

Amendments to Task Force Subcommittee Recommendations Proposed by Chairwoman Allison

(Note: amendments are in *bold, underlined, and in italics.*)

Accountability, Continuous Improvement, and Leadership Subcommittee

Recommendation 16

Collaboration among districts and the sharing of best practices among districts must be enhanced *and made a priority between districts. SDE should assist in this effort.*

Recommendation 19

Districts *and private childcare providers* should be encouraged to consolidate business functions (i.e. human resources, transportation, facilities management, information technology, etc.) where appropriate.

Recommendation 22

Collaboration and the sharing of best practices must be enhanced. *This includes private childcare providers, K-12, and higher education.*

Educator Recruitment, Retention, Effectiveness, and Professional Development Subcommittee

Recommendation 23

School districts must find ways for teachers to experience professional growth without leaving the classroom full-time. Such opportunities can include hybrid roles, *virtual courses, and* team teaching. North Carolina is examining legislation to provide funding to districts that establish new professional growth models.

High Quality Early Childhood Education and Family Engagement Subcommittee

Recommendation 1

Children from birth through age five, and their families who live in poverty in the plaintiff districts and throughout the state, should receive high-quality, effective interventions to children and their families in poverty from birth through age 5. Recent research in brain development has documented that quality early childhood programs, those with close interactions between teachers and children and those that engage families and communities, are the key to long-term cognitive development, especially for children living in poverty. While South Carolina has many state agencies and programs serving these children, coordination of efforts are limited, accountability is lacking, and quality suffers. The goal must be to mitigate the potential damages

of poverty as soon as possible with coordinated efforts beginning with prenatal services and continuing throughout the child's early development.

The example of Florence School District One's Start SMART initiative must be replicated at the state and local levels of government. Schools, private child care centers, families, communities, pediatricians, employers, and state agencies must work together to ensure all children are ready for success in public education.

At the state level, to improve the effectiveness of all state-funded early childhood programs that serve children and families in poverty, the state should consider the recommendations of the Southern Regional Education Board's Commission on Early Childhood. The Commission's report highlighted best practices from other SREB states and made specific state policy recommendations that focus on: Program Quality, Teacher Quality, Accountability, Access, and Governance. While South Carolina has greatly expanded access to full-day 4K for children in poverty, the state has to improve the quality, accountability and governance surrounding all early childhood programs that serve children in poverty. **To help improve quality, ratings such as Quality Counts should be implemented to that there is continuous review and involvement.**

Recommendation 33

According to a June, 2015 SREB report entitled *Confronting the Fade-Out Debate: Children Flourish and Gains Do Last in High-Quality Pre-K Programs*, children who are provided with high-quality pre-K programs are more likely to avoid remediation and special education than their peers who did not have access to such programs. In order to ensure that programs are high-quality, South Carolina needs to adopt a statewide quality rating and improvement system (QRIS) that **is continuous and ongoing and** applies to both state programs and private programs funded by the state.

Recommendation 35

Working with the colleges of education, SDE should ensure that teacher credentialing programs are offered that are tailored to early childhood education teachers (**see, e.g. University of South Carolina Upstate**). The State will establish regional early childhood development training centers in two or more of the Plaintiff Districts staffed by professors of early childhood education and their students. The practicum students will be provided full scholarships, to include tuition and travel allowances, for their training during that semester. The training centers will train childcare providers and early childhood teachers, with specific focus on high-quality teacher-child interactions.