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Report Summarizing Services Provided Under the Individuals with Disabilities Education Act (IDEA) to Preschool Children with Disabilities 2015–16 School Year

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Report Summarizing Services Provided Under the Individuals with Disabilities Education Act (IDEA) to Preschool Children with Disabilities

2015–16 School Year

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Background

Act 86, the law requiring local education agencies to serve children with disabilities ages three through five, was approved by the Governor of South Carolina on June 15, 1993. 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 local education agencies (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.

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, can be found in appendix A.

Executive Summary

Initiatives by the SCDE's Office of Special Education Services (OSES) to provide a comprehensive system of service for preschool children with disabilities in the 2014–15 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 2015 Child Count, 9,432 children with disabilities ages three through five received special education services in South Carolina: 1,836 three-year-olds; 3,065 four-year-olds; and 4,531 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. The regulation may be found at http://ed.sc.gov/scdoe/assets/File/stateboard/documents/62.pdf. In addition, the SCDE promulgated guidance approved by the South Carolina State Board of Education. The guidelines to the regulations may be found at http://ed.sc.gov/educators/certification/certification-legislation-and-policy/certification-guidelines/.

Section IV: Programs/Services for Preschool Children with Disabilities

A brief overview of programs and services available to preschool children with disabilities through state agencies and Head Start Programs is provided herein. The reports are included in appendix E.

Recommendations

Based on information in the subsequent annual report, we, the South Carolina Advisory Council on the Education of Students with Disabilities, make the following recommendations.

Prepare for Part C Lead Agency Transition.

It is recommended that leadership from Part C, the Office Special Education Services at the SC Department of Education (OSES), SC Department of Health and Human Services, and other appropriate partners communicate about the Part C lead agency transition to ensure that the birth

to three, and three to five year old service provision systems support each other to serve eligible children. 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.

Review and Revision of Policies, Procedures, and Guidance Regarding Preschool Transition.
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 the state office (the Office of the General Council and Ombudsperson) for assistance to identify trends.

Coordinated Professional Development.
It is recommended that the OSES 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 OSES website for future use whenever possible. It is further recommended that the OSES 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, and
- Curriculum Implementation and Formative Assessment Strategies (e.g., screenings, progress monitoring), especially with consideration of Universal Design for Learning and Response to Intervention.

In-Depth Study of Costs.
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. It is recommended that a complete study of funding for children ages three through five receiving special education and related services be performed; this should include an in-depth examination of costs associated with serving students with intensive special education and related services needs be conducted to better determine the costs of providing individual students multiple related therapies and services.

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 LEAs, including public awareness, outreach, and coordinated activities with BabyNet.

Section I

Data and Information on Preschool Programs and Services

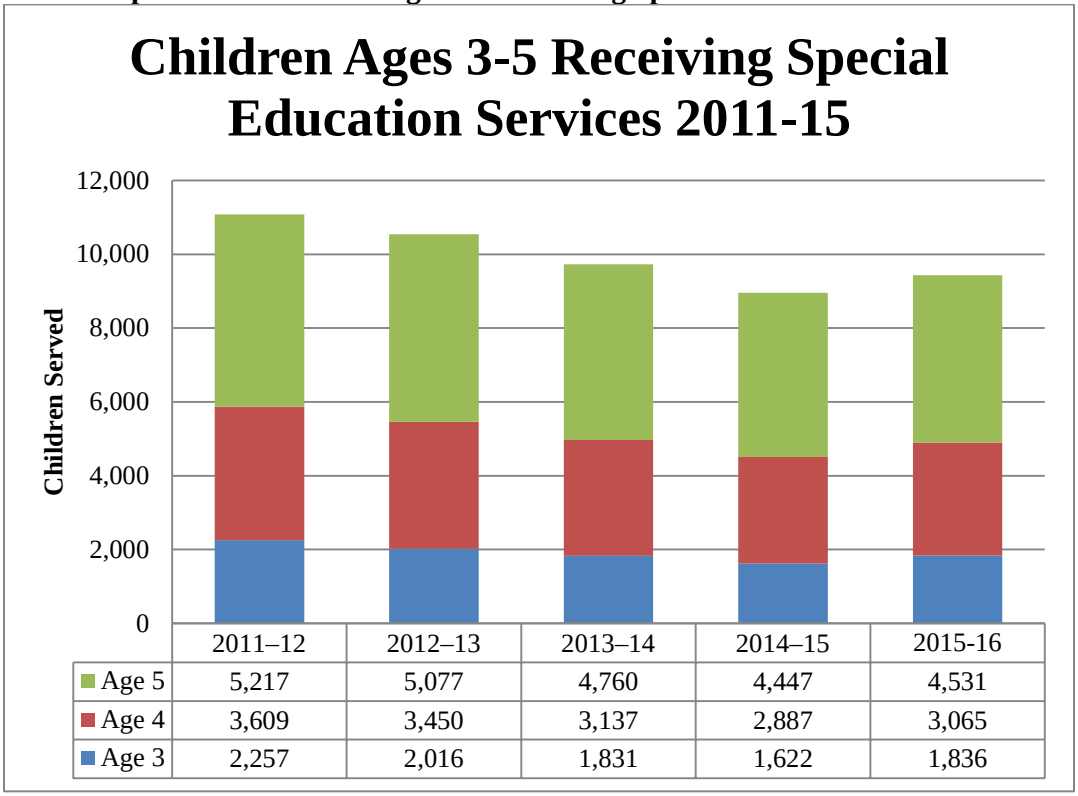
Part B of the IDEA requires the SCDE to submit to the United States Department of Education, Office of Special Education Programs (OSEP), a certified count, taken between October 1 and December 1 annually, of the number of children with disabilities receiving special education and related services through 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.

Demographics of Population[1]

According to the 2015 Child Count, 9,432 children with disabilities ages three through five received special education services in South Carolina: 1,836 three-year-olds; 3,065 four-year-olds; and 4,531 five-year-olds. This total marks an approximate five percent increase in the overall number of students reported receiving services from the December 1, 2014, Child Count (8,956). 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 18 percent, in age group four decreased 15 percent, and in age group five 13 percent from 2010. Table I-1 shows the trend toward decreasing the total number of children served from 2011 through 2014 school years, but the most recent data illustrate a slight rise in number served this year. Since the 2011–12 school year, the total number of children ages three through five receiving special education services decreased 15 percent.

[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 2014–15 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.

Figure I-1: Comparison of Children Ages 3–5 Receiving Special Education Services 2011–15



	2011–12	2012–13	2013–14	2014–15	2015-16
Age 5	5,217	5,077	4,760	4,447	4,531
Age 4	3,609	3,450	3,137	2,887	3,065
Age 3	2,257	2,016	1,831	1,622	1,836

Source of Data: IDEA, Part B, Section 618, Table 1 (Child Count), 2015 Child Count

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

Comparison of Children Ages 3–5 Receiving Special Education Services, 2011-2015						
	2011–12	2012–13	2013–14	2014–15	2015-16	Percent Change 2011-2015
Age 3	2,257	2,016	1,831	1,622	1,836	-18%
Age 4	3,609	3,450	3,137	2,887	3,065	-15%
Age 5	5,217	5,077	4,760	4,447	4,531	-13%
Ages 3–5	11,083	10,543	9,728	8,956	9,432	-15%

Source of Data: IDEA, Part B, Section 618, Table 1 (Child Count), 2015 Child Count

Race/Ethnicity

Table I-2 displays, by race/ethnicity, the percentage of preschool children receiving services as of the 2014 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 U.S. Department of Education 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=4,261) or African American (n=2,831). Preschool children with disabilities who are Hispanic/Latino (n=728) make up the third largest ethnic group with an eight percent representation. Table I-2 surpresses the number of American Indian and Hawaiian or Pacific Islander as data show fewer than ten children with disabilities in those race/ethnicities.

Table I-2: Percentage of Children 3–5 Receiving Services in 2015 by Race/Ethnicity

Percentage of Children Ages 3–5 Receiving Special Education Services by Race and Ethnicity in 2015-16				
	Age 3	Age 4	Age 5	Ages 3–5
Hawaiian or Pacific Islander	*	*	*	*
American-Indian	*	*	0.35%	0.24%
Asian	*	1%	0.22%	0.25%
Hispanic/Latino	8%	8%	7%	8%
Two or More Races	1%	1%	4%	1%
Hispanic	1%	1%	1%	1%
Black or African American	29%	30%	30%	30%
White	45%	45%	45%	45%

Source of Data: IDEA, Part B, Section 618, Table 1 (Child Count), 2015 Child Count

Primary Areas of Disability Ages 3–5

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 2014 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.

Children with developmental delay (37 percent) or speech language impairment (47 percent) continue to make up the greatest percentage of children with disabilities ages three through five receiving services on the 2015 Child Count. Forty-six percent of children age three receiving

special education services have a primary diagnosis of developmental delay. Speech and language impairments are the second highest diagnosis for three-year-olds, representing 33 percent of the group. Children receiving special educational services for primary diagnoses of speech language impairments (45 percent) and developmental delays (39 percent) represent 84 percent of all four-year-olds receiving services. Children age five likewise showed 84 percent receiving services for the primary diagnoses of speech language impairments (47 percent) and developmental delay (37 percent).

Table I-3: Number of Children Ages 3–5 Receiving Services by Area of Disability on 2015 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	*	*	20	22
Orthopedic Impairment	11	16	19	46
Visual Impairment	15	20	20	55
Intellectual Disability	8	7	44	59
Multiple Disabilities	17	22	31	70
Deaf and Hard of Hearing	43	29	33	105
Other Health Impairment	47	49	58	154
Autism	234	325	467	1,026
Developmental Delay	847	1,207	1,407	3,461
Speech Language Impairment	610	1,383	2,420	4,413
Grand Total	**1,836**	**3,065**	**4,531**	**9,432**

Source of Data: IDEA, Part B, Section 618, Table 1 (Child Count), 2015 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. Autism is the third largest category of disability (11 percent) in South Carolina. This is a 60 percent increase from 2011. This state trend continues to mirror the national trend regarding preschool children with autism.

Table I-4: Areas of Disability Ages 3–5—Comparison for Years 2011 through 2015

Primary Disability	2011	2012	2013	2014	2015
Autism	642	811	876	913	1,026
Deaf and Hard of Hearing	133	138	123	93	105
Deafblindness	*	*	*	*	*
Developmental Delay	3,652	3,510	3,274	3,261	3,461
Emotional Disability	*	*	*	*	*
Intellectual Disability	63	63	55	41	59
Multiple Disabilities	48	59	64	61	70
Orthopedic Impairment	62	54	65	58	46
Other Health Impairment	80	115	119	130	154
Specific Learning Disability	35	25	33	19	22
Speech Language Impairment	6,074	5,757	5,031	4,313	4,413
Traumatic Brain Injury	*	*	16	*	*
Visual Impairment	60	78	67	67	55
Grand Total	10,862	10,626	9,728	8,956	9,432

Source of Data: IDEA, Part B, Section 618, Table 1 (Child Count), 2015 Child Count

Educational Environments/Least Restrictive Environment

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 2015 Child Count are shown in Table I-5. Twenty-five percent of young children receiving special education services are being served in a special education class separate from the regular education setting. Ten percent of children receiving services are in the regular classroom (early childhood program or another location) less than 10 hours a week. Fifty-seven 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.

Table I-6 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 2015–16 by Age

Educational Environment	Age 3		Age 4		Age 5		Ages 3-5	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Home	65	4%	51	2%	27	1%	143	2%
In Regular Education at least 10 hrs per week - EC Program	199	11%	1,117	36%	2,798	62%	4,114	44%
In Regular Education at least 10 hrs per week - Other Location	175	10%	432	14%	632	14%	1,239	13%
In Regular Education less than 10 hrs per week - EC Program	140	8%	207	7%	324	7%	671	7%
In Regular Education less than 10 hrs per week - Other Location	89	5%	122	4%	97	2%	308	3%
Residential Facility	*			0%	*		*	
Separate Class	914	50%	886	29%	582	13%	2,382	25%
Separate School	*		20	1%	14	0%	43	0%
Service Provider Location	245	13%	230	8%	56	1%	531	6%
Grand Total	**1,827**	**100%**	**3,065**	**100%**	**4,530**	**100%**	**9,430**	**100%**

Source of Data: IDEA, Part B, Section 618, Table 1 (Child Count), 2015 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 diagnoses 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 (61 percent) or other location (20 percent) over 67 percent of the time. Children with a developmental delay are served in a special education class 43 percent of the time and in a regular education class (more than 10 hours a week) 38 percent of the time—early childhood program (31 percent) or other location (7 percent). Fifty-three percent of children with autism receive special educational services in a separate class. Twenty-six percent of children with autism receive at least 10 hours of instruction per week in a regular education classroom (early childhood program–22 percent or other location–4 percent), while 20 percent receive less than 10 hours of instruction per week in a regular education classroom (early childhood program–15 percent or other location–5 percent). The Least Restrictive Environment data entry is determined using the decision tree found in Figure I-2.

Table I-6: Top Preschool Diagnoses by Educational Environment for 2015–16

Educational Environment	Autism	Developmental Delay	Speech or Language Impairment	Top Three Diagnoses	All Diagnoses
Separate School	*	15	14	30	43
Home		17	95	112	143
In Regular Education less than 10 hrs per week - Other Location	48	184	55	287	308
Service Provider Location	*	12	505	523	531
In Regular Education less than 10 hrs per week - EC Program	150	416	42	608	671
In Regular Education at least 10 hrs per week - Other Location	45	248	910	1,203	1,239
Separate Class	547	1,490	121	2,158	2,382

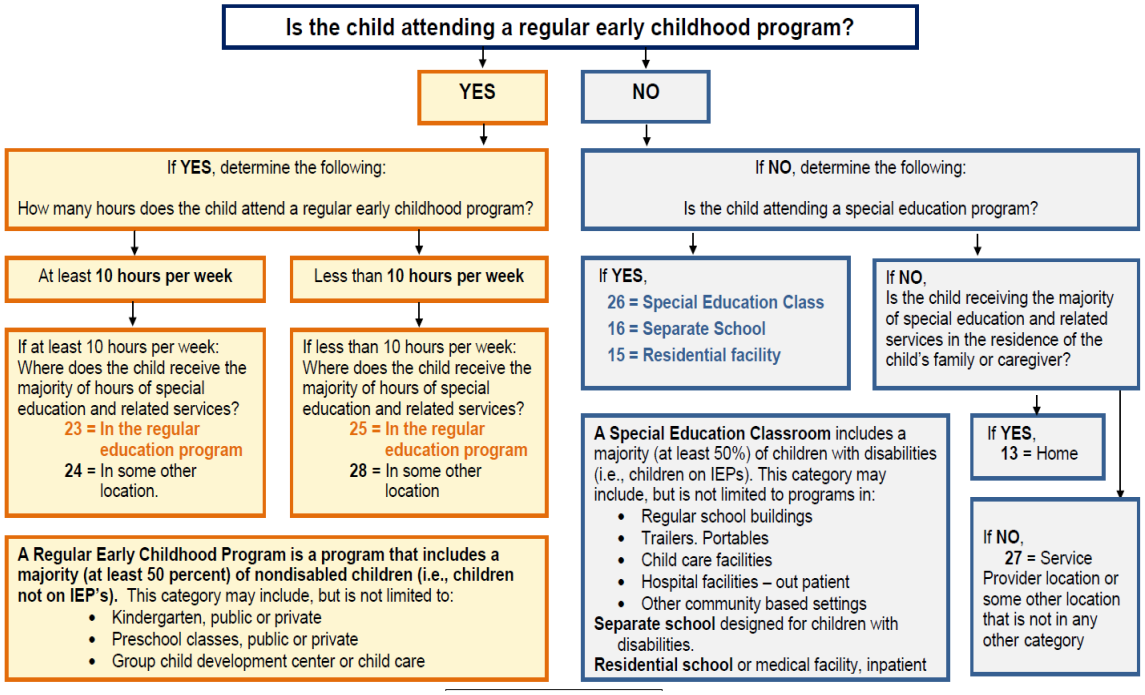
In Regular Education at least 10 hrs per week - EC Program	229	1,079	2,671	3,979	4,114
Grand Total	**1,026**	**3,461**	**4,413**	**8,900**	**9,432**

Source of Data: IDEA, Part B, Section 618, Table 1 (Child Count), 2015 Child Count

Unlike the previous LRE categories for children with disabilities ages three through five, the nine new categories allow states to better understand the educational environments of preschool students with disabilities.

Children's educational environments for the 2015 Child Count are shown in Tables I-5 and I-6. Fifty-seven percent of preschool students with disabilities spend time being served alongside their peers in the regular education classroom. Thirty-six percent of preschool children receiving special education services are served in special education placements, and seven percent are served at home or in another location.

Figure I-2: Decision Tree for Coding Educational Environments for Preschool Special Education (NECTAC, June 2010)



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 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.

Inclusion

According to the *Policy statement on inclusion of children with disabilities in early childhood programs* (DHHS/ED, 2015), a joint Policy Statement of the Department of Health and Human Services & 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.
3. Improve school Kindergarten readiness.

SCPII 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 PATH planning process used by TASC to support district leadership team development of targeted implementation plans.

Now, upon recruitment of districts for Cohort 2, SCPII will have convened leadership teams comprised of school district personnel and early childhood stakeholders (e.g., head start, child care programs) representing 15 school districts interested in increasing the provision of inclusive educational opportunities for young children, to design and implement plans to address the unique needs of each district, and to improve their data as related to Indicator 6 on the 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 Appendix F.

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 SCDE's 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. To view this plan, please see Appendix F.
- Due to the success of the 2015 Champions for Young Children Symposium, the Inclusion Collaborative is pleased to be taking the lead to offer the 2016 Champions for Young Children Symposium. The purpose of the event remains to provide a rich professional development experience around a specific theme for participants and to offer an opportunity for professionals from multiple facets of early childhood education

and parents to access information and network (e.g., mental health, head start, pre-K, early intervention, early childhood special education, home visitation, early childhood education). As a result of funding through our 2015–16 contract with DSS Division for Early Care and Education we have been able to secure support from the USC College of Education conference and event planning office. The following partners have participated in the planning of the 2016 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,
- SC First Steps to School Readiness,
- SC Program for Infant Toddler Care,
- SC Department of Health and Human Services, Early Childhood Comprehensive Systems,
- SC Department of Disabilities and Special Needs,
- SC Department of Education, Office of Special Education Services,
- ABC Quality, 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 2015–16 school year.

The OSES offered an Assistive Technology Leadership Conference in October 2016 designed to provide resources, networking, and support for local assistive technology teams. Districts large and small attended, some with a single representative, some with 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 AT Consideration, AT Assessment, and AT in the IEP. By building local knowledge and capacity, students of all ages will benefit from assistive technology.

The 2016 Research to Practice Institute (see Appendix C), the following sessions were included in the Preschool Strand for Continuing Education Credits at no charge:

- Language Acquisition: Building, Energizing and Re-envisioning the Preschool Literacy Curriculum

- Unlocking the Toolbox: Developing the Foundation for Learning in Young Children with Visual Impairments
- Using Data to Inform Instruction in 4K
- Working Smarter Not Harder (with Paraprofessionals)
- Bringing Applied Behavior Analysis to Home, School, and Play for Young Children with Autism Spectrum Disorders and Other Disabilities
- Increasing Engagement and Participation in Classroom Routines and Activities, Including Early Literacy, through Positive Relationships, Supportive Environments, and Adaptations
- CSEFEL-When All Else Fails… How to Support Positive Behavior

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 U.S. Department of Education 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). (For more information about the SPP indicators, please see Appendix B.) 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) 2015 (2015–16 school year) yielded valid data for 3,799 preschool students. This is a slight increase in number from FFY 2014. 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 "d" 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 2010 to 2015 and is at its lowest ranking over the past six years. This data supports efforts to increase inclusion and personnel knowledge of social-emotional development through statewide efforts. In terms of Outcome 2, *Acquisition and Use of Knowledge and Skills*, category "d" has the highest percentage of students. 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.

Early Childhood Outcomes Initiatives

Data Collection and Reporting

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 training.
- 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. Figure I-3 shows the decision making tree used by teams.
- 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 (ECTA 11/12/2015)

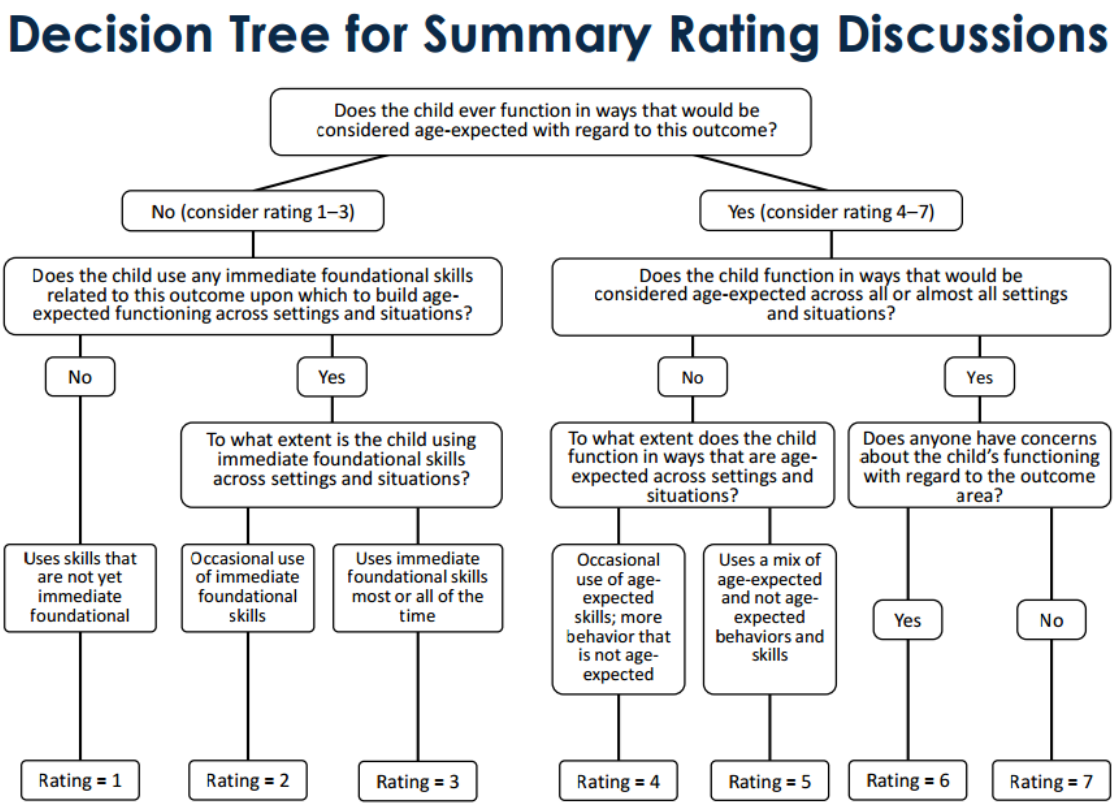


Table I-7: Data for Children Exiting from FFY 2011 through FFY 2015 (school year 2010-11 through 2015-16)

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):	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
a. Did not improve functioning	0.7	1.0	1.0	0.4	0.4	0.9	1.0	1.3	1.0	0.4	0.4	0.7	0.9	0.5	1.0	0.3	0.3	0.7
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	9	9	9	10	8	8	10	8	9	11	10	9	6	5	6	7	6	6
c. Improved functioning to a level nearer to same-aged peers but did not reach	20	22	21	23	25	27	24	24	23	24	26	27	11	12	12	14	16	16
d. Improved functioning to reach a level comparable to same-aged peers	38	40	40	43	43	45	34	39	38	39	39	41	35	37	36	39	39	43
e. Maintained functioning at a level comparable to same-aged peers	32	28	29	24	32	19	31	28	29	26	25	22	47	45	45	40	38	35
TOTAL NUMBERS	1,845	2,763	3,698	4,102	3,572	3,799	1,845	2,763	3,698	4,102	3,573	3,799	1,845	2,763	3,698	4,102	3,573	3,799

Source of Data: IDEA, Section 616, State Performance Plan Indicator 7, July 2014 and Excent Online, July 2015

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 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 SC Department of Education website and through a memo to superintendents in Spring 2017.

Parent Involvement

Parent Survey

The U.S. Department of Education, Office of Special Education Programs, (OSEP), as part of the State Performance Plan (SPP)/Annual Performance Report (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 local education agencies (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 percent 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 RTI services to children who might at risk of arriving to Kindergarten unprepared without these early learning opportunities through family collaboration,
3. To provide focused services that support OSES action to meet family engagement, SSIP goals and SIMR (increase the number of children with disabilities reading on grade level by 3rd grade,
4. To support Read 2 Succeed work and support families in preparing children for Kindergarten,

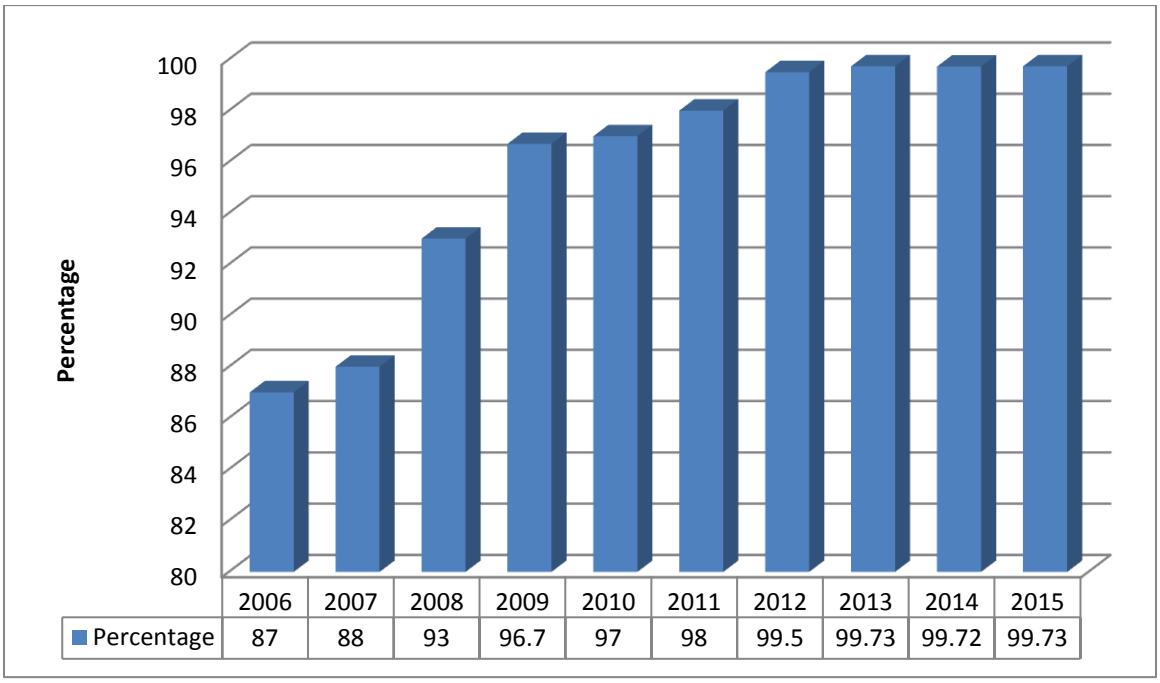
5. Support parents in monitoring child development and speak with pediatrician or Child Find screener should a developmental delay be suspected, so that children have access to early intervention services.

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 have been working 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 2,000–3,000 children are referred from Part C to Part B annually. As shown in Figure I-4 the 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. While the state has not achieved the 100 percent federally defined target, considerable and consistent strides have been made in increasing the number of children who start preschool programs with IEPs and services designed to enable them to participate in the general education curriculum to the maximum extent possible with the supports they need to learn and grow.

Figure I-4: Eligible Preschool Children with Developed and Implemented IEPs, by Year



Source of Data: IDEA, Part B, Section 616, State Performance Plan Indicator 12, July 2014

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. As of this report to the South Carolina General Assembly, all LEAs in the state have corrected their findings of noncompliance. There were only two LEAs in noncompliance for 2015–16 and both of these LEAs have corrected their findings. As the next section describes, these LEAs are eligible for state sponsored support to improve their process and system.

This decrease in findings of noncompliance is indicative that LEAs are much more attentive to this requirement and are aware of the importance of having preschool children starting educational programs with an IEP and appropriate special education and related services. Furthermore, data analyses from 2011–12 revealed that in only thirty-six instances did LEAs fail to develop and implement an IEP from a child transferring from a Part C provider (down from forty-seven in 2010–11), and in 2012–13 this number was down to eight. In 2013–14, of the 1,093 children referred, 1,090 had IEPs in place and services provided by their third birthday

(99.73 percent). In 2014–15, of the 1,060 children referred, 1,057 (99.72 percent) had IEPs in place and services provided by their third birthdays. In 2015–16 of the 1,102 referred, 1,099 (99.73) had IEPs in place and services provided by their third birthdays.

Transition Initiatives

The OSES is completing a suite of services to support local education agencies (LEAs) and local early intervention agencies (LEIAs) in smooth transitions from Part C to Part B. These supports are currently being reviewed and will be available in spring 2017.

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.
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. Technical Assistance via Parent Navigators: The OSES is partnering with Family Connection SC (FCSC) to field test the "Transition Teammates" initiative. This work will include a trained parent navigator in the Part C to B transition process to inform parents about: what to expect, how and when things should happen, and how Part B is different from Part C, as well as to provide information and resources so the parents are prepared for transition, eligibility determination, and development of the first IEP for their child (should the child be eligible). The transition teammate will help to reduce the parents' stress and uncertainty before and during the transition timeline. Districts identified through collaboration of the Part B 619 Coordinator, Part C Director, and FCSC will be invited to participate. A maximum of six districts will be included in this field test selected by Part B Indicator 12 data and Part C Indicator 8 data. The trained parent navigator from FCSC will be responsible for: preparing the family for the transition conference, providing transition resources developed by the state (parent guide book), notifying the family of rights under IDEA, preparing the family for activities relating to eligibility, and the IEP development (as applicable). When requested by the family, the transition teammate will attend meetings. During meetings, the transition teammate will function to make the process smooth, clear, and amenable to continued teamwork between the family and school personnel. This may require identified procedures for handling disagreements between families and school personnel.
4. 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.

a. ENRICH Policies and Procedures Manual: This document will be available to Part B practitioners to support data entry in the ENRICH IEP system and to facilitate data linking and correct process and procedure during transition.

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. In addition, as shown in statewide data, South Carolina is similar to many other states in terms of the makeup of the preschoolers who need special education and related services. 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.

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.

Federal Funds
During the 2014–15 school year, the OSES received $6,678,535 (the same amount as in 2013–14) 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.

Set-aside funds under the IDEA in the amount of $335,212.02 were generated to assist in supporting extended school year services for 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 2014–15 school year, as shown in Table II-1.

Table II-1: Estimated Amount of Funds Disbursed for Programs for Preschool Children with Disabilities for 2014–15

Funding Source	Purpose	2014–15 Allocation	2015–16 Allocation	One Year Change
Education Finance Act	Four-year-old vision/hearing disabled children and five-year-old children with disabilities	$15,622,070	$18,172,895	$2,550,825
General Appropriation Act	Three- and four-year-olds, excluding vision and hearing disabled four-year-olds	$0.00	$0.00	
Education Improvement Act	Five-year-old children with severe cognitive impairments proviso (trainable mentally disabled) only	$0.00	$0.00	
Extended School Year Services Support	Preschool children with disabilities	$0.00	$0.00	
Total Amount of State Funds Allocated to LEAs		$15,622,070	$18,172,895	2,550,825

State Overall Expenditures

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). These function-codes capture expenditures such as teacher and paraprofessional salaries, supplies, and professional development. Unfortunately, this sum does not capture high-cost services such as occupational, physical and speech therapy, psychological and nursing services, and special transportation. The current accounting system also does not account for preschool children with disabilities who are served in programs not exclusively for preschool. For example, a preschool child might be served in a program that serves young elementary-aged students with autism. The costs of that program may be totally attributed to a funding code for autism, rather than preschool.

Fiscal Monitoring

The Individuals with Disabilities Education Act (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, a percentage of LEAs, charter schools, and state-operated programs will be required to complete an IDEA Fiscal Desk Audit. Within three years, all LEAs will complete this component of the monitoring process and the cycle will begin again. Based on several risk-based criteria, the SCDE's OSES will determine which LEAs will be visited for an on-site fiscal monitoring audit.

Section III
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. The regulation may be found at http://ed.sc.gov/scdoe/assets/File/stateboard/documents/62.pdf. In addition, the SCDE promulgated guidance approved by the South Carolina State Board of Education. The guidelines to the regulations may be found at http://ed.sc.gov/educators/certification/certification-legislation-and-policy/certification-guidelines/.

South Carolina Enrich IEP System

The SCDE's OSES has implemented a new web-based IEP product aimed at supporting local educational agencies (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 SC Enrich IEP system for IEP documentation replaces Excent IEP online. 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. 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.

SC Enrich IEP System Initiatives

Training on the new SC Enrich IEP System was provided during the spring and summer of 2014 for special education directors, special education teachers, school psychologists, speech language pathologists, school district technology specialists, and related service providers. This training included an introduction to the new Early Childhood (3–5) IEP. Components of the Early Childhood IEP are designed to address preschool areas of present levels of performance and LRE placement settings for preschool services.

Overview sessions for outside agencies, parent groups, and college/university representatives were also held during the summer of 2014. These sessions were designed to provide an overview of the new SC Enrich IEP for interested agencies.

Early Childhood Transition Memorandum of Agreement (MOA) between South Carolina First Steps to School Readiness/BabyNet and the South Carolina Department of Education (SCDE)

South Carolina First Steps to School Readiness/BabyNet, under Part C of the IDEA, and the SCDE and local education agencies/school districts (LEA), 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 *(U.S. Department of Education)* Office of Special Education Programs (OSEP) as part of its IDEA Part C application transition policies and procedures, an interagency agreement on transition with the state education 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.

Section IV
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 Individuals with Disabilities Education Act (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/
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

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.

Of the state agencies contacted, three 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.

The following Head Start Programs submitted forms for inclusion in the report:

- Berkeley-Dorchester
- Darlington
- East Coast Migrant
- Pee Dee
- Piedmont
- Wateree

The forms received from each agency and Head Start program are included in Appendix E.

Appendix A
Act 86, Chapter 36 of Title 59 of the Amended Code of Laws of South Carolina, 1976

Act 86, the law requiring local education agencies to serve children with disabilities ages three through five, was approved by Governor Carroll Campbell on June 15, 1993. To prevent premature "labeling" of these children and to provide greater flexibility for service delivery, this new law required program eligibility to be non-categorical. The General Assembly established preschool programs for children with disabilities by adding Chapter 36 to Title 59 of the Code of Laws of South Carolina, 1976. The state mandate represented a downward extension of all the requirements of the Individuals with Disabilities Education Act (IDEA), Public Law 101-476.

Stipulations of Act 86

- Establishment of a process for determining the type and amount of services to be provided to a preschool child with a disability. Basing their work upon the unique needs of each child, a multidisciplinary team must:
  - determine the type of special education and related services to be provided,
  - determine the specific amount of time required for the provision of these particular services, and
  - write all aspects of the service plan into the child's individualized education program (IEP).

- Expansion of the State Advisory Council on the Education of Individuals with Disabilities to include permanent representation by state agencies (listed in S.C. Code Ann. § 59-36-20) that provide services for preschool children with disabilities from birth through age five and the chairperson of the Interagency Coordinating Council (ICC) for Public Law 99-457 (S.C. Code Ann. § 59-36-10(3)).

- 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, including:
  - the Commission for the Blind;
  - the Department of Disabilities and Special Needs (formerly named the Department of Mental Retardation);
  - 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. (S.C. Code Ann. § 59-36-20)

- Provision of assistance by the South Carolina Department of Education (SCDE) to the State Advisory Council in advising the State Board of Education on establishing a comprehensive system of special education and related services for preschool children with disabilities, including:
    - policies, standards, and procedures necessary to ensure that a smooth transition from early intervention programs or initial entry into preschool programs occurs for children with disabilities (S.C. Code Ann. § 59-36-40);
    - a comprehensive method of child identification;
    - development of memorandums of agreement (MOAs) with agencies providing services to preschool children with disabilities, defining financial responsibilities for services, transition of children from the Part C program under the IDEA to the Part B program, and procedures for resolving disputes (S.C. Code Ann. § 59-36-30);
    - a public-awareness program focusing on child identification; and
    - a coordinated system of personnel development for those serving preschool children with disabilities.

- Employment of at least one full-time consultant in preschool education for children with disabilities. (S.C. Code Ann. § 59-36-40)

- Arrangement of transportation for all children with disabilities enrolled in preschool programs who require transportation. (S.C. Code Ann. § 59-36-50)

- Provision of a special education program, including related services, by local education agencies (LEAs) for preschool children who meet the SCDE criteria for placement, beginning on a child's third birthday. (S.C. Code Ann. § 59-36-50)

- Submission of a report by February 1 of each year that includes, but is not limited to, the following:
    - SCDE initiatives relating 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 the preschool programs for children with disabilities,
    - financial information pertaining to implementation of the preschool programs for children with disabilities, and
    - information collected from other state agencies regarding programs for preschool children with disabilities.

Appendix B
2016 Champions for Young Children Symposium

Due to the success of the 2015 Champions for Young Children Symposium, the Inclusion Collaborative is pleased to be taking the lead to offer the 2016 Champions for Young Children Symposium. The purpose of the event remains to provide a rich professional development experience around a specific theme for participants and to offer an opportunity for professionals from multiple facets of early childhood education and parents to access information and network (e.g., mental health, head start, pre-K, early intervention, early childhood special education, home visitation, early childhood education). As a result of funding through our 2015-2016 contract with DSS Division for Early Care and Education we have been able to secure support from the USC College of Education conference and event planning office.

The following partners have participated in the planning of the 2016 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
- SC First Steps to School Readiness
- SC Program for Infant Toddler Care
- SC Department of Health and Human Services, Early Childhood Comprehensive Systems
- SC Department of Disabilities and Special Needs
- SC Department of Education, Office of Special Education Services
- ABC Quality
- SC Department of Education, Office of Early Learning and Literacy

In addition to having a representative on the planning committee, the SCDE, Office of Special Education Services is funding the venue and technology costs again this year.

About the Event
The Champions Symposium will be held on August 5, 2016 at the Columbia Conference Center. The registration fee is set at $35.00 per person. The theme for the 2016 Champions for Young Children Symposium was language, literacy, and executive function. We built the program with the following goals in mind:

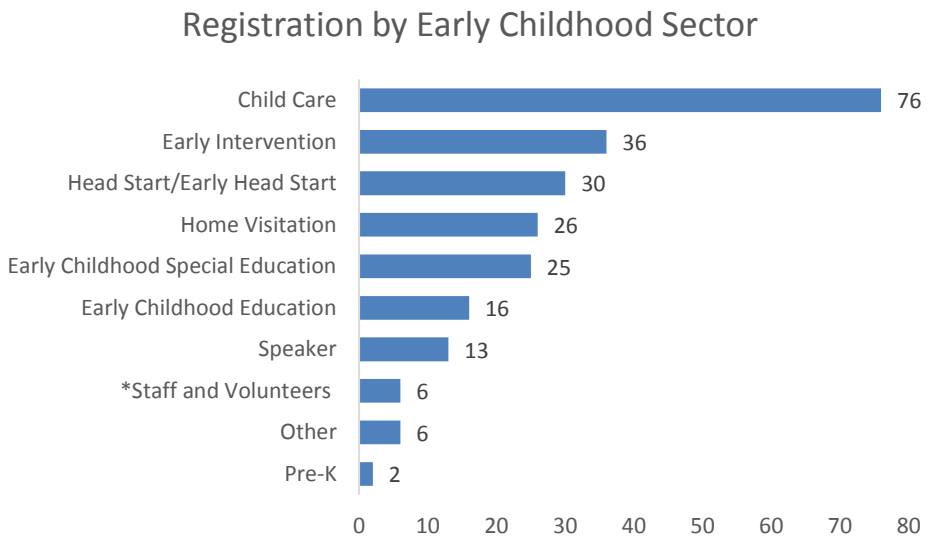
- To inspire and empower practitioners and parents to understand their role in the

promotion of language, literacy, and executive function skill development.

- To provide symposium participants with evidence-based strategies they can use to support language, literacy, and executive function skills in young children.
- To provide a platform for practitioners from multiple early childhood sectors to network.

We contracted with two nationally recognized speakers to open and close the Symposium as well as provide breakout sessions for our attendees. We included eight 1.5-hour breakout sessions focused on strategies that practitioners and families can use to support the language development, literacy skills, and executive function development of young children. In order to secure presenters for the breakout sessions, we distributed a call for proposals for breakout sessions. Each submitted proposal was reviewed by three people with background knowledge and expertise in strategies to support young children.

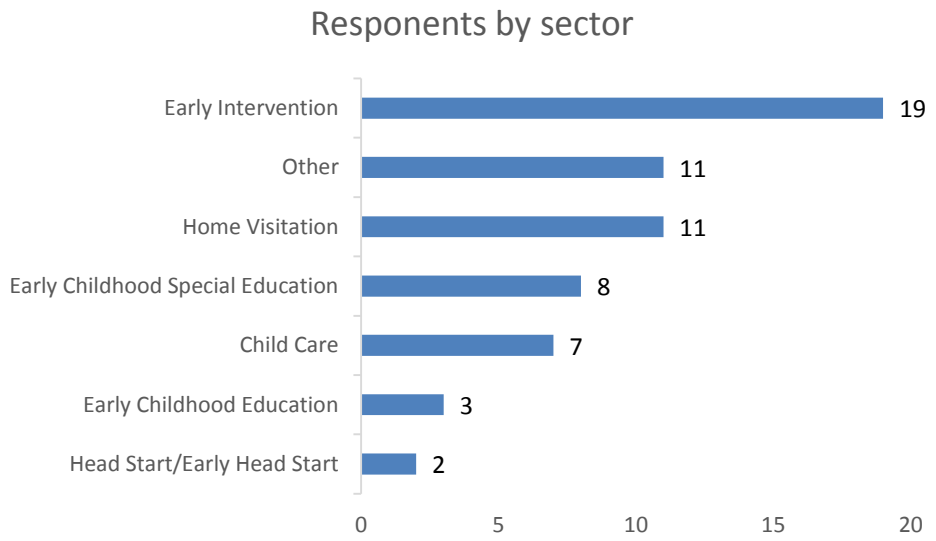
The Champions Symposium was held on August 5, 2016, in Columbia. There were 236 people registered for the event and 178 attended. This included 12 presenters and 18 volunteers. One speaker cancelled her presentation the evening before the event.



*Staff and some volunteers were not assigned an early childhood sector

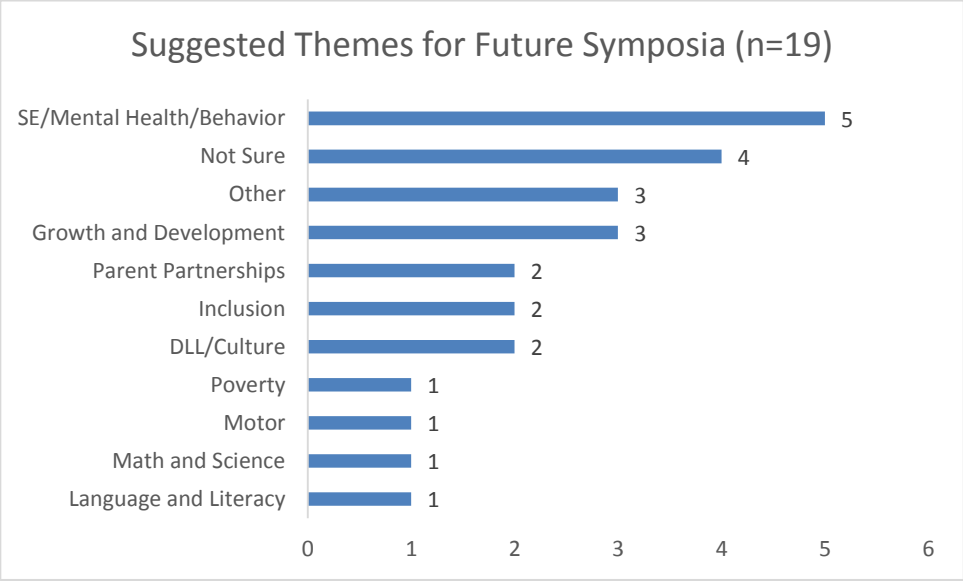
Feedback

We created an event evaluation in Survey Monkey and shared the link with participants via email. We had 125 usable email addresses for the 178 attendees. Sixty-one participants responded to the survey (response rate=49%).



When asked if they would likely attend if the Champions Symposium were offered again, 85percent (n=45) responded "yes," 4 percent (n=2) responded "no," and 11 percent (n=6) responded "don't know." When asked if they would recommend for others to attend the Champions Symposium, 87 percent (n=46) responded "yes," 2 percent (n=1) responded "no," and 11 percent (n=6) responded "don't know."

Respondents were asked to suggest themes for future symposia. Nineteen of the 61 respondents answered this open-ended question. See chart for results.



*Note: Some responses were coded in multiple categories

Appendix C
2016 Research To Practice

The 2016 Research to Practice Professional Development Conference was free of charge and had over 100 sessions for participants to choose from. There was a preschool strand that offered Continuing Education Credits (CEU) for early childhood practitioners. The sessions and credits are listed below. The sessions listed with a line through them are those that had to be canceled due to emergency.

CONFERENCE REGISTRATION FOR CCCCD CREDIT

NAME OF CONFERENCE:	2016 Research to Practice	DATE OF CONFERENCE:	July 11-15, 2016
NAME OF CONFERENCE COORDINATOR:	SC Department of Education, Office of Special Education Services	E-MAIL ADDRESS/PHONE NUMBER:	Jenny May jmay@ed.sc.gov 803-734-8154

Directions:

1. If typing, you may copy and paste the format below to complete all information for each session that will be held.
2. If sessions are held on different days, please list all sessions under the date they will be held. Sessions held in different counties must be on a separate form.
3. Each section of the format is pertinent for registering a conference. All sections MUST be thoroughly completed. If you are unsure of the topic areas, we will be happy to assist you by using the description of the session that is provided. If more information is required, needs to be clarified or changed, we will contact you.
4. Please call 866-845-1555 and ask for a training coordinator if assistance is needed.

DATE OF SESSION	TITLE OF SESSION & NAME OF TRAINER	TOPIC AREA OF SESSION (i.e., CU, GD, HS, etc., - see below)	TIME/LENGTH OF SESSION (i.e., 9 am – 10 am or 1 hr. or 2 hrs., etc.)	DESCRIPTION OF SESSION
Thursday, July 14, 2016	Language Acquisition: Building, Energizing and Re-Envisioning the Preschool Literacy Curriculum Pam Lancaster	CU	8:30-4:00 (6 hours)	Language play, hearing lots of stories, and reading and writing stories and poems are essential if children are to become readers. Ways to bring vitality and focus to existing teaching practices such as shared reading, shared writing, and interactive read aloud, will be shared. These structures are meant to broaden literacy experiences, building on

				children's use of language in their work and play. We must teach with a sense of urgency and ensure that our instruction engages students and moves them ahead in becoming self-sustaining readers and writers. Participants will learn ways to build, energize, and re-envision the literacy curriculum in our preschool classrooms. Participants will be able to: • understand the role of planning and teaching in the daily life of the classroom; • effectively use literacy structures to develop independent and successful readers and writers; • effectively use meaningful literacy events to create immersion in practice with scaffolding that focuses learners on key patterns of language; and • provide explicit instruction through daily engagements that create learning environments where children are involved in literacy as a natural and regular part of the daily life of the classroom. **Audience:** preschool general education and special education teachers
Tuesday, July 12, 2016	Unlocking the Toolbox: Developing the Foundation for Learning in Young Children with Visual Impairments	SN	8:30-4:00 (6 hours)	Participants will gain an understanding of the steps necessary to conduct a Functional Vision Assessment, Learning Media Assessment, and Expanded Core Curriculum Screening for young children with a visual impairment ages 0 to 5. Participants will be able to correctly interpret the information gathered during the Functional Vision Assessment,

				Learning Media Assessment, and Expanded Core Curriculum screening to guide instruction. **Audience:** teachers of students with a visual impairment
Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	Using Data to Inform Instruction in 4K Amy Smith	PD	1:00-4:00 (3 hours)	Participants will: (1) identify at least three activities (based on assessment data) to implement in the classroom; (2) explain at least three reasons it is important to differentiate instruction; and (3) apply relevant strategies/activities when they return to their classrooms. The instructional content will consist of lecture and activity demonstration based on components from the three 4K assessments (myIGDIS, PALS and GOLD). The expected learning outcome is for participants to recognize how data can be easily used to inform instruction. **Audience:** general education and special education teachers, administrators, and reading coaches
Thursday, July 14, 2016	Working Smarter Not Harder (with Paraprofessionals) Jennifer Watson	PD	8:30-4:00 (6 hours)	One of the hardest parts of being a special education teacher is working with the adults around you. During this session, participants will learn strategies in communication, organization, and management that will help all adults in the classroom "work smarter not harder." This work begins with building positive relationships and utilizing the experience and strengths of each person in the classroom. Specific strategies for adult support will be shared. Participants will also

				learn about environmental and schedule structure and how this can support role clarity and classroom effectiveness. Organizational and communication tools will be shared along with documentation/accountability checklists. By the end of the session, participants will develop a classroom plan that enhances the work of the adults and students in the classroom. **Audience:** general and special education teachers with teaching assistants/paraprofessionals
Friday, July 15, 2016	Bringing Applied Behavior Analysis to Home, School, and Play for Young Children with Autism Spectrum Disorders and Other Disabilities Debra Leach	SN	8:30-4:00 (6 hours)	This presentation provides participants with a step-by-step process for implementing intensive early intervention using Applied Behavior Analysis (ABA) within the context of everyday routines for young children with Autism Spectrum Disorders (ASD) and other disabilities. Participants will learn about a variety of useful assessment tools that can be used to develop goals for routines-based interventions. Procedures for developing interventions that utilize a variety of positive behavioral supports and strategies will be discussed. User-friendly progress monitoring tools will also be shared. Participants will learn how to: (1) conduct assessments for routines-based ABA interventions; (2) set goals for routines-based ABA interventions; (3) develop step-by-step ABA intervention procedures for the selected

				goals; and (4) monitor student progress with easy-to-use data collection methods. **Audience:** early childhood special education and general education teachers, early intervention providers, administrators, and paraprofessionals
Wednesday, July 13, 2016	Increasing Engagement and Participation in Classroom Routines and Activities, Including Early Literacy, Through Positive Relationships, Supportive Environments, and Adaptations Norma Donaldson-Jenkins	SN (3 hours) CU (3 hours)	8:30-4:00 (6 hours)	By the end of the session, participants will: (1) understand and be able to describe the importance of building relationships with children, families, and colleagues; and explore some appropriate strategies to build relationships; (2) understand and be able to describe the importance of creating supportive environments in which children can be successful using CSEFEL's (Center for Social and Emotional Foundations for Early Learning) Pyramid Model; (3) have an opportunity to examine books that support the learning of social skills; (4) gain a working knowledge of how adaptations may help children meet a variety of early childhood standards and curricular expectations; (5) learn about a research-based approach of using adaptations for daily activities and routines to help children successfully participate in all early childhood environments (i.e., how to make adaptations for individual or groups of children who are experiencing challenges during everyday routines and activities); (6) have an opportunity to review the CARA's (Creating Adaptations for Routines

				and Activities) Kit booklet and tools; (7) become familiar with the six-step approach to making accommodations described in CARA's Kit and apply this approach to a current situation with a child in their class or on their case load; and (8) have an opportunity to handle adaptive materials for use in their classroom. **Audience:** work with children (ages 3-5)
Friday, July 15, 2016	~~Parents Interacting with Infants (PIWI): Supporting Infant-Toddler Development Through Parent-Child Interactions Kristin Tenney-Blackwell~~	GD	8:30-4:00 (6 hours)	PIWI (Parents Interacting with Infants) is a model of service delivery that combines developmental and family-centered perspectives into a relationship based model in which parent-child interaction is both a focus and a context for understanding children's development and for intervention. Providing a focus on children from infancy through age three, PIWI practices are based on the assumption that caregivers' sensitivity and responsiveness to their child's developing dispositions and behavior are dependent on their ability to observe and interpret their child's development from the child's perspective. PIWI's core premise is that early development occurs within the context of the family and primary attachment relationships; this context therefore provides the most appropriate context for early intervention. PIWI is primarily a philosophy and a process, supported by specific program materials and procedures. The philosophy and theory underlying PIWI apply

				across all aspects of early intervention, whereas PIWI's specific guidelines and practices apply directly to implementing the model within parent-child groups and individual home visits. PIWI's primary purpose is to help develop an optimal environment for children's development and learning. This workshop will share information on PIWI, which focuses on enhancing the development of infants and toddlers by expanding on and strengthening parent-child interactions and relationships. Strategies for keeping the parent-child relationship at the center of our practices will be shared as well as ideas for promoting parents as observers and supporters of their child's development. Many ideas, strategies, and resources, including home visiting and socialization plans related to school readiness, will be shared to build on and strengthen day-to-day home visiting and socialization practices. **Audience:** individuals who support parents with infants or toddlers through home visiting and/or facilitating parent interactions with young children.
Monday, July 11-Friday July 15, 2016	~~Pyramid Model Infant and Toddler: Training of Trainers Kristin Tenney-Blackwell~~	PD	8:30-4:00 (6 hours each day)	This four-day interactive series provides early childhood practitioners instruction on theory, specific implementation strategies, and the use of reflection in the implementation of the Pyramid Model Infant Toddler Training Modules as well as materials and resources as

				professional development tools. Participants will learn strategies to train infant and toddler providers in how to effectively use the materials and the Pyramid framework to support young children's healthy social and emotional development and address challenging behavior. **Audience:** This training is designed for those who are responsible for the professional development of the early childhood workforce, such as Early Head Start training/technical assistance providers, and Early Head Start mental health coordinators who provide training.
Tuesday, July 12, 2016	CSEFEL- When All Else Fails...How to Support Positive Behavior Jennifer Watson	CU	8:30-4:00 (6 hours)	Participants in this session will review the Center on the Social Emotional Foundation of Early Learning (CSEFEL) Pyramid Model of Support. While we will discuss building positive relationships and creating supportive environments, this session will focus on supporting students who need more intense intervention strategies. Social Emotional teaching strategies and Team Behavior Intervention strategies will be the focus of this full day session. Hands-on practice will be guided by the presenter. By the end of the session, participants will develop teaching plans for social skill lessons. They will also practice collecting, recording, and sharing data with a behavior support team; developing a hypothesis about the function of the behavior; develop an

				positive behavior intervention plan; and develop strategies for monitoring the success of the approach. **Audience:** general education and special education preschool teachers, kindergarten teachers, Early Head Start teachers, and daycare teachers

CU – Curriculum GD – Growth & Development HS – Health & Safety PD – Professional Development

CG – Child Guidance

NU – Nutrition PA – Program Administration SN – Special Needs

Appendix D
OSEP Defined State Performance Plan Indicators

Part C State Performance Plan (SPP) and Annual Performance Report (APR) Indicators	
1.Timely Services	Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner. *(20 U.S.C. 1416(a)(3)(A) and 1442)*
2. Settings	Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings. *(20 U.S.C. 1416(a)(3)(A) and 1442)*
3. Early Child Outcomes	Percent of infants and toddlers with IFSPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/ communication); and C. Use of appropriate behaviors to meet their needs. *(20 U.S.C. 1416(a)(3)(A) and 1442)*
4. Family Involvement	Percent of families participating in Part C who report that early intervention services have helped the family: A. Know their rights; B. Effectively communicate their children's needs; and C. Help their children develop and learn. *(20 U.S.C. 1416(a)(3)(A) and 1442)*
5. Child Find Birth to One	Percent of infants and toddlers birth to 1 with IFSPs compared to national data. *(20 U.S.C. 1416(a)(3)(B) and 1442)*
6. Child Find Birth to Three	Percent of infants and toddlers birth to 3 with IFSPs compared to national data. *(20 U.S.C. 1416(a)(3)(B) and 1442)*
7. Timely Evaluations	Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. *(20 U.S.C. 1416(a)(3)(B) and 1442)*
8. Early Childhood Transition	The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has: A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday; B. Notified (consistent with any opt-out policy adopted by the State) the SEA and the LEA where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services. *(20 U.S.C. 1416(a)(3)(B) and 1442)*

9. Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted). *(20 U.S.C. 1416(a)(3)(B) and 1442)*
10. Mediation	Percent of mediations held that resulted in mediation agreements. *(20 U.S.C. 1416(a)(3)(B) and 1442)*
11. State Systemic Improvement Plan (SSIP)	The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP includes each of the components described below

Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicators	
1. Graduation	Percent of youth with IEPs graduating from high school with a regular diploma. *(20 U.S.C. 1416 (a)(3)(A))*
2. Dropout	Percent of youth with IEPs dropping out of high school. *(20 U.S.C. 1416 (a)(3)(A))*
3. Assessments	Participation and performance of children with IEPs on statewide assessments: A. Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup. B. Participation rate for children with IEPs. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. *(20 U.S.C. 1416 (a)(3)(A))*
4. Suspension/Expulsion	Rates of suspension and expulsion: A. Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and B. Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. *(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))*
5. Least Restrictive Environment (LRE)	Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80 percent or more of the day; B. Inside the regular class less than 40 percent of the day; and C. In separate schools, residential facilities, or homebound/hospital placements. *(20 U.S.C. 1416(a)(3)(A))*
6. Preschool Least Restrictive Environment (LRE)	Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. Separate special education class, separate school or residential facility. *(20 U.S.C. 1416(a)(3)(A))*

7. Preschool Children Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and C. Use of appropriate behaviors to meet their needs. *(20 U.S.C. 1416 (a)(3)(A))*
8. Parental Involvement	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. *(20 U.S.C. 1416(a)(3)(A))*
9. Disproportionate Representation	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. *(20 U.S.C. 1416(a)(3)(C))*
10. Disproportionate Representation by Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. *(20 U.S.C. 1416(a)(3)(C))*
11. Evaluation Timelines	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. *(20 U.S.C. 1416(a)(3)(B))*
12. Preschool Transitions	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. *(20 U.S.C. 1416(a)(3)(B))*
13. Secondary Transitions	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
14. Post-school Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. *(20 U.S.C. 1416(a)(3)(B))*
15. Resolution	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. *(20 U.S.C. 1416(a)(3(B))*

16. Mediation	Percent of mediations held that resulted in mediation agreements. *(20 U.S.C. 1416(a)(3(B))*
17. State Systemic Improvement Plan (SSIP)	The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes the components described below.

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

State Agency Reports

Reporting Period: ***From:*** **10/19/2015** ***To:*** **10/19/2015 (45th day count)**

Name of Agency: South Carolina School for the Deaf and the Blind
Name of Person Providing Information: Jolene Madison
Title of Person Providing Information: Director of Special Education
Address: **355 Cedar Springs Road**
Spartanburg, SC 29302
Telephone Number: 864.577.7803 **Fax Number: 864.585.3555**
Email Address: jmadison@scsdb.org **Website:** www.scsdb.org

1. **Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).**

   SCSDB provides a comprehensive preschool special education day (ages 3-5) and residential (ages 4-5) program for students identified as deaf/hard of hearing and/or blind/visually impaired. Communication support via American Sign Language, current technology including FM systems, sound fields, low vision aids and Braille resources, extensive related services including Orientation and Mobility, audiology services, and Occupational/Physical Therapy, and low teacher to student ratios are staples of the Preschool program.

2. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).**

   Increased parent involvement for both day and residential students
   Emergent literacy skills (Braille, American Sign Language)
   Cochlear Implant Program/Auditory-Oral program
   Continued implementation of PBIS

3. **Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.**

   - Full day preschool special education program (3 year olds—day students only; 4-5 year olds—day and residential students)
   - Audiology services
   - Occupational and Physical Therapy
   - Orientation and Mobility
   - Speech-Language Therapy
   - Transportation

4. **Number of preschool children with disabilities served in each age group.**

	Total	Number served by LEA
3-year-old children	*	*
4-year-old children	*	*

5-year-old children	*****	*****
Total	**13**	**13**

If the above information is available by race/ethnicity, please provide a breakdown:

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Two or more races	White
3-year-old children	**0**	**0**	*****	**0**	**0**	*****
4-year-old children	**0**	**0**	*****	**0**	**0**	*****
5-year-old children	**0**	**0**	*****	**0**	**0**	*****
Total Served	**0**	**0**	*****	**0**	**0**	*****

5. **Amount of funds expended for preschool children with disabilities by age group (if available).**
   a. **3-year-old children** **$ not available**
   b. **4-year-old children** **$ not available**
   c. **5-year-old children** **$ not available**
   d. **Total Funds Expended on children ages 3-5**
      $423,231.00

6. **Indicate funding sources for funds specified in Item 5**

   State appropriations, IDEA, and Medicaid

7. **Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?**

   Please visit our agency website at www.scsdb.org.

Reporting Period: ***From:*** **July 1, 2015** ***To:*** **June 30, 2016**
Name of Agency: South Carolina Department of Social Services (DSS)
Name of Person Providing Information: Amber Gillum
Title of Person Providing Information: Deputy State Director, Economic Services
Address: Mailing: P.O. Box 1520, Columbia, SC 29202-1520
Physical: 1535 Confederate Avenue Extension, Columbia, SC 29201
Telephone Number: (803) 898-7305 **Fax Number:** (803) 898-1215
Email Address: amber.gillum@dss.sc.gov **Website:** www.scchildcare.org

8. **Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).**

   The South Carolina Department of Social Services' Division of Early Care and Education provides child care vouchers as financial assistance to eligible families so parents can work. SC Special Needs vouchers help provide child care for eligible families of children from birth to age 19 who have a documented disability or special need.

   The South Carolina Child Care Inclusion Collaborative provides individualized training and coaching for child care providers to support the inclusion of children with disabilities/developmental delays in child care programs. Inclusion specialists work directly with child care staff and program administrators to increase the use of evidence-based practices that lead to access and meaningful participation for all children. Through active collaboration with partnering agencies and organizations, the Inclusion Collaborative helps child care providers stay connected with resources and opportunities to increase the quality of care and education provided to children and families in South Carolina. DSS supports this program using the federal Child Care Development Fund.

9. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).**

   The SC Voucher program's special needs vouchers provide child care financial assistance for eligible families of children from birth to age 19 who have a documented disability or special need.

   The South Carolina Child Care Inclusion Collaborative provides onsite training and coaching to assist child care teachers and directors to increase the use of evidence-based practices that support inclusion. Special initiatives of the Collaborative include:

   - Developmental Screening: Training and coaching to child care programs to conduct development screening (i.e., ASQ-3), communicates with parents about results, and makes appropriate referrals.

- CARA's Kit: Intensive training and coaching related to making adaptations and modifications using the CARA's Kit framework.

10. Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.

The South Carolina Department of Social Services' Division of Early Care and Education provides special needs child care vouchers for eligible families of children from birth to age 19 who have a documented disability or special need identified by specified entities.

11. Number of preschool children with disabilities served in each age group.

	Total	Number served by LEA
3-year-old children	141*	
4-year-old children	71*	
5-year-old children	43*	
Total	255*	

*Average monthly number of children for whom child care voucher expenditures were made

If the above information is available by race/ethnicity, please provide a breakdown:

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Two or more races	White
3-year-old children						
4-year-old children						
5-year-old children						
Total Served						

12. Amount of funds expended for preschool children with disabilities by age group (if available).

a.	3-year-old children	$ 612,645
b.	4-year-old children	$ 308,495
c.	5-year-old children	$ 186,835
d.	Total Funds Expended on children ages 3-5	$1,107,975

13. Indicate funding sources for funds specified in Item 5

Federal Child Care Development Fund

14. Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?

SC Voucher Program: www.scchildcare.org
SC Child Care Inclusion Collaborative: www.scinclusion.org

Reporting Period: ***From:*** July 1, 2015 ***To:*** June 30, 2016

Name of Agency: South Carolina Commission for the Blind

Name of Person Providing Information: Rhonda Thompson

Title of Person Providing Information:
Director, SCCB Older Blind and Prevention of Blindness Program
Low Vision Clinic and Children's Services

Address: 620 North Main Street, Greenville, SC 29601

Telephone Number: (864) 241-1111 **Fax Number:** (864) 241-1159

E-mail address: rthompson@sccb.sc.gov **Web-Site:** www.sccb.state.sc.us

1. Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).

Legally blind children, within the preschool age range (3-5), may receive assistance through the South Carolina Commission for the Blind's Children's Services Program. Our Children's Services counselors provide direct assistance with adjustment to blindness/vision loss, and also coordinate a variety of other applicable resources.

Services for children who are blind, or visually impaired, may include:

- **Counseling and Guidance for Parents**
- **Direct assistance (ex. low vision assessments and recommended low vision devices, technical equipment)**
- **Workshops and Support Groups for Families**
- **Development of Independent Living Skills**
- **Consultation and Coordination with Community Resources**

Community-based Early Intervention programs can also assist families with obtaining appropriate services from professionals with specialized training in visual impairments and infant/toddler/child development. We also assist with addressing the needs of legally blind children with multiple disabilities.

Children's Services counselors coordinate with several agencies and organizations to ensure all issues are appropriately addressed. Some of those referral sources include, but are not limited to, eye care professionals, the SC Department of Social Services, the SC Department of Health and Environmental Control, the SC Department of Disabilities and Special Needs, the SC School for the Deaf and Blind, Vision Instructors, and Pro Parents.

Children's Services counselors also assist with the transition to preschool programs at age three. While the children are in school, our counselors attend the annual Individualized Education Plan (IEP) meetings and provide adaptive material and equipment and other items necessary for adjustment and completing school assignments. The items children use will vary depending on the individual child's specific abilities and needs.

If it is a viable option, the Children's Services counselors may refer children to our Low Vision Clinics for periodic low vision evaluations. Subsequently, the recommended low vision devices are provided, and the Children's Services counselor will review proper usage techniques during follow up home visits. Most often the children benefit from magnifiers (digital and basic), monoculars, and protective eyewear. In a number of cases, consumers are provided with equipment such as a Closed Circuit Television.

Our counselors conduct thorough assessments to identify the specific needs of children and their families. Family input is an integral part of the process, which outlines goals and determines services to be provided. The assessments result in the development of Individualized Service Plans (ISP) for the children. The Plans are amended, as needed, and updated annually.

2. Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).

- Provided quality assistance to promote the appropriate adjustment skills development
- Provided information for parents regarding beneficial resources, and promoted parental involvement in their child's development and educational plans
- Encouraged coordination among programs to address various needs and assisted with the children achieving established goals
- Participated in Children's Councils, interagency meetings, community activities and health fairs to increase public awareness of the Children's Services Program
- Provided resource materials on child development and the impact of blindness on development through presentations to service providers and community organizations
- Maintained contact and interaction with appropriate referral sources such as eye specialists, other school districts, communities, and families
- Provided early intervention services, counseling and guidance, and informational workshops for blind and visually impaired children and their families
- Established a plan of service, coordinated service delivery, and attended meetings with school personnel, agencies and other service providers regarding the special needs of each child
- Coordinated with our agency's Transition Program to conduct outreach in underserved areas

3. Indicate the specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.

In addition to the aforementioned services, and depending upon the child's needs, our agency may provide low vision devices, orientation and mobility assistance and associated equipment, assistive technology, and other adaptive aids and educational supplies.

4. Number of preschool children with disabilities served in each age group.

3-year-old children: *

4-year-old children: *

5-year-old children: *

Total Served: *

(If the above information is available by race/ethnicity, please provide a breakdown.)

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Hispanic Latino	Two or More Races	White
3-year-old children			*				
4-year-old children			*				*
5-year-old children		*	*				*
Total Served	0	*	*	0	0	0	*

5. Amount of funds expended for preschool children with disabilities by age group (If available).

Expenditures are not available by age group. However, our data reveals an average of $200.00 was spent per consumer during the past fiscal year. This amount may vary among cases, due to the consumers' needs being individualized.

6. Indicate funding sources for funds specified in Item 4.

State funds are appropriated for the SCCB Children's Services Program.

7. Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?

Our Program's guidelines are outlined in our Policies and Procedures Manual. The information includes services provided to eligible consumers, as well as each counselor's responsibilities to the consumers we serve. We also highlight the Program's services in agency literature and on the agency's website.

Reporting Period: ***From: 2015*** ***To: 2016***
Name of Agency: SC Department of Disabilities and Special Needs
Name of Person Providing Information: Jennifer Buster
Title of Person Providing Information: Director of Children's Services
Address: 3440 Harden Street Ext. Columbia SC 29203
Telephone Number: 803-898-9621 **Fax Number:803-898-9660**
Email Address: JBuster@ddsn.sc.gov **Website: www.ddsn.sc.gov**

15. **Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).**

    Early Intervention is a family-focused, in home service for children from birth to age 6 years of age who experience disabilities or delays in their development. SCDDSN provides services to children ages birth to three (BabyNet only) as well as children three through five years of age. All children, regardless of their age, are assigned an Early Interventionist (EI). The Early Interventionist helps families understand their child's development and provides training to the parents/caregivers on ways that they can address their child's development in their daily routines. The EI also provides service coordination activities on behalf of child/family. All services are provided according to the child's individualized plan.
    Early Intervention services may also include physical, occupational, and/or speech therapy and assistive technology. The child's EI is responsible for linking families to these resources and making referrals for other needed services, as appropriate.
16. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).**

    - Continued collaboration between SCDDSN and SC First Steps/BabyNet on the Presumptive Eligibility and Reserve Capacity Protocols which has resulted in 213 children rolling from one program to the next, without a break in their Applied Behavior Analysis services from the dates of September 1, 2015 to September 1, 2016.
    - DDSN staff at local DSN Boards and private providers delivered family training and service coordination to over 2800 children as of September 1, 2015
    - SCDDSN state staff have continued their work with SC First Steps/BabyNet on the Part C State Systemic Improvement Plan which focuses on outcomes for children identified as having an Autism Spectrum Disorder (ASD).
17. **Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.**

- SCDDSN is responsible for the delivery of the 2 early intervention services of family training and service coordination.
- Applied Behavior Analysis for children who meet the criteria spelled out in the Pervasive Developmental Disorder Reserve Capacity Protocol.
- SCDDSN provides assistance with summer services to children across the state to ensure that they are able to participate in educational summer programs that prevent potential loss or regression of skills.
- DDSN allocates funding to the Anderson County DSN Board for the provision of services to the preschool children at the DCEC Child Development Program and the Charleston DSN Board for the provision of services to children at the Charles Webb Child Development Center.

18. Number of preschool children with disabilities served in each age group.

	Total	**Number served by LEA**
3-year-old children	**1112**	
4-year-old children	**919**	
5-year-old children	**791**	
Total	**2822**	

If the above information is available by race/ethnicity, please provide a breakdown:
(DDSN does not capture information on children by race/ethnicity)

	American Indian or Alaskan	**Asian**	**Black or African American**	**Hawaiian or Pacific Islander**	**Two or more races**	**White**
3-year-old children						
4-year-old children						
5-year-old children						
Total Served						

19. Amount of funds expended for preschool children with disabilities by age group (if available).

a. 3-year-old children $ 4,779,822
b. 4-year-old children $4,044,465
c. 5-year-old children $3,431, 667
d. Total Funds Expended on children ages 3-5 $12,255,954

20. Indicate funding sources for funds specified in Item 5

State Appropriations
Earmarked Medicaid
Federal Funds

21. Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?

In order to find out more information about pertinent policies and procedures, you can visit, www.ddsn.sc.gov. Once there, click on "consumers and families" on the column to the left and then click on "applying for services" or "early intervention". Both will link you to current information about the early intervention program.

Reporting Period: ***From:*** ***2015*** ***To:*** ***2016***
Name of Agency: Berkeley-Dorchester Head Start
Name of Person Providing Information: Shajunia Snider-Brown
Title of Person Providing Information: Student Service Specialist
Address: 98 Westview Boulevard, Goose Creek SC 29445

Telephone Number: 843-553-5179 **Fax Number: 843-820-3497**
Email Address: snider-browns@bcsdschools.net **Website: www.bcsdschools.net**

22. Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).

Berkeley-Dorchester Head Start provides children with disabilities the same comprehensive child and family development program for children ages 3-5, which promotes school readiness with accommodations/modifications that addresses the educational goals in their Individualized Education Plan. In addition, the following services are provided to preschool children with disabilities:

a. Growth assessment screenings within the first forty-five calendar days;
b. Head Start staff conducts formal and informal assessments throughout the school year to measure and individualize for children with disabilities through work sampling and anecdotal notes;
c. DIAL 4 screening (which addresses developmental skills) is completed within the first forty-five calendar days;
d. Health screenings which includes hearing and vision;
e. Opportunities for small group activities as well as large group activities;
f. Parents have an opportunity to express their concerns in several different ways one to include the Parent Questionnaire;
g. Joint placement with other agencies;
h. Limited transportation;
i. Shared provision services with other agencies;
j. Increased staff when necessary; and
k. Special equipment and materials.

Through our Memorandum of Agreements with Berkeley County School District, Dorchester County School District 2, and Dorchester County School District 4 Head Start is able to ensure the following services for children with disabilities are offered by our Local Education Agencies:

l. Audiology services;
m. Physical therapy for gross motor development;
n. Occupational therapy for fine motor development;
o. Speech and language services;
p. Psychological services;
q. Transportation; and
r. Assistive technology.

23. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).**
Berkeley-Dorchester Head Start coordinates with BabyNet and Child Find Providers for children turning three to ensure their families are aware of the services that Head Start provides. We also attend and participate in transition meetings for children turning three and IEP meetings for children aged three to five.

24. **Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.**
LEAs fund services for preschool children with disabilities.

25. **Number of preschool children with disabilities served in each age group.**

	Total	Number served by LEA
3-year-old children	**24**	**22**
4-year-old children	**30**	**26**
5-year-old children	*****	*****
Total	**54**	**54**

******** Please be advised that * of our children were found eligible prior to the end of the program year; however, their IEP was written to begin school term 2016-17.

If the above information is available by race/ethnicity, please provide a breakdown:

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Two or more races	White
3-year-old children			**10**	*****	*****	**10**
4-year-old children			**15**	*****		**12**
5-year-old children			*****		*****	
Total Served			**25**	*****	*****	**22**

*The chart above does not reflect the Hispanic/Latino population for our agency. They are reflected in the chart below.**

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Hispanic/ Latino	Two or more races	White
3-year-old			**10**	*****	*****	*****	**10**

children							
4-year-old children			**15**	*****	*****		**12**
5-year-old children			*****			*****	
Total Served			**25**	*****	*****	*****	**22**

26. Amount of funds expended for preschool children with disabilities by age group (if available).

- **a. 3-year-old children**
- **b. 4-year-old children**
- **c. 5-year-old children**
- **d. Total Funds Expended on children ages 3-5**

LEAs fund services for preschool children with disabilities.

27. Indicate funding sources for funds specified in Item 5

LEAs fund services for preschool children with disabilities.

28. Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?

Information concerning Berkeley-Dorchester Head Start program, policies, and procedures regarding programs/services is located in the Disability Services Plan.

SURVEY FOR PRESCHOOL REPORT - 2016

Reporting Period: ***From: September 2015*** ***To: June 2016***
Name of Agency: Darlington County Community Action Agency
Name of Person Providing Information: Machell McElveen
Title of Person Providing Information: Mental Health/ Disability Lead
Address: 904 South 4th Street, Hartsville SC29550
Telephone Number: 843-332-1135 **Fax Number: 843-332-3971**
Email Address:mmcelveen@dccaa.net **Website: Under Construction**

1. **Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).** Darlington County Community Action Agency provides educational experiences and activities that are especially designed to meet the needs of young children who are at risk for disabilities or who have been identified as having a disability and who would benefit from a structured preschool setting which focuses on social, emotional and physical development in addition to pre-academic skills. Services provided are comprehensive in nature and tailored to meet the unique needs of each child. Services generally include an assessment of the child's strengths and weaknesses and the development and implementation of an individualized plan to help the child develop confidence, self-esteem and appropriate social skills. Darlington County Community Action Agency assures that students with disabilities are provided opportunities of appropriate individualized education in the least restrictive environment.

2. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2016 (2015-2016 school year).** DCCAA-Head Start collaborates with LEA (Local Education Agency- Darlington County School District) to locate children with disabilities that would benefit from placement with Head Start. DCCAA has also made efforts to increase enrollment of children with disabilities by soliciting local speech clinics, SC BabyNet, pediatric centers, and the Department of Social Services. DCCAA staff informs the community that Head Start offers an inclusive environment for children with disabilities by posting flyers, radio announcements, faith-based outlets and word of mouth.

3. **Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.** Through a memorandum of agreement and partnership, Darlington County Darlington County Community Action Agency-Head Start utilizes the Darlington County School District to provide all newly enrolled children, within the first 45 days of enrollment, a series of speech and hearing screenings to identify any potential difficulties that could affect learning. Darlington County CAA Head Start also conducts the DIAL-4 Screenings within the first 45 days of enrollment. Mental health observations are contracted through our Mental Health Consultant, Rhonda Graham.

4. **Number of preschool children with disabilities served in each age group.**

	Total	Number served by LEA
3-year-old children	**12**	**12**
4-year-old children	**13**	**13**
5-year-old children	**0**	**0**
Total	**25**	**25**

If the above information is available by race/ethnicity, please provide a breakdown:

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Two or more races	White
3-year-old children	*	**0**	**11**	*	**0**	**0**
4-year-old children	*	**0**	**12**	*	**0**	**0**
5-year-old children	*	**0**	**0**	*	**0**	**0**
Total Served	*	**0**	**23**	*	**0**	**0**

5. **Amount of funds expended for preschool children with disabilities by age group (if available).**
   a. **3-year-old children $8,690.00 (cost per child)**
   b. **3-year-old children $8,690.00 (cost per child)**
   c. **5-year-old children**
   d. **Total Funds Expended on children ages 3-5 $217,250.00**

6. **Indicate funding sources for funds specified in Item 5.** U.S. Department of Health and Human Services Administration for Children and Families.

7. **Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?** Information can be obtained from The Head Start Program Performance Standards published by U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, and our policies and procedures.

Name of Person Providing Information: Dana Rogers
Address: 706 Orleans Road, Charleston, SC 29407

Telephone Number: (843) 768-9518 **Fax Number: (843) 768-7378**
Email Address: darogers@ecmhsp.org **Website: www.ecmhsp.org**

1. **Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).**

   ECMHSP recruits and enrolls children suspected of having and who are diagnosed with a disability. The program also has policies and procedures in place for developmental screenings to ensure all children with concerns are identified. They are referred to the local service providers in the area including the Lead Education Agency. ECMHSP has Memorandum of Understandings, or agreements, with each LEA in the service areas. The program also contracts with Aging with Flair to provide services for children who are not served by the LEA. ECMHSP is open during the summer months in South Carolina when the local service providers typically do not provide services.
2. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).**

   Disability Committee
   HSAC meetings to discuss barriers and solutions
   Individual meeting with parents
   Individual meeting with providers
   Strict timelines for the disability process

3. **Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.**

   ECMHSP is open during the summer months when many LEAs in the services are do not provide services. The program is committed to continuing services while we are open. If children do not have insurance the agency is financially responsible for all services, they receive. If a child needs any further evaluation to determine eligibility for services and subsequently services, ECMHSP pays the contracted provider. Each center in South Carolina has a specific budget for health and disability services also with additional funds from the grantee budgets.

4. **Number of preschool children with disabilities served in each age group.**

	Total	Number served by LEA
3-year-old children	*	**0**
4-year-old children	*	**0**
5-year-old children		
Total		

If the above information is available by race/ethnicity, please provide a breakdown:

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Two or more races	White
3-year-old children						
4-year-old children						
5-year-old children						
Total Served						

5. **Amount of funds expended for preschool children with disabilities by age group (if available).**
    a. **3-year-old children - $350.00**
    b. **4-year-old children**
    c. **5-year-old children**
    d. **Total Funds Expended on children ages 3-5 - $350.00**
6. **Indicate funding sources for funds specified in Item 5**

    Center budgets
    Grantee budget

7. **Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?**

    ECMHSP has a disability service plan that is reviewed and updated annually with input from administrative and center staff along with parents. Each center maintains a copy of the Disability Service Plan, which outlines all policies/procedures related to programs/services. This ranges from information on policies, management, recruitment, implementation, engagement, accessibility, confidentiality and monitoring.

Reporting Period: ***From:*** *August 2014* ***To****: May 2015*
Name of Agency: Pee Dee Community Action Partnership Head Start/Early Head Start
Name of Person Providing Information: Miriam G. Miller
Title of Person Providing Information: Special Services/Mental Health Manager
Address: 2327 Prosperity Way Suite 10-Florence, South Carolina 29504-2817

Telephone Number: 843-309-3191 **Fax Number:** 843-667-4158
Email Address: MMiller@peedeecap.org **Website:**www.peedeecap.org

1. **Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).**

   The Program services included the required linguistically and age-appropriate screenings to identify concerns regarding children within 45 calendar days of their entry into the program (vision, hearing, speech/language, motor, cognitive and perceptual skills). Children suspected of having a disability were promptly referred for further testing and or evaluation through a coordinated screening, assessment, and referral process in partnership with the Local Education Agency and or Part C Agency. The program also provide transportation for children with disabilities to and from the Local Education Agencies to receive special education services as well as to the audiologist for hearing evaluations.
2. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).** The agency's initiatives initiatives also for services included annual meetings with Local Education Agency's to develop collaborative agreements for a process for referral and identification of children with disabilities transitioning into and out of the Head Start program. Intitiatives also include coordinating the screening, evaluation, and therapy schedules to include the Local Education Agencies, parents, and Head Start staff. Where needed, the agency provided transportation to and from the Local Education Agencies for children to receive special education services (Dillon School District Four). The Head Start teacher plan and implement reinforcement activities to support the goals and objectives in the IEP's in the classrooms.

3. **Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.**

   In most of our collaborative agreements with the Local Education Agencies, speech, language and hearing screenings are a part of their Child Find efforts. In Dillon County, the Head Start program pays a contracted speech/language pathologist to provide speech, language, and hearing screenings. The program transports children for special education services to the Local Education Agency who do not provide special education services on site at the Head Start Centers (Dillon School District Four). The agency also pays for training and technical assistance for teaching staff to provide supportive activities in the classrooms for children with disabilities

4. **Number of preschool children with disabilities served in each age group.**

	Total	Number served by LEA
3-year-old children	**39**	**39**
4-year-old children	**26**	**26**
5-year-old children	**0**	**0**
Total	**65**	**65**

If the above information is available by race/ethnicity, please provide a breakdown:

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Two or more races	White
3-year-old children	**0**	**0**	**27**	**0**	*	*
4-year-old children	**0**	**0**	**21**	**0**	*	*
5-year-old children	**0**	**0**	**0**	**0**	**0**	**0**
Total Served	**0**	**0**	**48**	**0**	*	*
listed as other and one as unspecified						

5. **Amount of funds expended for preschool children with disabilities by age group (if available).**
    a. **3-year-old children** not sure
    b. **4-year-old children** not sure
    c. **5-year-old children** 0
    d. **Total Funds Expended on children ages 3-5** $4981.00
6. **Indicate funding sources for funds specified in Item 5** Annual grant funding from ACF Office of Head Start
7. **Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?** Head Start Performance Standards

Telephone Number: 864-327-4532 **Fax Number: 864-573-7215**
Email Address: abrewton@pcasp.org **Website:** www.pcasp.org

1. **Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).**

   The agency's service area is comprised of seven school districts, including Cherokee County School District. There are seven (7) separate and distinct school districts within Spartanburg County, South Carolina. However, the Head Start program serves children from several school districts within single center sites or multi-center sites. If the program serves children at a site that is not within that school district, then providing services for children with disabilities at that site takes a comprehensive, coordinated effort on behalf of Head Start and those school districts involved in that particular site. Therefore, Head Start has interagency agreements with all eight (8) school districts to provide comprehensive services to children with disabilities. Teachers individualize instruction according to the needs of the child.

2. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).**

   The goal of PCA Head Start to refer children with suspected disabilities to the local education agency (LEA) as soon as the need is evident so that the child can receive a formal multidisciplinary evaluation and an individualized educational plan if that child is deemed eligible for special education and related services. The PCA Head Start Program will have Head Start only IEPs due to exceptional circumstances. In such cases, PCA Head Start will contract with private provider(s) and will ensure Head Start Performance Standards in Section 1308 are followed in conducting a multidisciplinary evaluation on those children attending Head Start sites outside their home school district

3. **Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.**

   PCA will assure that the Head Start program is providing services consistent with requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities (ADA). We will assure that the program's facilities are accessible and that the program makes accommodations in materials, equipment and practices to support the participation of children with disabilities in the classroom as well as staff or parents with disabilities in program activities.
   The PCA Head Start Program will have Head Start only IEPs due to exceptional circumstances. In such cases, PCA Head Start will contract with private provider(s) and will ensure Head Start Performance Standards in Section 1308 are followed in conducting a multidisciplinary evaluation on those children attending Head Start sites outside their home school district.

4. **Number of preschool children with disabilities served in each age group.**

	Total	Number served by LEA
3-year-old children	**16**	
4-year-old children	**16**	
5-year-old children	*****	
Total	**32**	

If the above information is available by race/ethnicity, please provide a breakdown:

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Two or more races	White
3-year-old children	**0**	**0**	*****	**0**	**0**	*****
4-year-old children	**0**	**0**	*****	**0**	**0**	*****
5-year-old children	**0**	**0**	*****	**0**	**0**	*****
Total Served	**0**	**0**	**17**	**0**	**0**	**19**

5. **Amount of funds expended for preschool children with disabilities by age group (if available).**

    a. **3-year-old children--$N/A**
    b. **4-year-old children--$N/A**
    c. **5-year-old children--$N/A**
    d. **Total Funds Expended on children ages 3-5--$N/A**

6. **Indicate funding sources for funds specified in Item 5**

    Local Education Agencies and Office of Head Start

7. **Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?**

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/comp/children-with-disabilities

http://eclkc.ohs.acf.hhs.gov/archive/policy/prior-regulations/1308-4-purpose-and- scope-disabilities-service-plan-1998

Reporting Period: ***From:*** **August 24, 2015** ***To:*** **May 13, 2016**
Name of Agency: **Wateree Community Actions, Inc. Head Start Program**
Name of Person Providing Information: **Mosetta G. Witherspoon**
Title of Person Providing Information: **Disability/Mental Health Specialist**
Address: **1155 North Lafayette Drive, Sumter, South Carolina 29150**

Telephone Number: **803-773-1291** **Fax Number:** **803-778-6504**
Email Address: **mwitherspoon@wcai.org** **Website: www.wcai.org**

1. **Provide a brief, general description of the programs/services provided by your agency for preschool children with disabilities (ages 3-5).**
   Wateree Head Start Program ensures that children with disabilities are educated with children who do not have disabilities. The Creative Curriculum and the High Scope Approach are used with all the children in the Head Start Program. Children with disabilities are part of the daily routine activities and teachers lesson plans reflect activities for these children.

2. **Briefly outline your agency's initiatives for programs/services for preschool children with disabilities (ages 3-5) carried out in fiscal year 2015 (2014-2015 school year).**
   Wateree Head Start Program mailed notices to agencies serving children with disabilities for referrals. The program has a portion of its enrollment application set aside for a parent to provide information concerning his/her child that may warrant a disability. The program is required to set aside 10% of its enrollment slots for children with disabilities.

3. **Indicate specific programs/services that your agency is financially responsible for providing to preschool children with disabilities.**
   Wateree Head Start Program works under the guidelines of the Office of Head Start in providing services to children with disabilities and the State Department of Education Programs the provide services for Pre-school children with disabilities. All three and four year old Head Start Children are required to have an annual screening for speech, hearing, development, mental health consultation and follow-up services.

4. **Number of preschool children with disabilities served in each age group.**

	Total	Number served by LEA
3-year-old children	**20**	**20**
4-year-old children	**54**	**54**
5-year-old children	**0**	**0**
Total	**74**	**74**

If the above information is available by race/ethnicity, please provide a breakdown:

	American Indian or Alaskan	Asian	Black or African American	Hawaiian or Pacific Islander	Two or more races	White
3-year-old	**0**	**0**	**19**	**0**	**0**	*****

children						
4-year-old children	**0**	**0**	**51**	**0**	**0**	*****
5-year-old children	**0**	**0**	**0**	**0**	**0**	**0**
Total Served	**0**	**0**	**70**	**0**	**0**	*****

5. **Amount of funds expended for preschool children with disabilities by age group (if available).**
    a. **3-year-old children**

    b. **4-year-old children** **NA**

    c. **5-year-old children**

    d. **Total Funds Expended on children ages 3-5**

6. **Indicate funding sources for funds specified in Item 5**
    - Office of Head Start - US Department of Health and Human Services
    - State Department of Education Program/Services for Pre-School Children with Disabilities (Local Education Agencies)

7. **Where can information about your program's pertinent policies/procedures regarding programs/services for preschool children with disabilities (ages 3-5) be obtained?** Wateree Community Actions, Inc., Head Start Administrative Office (Disability / Mental Health Component)

Appendix F

South Carolina Preschool Initiatives, Activities and Alignment with Federal Guidance, State Strategic Planning, Legislation and State Advisory Council Recommendations:

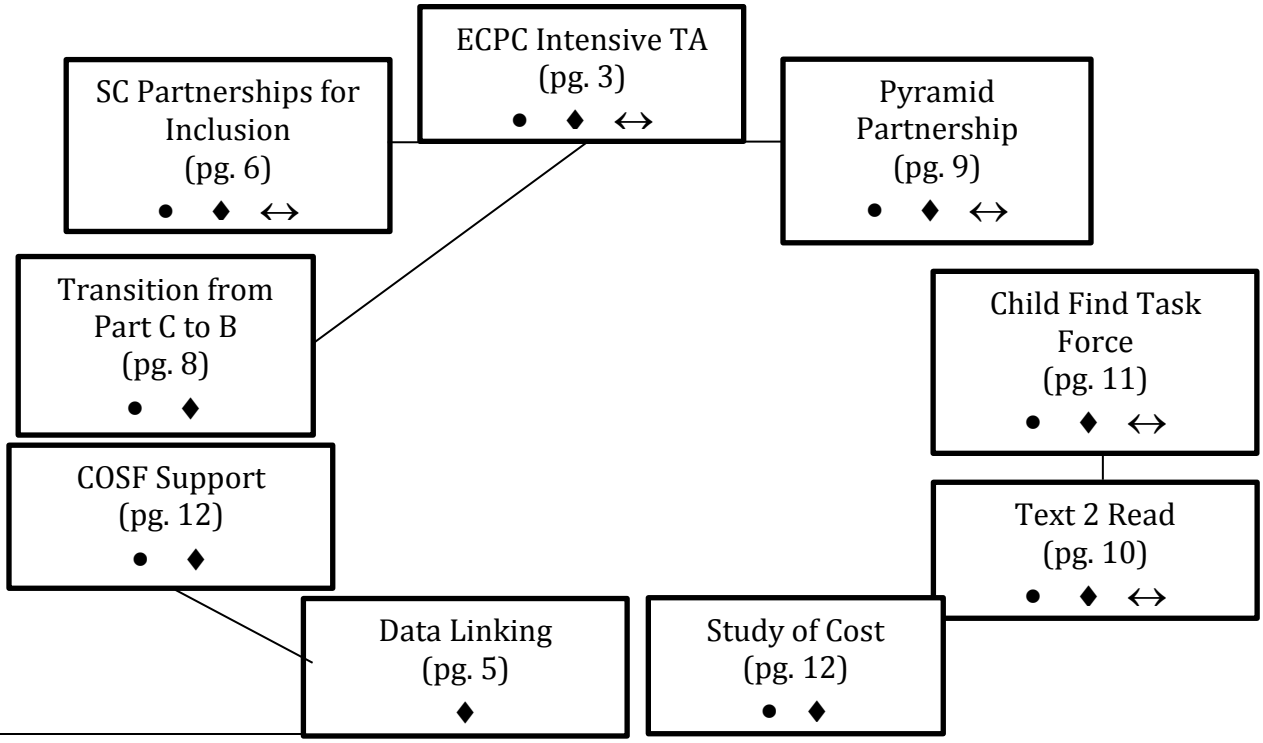
The Office of Special Education Services (OSES) receives both regulatory and non-regulatory guidance from state, federal, and inter-agency bodies. This guidance is used as a framework to both prioritize efforts and guide activities. To be most efficient with limited time and resources for preschool initiatives, the OSES has categorized this guidance into similar or related areas and aligned efforts and activities with this framework.

The following chart lists the guidance that directs the preschool efforts and initiatives. The column orients the reader to its source and provides a symbol. Preschool State Advisory Council Recommendations are represented by a circle. Federal guidance and joint position statements are represented with a diamond. State legislation and OSES strategic plans are represented by arrows. The color coding system connects similar or related guidance despite the source. Although each piece of guidance is related to and supports others, the most broad categories are: professional development (blue), policy and procedure (orange), access to services/typically developing peers/general education curriculum (yellow), data and finance (green). When appropriate, a link to the full position statement, joint resolution or online source of guidance is provided. The diagram beneath the chart names an initiative of the OSES. Each initiative block contains a page number for a brief description of this work, a symbol to indicate which directives the initiative addresses, and a line connecting it to supporting or related efforts so that the reader may understand how initiatives build on each other for maximum impact.

Guidance:

Preschool Advisory Council 2014-15 Recommendations •	Joint Position Statement from Federal Offices ♦	State Strategic Planning and Legislation Related to Young Children ↔
Review and revise policies, procedures, and guidance regarding preschool transition	Reduce preschool suspension and expulsion[2]	Ensure preschoolers with disabilities start school ready to learn
Review/revision of Child Find process	Increase opportunities for inclusion[3]	Assess language and literacy skills[4] (PreKindergarten/Kindergarten)
Study least restrictive environments (LRE) continuum	Increase family engagement[5]	Support teachers of PreK through 3rd grade to: increase awareness and strategies for identification and working with students who have dyslexia[6]
Study of costs related to preschool services	Use data to drive decisions[7]	
Coordinate professional development	Create a highly qualified personnel system[8]	

Initiatives:



[2] https://www.acf.hhs.gov/sites/default/files/ecd/expulsion_ps_numbered.pdf
[3] http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
[4] http://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/
[5] http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf
[6] http://ed.sc.gov/districts-schools/special-education-services/additional-information-and-assistance/dyslexia-and-other-reading-disorders/dyslexia-final-report-pdf/
[7] https://www.acf.hhs.gov/sites/default/files/ecd/intergration_of_early_childhood_data_final.pdf
[8] https://www.acf.hhs.gov/sites/default/files/ecd/career_pathways_policy_final.pdf

Intensive Technical Assistance from the Early Childhood Personnel Center (ECPC):

The Intensive Technical Assistance program of the Early Childhood Personnel Center is an 18-month program centered on the development and implementation of an integrated, comprehensive system of personnel development (CSPD) for the participating state. Each participating state will be assigned at least one Technical Assistance (TA) Consultant, who will assist in guiding the state participants through the phases of developing their CSPD.

The goal of the Intensive TA State Partnership is to build state capacity to foster professional development of the early childhood education workforce. Through this partnership, we hope to:

- Enhance knowledge and skills of practitioners and those who support them including administrators, TA providers, and faculty;
- Support the implementation and sustainability of evidence-based practices; and
- Increase the size of the workforce skilled in providing inclusive intervention practices.

Intensive TA states will follow a four-phase process that allows them to recruit and develop a diverse team of professionals who will address all subcomponents of a CSPD, including: (a) leadership, coordination, and sustainability; (b) state personnel standards; (c) pre-service personnel development; (d) in-service personnel development; (e) recruitment and retention; and (f) evaluation.

South Carolina's working plan, developed by the Part C Director, and the Part B 619 Coordinator in partnership with colleagues from the Office of Early Learning and Literacy is as follows:

ECPC Early Childhood Personnel Center
May 2016 Leadership Institute
Integrating Infants and Young Children with Disabilities into Statewide Early Childhood Systems

Action Plan

State: South Carolina

Period Covered by Plan: May 2016 – June 2018

GOAL:

TO IDENTIFY THE CONTINUUM OF SERVICES/SUPPORTS AVAILABLE TO INFANTS AND YOUNG CHILDREN WITH DISABILITIES IN SOUTH CAROLINA, AND ARTICULATE SHARED POLICY AND PERSONNEL COMPETENCIES IN EARLY CHILDHOOD

Objective	Strategies/Action Steps	Responsibilities/Part C & Sec 619	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 Facilitated Transition Conferences with LEA and IFSP Team	Develop plan to organize establishment of cross-sector CSPD leadership team	Plan completed by 8/2016 First meeting of leadership by 1/2017	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	Personnel Standards workgroup meets in 9/2016, to include work of BUILD Team	Did standards workgroup meet?	Meeting agenda, participant list, meeting minutes, and outcomes	
IHE Personnel preparation and certification	Survey 4- and 2-year IHE courses of study related to birth to eight	Solicit survey input from Personnel & and Preschool Committees of OSES SAC and Part C ICC SC UCEDD/Team for Early Childhood Solutions distribute and collate survey results	Survey input by 10/2016 Survey distributed by 1/2017 Survey results reported by 5/2017	Was survey developed? Was survey distributed? Was report finalized and disseminated to CSPD Leadership Team and standards workgroup?	Survey Survey Results Dissemination to team	
Inservice	SSIP SiMR DaSy work on sharing child outcomes ratings at transition Transition Inclusion Communities of Practice related to school readiness Facilitated transition conferences Knowledge of other child-serving systems and agencies Data literacy	Develop training plan and identify cross-sector relevance	Training plans and cross-sector application developed by 5/2017 for each inservice content area	Was training plan developed?	Training outline, objectives, and evaluations	
Evaluation	Link personnel data to	Analyze existing data	Complete	Was crosswalk	Analysis of	

ECPC Early Childhood Personnel Center May 2016 Leadership Institute Integrating Infants and Young Children with Disabilities into Statewide Early Childhood Systems						
Action Plan State: South Carolina Period Covered by Plan: May 2016 – June 2018						
GOAL: **TO IDENTIFY THE CONTINUUM OF SERVICES/SUPPORTS AVAILABLE TO INFANTS AND YOUNG CHILDREN WITH DISABILITIES IN SOUTH CAROLINA, AND ARTICULATE SHARED POLICY AND PERSONNEL COMPETENCIES IN EARLY CHILDHOOD**						
Objective	Strategies/Action Steps	Responsibilities/Part C & Sec 619	Timeline	Evaluation	Source of Measurement	Date Accomplished/ Submitted
	child and family outcomes	systems to identify personnel qualifications Cross-walk personnel data with outcomes by LEA or LEIS	analysis by 5/2017 Crosswalk with outcomes by 12/2017	completed? Was analysis completed?	personnel data systems and outcomes Crosswalk and outcomes	

The DaSy Linking C and 619 Data Topic Cohort:

DaSy Topic Cohorts are a new opportunity for technical assistance for states who are interested in learning and working with their peers on a topic of mutual interest. This Topic Cohort will focus on linking C and 619 data and will involve participation of state identified teams composed of the Part C coordinator or a designee and Part C data manager, the 619 coordinator and Part B and 619 data manager, the state director of special education or a designee, and others, as appropriate. DaSy has gathered a team of technical assistance providers with expertise in the collection, use, and linking of quality C and 619 data to work with this topic cohort. The shared overall outcomes of this cohort will be shaped by its member state teams, and may include:

- Improving data quality related to collecting and reporting data;
- Establishing data governance policies;
- Addressing critical questions and necessary data elements from required 616 and 618 data and other data sources;
- Engaging stakeholder support as the expected benefits from linking C and 619 data are developed, articulated, and disseminated
    - Using data to make long-term programmatic decisions; and
- Identifying and implementing the applicable method(s) for linking the data.

The cross-state activities of this topic cohort, over the next 12 to 18 months, will be determined through state team preferences and include:

- Bimonthly (every other month) learning community calls with foci to be determined by state participants;
- Up to two in-person meetings, with travel supported by DaSy, for state teams to work on specific C and 619 data linking initiatives determined by cohort members;
- Mechanisms for sharing resources, linking methods, tools, and templates across state teams; and
- Flexibility for alternative or additional TA strategies.

In addition to participation in the learning community, state teams also will plan and receive individualized intensive technical assistance tailored to their specific area(s) of interest. Each state will have two TA providers assigned to assist them in planning and implementing their state's individualized TA. Outcomes will address individual C and/or 619 outcomes (as needed) as well as outcomes to address linking C and 619 data. All members of the topic cohorts TA team will be available to the state as needed.

SC Partnerships for Inclusion:

According to the *Policy statement on inclusion of children with disabilities in early childhood programs* (DHHS/ED, 2015), a joint Policy Statement of the Department of Health and Human Services & the Department of Education," children with disabilities, including those with the most significant disabilities and highest needs, can make significant developmental and learning progress in inclusive settings" (p. 3). 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, Dr. Heather Googe spearheaded the development of the South Carolina Preschool Inclusion Initiative (SCPII) through a subcontract of the SC Gateways Personnel Development Grant with the Office of Special Education Services. The objectives for this project were to:

4. Develop and implement a framework of support for early childhood education specialists to increase inclusive opportunities and school readiness for preschool children with Individualized Education Programs (IEP);
5. 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
6. Improve school kindergarten readiness.

SCPII 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 PATH planning process used by TASC to support district leadership team development of targeted implementation plans.

Now, upon recruitment of districts for Cohort 2, SCPII will have convened leadership teams comprised of school district personnel and early childhood stakeholders (e.g., Head Start, child care programs) representing seventeen school districts interested in increasing the provision of inclusive educational opportunities for young children, to design and implement plans to address the unique needs of each district, and to improve their data as related to Indicator 6 (preschool least restrictive environment) on the State Performance Plan-Annual Performance Report 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.

<u>Overview of Activities</u>

In order to meet the mission of this project, South Carolina Partnerships for Inclusion will engage in the following activities with the OSES and the administration and staff of selected school districts:

1. Recruiting and Supporting New District Leadership Teams: New teams will be actively recruited to participate in strategic planning events (described below). Any school district in South Carolina will be eligible to attend a District Leadership Day event. In order to participate, districts must bring a team that at minimum includes at least one member representing early childhood special education and one member representing general early childhood programs. Teams will be encouraged to invite members representing the following stakeholders: Head Start, Part C, child care, parents, school psychologists, school administrators, and others the district identifies as leaders in early childhood or early childhood special education. South Carolina Partnerships for Inclusion will offer District Leadership Days quarterly to facilitate strategic planning with new teams. Currently, fifteen district leadership teams participate in this work.
2. Strategic Planning: South Carolina Partnerships for Inclusion will provide consultation to the OSES and leadership teams established by selected districts to include key personnel to lead the effort to support inclusive opportunities and improve school readiness for preschool children with IEPs. At quarterly District Leadership Day events, teams will gain new information about early childhood inclusion and be provided with tools to identify their goals for inclusion in their district. Teams will be responsible for conducting an environmental scan, using the Program Profiles, Self-Assessment Tool, and Facilitator's Guide developed by the SCPII, to identify the strengths and needs within their system. The South Carolina Partnerships for Inclusion personnel will facilitate plan development. After the event, leadership teams will meet regularly based on need to implement their plans to increase inclusive opportunities and school readiness for preschool children with IEPs and increase evidence-based practices among staff members providing services for young children. The leadership teams will utilize teaming and strategic planning resources from Leading by Convening (IDEA Partnership, 2014), as well as those developed by the SCPII to enhance their process. These tools include: Cheat Sheet: Best Practices for Healthy Teaming and A Simple Guide to PATH.
3. Tiered Support Strategies: Differentiated support will be provided to leadership teams to enhance both their teaming effectiveness, and the implementation of their action plans to increase inclusive opportunities in their district. Teams will have the opportunity to apply for technical assistance based on their needs related to their strategic plan. SC Partnerships for Inclusion will review applications and determine what level of technical assistance will provide the optimum level of support to assist districts in meeting their goals.
    a. Tier 1: Basic Support—General support for all. This level of support will be available for all teams and will include access to the SC Partnerships for Inclusion website. Professional development opportunities at this level will be based on needs identified by districts through the planning process.
    b. Tier 2: General Assistance—Ongoing support as needed. These supports will connect teams with potential partners, support team development and healthy team dynamics, and plan and execute specific professional development sessions.
    c. Tier 3: Direct Support—Ongoing, wrap-around support. Staff support will attend all of the team's meetings, facilitate healthy teaming by utilizing rubrics and tools from Leading by Convening (IDEA, 2014), plus Tier 1 and 2 supports.

Transition from Part C to Part B Support:

The OSES is completing a suite of services to support local education agencies (LEAs) and local early intervention agencies (LEIAs) in smooth transitions from Part C to Part B. These supports are currently being reviewed and will be available in Spring, 2017.

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.
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. Technical Assistance via Parent Navigators: The OSES is partnering with Family Connection SC (FCSC) to field test the "Transition Teammates" initiative. This work will include a trained parent navigator in the Part C to B transition process to inform parents about: what to expect, how and when things should happen, and how Part B is different from Part C, as well as to provide information and resources so the parents are prepared for transition, eligibility determination, and development of the first IEP for their child (should the child be eligible). The transition teammate will help to reduce the parents' stress and uncertainty before and during the transition timeline. Districts identified through collaboration of the Part B 619 Coordinator, Part C Director, and FCSC will be invited to participate. A maximum of six districts will be included in this field test selected by Part B Indicator 12 data and Part C Indicator 8 data. The trained parent navigator from FCSC will be responsible for: preparing the family for the transition conference, providing transition resources developed by the state (parent guide book), notifying the family of rights under IDEA, preparing the family for activities relating to eligibility, and the IEP development (as applicable). When requested by the family, the transition teammate will attend meetings. During meetings, the transition teammate will function to make the process smooth, clear, and amenable to continued teamwork between the family and school personnel. This may require identified procedures for handling disagreements between families and school personnel.
4. 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.
    a. ENRICH Policies and Procedures Manual: This document will be available to Part B practitioners to support data entry in the ENRICH IEP system and to facilitate data linking and correct process and procedure during transition.

SC Statewide Pyramid Partnership:

The OSES, in partnership with the Child Care Administration of the Department of Social Services, Head Start, the Office of Early Learning and Literacy, the University of South Carolina, The System of Care at the Department of Health and Human Services, The Department of Mental Health, Part C of IDEA, the Medical University of South Carolina, the Education Oversight Committee, the Children's Trust of South Carolina, the Department of Disabilities and Special Needs, Help Me Grow SC, and Family Connection SC is facilitating South Carolina's becoming the newest Pyramid Partnership state.

The Pyramid Model, previously known as the Center for Social-Emotional Foundations of Early Learning model, is an evidence-based and tiered intervention service provision at a statewide level to support young children's social-emotional development, support practitioners in reducing unwanted behavior and increasing desired, providing early intervention specific to behavior and communication, reducing exclusionary discipline practices, and more. This work is aligned with the Positive Behavioral Interventions and Supports and the Infant and Early Childhood Mental Health Initiatives throughout the state, but is specific to children eighteen months through six years old. This work has fidelity of implementation tools and is best implemented at a state level using the following phases: exploration/planning, installation, implementation, and expansion/scale up. The partners listed above have committed to a minimum of three years of collaboration to build infrastructure for this work in the state.

The major structures of the Pyramid Model implementation at a state level include: a cross-sector state leadership team, master cadre of training and technical assistance professionals, model/demonstration sites, behavior specialists, data and evaluation systems, and state benchmarks of quality. The cross-sector leadership team will determine how each of these five structures will look and be actualized in individual fields and will utilize technical assistance from the Pyramid Model Consortium to build infrastructure for collaborative impact in South Carolina.

Text 2 Read Overview:

Description:

Text 2 Read is an outreach program designed to engage new mothers and primary caregivers of young children (particularly in high poverty areas) 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 RTI services to children who might at risk of arriving to Kindergarten unprepared without these early learning opportunities through family collaboration,
3. To provide focused services that support OSES action to meet family engagement, SSIP goals and SIMR (increase the number of children with disabilities reading on grade level by 3rd grade,
4. To support Read 2 Succeed work and support families in preparing children for Kindergarten,
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.

Child Find Task Force:
Purpose: The task force will coordinate, support, and document efforts to identify children birth to five years in need of early intervention and special education services.

Partners: OSES, Family Connections, BabyNet, Department of Disabilities and Special Needs, Head Start, Early Head Start, Easter Seals, Medical Field, Inclusion Collaborative, ABC Child Care Licensing, Department of Health and Environmental Control, Children's Trust.

Protocol: The Task Force activities for year 1 will include the following phases and activities:

Phase 1 Preparation: Upon feedback from the Preschool Advisory Council, an invitation to participate will be sent to all partners by the OSES Director. The invitation will include phases and commitment of energy and time; goal; next steps and timeline. A planning and orientation call will be held with all partners participate to restate goals and to discuss internal work to be done at local agencies before the Summit. The Summit will be a focused workgroup where the cross-sector teams discuss initiatives related to Child Find, needs and supports for other groups.

Phase 2 Audit and Planning: Each individual participant organization will audit their child find activities, conduct a self-reflection of capabilities and needs, and identify proposed future steps and partnerships. The OSES will provide a template for this.

Phase 3 Summit and Support: Participant organizations will attend the Summit to discuss their current and proposed Child Find activities and actions as well as their current capacities and infrastructures. Needs will be identified and participants will develop strategic plans using the OSES template.

Phase 4 Follow up and Evaluation: Plans will be compiled and sent to the entire group. Child Find activities will be identified and housed on a monthly calendar online. Follow-up group calls to discuss progress and additional needs for support will be held. Numbers of children referred will be tracked. Feedback from stakeholders (families who complete the activities, practitioners, and others) will be collected and used for future planning. After eight months to one year, participants will be surveyed and Child Find numbers will be used to determine the effectiveness of the Task Force's activities.

Study of Cost:
The OSES is drafting a briefing paper that outlines special education services at a glance to families and children ages three-five, cost and funding source associated with them, and feedback from parents as collected via Indicator 8 (family engagement). This briefing paper will be an overview that is easily accessible for policy leaders as budget decisions are made and Part C lead agency transition is completed during the 2017 legislative session. While this document will be shared with policy leaders, it will be accessible to any interested stakeholders Spring 2017.

Childhood Outcomes Summary Form (COSF) Support:
Throughout the past year, multiple requests for assistance were made for training on how to complete the COSF. In an effort to provide support and be efficient with limited time from state office, a suite of supports 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 SC Department of Education website and through a memo to superintendents in spring 2017.

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. https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf (last visited 1/31/2017)