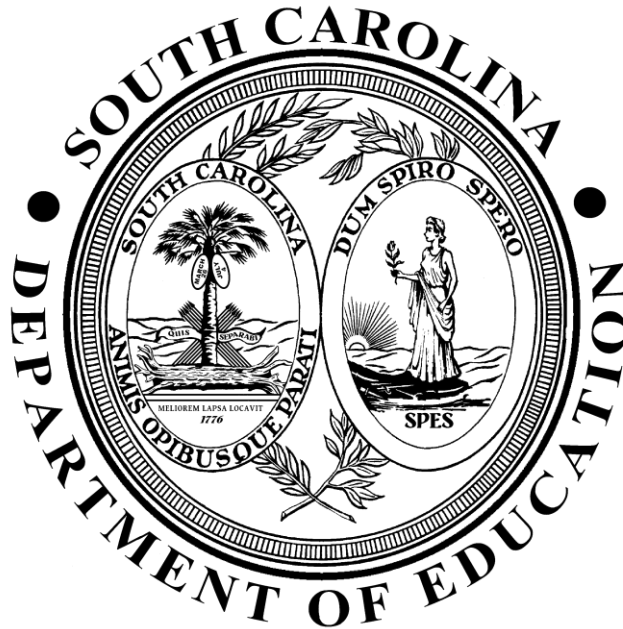


**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

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STATE SUPERINTENDENT OF EDUCATION



2017 CDEP Report

Provided to the Education Oversight Committee

Pursuant to Act 284 Read to Succeed and Provisos
of the 2017–18 Appropriations Act

November 1, 2017

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Introduction

The Child Development Education Pilot Program (CDEPP) was established in annual budget proviso starting in 2006 as a pilot program for children residing in the plaintiff districts in the school funding lawsuit, Abbeville County School District et al. vs. South Carolina. On June 11, 2014, Governor Nikki Haley signed Act 284 (Read to Succeed); section 2 of that act codified the Child Development Education Program (CDEP). Section 59 156 110 states, “There is created the South Carolina Child Early Reading Development and Education Program which is a full day, four year old kindergarten program for at risk children which must be made available to qualified children in all public school districts within the State.” The South Carolina Early Reading Development and Education Program (CERDEP) required providing funds first to eligible children in the state’s eight trial districts in the Abbeville County School District et al vs. South Carolina. With remaining funds, the program expanded to the plaintiff districts in Abbeville County School District et al vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of ninety percent or greater. For the purposes of this report the state-funded 4K program will be referred to as CDEP for consistency and clarity.

The South Carolina General Assembly has expanded the funding for many of the state’s at-risk 4-year-olds to have an opportunity to attend a full-day educational program. In 2016–17 the original districts entered the eleventh year since implementation in 2006; the expansion districts of 2013 entered their fifth year; and the districts added in 2014 entered their third year.¹

Section 59-156-110 mandates that in CDEP classrooms districts will provide (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district’s comprehensive annual reading proficiency plan, (2) successful administration of the readiness assessment; (3) the developmental and learning support that children must have to be ready for school; (4) parenting education, including educating the parents as to methods that may assist the child; and (5) identification of community and civic organizations that can support early literacy efforts.

CDEP Reporting Requirements

The Education Oversight Committee (EOC) is required by Proviso 1.58 to determine the data necessary to conduct an evaluation of CDEP and report findings to the General Assembly by January 15th of each year. The data are to include developmentally appropriate measures of student progress and are to be submitted to the EOC by public and private providers. The data collected will be used by the EOC to conduct a research-based review of the program’s implementation and determine student success in early grades. The EOC provides specific data requests to the SCDE as needed for reporting; generally, this is through a memorandum of agreement between the agencies (which for fiscal year 2017–18 has not been completed). The

¹ Because many of the state’s schools have opted to implement the USDA Community Eligibility Program, South Carolina is no longer using free and reduced lunch in its poverty calculations. The new poverty definition is resulting in lower poverty percentages for schools. The Department recommends reviewing any program that relies on poverty percentages for eligibility.

2017 CDEP Report, provided to the EOC, supplies data as requested. Specific proviso requirements included in the 2017–18 Appropriations Act, are cited throughout this report.

CDEP Monitoring Process and Program Improvement

The SCDE’s structured classroom observation process is designed to provide support and immediate feedback to CDEP teachers and site coordinators for program improvement.

In 2016–17, structured classroom observations consisted of two types – level one and level two. There are two types of visits to address the monitoring needs of 4K EIA classrooms and 4K CDEP classrooms. Both types of visits included classroom observation and program improvement components. The Early Language and Literacy Classroom Observation (ELLCO) was used on all SCDE visits, to provide feedback and support to 4K classroom teachers to ensure all classrooms are language- and literacy-rich. Level one monitoring visits monitor only the language and literacy rich classroom environments using the ELLCO tool. The level two visits, a more intense visit, monitors using the ELLCO tool and a regulation checklist. In addition, the level two on-site observations included verification that the teacher was implementing one of the four SCDE-approved curricula, as well as maintaining a portfolio assessment on each child across all learning domains. Visits were conducted in CDEP classrooms by a member of the SCDE CDEP team and in EIA 4K classrooms by a SCDE Literacy Specialist. A monthly calendar of monitoring visits was developed at the start of the year with scheduling priority given to the thirty-three plaintiff trial districts and to the twenty new CDEP classrooms. The SCDE CDEP Team Leader provided early childhood coordinators in each district with the ELLCO comprehensive observation criteria to be collected during monitoring visits which included classroom structure, curriculum, language environment, use of books, quality of book reading, print-rich environment, and writing opportunities. After observations were completed, monitors conferenced with the teacher, school administrator, and/or the CDEP district liaison/reading coach to provide post-observation feedback and set future goals. Findings from the observations were applied to a rating scale to determine an overall score. ELLCO scores and documentation from the classroom visits were submitted to the CDEP team lead for review and fidelity checks before the scores were entered into the monitoring visit database. Following verification, notification of rating scores and future goals were sent to school administrators, teachers, and monitors.

During the 2016–17 school year, a total of two hundred seventy-one four-year-old classrooms across forty-five districts in one hundred and eleven schools received monitoring visits from the SCDE, with one hundred ninety-two classrooms receiving the more intensive level two monitoring visits made by CDEP education associates from the Office of Early Learning & Literacy (OELL) at the SCDE. The chart below shows the increase of level two visits from 2015–16 to 2016–17.

Figure 1 shows an increase in level two monitoring visits from only fifty-five level two monitoring visits in 2015–16 to one hundred ninety-two level two monitoring visits in 2016–17. The reason for the increase in level two monitoring visits was due to a focus on the more intense level two visits in CDEP classrooms to ensure that regulations were being followed.

Figure 1. 4K Classroom Monitoring Visits 2015–16 and 2016–17

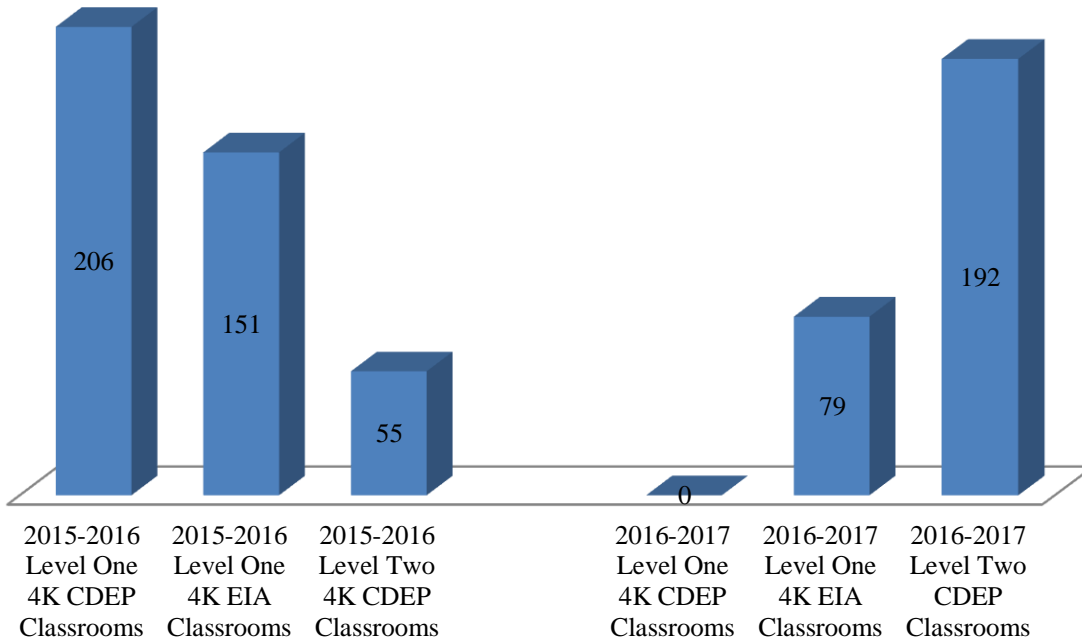


Figure 1. Data retrieved from monitoring database. Level one monitoring visits are differentiated between visits monitoring 4K CDEP and those monitoring 4K classroom funded through the Education Improvement Act.

“Meeting compliance” is defined as having met the requirements for all except four items on the level one or level two monitoring tool. “Did not meet compliance” is defined as having failed to meet the requirements for more than four items on the level one or level two monitoring tool.

Table 1 shows that forty-one percent of level one visits demonstrated classrooms met compliance while only eighteen percent of the level two visits showed classrooms met compliance, indicating the need for on-site technical support for the level two visits. CDEP classrooms which were identified as non-compliant on the level two monitoring visits also received on-site technical assistance by regional literacy specialists. The on-site technical support provided CDEP teachers and administrators with strategies and goals to ensure compliance with a language and literacy-rich environment and with additional regulations outlined in Act 284.

Table 1

Percentage of Classrooms Meeting or Not Meeting Compliance Statewide During 2016–17 Monitoring Visits

Type of Visit	Met Compliance	Did Not Meet Compliance
Level 1	41%	59%
Level 2	18%	82%

Note. Data retrieved from CDEP Monitoring Database.

CDEP Professional Development

Section 59-156-180 has the following professional development requirements:

Participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Early Reading Development and Education Program to participate annually in a minimum of fifteen hours of professional development, including, teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of prekindergarten 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.

CDEP personnel providing instruction in CDEP classrooms must complete fifteen professional development hours to meet the requirements, as well as meet the Department of Social Services (DSS) regulations for professional development requirements. During 2016–17, the OELL provided over thirty-seven professional development opportunities with approximately two hundred and twenty-two hours in topics such as curricula, assessment, language- and literacy-rich environments, ELLCO monitoring tool, and emergent literacy skills. Seven hundred and thirty-eight 4K teachers, teaching assistants, administrators, and other CDEP personnel across the state participated in the thirty-seven regional professional learning opportunities hosted by the OELL. The OELL also provided a memorandum outlining details regarding thirty-nine hours of professional development modules hosted on-line by other entities.

In addition to the various professional learning opportunities at the district and state levels, there are over 600 reading coaches across the state who provide job-embedded, on-going professional learning for teachers and administrators. The OELL partnered with ExcelinEd and RMC Research to measure the effectiveness of South Carolina’s Act 284 Read to Succeed implementation. When teachers were asked, “From your perspective, what are the most positive aspects of Read to Succeed?” results indicated:

- More than a third of teachers commented on the opportunities for professional learning and growth.
- Approximately one- third of the teachers indicated that classroom instruction has improved throughout their schools.

Reading coaches used the ELLCO 4K monitoring checklist to determine professional learning needs to provide job-embedded support for 4K teachers. In addition, reading coaches supported quality 4K by hosting parent workshops and curriculum nights.

DSS Requirements

Teachers and instructional assistants participating in CDEP are required by DSS to attend fifteen hours of training annually. All required professional development training hours must be approved through the South Carolina Center for Child Care Career Development (CCCCD). Documentation of each staff member's professional development hours are maintained at each school site. Teachers and assistants are responsible for complying with DSS annual training requirements. The training registry is reviewed by DSS during DSS monitoring visits. In addition, training registries are subject for review by SCDE monitors during SCDE monitoring visits.

Teachers and instructional assistants participating in CDEP are required to attend at least fifteen hours of approved professional development annually to include CCCC approved training in the following areas:

- A minimum of five hours of growth and development;
- A minimum of five hours of curriculum; and
- Five hours in other early childhood areas, which may include safety, health, nutrition, guidance, or professional development and must include blood-borne pathogen training as required by the Occupational Safety and Health Administration (OSHA).

CDEP directors/operators must complete twenty hours of approved professional development annually, to include CCCC approved training in the following areas:

- A minimum of five hours related to program administration;
- A minimum of five hours of child growth and development, early childhood education, and/or health and safety; and
- Ten hours in other early childhood areas which may include guidance, curriculum activities, nutrition, or professional development and must include blood-borne pathogen training as required by OSHA.

CPR and first aid do not count for SCDSS annual training requirements for teachers, instructional assistants, or directors/operators. The SCDE supports South Carolina's districts and schools in providing early learning professional development opportunities by providing information regarding free early learning professional development opportunities that provide CCCC-accredited hours.

District Offerings

Each CDEP district provided a list of titles for professional development for CDEP teachers and teacher assistants. One hundred percent of the CDEP districts documented at least fifteen hours of training for each teacher and teachers aid.

Examples of titles of district professional development session topics in 2016–17 included the following:

- Implementing the Creative Curriculum for Preschool,
- How Early Nutrition Effects Academics and Developmental Outcomes,
- Rethinking Access and Equity,
- Content Area Reading and Writing,
- Instructional Practices of Early Reading,
- Guided Reading in the Primary Classroom,
- Literacy Centers: Planning for Purposeful Practice,
- Growing Readers and Writers in the Early Grades,
- Loving Literacy Centers in Early Childhood Classrooms,
- Parents as Teachers: An Interactive Parent Involvement Workshop,
- Rubicon Resources: Effective Lesson Planning for the 4K classroom,
- GOLD for teachers: Using Reports to Guide Instruction,
- Launching Independent Reading in a Pre-Emergent/Emergent Readers Universe, and
- Early Literacy: Connecting the Pieces of Reading and Writing Workshop in 4K.

Additional CDEP Professional Development Opportunities

United States Department of Education (USED) *Early Learning Language and Literacy Series*

In 2016–17, the USED Preschool Development Grants Technical Assistance Office provided module-based professional development, the *Early Learning Language and Literacy Series*. The SCDE collaborated with the CCCCD to have the modules pre-approved and registered for DSS credit to streamline the process for CDEP districts to obtain up to forty-two approved training hours. The intended audience for the modules included preschool teachers, assistant teachers, and administrators from preschool programs in public schools and early learning centers. The series' objectives are to provide background information and research on early language and literacy, evidence-based strategies to support the language and literacy development of young children, and access to training hours required for CDEP with high quality professional learning.

The delivery of the modules is expected to be overseen by a district facilitator, who is an early childhood content expert with knowledge about emerging literacy in young children and who is comfortable with a webinar delivery system. Each module is a stand-alone session and can be presented to a group independently or in a different order than is suggested. However, the SCDE strongly recommended that all fourteen modules be delivered as a series to expose participants to the full range of language and literacy domains, skills, and instructional techniques that support young children's development. The following professional development modules are listed by CCCCD topic:

Curriculum (thirty-three hours total)

- Module 1 Overview
- Module 3 Phonological Awareness

- Module 4 Alphabet and Print Awareness
- Module 5 Shared Reading
- Module 6 Dialogic Reading
- Module 7 Building Vocabulary
- Module 8 Dual Language Learners
- Module 9 Struggling Learners
- Module 10 Writing
- Module 11 Technology
- Module 12 Physical Environment
- Module 14 Math

Child Growth and Development (three hours total)

- Module 2 Oral Language

Other Professional Development (three hours total)

- Module 13 Working with Families

On April 28, 2017, the OELL sent out a memorandum outlining the early learning language and literacy series. The memorandum was sent to eighty-four superintendents and one hundred and ten early childhood district coordinators.

University of South Carolina SHAPE

In 2016–17, the University of South Carolina (USC) offered a set of six modules entitled SHAPES as professional development to increase awareness of physical activity and to prevent obesity in young children. Free resources and a physical fitness curriculum were included in the six modules. This professional development fulfilled ABC Quality requirements and CCCCD requirements. On April 28, 2017, a memorandum was sent to eighty-four superintendents and one hundred and ten early childhood district coordinators as notification of the modules.

Trainings for State-Approved Curricula

During 2016–17, the SCDE hosted publishers of the state-approved curricula to support South Carolina’s districts and schools with instructional training for each approved curriculum program. Attendance data for four trainings related to state-approved curricula, held between August and October 2016, are provided in Appendix B. Overall, ninety-nine individuals from twenty-seven districts attended these trainings.

The Creative Curriculum for Preschool

One- and two-day sessions helped teachers at all levels implement *The Creative Curriculum for Preschool*® in their classrooms. Teachers became familiar with the thirty-eight program objectives for development and learning, and explored and practiced using components of the curriculum. Guidance was provided on the physical environment, caring and teaching, and partnering with families.

Opening the World of Learning (OWL)

Teachers and educators supporting 4K learned how to implement OWL, a research-based curriculum with intentional literacy and language-building strategies.² Topics of discussion included the OWL Daily Schedule, building language through multiple book readings, phonological awareness activities, assessing the classroom to ensure it is literacy-rich, building literacy in centers and throughout the daily schedule. It is important to note this training was based the 2005 edition of OWL. This session served as an introduction for teachers new to the OWL curriculum and served as a refresher for teachers already using this curriculum.

Trainings for Pre-Kindergarten Assessments

S.C. Code § 59-156-110 states that the program must focus on successfully completing the readiness assessment administered pursuant to § 59-155-150. That statute requires that students entering publically funded prekindergarten and kindergarten beginning in Fiscal Year 2014–15 must be administered a readiness assessment by the forty-fifth day of the school year.

In compliance with the South Carolina Read to Succeed Act and provisos, readiness assessments for students in prekindergarten and kindergarten were administered to publicly funded prekindergarten and kindergarten students in 2016–17. Each school district and private provider participating in a publicly funded prekindergarten program administered one of the three approved formative assessments to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days and the last forty-five days of the school year. Assessments approved by the State Board of Education are *Phonological Awareness Literacy Screening (PALS Pre-K™)*, *Individual Growth and Development Indicators (myIGDIs™)*, and *Teaching Strategies® GOLD™*. A brief overview of each assessment is provided in Appendix A. Professional development sessions were offered for each assessment during the 2016–17 school year. Attendance data for twenty-one trainings related to prekindergarten assessments, held between July and December 2016, are provided in Appendix C. Overall, five hundred and nine individuals from CDEP districts attended these trainings.

PALS Pre-K™ Assessment Training

The OELL offered several professional development sessions as a refresher on the administration of the *PALS Pre-K™*. Our SCDE trainer reviewed the South Carolina state’s specific guidelines for administration and reviewed PALS data entry steps. Suggestions were provided on activities for teachers and parents to use with students based on the data. The trainer also reviewed the reports and resources available on the website. The training was designed for teachers, district administrators, and reading coaches who were responsible for training and supporting 4K teachers in the administration.

Using *PALS Pre-K™* Data to Drive Instruction

During this session, the OELL offered professional development sessions on *PALS Pre-K™* provided by the PALS lead trainer, Nancy Walsh-Boeder. This half-day session showed

² The publisher of the OWL Curriculum did not submit the curriculum for review upon adoption of the *South Carolina’s Early Learning Standards (SC-ELS)*; therefore, this curriculum is not on the approved list for 2017–18.

educators how to use *PALS Pre-K™* data to plan differentiated, literacy instruction. The session provided an in-depth look at the types of reports available once scores have been entered. Users learned how to use PALS reports to diagnose students' instructional needs and monitor student progress throughout the year. Teachers had time to reflect on individual classroom data and made plans for instruction.

myIGDIs Assessment Training

The OELL offered a refresher workshop on administering the myIGDIs assessment, one of a choice of three assessments, required by legislation to be administered to all 4K students during the first 45 days of school and the last 45 days of school. The trainer reviewed the state's specific requirements for administering the myIGDIs assessment. Participants practiced administering all parts of the assessment to insure reliability. This training was intended for teachers, administrators, and support personnel involved with the 4K myIGDIs assessment.

myIGDIs Training for New Teachers

During this session, the OELL offered a workshop on administering the myIGDIs assessment for new teachers or administrators who supported teachers with the administration during the first forty-five days of school. The trainer reviewed state's specific requirements for administering the myIGDIs assessment. Participants practiced administering all parts of the assessment to ensure reliability.

myIGDIS Train-the-Trainer Recertification

Participants renewed status as a preferred myIGDIs Certified Trainer and maintained access to the Trainer Library content, became certified in RTI and was granted access new content. This was a 3 hour training designed to ensure retention of the content trained on last fall, along with the new content that was studied independently. At the end of the three hours, participants had one hour to complete the Recertification Exam.

DRA2 Assessment Training

During this session, the OELL supported administration of the DRA2 Benchmark and Word Analysis Tasks, which was required for the 2016–17 school year for all 5K students. The session covered the requirements of legislation for DRA, which was to be administered during the first 45 days of school and the last 45 days of school. Participants learned how to select leveled text for the Benchmark as well as the steps for recording the students' responses during the assessment. The session covered assessing Reading Engagement, Oral Reading Fluency, and Comprehension. Additionally, each of the six required Word Analysis Tasks will be reviewed. This professional development was intended for teachers, coaches, and administrators who were involved with the 5K DRA2 assessments. It was highly recommended that districts make every attempt to send a team to one of the regional DRA2 sessions before the first administration of DRA2.

DRA2 Follow-Up Training

During this session, the OELL offered professional development sessions provided by the lead Pearson trainer, Deia Roberts. This half-day session reviewed the assessment reports and guided participants in setting goals and expectations for instruction and student outcomes while staying

focused on the instructional cycle. Some of the questions explored were: After giving the first DRA2 assessment what did you learn about your students? What are your instructional next steps? What did you learn about the assessment? What questions do you have about the assessment and reports? What information did you use to set goals and expectations for your students? How will you be sure that the students are making adequate progress? How will you share this information with the families? What are the differences between the Word Analysis and Benchmark scoring? What steps are needed to prepare students to advance in their reading development?

New Teacher GOLD Assessment Training

This professional development session provided an introduction to the GOLD assessment for 4K teachers. Teachers learned to explain the progressions of development and learning and interpreted the colored bands as codes for particular age-groups. Participants discussed how to use the On-the-Spot Observation Recording Tool and Assessment Opportunity Cards. Time was devoted to learning about the four steps of the assessment cycle. Additionally, participants discussed observation notes, portfolios, and the analysis of documentation. Teachers evaluated child portfolios online and learned about entering checkpoint data.

Experienced User GOLD Assessment Training

Teachers learned how to capture useful evidence of children’s development and learning, practiced analyzing documentation and responding immediately, explored strategies for maximizing planning time, and used the reports in *GOLD*® to inform instructional decisions. Teachers also learned how to use the *GOLD*® online “Activity Library” as they plan for individuals and groups of children.

CDEP teachers are required to conduct ongoing assessments to gather information about each child’s growth and skill development across domains, as well as, to inform instruction. The following instruments meet this requirement:

- Work Sampling System (WSS) (On-line or paper assessment forms)
- Creative Curriculum Developmental Continuum, Ages 3-5
- GOLD by Teaching Strategies
- HighScope Preschool Child Observation Record, Second Edition (COR)
- Montessori assessment (only approved for Montessori classrooms)

Other CDEP Professional Development

The OELL also held trainings to support program and classroom improvement during the 2016–17 school year. Attendance data for nine trainings – ELLCO, CDEP Overview, Elements of Enriching Environments, and Using Data to Inform Instruction in 4K – are provided in Appendix D. Overall, two hundred and twenty-nine individuals from over sixty-nine districts attended these trainings. In addition, in this section information is provided about the innovative Early Learning and Literacy Cohort Initiative begin in 2016–17.

ELLCO Training

The first day of the seminar was an Overview of ELLCO prekindergarten to introduce the conceptual framework of early literacy and provide knowledge of the purpose, structure, and intended uses of ELLCO prekindergarten. Participants had the opportunity to practice using ELLCO prekindergarten and to analyze videos and scenarios. Those registered for the Train-the-Trainers (TOT) session attended Day 1 and Day 2. The second day of the seminar was a Training of Trainers (TOT) which provided participants with information and materials needed to train others. Those attending the TOT had 4K classroom experience, as the ELLCO author specified that obtaining fidelity to the tool required this level of experience.

At the January 2017 South Carolina Early Childhood Association SCECA conference in Myrtle Beach, an ELLCO overview was provided. This session helped the participants to 1) understand the research and implications behind the ELLCO, 2) explore the structure and rating levels, and 3) practice ratings by using evidence videos.

CDEP Overview Training

An overview of the CDEP program included information on program guidelines and DSS licensing regulations.

Elements of Enriching Environments

In this session, participants 1) defined three positive messages conveyed (to children and families) by a purposefully arranged classroom, 2) identified at least five strategies for effective room arrangement, and 3) explained at least three ways room arrangement is a teaching strategy. The goal for the session was to provide participants with strategies to build enriching classroom environments as well as plan effective and abundant opportunities in their classrooms to accelerate learning, growth, and development.

Using Data to Inform Instruction in 4K

This session was offered for participant to 1) identify at least three activities (based on assessment data) to implement in the classroom, 2) explain at least three reasons it is important to differentiate instruction, and 3) apply relevant strategies/activities when they returned to their classrooms. The instructional content consisted of lecture and activity demonstration based on components from the three 4K assessments (myIGDIS, PALS and GOLD). The goal was for participants to recognize how data can be easily used to inform instruction.

Early Learning and Literacy Cohort Initiative

In April 2017, the OELL collaborated with the Office of Family and Community Engagement (OFACE) and the Office of Special Education Services (OSSES) in an agency planning meeting that focused on improving early childhood programs. During collaboration, the team reflected on data shown in Figure 2, noting that most-provided recommendations to districts during level two monitoring visits included revise daily schedule, increase writing activities, and improve print-rich environment.

Figure 2.

Strategy Recommendations Provided During 2016–17 Level Two Monitoring Visits

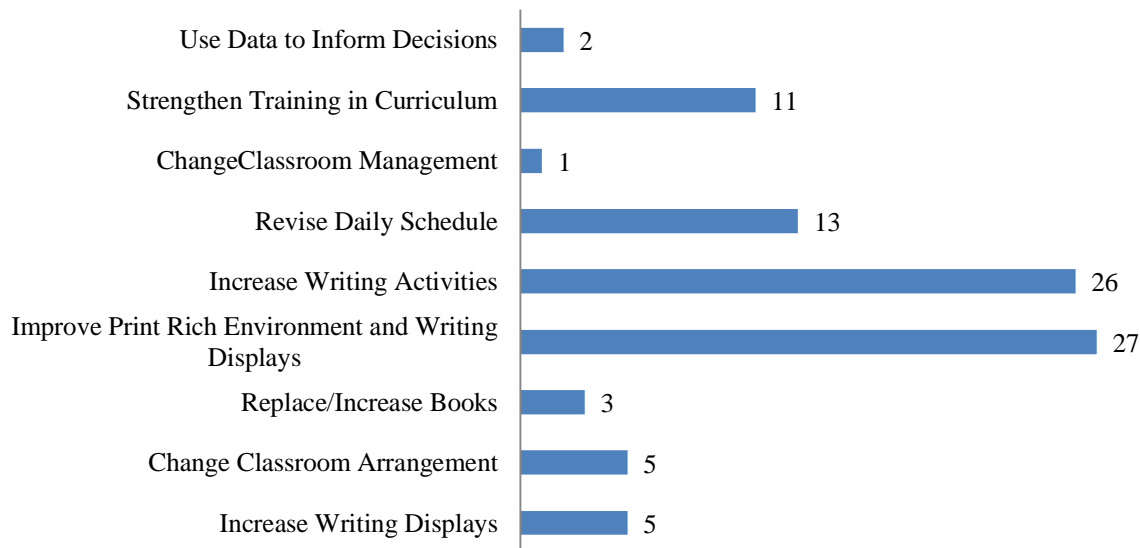


Figure 2. Recommendations by SCDE monitors for quality classroom improvement provided to number of CDEP classroom teachers during 2016–17 monitoring visits through April 2017

The team determined a need for professional development in literacy-rich environments. Therefore, in addition to on-site technical support provided by the SCDE education associates and literacy specialists during level two monitoring visits, the OELL planned additional professional opportunities that focused on literacy rich environments. The description for the literacy-rich environment is outlined below. SCDE literacy specialists designed an early learning and literacy cohort that began in summer 2017 to provide sustained professional development to early learning teachers. The summer 2017 cohort (Cohort 1) participated in a multi-faceted longitudinal learning opportunity based on the texts, *Literacy Beginnings* by Gay Su Pinell and Irene Fountas. Each participant received a copy of *Literacy Beginnings*. The cohort was designed to 1) support 4K teachers in the knowing, understanding, teaching, and analysis of data related to 4K and early language and literacy development, and 2) ensure that educators are equipped with the tools to provide students with high quality, personalized learning that supports the *Profile of the South Carolina Graduate*.

The ultimate goal of the cohort professional development was to improve the pedagogical content knowledge of the participants and enable them to use data during the 2017–18 school year to increase student academic achievement while ensuring that all students have the highest quality of teaching during their first year in school. Cohort participants met over three days and experienced learning opportunities focused on classroom environment, emergent readers, emergent writers, speaking development, inquiry, and developmentally appropriate centers that provide choice and opportunities for authentic reading and writing. Participants also had an opportunity to explore the types of assessments that will and can be used in 4K, address how to analyze data and plan for instruction, and look at possible units of study that could be taught

during the 2017–18 school year. Table 2 documents the number of teachers who participated in the summer 2017 cohort by region.

Table 2

Number of Cohort One Attendees at Each Meeting by Region, Summer 2017

Region	Number of 4K Teachers Present		
	Day One	Day Two	Day Three
Spartanburg	41	41	41
Florence	12	10	7
Columbia	48	48	36
Georgetown	16	17	12

Professional Development in 2017–18 and Beyond

Virtual and onsite support will be provided by literacy specialists and school based reading coaches as Cohort One participants implement lessons learned from their summer 2017 professional development experiences. During the 2017–18 school year, reading coaches and cohort members will gather data (from PALS, Kidwatching notes, and other formative assessments) and collaborate to identify implementation weaknesses and trends. During summer 2018, a second cohort (Cohort Two) will be started. Cohort two professional developments will include virtual and on-site support provided by facilitators and reading coaches as teachers implement learning.

In fall 2017, five regional trainings are being held across the state to provide professional development to districts on the South Carolina Early Learning Standards. The standards are a resource for all programs serving young children in South Carolina. Trainings are designed to develop an understanding and support system for teachers working with prekindergarten children from all cultural and linguistic backgrounds and divergent learning needs.

To meet the requirements of Act 284 the OELL conducted a review process to approve curricula which meet the criteria of the outlined legislation. The research-based curricula were reviewed by a panel of experts in the field of early childhood education approved by the State Board of Education (SBE) in August 2017. Professional development for the newly approved preschool curricula choices will begin in December 2017 to prepare for implementation of the curriculum in 2018–19.

The OELL will create a survey that participants will complete after the professional learning opportunity to assess the effectiveness of the professional development.

CDEP Waiting Lists

Enrollment for CDEP must be open and non-discriminatory. In the event the number of eligible children exceeds the number of spaces available, children are placed on a waiting list maintained

at the school level. Children on the waiting list will be enrolled based on the eligible student's educational need (as determined by DIAL-3 or DIAL-4 screening) at the time a vacancy occurs. Families with children on the waiting list will be notified of other CDEP providers in the area.

If by October first of the school year at least seventy-five percent of the total number of children eligible for the CDEP in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program, as determined by the SCDE and the Office of First Steps, CDEP providers may then enroll children whose families do not meet the income eligibility requirements but who score at or below the twenty-fifth national percentile on two of the three DIAL-3 or DIAL-4 subscales. Act 284 states, "providers may receive reimbursement for these children if funds are available." If the enrollments create a program expansion, the public provider must apply to, and be approved by, the SCDE prior to receiving CDEP funds.

In accordance with Act 284 Section 59-156-140 providers must comply with all program, reporting, and assessment criteria required. On September 5, 2017, the OELL sent out a memorandum to all CDEP districts requesting that all district CDEP liaisons complete the CDEP data survey by noon on Monday, September 11, 2017. This Child Recruitment Survey provided student waiting lists as of August 1st, child recruitment strategies used by the CDEP district, and total hours of professional learning. This survey allowed SCDE to begin projections for funding for October first waiting lists.

On October 25, 2017, all CDEP districts were asked to complete the October 1st enrollment survey for each CDEP school identifying the number of students the district is requesting CDEP funding for based on DIAL scores as mandated by Act 284 by noon on Friday, October 27, 2017. Results as of 11/1/2017 are included in Appendix E. The director of OELL will collaborate with the Office of Finance to determine funding for waiting lists.

Early Learning and Development Standards

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

The South Carolina DSS Division of Early Care and Education and the SCDE OELL led the interagency stakeholder group to develop the SC-ELS, which describe goals for young children's development and learning. The SC-ELS is a resource for all programs serving young children in South Carolina. The SC-ELS provide support for teachers in serving children from all cultural and linguistic backgrounds, as well as provide support for teachers in serving children with divergent learning needs. Teachers and caregivers can turn to the SC-ELS to learn about child development as the document provides age-appropriate goals and developmental indicators for each age level: infant, toddler, and preschooler. The SC-ELS document is intended to be a guide for teaching. This document is not a curriculum or checklist that should be used to assess

children’s development and learning. Rather, SC-ELS serves as a resource to define the skills and abilities needed to support the learning experiences provided for children. Teachers, caregivers, early interventionists, home visitors, and other professionals who support and promote children’s development and learning can use the document to set goals for children. It is, however, important to remember that while the SC-ELS can help determine what is “typical” for children in an age group, the developmental indicators may not always describe a particular child’s development. When a child’s development and learning does not seem to fit what is included in the continuum under his/her age level, teachers and caregivers should look at the developmental indicators for younger or older age groups to see if those indicators align with the child’s development. The objective should be to learn what developmental steps the child is taking now and to meet the individual needs of that child daily.

The ABC Quality Rating and Improvement System has “cross-walked” and revised its program and classroom standards with the SC-ELS to assure consistency between the SC-ELS and the ABC Quality Standards. The SC-ELS serves as a resource for families. Families may find it helpful to review the goals and developmental indicators to learn what appropriate goals are for young children. The SC-ELS may also serve as a beneficial tool for individuals who do not work directly with children, but who support teachers and caregivers in their work. These individuals may include those who work at museums, gardens, zoos, and other community destinations children may visit on field trips. It is important to take stock to see if a program’s learning environment, teaching materials, learning activities, and interactions are supporting children’s development in the areas described in this document. Administrators can use the SC-ELS as a guide to evaluate the types of learning experiences provided in their program. The SC-ELS can also be a resource to identify areas where teachers and caregivers need to improve their practices, and as a basis for professional development. Training and technical assistance providers should evaluate the support they provide to teachers and caregivers to ensure that the professional development is consistent with the SC-ELS goals and developmental indicators. Furthermore, higher education institutions may use this document as a tool or training manual for in-service professional development. In summary, the SC-ELS document is designed to be a resource for teachers, caregivers, families, administrators, and professional development providers as we work together to support the learning and development of South Carolina’s youngest children.

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

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

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

A domain introduction is located at the beginning of each domain section. The introduction describes some of the most important ideas related to the domain. This introductory information provides understanding of children's learning and development. The introduction is followed by the Goal and Developmental Indicator Continuum (Continuum) for each domain. The Continuum for each domain is a chart that shows the goals (statements that describe a general area or aspect of development that children make progress on from birth to age five) for the domain, and the developmental indicators (more specific statements describing some of the ways teachers and caregivers may see evidence of children's learning and development at each age). As the sample chart below shows, South Carolina has elected to arrange the developmental indicators along a continuum so that all of the developmental indicators for the age level, from birth to kindergarten entry, are included on the same row. This format allows teachers and caregivers to look easily across the age levels to see the progression that a child might make toward the goal. The goals are organized in subdomains or subtopics that fall within the domain, with one or more goal and developmental indicator continua for each subdomain.

The developmental indicators are grouped into five age groups or levels: Infants, Younger Toddlers, Older Toddlers, Younger Preschoolers, and Older Preschoolers. The age levels or groups are intended as a guide to help the reader know where to start when using the Continuum. Generally, the developmental indicators describe expectations that many children will reach toward the end of their respective age level. They are not, however, hard and fast requirements or expectations for what children should be able to do at the end of the age level. The fact that there is some overlap across the age levels shows that what children know and can do at one age is closely related to what they know and can do at the previous and the next age level.

The SC-ELS is comprehensive in that it provides strategies for how teachers and caregivers can support children's development and learning in the areas described in the Continuum to foster children's progress on the developmental indicators. The list includes strategies that can be used to promote the learning and development of all children, including strategies to provide ideas for teachers who are working with English language learners (ELLs) and children who have disabilities.

According to O'Brien and Dervarics (2007), there are several characteristics of high-quality prekindergarten programs. One such characteristic is standards alignment. Research shows that standards alignment, beginning with prekindergarten standards, is imperative to sustaining positive effects throughout the elementary years. In order to make the transition to kindergarten smoother and improve students' readiness for the challenges of elementary school, standards for our early learners must be aligned with those in the elementary school. The *Crosswalk to the South Carolina Early Learning Standards* provides educators, caregivers, parents and families a side-by-side vision of early learning development; horizontally aligns with the *South Carolina College and Career Ready Kindergarten Standards (SC-CCR)*; highlights the bridge of

developmental indicators from older preschoolers to kindergarten; and shows a representation of the whole child.

SC-ELS Timeline for Standards Revision and Approval

Date	Action Taken
2013	Initial meeting conducted with SC DSS, stakeholders, and national experts.
May 2016	Discussion opened for initial public comment; SC-ELS initial feedback received and reviewed.
June 2016	Internal SCDE team met to begin alignment of SC-ELS; mathematics standards were separated from the cognitive domain.
August 2016	Alignment completed to South Carolina College and Career Ready Kindergarten standards, Physical Education standards, Social Studies standards, Science standards, Health Education standards, and the Visual and Performing Arts standards.
September 3 – October 10, 2016	SC-ELS opened for public comment; feedback received and reviewed.
November 2016	Stakeholders reviewed the draft of the SC-ELS and provided feedback for the final draft.
February 2017	SC-ELS opened for public comment; feedback received and reviewed.
May 2017	SCDE developed and produced a crosswalk document that shows alignment from SC-ELS to SC-CCR K–12 standards.
June 2017	SCDE created a SC-ELS page on the OELL website to house potential print resources.
June 13, 2017	SC-ELS presented to the South Carolina School Board of Education (SBE) for first reading.
August 8, 2017	SC-ELS presented to SBE for second reading.
August 21, 2017	OELL sent memorandum to school district superintendents of notification of SC-ELS noting details regarding SC-ELS professional learning opportunities and providing website link to SC-ELS.
September 2017	OELL developed a calendar for training and implementation.
October 5, 2017	OELL sent memorandum to district superintendents outlining details of SC-ELS professional learning opportunity.
October 12, 2017	Districts created a leadership team to lead the district roll-out of SC-ELS.
October-November 2017	SCDE provided six regional SC-ELS professional learning opportunities (train-the-trainer model for district early learning

Date	Action Taken
	leadership team).
December 2017	OELL planned follow-up professional learning opportunity on math domain and social and emotional domain.
August 2018	Implementation of the SC-ELS begins.

SC-ELS Professional Development and Other Supports for Educators

In October and November 2017, the SCDE OELL and Office of Standards and Learning are offering an initial professional learning opportunity on SC-ELS consisting of statewide regional meetings. This professional learning opportunity provides training for district-level teams in supporting early learning educators with implementation of the SC-ELS. Each district has been asked to create a leadership team to lead the district roll-out for the SC-ELS. District-level teams consist of the district early learning coordinator, Read to Succeed liaison, school administrator, a reading coach, and a preschool (4K) teacher. Districts are able to send up to five team members. The professional learning opportunity was designed to engage the district level team in the following goals:

- Improve knowledge of child development and purposeful play and the alignment to SC-ELS;
- Build early learning classrooms where children are encouraged to talk, observe, wonder, and explore the environment;
- Guide teachers’ plans for implementing SC-ELS and curricula; and
- Establish goals for children’s development and learning that are shared across curricula.

SC-ELS Initial Professional Learning Opportunity

Date	Location and Time	Number of Registered Participants
October 16, 2017	SCASA Building 121 Westpark Blvd Suite A, Columbia SC 29210 9:00 a.m.–4:00 p.m.	61
October 23, 2017	The Atrium 140 Stoneridge Drive Suite 100 Columbia SC 29210 9:00 a.m.–4:00 p.m.	24
October 27, 2017	Chester School District Office 509 District Office Drive Chester SC 29706 9:00 a.m.–4:00 p.m.	28

Date	Location and Time	Number of Registered Participants
November 7, 2017	Pee Dee Education Center 520 Francis Marion Road Florence SC 29506 9:00 a.m.–4:00 p.m.	48
November 28, 2017	Garrett School of Technology 2731 Gordon Street North Charleston SC 29405 9:00 a.m.–4:00 p.m.	41
November 30, 2017	West Market School of Early Education 1909 Dobbins Bridge Road Anderson SC 29626 9:00 a.m.–4:00 p.m.	62

The OELL has provided districts with the [early learning standards and supporting documents](#) on the SCDE website. Districts will be able to use the supporting documents during the initial professional learning opportunity.

Early Learning Curriculum

Act 284 Section 59-156-150 states that, “The Department of Education, the Read to Succeed Office, and the Office of First Steps to School Readiness shall develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, and provide training and technical assistance to support its effective use in approved classrooms serving children.”

In addition, Section 59-156-160 states CDEP providers shall offer a complete educational program in accordance with age-appropriate instructional practice and a research-based preschool curriculum aligned with school success. The focus is on high-quality, center-based programs that provide an approved research-based preschool curriculum that addresses critical child development skills, especially early literacy, numeracy, and social and emotional development.

In order to meet these requirements, the OELL began a review process in May 2017 to approve curricula which met the criteria outlined in legislation. As a result of the comprehensive and rigorous review process, the SBE approved the curricula in August 2017.

Review and Approval Process

The OELL began the review and approval process by researching preschool curricula on the federal [What Works Clearinghouse](#) (WWC) website to uncover evidence-based curricula and other states’ preschool approved curriculum lists to determine what other early childhood

programs are currently using across the United States. The sample states research indicated that forty-six percent of states maintained an approved, preschool curriculum list while fifty-four percent of the sample states did not have an approved, preschool curriculum list. Sample states included twenty three states across the United States. Some of the sample states included the following: North Carolina, Georgia, Florida, New Jersey, Maryland, Alabama, Connecticut, Arizona, Virginia, West Virginia, Alaska, and Pennsylvania.

The SCDE issued a call for submission to publishers, independent and public companies, school districts, and other interested entities. Vendors wishing to have a curriculum submitted for the curriculum review process submitted the following materials:

- A complete description of how the curriculum meets the given criteria;
- A completed crosswalk of the proposed curriculum with the SC-ELS; and
- A complete copy of the curriculum proposed.

Materials for the review process were to be received by Monday, June 12, 2017, by 5:00 p.m.

All submitted curricula had to meet the following six criteria.

1. Research-based: The curriculum articulates a research-base for the approach and clearly demonstrates how the curriculum utilizes research as a basis for making decisions about experiences provided for children. The curriculum needs empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology. The curriculum focuses on critical child development skills, especially early literacy, numeracy, and social and emotional development.
2. Planning process: The curriculum has a process to guide adults in making decisions about learning experiences provided for all children. The curriculum describes the intent or developmental goals of given experiences. The curriculum includes an ongoing process for observing and documenting information related to all individual children's level of development, current skills, and interests, and using information to develop plans. Experiences provided for children are to be derived from each child's needs, abilities and interests with appropriate teacher/caregiver input and facilitation. The curriculum includes plans for a variety of types of experiences and activities, including large group, small group, individual, child initiated, and teacher-initiated activities.
3. Social environment: The curriculum provides appropriate guidance on how teachers/caregivers facilitate children's social-emotional development, including guidance on adult-child interactions, promoting children's peer relationships, and managing children's behavior.
4. Age and developmentally appropriate: Materials and experiences in the curriculum are to be appropriate for the age and developmental levels of children targeted and should include both child-directed and teacher/caregiver-directed activities that focus on engaging children in play and presenting concepts that are concrete and relevant to

children's everyday experiences.

5. Diversity: The curriculum supports the development and learning of children from diverse backgrounds and explicitly addresses how adults provide experiences that are culturally relevant and sensitive for children and families who reflect a variety of developmental abilities, cultures, languages, socio-economic status, and structures.
6. Training: The submission describes the training program available for implementation of the curriculum and describes if there are any specific requirements regarding training prior to implementation, if any (i.e., the number of staff required to attend, frequency, etc.).

Submissions had to meet all the requirements specified in the call for submission. Limited technical assistance was available for vendors needing guidance with submission.

Prior to releasing the call for submissions, the OELL communicated with all district superintendents to request nominations of early childhood experts to serve on a statewide curriculum review panel. To be considered to serve on the curriculum review panel, superintendent nominees were asked to meet the following criteria:

- Taught or supervised in an early childhood setting for at least five years;
- Teaches deep knowledge and understanding of early child developmentally-appropriate practices and early childhood learning domains (early literacy, numeracy, and social and emotional development); and
- Makes informed decisions in regard to implementing and aligning standards, curriculum, authentic assessments, and technology to meet the needs of all learners.

The curriculum review panel used a rubric to determine whether the submission is a research-based preschool curriculum, focusing on critical child development skills (especially early literacy, numeracy, and social and emotional development) and if the curriculum aligns with state content standards as stated in Act 284. The curriculum review panel considered the following basic criteria:

- The curriculum goals are clear, both the knowledge to be attained and the skills to be learned;
- The curriculum is focused on critical child development skills, especially early literacy, numeracy, and social and emotional development;
- The curriculum has a detailed scope and sequence of instruction;
- The curriculum content is learned through focused intentional teaching, investigation, and play;
- The curriculum includes variations for children with special needs or disabilities, children of varying abilities, and English Language Learners; and
- There is proof of the research upon which the curriculum is based.

After the completion of the selection process, the OELL provided information to the SBE on

August 8, 2017. Next, the OELL notified districts at the South Carolina Association for School Administrators (SCASA) Early Childhood Round Table on September 15, 2017. The OELL notified publishers with the approved curriculum list on October 18, 2017.

Timeline for Curriculum Approval

Date	Event
May 18, 2017	Call for submission
June 12, 2017 at 5:00pm	Deadline for vendors to submit curriculum materials as noted in the call for submission to the Director of the OELL
June 20, 2017	Curriculum review panel meeting for curriculum review rubric and selection process
June 21, 2017	OELL submitted synopsis for SBE
August 8, 2017	OELL presented review panel recommendations to the SBE for information
August 30, 2017	OELL to send approved curriculum list to districts and vendors
December 11, 2017	Curriculum showcase

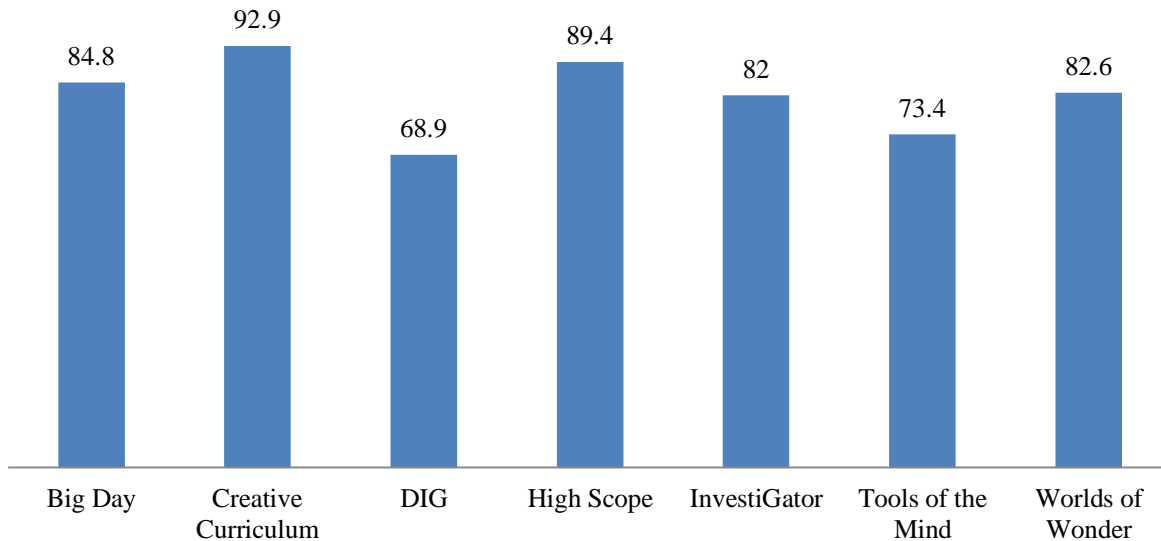
Seven curricula were submitted in the SCDE OELL call for submissions requesting consideration to be approved for the state approved 4K curriculum list:

- *Develop, Inspire, Grow (DIG)* by Abram Learning Trends;
- *Creative Curriculum*, 6th Edition, by Teaching Strategies;
- *High Scope* by High Scope;
- *Big Day in Pre-K* by Houghton Mifflin Harcourt;
- *Worlds of Wonder* by McGraw-Hill;
- *InvestiGator Club* by Robert Leslie; and
- *Tools of the Mind* by Tools of the Mind.

As shown in Figure 3, the following curricula scored eighty percent or higher on six components of the curriculum review rubric:

- *Big Day in Pre-K* by Houghton Mifflin Harcourt;
- *Creative Curriculum*, 6th Edition, by Teaching Strategies;
- *High Scope* by High Scope;
- *InvestiGator Club* by Robert Leslie; and
- *Worlds of Wonder* by McGraw Hill.

Figure 3. Rubric Averages for Submitted Curricula, Curriculum Review Panel, June 2017



In addition, the curriculum review panel determined that Montessori education is an approved curriculum. Montessori education is supported through work in the SCDE Division of Innovation and Effectiveness around personalized and innovative learning.

In December 2017, the OELL will host a curriculum showcase for districts to learn more about the approved curricula to support district level curriculum decisions. As in previous adoptions, the SCDE will ensure educators are provided with professional development and supports needed for implementation of state-approved curricula.

Teacher Credentials

Each CDEP classroom of eleven or more students shall be staffed at all times by a lead teacher and an instructional assistant. Classrooms enrolling ten students (the program’s minimum class size unless SCDE grants a waiver) may elect to employ a single lead teacher. All classroom staff personnel, including substitutes, must meet all DSS approval requirements. CDEP public school classrooms must be led by teachers who have South Carolina certification in early childhood education for the school to be in compliance with state accreditation requirements.

Programs electing to use Montessori as a curriculum model must have a Montessori-credentialed lead teacher. This credential should come from one of the following teacher education program affiliations: American Montessori Society (AMS), Association Montessori International (AMI), Montessori Education Programs International (MEPI), or other Montessori teacher education programs accredited by Montessori Accreditation Council of Teacher Education (MACTE). Act 284 mandates that public school classrooms must be staffed by instructional assistants meeting state requirements with a minimum of a high school diploma or the equivalent. In addition, instructional assistants must have a minimum of two years of experience working with children

under five years old and must successfully complete or enroll in the Early Childhood Development Credential course (ECD 101) within twelve months of hire. There are [Teacher Education and Compensation Helps Early Childhood South Carolina \(TEACH\) scholarships](#) available for assistant teachers at most of the technical colleges across South Carolina to help this course. CDEP schools may request waivers of the ECD 101 requirement for those with demonstrated sufficient experience in teaching children five years old and younger. The providers must request this waiver in writing to the SCDE and provide appropriate documentation of the assistant's qualifications.

A substitute teacher or substitute teaching assistant must be present and working in the CDEP classroom for each day that a teacher or instructional assistant is absent. DSS licensing requires that CDEP schools secure a substitute who meets DSS approval requirements.

CDEP Class Composition

Providers must 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 SCDE. Flexibility of this ratio requirement during naptime is allowed by DSS. Waivers of the minimum – but not the maximum – class size may be sought from the SCDE.

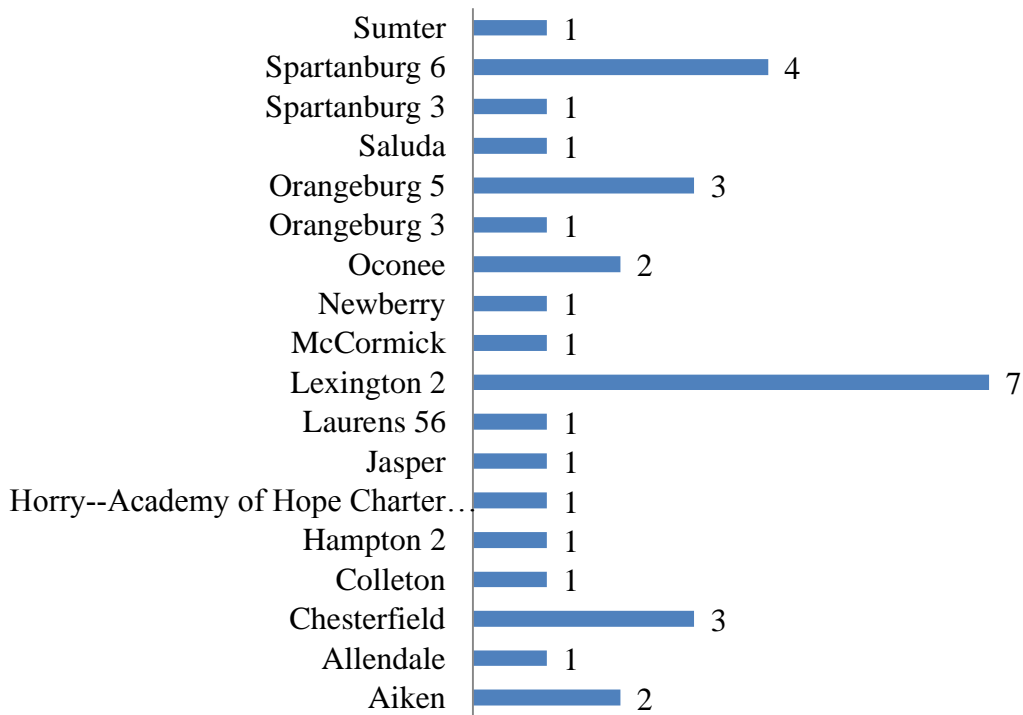
In 2016–17, 100 percent of CDEP classrooms had a 1:10 or less teacher-assistant to student ratio.

Except for expansion programs (newly available for 2017–18), CDEP programs shall operate educational programs for children five days a week, for 180 instructional days. The educational program shall operate for a minimum of six and one-half hours daily which includes outdoor play, rest, and compliance with DSS meal requirements. Eligible students may not be charged an enrollment fee, tuition, or any other fees for any portion of the required instructional day.

Expansion of CDEP Programs 2017

The OELL sent out a memo regarding CDEP 2017–18 School Year Expansion Funding on May 4, 2017. The memo explained that the OELL reached out to district superintendents and CDEP coordinators to determine the number of CDEP classroom expansion requests for 2017–18. The purpose of this memo was to inform district leaders that CDEP expansion funding for 2017–18 will be available. Districts were asked to please review an attached spreadsheet to verify the district's number of CDEP expansion classroom requests for 2017–18 and complete the letter of intent with verification of waiting list of 4K students who meet the CDEP income eligibility requirements.

Figure 4. Number of CDEP Expansion Classrooms Requested by District, 2017–18



Proviso 1.72 of the 2017–18 Appropriations Act makes funds available to school districts for the purpose of expanding time spent by current CDEP classes. Funds for the expansion are allocated on a per pupil basis, first to districts that have a documented waiting list for the purpose of adding additional 4K classes, then to districts that want to increase the length of the program to a maximum of eight and a half hours per day, extend the year to 220 days, or fund a summer program, which is limited to no more than ten weeks in length and no more than eight and a half hours per day. OELL has announced this availability to superintendents, and in November 2017 the OELL will send out an online application for CDEP superintendents to request this type of expansion. All expansion requests will be considered as received, with final approval notifications made by January 2018. After that, remaining funds may also be available for professional development and program evaluation.

Child Recruitment Resource Document

The SCDE is committed to supporting districts in the implementation of high quality CDEP classrooms for at risk students as outlined in Act 284. Over the past two years, South Carolina district leaders have indicated there are children in communities who are not being served in early childhood programs, but that it is difficult to fill CDEP classrooms. To address this concern, the OELL compiled [CDEP Child Recruitment Resources](#). This set of resources is designed to support districts in locating and serving children through local CDEP expansion campaigns and to serve as a guide for district and school leaders, teachers, and support staff. Resources are based on marketing models, such as Hatch’s Preschool Plan (Hatch, 2017), as well

as suggestions from the National Association for Education of Young Children (n.d.). OELL has included options that districts may employ to ensure CDEP enrollment includes all eligible students. In addition, several district leaders shared sample documents. School leaders are encouraged to use this resource document as a springboard for discussion and action, ensuring that community members and families are made aware of the preschool opportunity afforded by the CDEP program.

The following strategies and suggestions are included in the *CDEP Child Recruitment Resources*:

Step 1: Identify a Student Outreach Coordinator

Appoint a Student Outreach Coordinator to serve as the lead person on the recruitment team to organize efforts, develop a timeline, and provide guidance for team members.

Step 2: Organize a CDEP Recruitment Team

Create a local recruitment team, led by the Student Outreach Coordinator. Include as members a district early childhood leader, a school administrator, a reading coach, teacher(s), teacher assistant(s), and related arts teacher(s) who will be responsible for organizing the child recruitment campaign within the district. This would be similar to but separate from Child Find under the Individuals with Disabilities Education Act (IDEA).

Step 3: Develop a Plan

Develop a list of ideas, places, resources, and the steps necessary to recruit students for preschool. Keep in mind that reaching out to parents may include marketing through broadcast, electronic, and print communications. The electronic and print categories should be equally addressed to best connect with families.

Step 4: Create Recruitment Materials

Create and organize recruiting materials such as flyers, post cards, newsletters, business cards, or brochures. Consider collaborating with a media team to create a video about preschool and its importance. Be sure to include information about registration and links to the school's website.

Step 5: Get the Word Out

There are many ways to reach the parents of potential students.

- Contact local businesses to place advertising materials for preschool registration in high-traffic, visible spots. Suggested areas include grocery stores, laundromats, doctors' offices, gas stations, banks, libraries, faith-based organizations, dry cleaners, barber/beauty shops, dollar stores, and restaurants.
- Other beneficial advertising areas are highly traveled intersections, the town plaza or town square, and central town stop lights/stop signs. Be sure to check with local town/city hall in advance for ordinances on the size and placement of banners or signs.
- Ask local youth associations to help promote registration.
- Display large banners with registration dates and school information in areas such as ball fields and parks.
- Ask local faith-based organizations to support advertisement through their newsletters

and bulletins.

- Contact the local library for supports.
- Make announcements using social media such as a Facebook and Twitter.
- Post announcements on the district and school websites.
- Advertise registration through the school marquee, local newspaper, local news station(s), or radio station(s).

Step 6: Make Registration Easy

Make the registration process convenient and less intimidating for families.

- Contact local apartment building managers and/or personnel to organize on-site registration events. Be sure to advertise registration through the office located in the apartment building.
- Partner with local community sites, such as a museum, zoo, skating rink, or bowling alley, to hold on-site registration events.
- Ensure technology devices such as iPads or laptops are readily available for online registration. Make plans in advance for internet access.
- Promote enrollment by setting up information and/or registration booths at events such as field day, end-of-the-year award programs, and school performances. Other suggestions include setting up information and/or registration booths at town festivals, concerts, or plays.
- Host family engagement opportunities at which families tour the school, engage in breakfast or lunch, and complete online registration.
- Provide crayons, coloring sheets, books, toys, blocks or other sensory opportunities for the children who will be waiting for the parent(s) or guardian(s) to complete the registration paperwork.

Step 7: Focus on Good Communication

Make certain your communication is accessible, friendly, relevant, and convenient.

- Ask the parents to sign up for texts, and provide assistance when needed. Texts can provide parents with details about the first day of school, daily reading reminders and tips, and various other details to prepare the child for preschool. Apps such as Remind 101 are free resources that can be used for family texts.
- Make communication accessible by having materials in other languages.
- Create a document that addresses families' frequently asked questions about preschool. Post the document and any associated resources on the school's website and social media for families to access.
- Make transportation information available at registration events. Transportation is a first concern for many parent(s) or guardian(s). This may include a pamphlet with an area map that highlights the bus number, driver's name, and the route of the bus the child would ride to and from school.
- Plan a "Welcome to Preschool" event at which children and families meet the teachers and learn about the importance of preschool.

2017–18 CDEP Tentative Budget

At the time of this report, 2016–17 financial information has been supplied to the EOC as part of the EOC’s required Education Improvement Act planning and funding templates. The SCDE Office of Finance has agreed to provide CDEP financial information for 2017–18 after the SCDE receives forty-five-day day student information and can project expenditures for the fiscal year. In addition, the proviso on expansion of hours, days, and summer programs will change to the financial administration of the CDEP program in 2017–18. Moreover, the SCDE will be utilizing the authority in § 59-156-190 to retain up to \$185 per student for transportation.

Prior Learning Experience

Proviso 1A.63 of the 2017–18 Appropriation Act requires data by school and district that identifies the prior learning experience of each child who took KRA in fall of 2017 to include Head Start; CERDEP in a public school or private center; half-day 4K public school; full-day 4K public school; child care center; or informal child care. The OELL collaborated with the Office of Research and Data Analysis (ORDA) to build out an updated early learning page in PowerSchool with the specifics outlined in the proviso. The updated early learning page went live on October 27, 2017. In addition, the OELL and ORDA are currently planning webinars and technical assistance to districts for December 2017. The goal of these sessions is to enable provision of high quality data regarding the prior learning experience of each child who takes the KRA. The SCDE is requesting that all districts have collected high quality data by the ninetieth day of the 2017–18 school year.

CDEP Student Services

CDEP schools maintain a health record for each CDEP student per S.C. Code § 59-156-140(B)(6). Each record includes the following information:

1. A statement signed by the parent or guardian regarding the child’s health prior to admission to the CDEP class (DSS Form 2900);
2. A current copy of the child’s immunization record signed by a physician or other health official. This record should indicate that all required immunizations are complete as recommended by the South Carolina Department of Health and Environmental Control (DHEC) or that the appropriate official has provided written proof that the child meets either medical or religious exemption requirements; and
3. Other health information deemed necessary by the program director and/or by the parent(s)/guardian(s).

If CDEP schools have resources for health screenings available, it is recommended that they arrange for basic health screenings (vision, hearing, and dental) during the first ninety days of school. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals are to be noted in the child’s health file on site and the results of all screenings should be shared with parent(s)/guardian(s).

CDEP providers must comply with all state and federal laws and requirements, including those prohibiting discrimination based on need for special education services per S.C. Code § 59-156-140(B)(1)(9). Children with disabilities who have an individualized education program (IEP) are entitled to a free appropriate public education (FAPE) between the ages of 3 and 21 inclusively, as outlined by the IDEA and by the South Carolina SBE Regulation 43-243. As such, a child with an IEP may not be denied access to participation to public school services, which include participation in CDEP programs. As required by federal and state statutes and regulations, each child's IEP team determines the appropriate placement in the least restrictive environment and determines all decisions relative to a student's special education and related service needs. Because the goal of the CDEP program is to ensure children entering kindergarten are prepared to access the general education curriculum, children in poverty and children with disabilities are granted priority entrance into CDEP classes. For children with disabilities, such placement should be determined by and in coordination with the child's IEP team to ensure that such placement provides the child a FAPE. In such instances, CDEP funds may provide the costs for early childhood education, while federal IDEA funds may cover the excess costs, as allowed by the permissible use of funds. All placements, including in CDEP programs, must ensure that the child is provided with the necessary accommodations, special education and related services consistent with the child's IEP and with federal and state statutes, regulations, policies and procedures.

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- National Association for Education of Young Children. (n.d.). *A call for excellence in early childhood education*. Retrieved from <https://www.naeyc.org/policy/excellence>.
- O'Brien, E. and Dervarics, C. (2007). Pre-kindergarten: What the research shows. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-Kindergarten/Pre-kindergarten-What-the-research-shows.html>

Appendix A: Description of Pre-Kindergarten Assessments

Phonological Awareness Literacy Screening (PALS™) Pre-K, published by IO Education, LLC is individually administered. The assessment measures preschoolers' developing knowledge of important fundamentals in literacy skills: name writing ability, upper-case and lower-case alphabet recognition, letter sounds, beginning sound production, print and word awareness, rhyme awareness, and nursery rhyme awareness. The assessment reflects skills that are predictive of future reading success and offers guidance to teachers for tailoring instruction to children's specific needs. Forty-seven school districts selected PALS with a total of 629 prekindergarten classrooms.

Individual Growth and Development Indicators (myIGDIs™), published by Early Learning Labs, Inc. is individually administered and supports the identification of preschool children who require additional diagnostic assessment or intervention in oral language, phonological awareness, alphabet knowledge, and comprehension. This assessment can be used to measure developmental gains and inform instructional needs of individual children. Twenty-one school districts selected myIGDIs with a total of 640 prekindergarten classrooms.

Teaching Strategies® GOLD™, published by Teaching Strategies, LLC is an ongoing observational system for assessing children that helps teachers observe children in the context of every day experiences. The system is based on objectives for development and learning that include predictors of school success; teachers use them to focus their observations as they gather information to make classroom decisions. Fourteen school districts selected GOLD with a total of 281 prekindergarten classrooms.

Appendix B: Attendance Data for 2016–17 State-Approved Curricula Trainings

District	Creative Curriculum (Two-Day) August 2-3 Columbia	Creative Curriculum (One-Day) September 22 Columbia	OWL August 11 Florence	OWL October 20 Walterboro
Allendale	--	--	--	2
Anderson 3	1	--	--	--
Anderson 5	3	--	--	--
Barnwell 29	--	--	--	2
Barnwell 45	2	--	--	--
Berkeley	--	1	--	--
Calhoun	--	--	--	2
Cherokee	3	--	--	--
Chester	--	--	1	--
Clarendon 1	3	--	--	--
Clarendon 2	2	--	--	2
Colleton	--	--	--	11
Dillon 4	1	--	--	--
Fairfield	--	--	1	--
Florence 1	--	--	18	--
Florence 4	--	--	6	--
Florence 5	--	1	--	--
Hampton 2	--	3	--	--
Georgetown	--	--	1	--
Jasper	--	2	--	--
Lee	--	6	--	--
Marlboro	--	4	--	--
Orangeburg 3	--	--	--	1
Orangeburg 5	--	--	--	5
Spartanburg 6	--	6	--	--
Sumter	2	--	--	--
Williamsburg	3	3	--	1
TOTAL	20	26	27	26

Appendix C: Attendance Data for 2016–17 Pre-Kindergarten Assessment Trainings

Numbers of Attendees at PALS Trainings

Participating Districts	PALS Pre-K Assessment Training August 10 Florence	Using PALS Pre-K Data to Dive Instruction December 6 and 7 Columbia and Spartanburg
Allendale	--	4
Anderson 2	--	5
Berkeley	--	1
Chester	--	7
Clarendon 3	1	--
Dillon 4	2	--
Fairfield	--	3
Florence 1	21	--
Georgetown	2	--
Jasper	2	--
Kershaw	--	5
Laurens 55	--	1
Laurens 56	--	1
Lee	--	4
Lexington 3	--	4
Marlboro	--	1
Newberry	--	8
Orangeburg 3	--	9
Richland 1	--	3
Saluda	--	2
Spartanburg 2	--	2
Spartanburg 3	--	3
Spartanburg 4	--	2
Spartanburg 5	--	2
Spartanburg 6	--	9
Spartanburg 7	--	4
Sumter	--	2
Williamsburg	--	1
York 4	2	2
TOTAL	30	89

Numbers of Attendees at myIGDIs Trainings

Participating Districts	myIGDIs Assessment Training August 9 Columbia	myIGDIs Training for New Teachers September 13 Columbia	myIGDIs Train-the- Trainer September 13 Columbia	myIGDIs Train-the- Trainer September 14 Columbia
Dorchester 4	1	1	--	--
Florence 4	4	--	--	--
Greenville	--	--	--	1
Hampton 2	--	2	--	--
Lancaster	--	--	--	1
Lexington 1	3	1	1	--
Lexington 2	2	--	--	1
Lexington 4	2	--	--	--
Oconee	--	--	--	4
Orangeburg 4	--	--	--	1
Richland 1	--	--	3	1
SC Public Charter	1	--	--	1
York 2	--	--	--	1
TOTAL	13	4	4	11

Numbers of Attendees at DRA2 Trainings

Participating Districts	DRA2 July 21 Columbia	DRA2 August 8 Columbia	DRA2 August 9 Columbia	DRA2 August 10 West Columbia
Abbeville	1	--	--	--
Anderson 3	--	--	--	2
Anderson 4	1	--	--	--
Bamberg 1	--	1	--	1
Barnwell 45	--	--	--	1
Beaufort	--	--	1	--
Calhoun	--	--	2	--
Charleston	3	--	--	--
Cherokee	--	--	2	--
Chester	7	--	--	--
Clarendon 1	1	--	--	--
Clarendon 2	2	--	--	1
Dorchester 4	3	3	--	3
Edgefield	2	6	--	--
Fairfield	--	2	5	3
Georgetown	2	3	8	--

Participating Districts	DRA2 July 21 Columbia	DRA2 August 8 Columbia	DRA2 August 9 Columbia	DRA2 August 10 West Columbia
Greenville	2	--	--	--
Greenwood 50	--	2	--	--
Greenwood 52	1	--	1	--
Hampton 1	--	2	--	--
Horry	--	1	--	--
Jasper	--	4	1	1
Lancaster	--	2	2	1
Laurens 55	--	3	1	4
Lee	--	10	--	--
Newberry	1	--	6	--
Orangeburg 3	1	--	4	2
Orangeburg 5	4	1	--	4
Richland 1	1	1	1	--
Saluda	3	--	--	--
SC Public Charter	6	--	--	--
Spartanburg 1	6	--	--	--
Spartanburg 2	1	--	--	--
Spartanburg 3	1	--	--	1
Spartanburg 6	--	--	2	--
Spartanburg 7	2	--	--	--
Sumter	--	--	--	2
Union	2	--	--	--
York 1	--	--	--	1
York 4	--	1	--	2
TOTAL	53	42	36	29

Numbers of Attendees at DRA2 Follow-Up Trainings

Participating Districts	DRA2 Follow-Up Nov 15 Lexington	DRA2 Follow-Up Nov 15 Lexington	DRA2 Follow-Up Nov 16 Florence	DRA2 Follow-Up Nov 16 Florence	DRA2 Follow-Up Nov 17 Walterboro
Aiken	10	1	--	--	--
Barnwell 45	--	--	--	--	1
Berkeley	--	--	--	--	3
Calhoun	2	3	--	--	--
Clarendon 2	--	--	--	3	--
Colleton	--	--	--	--	3
Darlington	--	--	2	3	--
Dorchester 2	--	1	--	--	--

Participating Districts	DRA2 Follow-Up Nov 15 Lexington	DRA2 Follow-Up Nov 15 Lexington	DRA2 Follow-Up Nov 16 Florence	DRA2 Follow-Up Nov 16 Florence	DRA2 Follow-Up Nov 17 Walterboro
Dorchester 4	--	--	--	--	1
Florence 1	--	--	4	--	--
Florence 3	--	--	1	--	--
Hampton 1	--	--	--	--	2
Hampton 2	--	--	--	--	4
Jasper	--	--	--	--	3
Laurens 55	--	1	--	--	--
Laurens 56	--	1	--	--	--
Lee	--	--	2	--	--
Lexington 2	--	2	--	--	--
Marlboro	--	--	1	--	--
Orangeburg 3	--	--	1	--	4
Orangeburg 5	1	1	--	--	--
SC Public Charter	--	3	2	--	--
Sumter	--	--	6	--	--
Williamsburg	--	--	--	1	--
York 4	4	--	--	--	--
TOTAL	17	13	19	7	21

Numbers of Attendees at New Teacher GOLD Trainings

Participating Districts*	New Teacher GOLD August 4 Columbia	New Teacher GOLD Sept 20 Columbia	New Teacher GOLD Sept 26 Florence	New Teacher GOLD Sept 27 Columbia	New Teacher GOLD Sept 28 Columbia	Experienced User GOLD Sept 21 Columbia
Aiken	--	2	--	--	--	--
Anderson 3	1	--	--	--	--	--
Anderson 5	3	--	--	--	--	--
Clarendon 1	--	3	--	--	--	--
Cherokee	--	3	--	--	--	--
Fairfield	--	1	--	--	--	3
Hampton 1	--	1	--	--	--	1
Lex/Richland 5	3	--	--	1	--	--
Marion	3	--	4	--	--	--
Newberry	--	--	--	2	--	--
Richland 2	--	1	--	--	--	1
Spartanburg 6	2	--	--	--	--	--
Sumter	1	1	--	--	--	14
York 1	6	--	--	--	--	2

Participating Districts*	New Teacher GOLD August 4 Columbia	New Teacher GOLD Sept 20 Columbia	New Teacher GOLD Sept 26 Florence	New Teacher GOLD Sept 27 Columbia	New Teacher GOLD Sept 28 Columbia	Experienced User GOLD Sept 21 Columbia
FIRST STEPS	--	16	7	18	21	--
TOTAL	19	28	11	21	21	21

*First Steps staff also attended New Teacher GOLD sessions are counted in the table totals.

Appendix D: Attendance Data for Other CDEP Professional Development

Numbers of Attendees at ELLCO Trainings

Participating Districts	ELLCO July 18-19 Lexington	ELLCO July 20-21 Lexington	ELLCO January 19 SCECA Conference Myrtle Beach
Abbeville	--	--	2
Aiken	--	1	--
Allendale	--	1	--
Anderson 2	2	--	--
Anderson 5	1	--	--
Bamberg 2	--	--	2
Berkeley	--	3	4
Calhoun	--	--	2
Chester	2	--	1
Chesterfield	--	4	1
Clarendon 1	--	2	--
Clarendon 2	--	3	--
Colleton	1	--	2
Edgefield	4	--	--
Fairfield	2	--	--
Florence 1	--	1	--
Greenwood 50	1	--	--
Hampton 2	--	--	1
Horry	--	1	--
Laurens 55	2	--	--
Laurens 56	1	--	--
Lee	--	1	1
Lexington 1	4	--	--
Lexington 2	1	--	1
Lexington 4	--	--	1
Lexington/Richland 5	--	1	--
Marlboro	--	1	1
McCormick	1	--	1
Newberry	2	1	1
Orangeburg 3	--	--	1
Orangeburg 4	--	--	2
Orangeburg 5	3	2	2
Richland 1	1	--	--
Saluda	--	--	5
Spartanburg 1	1	--	--

Participating Districts	ELLCO July 18-19 Lexington	ELLCO July 20-21 Lexington	ELLCO January 19 SCECA Conference Myrtle Beach
Spartanburg 3	1	--	--
Spartanburg 4	2	--	--
Spartanburg 6	2	--	--
Sumter	--	--	3
Williamsburg	--	1	--
York 1	1	--	3
TOTAL	35	23	37

Numbers of Attendees at CDEP Overview

Participating Districts	CDEP Overview August 3 Chester
Chester	7
TOTAL	7

Numbers of Attendees at Elements of Enriching Environments Trainings

Participating Districts	Enriching Environments November 7 Laurens	Enriching Environments January 17 Anderson	Enriching Environments January 19 SCECA Myrtle Beach	Enriching Environments February 20 Laurens
Abbeville	--	4	--	--
Anderson 2	--	14	--	--
Anderson 3	--	7	--	--
Allendale	--	--	1	--
Bamberg 2	--	--	1	--
Berkeley	--	--	18	--
Chester	--	--	3	--
Chesterfield	--	--	1	--
Clarendon 1	--	--	1	--
Colleton	--	--	3	--
Darlington	--	--	1	--
Edgefield	--	--	4	--
Fairfield	--	--	2	--
Florence 3	--	--	1	--
Florence 4	--	--	2	--
Georgetown	--	--	2	--
Hampton 2	--	--	1	--

Participating Districts	Enriching Environments November 7 Laurens	Enriching Environments January 17 Anderson	Enriching Environments January 19 SCECA Myrtle Beach	Enriching Environments February 20 Laurens
Laurens 55	--	--	2	15
Laurens 56	19	--	--	--
Lexington 3	--	--	1	--
Lexington 4	--	--	1	--
McCormick	--	--	1	--
Orangeburg 4	--	--	4	--
Orangeburg 5	--	--	4	--
Saluda	--	--	2	--
Sumter	--	--	3	--
York 1	--	--	4	--
TOTAL	19	25	63	15

Numbers of Attendees at Using Data to Inform Instruction in 4K

Participating Districts	Research to Practice Institute July 12 Chester SC
All districts	5
TOTAL	5

Appendix E: Waiting Lists as of 10/1/2017

(Results as of 11/1/2017)

District	Is space available and number on waiting list as of 10/1/2017?		Total
	No	Yes	
Abbeville County School District	0	0	0
Aiken County	62		62
Allendale County School	--	0	0
Anderson School District Five	1		1
Anderson Three	--	8	8
Bamberg District One	1	--	1
Barnwell 45	8	--	8
Berkeley County	28	0	28
Berkeley County	20	--	20
Cherokee County School District	--	11	11
Chester County School District	18	6	24
Chesterfield	0	--	0
Clarendon 3	--	0	0
Clarendon Two	--	4	4
Colleton	15	0	15
Dillon 3	2	--	2
Dillon School District Four	0	--	0
Dorchester School District Four	--	0	0
Fairfield County School District	0	7	7
Florence 1	20	--	20
Florence County School District Four	--	0	0
Florence County School District Two	--	0	0
Florence School District Five	3	--	3
Florence School District Three	0	0	0
Georgetown County	--	0	0
Greenwood 51	1	--	1
Greenwood District 50	--	2	2
Greenwood District 52	0	--	0
Hampton 1	--	4	4
Hampton District 2	--	0	0
Horry	3	--	3
Jasper County School District	12	153	165
Laurens County School District 56	--	2	2

District	Is space available and number on waiting list as of 10/1/2017?		Total
	No	Yes	
Laurens School District 55	1	2	3
Lee County School District	--	0	0
Lexington 4	--	0	0
Lexington School District Two	0	--	0
Lexington Three	--	0	0
Marion County School District	--	0	0
Marlboro	--	6	6
Newberry	77	--	77
Newberry	14	--	14
Oconee	--	21	21
Orangeburg 4	--	0	0
Orangeburg Consolidated School District Five	--	0	0
Orangeburg Consolidated School District Four	5	--	5
Orangeburg School District Three	2	--	2
Richland County School District One	27	24	51
Saluda County Schools	14	--	14
Spartanburg 3	16	--	16
Spartanburg 7	0	0	0
Spartanburg District Seven	--	0	0
Spartanburg District Six	--	36	36
Spartanburg Four	--	9	9
Sumter School District	0	10	10
Williamsburg County	--	0	0
Williston School District 29 (Barnwell)	--	5	5
York School District One	0		0
GRAND TOTAL	350	310	660