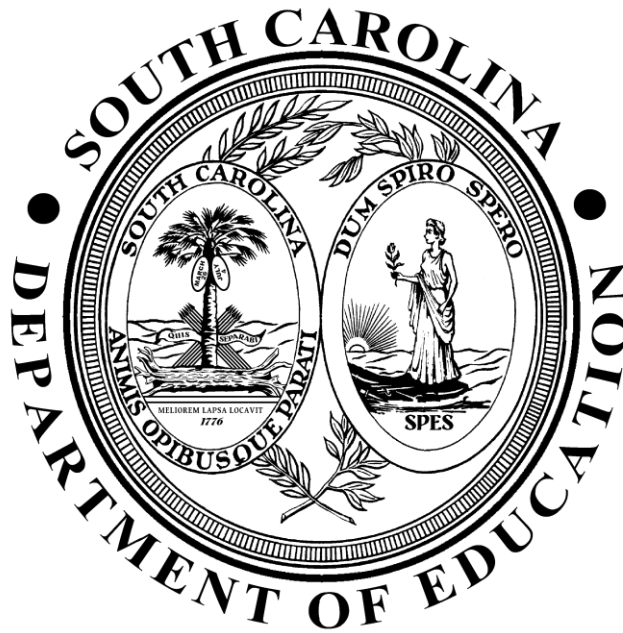# STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

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

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

Pursuant to Proviso 1.55 of the 2022–23 Appropriations Act

April 1, 2023

Contents

Introduction

The South Carolina Child Early Reading Development and Education Program (CERDEP) offers many of the state's at-risk 4-year-olds the opportunity to attend a full-day education program. CERDEP began as the Child Development Education Pilot Program (CDEPP) in 2006–07 as a pilot program for children residing in the plaintiff districts in the school funding lawsuit *Abbeville County School District et al. vs. South Carolina*. On June 11, 2014, Governor Nikki Haley signed into law Act 284 (Read to Succeed); Section 2 of that act codified the Child Development Education Program (CDEP), now known as CERDEP. As of the 2022–23 school year, any district with a school serving 4K students may accept CERDEP funds for at-risk students if the school poverty level is above 60 percent.

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

Over the past decade, the South Carolina General Assembly has expanded CERDEP funding to provide greater 4K access to students in districts and schools with high levels of poverty. The South Carolina Department of Education (SCDE) serves 67 CERDEP districts and one charter school, with a current statewide enrollment of over 13,600 4K students. This report includes final information on 2021–22 implementation of CERDEP. For a full list of participating CERDEP districts by year of entry, please see Appendix A.

Due to the continued increase in student enrollment in CERDEP classrooms and curriculum adoption, the SCDE has no unexpended funds available from FY 23. With the potential budget increases for FY 24, the SCDE expects to be able to maintain services to current districts but may be unable to extend CERDEP programming to new districts or schools.

The SCDE is projecting an increase of over 1000 students in CERDEP enrollment for the 2023–24 school year. Even with the additional proposed allocation, the SCDE may not have funding available to continue currently available CERDEP options like summer programming/extended year, funding for CERDEP curriculum, and parent engagement programs.

Table 1: Projected Fiscal Year 2023 CERDEP Revenues and Expenditures

REVENUES	Total
Carryforward from FY 22 to FY 23	$10,134,463.06
FY 23 General Fund Appropriation	$5,983,049.00
FY 23 EIA Recurring Appropriation	$53,225,118.00
Total Revenues	**$69,342,630.06**

EXPENDITURES	Total
Portion of EOC Evaluation (EIA)	$195,000.00
Cost of Instruction ($5,100 per child pro-rata)	$64,661,766.69
Supplies for New Classrooms ($10,000 per classroom)	$770,000.00
Transportation	$-
Assessment	$600,000.00
Professional Development and Curriculum	$3,000,000.00
Other: Expansion	$-
Extended Year	$-
Summer Program (from FY 22)	$157,429.34
Summer Program (FY 23)	$530,000.00
Extended Day	$320,198.40
Parental Engagement	$1,988,00.00
Total Expenditures	**$72,222,394.43**
Amount Remaining to Carryforward to FY 23	**$(2,879,764.37)**

To cover the shortfall, the SCDE will need to use funds from half-day 4K for FY 23 Expenditures as allowed by Proviso 1.85.

For more information about estimated CERDEP expenditures for the current school year, please see page 21.

Reporting Requirement

Per Proviso 1.55:

Beginning with the current fiscal year (FY), eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a

private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a childcare center, a military childcare facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military childcare facilities may not be used to supplant existing federal childcare funds.

Beginning with the current fiscal year, 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

Public and private providers shall be funded for instructional costs at a rate of $4,800 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of $587 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred, and thirty-five-day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available.

Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not

accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research-based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

For each school district that chooses not to participate in CERDEP, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP. For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

For the current fiscal year, the Office of First Steps may expend: (1) up to $2,000,000 to pilot a program to provide higher reimbursement rates to high-quality childcare centers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10 percent of the per-student base following guidelines developed by the Office of First Steps; and (2) up to $100,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed $30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps

to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15; and (3) up to $1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps.

If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

On or before November 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps.

The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start.

For Fiscal Year 2021–22, in response to the COVID-19 crisis, children who were eligible to participate in the Child Early Reading Development and Education Program in the prior fiscal

year but did not participate, shall be eligible to participate in the program during Fiscal Year 2021–22, subject to classroom availability and funding.

Office of Early Learning and Literacy Mission and Beliefs

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

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

CERDEP: Measures Taken to Enhance 4K

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

During FY 2022–23, the OELL provided support for quality improvements in the following ways:
- Supported CERDEP programs in maintaining high-quality instruction;
- Created lesson plans and interactive lessons for grades 4K–3 that are loaded into the instructional hub;
- Supported CERDEP expansion of classrooms, extended day, extended year, and/or summer programs;
- Maintained early learning specialist team to now include seven full-time employees (FTEs) who focus on classroom monitoring and providing training;
- Continued the work of five learning engagement coaches for families and one learning engagement coach for teachers;
- Continued the support of the South Carolina Early Learning Standards (SC-ELS) timeline through the distribution of SC-ELS materials;
- Provided face-to-face learning opportunities at regional, district, and school levels on various topics such as the SC-ELS, creating literacy rich environments, promoting literacy in math instruction, supporting writing and book making, and providing early learning leader support;

- Supported social-emotional framework by collaborating with the state level Pyramid Implementation team;
- Promoted improvements in the South Carolina birth to school connections by serving on the BUILD Initiative leadership team and task force and serving on the Preschool Development Grant (PDG) leadership team;
- Collaborated on the Birth thru Five Strategic Plan as part of the Early Childhood Advisory Council (ECAC);
- Continued the Waterford UPSTART program pilot in 20 CERDEP districts;
- Collaborated with other members of the ECAC on the state's fourth and fifth Palmetto Pre-K Jamboree;
- Collaborated with key early learning stakeholders on the First 5 and Palmetto Pre-K webpages in order to expand access and information to families statewide;
- Hosted regional family sessions to address early learning and literacy needs of South Carolina's youngest learners and disadvantaged learners;
- Hosted instructional hub trainings regionally and at the district and school levels;
- Supported private centers and Head Starts by providing free sessions at various early learning symposiums and conferences across the state;
- Served on the SCDE Family Engagement leadership team to build out local family engagement sessions and statewide Family and Community Engagement Summit;
- Partnered with Regional Educational Laboratory (REL) Southeast to create the Emerging Literacy Professional Learning Community (PLC) modules, implemented demonstration sites phase, and began recruitment for study that will grow teachers' knowledge in emerging literacy;
- Served on the REL Governing Board;
- Generated and vetted family transition resources to disseminated across the state for 4K the registration process;
- Updated approved CERDEP curriculum list and held a statewide showcase; and
- Connected schools to Countdown to Kindergarten opportunities and assisted in the planning of Countdown to Kindergarten celebrations.

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

CERDEP Enrollment and Expansion

Despite initially lower enrollment in August 2021 due to a second COVID-19 surge, enrollment rebounded from early pandemic lows for the remainder of the 2021–22 school year. On the 135th day report of the 2021–22 school year, districts reported serving approximately 12,388 CERDEP students.

Due to continued expansion into new schools, CERDEP enrollment has again increased statewide. As of March 2023, approximately 13,600 students are currently enrolled in CERDEP.

Figure 1: CERDEP Enrollment, 2019–20 to 2022–23
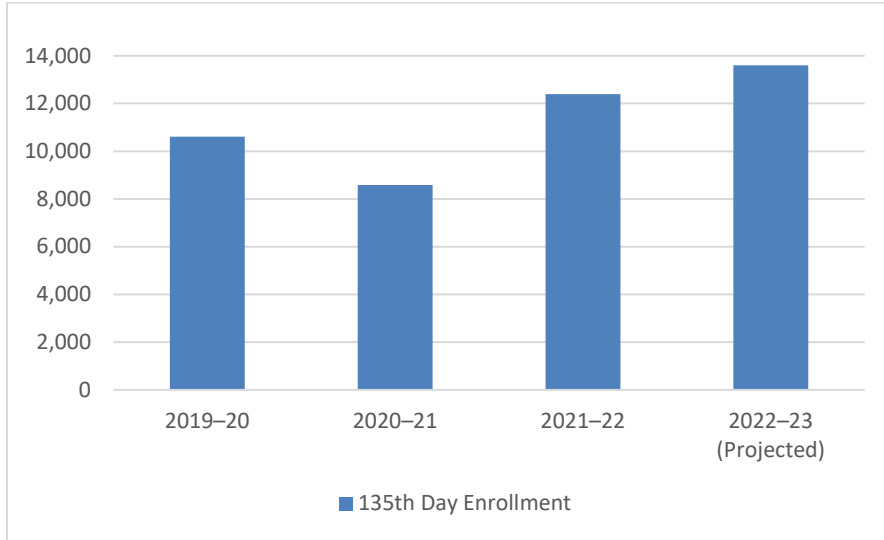
Districts added 71 classrooms in 2022–23. As of March 2023, districts have requested an additional 61 classrooms for the 2023–24 school year. Additionally, three previously non-CERDEP districts (Anderson 4, Spartanburg 1, and Union) have requested to offer CERDEP in their district.

During the 2017–18 school year, the SCDE began offering expansion options to CERDEP districts, including the ability to add additional classrooms and to offer extended day, extended school year, and/or summer instructional programming.

In February 2023, CERDEP districts were asked to provide expansion plans for the remainder of the school year. The following districts are currently implementing or plan to implement one or more forms of expansion for the remained of 2022–23:

Table 2: CERDEP Expansion by District, 2022–23

Expansion Option	Districts
Additional Classrooms	Aiken, Anderson 1, Anderson 2, Charleston, Chester, Colleton, Dorchester 4, Greenwood 50, Lancaster, Laurens 55, Lexington 1, Lexington 2, Lexington/Richland 5, Marlboro, Newberry, Orangeburg, Pickens, Richland 1, Saluda, Spartanburg 2, Spartanburg 3, Spartanburg 7
Extended Day	Kershaw
Summer Program	Allendale, Anderson 3, Anderson 5, Bamberg, Barnwell 45, Barnwell 48, Calhoun, Charter Institute at Erskine, Chester, Chesterfield, Colleton, Darlington, Dorchester 4, Florence 3, Greenwood 50, Hampton, Jasper, Kershaw, Laurens 55, Laurens 56, Lee, Lexington 2, Lexington 4, Marion, Newberry, Orangeburg, Pickens, Richland 1, Saluda, Spartanburg 3, Spartanburg 4, Spartanburg 6, Spartanburg 7, Sumter, Williamsburg, York 3

Source: PowerSchool and Survey Data

CERDEP Assessments

4K Assessments
CERDEP districts are required to administer one of three approved 4K assessments: Individual Growth and Development Indicators (myIGDIs), Phonological Awareness Literacy Screening (PALS-Pre-K), or Teaching Strategies GOLD (GOLD). Students are tested within the first 45 days of school and again during the final 45 days of school. Assessments are used by teachers and administrators to gauge student growth during the school year and adjust instruction. They are also used at the state-level to adjust support for schools and districts and plan for professional learning opportunities.

Renaissance Learning announced that PALS-Pre-K will be retired on June 30, 2023. Districts using PALS-Pre-K have been asked to administer one of the other two approved assessments beginning the 2023–24 school year.

Kindergarten Readiness Assessment (KRA)
The KRA is administered to all incoming kindergarteners within the first 45 days of school and measures a student's readiness for school across several academic and developmental domains. Schools and districts use the 4K assessments and KRA to provide students with high-quality classroom and personalized instruction. The SCDE uses the results of these assessments to plan for classroom and school support and to identify professional development needs statewide.

In 2022–23, 41% of kindergarten students who attended public or private CERDEP scored Demonstrating Readiness on the KRA, compared to 27% of pupils in poverty who did not attend CERDEP.[1]

<div align="center">CERDEP Monitoring and Support</div>

2021–22 Monitoring and Support
OELL Early Learning Specialists returned to fully face-to-face monitoring and support visits in 2021–22. Early Learning Specialists completed 686 visits to 4K classrooms during the school year, and 111 during summer CERDEP programming.

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

Figure 2: OELL Monitoring and Support Visits, 2016–17 to 2021–22
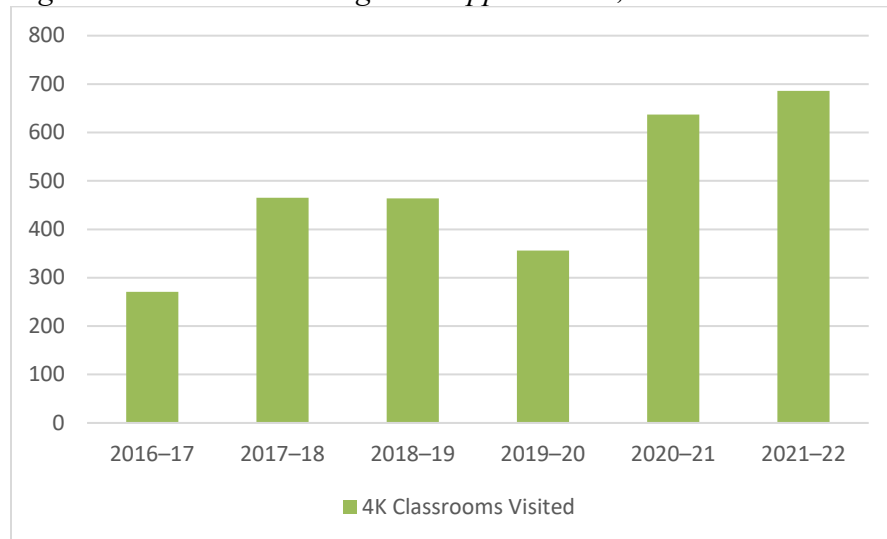
Source: OELL Monitoring Visit Data Collection, Formstack

Statewide, 97 percent of CERDEP classrooms met the compliance requirements. "Meeting compliance" is defined as having met the requirements for all but four items on The Early Language and Literacy Classroom Observation (ELLCO) tool. "Did not meet compliance" is defined as having failed to meet the requirements for more than four items on the ELLCO tool. Schools that failed to meet compliance received a follow up visit to address identified deficiencies. OELL staff members reviewed monitoring data and anecdotal notes to provide targeted support during the follow-up visit.

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[1] Source: *State-Funded Full-Day 4K Annual Report, School Year 2022–23*. Education Oversight Committee. https://eoc.sc.gov/sites/eoc/files/Documents/4K/State-Funded%20Full-Day%204K%20Report%2C%20%20FY2021-22%262022-23.docx.pdf

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

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

The OELL also uses outside evaluations to track the impact of CERDEP and to plan for future support and changes. The National Institute for Early Education Research (NIEER) releases an annual report on the state of 4K across the nation. The NIEER uses measures like 4K access, public spending on 4K, and teacher salary parity to track developments in 4K statewide. In 2022, both public and private CERDEP again met seven of the ten NIEER 4K benchmarks. The seven "met" benchmarks are:

1. Early learning and development standards that are comprehensive, aligned, supported, and culturally sensitive;
2. Curriculum supports that include an approval process;
3. Teacher specialized training that includes a pre-K requirement;
4. Staff professional development (PD) that includes a minimum of 15/hours a year of PD, individual PD plans, and coaching;
5. Maximum class size ration of 20 or lower;
6. Staff-child ratio of 1:10 or better; and
7. Continuous quality improvement system including structured classroom observation and data used for program improvement.

The three "not met" benchmarks are:

1. Lead teachers must have at minimum a Bachelors (BA) degree[2];
2. Assistant teachers must have a minimum of a Child Development Associate (CDA) credential; and
3. Required vison, hearing, and health screenings and referrals for all students.

The OELL uses these annual NIEER results to guide 4K policy recommendations and statewide CERDEP monitoring and implementation.

2022–23 Monitoring and Support
As of March 2023, EL Specialists have completed approximately 580 visits to 4K classrooms, and expect to visit all classrooms by the end of April.

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[2] A BA is required for all public CERDEP lead teachers but is currently not required for private CERDEP lead teachers.

Early Learning Professional Development

Personnel providing instruction in CERDEP classrooms must complete 15 professional development hours to meet the requirements set forth by Act 284. Twice a year, the OELL distributes a memo to district instructional leaders, including early childhood coordinators, to send to school-level teachers and staff. During 2021–22, the OELL provided training to teachers, assistants, reading coaches, and administrators in 65 statewide early learning professional development opportunities focused on curricula, assessment, purposeful play, SC-ELS, language- and literacy-rich environments, and social and emotional learning (Pyramid Model). A full list of PLOs offered in 2021–22 may be found in Appendix D.

Statewide, over 900 teachers and early learning staff attended Early Learning PLOs last school year. In addition to statewide trainings, the OELL also offered school and district-level PLOs as requested by instructional leaders. For the list of PLO attendance totals by district, see Appendix E.

The OELL also works with the Office of Assessment to offer trainings and presentations on both 4K and 5K assessments. The OELL reduces professional development costs to the agency by using free sites whenever possible. Most PLO costs are used for books, supplies, and materials for participants. In FY 2021–22, no CERDEP funds were used towards professional development.

CERDEP Partnerships

The Early Childhood Advisory Council (ECAC)
The ECAC is a council comprised of SC early childhood agencies. The ECAC is responsible for the PDG Birth thru Five strategic planning process and South Carolina's Birth thru Five Strategic Plan. SCDE Superintendent Ellen Weaver serves as the chairman of the ECAC. The vision for this work is: "We will be successful when all children reach their highest potential." The agencies worked together to secure a second year of funding for the PDG (information here). With funds from the PDG, the Palmetto Pre-K leadership team has joined efforts to determine the needs of South Carolina's youngest learners and their families. The Birth thru Five plan focuses on addressing the needs of SC's most vulnerable children and families. The plan also includes marketing and advertising on transitions from 4K to 5K (see the Palmetto PreK site). The plan also includes a cross-agency approach to supporting families via the First Five website.

First Five SC transforms the way families access publicly-funded early childhood programs and services in South Carolina. Through a single, online portal, families and their advocates can find information about childcare, health, early intervention, nutrition, and parenting support programs in their area. A single online application makes it easy to apply for multiple programs in just a few minutes. First Five SC engages parents and caregivers as active partners in making South Carolina's early childhood system work for young children and families. By streamlining the search and application process, First Five SC helps families better understand their options and choose the programs and services that best meet their needs.

Palmetto Pre-K Joint Outreach and Marketing Committee and Palmetto Pre-K Website
The Palmetto Pre-K Joint Outreach & Enrollment Committee meets monthly to communicate and implement a statewide joint marketing plan. These marketing strategies include the following items:

- Palmetto Pre-K Website,
- E-Newsletter/Survey,
- Parent survey posted to Facebook,
- Parent/family texting using Education Television (ETV) Bright By Text Messaging System,
- Social Media (organic),
- Paid advertisements (Summer Campaigns): Google advertisements, Facebook advertisements, and
- Radio advertisements.

Website metrics from the previous year are available below.

Figure 3: Website Metrics for Palmetto Pre-K Website, 2020–22

Website Metrics

Feb. 1, 2021– July 31, 2022 vs. Feb. 1, 2020 – July. 31, 2021

February 1, 2020 – July 31, 2022
Unique website visitors: 124,381
Total leads: 18,640
Eligible for at least one program: 15,359
Head Start eligible: 7,409
First Steps 4K eligible: 4,959
Public school eligible: 7,574
SC DSS voucher eligible: 2,575

Unique Website Visitors
•Feb. 1, 2021 – July 31, 2022 – 95,030
•Feb. 1, 2020 – July 31, 2021 – 62,081

Source: Google Analytics

American Rescue Plan's Elementary and Secondary School Emergency Relief Fund (ESSER) Funds to Early Childhood Education Initiatives
In 2021, then State Superintendent of Education Molly Spearman announced the funding of several early childhood education and parenting support initiatives as part of South Carolina's response to the impact of COVID-19 on the state's education system. The funding comes from SCDE's $211 million set-aside from ESSER. The SCDE provided $14.7 million in funding over the next three years to carry out several early childhood initiatives in partnership with the Office of First Steps. The initiatives, which range from expanding pre-kindergarten education and home

visiting programs to supporting health awareness and services for at-risk families, will allow thousands of children, parents, and caregivers to have access to robust resources and supports that are proven to improve education and health outcomes for students, families, and their communities.

Specifically, the funding went to expand the following programs and initiatives:

School Transitions
When children and their families are supported in their transitions between early childhood settings and from early childhood into kindergarten, they experience less stress and are more likely to succeed. Those programs are advantageous in supporting populations at higher risk for transition challenges such as English language learners and children with disabilities. Countdown to Kindergarten and Countdown to 4K support strong school transitions by connecting rising three year-olds and rising kindergartners, their families, and their teachers in a series of one-on-one visits during the summer. Countdown to Kindergarten is an evidence-based, in-home visiting strategy that is used to increase school readiness. The SCDE OELL and the Office of First Steps worked jointly to update the Countdown to Kindergarten curriculum and market the program to SC districts. This program is part of a national kindergarten transition model that was developed in South Carolina in 2003.

The PDG federal funds enabled more schools and teachers to support the transition of children entering kindergarten in fall 2021 at no cost to schools. Administered by First Steps Local Partnerships with support from local schools, Countdown to Kindergarten is a home visitation and family engagement program pairing the families of rising kindergartners at risk for school challenges with their future teachers during the summer before school entry. Teachers complete six visits with each family, centered on classroom and content expectations. Use this link for a short video explaining how the program works. This ESSER funding will allow teachers and schools to serve an additional 5,550 students over three years.

Expanded Afterschool and Summer Language and Literacy Programs
First Steps providers received supplemental funding to serve an additional 3,000 preschool aged children over the summer and through after school programs over the next three years.

Evidence-Based Parenting Programs
Parents are a child's first teacher and the additional stressors brought on by the COVID-19 pandemic can significantly impact their ability to provide their children with the supports needed for health development and school readiness. Evidence-based parenting programs that utilize home visiting models have proven successful in South Carolina and beyond. A 2019 study by the University of South Carolina found that children who received these services administered by First Steps were 74 percent more likely to demonstrate readiness on the Kindergarten Readiness Assessment and 34 percent less likely to be chronically absent in kindergarten. Funding expanded proven programs including Parents as Teachers, Home Instruction for Parents of Preschool Youngsters, and Save the Children's Early Steps in additional counties and school districts in South Carolina.

Early Childhood Health and Development
The SCDE and First Steps partnership supports two national, evidence-based health education programs that target at-risk communities and mitigate the negative impacts of COVID-19 on young children and their families by facilitating positive, regular interactions between families and their pediatricians.

1. HealthySteps is a program focused on individuals aged birth to three and is an evidence-based, team-based, pediatric primary care program that promotes the health, well-being, and school readiness of babies and toddlers, with an emphasis on families living in low-income communities.
2. PASOs, founded in 2005, supports the Latino community by providing education on family health, early childhood, and positive parenting skills. PASOs' partnerships with health care and social service providers help them provide more effective services.

Funding expanded Healthy Steps' and PASOs' sites in South Carolina, allowing them to serve more young learners and their families. In addition to funding these programs and initiatives, the SCDE supplied funds to First Steps to ensure the programs are able to recruit and retain qualified individuals.

BUILD Partnership
The BUILD Initiative supports states as they build early childhood systems across the many child- and family-serving sectors. The BUILD Initiative envisions a time when all children reach their full potential; race, place, and income are no longer predictors of outcomes. BUILD aims for optimal child development and family well-being by partnering with and developing teams of state leaders who share those aims and understand the relationship between research and best practice related to early childhood science and equitable systems change. It is this focus on cross-sector leadership and equitable systems-building for early childhood that makes BUILD unique. BUILD partners with early childhood leaders focused on family support and engagement, early care and education, health, mental health, nutrition, child welfare, and housing to create the policies and infrastructure necessary for quality and tailored design to increase access and to ensure equity.

South Carolina's BUILD State Leadership Team currently consists of representatives from the state's Departments of Social Services, Mental Health, Health and Environmental Control, Education, Health and Human Services; SC Thrive; SC First Steps; and the University of South Carolina. In addition to serving on the state BUILD Leadership Team, Wendy Burgess, the Early Learning team lead serves on the BUILD State Partner Meeting Advisory Team. This team plans the agenda and work session for the state level meetings.

Preschool Development Grant
In 2019, a coalition of South Carolina early childhood stakeholders, led by DSS, received the state's first Preschool Development Grant (PDG). This grant allows the state to conduct an assessment of all services available to children from birth to age five, with the goal of identifying gaps in services and better coordinating existing services. In 2020, South Carolina's PDG was renewed by the U.S. Department of Education. The partners on the PDG include First Steps, Head Start, DSS, and the SCDE.

As part of the PDG work, the agencies collaborated on launching the [Palmetto Pre-K website](). This website allows parents and families to quickly and easily access information on available childcare statewide and to check their eligibility for specific childcare and early childhood programs. As of the 2020–21 school year, non-CERDEP districts were invited to host information on childcare programs on the website.

In early 2022, the PDG leadership team completed the state's Birth through Five plan. South Carolina's Birth through Five Plan builds a coherent framework for our collective efforts to strengthen the early childhood system. It brings together various strategic planning efforts conducted over the past five years into a bold, comprehensive, actionable strategy for our state that includes joint interagency commitments. Governor Henry McMaster introduced the plan and associated website in February 2022. For more information on the plan and release, [please visit here]().

Education Commission of the States Technical Assistance Opportunity: Improving Pre-K to Kindergarten Transitions
South Carolina is participating in a multistate, collaborative learning cohort with technical assistance to support students' successful transition from pre-K to kindergarten during the unique COVID-19 era and beyond. Implementing effective transitions for students from pre-K (i.e., Head Start, state pre-K, center- and home-based pre-K and childcare) to kindergarten has always required purposeful system coordination and approaches to policy and funding. It is particularly critical that policy supporting student transitions is intentional in ensuring equitable outcomes. The impact of extended school and business closures in response to the COVID-19 pandemic at the end of the 2019–20 school year and throughout the 2020–21 school year complicates and compounds equity concerns for students entering the K–12 school system. To address these challenges and advance equitable outcomes in the current environment, state policymakers need actionable information and support.

- Activity #1: Assist SC by identifying, obtaining, analyzing and reporting out on the federal and state laws and/or policies, procedures and practices of SC's early childhood programs as it relates specifically to Family Engagement and/or a program's obligations to Families related to children's Pre-K to K Transition.
- Activity #2: Assist SC by identifying, obtaining, analyzing and reporting out on state specific documents, plans and information related to Family Engagement and/or Families on the Transition of children from Pre-K to K.
- Activity #3: Provide support to SC by facilitating or participating in one or more virtual opportunity with SC administrators responsible for various federal and state-funded early childhood programs to review the information collected.
- Activity #4: Support SC's efforts aimed at Family Engagement by identifying, obtaining and providing resources and resource/PLO opportunities related to Families and/or Family Engagement as it relates to Pre-K to K Transitions.
- Activity #5 (Conditional): Support SC by assisting in the identification of the top 10 questions that a Family would ask of the various federal and state funded early childhood programs in the system.

To support kindergarten readiness efforts in SC at the state level, the Palmetto Pre-K Transitions Workgroup developed a Pre-K to K Transition plan. This plan evaluates available policies and

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programmatic guidelines and state and federal levels and includes a set of joint tactics to advance the transition from the mixed-delivery early childhood system to kindergarten and the K-12 system. The benefits of a smooth transition of children and families into kindergarten underpin the success of children in school settings and foster a positive learning environment and relationship between families and schools. Many parents are unsure of the best activities to prepare their child, or the logistics and expectations of their child and family once their child enrolls in kindergarten. The tactics and best practices that are identified and recommended in this plan are aligned with the goals and strategies contained in For Our Future: South Carolina's Birth through Five Plan.

[Click here to view the state's transition plan.](#)

South Carolina Return to Learn (SCR2L) Technology Grant
Due to the COVID-19 pandemic, the U.S. Department of Education developed the Rethink K–12 Education Models Grant as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. South Carolina was one of 11 states awarded funding to improve remote education statewide. The $15 million grant, titled *Return to Learn: Delivery Quality Instruction Virtually Anywhere*, (SCR2L) currently:
- Increases availability of remote learning resources to students and teachers in areas of SC that lack broadband access;
- Improves education resources for specific, identified gaps by developing and curating engaging, high-quality content;
- Increases teacher experience, confidence, and proficiency with remote learning technology and resources; and
- Improves communication between families, teachers, and schools to support remote learning.

Year 1 of the technology grant implementation ended in July 2021. To date, the OELL has worked alongside other offices and groups, including the Education Oversight Committee (EOC) and SC ETV, to create resources for parents and teachers.

The SCDE OELL continues to support family engagement with regional Learning Engagement Coaches (LECs) for families as part of the SCR2L Technology Grant. These LECs focus on working with families in South Carolina public schools, including charter schools, non-public schools, and home school families. The focus of this work supports families of early learning students and disadvantaged learners. Five LECs were hired at the beginning of Year 2 and conduct outreach to parents and teachers, particularly in the 4K–3 grades. These LECs focus in areas like foundational literacy skills, multilingual learners, early learning standards, and school entry transitions. Their work is grounded in Florida Center for Reading Research's *Supporting Family Involvement in Foundational Reading Skills* [research guide](#).

The LEC for teachers hosted 13 sessions for over 500 participants for on how to effectively use the instructional hub. These included *Learning Object Repository (LOR): Learning, Building, and Impacting Part I* to learners through a deep understanding of what the Learning Object Repository (LOR) is and how it can be used for lesson planning, student learning and exemplary teaching strategies. The *Learning Object Repository (LOR): Learning, Building, and Impacting*

Part II session provided opportunities for educators to learn how to effectively use digital resources to assess students formatively and provide engaging lessons that travel across content areas.

The LECs for families are a core component of the SCDE's outreach to families of early learners. In 2021–22, the LECs hosted over 150 family regional sessions for over 2500 participants. The LECs for families also supported districts with on-site family sessions and 4K registration process. The LECs also distribute quarterly early learning newsletters, averaging 1500 views per newsletter. As of February 2023, LECs have reached over 3300 families via face-to-face sessions.

SCDE Longitudinal Data System Early Learning Extension
In March 2020, the state received federal grant funding to expand the current state longitudinal data system (SLDS) to include children in early childhood programs, including First Steps. The inclusion of early learners will improve the data available to policymakers and program coordinators and will align early childhood center data collection with K–12 school systems. Cross-agency work on this extension continued in 2021–22. The Office of Research and Data Analysis (ORDA) is currently leading the collaboration between early childhood agencies, the SCDE, and the Revenue and Fiscal Affairs Office (RFA) to collect student identifiers in order to streamline data collection and sharing. This work falls under the scope of the Early Childhood Integrated Data System (ECIDS).

Early Childhood Education (ECE) Collaborative
The OELL is a member of the Council of Chief State School Officers (CCSSO) Early Childhood Education (ECE) Collaborative. The ECE Collaborative is focused on ensuring students have access to high-quality, developmentally appropriate early childhood education to prepare them for 4K, elementary school, and beyond. The ECE Collaborative is the only forum in the nation for early learning leaders at state education agencies to collaborate, sharpen their skills, and expand their knowledge on early childhood education policy and practice. The Team Lead for Early Learning, Wendy Burgess, currently serves on the ECE Collaborative Planning Committee.

Regional Education Laboratory (REL) Southeast Partner Work
The OELL partnered with the REL Southeast on multiple literacy initiatives during the last two cycles. During cycle one, the OELL assisted REL Southeast and five partner states to create a resource guide entitled [Professional Learning Community: Emergent Literacy](#). This guide was developed for preschool teachers, who in collaborative learning experiences apply evidence-based strategies in their instruction. Through this collaborative learning experience, preschool teachers expand their knowledge base as they read, discuss, share, and apply evidence-based key ideas and strategies that increase student outcomes as it relates to school readiness.

In 2021–22, the OELL began a five-year research partnership with REL on the implementation of a PLC model for 4K educators. For the first year of the partnership, the OELL secured demonstration sites in two high-poverty CERDEP districts. This school year, the OELL and REL began implementation of the PLC model with the demonstration sites and began the recruitment process for the 2023–24 study that will be presented to the Institute of Education Sciences (IES).

For more information on the PLC partnership and research, please visit [REL's overview of the project](#).

Ready, Set - Kindergarten Brochures
The OELL partnered with the Carolina Family Engagement Center (CFEC) to create a series of kindergarten brochures. The CFEC collaborates with other state agencies on projects and technical assistance opportunities focused on supporting underserved families and their students. The CFEC is housed within the SC School Improvement Council (SC-SIC) at the University of South Carolina College of Education. The brochures provide families with a guide on each of the six domains that align with the SC-ELS standards: Cognitive, Health and Physical, Approaches to Play and Learning, Language Development, Math Development, and Social and Emotional Learning domains. This tool helps families support their early learner with school readiness. The SCDE provided funding for the printing of these documents and will support the distribution of the paper copies of the tool.

During 2021–22, the OELL worked with the EOC to create videos aligning with each of the brochures. The aligned videos [may be found here](#). A [Spanish language version](#) of the videos are also available.

SEL and Literacy Family Engagement Kits
OELL also partnered with CFEC to create social and emotional learning (SEL) and literacy family engagement kits linked to the early learning standards. The CFED identified a need for family-friendly, at-home resources to support SEL needs of students. The OELL, Office of Federal and State Accountability, and CFEC distributed 8,200 SEL and literacy family engagement kits in both English and Spanish. The OELL also distributed upper elementary family engagement kits to third grade students participating in summer learning in high-poverty districts.

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Other Agency Partnerships

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Pyramid Leadership Team
The [Pyramid framework](#) is used to promote the social and emotional competence of children birth to age five in the context of nurturing relationships and high-quality learning environments. South Carolina's Pyramid State Leadership Team is comprised of representatives from various SCDE offices and other early childhood agencies. The state leadership teams works to set the state direction for implementation of the Pyramid Model and offer support and resources for schools and districts.

Palmetto Pre-K Jamboree
The [2021 Palmetto Pre-K Summer/Fall Jamboree](#), *Rooted in Nature: Inspiring Curiosity*, was held in August 2021 with approximately 850 participants. The [2022 Palmetto Pre-K Winter Jamboree](#), *Rooted in Nature: Inspiring Wellness,* was held in March 2022 with approximately 1200 participants. The 2023 Palmetto Pre-K Spring Jamboree, *Rooted in Practice: Back to the Basics* was held March 3, 2023.

School Readiness Training
The SCDE Office of Assessment and Standards (OAS) and OELL offered school readiness training for First Steps and Head Start directors.

First Steps School Readiness Partnership
Using federal COVID-19 relief funds, the SCDE is partnering with SC First Steps to School Readiness to support transitioning students into pre-K and kindergarten, recruit and retain pre-K teachers, engage parents, and monitor the health of early learners through early identification and referrals.

Instructional Hub
In 2020, the SCDE began a partnership with Safari Montage to develop an Instructional Hub (previously called Learning Object Repository) platform for all districts statewide. Content for all grade levels and subjects have been placed in the hub for access by teachers, instructional coaches, and district instructional leaders, and districts may also add their own content to the hub. The hub has the ability to work with any classroom software system currently in use by districts, including Google Classroom, Microsoft Schoology, Canvas, and Blackboard. This new platform provides teachers with more equitable access to high-quality content, materials, and lessons for use in virtual or physical classrooms.

Waterford UPSTART 4K Pilot
Beginning with the 2019–20 school year, the SCDE piloted the use of Waterford UPSTART in 17 CERDEP districts. Waterford UPSTART is a personalized kindergarten readiness program that supports literacy, math, and executive function in the home and promotes family engagement. Students in participating CERDEP classrooms receive a laptop to use for home-based learning after the school day ends. Students work for an average of 20 minutes a day using adaptive reading software that supplements classroom instruction, and internet is provided at no charge to families without access.

All families participated in initial parent engagement sessions to learn more about Waterford UPSTART and how it connects with the instruction their child receives at school. After the initial meeting, each family is assigned a family education liaison (FEL) through Waterford. The FEL regularly communicates with each family to check in on the child's progress and teach parents how to engage with their child about their learning. Throughout the school year, families also participate in face-to-face sessions focused on building parent skills and capabilities in order to better support their child's learning.

Waterford UPSTART administers the Waterford Assessments of Core Skills (WACS) to students at the beginning and end of the year to all participating students. Initial data from this assessment across multiple years indicates that students who participated in Waterford UPSTART averaged at the Kindergarten Intermediate level at the end of 4K (this is the level where most children score at the mid-point during Kindergarten). Additionally, FELs tracked family engagement and contacts by week and by month throughout the school year. Waterford shares the monthly usage data reports with the SCDE in order to gauge program implementation.

The program costs approximately $2,000 per child across all participating districts. This $2,000 includes the UPSTART license, software and hardware, on-going support for families and schools, and parent engagement sessions. An additional $2,750 per teacher covers the cost of Waterford training and individual teacher licenses. As of March 2023, approximately 2,700 students are participating in the Waterford pilot in 20 districts.

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

Like last school year, OELL Literacy Specialists target their support for Tier 3 PLP schools, or those in which one half or more of third grade students scored at the lowest achievement level on SC Ready ELA. Each Literacy Specialist supports approximately three schools and offers coaches and teachers at their schools weekly on-the-ground support. Additionally, OELL Early Learning Specialists assist in providing training and resources for Tier 3 schools.

CERDEP Guidelines

The OELL office annual revises the CERDEP Program Guidelines for participating schools and districts. The 2022–23 Program Guidelines may be found here.

CERDEP Cost of Instruction and Unexpended Funds Information

Provisos 1.55 and 1A.29 state "students enrolling during the year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment." The SCDE utilized PowerSchool data extractions to determine whether and when a CERDEP student was enrolled or withdrew after the start of the school year. Payments for students continuously enrolled since the start of the school year were calculated at the maximum funding of $5,100 for the maximum number of authorized students, as adjusted for the pro rata enrollment. The pro rata enrollment was calculated based upon complete PowerSchool records and the 135-day student counts.

Districts ensure that the CERDEP program accurately records enrollment and withdrawal date and adheres to reporting deadlines. If the total days of student enrollments divided by 135 equals more than the authorized number of students/classrooms for the district, the SCDE adjusts payments downward to the authorized amount and may institute an audit of the district's enrollment, withdrawal, and data entry procedures. The SCDE 90th day extraction indicated a current enrollment of 13,565 unduplicated students served in CERDEP classrooms for FY 2022–23.

Due to the continued increase in student enrollment in CERDEP classrooms and curriculum adoption, the SCDE has no unexpended funds available from FY 23. With the potential budget increases for FY 24, the SCDE expects to be able to maintain services to current districts but may be unable to extend CERDEP programming to new districts or schools.

Contact

For additional information about CERDEP and this report, please contact Abbey Duggins, asduggins@ed.sc.gov, 803-737-3150; or Wendy Burgess, at wburgess@ed.sc.gov, 803-734-5858.

Appendix A: CERDEP Districts by Year

District Name	First Year of CERDEP Participation
Abbeville	2006–07
Aiken	2014–15
Allendale	2006–07
Anderson 1	2021–22
Anderson 2	2015–16
Anderson 3	2014–15
Anderson 5	2015–16
Bamberg	2006–07
Barnwell 45	2015–16
Barnwell 48	2006–07
Berkeley	2006–07
Calhoun	2013–14
Charleston	2021–22
Charter Institute at Erskine	2022–23
Cherokee	2013–14
Chester	2013–14
Chesterfield	2006–07
Clarendon	2006–07
Colleton	2013–14
Darlington	2013–14
Dillon 3	2006–07
Dillon 4	2006–07
Dorchester 2	2021–22
Dorchester 4	2013–14
Edgefield	2014–15
Fairfield	2013–14
Florence 1	2006–07
Florence 2	2006–07
Florence 3	2006–07
Florence 5	2006–07
Georgetown	2013–14
Greenwood 50	2014–15
Greenwood 51	2013–14
Greenwood 52	2015–16
Hampton 1	2006–07
Horry–Academy of Hope Charter**	2014–15
Jasper	2006–07
Kershaw	2019–20
Lancaster	2021–22
Laurens 55	2006–07

District Name	First Year of CERDEP Participation
Laurens 56	2006–07
Lee	2006–07
Lexington 1	2021–22
Lexington 2	2014–15
Lexington 3	2013–14
Lexington 4	2006–07
Lexington/Richland 5	2021–22
Marion	2006–07
Marlboro	2006–07
McCormick	2006–07
Newberry	2013–14
Oconee	2014–15
Orangeburg	2006–07
Pickens	2021–22
Richland 1	2013–14
Richland 2	2021–22
Saluda	2006–07
Spartanburg 2	2021–22
Spartanburg 3	2014–15
Spartanburg 4	2014–15
Spartanburg 5	2021–22
Spartanburg 6	2014–15
Spartanburg 7	2013–14
Sumter	2013–14
Williamsburg	2006–07
York 1	2014–15
York 3	2021–22

Appendix B: CERDEP Expansion Formulas

Additional Class
- Daily rate of $28.33 ($5,100/180 days) x number of students x number of days, pro rata as per proviso.
- Up to $10,000 is provided for materials and equipment for the first year only (enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with classrooms enrolling seven or more such children eligible for funds not to exceed $10,000).

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

Extended Day
- Hourly rate: $5,100/180 days/6.5 required hours = $4.36
- Up to two extra hours x $4.36 x number of students participating x number of days

Extended Year
- Daily rate: from $28.33 (6.5 hour day), $30.51 (7.0 hour day), $32.69 (7.5 hour day), $34.87 (8.0 hour day), or $37.05 (8.5 hour day)
- Extra days beyond 180 x number of students participating x daily rate, pro rata per proviso

Summer Program
- Daily rate: from $28.33 (6.5 hour day), $30.51 (7.0 hour day), $32.69 (7.5 hour day), $34.87 (8.0 hour day), or $37.05 (8.5 hour day)
- Number of Students x Daily Rate x Days, pro rata as per proviso

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

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

The OELL also partnered with the Office of Research and Data Analysis (ORDA) to offer training for CERDEP districts to support the set-up of summer sessions in PowerSchool for CERDEP summer and extended year programs.

Appendix C: SC-ELS Details

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

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

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

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

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

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

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

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

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

According to O'Brien and Dervarics (2007), standards alignment is one of several characteristics of high-quality Pre-Kindergarten programs. Research shows that standards alignment, beginning with Pre-Kindergarten standards, is imperative to sustaining positive effects throughout the elementary years. In order to make the transition to kindergarten smoother and improve students' readiness for the challenges of elementary school, standards for our early learners must be aligned with those in the elementary school. The Crosswalk to the South Carolina Early Learning Standards provides educators, caregivers, parents, and families a side-by-side vision of EL development; horizontally aligns with the South Carolina College and Career Ready Kindergarten Standards (SC-CCR); highlights the bridge of developmental indicators from older preschoolers to kindergarten; and shows a representation of the whole child. The SC-ELS were aligned to the KRA internally prior to the adoption of the KRA in 2017.

In 2019–20, the OELL provided copies of the SC-ELS to 1,492 early learning educators in the state. For the 2020–21 school year, the SCDE distributed an additional 1,020 copies to new 4K teachers, special education teachers, reading coaches and OELL Literacy Specialists. Additionally, as a follow up to the SCDE six regional SC-ELS PLOs (train-the-trainer model for

district EL leadership teams), the OELL imbedded additional training on the following domains during the fall and summer trainings for 2018–19:

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

Appendix D: Early Learning PLOs, 2021–22

Title/Topic of PLO	Date(s)	Delivery Method	Count of Participants
New CERDEP District EC Coordinator Training	07/15/21	Virtual	N/A (Virtual)
Palmetto Pre-K Fall 2021 Jamboree: Understanding how Parenting Patterns in early years set a course for the future	08/03/21	Virtual	N/A (Virtual)
Palmetto Pre-K Fall 2021 Jamboree: The First 20 days of Social – Emotional Learning	08/3 and 08/4, 2021	Virtual	N/A (Virtual)
Palmetto Pre-K Fall 2021 Jamboree: Re-energize your Phonological & Phonemic Awareness Practices	08/3 and 08/4, 2021	Virtual	N/A (Virtual)
Palmetto Pre-K Fall 2021 Jamboree: Embracing Positive Solutions for Promoting Social – Emotional Competence	08/3 and 08/4, 2021	Virtual	N/A (Virtual)
2021 Champions for Young Children Virtual Symposium: The First 20 Days of Social and Emotional Learning	08/05/21; 8/06/21	Virtual	N/A (Virtual)
2021 Champions for Young Children Virtual Symposium: ELL Resources	08/05/21; 8/06/21	Virtual	N/A (Virtual)
2021 Champions for Young Children Virtual Symposium: The Pyramid Model	08/05/21; 8/06/21	Virtual	N/A (Virtual)
2021 Champions for Young Children Virtual Symposium: Family Engagement	08/05/21; 8/06/21	Virtual	N/A (Virtual)
2021 Champions for Young Children Virtual Symposium: Phonological and Phonemic Awareness	08/05/21; 8/06/21	Virtual	N/A (Virtual)
New CERDEP Teacher Training	08/09/21	F2F	16
DIAL 4 Training (Lee County)	08/10/21	F2F	8
New CERDEP Teacher Training	08/10/21	F2F	20
Purposeful, Playful Math (Anderson District 5)	08/11/21	F2F	42
New CERDEP Teacher Training--Charleston	08/18/21	F2F	46
New CERDEP Teacher Training	08/19/21	F2F	5
New CERDEP Teacher Training	08/26/21	F2F	12
New CERDEP Teacher Training (Pickens County School District)	09/03/21	F2F	27
New CERDEP Teacher Training (Lexington Richland 5	09/14/21	F2F	9
New CERDEP Teacher Training (Lexington Richland 5	09/15/21	F2F	8
SEL Cohort 2 Year 2 Session 1	09/16/21	F2F	8

Title/Topic of PLO	Date(s)	Delivery Method	Count of Participants
New CERDEP Teacher Training (York 3) RHSD	10/15/21	F2F	32
OSES Conference (at Fairfield High School)	10/18/21	F2F	43
New CERDEP Teacher Training (Richland Two)	10/22/21	Virtual	32
Scaffolding Early Writing Skills through Conferring--Anderson 5	01/14/22	F2F	13
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 1-Lowcountry	02/03/22	F2F	5
Plugging Your PLCs into Systematic Emergent Literacy Instruction--SC Early Childhood Conference	02/04/22	F2F	13
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 1 Upstate	02/09/22	F2F	8
SEL Cohort 2 Year 2 Session 2	02/10/22	F2F	8
Greenwood 50 Literacy Rich Environment	02/11/22	F2F	17
Spartanburg 7--Scaffolding Early Writing Skills through Bookmaking 3 hours	02/14/22	F2F	85
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 1 Midlands	02/16/22	F2F	20
Edgefield Literacy Rich Environment	02/18/22	F2F	14
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 2-Upstate	03/04/22	F2F	10
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 2 Midlands	03/08/22	F2F	17
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 2-Lowcountry	03/16/22	F2F	4
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 3 Midlands	04/05/22	F2F	9
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 3-Upstate	04/27/22	F2F	10
Bouncing Back from the Pandemic in 4K (Lexington 2 Adult Education Center) Regional	04/29/22	F2F	8
Plugging Your PLCs into Systemic Emergent Literacy Instruction Session 3-Lowcountry	05/03/22	F2F	5
Scaffolding Early Writing Skills Session 2--Oconee	06/07/22	F2F	32
New CERDEP Teacher Training	06/14/22	F2F	21
Purposeful Play Leads to School Readiness	06/15/22	F2F	30
New CERDEP Teacher Training	06/16/22	F2F	17
Plugging Your PLCs into Systemic Emergent Literacy Instruction Overview	06/21/22	F2F	16

Title/Topic of PLO	Date(s)	Delivery Method	Count of Participants
New CERDEP Teacher Training	06/23/22	F2F	18
Pre-K Schedules and Transitions	07/12/22	F2F	16
Scaffolding Preschooler's Writing through Bookmaking	07/26/22	F2F	25
Purposeful Math	07/28/22	F2F	16
New CERDEP Teacher Training	07/29/22	F2F	45
New CERDEP Teacher Training	08/04/22	F2F	30
Thriving Through Inquiry and Play in PreK	08/05/22	F2F	15
Scaffolding Early Writing Skills through Bookmaking--Spartanburg 5	08/10/22	F2F	75
Purposeful Play Leads to School Readiness--Spartanburg 5	08/10/22	F2F	27
Purposeful Play Leads to School Readiness	08/12/22	F2F	40
Fall 2022 Palmetto Pre-K Jamboree: Developing Teamwork in a Child's Educational Experience	08/03/22	Virtual	1700 conference total
Fall 2022 Palmetto Pre-K Jamboree: Embracing the Whole Child Through Best Practices	08/03/22	Virtual	1700 conference total
Fall 2022 Palmetto Pre-K Jamboree: Inspiring and Empowering Our Youngest Writers	08/03/22	Virtual	1700 conference total
Fall 2022 Palmetto Pre-K Jamboree: Thriving Through Inquiry and Play in Preschool	08/03/22	Virtual	1700 conference total
2022 Champions for Young Children Symposium: Inspiring and Empowering Emergent Writers Through Collaboration	08/05/22	F2F	N/A
2022 Champions for Young Children Symposium: Thriving Through Inquiry and Play in Preschool	08/05/22	F2F	15
2022 Champions for Young Children Symposium: Community to Classroom: Kindergarten Readiness Through Family Engagement	08/05/22	F2F	7
2022 Champions for Young Children Symposium: Learning Better Together Through Best Practices	08/05/22	F2F	12
2022 Champions for Young Children Symposium: Coordinating and Collaborating: The Educational Dream Team of Small Children	08/05/22	F2F	10
New CERDEP teacher training--Charleston	08/18/22	F2F	26

## Appendix E: PLO Attendance by District, 2021–22

Note: This list only includes Early Learning trainings directed by OELL Early Learning team members, and does not include events like the annual Pre-K Jamboree attended by districts statewide.

District	Count
Aiken	9
Anderson 1	16
Anderson 3	1
Anderson 5	58
Barnwell 19	5
Beaufort	40
Berkeley	11
Calhoun	4
Charleston	79
Cherokee	14
Chester	2
Chesterfield	13
Clarendon 2	10
Colleton	8
Darlington	7
Dorchester 2	1
Dorchester 4	11
Edgefield	13
Fairfield	43
Florence 4	2
Florence 5	3
Georgetown	1
Greenville	3
Greenwood 50	24
Horry	1
Jasper	2
Kershaw	37
Lancaster	14
Laurens 55	16
Laurens 56	11
Lee	9
Lexington 1	24
Lexington 2	2
Lexington 4	3
Lexington Richland 5	27

District	Count
Marion	1
McCormick	2
Oconee	32
Pickens	59
Richland 2	35
Spartanburg 2	8
Spartanburg 3	13
Spartanburg 5	106
Spartanburg 6	2
Spartanburg 7	75
Sumter	9
Williamsburg	3
York 2	4
York 3	32
Total	*905*

Appendix F: South Carolina Profiles

Figure 4: Profile of the South Carolina Graduate
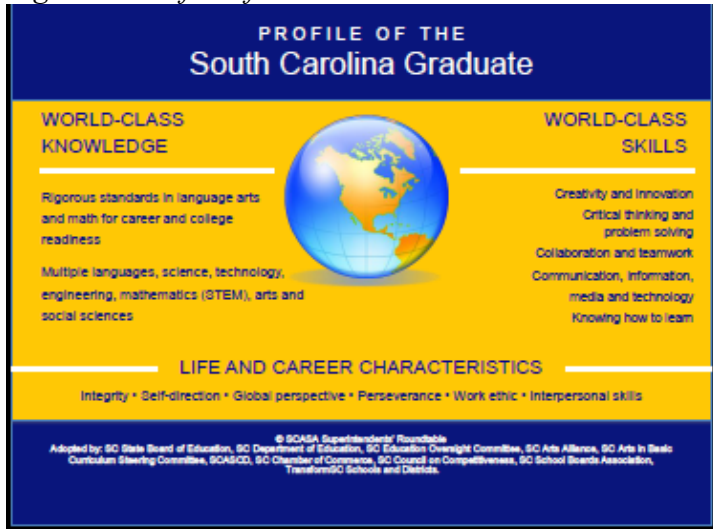
Note: The *Profile of the South Carolina Graduate* represents the SCDE's vision for student learning in the state, and has been adopted by a wide body of stakeholders and the state's General Assembly.
Source: South Carolina Department of Education. (2017). Retrieved from http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/.

Figure 5: Profile of the Ready Kindergartener

Source: South Carolina Department of Education. (2019). Retrieved from https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/profile-of-the-ready-kindergartner-english/?showMeta=2&ext=.pdf.

Appendix G: FY 23 Estimated Budget

Projected Fiscal Year 2023 CERDEP Revenues and Expenditures

REVENUES	Total
Carryforward from FY 22 to FY 23	$10,134,463.06
FY 23 General Fund Appropriation	$5,983,049.00
FY 23 EIA Recurring Appropriation	$53,225,118.00
Total Revenues	**$69,342,630.06**

EXPENDITURES	Total
Portion of EOC Evaluation (EIA)	$195,000.00
Cost of Instruction ($5,100 per child pro-rata)	$64,661,766.69
Supplies for New Classrooms ($10,000 per classroom)	$770,000.00
Transportation	$-
Assessment	$600,000.00
Professional Development and Curriculum	$3,000,000.00
Other: Expansion	$-
Extended Year	$-
Summer Program (from FY 22)	$157,429.34
Summer Program (FY 23)	$530,000.00
Extended Day	$320,198.40
Parental Engagement	$1,988,00.00
Total Expenditures	**$72,222,394.43**
Amount Remaining to Carryforward to FY 23	**$(2,879,764.37)**

To cover the shortfall, the SCDE will need to use funds from half-day 4K for FY 23 Expenditures as allowed by Proviso 1.85.