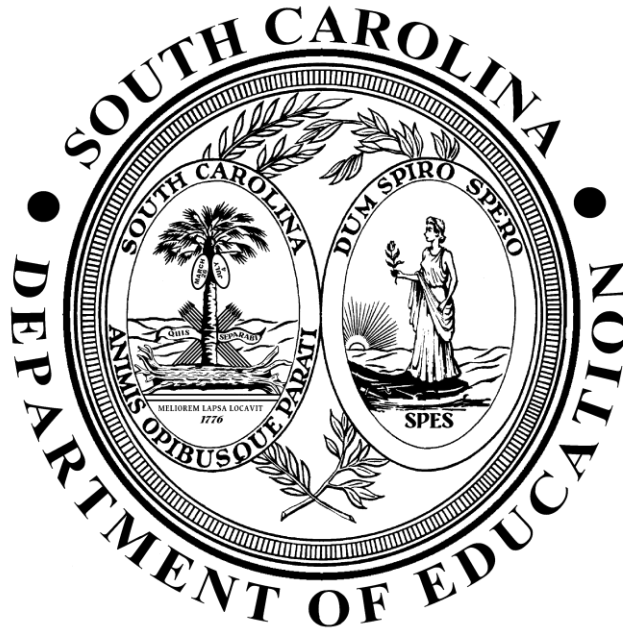


**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*



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

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

Pursuant to Proviso 1.69 of the 2018–19 Appropriations Act

April 1, 2020

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## **Introduction**

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

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

Over the past decade, the South Carolina General Assembly has expanded CERDEP funding to provide greater pre-K access to students in districts with high levels of poverty. The South Carolina Department of Education (SCDE) currently serves 62 CERDEP districts and three charter schools, nearly doubling the number of original participating districts.

The following report includes available information on the 2019–20 implementation of CERDEP.

## **Reporting Requirement**

Per Proviso 1.69 (SDE: CDEPP Unexpended Funds):

“For Fiscal Year 2019-20, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities. By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee - \$1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

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

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

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

No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways

and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.”

## **OELL Mission and Beliefs**

### *Mission*

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

### *Beliefs*

- We believe working in partnership with parents, families, and communities maximizes student performance as outlined in the *Profile of the South Carolina Graduate* and the *Profile of the Ready Kindergartener*.
- We believe that all children deserve access to high-quality learning environments.
- We believe high-quality personalized instruction encompasses academic, social-emotional, and behavioral supports, and is the key to student success.
- We believe all students can learn through evidence-based, high-quality instruction and interventions.
- We believe the use of triangulated, relevant data and the monitoring of student progress inform instruction and will be used to improve educational policies and practices.

## **CERDEP: Measures Taken to Enhance 4K**

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

During FY 19–20, the OELL provided support for quality improvements in the following ways:

- Supported CERDEP expansion of classrooms, extended day, extended year, and/or summer programs;
- Maintained early learning specialist team to now include five full-time employees (FTEs) who focus on classroom monitoring and providing training;
- Hired a Director of Early Learning and Literacy to oversee the office’s efforts to enhance 4, and who is a member of the Joint Citizens and Legislative Committee on Children;
- Continued the support of the South Carolina Early Learning Standards (SC-ELS) timeline through the distribution of SC-ELS materials;
- 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 by training two Pyramid groups;
- Promoted improvements in the South Carolina birth to school connections by serving on the BUILD Initiative leadership team and task force and serving on the Preschool Development Grant (PDG) leadership team;
- Piloted the Waterford UPSTART program in 18 CERDEP districts;
- Offered a Pupils in Poverty training led by Dr. Tammy Palowski to select Palmetto Literacy Project (PLP) primary schools and early childhood centers in high-poverty areas;
- Collaborated with other members of the Early Childhood Advocacy Council on the state's inaugural Palmetto Pre-K Jamboree; and
- Collaborated with key early learning stakeholders on the [First 5](#) and [Palmetto Pre-K](#) webpages in order to expand access and information to families statewide.

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

### **CERDEP Enrollment and Expansion**

During the 2018–19 school year, districts were reimbursed for 9,812 CERDEP students, a slight increase over the total number of full-time equivalent students in 2017–18.<sup>1</sup> Based on preliminary enrollment counts for the current school year (2019–20), approximately 11,000 students are currently being served in CERDEP classrooms. Information on CERDEP funding may be found in Appendix A.

During the 2017–18 school year, the SCDE began offering expansion options to CERDEP districts, including the ability to add additional classrooms and to offer extended day, extended school year, and/or summer instructional programming. Thirty-five districts offered expanded services during the 2017–18 school year, and the same expansion options remained available during the 2018–19 school year. The following districts offered expanded services during the 2018–19 school year:

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<sup>1</sup> Full-time equivalents are determined by dividing the total expended instructional funds by the per child maximum reimbursement rate (\$4,510 for FY 2018–19).

*Table 1: CERDEP Expansion by District, 2018–19*

<b>Expansion Option</b>	<b>Districts</b>
Additional Classrooms	Aiken, Calhoun, Cherokee, Darlington, Florence 3, Lexington 2, Sumter
Extended Year	Clarendon 3, Florence 1
Summer Program	Aiken, Allendale, Anderson 2, Bamberg 2, Barnwell 19, Barnwell 29, Calhoun, Chester, Clarendon 1, Colleton, Darlington, Dorchester 4, Florence 3, Florence 4, Greenwood 50, Hampton 1, Hampton 2, Jasper, Lee, Lexington 2, Lexington 3, Lexington 4, Marlboro, Newberry, Orangeburg 3, Orangeburg 5, Richland 1, Saluda, Spartanburg 3, Spartanburg 6, Spartanburg 7, Williamsburg

*Source:* PowerSchool and Formstack Data

During FY 2018–19, approximately 1,500 students were served through CERDEP expansion, primarily through summer programming.

The following districts are currently implementing or plan to implement one or more forms of expansion for the 2019–20 school year:

*Table 2: CERDEP Expansion by District, 2019–20*

<b>Expansion Option</b>	<b>Districts</b>
Additional Classrooms	Aiken, Chesterfield, Colleton, Florence 1, Florence 3, Kershaw, Laurens 55, Laurens 56, Lexington 2, McCormick, Richland 1
Extended Day and Year	Kershaw
Summer Program	Abbeville, Aiken, Anderson 3, Bamberg 2, Barnwell 45, Calhoun, Chester, Colleton, Dorchester 4, Florence 3, Greenwood 50, Hampton 1, Jasper, Laurens 55, Laurens 56, Lee, Lexington 2, Lexington 4, Newberry, Orangeburg, Richland 1, Saluda, Spartanburg 6, Sumter, Williamsburg

*Source:* PowerSchool and Formstack Data

## **CERDEP Academic Performance**

### *4K Assessments*

CERDEP districts are required to administer one of three approved 4K assessments: Individual Growth and Development Indicators (myIGDIs), Phonological Awareness Literacy Screening (PALS-PreK), or Teaching Strategies GOLD (GOLD). Students are tested within the first 45 days of school and again during the final 45 days of school. Analyses of student performance by the Education Oversight Committee (EOC) in 2019 and 2020 found that CERDEP and non-CERDEP public 4K students performed similarly on all three 4K assessments (Full Day 4K

Report, EOC). Additionally, public CERDEP students taking the GOLD Assessment had higher growth, on average, than their private CERDEP peers.

#### *Kindergarten Readiness Assessment (KRA)*

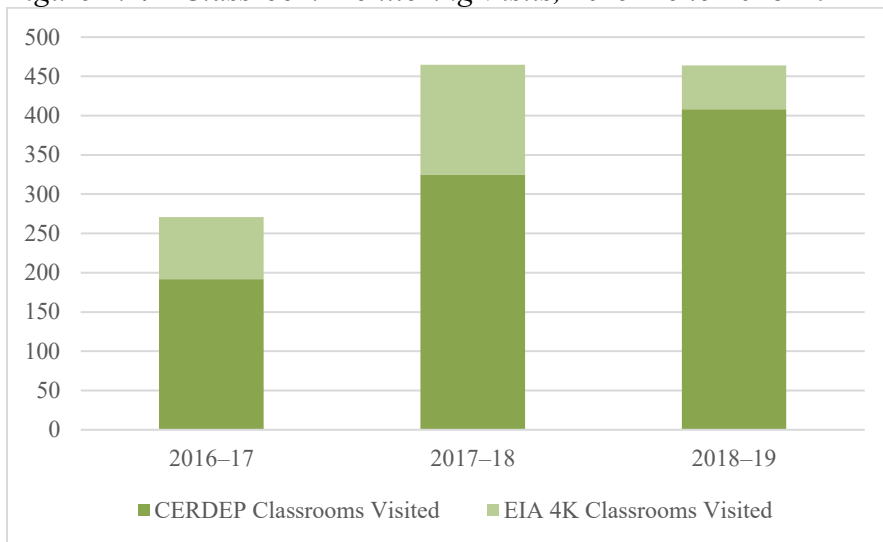
The KRA is administered to all incoming kindergarteners within the first 45 days of school, and measures a student's readiness for school across several academic and developmental domains. A separate analysis by the EOC found that during the 2018–19 school year, students who participated in half- or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

#### **CERDEP Monitoring and Support**

The OELL supports 4K quality through classroom monitoring visits and the provision of professional learning opportunities (PLOs). OELL staff monitor and support classrooms during the school year and during extended year or summer programming. The Early Language and Literacy Classroom Observation (ELLCO) tool is used during visits to provide feedback and support to 4K lead teachers and instructional staff. Visits also include verification that the teacher is using one of the six SCDE-approved curricula and is maintaining a portfolio assessment on each child across all learning domains. Scheduling priority for visits is given to the 33 original CERDEP districts and to all new CERDEP classrooms. Additionally, the OELL conducts monitoring visits in Education Improvement Act (EIA) 4K classrooms located in non-CERDEP districts.

During the 2018–19 school year, SCDE staff from the OELL conducted monitoring visits in 408 CERDEP classrooms statewide, covering 68 percent of all CERDEP classrooms. The OELL also monitored 56 EIA 4K classrooms using the ELLCO tool. Figure 1 includes an overview of 2018–19 CERDEP visits.

Figure 1: 4K Classroom Monitoring Visits, 2015–16 to 2018–19



Source: OELL Monitoring Visit Data Collection, Formstack

Statewide, 96 percent of CERDEP classrooms met the compliance requirements. “Meeting compliance” is defined as having met the requirements for all but four items on the ELLCO tool. “Did not meet compliance” is defined as having failed to meet the requirements for more than four items on the ELLCO tool. Schools that failed to meet compliance received a follow up visit. OELL staff members reviewed monitoring data and anecdotal notes to provide targeted support during the follow up visit.

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

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

Common areas of strength for monitored classrooms include teacher interactions with students, text complexity, types of print, book centers, and writing centers. Areas for growth statewide include dictation and the implementation of listening centers. The OELL will use these results to plan PLOs and future classroom support.

The OELL also uses outside evaluations to track the impact of CERDEP and to plan for future support and changes. The National Institute for Early Education Research (NIEER) releases an

annual report on the state of 4K across the nation. The NIEER uses measures like 4K access, public spending on 4K, and teacher salary parity to track developments in 4K statewide. In 2019, both public and private CERDEP met seven of the ten NIEER 4K benchmarks. The OELL uses these annual NIEER results to guide 4K policy recommendations and statewide CERDEP monitoring and implementation.

As of March 15, 2020, the OELL has completed a total of 318 classroom visits in both CERDEP and EIA classrooms.

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

## **Early Learning Professional Development**

### *2018–19 Professional Development*

Personnel providing instruction in CERDEP classrooms must complete 15 professional development hours to meet the requirements set forth by Act 284, as well as meet the South Carolina Department of Social Services (DSS) regulations. During 2018–19, the OELL provided over 32 statewide early learning professional development opportunities focused on curricula, assessment, purposeful play, and language- and literacy-rich environments. Additionally, the OELL hosted author and education consultant Matt Glover in June 2019 for a PLO on supporting a balanced literacy approach through purposeful play and authentic reading and writing opportunities.

Statewide, 1,645 teachers and early learning staff attended Early Learning PLOs, with some teachers attending more than one Early Learning PLO. In addition to statewide trainings, the OELL also offered school and district-level PLOs as requested by instructional leaders.

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

The OELL reduces professional development costs to the agency by using free sites whenever possible. Most PLO costs are used for books, supplies, and materials for participants. Below is a list of CERDEP professional development expenditures by subject for FY 2018–19.

Table 2: 2018–19 CERDEP Professional Development Expenditures

Category	Expenditures
Matt Glover PLO	\$38,133.01
Supplies and Materials (for all EL PLOs)	\$16,964.91
Travel and Lodging	\$13,704.44
Other	\$387.01
<i>Total</i>	<i>\$69,189.37</i>

Source: SCDE Office of Finance, August 2019.

### Preschool Development Grant

In 2019, a coalition of South Carolina early childhood stakeholders, led by DSS, received the state’s first Preschool Development Grant (PDG). This grant allows the state to conduct an assessment of all services available to children from birth to age 5, with the goal of identifying gaps in services and better coordinating existing services. The SCDE will use the results of this work to better collaborate with other providers.

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

### *2019–20 Professional Development*

To date, the OELL has provided 42 PLOs statewide to over 1,000 early learning educators and administrators. PLOs for the current school year have focused on early writing skills, social emotional learning, and purposeful play.

A full list of PLO topics, locations, and participant counts can be found in Appendix C.

### **Additional 2019–20 Planning and Implementation**

#### *Waterford UPSTART 4K Pilot*

For the 2019–20 school year, the SCDE is piloting the use of Waterford UPSTART in 18 CERDEP districts. Waterford UPSTART is a personalized kindergarten readiness program that supports literacy, math, and executive function in the home and promotes family engagement. Students in participating CERDEP classrooms receive a laptop to use for home-based learning after the school day ends. Students work for an average of 20 minutes a day using adaptive reading software that supplements classroom instruction, and internet is provided at no charge to families without access. Participating districts signed a memorandum of understanding committing to fully implementing the program, including supporting families through regular on-site engagement sessions.

All families participated in initial parent engagement sessions to learn more about Waterford UPSTART and how it connects with the instruction their child receives at school. After the initial meeting, each family is assigned a family education liaison (FEL) through Waterford

UPSTART. The FEL regularly communicates with each family to check in on the child's progress and teach parents how to engage with their child about their learning. Throughout the school year, families also participate in five face-to-face sessions focused on building parent skills and capabilities in order to better support their child's learning.

An initial pilot in Marion County found that 4K students who participated in Waterford UPSTART began school, on average, at a kindergarten-intermediate level (EdWeek). The program's implementation this current school year will be measured using multiple data sources. The first will be the PALS 4K assessment, which is given to a majority of four-year-olds in both participating CERDEP districts and non-participating CERDEP districts. Waterford also administers the Waterford Assessments of Core Skills (WACS) to students at the beginning and end of the year to all participating students. Additionally, FELs track family engagement and contacts by week and by month. Waterford UPSTART shares the monthly usage data reports with the SCDE in order to gauge program implementation.

The program costs approximately \$2,000 per child across all participating districts. This \$2,000 includes the Waterford UPSTART license, software and hardware, on-going support for families and schools, and parent engagement sessions. An additional \$2,750 per teacher covers the cost of Waterford UPSTART training and individual teacher licenses. As of March 2020, approximately 2,050 students are participating in the Waterford UPSTART pilot.

#### *Palmetto Literacy Project*

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

All PLP schools and feeder schools have an assigned Literacy Specialist who provides support to reading/literacy coaches and teachers through on-site coaching and regional and state PLOs. Schools also have access to training offered by the Regional Education Laboratory (REL) Southeast. In June, August, and December 2019, the SCDE hosted school teams for a conference led by researchers from REL Southeast on evidence-based practices in literacy instruction.

Primary schools that feed into PLP schools also received the opportunity to participate in a training on Teaching Pupils in Poverty offered by Dr. Tammy Palowski. The blended, year-long training began with a face-to-face session for teachers, and will continue with virtual monthly meetings where school staff analyze data and instructional practices as a team.

#### *Planning for 2020–21 School Year*

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

### **CERDEP Guidelines**

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

### **CERDEP Cost of Instruction**

Proviso 1.57 states “students enrolling during the year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment.” The SCDE utilized PowerSchool data extractions to determine whether and when a CERDEP student was enrolled or withdrew after the start of the school year. Payments for students continuously enrolled since the start of the school year were calculated at the maximum funding of \$4,510 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 1.57 states, “Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment.” In addition, “The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership.”

Districts ensure that the CERDEP program accurately records enrollment and withdrawal dates and adheres to reporting deadlines. If the total days of student enrollments divided by 135 equals more than the authorized number of students/classrooms for the district, the SCDE adjusted payments downward to the authorized amount and may institute an audit of the district’s enrollment, withdrawal, and data entry procedures. The SCDE 90th day extraction indicated a current enrollment of 11,009 unduplicated students served in CERDEP classrooms for FY 19–20.

### **Contact**

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

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## Appendix A: CERDEP Expansion Formulas

### *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.

## **Appendix B: SC-ELS Details**

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

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

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

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

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

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

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

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

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

According to O'Brien and Dervarics (2007), standards alignment is one of several characteristics of high-quality 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).

## Appendix C: 2019–20 Professional Learning Opportunities

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

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

<b>Session Title</b>	<b>Date and Location</b>	<b>Number of Participants</b>
Scaffolding Early Writing Skills through Conferring and Meaningful Letter Acquisition	January 23, 2020 Lexington 2 Innovation Center	17
Purposeful Playful Math 1	January 29, 2020 Lexington 2 Innovation Center	43
Scaffolding Preschoolers' Writing through Bookmaking	February 13, 2020 Laurens 55 School District	63
Scaffolding Early Writing Skills Through Conferring (4K/5K Training)	February 14, 2020 Abbeville School District	23
Purposeful, Playful Mathematics for 21 <sup>st</sup> Century Learners	February 14, 2020 Charleston County School District	39
Scaffolding Writers in Kindergarten	February 25, 2020 Whitehall Elementary, Anderson 5 School District	9
Purposeful Playful Mathematics-Session 2	February 26, 2020 Lexington 2 School District	27
Scaffolding Writers in Kindergarten	February 27, 2020 Greenwood School District	18
Developing Social and Emotional Competence for Academic Success Lowcountry Cohort—Session 3	March 4, 2020 Men Riv	8
Scaffolding Young Writers	March 5, 2020 James M. Brown Elementary—Oconee School District	13
Developing Social and Emotional Competence for Academic Success Upstate Cohort—Session 3	March 9, 2020 Laurens 56	28
Scaffolding Young Writers	March 10, 2020 Laurens 56 School District	16

*Fall PLO Descriptions*

Purposeful Play Leads to School Readiness

Participants will learn how purposeful play provides a context for learning so that it is meaningful to children and results in long-term understanding and concept development. This session will allow participants the opportunity to explore and plan developmentally appropriate

learning centers that link the classroom environment to the SC-ELS and the 5K South Carolina College- and Career-Ready Standards.

#### Scaffolding Preschooler's Early Writing Skills

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

#### No More Letter of the Week

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

#### Early Learning Standards Training

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

#### Developing Social and Emotional Competence for Academic Success

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

#### *Spring PLOs*

#### Purposeful Play Leads to School Readiness

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

#### Scaffolding Preschooler's Early Writing Skills

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

### No More Letter of the Week

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

### Developing Social and Emotional Competence for Academic Success

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**Appendix D: FY 20 Budget**

<b>South Carolina Department of Education</b>	
<i>FY 20 CERDEP Revenues &amp; Expenditures Projections</i>	
<b>REVENUES</b>	
Carryforward from FY 19 to FY 20	\$ 6,699,137.70
FY 20 General Fund Appropriation	\$ 5,983,049.00
FY 20 EIA Appropriation	\$ 41,441,053.00
<b>Total Revenues</b>	<b>\$ 54,123,239.70</b>
<b>EXPENDITURES</b>	
Portion of EOC Evaluation (EIA)	\$ 195,000.00
Cost of Instruction (\$4,600 per child pro-rata)	\$ 47,844,787.37
Supplies for New Classrooms (\$10,000 per classroom)	\$ 470,000.00
Transportation	\$ 816,220.00
Assessment	\$ 500,000.00
Professional Development and Curriculum	\$ 827,511.00
Other: Expansion	
Extended Year	\$ -
Summer Program	\$ 1,120,165.37
Extended Day	\$ -
Parent Engagement (Waterford upstart)	\$ 466,000.00
<b>Total Expenditures</b>	<b>\$ 52,239,683.74</b>
<b>Amount Remaining to Carryforward to FY 21</b>	<b>\$ 1,883,555.96</b>