspx?id=11490	B+
Candle Lakes Child Care	Yes	Regular	http://scchildcare.org/details.aspx?id=10568	B+
Care-A-Lot Day Care Center	Yes	Regular	http://scchildcare.org/details.aspx?id=25064	B
Children's Garden	Yes	Regular	http://scchildcare.org/details.aspx?id=24846	A+
Children's Keeper	Yes	Regular	http://scchildcare.org/details.aspx?id=17918	B
Children's World #5	Yes	Regular	http://scchildcare.org/details.aspx?id=23767	B
Children's World #7	Yes	Regular	http://scchildcare.org/details.aspx?id=25452	C
Choppee Head Start	Yes	Regular	None	Can't verify in ABC
Clarian Place Child Care and Learning Center	Yes	Regular	http://scchildcare.org/details.aspx?id=34131	C
Crayons2Computers	Yes	Regular	http://scchildcare.org/details.aspx?id=7988	B
Daniel Island Academy	Yes	Regular	None	A+
Denmark Headstart	Yes	Regular	http://scchildcare.org/details.aspx?id=672	Can't verify in ABC
Doodle Buzz Academy	Yes	Regular	None	B+
Excellent Learning Preschool, Inc.	Yes	Regular	None	B
Foster's Childcare Center, Inc.	Yes	Regular	http://scchildcare.org/details.aspx?id=360	B
Gail and Terry Richardson Center for the Child	Yes	Regular	None	B+
Jack J. Hanna Academy and Childcare	Yes	Regular	http://scchildcare.org/details.aspx?id=6426	C
Jehovah MBC Christian and Academy School	Yes	Regular	http://scchildcare.org/details.aspx?id=6953	B
Kids Corner Children Academy	Yes	Regular	http://scchildcare.org/details.aspx?id=22370	B+
Kids Unlimited of Prosperity	Yes	Regular	http://scchildcare.org/details.aspx?id=2562	B
Kidz Will Be Kidz	Yes	Regular	http://scchildcare.org/details.aspx?id=10108	B
Lane Head Start (Waccamaw)	Yes	Regular	None	B
LaPetite Academy 7514	Yes	Regular	http://scchildcare.org/details.aspx?id=11504	B
LaPetite Academy 7504	Yes	Regular	http://scchildcare.org/details.aspx?id=2002	B
LaPetite Academy 7503	Yes	Regular	http://scchildcare.org/details.aspx?id=197	B+

Provider	License/ Approval Number Correct?	License Status	Deficiencies in Last 3 Years	ABC Level
LaPetite Academy 7501	Yes	Regular	http://scchildcare.org/details.aspx?id=1948	B
Legacy Christian Day School	Yes	Regular	http://scchildcare.org/details.aspx?id=33522	C
Little Miss Muffet Day Care	Yes	Regular	http://scchildcare.org/details.aspx?id=1886	B+
Little Promises	Yes	Regular	http://scchildcare.org/details.aspx?id=9957	B
Little Treasures	Yes	Regular	http://scchildcare.org/details.aspx?id=20330	B
Little Smurf Child Development Center	Yes	Regular	http://scchildcare.org/details.aspx?id=1979	B+
Little Smurf Too	Yes	Regular	None	B+
McGills Bundles of Joy	Yes	Regular	http://scchildcare.org/details.aspx?id=7991	B
Mellon Patch	Yes	Provisional	http://scchildcare.org/details.aspx?id=10215	B
Miracle Academy	Yes	Regular	http://scchildcare.org/details.aspx?id=619	B+
Miss Eddie's Child Development Center	Yes	Regular	None	A+
Mon Aetna CEC	Yes	Regular	http://scchildcare.org/details.aspx?id=9717	B
Mon Dae Morning Child Care Center	Yes	Regular	None	B
Mother Goose Day Care	Yes	Regular	None	B
Myers's Nursery & Daycare	Yes	Regular	http://scchildcare.org/details.aspx?id=29742	B
Nesmith Community Day Care Center	Yes	Regular	None	B+
Newberry Child Development Center	Yes	Regular	http://scchildcare.org/details.aspx?id=10857	A
New Jerusalem Baptist CDC	Yes	Regular	http://scchildcare.org/details.aspx?id=20986	B+
Pawley's Island Civic Club CDC	Yes	Regular	None	B+
PCA Child Development Center (ZL Madden)	Yes	Regular	http://scchildcare.org/details.aspx?id=24462	B
Pee Dee CAP Headstart (Hamer Canaan)	Yes	Regular	None	B
Pee Dee CAP Headstart (Thelma Brown)	Yes	Regular	http://scchildcare.org/details.aspx?id=2384	A
Playhouse CDC	Yes	Regular	http://scchildcare.org/details.aspx?id=21650	B
Pleasant Grove Academy	Yes	Regular	http://scchildcare.org/details.aspx?id=20107	B
Precious Little Angels	Yes	Regular	http://scchildcare.org/details.aspx?id=7752	B
Prosperity Child Care	Yes	Regular	http://scchildcare.org/details.aspx?id=8201	B+
Roadside Child Development Center	Yes	Regular	http://scchildcare.org/details.aspx?id=24066	C
Sampit Community Center	Yes	Regular	http://scchildcare.org/details.aspx?id=2398	B
SC State Child Development/Learning Center	Yes	Regular	http://scchildcare.org/details.aspx?id=821	A+
Share HS-Starr Center	Yes	Regular	http://scchildcare.org/details.aspx?id=10361	Can't verify in ABC
Small Minds of Tomorrow	Yes	Regular	http://scchildcare.org/details.aspx?id=10407	B
Stepping Stones Child Care Center	No - 17911	Regular	None	B+
Stepping Stones Learning Academy, Inc	Yes	Regular	http://scchildcare.org/details.aspx?id=33433	B+
St Matthews Head Start	Yes	Regular	http://scchildcare.org/details.aspx?id=690	Can't verify in ABC
The Montessori School of Pawley's Island	Yes	Regular	None	C
The Student Development Center	Yes	Regular	http://scchildcare.org/details.aspx?id=2549	B

Provider	License/ Approval Number Correct?	License Status	Deficiencies in Last 3 Years	ABC Level
The Sunshine House #16	Yes	Regular	http://scchildcare.org/details.aspx?id=2337	B+
The Sunshine House #21	Yes	Regular	http://scchildcare.org/details.aspx?id=2333	B
The Sunshine House #22	Yes	Regular	http://scchildcare.org/details.aspx?id=2335	B
The Sunshine House #23	Yes	Regular	http://scchildcare.org/details.aspx?id=2339	B
The Sunshine House #30	Yes	Regular	http://scchildcare.org/details.aspx?id=2338	B
The Sunshine House #134	Yes	Regular	http://scchildcare.org/details.aspx?id=11208	C
The Sunshine House #135	Yes	Regular	http://scchildcare.org/details.aspx?id=11303	B
Thornwell CDC	Yes	Regular	None	Can't verify in ABC
Trinity Learning Center	Yes	Regular	http://scchildcare.org/details.aspx?id=1888	Can't verify in ABC
Troy Johnson Learning Center	Yes	Regular	http://scchildcare.org/details.aspx?id=1901	B+
True Saints Christian Day Care and Learning Ctr	Yes	Regular	http://scchildcare.org/details.aspx?id=34190	C
Wee Academy	No - 15870	Regular	http://scchildcare.org/details.aspx?id=2354	B+
William Thomas Academy	Yes	Provisional	http://scchildcare.org/details.aspx?id=29864	C
Wilson's Daycare and Learning Center	No - 17974	Regular	http://scchildcare.org/details.aspx?id=17597	B
Wright Way Child Development Center	Yes	Provisional	http://scchildcare.org/details.aspx?id=20417	B
Zion Canaan Child Development Center	Yes	Regular	http://scchildcare.org/details.aspx?id=5573	B

Appendix G
Academic Performance of CDEPP Students Compared to Other Subgroups

Table A-1. Number and Percent of Students at Each PASS Performance Level in Grade 3 in Reading.

Achievement Level	Non-CDEPP Students in SC	Non-CDEPP Subsidized Meal Students in SC	Non-CDEPP Students in CDEPP Districts	Non-CDEPP Subsidized Meal Students in CDEPP Districts	CDEPP Students
Cohort 1 – Grade 3 (Spring 2011)					
Exemplary	27,884 (56)	12,410 (42)	2,960 (47)	1,656 (38)	896 (41)
Met	12,438 (25)	8,751 (30)	1,756 (28)	1,353 (31)	695 (32)
Not Met	9,825 (20)	8,063 (28)	1,550 (25)	1,332 (31)	581 (27)
Cohort 2 – Grade 3 (Spring 2012)					
Exemplary	28,904 (59)	12,898 (46)	3,079 (50)	1,674 (39)	1,634 (45)
Met	10,478 (22)	7,613 (27)	1,576 (25)	1,230 (29)	1,028 (29)
Not Met	9,256 (19)	7,714 (27)	1,544 (25)	1,360 (32)	934 (26)
Cohort 3 – Grade 3 (Spring 2013)					
Exemplary	28,993 (59)	13,071 (45)	3,008 (51)	1,527 (39)	1,647 (46)
Met	12,271 (25)	8,996 (31)	1,624 (28)	1,270 (33)	1,167 (32)
Not Met	8,287 (17)	6,893 (24)	1,258 (21)	1,072 (28)	777 (22)

Table A-2. Number and Percent of Students at Each PASS Performance Level in Grades 4 and 5 in Reading.

Achievement Level	Non-CDEPP Students in SC	Non-CDEPP Subsidized Meal Students in SC	Non-CDEPP Students in CDEPP Districts	Non-CDEPP Subsidized Meal Students in CDEPP Districts	CDEPP Students
Cohort 1 – Grade 4 (Spring 2012)					
Exemplary	20,316 (43)	8,001 (29)	2,054 (35)	1,021 (25)	604 (29)
Met	16,785 (36)	11,416 (41)	2,142 (37)	1,672 (41)	891 (42)
Not Met	9,959 (21)	8,365 (30)	1,595 (28)	1,403 (34)	609 (29)
Cohort 2 – Grade 4 (Spring 2013)					
Exemplary	19,288 (42)	7,371 (28)	1,952 (35)	953 (25)	997 (28)
Met	17,293 (38)	11,420 (43)	2,136 (38)	1,578 (41)	1,571 (45)
Not Met	9,308 (20)	7,749 (29)	1,502 (27)	1,306 (34)	965 (27)
Cohort 1 – Grade 5 (Spring 2013)					
Exemplary	17,977 (39)	7,133 (26)	1,806 (33)	902 (23)	538 (26)
Met	19,821 (43)	13,172 (49)	2,487 (45)	1,907 (49)	1,065 (51)
Not Met	8,023 (18)	6,666 (25)	1,222 (22)	1,066 (28)	474 (23)

Table A-3. Number and Percent of Students at Each PASS Performance Level in Grade 3 in Mathematics.

Achievement Level	Non-CDEPP Students in SC	Non-CDEPP Subsidized Meal Students in SC	Non-CDEPP Students in CDEPP Districts	Non-CDEPP Subsidized Meal Students in CDEPP Districts	CDEPP Students
Cohort 1 – Grade 3 (Spring 2011)					
Exemplary	22,055 (44)	9,002 (31)	2,224 (35)	1,126 (26)	615 (28)
Met	13,697 (27)	8,788 (30)	1,771 (28)	1,280 (29)	678 (31)
Not Met	14,456 (29)	11,476 (39)	2,280 (36)	1,944 (45)	880 (40)
Cohort 2 – Grade 3 (Spring 2012)					
Exemplary	21,597 (44)	8,718 (31)	2,194 (35)	1,099 (26)	1,104 (31)
Met	14,250 (29)	9,133 (32)	1,849 (30)	1,321 (31)	1,177 (33)
Not Met	12,849 (26)	10,409 (37)	2,159 (35)	1,846 (43)	1,316 (37)
Cohort 3 – Grade 3 (Spring 2013)					
Exemplary	21,438 (43)	8,699 (30)	2,092 (35)	950 (25)	1,055 (29)
Met	13,657 (28)	8,611 (30)	1,634 (28)	1,115 (29)	1,083 (30)
Not Met	14,505 (29)	11,669 (40)	2,168 (37)	1,847 (47)	1,453 (41)

Table A-4. Number and Percent of Students at Each PASS Performance Level in Grades 4 and 5 in Mathematics.

Achievement Level	Non-CDEPP Students in SC	Non-CDEPP Subsidized Meal Students in SC	Non-CDEPP Students in CDEPP Districts	Non-CDEPP Subsidized Meal Students in CDEPP Districts	CDEPP Students
Cohort 1 – Grade 4 (Spring 2012)					
Exemplary	19,500 (41)	7,787 (28)	1,893 (33)	968 (24)	518 (25)
Met	17,936 (38)	12,015 (43)	2,305 (40)	1,730 (42)	911 (43)
Not Met	9,628 (20)	7,983 (29)	1,593 (28)	1,398 (34)	675 (32)
Cohort 2 – Grade 4 (Spring 2013)					
Exemplary	19,174 (42)	7,354 (28)	1,817 (33)	849 (22)	946 (27)
Met	17,984 (39)	11,899 (45)	2,297 (41)	1,695 (44)	1,628 (46)
Not Met	8,731 (19)	7,288 (28)	1,474 (26)	1,292 (34)	960 (27)
Cohort 1 – Grade 5 (Spring 2013)					
Exemplary	17,501 (38)	6,963 (26)	1,607 (29)	797 (21)	538 (26)
Met	17,869 (39)	11,549 (43)	2,321 (42)	1,724 (44)	915 (44)
Not Met	10,456 (23)	8,466 (31)	1,588 (29)	1,355 (35)	624 (30)

Appendix H
PASS Performance, Over Time

Percent of Grade 3 Students who Scored Met or Exemplary on PASS, Reading & Mathematics

Trial and Plaintiff CDEPP Participating Districts

District	READING					MATHEMATICS				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Abbeville	86.5	84.8	88.3	89.6	86.3	84.0	78.9	86.6	86.8	81.8
Allendale	45.7	48.8	60.5	45.4	61.1	32.5	29.3	44.2	28.7	44.2
Bamberg 1	79.3	75.0	68.4	72.8	68.8	60.8	70.3	64.2	69.3	54.8
Bamberg 2	68.2	58.3	50.0	37.5	77.3	36.4	24.6	19.3	15.0	43.2
Barnwell 19	57.1	78.6	56.8	64.1	64.8	37.0	46.7	32.4	31.4	35.2
Barnwell 29	70.6	81.8	79.7	73.6	71.9	53.3	80.6	65.2	67.9	45.3
Berkeley	80.0	84.6	82.8	85.1	86.2	67.0	73.9	74.2	76.0	68.7
Chesterfield	73.8	70.3	77.5	75.6	80.0	66.0	62.6	73.8	73.0	72.1
Clarendon 1	70.1	85.5	81.7	78.8	95.8	39.6	71.7	67.2	74.6	73.2
Clarendon 2	75.0	77.7	80.9	82.2	75.5	57.0	75.9	72.8	81.7	61.4
Clarendon 3	80.5	80.7	78.5	87.5	96.8	75.2	65.7	61.6	80.3	83.7
Dillon 1	65.1	83.3	64.1	.	.	42.8	68.0	65.6	.	.
Dillon 2	73.1	76.2	75.7	.	.	62.5	68.4	70.5	.	.
Dillon 3	75.4	78.2	75.2	73.8	79.6	67.7	70.4	69.6	68.0	67.4
Dillon 4	.	.	.	66.6	82.2	.	.	.	60.3	65.0
Florence 1	78.4	85.0	83.7	83.5	86.6	64.2	67.5	71.8	72.8	72.1
Florence 2	73.2	84.5	80.2	79.3	78.6	50.0	63.8	58.3	55.7	58.9
Florence 3	69.7	65.2	60.3	68.2	68.2	53.0	53.6	49.0	56.5	51.6
Florence 4	55.0	54.2	31.7	27.3	45.8	30.4	28.2	13.4	13.6	7.6
Florence 5	83.5	87.9	81.8	85.4	87.1	76.3	81.5	74.2	76.2	61.1
Hampton 1	71.7	79.1	72.7	73.0	76.4	59.9	66.5	70.1	65.7	68.2
Hampton 2	44.7	57.0	52.2	69.5	72.0	36.9	29.1	35.5	35.6	50.9
Jasper	65.3	53.1	52.6	59.9	61.5	32.0	30.2	30.9	38.9	32.7
Laurens 55	82.3	74.1	77.1	78.4	76.8	70.4	62.3	64.6	68.8	61.0
Laurens 56	76.8	81.2	75.3	75.9	81.5	56.2	69.0	66.2	69.7	74.1
Lee	48.2	67.2	59.7	56.7	55.0	29.1	38.0	42.6	29.8	28.9
Lexington 4	65.6	69.2	65.8	63.3	71.5	52.6	55.9	55.2	51.3	51.7

	READING					MATHEMATICS				
District	**2009**	**2010**	**2011**	**2012**	**2013**	**2009**	**2010**	**2011**	**2012**	**2013**
McCormick	76.6	80.7	82.2	75.8	78.4	66.1	73.3	67.8	54.5	37.7
Marion 1	68.5	67.4	63.7	61.2	.	50.3	54.8	45.3	42.0	.
Marion 2	47.5	66.4	65.2	69.8	.	32.6	39.7	52.2	43.4	.
Marion 7	80.5	75.0	73.8	77.5	.	47.7	46.4	64.3	67.4	.
Marion 10	.	.	.	.	66.0	.	.	.	.	40.1
Marlboro	61.1	59.9	64.3	59.7	63.1	49.0	53.2	56.8	52.2	49.1
Orangeburg 3	55.9	72.7	67.1	65.6	76.1	42.0	49.6	39.9	53.7	62.2
Orangeburg 4	50.9	58.3	58.4	51.7	60.6	45.1	51.6	46.0	48.4	43.5
Orangeburg 5	74.7	70.6	75.2	72.3	70.3	48.8	54.4	53.8	59.8	54.0
Williamsburg	70.6	67.6	66.5	67.8	72.2	54.8	51.2	45.5	50.4	53.4
State	78.0	80.7	80.0	80.3	82.8	67.0	70.0	70.4	72.5	69.7

Percent of Grade 3 Students who Scored Met or Exemplary on PASS, Reading & Mathematics
Non-CDEPP Participating Districts

District	READING					MATHEMATICS				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Aiken	79.7	81.7	79.8	79.1	81.9	68.8	63.1	63.7	69.3	63.8
Anderson 1	89.4	88.5	89.3	88.3	92.1	76.6	82.4	84.6	83.8	83.8
Anderson 2	88.6	87.2	85.6	87.8	88.8	79.4	82.5	79.7	80.6	74.2
Anderson 3	75.9	78.3	77.3	79.4	79.6	51.9	60.0	65.0	64.9	69.5
Anderson 4	85.1	88.1	91.1	88.9	92.0	78.0	79.0	75.7	75.6	77.1
Anderson 5	84.4	82.9	82.9	81.7	83.6	72.5	72.7	71.6	77.2	74.6
Barnwell 45	57.7	76.0	69.5	60.5	68.5	42.4	67.2	62.1	52.8	56.8
Beaufort	73.4	77.4	78.1	79.8	80.9	59.7	64.4	69.2	71.8	69.6
Calhoun	86.4	80.5	80.8	84.0	85.9	72.6	75.7	65.6	74.8	58.6
Charleston	80.0	81.0	79.7	81.5	84.3	70.2	70.1	69.7	74.0	70.1
Cherokee	72.5	71.6	69.1	69.3	73.0	66.7	67.7	64.4	62.0	62.6
Chester	67.5	71.5	67.2	71.9	73.6	55.7	57.3	57.0	58.0	54.3
Colleton	67.5	72.0	78.8	71.7	69.9	53.3	58.1	60.8	67.2	54.9
Darlington	72.5	79.6	75.8	81.8	81.7	63.0	68.2	69.7	75.7	67.8
Dorchester 2	85.4	89.4	88.2	87.2	88.4	76.6	83.0	84.1	84.8	83.6
Dorchester 4	72.2	83.7	81.7	82.1	79.6	65.7	75.2	76.2	71.7	69.8
Edgefield	80.9	80.3	76.2	73.8	84.0	59.4	56.8	61.0	64.5	64.4
Fairfield	56.5	61.9	71.6	75.3	73.4	43.2	42.8	55.8	62.6	55.1
Georgetown	75.2	81.2	80.1	80.6	81.1	67.7	70.0	67.0	72.1	66.2
Greenville	78.3	83.4	83.7	83.3	86.0	70.2	74.6	75.9	77.3	75.5
Greenwood 50	70.5	78.5	78.5	77.9	81.0	61.3	67.5	68.5	72.9	66.5
Greenwood 51	85.1	75.0	91.2	88.7	83.1	71.8	82.4	83.0	81.6	62.4
Greenwood 52	91.6	95.5	88.6	86.5	85.0	84.7	91.0	87.0	83.8	78.3
Horry	84.0	83.4	84.3	84.7	87.8	73.6	77.0	76.4	79.7	76.4
Kershaw	81.4	80.9	81.0	80.0	84.7	71.2	71.2	71.9	68.9	70.5
Lancaster	73.8	82.6	79.0	78.6	81.5	67.0	73.6	69.7	70.9	67.2
Lexington 1	84.1	87.6	85.5	85.3	87.7	78.2	76.8	76.1	79.3	73.8
Lexington 2	73.9	77.7	76.5	75.8	75.5	64.5	67.5	63.0	64.4	63.5
Lexington 3	70.3	75.5	75.2	73.5	79.2	59.2	62.9	69.5	66.6	67.8

District	READING					MATHEMATICS				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Lexington 5	85.6	88.4	87.4	86.3	88.7	81.2	82.3	80.1	82.3	80.9
Newberry	71.7	70.2	71.7	77.3	75.0	59.5	60.1	71.7	77.8	67.8
Oconee	81.5	81.3	79.6	80.1	84.0	68.2	68.9	72.6	69.2	68.2
Pickens	84.4	86.6	86.3	88.0	87.6	74.6	79.8	78.8	79.2	77.2
Richland 1	73.0	76.4	74.6	73.0	78.3	53.6	60.4	60.5	62.9	61.5
Richland 2	79.6	85.0	82.4	79.2	85.5	67.7	71.1	68.4	68.2	69.7
Saluda*	72.4	69.5	77.1	77.5	82.7	65.6	67.0	67.5	72.8	71.0
Spartanburg 1	85.3	89.0	92.8	88.1	92.8	76.4	81.5	87.9	86.7	86.2
Spartanburg 2	79.5	83.1	85.1	85.8	88.2	74.5	77.5	78.4	80.4	77.6
Spartanburg 3	76.5	79.4	81.8	79.9	80.0	67.0	77.1	74.2	77.6	73.2
Spartanburg 4	76.5	75.4	82.0	82.9	82.3	71.0	74.0	74.1	73.4	75.3
Spartanburg 5	85.1	82.7	82.4	83.3	84.7	73.7	75.5	76.4	73.9	75.9
Spartanburg 6	79.8	78.3	77.0	83.2	80.5	64.5	72.6	71.9	75.0	66.6
Spartanburg 7	70.1	77.5	73.0	69.3	78.9	58.1	64.1	65.5	62.3	68.7
Sumter	.	.	.	79.5	80.1	.	.	.	71.1	66.4
Sumter 2	77.6	80.8	74.0	.	.	64.7	72.7	65.8	.	.
Sumter 17	77.1	78.3	77.5	.	.	65.3	60.7	63.4	.	.
Union	71.0	77.0	85.7	82.0	79.7	62.4	68.7	75.1	70.6	68.6
York 1	73.5	76.7	71.8	75.1	76.4	63.3	63.2	60.7	69.2	69.4
York 2	86.7	87.7	86.1	90.3	94.0	81.9	82.8	84.5	89.0	89.0
York 3	80.2	79.8	78.7	80.5	80.9	73.2	72.0	73.3	75.7	70.2
York 4	92.2	90.6	92.5	93.6	93.7	86.9	84.5	86.1	88.7	85.3
SC Public School Charter District	74.0	72.5	73.7	78.4	76.5	51.4	52.2	54.5	55.3	56.6
State	78.0	80.7	80.0	80.3	82.8	67.0	70.0	70.4	72.5	69.7

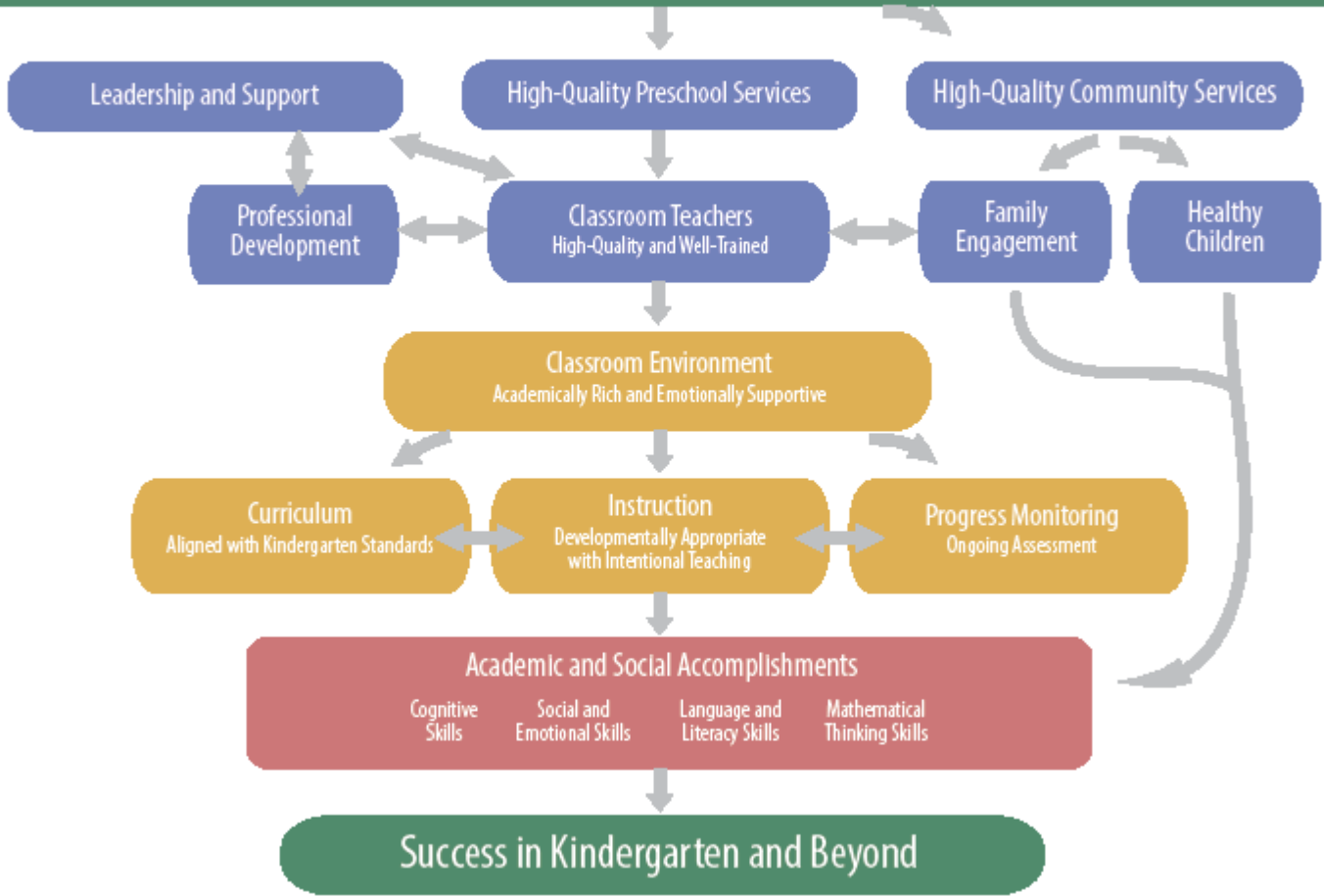*Saluda first participated in CDEPP in 2010-11

Appendix I
Early Childhood Education Stakeholder Meeting Participants
November 1, 2013

Dr. Lorin Anderson, Distinguished Professor Emeritus, University of South Carolina
Dr. Kevin Andrews, EOC
Lillian Atkins, Lexington School District 4, Early Childhood Center
Melanie Barton, EOC
Leigh Bollick, DSS Early Care and Education
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Dr. Susan Gehlmann, Berkeley County Schools, Director Elementary Education
Dr. Fred Greer, University of South Carolina
Betty Harrington, Clarendon School District 2, Manning Early Childhood Center
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Jenny May, Children's Law Center, University of South Carolina
Katy Sides, Institute for Child Success
Dr. Reginald Williams, South Carolina State University
Dr. Dan Wuori, Office of First Steps
Dana Yow, EOC

South Carolina Child Development Education Pilot Program
Publicly Funded 4-Year-Old Pre-Kindergarten

Leadership and Support

High-Quality Preschool Services

High-Quality Community Services

Professional Development

Classroom Teachers
High-Quality and Well-Trained

Family Engagement

Healthy Children

Classroom Environment
Academically Rich and Emotionally Supportive

Curriculum
Aligned with Kindergarten Standards

Instruction
Developmentally Appropriate
with Intentional Teaching

Progress Monitoring
Ongoing Assessment

Academic and Social Accomplishments

Cognitive Skills

Social and Emotional Skills

Language and Literacy Skills

Mathematical Thinking Skills

Success in Kindergarten and Beyond

11/22/13; 1/6/14 rev. Prepared by Bill Brown PhD, Leigh D'Amico EdD, Kassie Mae Miller MPH, Lorin Anderson PhD, & Community Early Childhood Partners

APPENDIX K

December 4, 2013

Dear Early Childhood Education Stakeholder:

I am pleased to send you a draft of the conceptual framework for the South Carolina Child Development Education Pilot Program (CDEPP). In computer software terms, you are receiving what might be called "Version 3.0." This version was derived from the goal statements that the stakeholders who participated in the November 1 meeting provided and was informed by research and writing in the field. I want to thank Lorin Anderson, Bill Brown, Leigh D'Amico and Kassie Mae Miller for their work on this project.

I would suggest that you examine the framework from the bottom up. The overall goal of the program as determined by the stakeholders on November 1 is *Success in Kindergarten and Beyond*. In order to accomplish this goal, students must possess a set of academic and social skills (*Academic and Social Accomplishments*). This requires a strong *Curriculum* (one which is aligned with kindergarten standards), *Instruction* that is developmentally appropriate and coupled with intentional teaching, and *Progress Monitoring* (i.e., ongoing assessment). These three interrelated concepts must exist within a *Classroom Environment* that is academically rich and emotionally supportive. The design and operation of such an environment requires excellent *Classroom Teachers* who receive appropriate *Professional Development*. But, as we all know, schools cannot do it alone. There needs to be *High-Quality Community Services* which focus on *Family Engagement* and *Healthy Children*. And, as the arrows indicate, these services also have an impact on *Academic and Social Accomplishments*.

To simplify the framework, key words and phrases are used rather than elaborate descriptions. To avoid any confusion about the meaning of these words and phrases, a Glossary is provided. The Glossary describes in more detail the intended meaning of each concept. Our intent with the glossary is to promote common definitions and shared understandings that might support early childhood practitioners, administrators, and advocates communications in pursuit of high-quality learning experiences for young children and their families. Many of the definitions employed are from well-known scholars in the field or by example and are not intended to be exhaustive. Following the Glossary is a set of references for those needing additional information.

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South Carolina Child Development Education Pilot Program (CDEPP)
Conceptual Framework Definitions[1]

Academic and Social Accomplishments—The *American Heritage Dictionary* (Second College Edition) defines accomplishment as "something completed successfully; achievement." Academic and social accomplishments include: (a) cognitive skills; (b) social emotional skills; (c) language and literacy skills; and (d) mathematical thinking skills. Critical cognitive skills include but are not necessarily limited to: memory, attention, ability to connect experiences, classification, use of symbols, curiosity and motivation, and meaningful engagement and persistence. Critical social and emotional skills include but are not necessarily limited to the ability to delay gratification, positive interactions and relationships with adults and peers, self-regulation of emotions and behavior, and the ability to follow reasonable and age appropriate limits and adult requests. Critical language and literacy skills include but are not necessarily limited to communication of needs and preferences, listening, receptive and expressive vocabulary, phonological awareness, alphabetic principle and knowledge, print and book knowledge, prewriting and writing skills, and reading comprehension. Critical mathematical thinking skills include but are not necessarily limited to: knowledge of patterns, ability to compare and measure, recognition and use of numbers and number concepts, and basic mathematical operations.

Classroom Environments—Classrooms consist of materials and arrangements to support and promote teaching and learning opportunities for young children. Critical aspects include but are not necessarily limited to: (a) space and furnishings (e.g., learning centers, chairs, tables, open areas); (b) materials and equipment to promote children's meaningful engagement (e.g., writing and art materials, books, blocks, puzzles, electronic tablets, smart boards); and (c) schedules of individual, small group, and whole group learning activities to promote children's meaningful engagement. In addition, intentional teaching to promote positive and educative interactions with and among children and teachers is a critical part of classroom environments (see Instruction and Intentional Teaching).

Classroom Teachers—Typically, early childhood classrooms have a "lead" teacher who is responsible for establishing and maintaining classrooms environments, implementing curriculum, and organizing and supervising other adults who are teaching in classrooms. Nevertheless, the designation of teachers as a generic term refers to any adult who participates in classroom activities and who provides teaching and learning opportunities to children (e.g., assistant teachers, parent and community volunteers, speech and language therapists).

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[1] **Our intent with the glossary is to promote common definitions and shared understandings that might support early childhood practitioners, administrators, and advocates communications in pursuit of high-quality learning experiences for young children and their families. Many of the definitions employed are from well-know scholars in the field or by example and are not intended to be exhaustive.**

Curriculum—Curriculum may be defined ". . . as an organized and sequenced set of content to be taught: It is the 'what to teach' . . ." (Noonan & McCormick, 2014). In addition, it may be defined as a process to determine what should be taught to whom and when. Some educators also define teaching strategies and tactics or the "how to teach" as part of curriculum (see Instruction). Hence, curriculum may be defined as the content and teaching techniques used to promote high-quality teaching and learning opportunities to enhance young children's development and learning. Preschool curriculum should be aligned with kindergarten and early elementary standards to enhance transition from preschool to kindergarten and future school success.

Developmentally Appropriate Practice—The National Association for the Education of Children (NAEYC) has propagated developmentally appropriate practices (DAP) for early childhood educators for over 25 years (Copple, & Bredekamp, 2009). In the last revision of DAP the basic principles increased from two to three. The three interrelated cardinal principles of DAP are: (a) age appropriateness (i.e., for almost all children in most circumstances child development is *an age-related sequence of acquisition and maintenance of skills, abilities, and dispositions*); (b) individual appropriateness (i.e., despite age-related normative developmental sequences *differences among children in their development and learning result in varying rates of acquisition of skills, abilities, and dispositions, which is also known as individual differences*); and (c) cultural appropriateness (i.e., within American culture, we have *many cultures in our nation that might affect the delivery, use, and quality of early childhood and community services*). Moreover, researchers have demonstrated that culture influences children's development and learning and should be addressed as needed when providing high-quality early childhood services (Tharp & Dalton, 2007).

Family Engagement—Supporting and working with families has been a long-standing tradition with early childhood professionals (Copple & Bredekamp, 2009; Sandall, McLean, & Smith, 2000). Activities to promote *families engagement and meaningful participation in early childhood education and services* include but are not necessarily limited to: (a) dissemination of relevant information; (b) linkage of families to needed medical, social, and community services; (c) parent education about strategies and tactics to promote and support children's development and learning; (d) ongoing assessment information related to children's progress while receiving early childhood services; and (e) formal and informal meetings and events that highlight participation of families in early childhood services. Family engagement activities may range from relatively passive ones such as sending relevant information home from school to proactive strategies such as coaching of critical parental skills that are related to better development and learning. For example, some parents may benefit greatly from learning basic behavioral guidance strategies to enhance parent-child interactions (e.g., ignoring minor misbehavior, "catching a

child being good," teaching self regulation to their children). School personnel have a responsibility to promote and support families' meaningful engagement in community schools.

Healthy Children—Promoting children's health is fundamental to their development and learning. Critical elements that promote and support young children's health during early childhood include but are not necessarily limited to: (a) prenatal and perinatal care; (b) access to and regular use of pediatric care (i.e., "medical home"); (c) immunizations; (d) screenings for medical and developmental problems (e.g., hearing and vision screenings, dental screenings, developmental screenings); and (e) access to nutritious food and physical activity.

High-Quality Community Services—Families access and use of high-quality community services can contribute greatly to high-quality preschool services and future child outcomes, especially for high-needs families (e.g., living in poverty, dual language learners, children with medical and developmental difficulties). Unfortunately, often medical, social, and community services, are not co-located in or well linked with preschool programs. For many high needs families the fact that services are dispersed across communities creates challenges of access and timely use of needed community services. Critical community services include but are not necessarily limited to: (a) prenatal and pediatric care; (b) enrollment in social service programs such as TANF, MEDICAID, and SNAP; (c) mental health services; (d) responsive services for children and families who experience child and spousal maltreatment; (e) drug and alcohol treatment; (f) parent education such as how to nurture and better care for their children; and (g) before and after school child care. Given the lack of connection between school and many other community services, school personnel should promote and support families' linkage to and use of needed community services.

High-Quality Preschool Services—High-quality preschool services include but are not necessarily limited to: (a) well-trained teachers supported by effective professional development; (b) engagement and participation of families in schools; (c) academically rich and emotionally supportive classrooms; (c) curricula that are well-aligned with kindergarten and early elementary standards and learning progressions; (d) developmentally appropriate instruction with intentional teaching of critical skills; (e) ongoing assessment that is formative for instruction and monitoring children's progress; and (f) critical academic and social accomplishments that promote and support success in kindergarten and beyond.

Instruction—Instruction consists of the strategies, tactics, and methods teachers' employ to actively engage children in the process of learning. Hence, instructional procedures are the "*how to teach*" component of curricula. Metaphorically, teachers are similar to movie directors with responsibilities that include (a) arranging classroom environments ("arranging sets and scenes"); (b) implementing instructional activities with intentional teaching ("using a movie script and planning and implementing film scenes"); and (c) providing positive and supportive feedback

and monitoring progress to promote children's learning ("collaborating with actors and film technicians to achieve successful scenes and a great movie"). Instruction may be performed with individuals, small groups, and in whole groups of children and in different circumstances (e.g., center time, outside play, snack time, transition to bus, table top activities, large group). Instruction may range from relatively simple embedded questions about personal information (e.g., "How old are you?," "When is your birthday?") to systematic presentation of critical information to be learned (e.g., games focused on rhyming and alliteration, dialogic and shared reading, counting and measuring activities). Instruction is both incidental at "teachable moments" (e.g., pointing out a distinctive feature of a square, teacher naming an unknown object and then asking a child to expressively label the object) and teacher planned with high-quality teaching and learning opportunities for children (e.g., dialogic reading of stories focused on "Wh" questions, counting the number of days in a month).

Intentional Teaching—To promote teachers employment of efficient and effective teaching and learning strategies and tactics, Ann Epstein (2006) introduced the term and concept of intentional teaching with a monograph published by the National Association for the Education of Young Children (NAEYC). Whereas Epstein recognized young children learn in varied contexts and circumstances with and without teachers, she strongly recommended that effective teachers be proactive in thoughtful planning and implementation of high-quality teaching and learning activities and experiences throughout the preschool day. She defined intentional teaching as "Teachers act with specific outcomes or goals in mind for children's development and learning." (p. 1) and further noted that an intentional teacher " . . . acts with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and in life." (p. 1). To promote efficient and effective learning with young children, especially children living in poverty, dual language learners, and with medical and developmental difficulties, intentional teaching ought to be implemented regularly with children.

Leadership—The *American Heritage Dictionary* (Second College Edition) defines leadership as "The capacity or ability to lead." In the field of early care and education, leadership may be exhibited by various individuals including but not necessarily limited to elected officials, agency administrators, principals, coordinators, teachers, parents, faculty at 2- and 4-year Institutions of Higher Education, advocates, and interested laypersons. Historically, many educators have considered leaders to be elected officials, key administrative personnel in local and state agencies, and site-level administrators such as principals and coordinators. Whereas these individuals can and do have essential leadership roles, other models of leadership often stress collaborative leadership among members of teams within organizations (cf. Metz, Halle, Bartley, & Blasberg, 2013). For example, clearly elected officials, critical agency personnel, and well-informed advocates provide leadership in establishing legislation and regulations to support policies and practices in our communities. And site-level administrators also have a critical role in implementing and supporting policies and practices at the local level. Nevertheless, the best-

written legislation with clear regulations and high-quality site-level supervision does not necessarily change day-to-day practices for children and families. Contemporary conceptual frameworks such as a bioecological model (cf. Bronfenbrenner & Morris, 2006) and implementation science (cf. Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005) are systems approaches that emphasize collaboration among professionals and consumers to establish and maintain services that can be evaluated, and when indicated, changed to support continued improvement in services. Hence, an effective site-based implementation team at a child development program might include but not be limited to an administrator, teacher representatives, parents, and related service personnel who plan, implement, and evaluate services with the goal of promoting effective child and family outcomes. Leadership "ought" be shared among members of an implementation team, especially when their roles and responsibilities are explicitly defined and publicly reviewed. When clear responsibilities are not delineated one is at risk for the following scenario, "When everyone is responsible, no one is responsible" (anonymous). As an example of a team at a child development program, a local administrator might convene the team and make known what resources are available for professional development (e.g., inservice schedules, funding for trainings, accessible expertise). Teachers and parents on the team might develop a survey to determine practitioners and parents' needs for knowledge and skills in language development and early literacy. Once teachers and parents needs have been decided, the team can identify who will provide the professional development (e.g., accomplished teachers or language specialists, outside consultants), content (e.g., vocabulary development, alphabetic principle and knowledge), and methods of delivery (e.g., webinars, onsite consultation with constructive feedback on performance), and evaluation (e.g., review of teachers and parents' implementation of teaching skills; consumer satisfaction ratings from administrators, teachers, and parents). Models of shared leadership promote and support collaboration, which include various individuals on teams and not merely "top down leadership" from key agency administrators or supervisors (cf. Metz et al., 2013). Moreover, implementation teams can share explicit roles and responsibilities based on their interests and skills, and whenever possible, develop and nurture their capacity to lead (cf. Wesley & Buysse, 2006).

Professional Development—The field of early childhood is characterized by multiple service sectors with different funding streams allocated for well-defined services. Common sectors serving many preschool children are: (a) state-funded pre-kindergarten services; (b) federally funded Head Start Programs; (c) federally and state-funded childcare; (d) federally and state-funded BabyNET Early Intervention Services; (e) for-profit childcare; and (f) private and faith-based preschools. In recent years, given that each sector has different standards and regulations for teachers, the term professional development (PD) has been confusing for many practitioners and has become a generic term that includes both professionals (i.e., academic qualifications and other criteria from a licensing body) and non-professionals (i.e., training related to and required by the sector employers). Other terms that are used commonly along with professional

development have been: (a) workforce development; (b) teacher education; (c) preservice and inservice preparation; and (d) continuing education. We adopted the broad definition proposed by Buysse, Winton, and Rous (2009) that defined PD as "facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skill, and dispositions as well as the application of this knowledge in practice." Winton (2010) further delineated three fundamental components of the professional development: "1) characteristics and contexts of learners and the children they serve and the PD providers (the *who*); 2) the content focus of professional development (*what* professionals should know and be able to do); and 3) the organization and facilitation of learning experiences (the *how*, or the methods and approaches used to implement PD.' (p. 115). Historically, most professional development has been workshops and presentations in which participants listen to information ("sit and get"). Two contemporary forms of professional development, especially for promoting effective practices include (a) on-site collaborative consultation with coaching to support teachers practices (Dunst & Trivette, 2009); and (b) establishment of communities of practice focused on evidence-based approaches to early childhood services (Wesley & Buysse, 2006). Regardless of the methods of delivery, we believe that efficient and effective professional development should be based on teachers' needs for evidence-based practices to enhance preschool services, especially those teaching practices related to acquisition of critical skills, abilities, and dispositions.

Progress Monitoring— McLean (2004) defined assessment as " . . . a generic term that refers to the process of gathering information for the purpose of makings decisions" (p. 13). Assessment in the broadest sense has several purposes including (a) identification and screening; (b) eligibility and diagnosis; (c) child program planning; (d) child progress monitoring; and (e) accountability and program evaluation (Brown & D'Amico, 2012; Snow & Van Hemel, 2008). Assessment methods can be as simple as observing children or asking a single discrete question or as complex as assigning a standardized series of complicated tasks to observe and record children's performance to compare with same-aged peers (i.e., standardized norm referenced protocols). One type of assessment, *progress monitoring* is an assessment of children's learning across time. Wolery (2004) delineated three essential purposes for progress monitoring: (a) to validate conclusions from initial assessments; (b) to record and evaluate child progress across time; and (c) to determine whether instruction should be continued or revised. Progress monitoring for instruction is typically performed by classroom teachers and should be feasible for planning and, when indicated, adjusting instruction with young children.

Publically funded 4-year-old Prekindergarten—Across the United States during the last three decades, the majority of states have expanded the quantity and quality of prekindergarten services, especially for 4- and 5-year-old children not yet in kindergarten and high needs children and families (e.g., living in poverty, dual language learners, medical and developmental difficulties) (Barnett, Carolan, Fitzgerald, & Squires, 2012). Publically funded preschool services

in South Carolina include but are not necessarily limited to: (a) state-funded Education Improvement Act (EIA), federally funded Title I, and district funded prekindergartens; (b) state-funded CDEPP prekindergartens; (c) federally funded Head Start Programs; and (d) state and federally funded Department of Social Services (SC DSS) Division of Early Care and Education for infants, toddlers, and preschoolers. ***Although we believe that the conceptual framework applies to early childhood programs in general, for the purposes of Child Development Education Pilot Program (CDEPP) evaluation the phrase "publically funded prekindergarten" refers to those 4-year-old prekindergarten services funded through the South Carolina Child Development Education Pilot Program that are located in public schools, private preschools and childcare centers, and Head Start Programs.*** Although focused on CDEPP, the CDEPP Evaluation and evaluators will, to the greatest extent possible, collaborate with and be informed by services and evaluations of other relevant publically and privately funded prekindergarten programs in South Carolina.

Success in Kindergarten and Early Elementary—We differentiate *success* in kindergarten and early elementary from kindergarten and school *readiness*. Kindergarten and school readiness consist of a one time "snapshot" of a child's current skills, abilities, and dispositions. Prekindergarten and kindergarten entry assessment is helpful in determining which children need individualized and well-targeted educational services. Nevertheless, a one time "snapshot" is too circumscribed for children's learning that occurs across time. Success is a more dynamic concept that focuses on ongoing teaching and learning opportunities that move children along a continuum of critical skills, abilities, and dispositions needed for school and life preparation. Success in kindergarten and beyond ought to include engaged teachers, children, and families with high-quality instruction and progress monitoring across time.
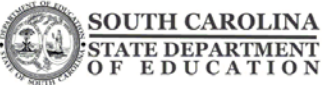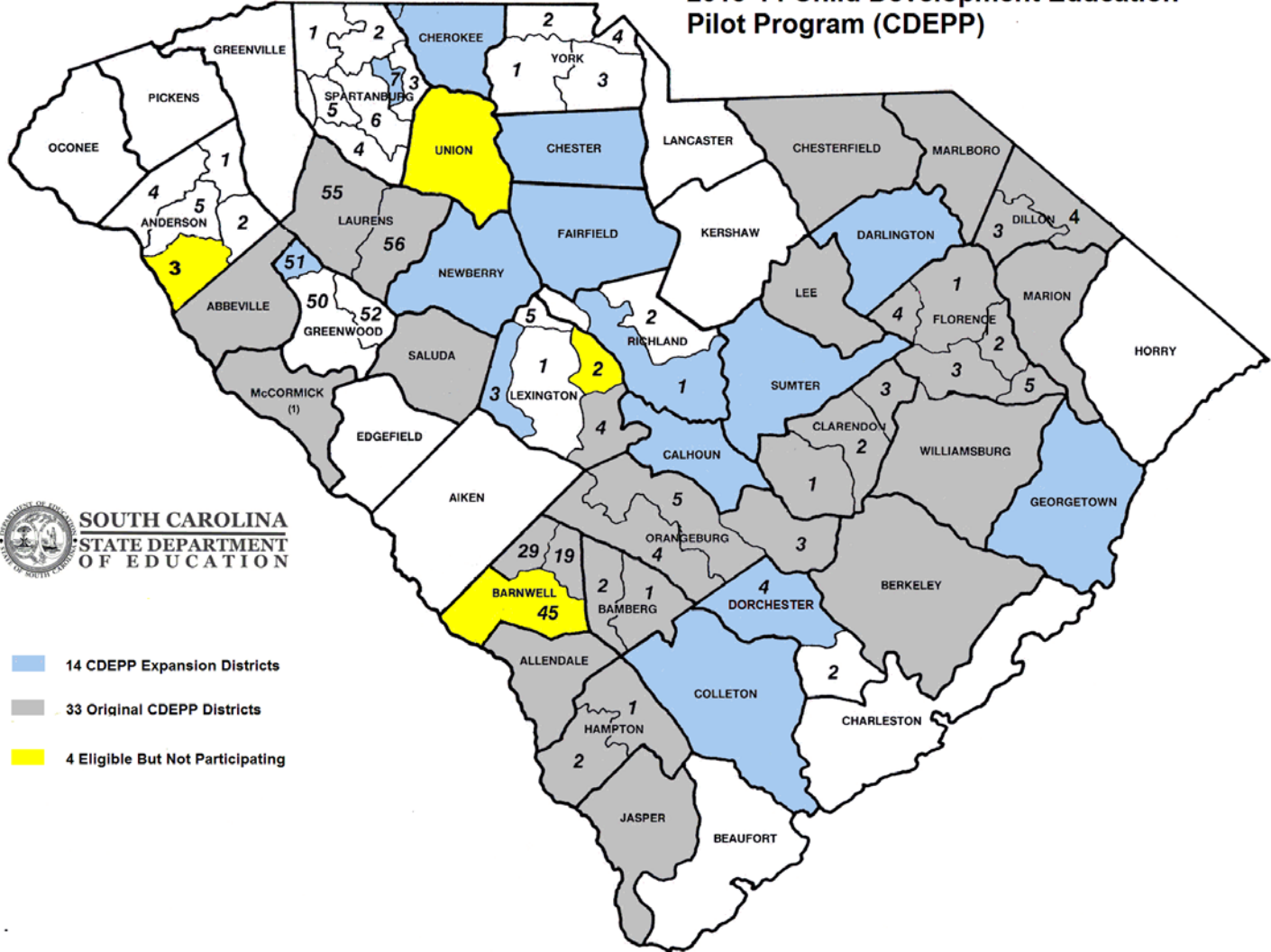
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Appendix M
Map of CDEPP Districts

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