STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

Report Summarizing Services Provided Under the Individuals with Disabilities Education Act (IDEA) to Preschool Children with Disabilities 2016–17 School Year

Provided to the Interagency Coordinating Council, the Senate Finance Committee, the House Ways and Means Committee, the Senate Education Committee, and the House Education and Public Works

Pursuant to Act 86, Chapter 36 of Title 59 of the
Amended Code of Laws of South Carolina, 1976

February 1, 2018

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SOUTH CAROLINA
ACESD
Advisory Council for Educating Students with Disabilities

February 1, 2018

Governor Henry McMaster
President *Pro Tempore* Hugh K. Leatherman, Sr.
Speaker James H. Lucas
Members of the General Assembly:

The preschool committee of the Advisory Council for Educating Students with Disabilities (ACESD) is pleased to present its 2018 Annual Report of services provided to children ages three through five, and corresponding recommendations. The committee is charged with the important responsibility of identifying and studying key issues in special education and early intervention, advising and assisting the Office of Special Education Services of the South Carolina Department of Education (SCDE). The 2018 Annual Report and resulting recommendations are pursuant to Act 86 of 1993, Chapter 36 of Title 59 of the Amended Code of Laws of South Carolina, 1976. The 2018 recommendations of the preschool committee of ACESD include:

Request for Funds to Commission a Cost Study. It has been over twenty years since a full study of adequate funding has been conducted. Therefore, the base funding has not kept pace with the increasing costs of providing programs and services to preschool children and the drastic increase in the number of children with autism spectrum disorder and severe needs being served. It is crucial that funding for services to young children be funded appropriately and without a study of cost, this cannot be accomplished. South Carolina runs the risk of not fulfilling its federally-mandated obligation to young children. It is requested that the General Assembly allocate funds for a complete study of funding for children ages three through five receiving special education and related services. This should include an in-depth examination of costs associated with serving students with intensive special education and related services.

Review and Revision of Policies, Procedures, and Guidance Regarding Preschool Transition and Collaboration between Parts C and B. It is recommended there be a thorough review of data, policies, procedures, and guidance, including any memoranda of agreement pertaining to preschool transition. This work should include the parents and other members of the Transition Committee of the South Carolina Interagency Coordinating Council and the Preschool Committee of the South Carolina State Advisory Council. Data for this review should include calls from parents to state offices (the Office of the General Counsel and Ombudsperson) for assistance to identify trends.

Coordinated Professional Development. It is recommended that the SCDE (specifically its Office of Special Education Services) continue scaling-up its provision of high-quality professional development opportunities using multiple methods ranging from online modules, face-to-face presentations, webinars, and follow-up on-site collaborative consultations with feedback to practitioners and administrators. Professional development activities should be posted and archived on the SCDE website for future use whenever possible. It is further recommended that the SCDE pursue collaboration across early childhood sectors and agencies including early childhood education, special education, early care and education, Head Start, BabyNet, First Steps to School Readiness, and other early childhood service providers. A statewide implementation schedule for

personnel in the multiple early childhood sectors should be developed based on an annual needs assessment that may include a statewide survey of practitioners and key administrators and practitioners in the multiple early care and education sectors. Professional development activities should be aligned with the evidence-based and evidence-informed recommendations, especially in the areas of:

- Behavioral Guidance and Social Skill Strategies;
- Curriculum Implementation and Formative Assessment Strategies (e.g., screenings, progress monitoring), especially with consideration of Universal Design for Learning and Response to Intervention;
- South Carolina Early Learning Standards and access to the general education curriculum; and
- Augmentative and alternative communication methods, and use of assistive technology.

Child Find Process Review/Revision. In response to the current data on the reduction in numbers of children ages three through five served in special education, it is recommended that a review of the current Child Find process be conducted to assure that all eligible children are being provided with appropriate services and that Child Find is implemented in collaboration with BabyNet. Further, it is recommended that a study be conducted in order to determine Child Find strategies utilized across local educational agencies, including public awareness, outreach, and coordinated activities with BabyNet, Head Start and other early care and education providers.

Thank you for your consideration of the thoughtful study and recommendations contained in this report.

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Background

Act 86 of 1993 requires local educational agencies (LEAs) to serve children with disabilities ages three through five. This state mandate represented a downward extension of all the requirements of the Individuals with Disabilities Education Act (IDEA), Public Law 101-476. One of the stipulations of the state mandate is the requirement for the submission of a report to the South Carolina General Assembly by February 1 of each year that includes, but is not limited to, the following:

- South Carolina Department of Education (SCDE) initiatives related to preschool programs for children with disabilities;
- data and program information from LEAs related to activities involving the Child Find program and LEA services;
- updates of policies and procedures for preschool programs for children with disabilities;
- financial information pertaining to implementation of preschool programs for children with disabilities; and
- information collected from other state agencies providing services for preschool children with disabilities, including the Commission for the Blind; the Department of Disabilities and Special Needs; the Department of Health and Environmental Control; the Department of Mental Health; the Division of Continuum of Care for Emotionally Disturbed Children, Office of the Governor; the School for the Deaf and the Blind; and the State Department of Social Services regarding programs for preschool children with disabilities. Information collected includes the following:
  - each agency's initiatives;
  - pertinent program data;
  - financial information;
  - pertinent policies and procedures related to programs for preschool children with disabilities; and
  - recommendations for improving services to these children.

The stipulations in the legislation for preschool children with disabilities, Act 86, Chapter 36 of Title 59 of the Amended Code of Laws of South Carolina, 1976.

Executive Summary
Initiatives by the SCDE's Office of Special Education Services (OSES) and other state offices to provide a comprehensive system of service for preschool children with disabilities in the 2016–17 school year are summarized in this report. The sections address the number of preschool children with disabilities in South Carolina receiving special education during the school year; who they are and where they received their services; available state and federal funds; and initiatives and services provided on behalf of preschool children with disabilities and their families by LEAs, state agencies, and Head Start programs.

Section I: Data for Programs for Preschool Children with Disabilities
According to the 2016 Child Count, 9,567 children with disabilities ages three through five received special education services in South Carolina: 1,868 three-year-olds, 3,068 four-year-olds, and 4,631 five-year-olds.

Section II: Financial Information
During the 2015–16 school year, the combined state and federal funds specifically allocated for preschool children with disabilities totaled $24,851,430. LEA final expenditure reports for 2014–15 (the most recent audited data available) indicate that $40,993,000 in expenditures was attributed to preschool function-codes (down from $41,373,069 in 2013–14).

Section III: Policies and Procedures for Programs for Preschool Children with Disabilities
In 2014–15, State Board of Education Regulation 43-62 was revised and became effective on June 26, 2015. This regulation governs requirements for additional areas of certification, including early childhood special education. In addition, the SCDE promulgated guidance approved by the South Carolina State Board of Education. (See embedded links for regulation and guidance.)

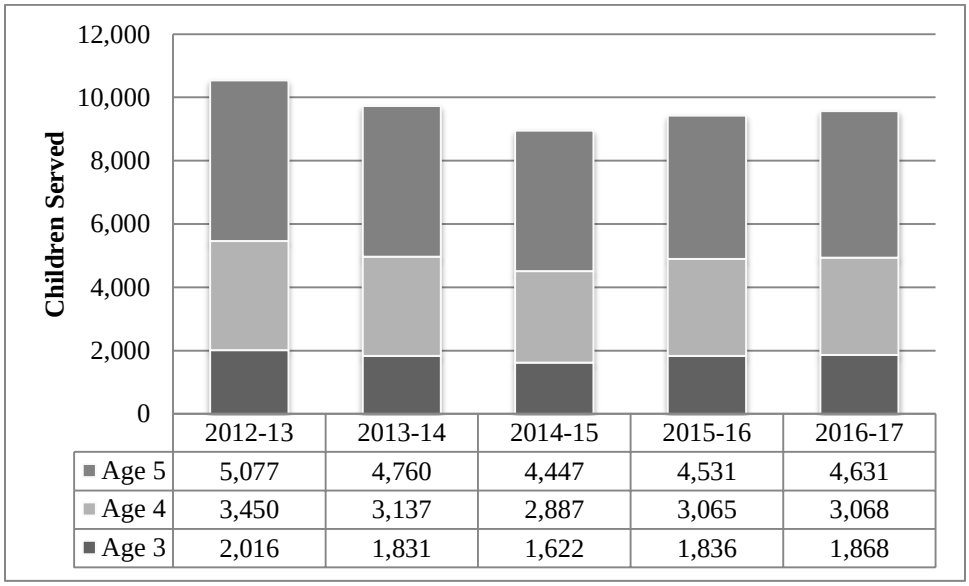
Section IV: Programs/Services for Preschool Children with Disabilities: Information on Other State Agencies and Head Start Programs
A brief overview of programs and services available to preschool children with disabilities through state agencies and Head Start Programs is provided herein.

Data and Information on Preschool Programs and Services
Part B of the IDEA requires the SCDE to submit to the United States Department of Education (USED), Office of Special Education Programs (OSEP), a certified count, taken between October 1 and December 1 annually, of the number of children with disabilities receiving special education and related services through Individualized Education Programs (IEPs). Children ages three through five are included in this Child Count Report each year, based upon a child's age as of the data collection date. Preschool children can begin receiving services on their third birthday, regardless of when it occurs. Therefore, the annual Child Count information does not reflect the total number of students who received services during any entire school year.

Population and Age[1]

According to the 2016 Child Count, 9,567 children with disabilities ages three through five received special education services in South Carolina: 1,868 three-year-olds, 3,068 four-year-olds, and 4,631 five-year-olds. This total marks an approximate 1.4 percent increase in the overall number of students reported receiving services from the December 1, 2015, Child Count (9,432). Figure I-1 displays the number of children by age group receiving services for the past five reporting years. Children with disabilities in age group three decreased seven percent, in age group four decreased eleven percent, and in age group five nine percent between 2012–13 and 2016–17. Table I-1 shows the trend toward decreasing the total number of children served from 2012 through 2014 school years, but the most recent data illustrate a slight rise in number served over the past two school years. Since the 2012–13 school year, the total number of children ages three through five receiving special education services decreased nine percent.

Figure I-1. *Comparison of Children Ages 3–5 Receiving Special Education Services 2012–16*



	2012-13	2013-14	2014-15	2015-16	2016-17
Age 5	5,077	4,760	4,447	4,531	4,631
Age 4	3,450	3,137	2,887	3,065	3,068
Age 3	2,016	1,831	1,622	1,836	1,868

Note. Source of data is IDEA, Part B, Section 618, Table 1 (Child Count), 2016 Child Count.

[1]These data are reflective of students with disabilities, ages 3–5, who received special education and related services through Individualized Education Programs under the coverage of the Individuals with Disabilities Education Act, 2004. These counts would not include children with disabilities who do not have IEPs. The designation of * indicates that the values were less than 10. Subsequently, the data have been suppressed to comply with the Family Educational Rights and Privacy Act (FERPA) and with the SC Department of Education's policy on public reporting of small cell sizes. The data provided are based upon the 2016–17 Child Count. The data are simply snapshots of the active child count for that school year. The data shown (and data collection of annual child counts) is authorized by P.L. 108-446, §§ 618(a)(1)(A)(i) and 618(a)(3), and 34 CFR §§ 300.640, 300.641, 300.643, 300.644, and 300.645.

Table I-1. *Five-Year Trend of Children Ages 3–5 Receiving Special Education Services*

	2012–13	2013–14	2014–15	2015–16	2016–17	Percent Change 2012–16
Age 3	2,016	1,831	1,622	1,836	1,868	-7%
Age 4	3,450	3,137	2,887	3,065	3,068	-11%
Age 5	5,077	4,760	4,447	4,531	4,631	-9%
Ages 3-5	10,543	9,728	8,956	9,432	9,567	-9%

Note. Source of data is IDEA, Part B, Section 618, Table 1 (Child Count), 2016 Child Count.

Race/Ethnicity

Table I-2 displays, by race/ethnicity, the percentage of preschool children receiving services as of the 2016 Child Count. In 1997, the federal Office of Management and Budget published new revised standards for the collection of data on race and ethnicity. In accordance with these standards, the USED published final guidance in the Federal Register (72 Fed. Reg. 59267) on October 19, 2007, on the collection and reporting of racial and ethnic data by educational institutions and other grantees. This guidance allowed all parents (or adult children) to self-identify their ethnicity and race; it also permitted individuals the ability to select more than one race and/or ethnicity. This change enabled a more accurate reflection of children's racial and ethnic backgrounds by not limiting responses to only one racial or ethnic category. The seven reporting categories are American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, White, and Two or More Races.

Preschool children with disabilities are predominately white (non-Hispanic) (n=5,999) or African American (n=3,401). Preschool children with disabilities who are Hispanic/Latino (n=905) make up the third largest ethnic group with a nine percent representation.

Table I-2. *Percentage of Children 3–5 Receiving Services in 2016 by Race/Ethnicity*

	Age 3	Age 4	Age 5	Ages 3–5
Hawaiian or Pacific Islander	.006%	.005%	.006%	.006%
American-Indian or Alaska Native	.014%	.013%	.016%	.015%
Asian	.024%	.021%	.017%	.02%
Two or More Races	.04%	.05%	.04%	.05%
Hispanic/Latino	12%	9%	9%	9.5%
Black or African American	30%	36%	38%	36%
White	65%	63%	61%	63%

Note. Source of data is IDEA, Part B, Section 618, Table 1 (Child Count), 2016 Child Count.

Primary Areas of Disability

Table I-3 shows the number of children ages three, four, and five years of age receiving services by the area of primary disability on the 2016 Child Count. Children in this age range may be

classified as having a developmental delay or, per South Carolina regulations, as having a disability in any of the other twelve categories listed in the table. Data has been suppressed for cells less than ten.

Children with developmental delay (37 percent) or speech language impairment (45 percent) continue to make up the greatest percentage of children with disabilities ages three through five receiving services on the 2016 Child Count. Forty-five percent of children age three receiving special education services have a primary disability of developmental delay. Speech and language impairments are the second highest disability categories for three-year-olds, representing 35 percent of the group. Children receiving preschool special education and related services for primary disability categories of speech language impairments (45 percent), developmental delays (37 percent), and autism/autism spectrum disorder (12 percent) represent 94 percent of all three, four, and five year old children receiving services.

Table I-3. *Number of Children Ages 3–5 Receiving Services by Area of Disability on 2016 Child Count*

Primary Area of Disability	Age 3	Age 4	Age 5	Ages 3-5
Deaf-Blindness	*	*	*	*
Emotional Disability	*	*	*	*
Traumatic Brain Injury	*	*	*	*
Hearing Impairment	*	*	*	*
Specific Learning Disability	*	*	*	10
Intellectual Disability	*	*	32	41
Visual Impairment	*	19	22	49
Orthopedic Impairment	16	19	19	54
Multiple Disabilities	20	22	36	78
Deaf and Hard of Hearing	29	36	49	114
Other Health Impairment	43	53	87	183
Autism and Autism Spectrum Disorder	274	355	514	1,143
Developmental Delay	827	1,208	1,504	3,539
Speech or/Language Impairment	638	1,344	2,354	4,336
Grand Total	1,847	3,056	4,617	9,547

Note. Source of Data is IDEA, Part B, Section 618, Table 1 (Child Count), 2016 Child Count.

Table I-4 shows the number of children ages three through five years of age receiving services by the area of primary disability across the last five Child Count reports with cells less that 10 suppressed. Autism is the third largest category of disability (11 percent) in South Carolina. This is a 41 percent increase from 2012. This state trend continues to mirror the national trend

regarding preschool children with autism, and as a response to this growing population, the OSES have responded with the following supports: the Autism Task Force, a Virtual Toolkit of Autism Resources, MILO pilot study, Pyramid Model Implementation at the state level, collaborations with South Carolina Department of Health and Human Services (SCHHS) on funding behavior supports for students with Autism. The initiatives to support Autism that relate specifically to preschool students and families are described later in this report.

Table I-4. *Areas of Disability Ages 3–5, Comparison for Years 2012–16*

Primary Disability	2012	2013	2014	2015	2016
Autism	811	876	913	1,026	1,143
Deaf and Hard of Hearing	138	123	93	105	114
Deafblindness	*	*	*	*	*
Developmental Delay	3,510	3,274	3,261	3,461	3,539
Emotional Disability	*	*	*	*	*
Intellectual Disability	63	55	41	59	41
Multiple Disabilities	59	64	61	70	78
Orthopedic Impairment	54	65	58	46	54
Other Health Impairment	115	119	130	154	183
Specific Learning Disability	25	33	19	22	10
Speech Language Impairment	5,757	5,031	4,313	4,413	4,336
Traumatic Brain Injury	*	16	*	*	*
Visual Impairment	78	67	67	55	49
Grand Total	10,626	9,728	8,956	9,432	9,547

Note. Source of data is IDEA, Part B, Section 618, Table 1 (Child Count), 2015 Child Count.

Educational Environments/Least Restrictive Environment by Age

All LEAs must ensure that preschool children with disabilities are educated in the least restrictive environment (LRE), regardless of whether the LEA operates public preschool programs for children without disabilities. To that end, an LEA may provide services to a preschool child with a disability in a variety of settings, including a regular kindergarten class, public or private preschool program, community-based child care facility, or in the child's home. LEAs that offer a public preschool program may serve a preschool child with a disability in that program. However, LEAs that do not have a public preschool program must explore alternative methods to ensure preschool children with disabilities are placed in the LRE. Those methods include (1) providing services in preschool programs offered by other public agencies (such as Head Start or community-based child care); (2) enrolling children in private preschool programs for children without disabilities; (3) locating classes for preschool children with disabilities in regular elementary schools; or (4) providing home-based services.

Children's educational environments for the 2016 Child Count are shown in Table I-5. Twenty-three percent of young children receiving special education services are being served in a special education class separate from the regular education setting. Twelve percent of children receiving services are in the regular classroom (early childhood program or another location) less than 10 hours a week. Fifty-six percent of young children receiving special education services are served in the regular education classroom (either the early childhood program or another location) 10 hours a week or more.

Figure I-5 also shows the breakdown of educational environments by age. The highest percentage of children age three (50 percent) received their services in a special education program only (separate class). This is not surprising since the majority of LEAs have not traditionally offered programs for typically developing three-year-old children in which they can receive their special education and related services through inclusive educational practices. However, LEAs that do not have a preschool program for three-year-olds must explore other ways to provide children with disabilities with the least restrictive environment including access to the regular education setting.

Table I-5. *Educational Environments of Preschool Children with Disabilities 2016–17 by Age*

	Age 3		Age 4		Age 5		Ages 3-5	
Educational Environment	No.	%	No.	%	No.	%	No.	%
Home	56	3%	38	1%	21	0%	115	1%
In Regular Education at least 10 hrs per week - EC Program	151	8%	1,039	34%	2702	58%	3892	41%
In Regular Education at least 10 hrs per week - Other Location	207	11%	452	15%	792	17%	1451	15%
In Regular Education less than 10 hrs per week - EC Program	154	8%	272	9%	357	8%	783	8%
In Regular Education less than 10 hrs per week - Other Location	94	5%	144	5%	131	3%	369	4%
Residential Facility	*		*		*		*	
Separate Class	853	46%	813	26%	517	11%	2183	23%
Separate School	28	1%	35	1%	18	0%	81	1%
Service Provider Location	325	17%	275	9%	92	2%	692	7%
Grand Total	1868	100%	3068	100%	4630	100%	9566	100%

Note. Source of data is IDEA, Part B, Section 618, Table 1 (Child Count), 2016 Child Count.

Educational Environments/Least Restrictive Environment by Area of Disability

Of all preschool children receiving special education services, the three largest categories of disability are speech language impairment, developmental delay, and autism, representing 94 percent of preschool-aged children served. Children with these top three primary disabilities are served in a variety of educational environments. Children with speech language impairment are primarily served in regular education at least 10 hours a week in an early childhood program (57

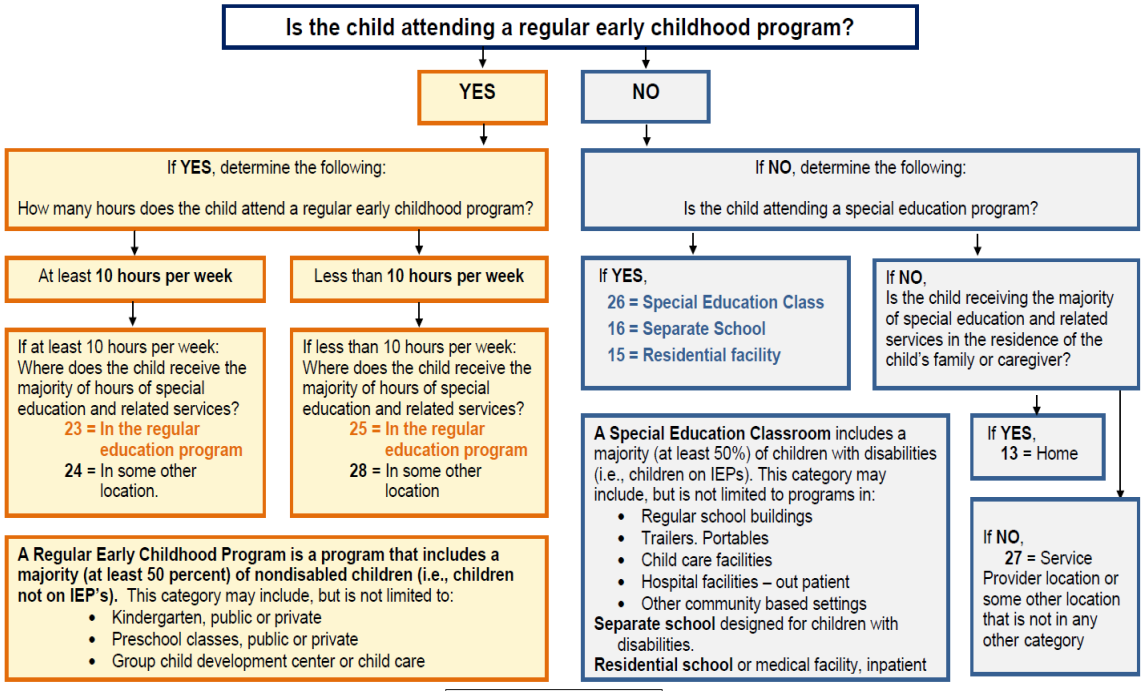
percent) or other location (23 percent) over 79 percent of the time. Children with developmental delay are served in a special education class 38 percent of the time and in a regular education class (more than 10 hours a week) 41 percent of the time—early childhood program (31 percent) or other location (10 percent). Forty percent of children with autism receive special educational services in a separate class. Twenty-four percent of children with autism receive at least 10 hours of instruction per week in a regular education classroom (early childhood program–18 percent or other location–six percent), while 33 percent receive less than 10 hours of instruction per week in a regular education classroom (early childhood program–18 percent or other location–15 percent).

Table I-6. *Top Preschool Diagnoses by Educational Environment for 2016–17*

Educational Environment	Autism & Autism Spectrum Disorder	Developmental Delay	Speech Language Impairment	Grand Total
Home	27	17	80	98
In Regular Education at least 10 hrs per week - EC Program	209	1,083	2,455	3,768
In Regular Education at least 10 hrs per week - Other Location	65	365	978	1,407
In Regular Education less than 10 hrs per week - EC Program	205	456	30	696
In Regular Education less than 10 hrs per week - Other Location	173	209	56	329
Separate Class	459	1,357	58	1,984
Separate School	2	31	18	51
Service Provider Location	3	21	661	685
Grand Total	1,143	3,539	4,336	9,018

Note. Source of data is IDEA, Part B, Section 618, Table 1 (Child Count), 2016 Child Count.

Figure I-2. Decision Tree for Coding Educational Environments for Preschool Special Education



LRE Initiatives

Data Collection and Reporting

To ensure valid and reliable data, OSES staff worked diligently with school and preschool staff to ensure data on preschool LREs were captured and reported appropriately. In the summer of 2010, staff in all LEAs and state-operated programs was provided with a comprehensive OSES data manual that provided the new decision tree, reporting requirements, and a question-and-answer document. Since the new LREs were ***only*** a reporting change, no preschool students' LREs changed. As a result, OSES staff constructed a crosswalk of the old preschool LRE codes to the nine new LRE codes to better assist LEA staff in ensuring the data reflected the new reporting requirements. Between September and October 2010, OSES staff conducted six face-to-face data-reporting training sessions with LEA and state-operated program staff regionally. Throughout 2012–13, OSES staff conducted multiple face-to-face regional sessions and individual technical assistance visits with LEAs where LRE categories were discussed. A significant portion of these sessions focused on the new preschool LRE categories and definitions to ensure that LEA staff fully understood the reporting requirements and the new LRE codes. In addition, OSES staff conducted two webinars with LEA staff from across the state specifically directed at the new preschool LRE categories and the reporting requirements. OSES staff conducted multiple reviews of student-level data for each LEA's child count and LRE data and provided feedback to each LEA regarding any old LRE codes as well as any other aberrant or missing data. The Enrich data collection system has been adopted, and OSES has continued to provide technical assistance and training to LEAs and state-operated program staff from across the state to ensure that they report appropriate LRE categories for each preschool child with a disability. Since the intensive trainings on the preschool LRE data collection, a number of

webinars have been delivered to professionals across the state each year before submission. Enrich IEP supports include a decision tree that can be used when entering LRE data. This support offers increased inter-rater reliability.

Inclusion

According to the *Policy statement on inclusion of children with disabilities in early childhood programs* (USDHHS/ED, 2015), a joint policy statement of the Department of Health and Human Services and the Department of Education, "children with disabilities, including those with the most significant disabilities and highest needs, can make significant development and learning progress in inclusive settings" (p. 3). To improve the opportunity for preschool children with disabilities to attend a regular early childhood program as part of their educational environment, a number of initiatives were undertaken to prepare well-qualified staff to create appropriate environments for working with young children with disabilities in all settings.

Furthermore, inclusion in early childhood programs can set a trajectory for inclusion across the life course. In 2015, guided by the aforementioned research and policy statement, the South Carolina Preschool Inclusion Initiative (SCPII) was developed through a subcontract of the SC Gateways Personnel Development Grant with the OSES. The objectives for this project were to:

1. Develop and implement a framework of support for early childhood education specialists to increase inclusive opportunities and school readiness for preschool children with IEPs;
2. Organize leadership teams and provide coaching support in multiple school districts to implement evidence-based practices that will improve teaching and learning in early childhood education settings; and
3. Improve school kindergarten readiness.

Personnel consulted and collaborated with various organizations and key individuals to guide their work, including the SC Part B (619) coordinator, the Transition Alliance of South Carolina (TASC), and the North Carolina Early Learning Network. Resulting from this collaborative work the SCPII personnel developed a support framework for increasing inclusive opportunities and facilitated the organization of district-level cross-sector leadership teams. In addition, the SCPII team created tools to measure a school district's strengths and needs related to preschool inclusion and adapted the Planning Alternative Tomorrows with Hope (PATH) planning process used by TASC to support district leadership team development of targeted implementation plans.

A contract for continued technical support for LEAs through 2020 the South Carolina Partnerships for Inclusion (SCPI) has been formalized and utilizes the same processes SCPII did during field testing. As recruitment of districts for Cohort 4 begins, SCPI will have convened leadership teams comprised of school district personnel and early childhood stakeholders (e.g., head start, child care programs) representing 21 school districts interested in increasing the provision of inclusive educational opportunities for young children. These teams receive state sponsored support to design and implement plans to address the unique needs of each district, and to improve their data as related to Indicators 6 and 7 on the State Performance Plan Annual Performance Review (SPP-APR) collected each year. Districts participating in this initiative will receive technical assistance to develop cross-sector leadership teams which will create and execute an implementation plan to ensure that preschool children have access to and are able to

meaningfully participate in the general education curriculum alongside children without disabilities. This work will continue through 2020 recruiting additional early childhood teams and supporting all cohorts through a tiered model of support similar to TASC. For more information please see annual reports available on the OSES website.

To prepare highly qualified staff to create appropriate environments for working with young children with disabilities in all settings, OSES staff undertook the following initiatives:

- The South Carolina Centers for the Re–Education and Advancement of Teachers in Special Education (SC CREATE) personnel preparation project, funded by the OSES, expanded to include teachers who would not meet the criteria for being grandfathered under the new certification but were currently working in the field.
- South Carolina is a part of the intensive technical assistance cohort with the Early Childhood Personnel Center (ECPC) to develop a Comprehensive System of Personnel Development. A primary focus of this plan is to recruit and retain highly qualified early childhood special education teachers, early interventionists and early childhood daycare professionals so that all children have access to both needed services and typically developing peers and curricula.
- Due to the success of the 2015 and 2016 Champions for Young Children Symposium, the 2017 Champions for Young Children Symposium was offered on August 4, 2017. The purpose of the event remains to provide a rich professional development experience around the theme, "Supporting Social and Emotional Competence using Culturally Responsive Practices." Professionals from multiple facets of early childhood education and parents had an opportunity to access information and network with a cross-section of professionals (e.g., mental health, head start, pre-K, early intervention, early childhood special education, home visitation, early childhood education). The following partners participated in the planning of the 2017 event:
    - South Carolina Child Care Inclusion Collaborative,
    - BabyNet,
    - Children's Trust of South Carolina,
    - SC Head Start Collaboration Office,
    - SC Child Care Resource and Referral Network,
    - Horry County School District,
    - Family Connections of SC,
    - SC Department of Social Services, Division of Early Care and Education and ABC Quality,
    - SC First Steps to School Readiness,
    - SC Program for Infant Toddler Care,
    - SC Department of Disabilities and Special Needs,
    - SC Department of Education, Office of Special Education Services, and
    - SC Department of Education, Office of Early Learning and Literacy.

The OSES staff provided a number of other training opportunities to preschool special education teachers, early childhood education teachers, Head Start personnel, childcare workers, para-educators, administrators, and individuals working with young children with disabilities in

regular early childhood programs and special education classrooms during the 2016 –17 school year.

The OSES offered an Assistive Technology Leadership Conference in October 2017 designed to provide resources, networking, and support for local assistive technology teams. The event was well attended, with LEAs large and small participating, some with a single representative, some with entire teams. Attendees received practical ideas and tools for planning, developing, and implementing a successful assistive technology program that will support children from preschool through graduation and beyond. In addition to building teams within the districts, topics also included legal aspects of implementing assistive technology, accessibility requirements, and the assistive technology process. By building local knowledge and capacity, students of all ages will benefit from assistive technology.

In the 2017 Research to Practice Institute, the following sessions were included in the Preschool Strand for Continuing Education Credits at no charge:

- Young Children with Visual Impairments;
- Using Data to Inform Instruction in 4K;
- Pyramid Introduction How to Support Positive Behavior;
- Stakeholder Input on OSES Preschool Initiatives;
- Increasing Literacy through Social Emotional Development;
- Increasing Engagement and Participation in Classroom Routines and Activities, Including Early Literacy, Through Positive Relationships, Supportive Environments, and Adaptations;
- Language Acquisition: Building, Energizing and Re-envisioning the Preschool Literacy Curriculum;
- Working Smarter Not Harder (with Paraprofessionals); and
- Bringing Applied Behavior Analysis to Home, School, and Play for Young Children with Autism Spectrum Disorders and Other Disabilities.

The 2017 South Carolina Council on Exceptional Children (SCCEC) offered the following preconference and preschool strands:

- Let’s All Play;
- Culturally Responsive Practices: Meeting the Needs of Diverse Children in Early Childhood Programs;
- Parent Engagement That is Inclusive and Culturally Responsive;
- Show me the $$! Funding Structures for Early Childhood Inclusion;
- Early Childhood Education: A Crash Course for Special Education Administrators;
- What’s Happening in Early Childhood Education?; and
- Using the Pyramid Model to Enhance Social and Emotional Skills in an Early Childhood Classroom.

The Annual South Carolina Deaf and Hard of Hearing Summit provides professional development to stakeholders who serve South Carolina’s deaf and hard of hearing students. The

mission of the South Carolina Deaf/Hard of Hearing Education Partnership is to improve the quality of education for students, birth through young adulthood, who are deaf and hard of hearing in South Carolina so that they can achieve successful outcomes. Presenters of the Summit identify the legal rights of deaf children and their families as well as the components of a Deaf Child's Bill of Rights; describe the importance of first language competence in successful language acquisition; and articulate decision-making variables related to communication, placement and implantation for the deaf child. The 2017 Summit had an emphasis on the pragmatic use of language and how teachers of young children with hearing loss can support language and literacy in early childhood environments and connect with peers in the least restrictive environment.

As part of OSES's efforts to reach the goal of decreasing the reading achievement gap between children with and without disabilities, professionals from Part C and Part B 619, early childhood partners, experts in audiology, and deaf education convened a work group to identify gaps and needs across the state in screening and supporting children with hearing loss so that they may have access to language, background knowledge and literacy. As a result of these conversations, a proposal was made to the Deaf and Hard of Hearing Partnership that a virtual toolkit be created so that educators, parents, audiologists, speech language pathologists, and others who work with young children who experience hearing loss have access to resources so that appropriate screening, eligibility determination, and service delivery are achieved. This work is in progress with an engaged group seeking feedback from external stakeholders in spring 2018.

South Carolina is a new Pyramid Partner and has begun implementing the Pyramid model of supporting social emotional development at a state level, based upon the conceptual model of evidenced-based practices developed by the Center on the Social Emotional Foundations of Early Learning (CSEFEL). The Pyramid framework developed by CSEFEL (see embedded link) is used to promote the social emotional competence of children birth to age five in the context of nurturing relationships and quality learning environments. The Pyramid framework also provides strategies to prevent and address the challenging behavior of young children, while not being limited to a single curriculum. A cross-sector leadership team, including parents, Head Start, Department of Mental Health, the Office of the Child Care Administrator, the Office of Early Learning and Literacy, institutions of higher education, and partnerships with other task forces and initiatives including the Autism Task Force and the Infant-Early Childhood Mental Health work group collaborates to scale up evidence-based practice related to young children's social emotional development. A master cadre of trainers and behavior specialists is being developed to actualize the vision of the state leadership team that all South Carolina early childhood practitioners, in partnership with families, will have the knowledge, skills, attitudes, and supports necessary to nurture infants and young children's social emotional well-being within their family, culture, and community. The mission of the state leadership team is to develop, evaluate, and sustain a statewide collaborative process that utilizes the Pyramid framework. The integration of the Pyramid framework with other related promotion, prevention, intervention, and treatment efforts in the state will assure South Carolinians learn to promote social-emotional development of infants, young children, and their families beginning at birth to foster lifelong success. Goals of the implementation of the pyramid model at the state level include:

- Achieve community- and state- level commitment in supporting the social emotional well-being of all infants, young children, and families;
- Promote the social emotional well-being of infants and young children and address challenging behavior;
- Foster and sustain statewide high fidelity use of the Pyramid framework integrated with other relevant SC efforts; and
- Align policies with the Pyramid framework to build systems with capacity to support young children's social-emotional development.

Expected results from actions to meet these goals are:

- High quality early childhood workforce across tiers prepared to support social-emotional development and address challenging behavior;
- Reduction in preschool suspension and expulsion with increased access to high quality learning environments;
- Children have social and emotional foundation to promote their learning and development;
- Work informed by data and Pyramid framework embedded into existing data systems; and
- Families engaged as partners and supported in acquiring confidence and competence to support young children ages birth through five.

Childhood Outcomes Summary (COS) Process

According to the IDEA reporting requirements, states must collect and report outcome data for all children with disabilities ages three through five who are receiving special education and related services through IEPs. An "outcome" is defined as a benefit experienced as a result of services and supports received. Thus, an outcome is neither the receipt of services nor satisfaction with services but rather what happens as a result of services provided to children and families. As part of the IDEA regulations, the USED requires three child outcomes to be measured and reported in the State Performance Plan (SPP) with targets that must be annually reported on in the Annual Performance Report (APR). The three outcome areas include (1) positive social-emotional skills (including social relationships); (2) acquisition and use of knowledge and skills (including early language/communication and early literacy); and (3) use of appropriate behaviors to meet their needs.

The three child outcomes detailed in the SPP and APR represent critical, functional outcomes young children need to be successful in everyday activities and routines. These outcomes incorporate and integrate developmental domains (such as communication and motor skills) and can involve multiple domains. The emphasis of these outcomes is on how each child is able to carry out meaningful behaviors in a meaningful context. These outcomes require comparing children's functioning to same-aged peers, something Individualized Family Service Plan (IFSP)/IEP goal attainment data cannot provide. South Carolina requires reporting of outcome data on the Child Outcome Summary Form (COSF), developed by the Early Childhood Outcome (ECO) Center, at entry into and upon exiting from preschool programs and services (either his or her exit from all special education services prior to his or her sixth birthday or exit from the preschool age range at his or her sixth birthday). These outcomes are gathered for all children, ages three through five; for all disability categories (speech language, orthopedic, other health,

vision, deaf/hard of hearing, deaf-blindness, learning disabilities, emotional disabilities, intellectual disabilities, developmental delay, autism, multiple disabilities, and traumatic brain injury); and for all educational environments as outlined in the LRE categories discussed. These outcomes include children who may be receiving only a single special education service, such as speech or language therapy, in an itinerant service delivery format. The COSF is a rating form based on a seven-point scale in which preschool children receive an entry and exit rating ranging from one to seven in each of the three outcome areas. A rating of one indicates that the level of functioning for the outcome is not yet measurable; whereas, an outcome of seven reflects the level of functioning is completely developed. The OSEP allows states using the COSF to define the criteria for "comparable to same-aged peers" as a child who has been scored as a six or seven on the COSF.

For the initial reporting year (February 2007), states were required to report the percentage of children who began services functioning at a level comparable to same-aged peers and the percentage who did not for each of the three outcomes. South Carolina reported its data based on LEAs participating in a pilot.

Beginning with the SPP and APR for 2008–09, states were required, for each of the three outcome measures, to report the number and the percentage of children in each of the following five categories:

a. did not improve functioning;
b. improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers;
c. improved functioning to a level nearer to same-aged peers, but did not reach it;
d. improved functioning to reach a level comparable to same-aged peers; and
e. maintained functioning at a level comparable to same-aged peers.

Federal fiscal year (FFY) 2016 (2016–17 school year) yielded valid data for 3,904 preschool students. This is a slight increase in number from FFY 2015. Accepting the Child Count data that suggests there are roughly 5,000 preschool children who are age five each year (and who would be six years old the next year), the state is reporting data on over three-quarters of its preschool children, far above the rates of many other states.

As shown in Table I-7, the five OSEP categories (a–e) show marked changes for Outcome 1, Positive Social-Emotional Skills. Of particular interest, category "c" has the largest increase in the number and percentage of students over the last five years. Conversely, category "e" has seen a decrease in the percentage of students from 2012 to 2016. This data supports efforts to increase inclusion and personnel knowledge of social-emotional development through statewide efforts.

On Outcome 2, Acquisition and Use of Knowledge and Skills, category "d" has the highest percentage of students. There was slippage in the percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program as reported in the 2017 SPP APR. The OSES is currently conducting statistical analyses and programmatic review to determine root causes of this specific slippage, particularly as there was growth in all other preschool outcome areas.

Outcome 3, Use of Behavior to Meet Students' Needs, shows a distribution similar to Outcomes 1 and 2, with most students showing improved functioning nearer to or at the level of their same-aged peers. Most students are ranked in category "d" on Outcome 3, but despite a decrease in category "e" rankings from FFY 2014, 35 percent of students are "maintaining function at a level comparable to same-aged peers." All three outcome areas have decreased percentage of students ranking "e" both over the past six years and from the last available FFY. This decrease is likely the result of increased training on how to score the COSF and an increased understanding of raters regarding what that category looks like.

Table I-7. *Data for Children Exiting from FFY 2011 through FFY 2015 (school year 2011–12 through 2015–16)*

	Child Outcomes														
Percentage of Children	1. Positive Social Emotional Skills (including social relationships)					2. Acquisition of Knowledge and Skills					3. Use Appropriate Behaviors to Meet Needs				
By Year (FFY):	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
a. Did not improve functioning	1.0	0.4	0.4	0.9	0.9	1.0	0.4	0.4	0.7	0.9	1.0	0.3	0.3	0.7	0.6
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	9	10	8	8	8	9	11	10	9	9	6	7	6	6	5
c. Improved functioning to a level nearer to same-aged peers but did not reach	21	23	25	27	27	23	24	26	27	29	12	14	16	16	17
d. Improved functioning to reach a level comparable to same-aged peers	40	43	43	45	45	38	39	39	41	41	36	39	39	43	42
e. Maintained functioning at a level comparable to same-aged peers	29	24	32	19	19	29	26	25	22	21	45	40	38	35	35
TOTAL NUMBERS	3,698	4,102	3,572	3,799	3,904	3,698	4,102	3,573	3,799	3,904	3,698	4,102	3,573	3,799	3,904

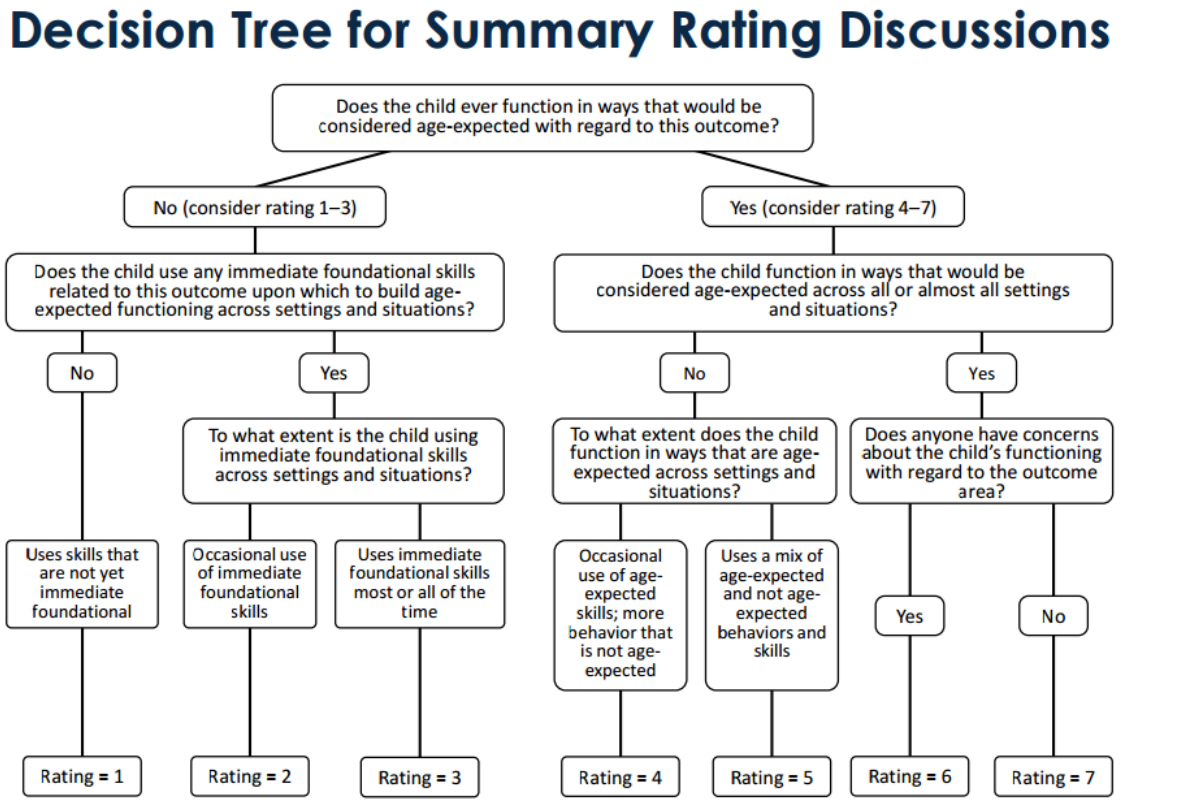
Note. Source of data is IDEA, Section 616, State Performance Plan Indicator 7, July 2014 and Excent Online, July 2015, SPP APR 2016.

Data Collection and Reporting

The OSES staff recognized that a clear understanding of the COSF process was resulting in ratings being made and subsequent data reported that were neither valid nor reliable. A number of efforts to improve understanding about the process, including data collection, were undertaken.

- OSES staff provided one-on-one technical assistance to LEA staff on the errors in the data they were reporting and possible reasons for the errors.
- LEA data managers were provided training on this indicator as part of their data submission support.
- Reports within Enrich have been updated to allow LEA staff and data managers to add information relating to COSF and have been provided training so they may understand the purpose and process of using Enrich to collect COSF data.
- COSF decision making tree has been included in Enrich to support reliable team decision-making.
- An online suite of supports for COSF will be available to LEAs and Special Education and Early Childhood Directors to support training with the ultimate goal of increased inter-rater reliability.

Figure I-3. Decision Tree for Child Outcomes Summary Form



Training and Technical Assistance

Recognizing that little is known about the inter-rater reliability of the COSF rating scale in South Carolina, but having concerns based on discussions with LEAs, the OSES sought to improve reliability by offering more training using a case-study methodology. This methodology offered teams the opportunity to gather information on a fictitious child, relate the child's behaviors to the three outcomes, rate the child as an individual member of the team, and then come to a decision about the team rating. The teams then compared ratings on the same outcome and discussed reasons for rating differences. During 2012–13, revised and updated COSF process training resources and materials related to the COSF rating process (which training participants found to be easier to follow and more effective) were to have been made available on the OSES website. This was initially tabled, but in 2014–15, these resources and materials were added to an updated website. These materials included the revised COS Rating Scale (Bucket List) and the colorized Decision Tree for Summary Rating. The Decision Tree was incorporated in a drop-down box in the new SC Enrich IEP System in 2014–15.

To improve performance in the early child outcomes for preschool children with disabilities, a number of initiatives were undertaken by OSES staff. The training opportunities involved preschool special education teachers, early childhood education teachers, Head Start personnel, childcare workers, para-educators, administrators, and individuals working with young children with disabilities working during the 2015–16 school year. Because multiple requests for assistance related to the COSF have been received by the OSES, a suite of supports are being developed including: overview of the COSF process, practice activities with corrective feedback, evaluation of these resources, and how LEAs may use them to support teams have been collected, developed, and compiled. These resources will be made available via the SCDE website.

Parent Involvement

Parent Survey

The USED, OSEP, as part of the SPP/APR, requires data on Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Using a stratified sample of LEAs, a survey is provided to parents of students with IEPs in specific LEAs to obtain information about the degree to which parents feel that their children's school facilitated their involvement. The survey is designed for the parents of children ages three to twenty-one. South Carolina has eighty-four LEAs and state-operated programs. One of the LEAs, Greenville, has an average daily membership of more than 50,000 students and must be included in the sampling mix each year (per OSEP guidelines). All other LEAs are each included once over the six-year data collection period. The specific mix each year was determined through stratified probability sampling (please see South Carolina SPP). This sampling plan was provided to and approved by the OSEP. Fourteen LEAs, plus Greenville County Schools, were included in the stratified probability.

The percentage of parents with a child receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with

disabilities ages three through five was 87. The state met its target for this indicator for children ages three to five.

Parent Involvement Initiatives for Preschool Aged Students

Text 2 Read is an outreach program designed to engage new mothers and primary caregivers of young children in literacy and language development activities. Text 2 Read is a free mobile information service offering practical information about child development, and free or low cost language and literacy activities for young children. The service is modeled after the Text 4 Baby program, a national initiative that is run by SCDHEC, which has already demonstrated success impacting the health and preparedness of mothers in the target population.

Parents who sign up for the service receive age-appropriate texts weekly with no or low cost activities to develop language and literacy skills, to illustrate milestones and questions for pediatricians, to direct parents to Child Find resources when appropriate (with focused attention on hearing loss), and to identify seasonal books and free or inexpensive events for young children. Texts are leveled with the children's age so that activities are age appropriate. Age groups are aligned with the soon-to-be adopted Early Learning Standards for the state:

- Infants (0–6, then 6–12 months)
- Young Toddlers (8–16, then 14–21 months)
- Older Toddlers (18–27, then 25–36 months)
- Young Preschoolers (36–48 months)
- Older Preschoolers (48–60+ months)

Text 2 Read is a data driven initiative with continuous data collection; project effectiveness will be evaluated monthly and internal research and evaluation efforts will guide the initiative. The Analyze, Design, Develop, Implement, Evaluate model will be used to conceptualize, maintain, and improve the Text 2 Read program as it is piloted in one part of the state. Upon evaluation and any required changes made to the program from the pilot phase, the Text 2 Read program would be made available statewide. The goals of the Text 2 Read program are to:

1. Empower all parents to include language and literacy activities in their day so that all children will arrive at school ready for kindergarten as is the OSES strategic plan 2016–17;
2. Provide Tier 1 Comprehensive Core Response to Intervention (RTI) services to children who might at risk of arriving to kindergarten unprepared without these early learning opportunities through family collaboration;
3. Provide focused services that support the OSES action to meet family engagement, SSIP goals and SIMR (increase the number of children with disabilities reading on grade level by third grade;
4. Support Read to Succeed work and support families in preparing children for kindergarten; and
5. Support parents in monitoring child development and speak with pediatrician or Child Find screener should a developmental delay be suspected, so that children have access to early intervention services.

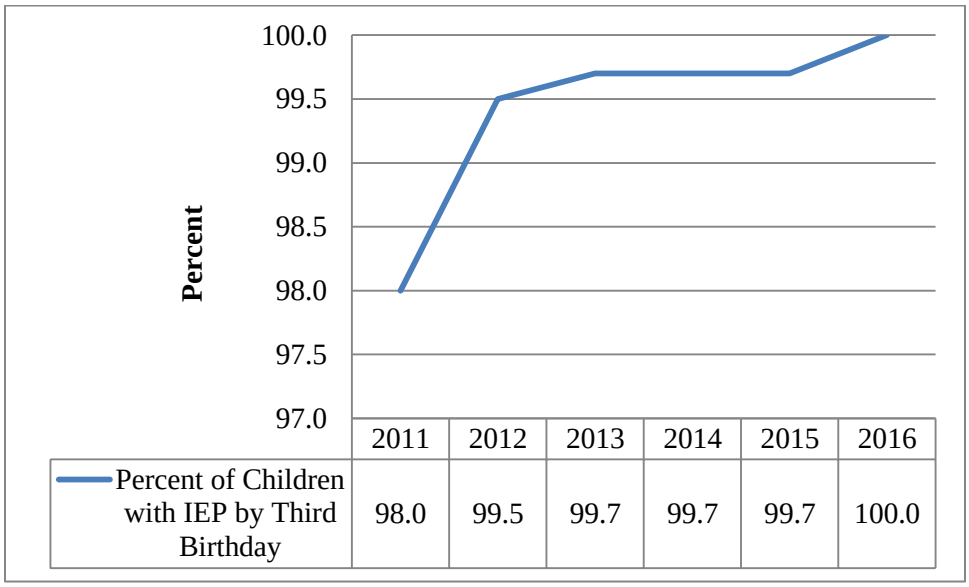
Preschool Transition

Both federal and state mandates require that LEAs develop procedures for transitioning preschoolers from an IDEA, Part C early intervention program (from birth through two years of age) to an IDEA, Part B preschool program (from three through five years of age) for children with disabilities. LEAs must participate in a transition meeting with parents and referring agencies prior to evaluation and placement of an infant/toddler into preschool special education services. For preschool children ages three through five, the IDEA mandates that children who have been served by a Part C (First Steps/BabyNet in South Carolina) and who are referred from Part C to Part B (educational programs for children with disabilities ages three to twenty-one), they must, if eligible for Part B special education and related services, have an IEP developed and implemented by their third birthday.

The OSES and First Steps/BabyNet worked to ensure that representatives from both agencies have information about areas of concern regarding this process. Members of the OSES program and data staff attend quarterly BabyNet managers' meetings to address this issue.

Current data show that the state continues to make progress in providing services to children transitioning from Part C to B and having IEPs developed and in effect by the third birthday. Roughly 2,500 children are referred from Part C to Part B annually. Since baseline data was collected in 2007, state has made drastic improvements in the number and percentage of those eligible preschool children who have IEPs developed and implemented by the time they turn three-years-old. This year for the first time, South Carolina has met the federally defined target of 100 percent compliance with this requirement.

Figure I-3. Eligible Preschool Children with Developed and Implemented IEPs by Year



	2011	2012	2013	2014	2015	2016
Percent of Children with IEP by Third Birthday	98.0	99.5	99.7	99.7	99.7	100.0

Note. Source of data is IDEA, Part B, Section 616, State Performance Plan Indicator 12, December 2017.

Because this is a child-specific entitlement through IDEA, the OSEP requires that the state and each LEA maintain 100 percent compliance. When the state has evidence that an LEA is not meeting this requirement, the state must issue a finding of noncompliance and require the LEA to correct the noncompliance as soon as possible, but no later than one year after being notified. The finding also requires the LEA to enter into a corrective action plan, demonstrate that each individual case has been corrected (i.e., each child), ensure that there was no denial of a basic IDEA right (or offer compensatory services if so), and ensure that the systemic causes of the noncompliance have been corrected. In 2008–09, the OSES issued findings of noncompliance to thirty-eight LEAs in the state. In 2009–10, that number decreased to twenty LEAs. For 2010–11, the state issued findings to only four LEAs and notification of continued noncompliance to one LEA. There were two LEAs in noncompliance for 2015–16 and both of these LEAs have corrected their findings. For 2016–17, there were no findings of noncompliance as South Carolina has met the federally defined target of 100 percent.

Transition Initiatives

The OSES is completing a suite of services to support LEAs and local early intervention agencies (LEIAs) in smooth transitions from Part C to Part B and to prepare for increase in three year olds eligible for a transition meeting due to Part C increases in children served.

1. Preschool Parent Guide: This parent guide is designed specifically for parents of young children (ages two through five) to alert parents to the differences between Part C and Part B of the IDEA, how service delivery will differ, what to expect during transition and eligibility determinations, and frequently asked questions. This document also has answers to frequently asked questions and provides contact information for additional supports and resources. This guide was developed in partnership with Part C and the Parent Training Initiative for SC and has been reviewed by the Interagency Coordinating Council and the Preschool Committee of the State Advisory Council.

2. Part C to Part B Transition Module: This brief online module, intended for all audiences, provides an overview of what the transition process from Part C to Part B should look like, the timeline and process activities that should occur, and general information about the differences between Part C and Part B.

3. Policies and Procedures Manual: The OSES and Part C leadership are developing a policies and procedures manual for practitioners so that LEAs and LEIAs across the state have a shared understanding of responsibilities and timelines when serving children transitioning from Parts C to B. This document will provide the framework for trainings of both Parts C and B personnel relating to transition practices.

4. Communication of Part C Data: The OSES and Part C leadership are drafting a memo for local superintendents and offering information about the increasing number of children transitioning from Part C to B 619. The purpose of this communication is to take feedback from districts about what needs exist to build infrastructure to prepare for an increase in the number of three year olds entitled to a transition meeting and eligibility determination so that Indicator 12 will remain 100 percent despite increase in the Part C population.

Conclusion
While improvements have been made over the past several years regarding the performance and outcomes of preschool children with disabilities, there is evidence that continued progress may be made. As such, it is imperative that preschool programs and educators be supported to ensure that children are able to obtain the support they need from birth so that they may start preschool educational programs with the tools and supports they need. Only through these coordinated, early intervening efforts might the state see children start school ready to learn, progress from grade to grade, and be equipped with the skills, information, and supports they need for lifelong success.

Financial Information
During the 2016–17 school year, the combined state and federal funds specifically allocated for preschool children with disabilities totaled $25,001,531.

Federal Funds
During the 2016–17 school year, the OSES received $6,933,774 in funds under the preschool grant program. Federal regulations allow the SCDE to retain a portion of the funds for administrative costs; however, the agency elects to flow through 100 percent of these funds to LEAs for the provision of direct services to preschool age children.

IDEA allocations are calculated by means of a three-tiered formula: a base equal to the LEA's allocation for fiscal year 1997, the number of children in the age range from three to twenty-one in the LEA's public and private schools, and the number in that age range who are living in poverty. Consequently, the SCDE cannot readily determine the dollars that preschool children generate for an LEA. The LEA, however, can expend other federal funds on this population.

State Funds
The SCDE's Office of Finance provided the following estimate regarding the amount of state funds disbursed for programs for preschool children with disabilities for the 2016–17 school year, as shown in Table II-1.

Table II-1. *Estimated Amount of Funds Disbursed for Programs for Preschool Children with Disabilities for 2016–17*

Funding Source	Purpose	2016–17 Allocation	2015–16 Allocation	One Year Change
Education Finance Act	Four-year-old vision/hearing disabled children and five-year-old children with disabilities	$18,067,757	$18,172,895	($105,138)
Total Amount of State Funds Allocated to LEAs		$18,067,757	$18,172,895	($105,138)

Fiscal Monitoring
The IDEA (P.L. 108-446) requires that the SCDE monitor LEAs on a regular basis to ensure fiscal compliance with state and federal laws, rules, and regulations that govern the provision of special education and related services to appropriately identified children. The purpose of this

monitoring is to focus federal, state, and local resources on improved results for children with disabilities and their families. The OSES is responsible for conducting IDEA fiscal monitoring activities. Annually, each district must submit a required self-assessment and other documentation. Based upon that information, a risk rubric is used to identify a district score. Up to ten districts with the lowest scores are then reviewed for a Tier Two desk audit. Based upon timely submission of that required documentation and other factors, onsite fiscal monitor (Tier Three) occurs, during which fiscal processes, policies, procedures, budgets and expenditures are reviewed.

Policies and Procedures

South Carolina Regulatory Changes
In 2014–15, State Board of Education Regulation 43-62 was revised and became effective on June 26, 2015. This regulation governs requirements for additional areas of certification, including early childhood special education. In addition, the SCDE promulgated guidance approved by the South Carolina State Board of Education. (See embedded links for more information.)

South Carolina Enrich IEP System
The SCDE's OSES has implemented a web-based IEP product aimed at supporting LEAs in developing compliant, meaningful programs for students in South Carolina served under the IDEA. The OSES recognizes the importance of a well-developed IEP in the process of improving student outcomes. The goal of this change is to update and streamline the IEP development and data collection process to enable educators to spend more time on instruction, services, and support for students with IEPs.

The SC Enrich IEP system aids data collection and data reporting, alerts the user of IDEA-regulated timelines, provides state and federal regulatory guidance, outlines procedural processes, maintains administrative records, and produces a parent-friendly IEP document that is easier to read and understand. The OSES will continue to support LEA's as they transition to the implementation and continued use of the SC Enrich IEP system by providing regular communications, work groups, and individualized trainings and meetings.

Early Childhood Transition Memorandum of Agreement (MOA) between South Carolina Department of Health and Human Services/BabyNet and the South Carolina Department of Education (SCDE) Office of Special Education Services (OSES)
South Carolina Department of Health and Human Services/BabyNet, under Part C of the IDEA, and the SCDE and LEAs, under Part B of the IDEA, have a statutory responsibility to ensure a smooth transition for each child and family. In addition, under the IDEA's Child Find provisions, they must ensure the identification, location, and evaluation of each child eligible for services under Parts B and C of the IDEA, including children with disabilities attending private schools and highly mobile children with disabilities (such as migrant and homeless children).

The purpose of this agreement is to meet the requirements of 34 CFR § 303.209(a)(3)(i) of the final IDEA Part C regulations published on September 28, 2011, that the state lead agency must have on file with the USED OSEP as part of its IDEA Part C application transition policies and

procedures, an interagency agreement on transition with the state educational agency (SEA) that administers section 619 of the Act. The agreement calls for an annual review and renewal prior to June 30 of each calendar year.

Early Childhood Memorandum of Agreement (MOA) between Head Start State Collaboration Office and the SCDE Office of Special Education Services
Senior leadership of Head Start Grantees including the president of the Head Start Association, Director of the ISWA Development Corporation Catawba Indian Nation Head Start, Executive Director of East Coast Migrant Head Start Region XII and chair of the SC Association of Community Action Partnerships/South Carolina Head Start Collaboration Committee and the OSES have a state level agreement about screening, eligibility determination and service delivery models. This MOA shapes the local level MOAs between school districts and Head Start grantees.

The purpose of this agreement is to meet the requirements of the Head Start Act at 42 U.S. Code § 9837(b), to be so designated, a Head Start agency shall, at a minimum, do all the following to involve and serve families and communities:

> (14) Establish effective procedures for timely referral of children with disabilities to the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.), and collaboration with that agency, consistent with section 9835(d)(3) of this title.
> (15) Establish effective procedures for providing necessary early intervening services to children with disabilities prior to an eligibility determination by the State or local agency responsible for providing services under section 619 or part C of such Act, consistent with section 9835(d)(2) of this title.

The following requirement is found in the Head Start Regulations at § 642B(a)(4) Head Start Collaboration; State Early Education and Care

> The State Director of Head Start Collaboration shall—
> (C) promote partnerships between Head Start agencies, State and local governments, and the private sector to help ensure that children from low-income families, who are in Head Start programs or are preschool age, are receiving comprehensive services to prepare the children for elementary school;
> (D) consult with the chief State school officer, local educational agencies, and providers of early childhood education and development, at both the State and local levels.

Under the Every Student Succeeds Act (ESSA), through state plans for Title I, SEAs are required to coordinate with other programs that provide services for young children, including programs administered by the Department of Health and Human Services or HHS (i.e., under the Child Care and Development Block Grant and Head Start Act) as well as the IDEA. The ESSA encourages SEAs to address the comprehensive needs of all young children, including children with disabilities or developmental delays, those in poverty, and those who are English-language learners, immigrants, refugees, migrant, homeless or in foster care.

Programs/Services for Preschool Children with Disabilities Information on Other State Agencies and Head Start Programs

The state mandate represented a downward extension of all the requirements of the IDEA, Public Law 101-476. The law required the establishment of a comprehensive system of special education and related services for preschool children with disabilities with the cooperation and support of other state agencies providing services for this population (S.C. Code Ann. § 59-36-20). In addition to the SCDE, the organizations include:

- Office of the Governor, Continuum of Care for Emotionally Disturbed Children (COC),
- South Carolina Commission for the Blind (SCCB),
- South Carolina Department of Disabilities and Special Needs (SCDDSN),
- South Carolina Department of Health and Environmental Control's Children's Rehabilitative Services program (DHEC CRS),
- South Carolina Department of Mental Health (SCDMH),
- South Carolina Department of Social Services (SCDSS), and
- South Carolina School for the Deaf and the Blind (SCSDB).

Table IV-1. *Contact Information for Other State Agencies*

State Agency	Telephone	Website
Office of the Governor, Continuum of Care for Emotionally Disturbed Children (COC)	803-734-4500	http://coc.sc.gov/
South Carolina Commission for the Blind (SCCB)	803-898-8731 or 800-922-2222	http://www.sccb.state.sc.us/
South Carolina Department of Disabilities and Special Needs (SCDDSN)	803-898-9600 or Toll Free: 888-DSN-INFO (376-4636)	http://www.ddsn.sc.gov/
South Carolina Department of Health and Environmental Control, Division of Children's Health	803-898-DHEC (3432) or Division of Children's Health 803-898-0767	http://www.scdhec.gov/Health/ChildTeenHealth/ServicesforChildrenwithSpecialHealthCareNeeds/
South Carolina Department of Mental Health (SCDMH)	Main Number: 803-898-8581 For Deaf Services: TTY: 864-297-5130: TTY and Voice Upstate: 866-246-0129 Midlands: 866-246-0130	http://www.state.sc.us/dmh/services.htm
South Carolina Department of Social Services (SCDSS)	803-898-7601	https://dss.sc.gov/

State Agency	Telephone	Website
South Carolina School for the Deaf and the Blind (SCSDB)	Voice/TTY: 1-888-447-2732 Voice/TTY: 864-585-7711	http://www.scsdb.org

Of the state agencies contacted, four submitted forms for inclusion in this report:

- South Carolina Department of Disabilities and Special Needs,
- South Carolina Department of Education,
- South Carolina Department of Social Services, and
- South Carolina School for the Deaf and Blind.

Agency representatives and Head Start directors were contacted and asked to provide program information on a form titled "Programs/Services to Preschool Children with Disabilities." The form required the following:

- a brief, general description of the services provided for preschool children with disabilities (ages 3–5);
- initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in the 2014–15 school year;
- specific programs/services that your agency is financially responsible for providing to preschool children with disabilities;
- the number of preschool children with disabilities served in each age group;
- the amount of funds expended for preschool children with disabilities by age group (if available); and
- where information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3–5) can be obtained.

The following Head Start Programs submitted data and information for inclusion in the report:

- SHARE;
- Wateree;
- Lancaster Early Head Start Partnership;
- Darlington;
- Chesterfield/Marlboro; and
- Pee Dee.

These data and information are not included in to this report as the individual data contained personally identifiable information; however, the SCDE and preschool committee appreciate this collaboration.

References

U.S. Department of Health and Human Services and U.S. Department of Education. (2015). *Policy statement on inclusion of children with disabilities in early childhood programs.* Washington, DC: U.S. Government Printing Office.

Appendix A: CSPD Leadership Team Planning

Objective	Strategies/ Action Steps	Responsibilities	Timeline	Evaluation	Source of Measurement	Date Accomplished/ Submitted
Establishment of a cross-sector CSPD Leadership team with responsibility for development of a multiple year plan	Improve intersystem communication Cross-sector personnel preparation with access to joint PD calendar	Develop plan to organize establishment of cross-sector CSPD leadership team	Plan completed by 10/2016 First meeting of leadership by 12/2017	Was plan developed? Did leadership team convene?	Written Plan Leadership Team Meeting agenda, participant list, meeting minutes, and outcomes	
Cross-sector Personnel Standards	Following finalized revisions to state early learning standards, begin work to identify personnel standards: 1. By agency 2. By role 3. By funding source 4. What are commonalities 5. What are specialties	Introduce need for cross-sector standards Identify key leaders to participate	Build Personnel Standard committee include work of BUILD Team and DSS ABC Quality and QRIS/CCCCD, teacher licensure, part C certificate.	Did standards workgroup meet?	Meeting agenda, participant list, meeting minutes, and out	

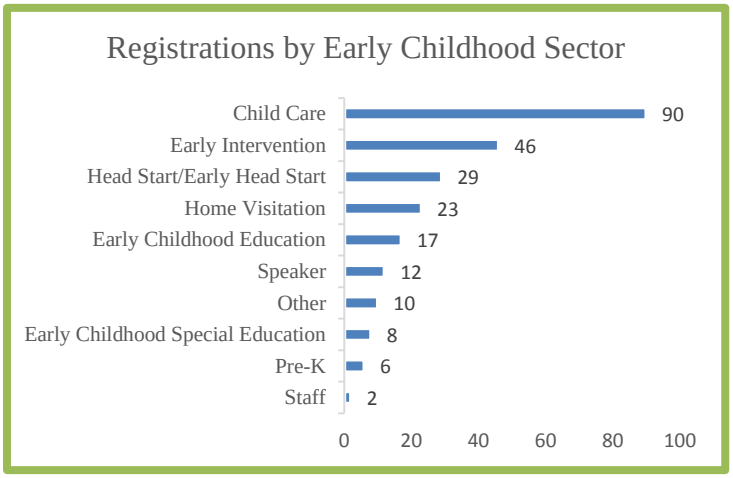
Appendix B: 2017 Champions for Children Symposium

2017 Theme: Supporting Social and Emotional Competence using Culturally Responsive Practices

Date: August 4, 2017
Time: 7:30 AM-4:00PM
Location: Columbia Conference Center (169 Laurelhurst Ave. Columbia, SC 29210)

Goals for the 2017 Symposium:

- To inspire and empower practitioners and parents to understand their role in the promotion of social and emotional competence.
- To provide symposium participants with evidence-based culturally responsive strategies they can use to support young children's social and emotional competence
- To provide a platform for practitioners from multiple early childhood sectors to network.



As in previous year's, the Champions for Young Children planning committee consisted of partners from multiple state agencies and non-profit organizations. We had 9 sponsors for this year's event. The Champions for Young Children Symposium has a permanent web presence on the SCIC website. A total of 243 people registered for the 2017 Champions Symposium and 195 attended, including 16 volunteers and 13 speakers. Ten 1.5-hour strategy-based workshops were offered, including workshops lead by our featured speakers. Attendees could select two sessions in which to participate. There were 90 participants from child care, 46 early interventionists, 29 Head Start or Early Head Start practitioners, 23 home visitors, 17 early childhood educators, 8 early childhood special educators, 6 preschool teachers, and 12 staff or other.

Featured Speakers for Champions 2017

Rosemarie Allen provided the afternoon featured talk and a repeated breakout session. Dr. Rosemarie Allen has served as a leader in early childhood education for nearly 40 years. Her life's work is centered on ensuring children have access to high quality early childhood programs that are developmentally and culturally appropriate. She is currently an Assistant Professor in the School of Education at Metropolitan State University of Denver. Her classes are focused on

ensuring teachers are aware of how issues of equity, privilege, and power impact teaching practices. From 2007-2012 Rosemarie served as the Director of the Division of Child Care. In that role, she oversaw the State's child care licensing program, the federal child care assistance program, the redesign of the State's quality rating and improvement system, the implementation of the State's professional development plan, and assisted in the creation of Colorado's early learning guidelines. She recently served on President Obama's "My Brother's Keeper" initiative, Early Childhood Task Force. Dr. Allen also launched the Institute for Racial Equity and Excellence that will serve as the lead agency for ensuring equity in educational practices throughout the nation.

Neal Horen provided the morning featured talk and a repeated breakout session. Dr. Neal Horen is a clinical psychologist who has focused on community-based work for the last fifteen years. He is Director of the Early Childhood Division and Co-director of Training and Technical Assistance for the Georgetown University Center for Child and Human. Dr. Horen is the lead for mental health on the Head Start National Center on Early Childhood Health and Wellness, the lead for Georgetown on the Home Visiting TA Center-HV-ImpACT, the lead for early childhood systems of care for the TA Network and the TA Director of the Center of Excellence for Infant and Early Childhood Mental Health Consultation. Dr. Horen has worked closely with numerous states, tribes, territories and communities in supporting their development of systems of care for young children and their families. In addition, Dr. Horen continues to spend time working in direct clinical care including development of social skills interventions for young children and is director of the HOYA clinic which offers therapeutic and assessment services for young children and families. Dr. Horen's primary interest is in early childhood mental health and he has lectured extensively on infant and early childhood mental health, challenging behaviors in young children, social skills development, as well as the impact of trauma on child development.