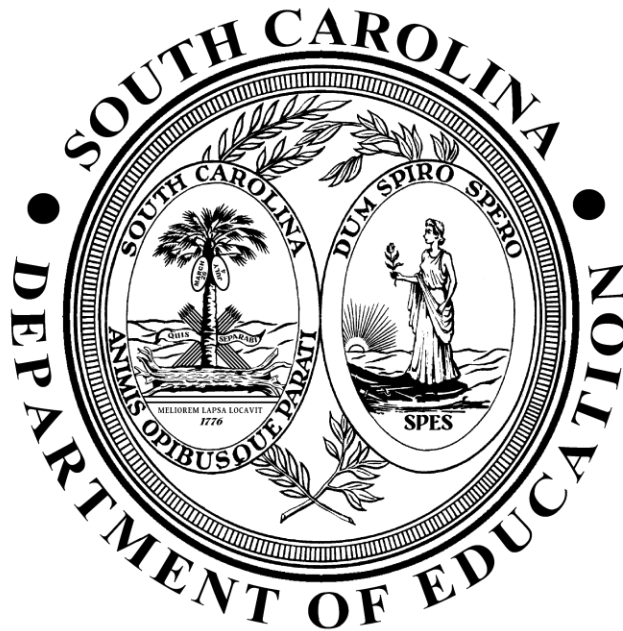


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



CDEP Guidelines

Act 284

November 2017

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Act 284 (Read to Succeed)

Section 59-156-110

The South Carolina General Assembly has expanded the funding for many of the state's at-risk 4-year-olds to have an opportunity to attend a full-day educational program. The annual proviso language for the Child Development Education Pilot Program was codified with the approval of the Read to Succeed legislation, Act 284, and was signed into law by the Governor on June 11, 2014. Therefore, the South Carolina Child Development Education "Pilot" Program, (CDEP) is no longer considered to be a pilot. In 2016-17 the original districts entered the eleventh year since implementation since 2006; the expansion districts of 2013 entered their fifth year; and the districts added in 2014 entered their third year.

Section 59-156-110 mandates that in CDEP classrooms districts will provide (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive annual reading proficiency plan, (2) successful administration of the readiness assessment; (3) the developmental and learning support that children must have to be ready for school; (4) parenting education, including educating the parents as to methods that may assist the child; and (5) identification of community and civic organizations that can support early literacy efforts.

Introduction to the CDEP Requirements

The purpose of these guidelines is to assist coordinators and district preschool providers to be able to meet statutory requirements for CDEP implementation and to provide high quality services to young children and their families.

Act 284 refers to the 4K program as the “Child Early Reading Development and Education Program”; however, these guidelines will continue to reference the more familiar “CDEP” abbreviation. These guidelines reflect what is required by the CDEP statute. The guidelines also contain language meant to convey the intent, or spirit of the law, as well as information from CDEP programs around the state on what CDEP looks like in a community.

CDEP Student Eligibility

To be eligible for CDEP funding, a district must document in PowerSchool the student:

- Has a unique student identifier or SUNS number;
- Is coded CDEP01 in the Special Programs area of PowerSchool;
- Either
 - Meets one of the risk criteria creating CDEP eligibility (documented family income 185 percent or less of federal poverty or Medicaid eligibility) or
 - Both of these criteria are met:
 - By October 1 at least 75 percent of the eligible children are projected to be enrolled in public or private CDEP, Head Start, or an ABC Child Care Program, and
 - the student scores below the twenty-fifth percentile on two of three subscales in DIAL-3 or DIAL-4;
- Has data entered for Developmental Indicators for the Assessment of Learning, Third (DIAL-3) or Fourth (DIAL-4) Edition scores;
- Has an enrollment date; and
- Has reached age four on or before September 1.

For a district to avoid being charged for transportation at the permit rate, the SCDE also requests that the students’ transportation information be entered into PowerSchool for financial tracking purposes.

CDEP continues to be administered by the SCDE, which oversees participating public school district programs and South Carolina First Steps for School Readiness, which oversees private child care programs and other non-district providers. This partnership helps to offer families choices of pre-kindergarten within both school district and eligible non-district settings.

Pro Rata Student Enrollment Calculation

Proviso 1.58 states, “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.”

Provisos 1.58 and 1A.30 for 2017–18 fiscal year requires pro rata funding based upon a student’s enrollment period. New for 2017–18 is language referencing the 135-day count:

The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool and end of year adjustments shall be based on the one hundred and thirty-five day student average daily membership. (Provisos 1.58 and 1A.30; *see also* 1.72 and 1A.65 (“end of year adjustments shall be based on the one hundred and thirty five day student average daily membership”)).

Reporting Deadline 45th Day Data (October)

The 2017–18 budget proviso 1A.59 reads as follows:

For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program **no later than the 45th** day and must provide a report of such to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee **by November first**. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.

CDEP programs must supply student enrollment information by the 45th day of the district specific calendar in the format required by the Office of Early Learning and Literacy (OELL). The SCDE data calendar is set to allow for collections to cover all possible 45th days. Districts must submit their [data](#) on their 45th day specific to the district calendar.

Other CDEP and 4K Resources

The CDEP Guidelines outline the requirements, standards, and expectations to guide school districts in the implementation of the CDEP program. The OELL provides resources for public schools at the following link: <http://ed.sc.gov/instruction/early-learning-and-literacy/>. Questions about CDEP guidelines may be directed to SCDE, Division of College and Career Readiness at 803-734-8052.

1.0 Provider Eligibility

1.1 Residency

For the 2017–18 school year, with funds appropriated by the General Assembly, the South Carolina CDEP shall first be made available to eligible children from the trial and plaintiff school districts in the *Abbeville County School District et. al. vs. South Carolina* litigation. As of July 2013, CDEP funding was expanded for eligible children residing in school districts which have a poverty index of seventy-five percent or greater. For the 2014–15 school year, CDEP funding was expanded to include school districts with a poverty index of seventy percent or greater, see [Appendix B](#).

Eligible public schools provide full-day 4K services to eligible children living within the participating CDEP districts.

1.2 Legal Operation, Capacity, and Regulations

Eligible providers must:

- Maintain classrooms with at least ten four-year-old children, but no more than twenty, four-year-old children, with an adult to child ratio of 1:10. With classrooms having a minimum of ten children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the SCDE (S.C. Code § 59-156-160(B)(3));
- Comply with all state and local health and safety laws and codes (S.C. Code § 59-156-140(B)(2)); and
- Be licensed by the South Carolina Department of Social Services (S.C. Code § 59-156-140(B)(8)) (<http://www.scchildcare.org>).

1.3 Anti-Discrimination Requirements

Approved providers must comply with constitutional provisions and all federal and state laws prohibiting discrimination on the basis of disability or need for special education services (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 1997), race, color, creed or national origin (Title VI of the Civil Rights Act of 1964), gender Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976 and religion. (S.C. Code § 59-156-140(B)(1))

1.4 Annual Application Processes

New eligible public school districts choosing to participate in CDEP are required to submit an application to the SCDE. (S.C. Code § 59-156-140(A)) This application will be sent out by the CDEP office to districts for completion after the district has qualified for CDEP funding based on district eligibility guidelines. Continuing CDEP districts seeking to expand are required to submit an application to the SCDE with their documented waiting list. The CDEP office will send the application to be completed and submitted to the SCDE for waiting list submission. Continuing CDEP districts selecting not to expand are not required to submit an annual application.

1.5 Documentation

CDEP providers must maintain the following documentation:

- (1) Records of reporting at least quarterly to the parent or guardian the student's progress (S.C. Code § 59-156-140(B)(4));
- (2) "individual student records including, but not limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences" (S.C. Code § 59-156-140(B)(6)); and
- (3) Accurate PowerSchool data entry so that the student:
 - Has a unique student identifier or SUNS number;

- Is coded CDEP01 in the Special Programs area of PowerSchool;
- Either
 - Meets one of the risk criteria creating CDEP eligibility (documented family income 185 percent or less of federal poverty or Medicaid eligibility) or
 - Both of these criteria are met:
 - By October 1 at least 75 percent of the eligible children are projected to be enrolled in public or private CDEP, Head Start, or an ABC Child Care Program, and
 - the student scores below the twenty-fifth percentile on two of three subscales in DIAL-3 or DIAL-4;
- Has data entered for DIAL-3 or DIAL-4 scores;
- Has reached age four on or before September 1;
- Has accurate enrollment (and if relevant, withdrawal) dates; and
- Has an identified mode of transportation. (See transportation section for PowerSchool codes).

Slides with details about keying in early childhood data into PowerSchool are provided at this link: <http://ed.sc.gov/instruction/early-learning-and-literacy/cdep/>.

Examples of students whose PowerSchool records excluded them from funding include:

- Students not coded CDEP01. It is not sufficient to provide a spreadsheet with student names and enrollment dates. The data must be in PowerSchool with enrollment dates.
- Students whose four-year-old birthday occurs after September 1.
- Students without a SUNS identifier.

1.6 Pro Rata Payments

The proviso indicates the SCDE should adjust pro rata based on the student's length of enrollment. The SCDE will utilize PowerSchool data extractions to determine whether and when a CDEP student was enrolled or withdrew after the start of the school year. Payments for students continuously enrolled since the start of the school year will be calculated at the maximum funding of \$4,422 for the maximum number of authorized students, as adjusted for the pro rata enrollment. The pro rata enrollment will be calculated based upon complete PowerSchool records and the 135-day student counts:

The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool and end of year adjustments shall be based on the one hundred and thirty-five day student average daily membership. (Provisos 1.58 and 1A.30; *see also* 1.72 and 1A.65 (“end of year adjustments shall be based on the one hundred and thirty five day student average daily membership”).

Districts should take care that the CDEP program accurately records enrollment and withdrawal dates by the 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 will adjust payments downward to the authorized amount, and may institute an audit of the district's enrollment, withdrawal, and data entry procedures.

2.0 Child/Family Eligibility

2.1 Child's Age

To be eligible a child must be four years of age on or before September 1 based on acceptable documentation, such as a birth certificate or official document from other countries. Proof-of-age eligibility must be on file no later than the day the child begins CDEP. (S.C. Code § 59-156-130(A))

2.2 Age Exception

Children are eligible to enroll in CDEP for one year only. A waiver of this requirement may be sought from the SCDE in the rare event that a child is deemed unable to advance to kindergarten for developmental or other reasons. Waiver requests should be accompanied by detailed documentation from the current teacher, parents(s)/guardian(s), and/or medical provider. An Individualized Education Plan (IEP) issued by the child's school district of residence stating that "an additional year of pre-kindergarten is necessary" shall be deemed an acceptable form of evidence to support the waiver.

2.3 Family Income Eligibility

Family income eligibility must be shown for enrollment: an annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services; or Medicaid eligibility. Acceptable forms of verification include the following: a completed free and reduced lunch form with verification of family income, or a copy of current Medicaid card. Verification of family income may include pay stubs, tax returns, or W-2 forms. (See [Appendix C](#) for the *Family Income Eligibility Table*.)

2.4 Application Process

The parent or guardian enrolling a child must complete and submit a CDEP application. The application must be accompanied by a copy of the child's proof-of-age eligibility (2.1), documentation of the family income eligibility (2.2) and immunization documentation (3.2). Individual school districts may require additional documentation as deemed necessary. (S.C. Code § 59-156-130(B)(2))

2.5 Children with Special Needs

CDEP providers must comply with all state and federal laws and requirements, including those prohibiting discrimination based on need for special education services. (S.C. Code § 59-156-140(B)(1), (9)) Children with disabilities who have an IEP are entitled to a free appropriate public education (FAPE) between the ages of 3 and 21 inclusively, as outlined by the Individuals with Disabilities Education Act (IDEA) and by the South Carolina State Board of Education Regulation 43-243. As such, a child with an IEP may not be denied access to participation in public school services, which include participation in CDEP programs. As required by federal and state statutes and regulations, each child's IEP team determines the appropriate placement in the least restrictive environment and determines all decisions relative to a student's special education and related service needs. Because the goal of the CDEP program is to ensure children entering kindergarten are prepared to access the general education curriculum, children in

poverty and children with disabilities are granted priority entrance into the CDEP class. For children with disabilities, such placement should be determined by and in coordination with the child's IEP team to ensure that such placement provides the child a FAPE. In such instances, CDEP funds may provide the costs for early childhood education, while federal IDEA funds may cover the excess costs, as allowed by the permissible use of funds. All placements, including in CDEP programs, must ensure that the child is provided with the necessary accommodations, special education and related services consistent with the child's IEP and with federal and state statutes, regulations, policies and procedures.

3.0 Enrollment/Disenrollment

3.1 Enrollment

Enrollment for CDEP must be open and non-discriminatory. In the event the number of eligible children exceeds the number of spaces available, children will be placed on a waiting list maintained at the school level. Children on the waiting list will be enrolled based on eligible student's educational need (as determined by DIAL-3 or DIAL-4 screening) at the time the vacancy occurs. Families with children on the waiting list will be notified of other CDEP providers in the area.

If by **October first** of the school year at least seventy-five percent of the total number of children eligible for the CDEP in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the SCDE and the Office of First Steps, CDEP providers may then enroll children whose families do not meet the income eligibility requirements but who score at or below the twenty-fifth national percentile on two of the three DIAL-3 or DIAL-4 subscales. The law states providers "may receive reimbursement for these children if funds are available"; if these enrollments create a program expansion, the public provider must apply to, and be approved by, the SCDE prior to receiving CDEP funds.

3.2 Health Records and Screening

The CDEP school shall maintain a health record for each CDEP student (S.C. Code § 59-156-140(B)(6)) Each record shall include the following information:

1. A statement signed by the parent or guardian regarding the child's health prior to admission to the CDEP class (DSS Form 2900).
2. A current copy of the child's immunization record signed by a physician or other health official. (S.C. Code § 59-156-130(B)(2)) This record should indicate that all required immunizations are complete as recommended by the South Carolina Department of Health and Environmental Control (DHEC) or that the appropriate official has provided written proof that the child meets either medical or religious exemption requirements.
3. Other health information deemed necessary by the program director and/or by the parent(s)/guardian(s).

If CDEP schools have resources for health screenings available, it is recommended that they should arrange for basic health screenings (vision, hearing, and dental) during the first 90 days of school. Children should be referred to an appropriate health-care provider or the local health

department when a health problem is suspected or detected. All health-related referrals will be noted in the child's health file on site and the results of all screenings should be shared with parent(s)/guardian(s).

3.3 Attendance

Act 284 Section 59-156-130 states,

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of six and one-half hours of instructional time daily and operates for a period of not less than one hundred eighty days a year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

Attendance requirements should be explained and provided in writing to parent(s)/guardian(s) during enrollment and orientation. Classroom attendance shall be recorded daily and maintained. Students' enrollment must be ended when the number of "unlawful" (Reg. 43-274) absences exceeds ten consecutive days, or when the student leaves due to "transfer, death, expulsion, ... legal withdrawal, or for any other reason." S.C. Reg. 43-172.I.A.6. Issues regarding children's attendance should first be addressed by the school administrator. The child's parent(s)/guardian(s) should be contacted to determine the reasons for the chronic absenteeism, tardiness, or early departure and to identify ways of resolving any underlying factors that might be preventing the child's consistent attendance.

3.4 Revocation of Enrollment

Developmentally appropriate guidance and behavior management techniques should be utilized at all times. In accordance with [non-regulatory federal guidance](#), CDEP programs should ensure all students' social, emotional, and behavioral health are nurtured in high quality programs working towards eliminating expulsion and suspension practices (U.S. Department of Health and Human Services and U.S. Department of Education, Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings).

Should a child engage in behavior that is harmful to him/herself or others and the learning environment, appropriate data will be collected to support reducing unwanted behavior and teaching desired. Appropriate supports including but not limited to school psychologists, evaluations, etc. will be utilized. Documentation of both the circumstances surrounding the request for revocation and the provider's sustained and active efforts to resolve these issues in partnership with the child's parent(s)/guardian(s) are required before revocation can occur. The school administrator shall contact the district Early Childhood/CDEP Coordinator who shall request permission from the SCDE to revoke a student. The request must be presented in writing with appropriate documentation, and before revocation SCDE may provide technical assistance or referrals for additional support. Refer to the following procedures for disenrollment of a child from a CDEP class:

- Provide the reason(s) why disenrollment is being requested;

- Provide the progress monitoring data, timeline(s), and interventions used to help the child benefit from the class;
- Provide written correspondences and meeting notes showing the ongoing involvement with the child's support team and parent(s) or guardian(s);
- Provide behavioral and learning environment observations of the child that support the reasons for the requested disenrollment;
- If the child has special needs, provide recommendation(s) and consultation notes from the district's Director of Special Services and documentation of the most recent IEP team meeting recommendation(s); and
- Submit all documentation to the director of the OELL. No state-funded students may be disenrolled without the express written permission of the OELL.

4.0 Program Requirements

4.1 Class Size and Adult-to-Child Ratio

Providers maintain classrooms with at least ten four-year-old children, but no more than twenty four-year-old children, with an adult to child ratio of 1:10. With classrooms having a minimum of ten children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the SCDE. Flexibility of this ratio requirement during naptime is allowed by DSS. Waivers of the minimum – but not the maximum – class size may be sought from the SCDE.

4.2 General Programmatic Requirements

CDEP programs must comply with all programmatic, reporting, and assessment criteria, to include the following:

Per Act 284 Section 59-156-110, the program must focus on: a comprehensive, systemic approach to reading that follows the [State Reading Proficiency Plan](#) and the district's comprehensive annual reading proficiency plan, both adopted pursuant to Chapter 155, Title 59.

Per Act 284 Section 59-156-140. (B) Providers shall: (1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services; (2) comply with all state and local health and safety laws and codes; (3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children; (4) be accountable for meeting the educational needs of the child and report at least quarterly to the parent or guardian on his progress; (5) comply with all program, reporting, and assessment criteria required of providers; (6) maintain individual student records for each child enrolled in the program, including, but not limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences; (7) designate whether extended day services will be offered to the parents and guardians of children participating in the program; (8) be approved, registered, or licensed by the Department of Social Services; and (9) comply with all state and federal laws and requirements specific to program providers.

- Adequate training in and adherence to an approved, research-based preschool curriculum supporting the South Carolina Early Learning Standards for four-year-olds,
- Employment of qualified staff and the provision of substitute teachers as necessary,
- Adequate training and DSS certification of substitute teachers,
- Maintenance of all DSS required staff records,
- [DSS licensing requirements](#),
- Maintenance (and data entry as required) of DSS and CDEP required individual student records,
- Maintenance of student ID or SUNS number coded CDEP01 in the Special Programs area of PowerSchool, and
- Maintenance of DIAL-3 or DIAL-4 data

CDEP schools shall maintain all program records on site for a period of at least five years.

4.3 Classroom Environment

The CDEP school must maintain appropriate classroom space, equipment, materials and supplies. All classrooms will be fully equipped to serve the designated number of children per class that promote children's' development across all domains.

4.4 Outdoor Equipment

Outdoor playground equipment must be age-appropriate and comply with all state and local health and safety laws and codes. The playground and equipment must be accessible to all enrolled children including those with special needs.

4.5 Reporting to Parents

Providers are accountable for meeting the educational needs of the child and report at least quarterly to the parent(s)/guardian(s) on the child's progress.

1. Communication with parents/guardians with an orientation to CDEP with reporting of initial assessment results.
2. Quarterly parent(s)/guardian (s) teacher conference and communication about student progress.
3. Quarterly parent (s)/guardian (s) teacher conference and communication about student progress.
4. Communication with parent (s)/guardian(s) with information including student progress on the readiness assessment and a final assessment report on the child's progress is provided for the parent(s)/guardian(s).

Under Read to Succeed, Act 284, CDEP providers will ensure parent(s)/guardian(s) is continuously informed in writing of the following:

1. the student's reading proficiency needs, progress, and ability to comprehend and write grade-level texts;
2. specific actions the classroom teacher and other reading professionals have taken and will take to help the student comprehend and write grade-level texts; and

3. specific actions that the parent or guardian can take to help the student comprehend grade-level texts by providing access to books, assuring time for the student to read independently, reading to students, and talking with the student about books.

4.6 Parent Education and Involvement

All CDEP schools must incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement with an emphasis on interactive literacy and numeracy. Section 59-156-110 mandates, “incorporating parenting education, including educating the parents as to methods that may assist the child pursuant to Section 59-155-110, 59-155-130, and 59-155-140.” The CDEP providers must offer family workshops, materials, and resources that include information on how family members can help the child at home. CDEP schools are strongly encouraged to coordinate with local district parent education programs and First Steps County Partnerships. CDEP schools must also identify community and civic organization that can support early learning efforts. Providers are encouraged to maintain documentation of family workshops and resources, as well as, community and civic partnerships that promote early learning.

5.0 Program Operations

5.1 Days of Service

CDEP programs shall operate educational programs for children five days a week, for at least 180 instructional days.

5.2 Hours of Service

The educational program shall operate for a minimum of six and one-half (6.5) hours daily, which includes outdoor play, rest, and compliance with DSS meal requirements.

5.3 Tuition and Fees

Eligible students may not be charged an enrollment fee, tuition, or any other fees for any portion of the required instructional day.

Tuition and fees may be charged for extended programming and/or wrap around care above and beyond the required 6.5-hour instructional day. Participation in the basic program may not be contingent upon enrollment in extended services.

5.4 Transportation

Public school transportation services will be provided by the district. If transportation is offered, eligible students living within established provider routes must be afforded an equal opportunity to receive this service. All transportation services provided must adhere with the requirements detailed in South Carolina Section 56-5-195 (Jacob’s Law). See below for PowerSchool Codes for CDEP students:

PowerSchool: South Carolina Student Information Page

- Are transported to school by bus in the morning or afternoon
- Are transported to school by car in the morning or afternoon

- The number that identifies which bus the student rides in the morning or afternoon

<p>Transportation Mode AM</p> <p><i>(Trans_Mode_AM)</i></p> <p><i>[S_SC_STU_X]</i></p>	<p>Select the mode of transportation the student generally uses to come to school in the morning:</p> <p>N – Not Applicable A – AM Bus C – POV (Car Rider) D – Daycare Provides P – PM Bus Only W – Walker Y – Bicycle</p>
<p>Transportation Mode PM</p> <p><i>(Trans_Mode_PM)</i></p> <p><i>[S_SC_STU_X]</i></p>	<p>Select the mode of transportation the student generally uses to return home in the afternoon.</p> <p>N – Not Applicable P – PM Bus F – Bus to Different Address G – Bus to Day Care C – POV (Car Rider) D – Daycare Provides W – Walker Y – Bicycle S – After school program at school</p>
<p>Bus 1</p> <p><i>(BusInfo1)</i></p> <p><i>[S_SC_STU_X]</i></p>	<p>Key in and VERIFY carefully the number that identifies which bus the student rides to school if selection A – AM Bus Only or B – AM&PM Bus for the bus transportation needed field (above).</p> <p>Use numbers as indicated below or use other names for the buses:</p> <ol style="list-style-type: none"> 1. The bus number assigned by your district; for example, 18. 2. The last 6 characters in the SCDE bus identification number; for example, 7-0001 if that number is 57-0001 <p>The district may request the appropriate bus number from the local district transportation office. <u>This number must be thirty or fewer alphanumeric characters.</u></p>

<p>Bus 2</p> <p><i>(BusInfo2)</i></p> <p><i>[S_SC_STU_X]</i></p>	<p>Key in and VERIFY carefully the number that identifies which bus the student rides from school to his/her home in the afternoon if selection B – AM&PM Bus or P – PM Bus Only for the bus transportation needed field (above).</p> <p>Use numbers as indicated below or use other names for the buses:</p> <ol style="list-style-type: none"> 1. The bus number assigned by your district; for example, 18. 2. The last 6 characters in the SCDE Bus Identification Number; for example, 7-0001 if that number is 57-0001. <p>You can request the appropriate bus number from your local District Transportation Office. <u>This number must be thirty or fewer alphanumeric characters.</u></p>
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5.5 Rest Time

South Carolina Child Care Licensing Regulation 114-506A(9) states that napping expectations and time periods shall be developmentally appropriate and meet the needs of the individual child and regulation 114-506B(4) states withholding, forcing, or threatening to withhold or force food, sleep or toileting is prohibited. Additionally, child care centers are required to have a written, planned, daily program of activities for all children which includes nap times as stated in regulation 114-506A(1). Therefore, currently the regulations are not age specific for napping but child care centers are required to have developmentally appropriate nap times and centers are prohibited from forcing or withholding napping for the children. Rest time may not exceed one hour per day, except, in rare cases, to address the specific individual needs of children. Children unable to sleep during the rest period should be allowed to read or participate in another quiet activity. Teachers may use this time with non-sleepers for individual or small group instruction. During rest time/quiet time period the staff/ child ratio is considered in compliance as long as one staff member is in the classroom with children resting and is visually supervising all children, and at least one other person is readily available.

5.6 Discipline

Providers will make use of developmentally appropriate guidance techniques and may not allow the use of corporal punishment or severe discipline. In accordance with [nonregulatory federal guidance](#), exclusionary practices should not be used to reduce unwanted behavior. Resources on appropriate strategies to reduce unwanted, and teach desired, behavior can be found here: <http://www.pyramidmodel.org/>. Staff members and parent(s)/guardian(s) shall sign

and date a disciplinary policy statement as required by the DSS. The signed disciplinary policies shall be maintained on file.

6.0 Personnel and Training

6.1 Classroom Staffing

Each classroom of eleven or more students shall be staffed at all times by a lead teacher and an instructional assistant. Classrooms enrolling ten students (the program's minimum class size unless the SCDE grants a waiver) may elect to employ a single lead teacher. All classroom staff personnel (including substitutes) must meet all the DSS approval requirements.

6.2 Lead Teacher Qualifications

CDEP public school classrooms must be led by teachers who have South Carolina certification in early childhood education for the school to be in compliance with state accreditation requirements. Additionally, the Every Student Succeeds Act has reporting provisions to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.

Programs electing to use Montessori as a curriculum model must have a Montessori-credentialed lead teacher. This credential should come from one of the following teacher education program affiliations: American Montessori Society (AMS), Association Montessori Internationale (AMI), Montessori Education Programs International (MEPI) or other Montessori teacher education programs accredited by Montessori Accreditation Council of Teacher Education (MACTE).

6.3 Instructional Assistant Qualifications

Public school classrooms must be staffed by instructional assistants meeting the state requirements with a minimum of a high school diploma or the equivalent. In addition, instructional assistants must have the minimum two years of experience working with children under five years old and must successfully complete or enroll in the Early Childhood Development Credential (ECD 101) within twelve months of hire. S.C. Code § 59-156-179(C). There are [Teacher Education and Compensation Helps Early Childhood South Carolina \(T.E.A.C.H\) scholarships](#) available for assistant teachers to enroll in this course at most of the technical colleges across the state.

CDEP schools may request [waivers](#) of the ECD 101 requirement for those with demonstrated sufficient experience in teaching children five years old and younger. The providers must request this waiver in writing to the SCDE and provide appropriate documentation of the assistant's qualifications.

6.4 Substitute Teachers

A substitute teacher and/or substitute teaching assistant must be present and working in the CDEP classroom for each day that a teacher and/or instructional assistant is absent. DSS licensing requires that CDEP schools secure a substitute who meets DSS approval requirements.

6.5 Professional Development to Meet CDEP Legislation and DSS Regulations

To improve educational outcomes, participating CDEP legislation requires all personnel providing instruction and classroom support to participate annually in a minimum of fifteen hours of professional development including the following:

- Topics related to teaching children from poverty
- Strategies and techniques to address the age-appropriate progress of emergent literacy (oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development)

In addition, CDEP legislation requires that CDEP teachers and instructional assistants meet the South Carolina Child Care Licensing Regulation 114-506 K(5) training requirements. Teachers and instructional assistants participating in CDEP are required to attend at least fifteen hours of approved professional development annually to include CCCCD approved training in the following areas:

- A minimum of five hours of growth and development;
- A minimum of five hours of curriculum; and
- Five hours in other early childhood areas, which may include the following areas: safety, health, nutrition, guidance, or professional development, and must include blood-borne pathogen training as required by the Occupational Safety and Health Administration (OSHA).
- *CPR and first aid do not count for SCDSS annual training requirements.

CDEP directors/operators must complete twenty hours of approved professional development annually, to include CCCCD approved training in the following areas:

- A minimum of five hours related to program administration;
- A minimum of five hours of child growth and development, early childhood education, and/or health and safety; and
- Ten hours in other early childhood areas - the remaining hours will come from the following areas: guidance, curriculum activities, nutrition or professional development, and must include blood-borne pathogen training as required by OSHA.
- CPR and first aid do not count for SCDSS annual training requirements.

[DSS licensing standards](#) require that all professional development training hours must be approved through the South Carolina Center for Child Care Career Development (CCCCD). Documentation of each staff member's professional development hours shall be maintained on-site and is subject to monitoring by the SCDE. All staff members are responsible for adhering to the DSS annual training requirements. For information on required training topics, minimum hours per required topic, and how to obtain an individual transcript, access <http://www.sc-cccd.net> or call 1-866-845-1555 for more information.

7.0 Curriculum

7.1 Approved Curricula

Each CDEP school must offer a complete educational program in accordance with age-appropriate instructional practices and a research-based preschool curriculum aligned with school success. The program must provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social and emotional development. The OELL is working with stakeholders and this information will be published in 2017.

8.0 Assessment

8.1 Readiness/Instructional Assessments

CDEP teachers are required to conduct ongoing assessments to gather information about each child's growth and skill development across domains, as well as to inform instruction. The following instruments meet this requirement:

- Work Sampling System (WSS) (On-line or paper assessment forms)
- Creative Curriculum Developmental Continuum, Ages 3–5
- GOLD, by Teaching Strategies
- HighScope Preschool Child Observation Record (COR) (second edition)
- Montessori assessment (only approved for Montessori classrooms)

S.C. Code § 59-156-110 states that the program must focus on successfully completing the readiness assessment administered pursuant to Section 59-155-150. That statute requires that students entering publically funded prekindergarten and kindergarten beginning in Fiscal Year 2014-15 must be administered a readiness assessment by the forty-fifth day of the school year. The results of the assessment and the developmental intervention strategies recommended to address the child's identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language skills are assessed to be below the norm of peers in the state must be aligned with the district's reading proficiency plan for addressing the readiness needs of each student. The results of each assessment also must be reported to the Read to Succeed Office.

8.2 Documentation of Assessment

Teachers will observe and maintain documentation of student performance in all domains of the selected assessment. Maintaining a locally developed portfolio is a strategy to provide evidence of a student's progress in the area of language and literacy. Portfolios are a way to collect data that informs teachers, parents, and administrators in determining instructional and intervention decisions. The student's portfolio should follow the student from teacher to teacher, school to school, and district to district.

9.0 Technical Assistance

The OELL supports the SCDE mission to have all students in South Carolina become college- and career-ready as proficient readers and writers. To assist districts and schools in achieving this goal the OELL staff will provide technical assistance. Please submit requests for technical assistance at the following [link](#). Additional support to CDEP teachers and administrators will be given in the form of [4K professional development](#) sessions offering DSS credit through the CCCCD. The schedule and location of the professional development will be available.

10.0 Funding and Financial Requirements

10.1 Per Student Funding

CDEP schools shall receive the designated amount of \$4,422.00 per eligible student served during the 2017–18 school year. Students enrolled for less than the full school year will be funded on a pro-rated basis based on the one hundred and thirty-five day student average daily membership. 2017–18 Provisos 1.58, 1A.30. If allocations for the prior fiscal year were not accurate, the SCDE must adjust allocations in the current fiscal year. Section 59-156-120(B) authorizes unexpended funds from the prior fiscal year to be carried forward and remain in the program. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool. 2017–18 Provisos 1.58, 1A.30.

A possible opportunity for additional funding may include Block Grants established through Proviso 1.65. The Education Pilot Program’s purpose is to improve children’s readiness for kindergarten by enhancing the quality of pre-kindergarten programs for four-year-old children. It is a matching grants program intended to encourage and sustain community partnerships among schools, school districts, and local communities.

10.2 Equipment and Materials

New providers participating for the first time in the current fiscal year will be funded up to \$10,000 per classroom for supplies and materials. New CDEP classrooms 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. Eligible schools must submit the SCDE Supply/Material application for approval. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs for a minimum of three years. Continuing CDEP districts are highly encouraged to use any carryover funds from the previous school year into the current school year for supplies and materials.

10.3 Transportation Funds

The SCDE provides state-maintained buses and fuel for transportation of CDEP students. The SCDE may retain funds per student.

10.4 Fiscal Procedures

Funding to providers is contingent upon receipt of data as requested by the SCDE. All students must be coded correctly into Powerschool for the district to receive funding. Public school districts shall be funded directly by the SCDE. School districts are asked to please note:

- Payments for students continuously enrolled since the start of the school year will be calculated at the maximum funding of \$4,422 and the proviso indicates the SCDE should adjust pro rata based on the student's length of enrollment based upon 135 day average daily membership. Spending guidelines are available in the SCDE *Funding Manual* found at the following link: <http://ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/funding-manuals/fy-2017-2018-funding-manual/>
- Schools participating in the CDEP program do not receive EIA Early Childhood funding.

10.5 Additional Public School Data Collection Requirements

Funding to providers is contingent upon receipt of data as requested by the SCDE.

Professional Certified Staff (PCS) System

- Teachers for CDEP must be recorded in position code 04-Pre-kindergarten (Child Development).
- Instructional Assistants must be recorded in position code 91-Child Development Aide.

PowerSchool

- Data must be completely entered by the 45th day of school and updated by the 90th, 135th, and 180th days. Incomplete data will result in the nonpayment or loss of CDEP funds.
- A separate document will be available listing those fields required for student reporting purposes.

References

Act 284 S.C. Code § 59-155-110 et seq. (2014). (South Carolina Read to Succeed Act).

Act 284 S.C. Code § 59-156-110 et seq. (2014). (Child Early Reading Development and Education Program).

Proviso 1.58, 1.72, 1A.30, 1A. 55, 1A.63, 1A.65.

South Carolina Teacher for Child Care Career Development. (n.d.).T.E.A.C.H. (Teacher Education and Compensation Help Early Childhood) guidelines. Retrieved from: http://www.sc-cccd.net/TEACH/TEACH_About.html.

U.S. Department of Health and Human Service Poverty. (2017). *Annual Poverty Guidelines*. Retrieved from <https://federalregister.gov/documents/2017/01/31/2017-02076/annual-update-of-the-hhs-poverty-guidelines>.

U.S. Department of Health and Human Services and U.S. Department of Education. (2014). Policy statement on expulsion and suspension policies in early childhood settings. Retrieved from <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>.

Appendix A: List of 2006 CDEP Districts (currently thirty-three participating)

1. Abbeville
2. Allendale
3. Bamberg One
4. Bamberg Two
5. Barnwell Nineteen
6. Barnwell Twenty-nine (Williston)
7. Berkeley
8. Chesterfield
9. Clarendon One
10. Clarendon Two
11. Clarendon Three
12. Dillon Three
13. Dillon Four
14. Florence One
15. Florence Two
16. Florence Three
17. Florence Four
18. Florence Five
19. Hampton One
20. Hampton Two
21. Jasper
22. Laurens Fifty-five
23. Laurens Fifty-Six
24. Lee
25. Lexington Four
26. Marion
27. Marlboro
28. McCormick
29. Orangeburg Three
30. Orangeburg Four
31. Orangeburg Five
32. Saluda
33. Williamsburg

Appendix B: List of CDEP Expansions

List of 2013 Eligible District for CDEP Expansion: Seventeen School Districts Eligible for Expansion (listed by poverty level)

Fairfield
Calhoun
Colleton
Dorchester Four
Darlington One
Greenwood Fifty-one
Sumter
Richland One
Chester
Union (elected not to participate)
Anderson Three (delayed participation until 2014)
Cherokee
Spartanburg Seven
Lexington Three
Lexington Two (delayed participation until 2014)
Newberry
Georgetown

List of 2014 Eligible Districts for CDEP Expansion

Aiken
Edgefield
Greenwood Fifty
Greenwood Fifty-two (elected not to participate until 2015)
Horry (elected not to participate)
Oconee
Spartanburg Three
Spartanburg Four
Spartanburg Six
York One

List of 2015 Eligible Districts for CDEP Expansion

Barnwell Forty-five
Greenwood Fifty-two
Anderson Two
Anderson Five

Appendix C: Family Income Eligibility Table 2017–18

Students eligible for CDEP must provide evidence of either Medicaid eligibility or a documented family income at or below 185 percent of the Federal Poverty definition promulgated annually by the US Department of Health and Human Services.

Family or Household	100% of Federal Poverty	CDEP Eligibility 185% of Federal Poverty (Free and Reduced Lunch Eligibility)
2	\$16,240	\$30,044
3	\$20,420	\$37,777
4	\$24,600	\$45,510
5	\$28,780	\$53,243
6	\$32,960	\$60,976
7	\$37,140	\$68,709
8	\$41,320	\$76,442

Adapted from the 2017 US Department of Health and Human Services Poverty Guidelines (<https://www.federalregister.gov/documents/2017/01/31/2017-02076/annual-update-of-the-hhs-poverty-guidelines>)

Appendix D: South Carolina Child Development 4-K Registration Form 2017–18

CDEP Half Day Non-CDEP Full Day Non-CDEP

SCHOOL and DISTRICT		
School:	School District:	
CHILD		
Last Name:	First Name:	Middle Name:
Check if Applicable: <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V <input type="checkbox"/> Jr. <input type="checkbox"/> Sr.		
Date of Birth (<i>mm/dd/yy</i>): __/__/__ Social Security number (<i>Preferred but optional</i>): _____ - ____ - _____		
Sex: <input type="checkbox"/> M <input type="checkbox"/> F Did your child weigh less than 5.5 lbs. at birth? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Federal Race/Ethnicity: Is the student Hispanic or Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No		
What is the student's race?		
<input type="checkbox"/> American Indian <input type="checkbox"/> Black <input type="checkbox"/> Hawaiian-Pacific Islander <input type="checkbox"/> Asian <input type="checkbox"/> White <input type="checkbox"/> No response		
Street Address:		
City:		
County:	Home Phone:	South Carolina Zip Code:
Mailing Address if Different:		
City:	County:	South Carolina Zip Code:
PARENTS/GUARDIANS		
Mother's Last name:	First Name:	Middle Initial:
<i>If different from child's information:</i>		
Street Address:		
City:	County:	South Carolina Zip Code:
Home Phone:	Cell Phone:	
Place of Employment:	Daytime Phone:	
Mother's Education (<i>highest level</i>) <input type="checkbox"/> No H.S. Diploma <input type="checkbox"/> GED <input type="checkbox"/> H.S. Diploma <input type="checkbox"/> Associate <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Ph. D		
Father's Last Name:	First Name:	Middle Initial:
<i>If different from child's information:</i>		
Street Address:		
City:	County:	South Carolina Zip Code:
Home Phone:	Cell Phone:	

Place of Employment:	Daytime Phone:
Father's Education (<i>highest level</i>) <input type="checkbox"/> No H.S. Diploma <input type="checkbox"/> GED <input type="checkbox"/> H.S. Diploma <input type="checkbox"/> Associate <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Ph. D	

EMERGENCY CONTACT INFORMATION

Primary Contact Name:	Cell Phone:	
Daytime Street Address:	Daytime Phone:	
City:	State:	South Carolina Zip Code:
Second Contact Name:	Cell Phone:	
Daytime Street Address:	Daytime Phone:	
City:	State:	South Carolina Zip Code:

CHILD'S BASIC CARE

Child's living arrangements: both parents mother father other _____

Child's legal guardian: both parents mother father other(specify) _____

Last year my child attended a child care center. (*Name of Center:* _____)

Last year my child attended a Head Start center. (*Name of Center:* _____)

Last year my child attended a home day-care facility. (*Name of Facility:* _____)

Last year my child was at home with a family member.

Last year my child was at home with a non-family member.

CHILD'S PRIMARY HEALTH SOURCE

My child receives regular medical care from: C=Free Health Clinic (Free Health Dept.)

E=Emergency Room F=Family Doctor O=Other

Name: _____ Phone: _____

FAMILY/HOME INFORMATION

Income Range of Family:

\$0-\$10,000 \$10,001-\$20,000 \$20,001-\$30,000 \$30,001-\$40,000

\$40,001-\$50,000 \$50,001-\$60,000 \$60,000 and above

LANGUAGE BACKGROUND

What is the child's English proficiency? English speaking Very little English No English

What is the child's primary language? _____

If non English speaking, what language did the child first learn? _____

What language is primarily spoken in the home? _____

FAMILY LITERACY SERVICE

Who in your family has participated in a school district Family Literacy Program such as adult literacy, adult education (GED, High School Diploma, ESL), parent education, child development, or parent and adult/child interactive literacy?

Both Parents Mother Father Guardian No One

Did your child ever participate in school district Family Literacy Services? Yes No

If, Yes, Check how long? Under 1 Year 1-2 Years 2-3 Years 3-4 Years

CHILD'S SPECIAL NEEDS

List any long-term health concerns, illnesses, and/or allergies:

List any medication(s) prescribed for continuous long-term use:

List any special accommodation(s) that may be required to meet my child's needs most effectively while he or she is at the school:

Student's Disability Status: None Emotional Learning Speech Physical Other

Does your child have an Individual Education Plan (IEP)? Yes No

How do you anticipate your child will get to and from school? School Bus Car Child Care or Day Care
Transportation Walk

Below is for District/State Use Only

ALL CHILDREN PARTICIPATING IN A CDEP CLASSROOM MUST BE CODED WITH A CDEP PROGRAM SERVICE CODE

Early Childhood Placement: 3 yr Class 4 yr Class 5 yr Class Multi-Age Classroom

Student Identification Number:

Program Entry Date: Program Exit Date: Reason for exit:

Income Verification Method (Medicaid, Free or Reduced Lunch, W2 forms, Pay Stubs, Other Income Verification Documented): _____

Meals: Free or Reduced Lunch Yes No N/A if District enrolled in Community Lunch Program

Classroom Type:

- DSF District / School Based Full-Day
- DSH District / School Based Half-Day
- HSF Head Start Full-Day
- HSH Head Start Half-Day
- OH Other Half-Day

Was child served by Head Start any time from birth to age 4? Yes No

First Steps Funded 4K (CDEP in private child care center) : No Yes Info not available

DIAL 3 or 4: (Indicate which) ___ Screening Date: _____
Scores: Language: _____ Concepts: _____ Motor: _____ Self-Help: _____ Social: _____

Classroom Curriculum: High Scope Montessori Creative Curriculum Opening the World of Learning
 Other _____

Readiness Assessment: myIGDIs PALS- Pre-K Teaching Strategies GOLD Other

Medicaid: Yes No **Medicaid number** _____ **Medicaid Active** Yes No

* Copy of Medicaid Card attached

Migrant/Immigrant: Yes No **Birth County:** _____ **State Id #:** _____

Appendix E: CDEP Parent/Guardian Verification and Consent

I verify that the information I have provided on this registration form is true and accurate. I hereby grant permission for this information to be distributed to the Child Development Education Program (CDEP).

I understand that my completion of this form does not guarantee the placement of my child in a South Carolina Child Development Education Program. If my child is placed in the Child Development Education Program, I agree that he or she will attend the class for 6.5 hours each day, five days a week, for the 180-day school year. I understand that in submitting an application for enrollment, I agree that I must comply with the attendance policy. The program consists of six and one-half hours of instructional time daily and operates for the one hundred eighty day school year. Noncompliance with attendance policies may result in removal from the program. I further understand that I cannot register my child in the program without the appropriate documentation of his or her age and eligibility, and I have therefore attached to this registration form a copy of the necessary documentation.

Signature of parent/guardian

Date

Appendix F: Photograph/Videotape Release

The CDEP will occasionally take photographs and make videotapes of children in the program. Such photographs and/or videotapes may appear in printed materials such as brochures, in teacher training videos, and on the South Carolina Department of Education's website.

Please put a checkmark in one of the following boxes:

- I authorize the reproduction of any photographs, videos, slides, negatives, or proofs of my child for use by the CDEP.
- I do not authorize the reproduction of any photographs, videos, slides, negatives, or proofs my child for use by the CDEP.

Signature of Parent/Guardian

Date

Appendix H: Parent Communication Log

Schools are to report at least quarterly to the parent(s)/guardian(s) on his/her child's progress.

It is highly recommended that an orientation to CDEP (ex: back to school night, home visits, etc.) be conducted as the first of these quarterly contacts to complete the parent/family orientation checklist.

1. First Parent/Family contact: Date: _____

Type of contact: _____

Comments/Notes: _____

Two of the quarterly contacts must include **documented parent-teacher conferences** during the school year that provide information including student progress as recorded on the assessment instrument. Conferences may occur in school or as a home visit. Please sign below to document that each parent-teacher conference was held.

2. Parent Signature: _____

Teacher Signature: _____

Date of Conference: _____

Comments: _____

3. Parent Signature: _____

Teacher Signature: _____

Date of Conference: _____

Comments: _____

4. The final child assessment report must be provided at the end of the school year. This report may be sent home, reviewed at a conference or home visit.

Appendix I: Child Early Reading Development and Education Program Legislation

SECTION 2. Title 59 of the 1976 Code is amended by adding:

“CHAPTER 156

Child Early Reading Development and Education Program

Section 59-156-110. There is created the South Carolina Child Early Reading Development and Education Program which is a full day, four-year-old kindergarten program for at-risk children which must be made available to qualified children in all public school districts within the State. The program must focus on:

- (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district’s comprehensive annual reading proficiency plan, both adopted pursuant to Chapter 155, Title 59;
- (2) successfully completing the readiness assessment administered pursuant to Section 59-155-150;
- (3) the developmental and learning support that children must have in order to be ready for school;
- (4) incorporating parenting education, including educating the parents as to methods that may assist the child pursuant to Section 59-155-110, 59-155-130, and 59-155-140; and
- (5) identifying community and civic organizations that can support early literacy efforts.

Section 59-156-120. (A)(1) The South Carolina Child Early Reading Development and Education Program first must be made available to eligible children from the following eight trial districts in Abbeville County School District et al vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3.

(2) With any funds remaining after funding the eight trial districts, the program must be expanded to the remaining plaintiff school districts in Abbeville County School District et al vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of ninety percent or greater. Priority must be given to implementing the program first in those of the plaintiff districts which participated in the pilot program during the 2006-2007 School Year, then in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children.

(3) With any funds remaining after funding the school districts delineated in items (1) and (2), the program must be expanded statewide. The General Assembly, in the annual general appropriations bill, shall set forth the priority schedule, the funding, and the manner in which the program is expanded.

(B) Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers, especially reading barriers, may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

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Section 59-156-130. (A) Each child residing in the program's district, who has attained the age of four years on or before September first of the school year and meets the at-risk criteria, is eligible for enrollment in the South Carolina Child Early Reading Development and Education Program for one year.

(B)(1) The parent of each eligible child may enroll the child in one of the following programs:

(a) a school-year four-year-old kindergarten program delivered by an approved public provider; or

(b) a school-year four-year-old kindergarten program delivered by an approved private provider.

(2) The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing 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.

(3) In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of six and one-half hours of instructional time daily and operates for a period of not less than one hundred eighty days a year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

(C)(1) No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this chapter. Nothing in this chapter prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(2) If by October first of the school year at least seventy-five percent of the total number of children eligible for 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 then enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales and may receive reimbursement for these children if funds are available.

Section 59-156-140. (A) Public school providers participating in the South Carolina Child Early Reading Development and Education Program must submit an application to the Department of Education. Private providers participating in the South Carolina Child Early Reading Development and Education Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this section, and will comply with all reporting and assessment requirements.

(B) Providers shall:

- (1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
 - (2) comply with all state and local health and safety laws and codes;
 - (3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
 - (4) be accountable for meeting the educational needs of the child and report at least quarterly to the parent or guardian on his progress;
 - (5) comply with all program, reporting, and assessment criteria required of providers;
 - (6) maintain individual student records for each child enrolled in the program, including, but not limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;
 - (7) designate whether extended day services will be offered to the parents and guardians of children participating in the program;
 - (8) be approved, registered, or licensed by the Department of Social Services; and
 - (9) comply with all state and federal laws and requirements specific to program providers.
- (C) Providers may limit student enrollment based upon space available, but, if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved prekindergarten readiness assessment. Private providers must not be required to expand their programs to accommodate all children desiring enrollment, but are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

Section 59-156-150. The Department of Education, the Read to Succeed Office, and the Office of First Steps to School Readiness shall:

- (1) develop the provider application form;
- (2) develop the child enrollment application form;
- (3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, and provide training and technical assistance to support its effective use in approved classrooms serving children;
- (4) develop a list of approved prekindergarten readiness assessments to be used in conjunction with the program, and provide assessments and technical assistance to support assessment administration in approved classrooms serving children;
- (5) establish criteria for awarding new classroom equipping grants;
- (6) establish criteria for the parenting education program providers must offer;
- (7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;
- (8) develop a list of data-collection needs to be used in implementation and evaluation of the program;
- (9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;
- (10) establish criteria for granting student retention waivers; and
- (11) establish criteria for granting classroom-size requirements waivers.

Section 59-156-160. (A) Providers of the South Carolina Child Early Reading Development and Education Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research-based preschool curriculum aligned with school success. The program must focus on:

(1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive annual reading proficiency plan, both adopted pursuant to Chapter 155, Title 59;

(2) successfully completing the readiness assessment administered pursuant to Section 59-155-150;

(3) the developmental and learning support that children must have in order to be ready for school;

(4) incorporating parenting education, including educating the parents as to methods that may assist the child pursuant to Section 59-155-110, 59-155-130, and 59-155-140, including strengthening parent involvement in the learning process with an emphasis on interactive literacy; and

(5) identifying community and civic organizations that can support early literacy efforts.

(B) Providers shall offer high-quality, center-based programs, including, but not limited to, the following:

(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education for public schools or from the Office of First Steps to School Readiness for private centers;

(2) employ an education assistant with pre-service or in-service training in early childhood education;

(3) maintain classrooms with at least ten four-year-old children, but no more than twenty four-year-old children, with an adult to child ratio of 1:10. With classrooms having a minimum of ten children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;

(4) offer a full day, center-based program with six and one-half hours of instruction daily for one hundred eighty school days;

(5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social and emotional development;

(6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences for each year; and

(7) adhere to professional development requirements outlined in this chapter.

Section 59-156-170. (A) Every classroom providing services to four-year-old children established pursuant to this chapter must have a qualified lead teacher and an education assistant as needed to maintain an adult to child ratio of 1:10.

(B)(1) In classrooms in private centers, the lead teacher must have at least a two-year degree in early childhood education or a related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years.

(2) In classrooms in public schools, the lead teacher must meet state requirements pertaining to certification.

(C) All education assistants in private centers and public schools must have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The assistant must have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children five years old and younger. The providers must request this waiver in writing to First Steps or the Department of Education, as applicable, and provide appropriate documentation as to the qualifications of the teaching assistant.

Section 59-156-180. The General Assembly recognizes there is a strong relationship between the skills and preparation of prekindergarten instructors and the educational outcomes of students. To improve these educational outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Early Reading Development and Education Program to participate annually in a minimum of fifteen hours of professional development, including, teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of prekindergarten students in developing emergent literacy skills, including, but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

Section 59-156-190. Both public and private providers are eligible for transportation funds for the transportation of children to and from school. Nothing in this section prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers must not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than one hundred eighty-five dollars for each student may be retained by the Department of Education for the purposes of transporting four-year-old students. This amount annually must be increased by the same projected rate of inflation as determined by the Office of Research and Statistics of the State Budget and Control Board for the Education Finance Act.

Appendix J: Proviso 1.58

(SDE: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school year. Public and private providers shall be funded for instructional costs at a rate of \$4,422 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 \$563 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 and end of year adjustments shall be based on the one hundred and thirty-five day student average daily membership.

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 1. 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.

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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.

Appendix K: Proviso 1A.55

1A.55. (SDE-EIA: CDEPP Student Information and Reporting) For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by November first. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.

Appendix L: Proviso 1.58

1.58. (SDE: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school year. Public and private providers shall be funded for instructional costs at a rate of \$4,422 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 \$563 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 and end of year adjustments shall be based on the one hundred and thirty-five day student average daily membership.

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 1. 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

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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.

Appendix M: Proviso 1.72

1.72. (SDE: CDEPP Unexpended Funds) For Fiscal Year 2017-18, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities.

By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee - \$1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

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

If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide professional development and quality evaluations of programs.

No later than April 1, the Department of Education and the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

Appendix N: Proviso 1A.63

1A.63. (SDE-EIA: 4K Early Literacy Competencies Assessments) Of the funds carried forward from the full-day 4K program from the previous fiscal year, the Department of Education is authorized to expend up to \$800,000 on assessments and professional development to analyze the early literacy competencies of children in publicly funded prekindergarten. The department shall manage the administration of assessments that analyze the early literacy and language development of children in publicly funded prekindergarten as done in the prior fiscal year. Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's Individualized Education Program or 504 Accommodations Plan. The department will provide the assessment data to the Education Oversight Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student to admission to prekindergarten.

Furthermore, up to \$2,000,000 of the funds appropriated for half-day programs for four-year-olds and funds carried forward from assessment must be expended by the Department of Education to administer the Kindergarten Readiness Assessment (KRA) to each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year with the results collected by the department. The results of the assessments and the developmental intervention strategies recommended or services needed to address each child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student admission to kindergarten. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's Individualized Education Program or 504 Accommodations Plan. Districts are given the option of designating up to two days of the one hundred eighty day school calendar to administer the assessment to kindergarten students. The department will also provide the results of the assessment of kindergarten students to the Education Oversight Committee. With available funds, the department will also provide or secure training for appropriate educators in how to administer the assessment.

For all students assessed with the Kindergarten Readiness Assessment (KRA), the Department of Education is required to collect data from schools and school districts on the prior early learning experience of each student. The data would include whether the kindergartener had attended in the prior school year a Head Start program, a South Carolina Early Reading Development and Education Program in a public school or a private center, a half-day 4K program in a public school, a full-day 4K program in a public school, a child care center

(registered faith-based, registered family home, group home, or exempt provider) or informal child care.