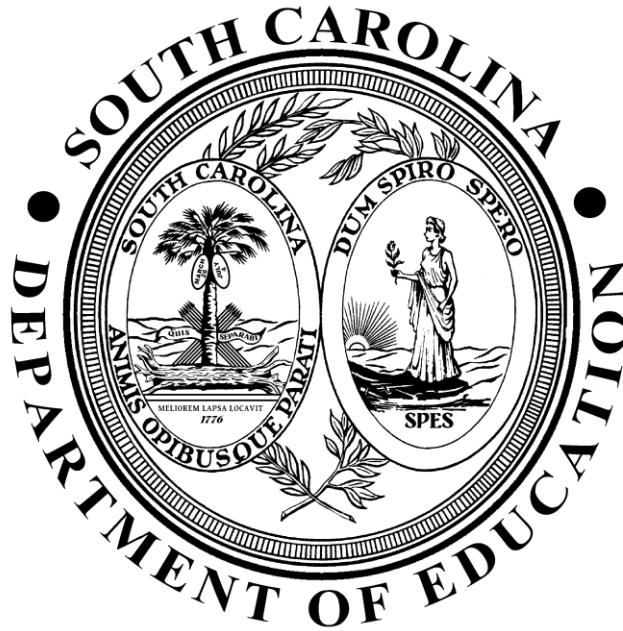


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



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

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

Pursuant to Proviso 1.72 of the 2018–19 Appropriations Act

April 1, 2019

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Reporting Requirement

Per Proviso 1.72 (SDE: CDEPP Unexpended Funds):

“For Fiscal Year 2018–19, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities.

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

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

If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. By August 1, the Department of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide professional development and quality evaluations of programs.

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

This report is provided to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee in fulfillment of Proviso 1.72.

CERDEP: Measures Taken to Enhance 4K

The Early Learning (EL) team at the South Carolina Department of Education (SCDE) meets monthly to discuss state level data such as Kindergarten Readiness Assessment (KRA) results, classroom monitoring data, and prior childcare data to carefully plan and deliver supports to enhance the implementation of quality 4K learning environments.

During FY 18–19, the OELL provided support for quality improvements in the following ways:

- Supported CERDEP expansion of classrooms, extended day, extended year, and/or summer programs;
- Built out early learning specialist team to now include five full-time employees (FTEs) who focus on classroom monitoring and providing training;
- Continued the support of the South Carolina Early Learning Standards (SC-ELS) timeline;
- Provided learning opportunities at regional, district, and school levels on various topics such as the SC-ELS, creating literacy rich environments, promoting literacy in math instruction, supporting writing and book making, and providing early learning leader support;
- Updated CERDEP guidelines;
- Supported social-emotional framework by collaborating with the Office of Special Education (OSSES) in becoming a Pyramid state and implementing the Pyramid Framework;
- Promoted improvements in the South Carolina birth to school connections by serving on the BUILD Initiative leadership team and task force and serving on the PreSchool Development Grant (PDG) leadership team;
- Planned with the State Family Engagement Leadership Team to include internal and external stakeholder to build a more comprehensive statewide family engagement framework and host the first annual SCDE Family Engagement Summit; and
- Collaborated with the Office of Virtual Education to create family engagement modules.

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

CERDEP Expansion

In May 2018, the SCDE Office of Early Learning and Literacy (OELL) surveyed CERDEP districts to identify the types of expansion districts would seek funding for in 2018–19. Districts indicated an interest in expanding their current CERDEP programs by adding additional classes, extending the day, extending the school year, and/or offering a summer program.

In June 2018, the OELL sent CERDEP districts a memorandum providing an explanation of the expansion formulas and approvals for expansion requests. Districts were asked to provide the OELL with their specific requests including the expansion option, number of students to be served, and number of days the students would be served.

Expansion Formulas

CERDEP Unexpended Funds

April 1, 2019

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Additional Class

- Daily rate of \$25.05 ($\$4,510/180$ days) x number of students x number of days, pro rata as per proviso.
- Up to \$10,000 is provided for materials and equipment (enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with classrooms enrolling seven or more such children eligible for funds not to exceed \$10,000).

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

Extended Hours

- Hourly rate: $\$4,510/180$ days/6.5 required hours = \$3.85
- Up to two extra hours x \$3.85 x number of students participating x number of days

Extended Year:

- Daily rate: from \$25.056 (6.5 hour day) and up to \$34.69 (8.5 hour day)
- Extra days beyond 180 x number of students participating x daily rate of \$25.056, pro rata per proviso

Summer Program:

- Daily rate: from \$25.056 (6.5 hour day) and up to \$34.69 (8.5 hour day)
- Number of Students x Daily Rate x Days, pro rata as per proviso

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

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

The OELL also partnered with the Office of Research and Data Analysis (ORDA) to offer training for CERDEP districts to support the set-up of summer sessions in PowerSchool for CERDEP summer and extended year programs. The PowerSchool CERDEP training will provide explicit instruction for summer session set up in PowerSchool so that a standardized format will be used for all districts. All districts participating in summer program and/or extended year program for CERDEP must attend one of the training sessions being provided on April 2, April 3, or April 4. In addition, the CERDEP coordinator is encouraged to attend.

4K Quality: Monitoring

The OELL supports 4K quality through on-site monitoring and the provision of professional learning opportunities (PLOs) to districts. This section outlines the OELL's monitoring program

and the next two sections detail the provision of and district participation in professional learning opportunities (PLOs).

In addition to the annual CERDEP monitoring visits to classrooms, the OELL generated a monitoring visit schedule that will be followed during the extended year and summer programs in CERDEP districts. The OELL's structured classroom observation process is designed to provide support and immediate feedback to CERDEP teachers and site coordinators for program improvement. The Early Language and Literacy Classroom Observation (ELLCO) is used during all SCDE visits to provide feedback and support to 4K classroom teachers to ensure all classrooms are language and literacy-rich.

A level two visit, a more intensive visit, monitors CERDEP classrooms using the ELLCO tool and a regulation checklist. In addition, the level two on-site observations include verification that the teacher is implementing one of the SCDE-approved curricula, as well as maintaining a portfolio assessment on each child across all learning domains. Visits are conducted in CERDEP classrooms by a member of the OELL CERDEP team and in Education Improvement Act (EIA) 4K classrooms by a SCDE Literacy Specialist. A monthly calendar of monitoring visits was developed at the start of the 2018–19 year with scheduling priority given to the thirty-three Abbeville plaintiff districts and to the new CERDEP classrooms.

Prior to monitoring visits, the OELL EL Team Lead provides early childhood coordinators in each district with the ELLCO comprehensive observation criteria, including classroom structure, curriculum, language environment, use of books, quality of book reading, print-rich environment, and writing opportunities. After observations are completed, the observer conducts conferences with the teacher, school administrator, and/or the CERDEP district liaison/reading coach to provide post-observation feedback and set future goals.

Findings from the observations are applied to a rating scale to determine an overall score. ELLCO scores and documentation from the classroom visits are submitted to the CERDEP Team Lead for review and fidelity checks before the scores are entered into the monitoring visit database. Following verification, notification of rating scores and future goals are sent to school administrators, teachers, and monitors. "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. The OELL is currently building out a monitoring visit schedule for all CERDEP summer programs.

As of March 1, 2019, the OELL had completed a total of 218 CERDEP classroom visits in CERDEP districts and 33 classroom visits to EIA 4K classrooms.

4K Quality: SC-ELS Timeline and Supports

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

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

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

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

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

and as a basis for professional development. Training and technical assistance providers should evaluate the support they provide to teachers and caregivers to ensure that the professional development is consistent with the SC-ELS goals and developmental indicators. Furthermore, higher education institutions may use this document as a tool or training manual for in-service professional development. In summary, the SC-ELS document is designed to be a resource for teachers, caregivers, families, administrators, and professional development providers as we work together to support the learning and development of South Carolina's youngest children.

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

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

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

According to O'Brien and Dervarics (2007), standards alignment is one of several characteristics of high-quality prekindergarten programs. 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 EL development; horizontally aligns with the South Carolina College and Career Ready Kindergarten Standards (SC-CCR); highlights the bridge of developmental indicators from older preschoolers to kindergarten; and shows a representation of the whole child. The SC-ELS were aligned to the KRA internally prior to the adoption of the KRA in 2017.

The OELL provided copies of the SC-ELS to 1,492 early learning educators in the state. Additionally, as a follow up to the SCDE six regional SC-ELS PLOs (train-the-trainer model for district EL leadership teams), the OELL imbedded additional training on the following domains during the fall and summer trainings for 2018–19:

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

Professional Development Related to Early Learning: Fall 2018

Section 59-156-180 of Act 284 (Read to Succeed Act) 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.”

Personnel providing instruction in CERDEP classrooms must complete 15 professional development hours to meet the requirements set forth by Act 284, as well as meet the DSS regulations, annually. All required professional development training hours must be approved through the South Carolina Center for Child Care 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.

The OELL supported South Carolina’s districts and schools by providing quality early learning PLOs. During fall 2018, the OELL offered several free PLOs for teachers, teaching assistants, reading coaches, and administrators that consisted of face-to-face experiences and virtual meetings to focus on literacy instructional strategies that impact student learning for students in four-year-old kindergarten (4K) through middle school. Participation in these PLO sessions afforded attendees the opportunity to deepen their knowledge and understanding of the Profile of a Ready Kindergartener, *Profile of the South Carolina Graduate*, the SC-ELS, and the SC-CCR. The early learning 4K PLOs were certified for DSS credit hours.

The statewide, regional PLOs were designed to engage the early learning educators in the following objectives:

- 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.

The titles, descriptions, dates, and locations for the regional meetings were as follows:

It's in Assessment! Growth and Achievement for Every Student

Participants developed a deeper understanding of the types and purpose of assessments and explored the following questions: What are the different types of assessment? How to determine what students know? What does this mean for instruction and current assessment practices? In this two-part session, participants dove into how to analyze data in order to move students forward with a plan for instruction based on the SC-ELS and the 5K SC-CRR Standards.

Purposeful Play Leads to School Readiness

Participants learned how purposeful play provides a context for learning so that it is meaningful to children and results in long-term understanding and concept development. Participants explored how to plan developmentally appropriate learning centers which link the classroom environment to the SC-ELS and the 5K SC-CRR Standards.

Scaffolding Preschoolers' Early Writing Skills

These sessions provided a framework that teachers can use to provide writing opportunities, easily evaluate children's writing, and help children take the next step in their writing development. Session one focused on making writing materials available in classrooms and providing opportunities to write throughout the day. Examples and research-based strategies were offered for customizing individualized writing instruction into classroom contexts, including centers, book-making, journaling, and morning messages.

Purposeful, Playful Mathematics in Early Childhood Education

Participants explored the essential components for 4K math environments and the teacher's role in the math instruction. These sessions engaged participants an understanding of the SC-ELS MTE by exploring the big ideas in Number Sense, Algebraic Thinking, Geometry, and Data Analysis. Participants learned to facilitate learning through problem solving scenarios through play-based and/or formal lessons in the early childhood classroom.

The OELL also offered professional learning for school and district leadership.

Leaders of Early Learning and Literacy

The OELL offered a three-session face-to-face PLO for a cohort of attendees during fall 2018, spring 2019, and summer 2019 focusing on purposeful play, literacy instruction, and assessment in early learning classrooms. During these sessions, administrators engaged in experiences based on research and best practices of EL and literacy development. Learning opportunities were focused on how administrators can support early childhood teachers as they provide EL and literacy opportunities within their classroom environments. In session one, participants explored what developmentally appropriate learning centers look like and sound like as well as how developmentally appropriate learning centers provide choice, responsibility, and opportunities for authentic reading and writing in order to support each student's growth and development. Session two focused on supporting emergent readers and emergent writers through a research-based balanced literacy approach. During session three, participants were offered an opportunity to explore assessments used in the early learning classrooms as well as how to support teachers in utilizing the data to inform instruction.

Session Title	Date and Location	Number of Participants
It's in Assessment! Growth and Achievement for Every Student	October 3, 2018 Pee Dee Center 520 Francis Marion Road Florence, SC 29504	14
It's in Assessment! Growth and Achievement for Every Student	October 17, 2018 Lyon Street Teleconference Center 1310 Lyon Street Columbia, SC 29201	38
Purposeful Play Leads to School Readiness	October 15, 2018 Pee Dee Center 520 Francis Marion Road Florence, SC 29504	27
Purposeful Play Leads to School Readiness	October 10, 2018 Laurens 55 Training Room 301 Hillcrest Drive Laurens, SC 29360	15
Purposeful Play Leads to School Readiness	October 29, 2018 Public Charter School Office 3710 Landmark Drive; Suite 201 Columbia, SC 29204	49
Scaffolding Preschoolers' Early Writing Skills	October 11, 2018 Laurens 55 Training Room 301 Hillcrest Drive Laurens, SC 29360	18
Scaffolding Preschoolers' Early Writing Skills	October 22, 2018 Archives and History Building 3701 Parklane Road Columbia, SC 29223	49
Scaffolding Preschoolers' Early Writing Skills	October 24, 2018 Pee Dee Center 520 Francis Marion Road Florence, SC 29504	21
Purposeful, Playful Mathematics in Early Childhood Education	November 5, 2018 Lyon Street Teleconference Center 1310 Lyon Street Columbia, SC 29201	39
Purposeful, Playful Mathematics in Early Childhood Education	November 13, 2018 MS Bailey Child Development Center 625 Elizabeth Street	45

Session Title	Date and Location	Number of Participants
	Clinton, SC 29325	
Leaders of Early Learning and Literacy	November 26, 2018 Lyon Street Teleconference Center 1310 Lyon Street Columbia, SC	51
Leaders of Early Learning and Literacy	November 27, 2018 Pee Dee Center 520 Francis Marion Road Florence, SC 29504	16
Leaders of Early Learning and Literacy	December 11, 2018 MS Bailey Child Development Center 625 Elizabeth Street Clinton, SC 29325	33

In total, 415 participants attended the fall regional face-to-face PLOs.

Professional Learning Opportunities Related to Early Learning: Spring

In spring 2019, follow-up sessions will be provided to further enhance the learning opportunities offered during the fall. The titles, descriptions, dates, and locations for the regional meetings are as follows:

It's in Assessment! Growth and Achievement for Every Student

Participants will have the opportunity to dive into how to analyze and utilize a variety of data to move students forward with a plan for instruction based on the SC-ELS and the 5K SC-CCR Standards. While the fall session focused on the different types of assessments and their purpose, this session will allow participants to use their data to determine next steps for their students.

Purposeful Play Leads to School Readiness

Participants will learn how purposeful play provides a context for learning so that it is meaningful to children and results in long-term understanding and concept development. While session one focused on intentional, purposeful planning of Dramatic Play centers, this session will allow participants the opportunity to explore and plan other developmentally appropriate learning centers which link the classroom environment to the SC-ELS and the 5K SC-CCR Standards.

Scaffolding Preschooler's Early Writing Skills

The OELL team will lead an exploration of the framework 4K teachers can use to provide writing opportunities, easily evaluate children's writing, and help children take the next step in their writing development. While session one focused on making writing materials available in classrooms and providing opportunities to write throughout the day, the follow-up session will address the importance of fostering early writing skills, how writing typically develops in young children, and how teachers can actively support this development.

Purposeful, Playful Mathematics in Early Childhood Education

Participants will continue to explore the essential components for 4K mathematical environments and the teachers’ role in math instruction. While session one focused on the big ideas of Number Sense and Mathematical Thinking and Reasoning, session two will focus on Algebraic Thinking, Geometry & Spatial Understanding, and Measurement & Data Analysis. Participants will learn to facilitate learning through problem solving scenarios, and play-based lessons in early learning classrooms.

Leaders of Early Learning and Literacy

The OELL will offer a three-session face-to-face PLO for a cohort of attendees during fall 2018, spring 2019, and summer 2019 focusing on purposeful play, literacy instruction, and assessment in early learning classrooms. During these sessions, administrators will engage in experiences based on research and best practices of early learning and literacy development. Learning opportunities will focus on how administrators can support early childhood teachers as they provide EL and literacy opportunities within their classroom environments. In session one, participants explored what developmentally appropriate learning centers look like and sound like, as well as how developmentally appropriate learning centers provide choice, responsibility, and opportunities for authentic reading and writing in order to support each student’s growth and development. Session two will focus on supporting emergent readers and emergent writers through a research-based balanced literacy approach. During session three, participants will have an opportunity to explore assessments used in the early learning classrooms, as well as how to support teachers in utilizing the data to inform instruction.

Early Learning and Literacy 4K Cohort Spring Follow-up

This PLO is designed to support early childhood educators as they implement developmentally appropriate practices and the Early Learning and Literacy Standards. Using formative assessments, teachers will plan instruction and purposeful play opportunities for young children. This will build on the work done in the 4K Summer Cohorts but will benefit all teachers.

Session Title	Date and location	Number of Participants
It’s in Assessment! Growth and Achievement for Every Student	February 1, 2019 West Market Early Childhood Center 1909 Dobbins Bridge Road Anderson, SC 29626	12
It’s in Assessment! Growth and Achievement for Every Student	February 26, 2019 Men Riv Educational Park 0 Pulaski Street Goose Creek, SC 29445	25
It’s in Assessment! Growth and Achievement for Every Student	March 5, 2019 Kershaw County School District Training Room 2029 West DeKalb Street Camden, SC 29020	12

Session Title	Date and location	Number of Participants
Purposeful Play Leads to School Readiness	April 5, 2019 West Market Early Childhood Center 1909 Dobbins Bridge Road Anderson, SC 29626	35
Purposeful Play Leads to School Readiness	March 26, 2019 Men Riv Educational Park 0 Pulaski Street Goose Creek, SC 29445	34
Purposeful Play Leads to School Readiness	April 3, 2019 United Way of the Midlands 1818 Blanding Street Columbia, SC 29201	50
Scaffolding Preschoolers' Early Writing Skills	April 25, 2019 West Market Early Childhood Center 1909 Dobbins Bridge Road Anderson, SC 29626	17
Scaffolding Preschoolers' Early Writing Skills	April 10, 2019 Men Riv Educational Park 0 Pulaski Street Goose Creek, SC 29445	28
Scaffolding Preschoolers' Early Writing Skills	February 21, 2019 MS Bailey Child Development Center 625 Elizabeth Street Clinton, SC 29325	22
Scaffolding Preschoolers' Early Writing Skills	April 23, 2019 Heyward Career Center 3560 Lynhaven Drive Columbia, SC 29204	41
Purposeful, Playful Mathematics in Early Childhood Education	March 20, 2019 West Market Early Childhood Center 1909 Dobbins Bridge Road Anderson, SC 29626	13
Purposeful, Playful Mathematics in Early Childhood Education	March 13, 2019 Men Riv Educational Park 0 Pulaski Street Goose Creek, SC 29445	22
Purposeful, Playful Mathematics in Early Childhood Education	March 8, 2019 SC Public Charter School District	41

Session Title	Date and location	Number of Participants
	3710 Landmark Drive, Suite 201 Columbia, SC 29204	
Leaders of Early Learning and Literacy	May 9, 2019 West Market Early Childhood Center 1909 Dobbins Bridge Road Anderson, SC 29626	12
Leaders of Early Learning and Literacy	May 1, 2019 Men Riv Educational Park 0 Pulaski Street Goose Creek, SC 29445	15
Leaders of Early Learning and Literacy	May 6, 2019 Lexington 2 District Conference Room 715 9th Street West Columbia, SC	36

In total, 415 participants registered to attend the spring regional face-to-face PLOs.

Additional PLO Support and Literature Provided

OELL maintains a webpage with resources and information for the field. The OELL also provides a PLO link where districts or schools may request technical assistance. The form may be accessed here:

https://scde.formstack.com/forms/office_of_early_learning_and_literacy_request_for_assistance_form. Early learning specialists have providing the following PLOs at the school or districts level:

Title	Date	Location	Number of Participants
Creating a Literacy-Rich Environment in First and Second Grade	August 14, 2018	Hardeeville Elementary, Jasper County	30
Collecting and Utilizing F&P Data in Kindergarten	August 16, 2018	Darlington County School District	30
Running Records	August 28, 2018	Batesburg Leesville Primary, Lexington 3	25
Creating a Literacy-Rich Classroom Environment	November 5, 2018	Oconee County School District	40

Title	Date	Location	Number of Participants
Nurturing Writers in Kindergarten	November 29, 2018	Homeland Park Primary, Anderson 5	13
Nurturing Writers in Kindergarten	January 13, 2019	West Market Primary, Anderson 5	25
Promoting Children’s Success, Building Positive Relationships, and Creating Supporting Environments	February 18, 2019	Starr Elementary, Anderson 3	27
Early Beginnings to Social and Emotional Health: Building Positive Relationships	February 22, 2019	SCAFCS Conference Embassy Suites, Columbia, SC	48

Additionally, 238 early learning teachers, reading coaches, teacher’s assistants, and substitute teachers received on-site training at the school or district level. Texts were also provided to the participants as resource for additional implementation support. Seventy-one copies of *Already Reading* and 39 copies of *Purposeful Play* were distributed during some of the classroom environment trainings.

CERDEP Guidelines

The OELL further supports South Carolina’s CERDEP districts and schools by providing technical assistance and resources for effective implementation of CERDEP. The purpose of the CERDEP guidelines is to assist coordinators and district preschool providers in meeting the statutory requirements for CERDEP implementation and providing high quality services to young children and their families. The CERDEP appendix includes support documents such as the *Read to Succeed* legislation, 2018–19 provisos, and the 2018–19 CERDEP registration packet. The guidelines may be accessed here:

<https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/CDEP/CERDEP%20guidelines%2018-19%20approved%20%2321464.docx>. On August 26, 2018, the OELL sent a memorandum to CERDEP districts with information regarding the recently updated and approved CERDEP guidelines.

The OELL provided links to other resources that may support districts with implementation, such as the DSS Childcare Regulations, and the DSS crosswalk between the 2005 childcare regulations and the 2018 childcare regulations. The new, approved DSS regulations include current definitions in Section 114-501 for tracking, substitute teachers, and emergency persons.

The OELL and the Early Childhood Roundtable hosted Noelle P. McInerney, Program Manager for Policy and Program Development in the Division of Early Care and Education at DSS. She provided a glance at the updated DSS childcare regulations and the workforce survey for 2018.

District Curriculum Reimbursement

The details regarding the curriculum reimbursement were outlined in the 2018 CERDEP Unexpended Funds Report. In March 2018, the OELL hosted curricula training for CERDEP districts and any EIA districts who were interested in learning about the curricula that was approved for the SCDE approved curricula list. In addition, the SCDE reimbursed CERDEP districts that participated in professional learning opportunities. The CERDEP districts were required to attend the training that aligned to their curriculum choice and purchase up-to-date basic versions of that curriculum for the PLO. Reimbursements were not provided if a district did not participate in the PLO. Funds were allocated for each CERDEP classroom in the district. Additionally, districts were to provide documentation of the purchase for reimbursement. The curriculum providers were contacted in advance and provided an agreed-upon price for their programs. The cost per kit is as follows:

- Big Day by Houghton Mifflin Harcourt = \$2,999.00 plus five percent shipping
- Creative Curriculum by Teaching Strategies = \$2,149.00
- High Scope by High Scope = \$739.50
- Worlds of Wonder by McGraw Hill = \$3,089.01

As a follow-up to last year's report, Kershaw County School District attended the Big Day curriculum training and notified the OELL that the district would move forward with the selection of a curriculum as recommended by the SCDE. As a result, when Kershaw County School District opted to implement CERDEP, SCDE approved funding for four of the Big Day kits for the CERDEP classrooms.

CERDEP Cost of Instruction

Proviso 1.58 states that "students enrolling during the year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment." The SCDE utilized PowerSchool data extractions to determine whether and when a CERDEP student was enrolled or withdrew after the start of the school year. Payments for students continuously enrolled since the start of the school year were calculated at the maximum funding of \$4,510 for the maximum number of authorized students, as adjusted for the pro rata enrollment. The pro rata enrollment was calculated based upon complete PowerSchool records and the 135-day student counts. Proviso 1.58 states, "Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment." In addition, "The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership."

Districts ensure that the CERDEP program accurately records enrollment and withdrawal dates and adheres to reporting deadlines. If the total days of student enrollments divided by 135 equals more than the authorized number of students/classrooms for the district, the SCDE adjusted payments downward to the authorized amount and may institute an audit of the district's

enrollment, withdrawal, and data entry procedures. The SCDE 135th day extraction indicated 10,505 unduplicated students served in CERDEP classrooms for FY 18–19.

Family Engagement and Expansion Next Steps

The OELL and the Office of Virtual Education are committed to a vision for family engagement that ensures families and community members actively engage with children, students, teachers, school personnel, education leaders, and decision-makers as full partners in the shared responsibility of preparing all learners for college, career, and citizenship. The SCDE seeks to empower families and community members by providing capacity-building assistance and resources for effective family engagement that promotes literacy. A Family Engagement Framework was developed following a statewide collaborative effort of stakeholders for districts and schools to use as support for family and community engagement. In addition, the SCDE created *Supporting Early Literacy at Home: A Parents' Guide*, which is a tool for parents and families that promotes children's early literacy development. The guide may be accessed here: <https://scde.coursearc.com/content/supporting-early-literacy-home-parent-s-guide/lessons/introduction/>.

Supporting Early Literacy at Home: A Parents' Guide is an online resource designed to provide information for parents and caregivers so that they can support their children's early literacy development. Research shows that parent/caregiver involvement is the number one predictor of early literacy success as well as future academic success. The guide provides information and strategies that will equip parents and caregivers with tools to support children from birth through the beginning years of school. Each module includes a video introduction, resources to view, resources to read, and a place to reflect and respond.

The guide was shared with all district superintendents and early learning coordinators on August 28, 2018, via a memorandum.

A goal of the OELL is to assist districts in increasing parent engagement and ensure kindergarten readiness for all students. The OELL will pilot an evidenced-based parent engagement model, Waterford UPSTART, in the highest poverty CERDEP districts. Waterford UPSTART helps families prepare their children for kindergarten through at-home, individualized virtual instruction.

Through the model, families will be provided in-home support that assists parents in effectively engaging in their child's daily school life. Parents are provided with a wireless device as well as literacy, math, and science software that mirrors the pre-school curriculum in which the student engages 15 minutes a day, five days a week. Additionally, families are provided a parent coach who makes weekly contacts through phone calls, texts, emails, and/or face-to-face meetings. The purpose of the parent coach is to help parents provide the best help possible for their child. The computer-based adaptive curriculum and robust family support have demonstrated evidence in preparing students for readiness in kindergarten. CERDEP districts can support kindergarten readiness in the following ways:

- Academically prepare children for entering school;
- Teach parents to engage children in learning in the home;

- Support disadvantaged families and at-risk children; and,
- Address the achievement gap.

This service will begin during summer 2019 to approximately 2,500 upcoming CERDEP students in the CERDEP districts with the highest percentages of poverty. The pilot program will also serve as a child recruitment resource. Information regarding this opportunity will be communicated to CERDEP districts in April 2019.

In addition, the OELL will provide professional development to the selected CERDEP districts on family engagement, strategies for teaching students in poverty, and high quality literacy and math instruction.

Contact

For additional information about CERDEP and this report, please contact Dr. David Mathis, at dmathis@ed.sc.gov, or 803-734-2577; or Wendy Burgess, at wburgess@ed.sc.gov, or 803-734-5858.

Appendix A: SCDE SC-ELS Distribution

District	Number of SC-ELS Copies Delivered
Abbeville	5
Aiken	23
Allendale	4
Anderson 01	13
Anderson 02	30
Anderson 03	10
Anderson 04	11
Anderson 05	40
Bamberg 01	3
Bamberg 02	5
Barnwell 19	1
Barnwell 29	3
Barnwell 45	6
Beaufort	60
Berkeley	110
Calhoun	15
Cherokee	19
Chester	10
Chesterfield	13
Clarendon 01	3
Clarendon 02	7
Clarendon 03	3
Colleton	21
Darlington	23
Dillon 03	11
Dillon 04	6
Dorchester 02	18
Dorchester 04	6
Edgefield	8
Fairfield	15
Florence 01	25
Florence 02	5
Florence 03	8
Florence 04	3
Florence 05	10
Georgetown	17
Greenville	122
Greenwood 50	14
Greenwood 51	3

District	Number of SC-ELS Copies Delivered
Greenwood 52	3
Hampton 01	8
Hampton 02	3
Horry	3
Jasper	12
Kershaw	6
Lancaster	11
Laurens 55	25
Laurens 56	10
Lee	10
Lexington 01	12
Lexington 02	14
Lexington 03	6
Lexington 04	40
Lexington/Richland 05	45
Marion	16
Marlboro	8
McCormick	25
Newberry	17
Oconee	20
Orangeburg 04	11
Orangeburg 05	13
Pickens	14
Richland 01	50
Richland 02	33
Saluda	4
Spartanburg 01	17
Spartanburg 03	15
Spartanburg 04	12
Spartanburg 05	19
Spartanburg 06	25
Spartanburg 07	22
Sumter	70
The Franklin School (Spartanburg - First Steps)	2
Union	4
Williamsburg	8
York 01	10
York 02 - Clover School District	40
York 03	40
York 04 - Fort Mill School District	80

District	Number of SC-ELS Copies Delivered
Total	1,492

Appendix B: Proposed FY 2019–20 CERDEP Budget

South Carolina Department of Education	
FY 19 Projected CERDEP Revenues & Expenditures	
REVENUES	
Carryforward from FY 18 to FY 19	\$ 10,357,141.00
FY 19 General Fund Appropriation	\$ 13,099,665.00
FY 19 EIA Appropriation	\$ 34,324,437.00
Total Revenues	\$ 57,781,243.00
EXPENDITURES	
Portion of EOC Evaluation (EIA)	\$ 195,000.00
Cost of Instruction (\$4,510 per child pro-rata)	\$ 45,000,000.00
Supplies for New Classrooms (\$10,000 per classroom)	\$ 190,000.00
Transportation	\$ 652,552.00
Assessment	\$ 600,000.00
Professional Development	\$ 2,103,161.00
Other: Expansion	
Extended Year	\$ 133,789.00
Summer Program	\$ 1,789,316.00
Extended Day	\$ 117,425.00
Total Expansion	\$ 2,040,530.00
Parent Engagement	\$ 7,000,000.00
Total Expenditures	\$ 57,781,243.00
Amount Remaining to Carryforward to FY 20	\$ -