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IMPLEMENTATION  
& EXPANSION OF  
THE CHILD  
DEVELOPMENT  
EDUCATION PILOT  
PROGRAM (CDEPP)

Evaluation Report



**SC EDUCATION**  
**OVERSIGHT COMMITTEE**

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## **Evaluation Report on the Implementation and Expansion of the Child Development Education Pilot Program (CDEPP)**

A report from the Education Oversight Committee pursuant to the Proviso 1.66 of the 2007-08 General Appropriations Act.

January 1, 2008

This report has been prepared at the request of the General Assembly of South Carolina pursuant to Proviso 1.66 of the 2007-08 General Appropriations Act. The work was conducted as a part of the continuing research of the South Carolina Education Oversight Committee. The data used to develop the evaluation report were provided by colleagues serving in district, state and federal programs. Their names and acknowledgements are provided later in this document. The evaluation represents the work of staff of the Education Oversight Committee, most notably David Potter and Melanie Barton, and the following personnel from the University of South Carolina, Dr. William Brown, Dr. Christine DiStefano, Ms. Heather Smith Googe, Dr. Fred Greer, Dr. Kathy Paget, Dr. Jon Pierce, and Dr. Ken Stevenson. The recommendations are the work of this team and do not represent policy statements of the members of the Education Oversight Committee.



## CONTENTS

	Page
Acknowledgements.....	v
Background Information.....	1
Student, Teacher and Provider Analysis.....	7
Financial Analysis .....	25
Administrative Analysis .....	35
Facilities Analysis.....	43
Teacher Credentials and Recommendations.....	49
Student Assessments .....	57
2007 Provider Survey Results .....	67
Population Projections and Recommendations for Future Implementation .....	89
Appendices:	
A.    Proviso 1.66 of the 2007-08 General Appropriations Act.....	97
B.    Numbers of Four-Year-Olds Served in State-Funded Programs, 2006-2007 and 2007-2008 .....	103
C.    2006-07 Allocations to School Districts .....	109
D.    2006-07 Allocations to Private Providers .....	113
E.    Estimation and Projection of Numbers of Four-year-olds by County .....	117



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## Background Information

On March 15, 2006 the Education Oversight Committee (EOC) transmitted to the General Assembly a report entitled, "Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina" (available at [www.eoc.sc.gov](http://www.eoc.sc.gov)). The report, prepared at the request of the legislature pursuant to the provisions of Concurrent Resolution 4484 of 2006, included the following: (1) an inventory and study of all four-year-old kindergarten programs in the State including an analysis of the funding of each program and any effectiveness measures; (2) a determination of the necessary requirements to implement a full day four-year-old kindergarten program in each of the eight plaintiff school districts in the case of Abbeville County School District, et al., v. State of South Carolina, et al.; and (3) a determination of the necessary requirements to implement a statewide, full day four-year-old kindergarten program for all children who qualify for free- or reduced-price lunches. Working with the Budget and Control Board, the Department of Education, the Department of Social Services, the Office of First Steps, Head Start, school districts and policy researchers at the Andrew Young Center for Public Policy of Georgia State University, faculty at the University of South Carolina, and the Southern Regional Education Board, the EOC completed the report, which included the following recommendations:

1. The State of South Carolina should provide well-targeted and high-quality, center-based early childhood education services in public and private settings for all four-year-old children who are at-risk for school failure, particularly children who are eligible for the free- or reduced-price lunch program.
2. The high quality, center-based program should incorporate the following:
  - a state-approved, research-based curriculum aligned with school success
  - a 6.5 hour program encompassing education, physical activity, nutrition and health and developmental screenings with linkages to services as necessary
  - a lead teacher with a four-year degree in early childhood education or a closely related area (e.g., child development, family studies, early childhood special education) and an aide to provide an adult-child ratio of 1:10 in a class of not less than 16 children nor more than 20 children.
3. A single state agency should administer the program to include the following:
  - Establishment and implementation of regulations enforcing program quality
  - Identification, development, and monitoring of eligible providers to ensure the quality of opportunity
  - Provision of technical assistance to all participating personnel (teachers, aides and principals/directors) providing the program for four-year-olds
  - Administration of a grants program for resource coordinators to accomplish linkages to health and social services for the child
  - Participation in an external evaluation program
  - Collaboration with the South Carolina Head Start Collaboration Office to develop strategic partnerships between Head Start programs and the public and private providers who will serve these four-year-olds at risk of school failure to create a seamless system of early childhood education
4. The State should link funding directly to children who receive the early childhood education services and provide funding only when
  - The provider initially meets and continues to meet all state program and facilities standards
  - The provider participates in an on-going process of technical assistance, monitoring, assessment and evaluation of services and child outcomes

- The provider maintains sufficient enrollment of the targeted students (i.e., a class of not less than 16 students nor more than 20 students)
5. The child should be provided, as indicated, an array of well-targeted, high-quality wraparound services. Efficient and effective use of multiple federal, state and private funding should be undertaken when providing high quality services for four-year-old children and their families.
  6. The role of the family should be supported and nurtured during the child's early childhood experiences. Specifically, the parent should have access to the following:
    - Sufficient and understandable information to determine which provider to use for his/her child
    - Continuing information on the child's progress and the impact of the program on the child's readiness for school success
  7. A state-level interagency data system for children and families served with any public funds should be established and maintained to monitor service provision, quality and impact for four-year-old children who are at risk for school failure. The database should include selected process measures for early childhood education and wrap-around services received (e.g., number of children served, curriculum used, assessments employed, length of school day, type of parent education program, nature of service coordination).
  8. The state should establish and maintain a well-planned collaborative evaluation across five years (i.e., one year of planning and preparing and four years of data collection) which is independent of the providers and regulating agency and which evaluates both process and child outcome measures of state-funded services for four-year-old children who are at risk of school failure.

While the General Assembly did not enact permanent legislation expanding early childhood education programs in the 2006 legislative session, it did include a Proviso, Proviso 1.75, in the 2006-07 General Appropriations Act. Proviso 1.75 created the South Carolina Child Development Education Pilot Program (CDEPP). The key components of the program are:

- Establishment of a two-year pilot program providing high-quality, full-day (6.5 hours per day) for 180 days per year in both public and private settings for four-year-olds eligible for free or reduced-price lunch program and/or Medicaid and living in the 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;
- Funding of the program at \$23,575,680 in non-recurring general funds and Capital Reserve Fund appropriations to reimburse providers at \$3,077 per child for instructional costs, \$185 per child for transportation and \$10,000 per new classroom for equipment and supplies;
- Expansion of the program to include all eligible children in the plaintiff school districts in Abbeville County School District et al. vs. South Carolina if sufficient funds are available;
- Designation of the South Carolina Department of Education (SCDE) as the agency responsible for selecting qualified public school providers to participate in CDEPP and for implementing the program;

- Designation of the Office of First Steps (OFS) as the entity responsible for selecting qualified non-public school providers to participate in CDEPP and for implementing the program;
- Requirement that the EOC complete a comparative evaluation of the pilot program by January 1, 2008 to include recommendations “for the creation of and an implementation plan for phasing in the delivery of services to all four-year-old at-risk children in the state.”

In February 2007 the EOC published the “Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program” (available at [www.eoc.sc.gov](http://www.eoc.sc.gov)) which described the early implementation of the first year of the pilot program established by Proviso 1.75. That report, based on mid-year data fiscal and student data, identified several issues regarding data quality, funding, marketing of the program, and facility needs:

1. The quality of the administrative and student data in CDEPP must be improved. The incomplete or inaccurate identification of CDEPP students by some participating districts resulted in inconsistency between the number of students actually identified as being served and the number of students on whom funding disbursements are currently being made. Other data quality issues that need to be addressed include the compelling need to assign unique student identifying numbers (“SUNS”) to all participating students, public and private. All students must have the unique identifying numbers both for the longitudinal evaluation and for long-term record keeping on the part of school districts and the Office of First Steps. There is also a need to provide more specific information on the programs individual students attend, especially the duration of the program (half- or full-day) and the identity of the “lead teacher” in the classroom.
2. More attention should be placed by state agencies on marketing CDEPP to parents and to potential program providers. The modest increase in the numbers of students served by four-year-old pre-kindergarten programs in the CDEPP-participating districts and the projected surplus in the program this fiscal year reflects the need to recruit systematically more families and providers if more at-risk students are to be served.
3. The costs associated with providing a high-quality program for at-risk four-year-old students must be further examined to determine the levels of funding needed. The findings from the evaluation of the start-up period of CDEPP indicate that higher levels of funding will be needed to support a high-quality program and to provide student transportation.
4. During the CDEPP start-up period administrators’ concerns about the specific requirements for Department of Social Services licensure and the costs encountered in meeting those requirements were recurring themes as indicated by the survey and interview results. The licensing process, including the roles of state fire, safety, and health regulations and the difficulties public school districts report meeting the licensing regulations, is an area that will receive additional study by the evaluators.
5. Higher requirements in CDEPP for teacher and teaching assistant qualifications were cited by some public school providers as posing a barrier for expansion of CDEPP.
6. The findings from the initial evaluation of the start-up year for CDEPP support continuation of the pilot for an additional year to better inform future legislation. We need more information on how school districts and private providers can meet the space and personnel needs resulting from expansion of the program, on what levels of funding are

appropriate, on what teacher qualifications are needed, on how to ensure that the “dollars follow the child,” and on how school districts and private providers can meet the needs of the clientele they are currently serving along with additional at-risk students, as well as what incentives for program expansion are needed.

In the 2007 legislative session the General Assembly continued the second year of the pilot by enacting Provisos 1.66 and 1.79 of the 2007-2008 General Appropriations Act (Appendix A). Proviso 1.66 addresses several of the issues identified in the EOC interim evaluation report, including an increase in the per child reimbursement and continues the pilot program for eligible students in the trial and plaintiff districts.

To monitor and evaluate the progress of the pilot program, the EOC issued in July 2007 an update to the February 2007 “Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program” (also available at [www.eoc.sc.gov](http://www.eoc.sc.gov)). The July 2007 report was based on fiscal and student program participation data collected by the State Department of Education (SDE) and the Office of First Steps to School Readiness (OFS) in March and April 2007. The Department of Social Services (DSS) and the State Head Start Collaboration Office also provided updated student data collected in May 2007.

The July 2007 report documented the progress made in the improvement of program data quality, provided more accurate information from the pilot’s start-up year, identified additional issues revealed by the pilot for consideration should the program be permanently enacted, and described planned evaluation activities over the next several months in preparation for this annual report. The key findings were:

1. Since implementation of CDEPP, the quality and completeness of the 2006-07 program data improved substantially compared to the data available for the February interim report. The 135-day data collection provided extensive information on four-year-olds served and average class size.
2. The student data on the 135<sup>th</sup>-day data collection files revealed the following:
  - The number of eligible four-year-olds participating in CDEPP in the 29 participating school districts was 2,717. The number of four-year-olds participating in First Steps private provider CDEPP programs was 303 (based on student enrollment data provided on May 2, 2007). There were a total of 3,020 students (2,717 in public schools, 303 in private centers) enrolled in CDEPP.
  - Almost two-thirds (66.2%) of public school CDEPP students were African American, compared to almost 90% of students receiving CDEPP services from private providers. More than one-third of public school CDEPP students are White, compared to only 5% of CDEPP students in private centers. The percentage of Hispanic students enrolled in CDEPP provided in public schools is also higher than the percentage of CDEPP students in private centers. And, in 2006-2007, 3.5% of the four-year-old students attending CDEPP in public schools were eligible for limited English proficiency (LEP) services (none of the CDEPP students in programs provided by private providers were indicated as eligible for LEP services), but the data provided do not indicate how many actually were provided such services.
  - However, accurate and comprehensive information on CDEPP students’ disabilities and the disability-related educational services they received was not available from the public school data. Four of the CDEPP students participating in CDEPP provided by private providers were indicated as having Individualized Education Plans (IEP)

related to their disabilities. It seems that CDEPP would have an important role in the identification and provision of educational services to young children having disabilities to help in the prevention of future academic problems for these students.

- The average public school CDEPP classroom contained 17.9 students, ranging from 6 to 21 students. The average number of CDEPP-eligible students in these classrooms was 15.8, with a range of 2 to 20 students. The average number of students in these classrooms who were not eligible for CDEPP was 2.1, with a range from 0 ineligible students to 10. These data indicate that there is a moderate level of economic diversity among students enrolled in public school classrooms containing CDEPP-eligible students. There is some evidence from the evaluations of the Georgia preschool programs and from other studies that heterogeneous classroom settings provide educational benefits to academically at-risk students. The average private center enrolled 8.4 CDEPP students, with a range from a minimum of 1 student to a maximum of 20 students per center (classroom data were not available).
3. The funding surplus from the first year of CDEPP emphasizes the need for increased marketing of the program to potential program providers and to families. Of the \$23,575,680 that was allocated for the first year of the CDEPP pilot program, approximately 55% was expended leaving a carry forward of \$10.7 million.
  4. During the first year of the pilot program the financial systems established to reimburse public and private providers were significantly different. The Department of Education used a cumulative enrollment count that did not take into account the child's attendance or membership. On the other hand, private providers were reimbursed based on actual invoices received using a pro-rated student attendance count. The Department of Education will incorporate a daily rate in the second year of the pilot program. And, unlike the Department of Education, which reimbursed public schools directly through allocations to school districts, private providers received reimbursements directly from the county First Steps partnerships that, in turn, had been allocated funds from the state Office of First Steps. The Office of First Steps did monitor the reimbursement system and collect information on all invoices processed.
  5. For both public and private providers, challenging issues remain including licensing requirements, availability of qualified teachers, and transportation costs.



## **Student, Teacher and Provider Analysis**

### **Analysis of Student, Teacher, and Provider Data**

Analyses of the numbers of students served by CDEPP, their demographic characteristics, and analyses of data on teachers and service providers are addressed in this section of the report. The data used in the analyses were provided to the evaluators by the state agencies and offices overseeing the various programs provided for four-year-old children. The EOC evaluation team has previously published two interim reports (one in January 2007, updated in February 2007, and another in July 2007) based on data from the 45<sup>th</sup>-day (January 2007), 90<sup>th</sup>-day (February 2007), and the 135<sup>th</sup>-day (July 2007) data collections during the 2006-2007 school year. The data in this report are from the final data collection for the 2006-2007 school year from public schools, from data collected in August 2007 by the Office of First Steps to School Readiness (OFS) from private providers, and from Department of Social Services (DSS) ABC Voucher providers, and from Head Start providers. In addition to data from the 2006-2007 school year, interim data from the 45<sup>th</sup>-day data collection in the 2007-2008 school year are analyzed and reported in this section of the report.

#### 2006-2007 School Year (First Year of Pilot) and 2007-2008 School Year (Second Year of Pilot)

The public school student and teacher data from the 2006-2007 school year used for this report are based on the data collections by the South Carolina Department of Education (SCDE) at the end of the 180-day school year (referred to as the “180<sup>th</sup>- day” data collection). In most school districts in 2006-2007 the last instructional days were from mid-May to early June. The private CDEPP provider data were provided by the Office of First Steps to School Readiness (OFS) and are based on data through August 2007, when some of the private CDEPP providers completed the 180<sup>th</sup>-day of instruction for CDEPP students (some private providers did not begin participation in CDEPP until late November 2006, so their 180<sup>th</sup> instructional day occurred in August 2007). Data from four-year-old students served 30 hours or more per week in an ABC Voucher child care program were provided by the Department of Social Services (DSS), and data from four-year-old students enrolled in Head Start programs were provided by the State Head Start Collaboration Office. The DSS and Head Start data are based on May 2007 enrollments.

Proviso 1.66 of the 2007-2008 General Appropriations Act continued the pilot child development program targeted toward the eight Trial and 37 Plaintiff districts (inclusive of the eight Trial districts) for a second school year. In 2007-2008 the program was implemented in the same 29 districts which participated in 2006-2007 with the addition of 6 more of the 37 original Plaintiff districts (two of the 37 Plaintiff districts did not participate in CDEPP in either school year).

This section reports the preliminary data for the 2007-2008 school year and the end-of-year data for the 2006-2007 school year.

The data reported in this section of the report are based on unduplicated counts of students actively enrolled in the various programs when the data were collected (May through November 2007). These data differ from the cumulative counts listed in the financial information section of this report. The 2006-2007 financial data represent the total numbers of CDEPP students served at any time in the 2006-2007 school year. The 2007-2008 financial data from the public school program represent the numbers of students districts applied for and intended to serve, but those numbers may differ from the actual numbers of students who enrolled and remained in the program. The financial information may also report the cumulative number of students who generated program funds during the school year through October. A CDEPP student who

enrolled in a program and later withdrew from the program may have moved to a different location and enrolled in the program in a new center or school. Such a student may have been counted twice in the financial information because the student's enrollments generated program funds at both of the schools or centers attended and, at least at the time the data used for this report were collected, the public school data may have had incomplete information allowing for an adjustment in the financial data. Similarly, a student enrolled in CDEPP who withdrew from the program before the student data were collected may be counted in the financial information, but would not be counted in the student data used in this report. The counts of students in this section of the report are based on unduplicated data from students actively enrolled in the program are thus somewhat lower than the cumulative data from the financial information.

### Data Quality in the First Pilot Year

Substantial improvements in data quality and availability were made over the course of the first year of the pilot program. These improvements represent substantial attention and effort on the part of personnel in the state agencies involved and of the public and private CDEPP providers.

However, some problems observed in the 2006-2007 data remain to be solved or improved:

- The SASI XP student coding to indicate whether a specific student was eligible for and receiving CDEPP services improved considerably. However, continued efforts to improve the accuracy of this coding are needed both for financial reporting and for evaluation purposes. For example, in the 180-day data from the 29 CDEPP-participating districts, 225 students ineligible for CDEPP services because their family incomes were above the cut-offs for the federal lunch and Medicaid programs were coded as participating in the program, while 782 other students eligible for CDEPP on the basis of their federal lunch and Medicaid status were not coded as participating in CDEPP. If the data are correct, then the 225 ineligible students should not have been served, which would have enabled 225 of the 782 eligible students who were not served to be served. However, it is also possible that the coding is inaccurate, especially given the difficulty in collecting accurate and comprehensive data over the course of the school year.
- The unique student identifying numbers (SUNS) required in Proviso 1.75 were provided for 99.4% (4284/4308) of all four-year-olds (CDEPP and non-CDEPP) enrolled in the 29 plaintiff public school districts participating in CDEPP and were provided for all of the 309 active students in the private provider CDEPP programs. This represents a substantial improvement over the data available for the July interim report, where 7.1% of the public school CDEPP students and 5.3% of the private CDEPP students were missing a SUNS number. The unique identifying numbers are necessary to follow program participants and non-participants over time to judge the effectiveness of CDEPP and for program and financial accountability, so it is imperative that all students have a unique identifier assigned to them.
- Problems were encountered by both SCDE and OFS in collecting or reporting the Developmental Indicators for the Assessment of Learning, Third Edition (*DIAL-3*) screening test data from students participating in programs for four-year-olds, including CDEPP. The *DIAL-3* pretest results are used by school districts in the process of identifying students having developmental delays, and the *DIAL-3* pretest results also provide a measure of student developmental status prior to the student's entry to an educational program such as CDEPP. It is part of the evaluation design that the *DIAL-3* data will be used in the subsequent longitudinal studies of CDEPP and non-CDEPP students, so it is important that the *DIAL-3* results are complete and accurate.

In 2006-2007 *DIAL-3* pretest results were not provided for approximately 25% of all public school students statewide participating in four-year-old pre-kindergarten programs (4,957/19,652). The collection method employed for recording and reporting the data was changed by the SCDE in 2006-2007 to facilitate more accurate reporting of results, resulting in communication problems which often ensue the first time a new data collection system is used. *DIAL-3* results were provided for all CDEPP students enrolled in private programs, but since many private providers needed technical assistance and professional development in the administration of the *DIAL-3*, they did not administer *DIAL-3* until students had already been enrolled for a period of time. Thus the *DIAL-3* scores from CDEPP students in private centers cannot be considered to be either pretest or posttest scores and cannot be used in the analyses.

Both public and private providers were also asked to submit *DIAL-3* posttest data for use in the evaluation to determine gains over the school year, but posttest scores were provided for only 12% of students enrolled in four-year-old pre-kindergarten programs statewide. School districts indicated, since the tests are individually administered, this created logistical problems preventing them from administering the *DIAL-3* posttests. The posttests are given toward the end of the school year when classes are in session. Districts indicated that they did not have sufficient personnel resources to assess a child in an individualized setting outside the classroom while at the same time providing an appropriate instructional program to the remaining students in the classroom. This is not such an issue with *DIAL-3* pre-testing because potential students are individually assessed during the late spring and summer before they enter a pre-kindergarten program in the fall.

- The data provided from the school databases do not have consistent or complete information regarding students' disabilities and the special education services they receive. Since the disability status of CDEPP students was not available from the public school data, estimates of the need for special education services in the school programs could not be determined. At this time SCDE staff members are investigating the availability of the information from other school databases. The OFS collects information on the disabilities of CDEPP students in private programs, but not on the special education services the students receive.

#### Data Quality in the Second Pilot Year

The public school data were collected through the first quarterly download of data from the school databases to the SCDE. This data collection occurs at the 45<sup>th</sup> day of instruction (mid- to late-October 2007) after the first day of school. The private center data were collected by the OFS directly from private center providers and are updated as changes are indicated by the providers. The information on the 2007-2008 enrollments reported at this time should be treated as preliminary primarily because of continuing problems with the data collected and reported by the public schools.

Many of the problems with the data encountered with the Fall 2006 data which were greatly ameliorated over the course of the 2006-2007 school year have reoccurred in the Fall 2007 data. The primary issue is that the data reported in October 2007 by the school districts and, to a lesser extent, by private providers, are incomplete, although the incompleteness of the data also make it difficult to judge its accuracy.

- One school district participating in CDEPP did not identify any four-year-old students as enrolled in any pre-kindergarten program in the data submitted to the SCDE; funding for 93 CDEPP students was provided to the district.
- Two additional CDEPP-participating school districts submitted data for students enrolled in their pre-kindergarten programs, but did not identify any of them as participating in CDEPP although a total of 60 CDEPP students were funded in the two districts.
- Among the 35 Plaintiff school districts participating in CDEPP in 2007-2008, state unique identifying numbers were reported for 87% of their four-year-old students and were not reported for the remaining 13%. The state unique ID is required for all students so the longitudinal studies of student achievement called for in the evaluation can be conducted; state IDs are also required for K-12 students. In spite of the fact that SCDE personnel made particular efforts to encourage CDEPP-participating districts to secure state IDs for their pre-kindergarten students, proportionately more pre-kindergarten students enrolled in the 50 districts not participating in CDEPP had state IDs (96% had IDs and 4% did not).
- State IDs were not reported for any of the CDEPP students enrolled in private centers in 2007-2008.
- Information on the disabilities and disability services received by pre-kindergarten students continues to be unavailable for the public schools.

## Findings

### **Analysis of CDEPP Data for 2006-2007 and 2007-2008 School Years (First and Second Years of Pilot)**

#### Numbers of CDEPP Providers and Students

Proviso 1.75 of the 2006-07 General Appropriations Act directed that funds for CDEPP be expended first for children residing in the 8 trial districts, followed by children residing in the remaining plaintiff districts. Thirty-six school districts, including the eight trial districts, were identified as plaintiff districts in the EOC's March 2006 report on the inventory of four-year-old child development programs. Following a request from the district, the SDE added Orangeburg 4 to the list of plaintiff districts, raising the total number of plaintiff school districts to 37. Twenty-nine of the 37 plaintiff districts participated in CDEPP in 2006-2007 and eight did not. All eight of the trial districts participated in CDEPP. Among the 29 participating districts, six elected to institute CDEPP in some, but not all, of their schools housing four-year-old child development programs. These districts were allowed to establish CDEPP-funded programs in some schools and maintain their existing EIA-funded pre-kindergarten programs in their remaining schools. A school housing a CDEPP-funded program could not also have an EIA-funded program, and the district's EIA allocation was reduced proportionately to reflect the number of students served in the CDEPP schools.

Eligible four-year-olds residing in the plaintiff districts could attend a CDEPP program offered either by eligible private providers or by the local public school system. There were 36 private providers serving at least one CDEPP-eligible student in 2006-2007. Thirty-four of these private providers were located in plaintiff school districts and two were located in non-plaintiff districts. Eligible students could attend a CDEPP program in a private provider located in a non-plaintiff district, but the student was required to live in a plaintiff district.

The numbers of districts, schools, private child care centers, and students participating in CDEPP provided by the public schools increased in 2007-2008 compared to 2006-2007. The 37

Plaintiff districts, their CDEPP participation status, and the numbers of students they reported as enrolled in CDEPP are listed in Table 1. The 35 districts participating in CDEPP in 2007-2008 represent an increase of 6 more districts over the 29 participating in 2006-2007. The number of schools participating increased from 70 in 2006-2007 to 96 schools in 2007-2008 because 6 additional districts were added and previously non-participating schools located in districts in which other schools participated in 2006-2007 joined CDEPP in 2007-2008.

The number of public school students identified as participating in CDEPP in 2007-2008 represents an increase of nearly 1,000 students over 2006-2007 (2,763 were identified as participating in 2006-2007 compared to 3,756 participating in 2007-2008).

**Table 1**  
**Plaintiff Public School District Participation in CDEPP in 2007-2008**  
**Students Enrolled in CDEPP**  
**45<sup>th</sup> Day Data Collection**

<b>District</b>	<b>Number of CDEPP Students Reported by Schools</b>
Abbeville	94
Allendale	52
Bamberg 1	20
Bamberg 2	31
Barnwell 19	17
Barnwell 29	NR
Barnwell 45*	0
Berkeley	844
Chesterfield	80
Clarendon 1	48
Clarendon 2	106
Clarendon 3	25
Dillon 1	33
Dillon 2	139
Dillon 3	60
Florence 1	250
Florence 2	41
Florence 3	147
Florence 4	46
Florence 5	10
Hampton 1	NR
Hampton 2	NR
Jasper	185
Laurens 55	116
Laurens 56	118
Lee	31
Lexington 4	171
Marion 1	107
Marion 2	97
Marion 7	58
Marlboro	107
McCormick	11
Orangeburg 3	108
Orangeburg 4	136
Orangeburg 5	270
Saluda*	0
Williamsburg	198
<b>Total</b>	<b>3,756</b>

NR = Not Reported

\* Plaintiff district NOT participating in CDEPP.

Note: Districts received funding for 3,896 students.

The numbers of private providers and students in private centers participating in CDEPP also increased in 2007-2008 compared to 2006-2007. At the time of the data collection in October 2007, 402 students in 40 private centers were participating in CDEPP in 2007-2008 (Table 2).

This represents an increase over the 36 centers and 309 students participating in CDEPP in 2006-2007.

**Table 2  
Number CDEPP Students Enrolled at 45th-day Data Collection in 2007-2008  
Private Providers**

Private Program Name	County	Number CDEPP Students Served
Kids R Us	Allendale	4
Progressive Family Life	Bamberg	5
AAA New Jerusalem Daycare Center	Barnwell	12
Bedford's Stay-n-Play	Barnwell	16
Hobbit Hill	Beaufort	1
Karen Scott Health CDC	Berkeley	6
La Petite Academy – SCGC	Berkeley	8
The Sunshine House #106	Berkeley	6
The Sunshine House #29	Charleston	6
Foster's Childcare Center, Inc.	Charleston	10
West Ashley Learning Hub	Charleston	6
Giggles and Wiggles Academy	Chesterfield	10
The Wee Academy Learning Center	Clarendon	8
Prosperity Child Care	Darlington	1
Kids Ltd.	Dillon	34
Pee Dee CAP Head Start (Whittaker)	Dillon	17
Angel's Inn Daycare	Florence	6
Zion Canaan Child Development Center	Florence	6
Excellent Learning Preschool, Inc.	Florence	17
Melva's Daycare	Florence	2
The Sunshine House #30	Florence	18
Pee Dee CAP Head Start (Thelma Brown)	Florence	8
Pee Dee CAP Head Start (Lake City)	Florence	9
Little Smurf Child Development Center	Georgetown	25
Rainbow Child Care Center	Georgetown	5
Children's Keeper	Hampton	2
The Mellon Patch	Hampton	1
Thornwell Child Development Center	Laurens	7
Bishopville Lee Child Care Center Inc.	Lee	15
Lynchburg-Elliott CDC	Lee	7
Agapeland Daycare Center	Marion	6
Kids Konnection	Marion	5
Troy Johnson Learning Center	Marion	13
McGills Bundles of Joy	Marion	14
Back to Basics Learning Center, Inc.	Orangeburg	6
Happyland Child Development Center	Orangeburg	3
Kids in Motion	Orangeburg	8
Raggedy Ann and Andy	Orangeburg	5
SC State Child Development/Learning Center	Orangeburg	8

<b>Private Program Name</b>	<b>County</b>	<b>Number CDEPP Students Served</b>
ABC Academy	Saluda	8
Doodle Bug Academy	Williamsburg	9
Graham's Enhancement	Williamsburg	4
Kindale Park Day Care	Williamsburg	4
Little Miss Muffet Day Care	Williamsburg	6
Nesmith Community Day Care Center	Williamsburg	10
Wilson's Daycare and Learning Center	Williamsburg	15
<b>Total</b>		<b>402</b>

Source: Office of First Steps to School Readiness.

Note: Financial data indicate 48 private centers received funding for a total of 409 students.

### Numbers of students served

Data for all districts are listed in Appendix B Tables 1-3 (2006-2007 school year) and Appendix B Tables 4-6 (2007-2008 school year). These tables provide information on the estimates of the numbers of children in each district eligible for CDEPP (e.g., students eligible for free- or reduced-price lunch and/or Medicaid services); estimates of the numbers eligible for the free- or reduced-price lunch program; and the numbers of students served in the various publicly-funded programs for four-year-old students, including public school child development programs, the public school and private provider CDEPP, the ABC Voucher child care program, and Head Start programs. Data for the 37 public school districts identified as Plaintiff districts are listed in Appendix B Table 2, and data for the 29 plaintiff districts participating in CDEPP in 2006-2007 are listed in Appendix B Table 3. Similarly, 2007-2008 data for the 37 Plaintiff districts are listed in Appendix B Table 5 and data for the 35 public school districts participating in CDEPP in 2007-2008 are listed in Appendix B Table 6. When estimates were made, such as the numbers of four-year-olds living in a school district or the numbers of students in a school district eligible for the free- or reduced-price lunch program, the methodology used is detailed in the earlier EOC report, "Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina", March 16, 2006.

The information in the tables in Appendix B is summarized and comparative information from the 2006-2007 school year is provided in the following Tables 3 through 7. The data reported in these tables provide answers to several questions about the impact of CDEPP in 2006-2007 and 2007-2008.

**How many four-year-olds participated in CDEPP at the end of the 2006-2007 school year and how many participated at the beginning of the 2007-2008 school year?**

The data are summarized in Table 3, which provides comparative data for both years of the pilot.

**Table 3  
Summary of Numbers of Students Participating in CDEPPP  
2006-2007 and 2007-2008 Pilot Years**

GROUP	ALL 85 DISTRICTS		37 PLAINTIFF DISTRICTS		DISTRICTS PARTICIPATING IN CDEPP**	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
Student Enrollment Data						
Public School CDEPP** Served (Student Data File-Data Not Reported By Three Districts in 2007-2008)	3,756	2,763	3,756	2,763	3,756	2,763
First Steps CDEPP** Students Served	402	309	401	309	369	241
Total Students Served (Student Data File)	4,158	3,072	4,157	3,072	4,125	3,004
Finance Data						
Public School CDEPP** Served (Finance Data File)	3,896	2,932	3,896	2,932	3,896	2,932
First Steps CDEPP** Students Served (Finance Data File)	409	354	409	354	N/A	N/A
Total Students Served (Finance Data File)	4,305	3,286	4,305	3,286	N/A	N/A

\*\*CDEPP = Child Development Education Pilot Program; first implemented in 2006-2007 school year; 29 districts participated in 2006-2007 and 35 districts participated in 2007-2008.

N/A= Not Available: data not reported.

Data Sources: Student data files and Finance files, S.C. Department of Education; Census population estimates (2006 & 2007), Office of Research & Statistics, S.C. Budget and Control Board; Birth population estimates (2005 & 2006), S.C. Department of Health & Environmental Control; S.C. Office of First Steps to School Readiness; S.C. Department of Social Services (ABC Voucher data); S.C. Head Start Collaboration Office

Two sets of numbers for public school CDEPP participation are listed in Table 3: one is based on the identification of students actively enrolled in the school on the day the data were collected in the student data file from the school databases (“Student Data File”), and one is based on the numbers of students for whom providers were reimbursed (“Finance Data File”). There were a total of 3,072 students (2,763 in public schools, 309 in private centers) enrolled in CDEPP at the end of the first pilot year and a total of 4,158 students (3,756 in public schools and 402 in private centers) enrolled at the end of the first quarter of instruction in the 2007-2008 school year.

Based on the finance data, a cumulative total of 3,286 students (2,932 in public schools, 354 in private centers) participated at some time during the 2006-2007 school year. In 2006-2007 there was a discrepancy of 169 fewer students served than reimbursed (2,763 served according to the public school databases vs. 2,932 served according to the financial data) and there is a similar discrepancy of 147 fewer served than reimbursed in 2007-2008. The discrepancies reflect the differences between the cumulative financial counts and the “snapshot” of students actually enrolled in the schools at the 180<sup>th</sup> day of instruction.

Further examination of the 2006-2007 public school student data revealed that, in addition to the 2,763 eligible students currently enrolled at the end of the school year, an additional 244

students had been enrolled in CDEPP at some point earlier in the school year but had withdrawn from the school before the 180<sup>th</sup> day of instruction. The 244 students who withdrew from schools during the year represent 7.7% of the total number (244/3176) of public school students who enrolled and participated in CDEPP at some time during the school year 2006-2007. Some of these students withdrew from CDEPP in one school and enrolled in CDEPP in a different school during the year, some may have enrolled in a different school not having CDEPP, some may have left the public school system for a private center or for home or family care, and some may have changed residence. This is a measure of the mobility of the students, suggesting that there is a modest level of mobility among public school CDEPP participants.

The number of four-year-olds in 2006-2007 participating in First Steps private provider CDEPP was 309 (based on final student enrollment data for the first pilot year provided in October 2007). In 2007-2008 there were 402 students enrolled in private center CDEPP at the end of November 2007. All of the students for both years met the income eligibility requirements for CDEPP. The Office of First Steps reported funding a total of 354 students in CDEPP during the 2006-2007 fiscal year and a total of 409 students at the end of the first quarter of instruction in 2007-2008; these are cumulative counts.

A total of 45 students enrolled in CDEPP in private centers at some point in 2006-2007 withdrew from the program during the school year (12.7% or 45/354 of the total who enrolled). The Office of First Steps indicates that it collects enrollment information from private providers on a continuous basis and bases funding to providers on student attendance.

### **What were the demographic characteristics of CDEPP-participating students in 2006-2007?**

The distributions of gender, ethnicity, and eligibility for Limited English Proficient (LEP) services among CDEPP-participating students in public and private settings in the first pilot year are shown in Table 4. (Since 2007-2008 CDEPP data are incomplete for three school districts, demographic and class size analyses were not performed for this report, but will be reported in a later report after data are complete and accurate.)

**Table 4**  
**Demographic Characteristics of CDEPP Students**  
**180-day Data Collection, 2006-2007 School Year**

Variable	Demographic Characteristic	Number of CDEPP Students in Public Schools (%)	Number of CDEPP Students in Private Centers (%)
Gender	Female	1,358 (49.1)	148 (47.9)
	Male	1,405 (50.9)	161 (52.1)
	Subtotal	2,763 (100)	309 (100)
Ethnicity	African American	1,796 (65.0)	277 (89.6)
	American Indian	4 (0.2)	0 (0.0)
	Asian	8 (0.3)	0 (0.0)
	Hispanic	175 (6.3)	5 (1.6)
	White	724 (26.2)	16 (5.2)
	Other/Unknown	56 (2.0)	1 (3.6)
	Subtotal	2,763 (100)	309 (100)
LEP Eligibility	Eligible for LEP Services	66 (2.4)	NA*
	Not Eligible	2697 (97.6)	NA
	Subtotal	2,763 (100)	NA

Percentage totals may not equal 100 due to rounding.

\*Eligibility for LEP services not available; all students indicated as English speakers, with 1 student indicated as having Spanish for "Other Language."

The percentages of male and female CDEPP students are similar, with a slightly higher percentage of males enrolled than females, especially in the private centers.

Almost two-thirds (65.0%) of public school CDEPP students are African American, compared to almost 90% of students receiving CDEPP services from private providers. More than one-fourth of public school CDEPP students are White, while only 5% of CDEPP students in private centers are White. The percentage of Hispanic students enrolled in CDEPP provided in public schools is also higher than the percentage of CDEPP students in private centers.

None of the CDEPP students in programs provided by private providers were indicated as eligible for LEP services, while 66 (2.4%) of the CDEPP students in public schools were eligible. The English language proficiency of students who have a primary language other than English is evaluated by public school personnel. The evaluation results determine student eligibility for LEP services if such services are available. Students attending CDEPP provided by private providers may not have been evaluated for their eligibility for such programs; the apparent lack of LEP-eligible students in private centers may also reflect the choices made by non-English speaking families in the placement of their children in preschool programs. The OFS guidelines for the 2007-2008 CDEPP direct private providers to collaborate with local school districts in the evaluation and provision of services for students whose home language is other than English.

Programs for LEP children are supported largely by federal Title III funds. At this time no Title III funds are available in South Carolina for LEP services to preschool children. Some school districts provide these language services for preschool children; these programs are funded using local or other sources of funds. In 2006-2007, 2.4% of the four year old students attending CDEPP in public schools were eligible for LEP services, but the data provided do not indicate how many actually were provided such services. Demographic projections indicate that the numbers of children in South Carolina who have a language other than English as their primary language will increase substantially over the next several years. The need for educational programs to help these students acquire English language skills sufficient to meet the academic

challenges of the State's standards-based educational system should be a consideration in the future implementation of state-funded preschool programs.

As indicated earlier in this report, information on CDEPP student disabilities and the disability-related educational services they received was not available from the public school data. A statewide total of 3,463 four-year-olds in 2006-2007 were reported by the SCDE Office of Exceptional Children as receiving disabilities services, but information on their CDEPP participation status was not available for this report. Four of the students participating in CDEPP provided by private providers were indicated as having Individualized Education Plans (IEP) related to their disabilities. Seven students were coded as receiving disabilities services: five for speech disabilities and two for behavioral disabilities. OFS guidelines for CDEPP also direct private providers to collaborate with local districts in the identification and provision of services to CDEPP students having disabilities.

### **What was the average class size of CDEPP classrooms in the first pilot year?**

This question can be addressed only for public school CDEPP classrooms because information on the number of students served who are CDEPP-eligible and the number served who are not CDEPP-eligible in classrooms in which CDEPP students were also enrolled was not available for the private centers. The information is also not complete for all public school CDEPP because some schools and one school district (Florence 2) did not report the teacher data needed to identify the students enrolled in each classroom in the 180-day data collection for the 2006-2007 school year. However, data from 161 public school CDEPP classrooms were available for analysis for this report. A classroom was designated as a CDEPP classroom if the teacher of record was identified by the school district and approved by the SCDE as meeting the qualifications for teaching CDEPP students. Student data were available for 161 of the teachers identified on the list of 166 CDEPP-approved teachers provided to the evaluators by the SCDE.

At the time of the 180<sup>th</sup>-day data collection the average public school CDEPP classroom contained 17.6 students.\* The smallest total class size was 2 students and the largest was 22 students. The average number of CDEPP-eligible students in these classrooms was 16.4 students. Along with the CDEPP-eligible students, students not coded as CDEPP-eligible were also present in the classrooms of 69 of the 161 CDEPP teachers. The average number of students in these classrooms who were not eligible for CDEPP was 3.0 students. These data indicate that in 2006-2007 there was a moderate level of economic diversity among students enrolled in approximately 40% (69/161) of the public school classrooms containing CDEPP-eligible students. There is some evidence from the evaluations of the Georgia preschool programs and from other studies that heterogeneous classroom settings provide educational benefits to academically at-risk students.

In addition to the 161 teachers serving CDEPP students in the 29 CDEPP-participating school districts, an additional 112 teachers in these districts served other 4-year-old preschool students. These 112 teachers served an average of 12.1 students each. At least 15 of the 112 teachers were teaching EIA half-day programs, with enrollments ranging from 31 to 40 students per teacher.

The average teacher in private centers providing CDEPP served 8.4 CDEPP students, with a range from a minimum of 1 student to a maximum of 20 students per teacher.\*

\*(Note: differences between the fiscal and student class size averages reported reflect the respective cumulative and "snapshot" characteristics of the finance and student enrollment data.)

**Analysis of Enrollments in Publicly Funded 4 Year-Old Pre-kindergarten Programs in 2006-2007 and 2007-2008**

**How many four-year-old children were there in South Carolina and in the plaintiff school districts in 2006-2007 and 2007-2008?**

The exact number of four-year-old children living in South Carolina at any given time is unknown, but can be estimated using U.S. Census estimates. Census data were available for use in estimating 2006-2007 and 2007-2008 populations; these estimates are reported in Table 5. These estimates indicate that the number of four-year-olds living in South Carolina increased in 2007-2008 to 57,839 compared to 57,251 in 2006-2007. However, the numbers of four-year-olds declined by approximately 359 during this time period in the 37 plaintiff districts (29 districts participated in CDEPP in 2006-2007 and 35 districts participated in 2007-2008, which should be taken into consideration when comparing the two years of data for participating districts).

**Table 5  
Summary of Numbers of Students Participating in State-Funded Four-Year-Old Pre-Kindergarten Programs, 2006-2007 and 2007-2008 School Years  
45<sup>th</sup> Day Preliminary Data for 2007-2008**

GROUP	ALL 85 DISTRICTS		37 PLAINTIFF DISTRICTS		DISTRICTS PARTICIPATING IN CDEPP**	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
Four-year-old Population Estimate	57,839	57,251	11,283	11,642	10,829	9,615
Public School 4K Total Served (Includes Public School CDEPP Students Served; Data Not Reported By One District in 2007-2008)	19,769	19,652	4,934	5,054	4,832	4,308
First Steps CDEPP** Students Served	402	309	401	309	369	241
Full-Day ABC Voucher Served	1,985	3,471	354	738	349	631
Head Start Served	6,056	5,806	1,976	1,972	1,850	1,434
Total Public School, 1 <sup>st</sup> Steps, ABC, Head Start Students Served in Publicly Funded Program	28,212	29,238	7,665	8,073	7,400	6,614

\*\*CDEPP = Child Development Education Pilot Program; 29 districts participated in 2006-2007 and 35 districts participated in 2007-2008.

Data Sources: Student data files and Finance files, S.C. Department of Education; Census population estimates (2007), Office of Research & Statistics, S.C. Budget and Control Board; Birth population estimates (2006), S.C. Department of Health & Environmental Control; S.C. Office of First Steps to School Readiness; S.C. Department of Social Services (ABC Voucher data); S.C. Head Start Collaboration Office

**How many four-year-olds were attending public school pre-kindergarten programs in 2006-2007 and 2007-2008?**

The data in Table 5 indicate that there was a small increase (117 students – from 19,652 in 2006-2007 to 19,769 in 2007-2008) statewide in the numbers of four-year-olds enrolled in public school pre-kindergarten programs, with a decrease in the numbers enrolled in pre-kindergarten programs in the 37 plaintiff districts (120 fewer students). However, since one plaintiff school district did not identify any four-year-olds as being served in a pre-kindergarten program in the 45-day 2007-2008 student data but did report serving students and received funding for those services, these results should be considered preliminary. The numbers of four-year-olds attending public school programs listed in Table 5 include students enrolled in all four-year-old

pre-kindergarten programs in the public schools, including CDEPP, EIA-funded half-day programs, and locally funded programs.

**How many four-year-olds participated in other publicly-funded full-day programs in 2006-2007 and 2007-2008?**

Based on the information reported in Table 5, the number of four-year-olds receiving full-day child care services through the ABC voucher program in 2007-2008 decreased by 1,486 students statewide and by 384 students in the 37 plaintiff districts compared to the numbers served at the end of 2006-2007 school year. The number of four-year-olds participating in Head Start statewide increased by 250 and remained at the same level both years in the 37 Plaintiff districts.

**How many four-year-olds participated in a publicly-funded pre-kindergarten program in 2006-2007 compared to 2007-2008?**

Statewide, the preliminary data indicate that the total number of four-year-olds served dropped by 1,026 students (from 29,238 in 2006-2007 to 28,212 in 2007-2008) (Table 5). The preliminary data also indicate that the total numbers served decreased by 408 in the 37 Plaintiff districts (from 8,073 to 7,665). However, since one plaintiff school district did not identify any four-year-olds as participating in a pre-kindergarten program in the 45-day student data for 2007-2008, it is expected that the numbers of students served will increase when corrected and complete data are reported by school districts.

Expressed as a percentage of the estimated total population of four-year-olds in the state, the percentage of children statewide served by a publicly-funded pre-kindergarten program dropped between 2006-2007 and 2007-2008 from 51.1% in 2006-2007 (29,238/57,251) to 48.8% (28,212/57,839). In the 37 Plaintiff districts the percentage of all four-year-olds served also decreased from 69.3% in 2006-2007 (8,073/11,642) to 67.9% in 2007-2008 (7,665/11,283).

**How many four-year-olds were living in poverty (as defined by Federal lunch program and Medicaid eligibility) in 2006-2007 and 2007-2008?**

The student eligibility requirements for participation outlined in Proviso 1.75 specified that participants must be from low income families: their family incomes must be at levels that the students are eligible for the federal free- or reduced-price lunch program and/or are eligible for Medicaid services. The following analysis reports the numbers of four-year-old students meeting those family income eligibility requirements in the plaintiff school districts and statewide. Information on Medicaid status was not available for students participating in public school four-year-old pre-kindergarten programs in 2005-2006, but is available for 2006-2007 and 2007-2008 participants.

Statewide, the estimated number of four-year-olds eligible for free- or reduced-price lunch programs and/or for Medicaid services (children in poverty) reported in Table 6 increased in 2007-2008 compared to 2006-2007 by 533 to 37,327, reflecting an overall increase in poverty statewide. However, the estimated numbers of four-year-olds eligible for the free- or reduced-price lunch program and/or Medicaid services in the 37 plaintiff districts decreased by 221 in 2007-2008 compared to 2006-2007, perhaps reflecting out-migration and declining birth rates in some of these districts.

**Table 6**  
**Summary of Numbers of Students Eligible for Federal Free- or Reduced-Price Lunch Program and/or Medicaid Services Participating in State-Funded Four-Year-Old Pre-Kindergarten Programs 2006-2007 and 2007-2008 School Years**

GROUP	ALL 85 DISTRICTS		37 PLAINTIFF DISTRICTS		DISTRICTS PARTICIPATING IN CDEPP**	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
Students Eligible For Free- or Reduced-Price Lunch Program and/or Medicaid Services						
Children in Poverty* Estimate	37,327	36,794	8,895	9,116	8,559	7,515
Public Free- or Reduced-Price Lunch &/or Medicaid Served Total (Data Not Reported By One District in 2007-2008)	12,887	13,368	3,908	3,858	3,834	3,330
First Steps CDEPP** Students Served	402	309	401	309	369	241
Full-Day ABC Voucher Served	1,985	3,471	354	738	349	631
Head Start Served	6,056	5,806	1,976	1,972	1,850	1,434
Public School Free/Reduced/Medicaid, 1 <sup>st</sup> Steps, ABC, Head Start Total (Data Not Reported By One District in 2007-2008)	21,330	22,954	6,639	6,877	6,402	5,636
Students NOT Eligible For Federal Lunch Program or Medicaid Services or Eligibility Status Unknown						
Public School Pay Lunch & Not Medicaid Served (Data Not Reported By One District in 2007-2008)	6,415	6,275	871	1,190	843	972
Public School Lunch/Medicaid Status Missing (Data Not Reported By One District in 2007-2008)	467	11	155	6	155	6

\* Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services; these students meet the eligibility requirements for participation in the CDEPP program.

\*\*CDEPP = Child Development Education Pilot Program; 29 districts participated in 2006-2007 and 35 districts participated in 2007-2008.

Data Sources: Student data files and Finance files, S.C. Department of Education; Census population estimates (2007), Office of Research & Statistics, S.C. Budget and Control Board; Birth population estimates (2006), S.C. Department of Health & Environmental Control; S.C. Office of First Steps to School Readiness; S.C. Department of Social Services (ABC Voucher data); S.C. Head Start Collaboration Office

**What was the socioeconomic status of four-year-olds enrolled in public school pre-kindergarten programs in 2006-2007 and 2007-2008?**

Information on students' eligibility for the federal free- or reduced-price lunch program and/or Medicaid eligibility obtained from the student data files was used to address this question. As reported in Table 6, 12,887 students statewide eligible for the free- or reduced-price lunch program and/or Medicaid services were reported as enrolled in public school pre-kindergarten programs in 2007-2008, a decrease of 481 students from 2006-2007 (however, the 2007-2008 data are preliminary and incomplete, since one district did not report student data for four-year-olds). The number of eligible students enrolled in the 37 plaintiff districts was 3,908 in 2007-2008, a small increase (50 students) over the number enrolled in 2006-2007. By the end of the first year of CDEPP (2006-2007), 77.3% (3,330/4,308) of all four year old students enrolled in the 29 CDEPP-participating school districts were eligible for free- or reduced-price lunch and/or Medicaid programs. At the beginning of the second year of the pilot (2007-2008), initial data indicate that the percentage of students enrolled in the 35 CDEPP-participating districts who are eligible for the free- or reduced-price lunch and/or Medicaid programs increased to 79.3% (3,834/4,832).

**What was the socioeconomic status of four-year-olds enrolled in private CDEPP pre-kindergarten programs in 2006-2007 and 2007-2008?**

All of the CDEPP students in the private centers met the income eligibility requirements for participation. Since information on other students enrolled in the private centers is not available, the percentage of four-year-olds enrolled in private programs eligible for the free- or reduced-price lunch program and/or for Medicaid services could not be computed.

**How many income-eligible students were served by publicly-funded public and private full-day pre-kindergarten programs in 2006-2007 and 2007-2008? How many income-eligible students were NOT served in a publicly-funded full-day pre-kindergarten program in 2006-2007 and 2007-2008?**

As reported in Table 7, there were an estimated 36,794 four-year-olds statewide who were eligible for the federal lunch program and/or for Medicaid services in 2006-2007 and 37,327 eligible four-year-olds in 2007-2008. Of these eligible students, a total of 22,954 participated in a publicly-funded pre-kindergarten program in 2006-2007. The incomplete preliminary data for 2007-2008 (one school district did not report four-year-old student data) indicate that 21,330 of eligible four-year-olds are participating in a publicly-funded pre-kindergarten program in 2007-2008. This represents a decrease of 1,624 four-year-olds being served in the second pilot year compared to the first (the district which did not report 2007-2008 data served 179 four-year-olds in 2006-2007, approximately 10% of the decrease observed in 2007-2008). The publicly funded programs include public school pre-kindergarten programs, including CDEPP, private child care CDEPP funded by OFS, full-day ABC Voucher programs funded by DSS, and Head Start programs funded primarily through federal funds.

On a statewide basis, this analysis indicates that 13,840 eligible four-year-olds were NOT served in a publicly-funded program (36,794 eligible less 22,954 served) in 2006-2007. The preliminary data suggest that the number of eligible four-year-olds statewide who are NOT being served in a publicly-funded pre-kindergarten program increased to 15,997 in 2007-2008. This increase in the numbers not served reflects the statewide decline in the numbers of income-eligible students served in 2007-2008, incomplete 2007-2008 data, and the impact of increasing Medicaid eligibility in FY2008 to 200% of the poverty level.

The analysis also indicates that 2,239 eligible four-year-olds in the 37 Plaintiff districts were NOT served in a publicly-funded pre-kindergarten program in 2006-2007, and 2,256 eligible four-year-olds are NOT being served in the current school year. It cannot be determined from the available data how many eligible students not served in a publicly-funded pre-kindergarten program were cared for at home by a relative, how many were cared for out of the home by relatives, or how many may have attended a pre-kindergarten program not supported by public funds.

Although the 2007-2008 data are preliminary, it appears that statewide the numbers of four-year-olds in poverty (eligible for the Federal lunch program and/or Medicaid) enrolled in public school and ABC Voucher pre-kindergarten programs declined compared to 2006-2007, while the numbers enrolled in private CDEPP centers and in Head Start programs increased. In the 37 Plaintiff districts the numbers of four-year-olds in poverty attending public school programs and CDEPP-participating private child care centers increased in 2007-2008, the numbers attending ABC Voucher programs decreased, and the numbers enrolled in Head Start remained the same. The increase in public school and private center enrollments in these districts suggests that CDEPP may have affected policies and practices in those districts so more children in poverty receive preschool services.

**Table 7**  
**Summary of Numbers of Students Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services Participating in State-Funded Four-Year-Old Pre-Kindergarten Programs 2006-2007 and 2007-2008 School Years**

GROUP	ALL 85 DISTRICTS		37 PLAINTIFF DISTRICTS		DISTRICTS PARTICIPATING IN CDEPP**	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
Children in Poverty* Estimate	37,327	36,794	8,895	9,116	8,559	7,515
Public School Free/Reduced/Medicaid, 1 <sup>st</sup> Steps, ABC, Head Start Total Served (Data Not Reported By One District in 2007-2008)	21,330	22,954	6,639	6,877	6,402	5,636
Free- or Reduced-Price Lunch &/or Medicaid Eligible Students NOT Served (Data Not Reported By One District in 2007-2008)	15,997	13,840	2,256	2,239	2,157	1,879

\* Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services; these students meet the eligibility requirements for participation in the CDEPP program.

\*\*CDEPP = Child Development Education Pilot Program; 29 districts participated in 2006-2007 and 35 districts participated in 2007-2008.

Data Sources: Student data files and Finance files, S.C. Department of Education; Census population estimates (2007), Office of Research & Statistics, S.C. Budget and Control Board; Birth population estimates (2006), S.C. Department of Health & Environmental Control; S.C. Office of First Steps to School Readiness; S.C. Department of Social Services (ABC Voucher data); S.C. Head Start Collaboration Office

### Findings and Conclusions

Although the 2007-2008 data are preliminary, it is clear that CDEPP participation has increased since its first year in 2006-2007. The numbers of school districts participating in 2007-2008 increased by 6 compared to 2006-2007 (from 29 to 35 districts) and the number of students served increased by almost 1,000, representing an increase of almost 36% (from 2,763 students in 2006-2007 to 3,756 in 2007-2008). The number of private CDEPP providers in which CDEPP students were enrolled also increased in 2007-2008 (from 36 in August 2007 to 40 in November 2007), as did the numbers of students served (from 309 to 402, an increase of 31%). (The data reported here represent unduplicated counts of students enrolled at the 180<sup>th</sup> day of instruction for 2006-2007 and the 45<sup>th</sup> day for 2007-2008, and may differ from the cumulative counts from financial information reported elsewhere in this report.)

Although the 2007-2008 data are preliminary and incomplete for one district, it appears that statewide the numbers of four-year-olds in poverty (e.g., eligible for the Federal school lunch program and/or Medicaid) who are being served in a publicly-funded pre-kindergarten program decreased by 1,624 in 2007-2008 compared to 2006-2007. The number of four-year-olds in poverty statewide NOT being served in a publicly-funded pre-kindergarten program appears to have increased in 2007-2008 to 15,997 compared to 13,840 in 2006-2007. This increase in the numbers eligible but not served is related to the decline in the number of four-year-olds in poverty served statewide in 2007-2008, incomplete data from one school district, and the impact of the increase in the numbers of children eligible for Medicaid in FY2008. In the 37 Plaintiff districts in which CDEPP was piloted the numbers of four-year-olds in poverty receiving services also decreased overall in 2007-2008, although the numbers in poverty not receiving publicly-funded pre-kindergarten services increased only slightly, perhaps because of the overall decline

in the population of four-year-olds in many of those districts. The decrease in the numbers of four-year-olds in poverty in the 37 Plaintiff districts receiving publicly-funded pre-kindergarten services in 2007-2008 was primarily observed in the ABC Voucher program, while the numbers of four-year-olds in poverty enrolled in public school programs and private child care center CDEPP increased. This suggests that CDEPP had the desired effect of increasing the enrollment of four-year-olds in poverty in full-day pre-kindergarten programs in public schools and private child care centers in these districts.

Serious problems with the data (incomplete and inaccurate data) from CDEPP participants were identified in the first interim evaluation report in January 2007. Many of these data problems were addressed over the course of the 2006-2007 school year so the data were relatively accurate and complete by the end of school year 2006-2007. However, some of those data concerns have returned with the 2007-2008 school year. Specifically, in the first quarter data collection of the 2007-2008 school year one school district did not report any data for four-year-old students although the district reported providing CDEPP pre-kindergarten services, and two additional school districts did not report student data indicating that their students were receiving CDEPP services, although the districts were receiving CDEPP funding and reported implementing the program. The fee for service funding mechanism being implemented with CDEPP requires that data identifying recipients of the services funded must be entered into the data system so accurate information regarding the numbers of students being served and the length of time they have been served can be reported to the funding agency on a frequent and timely basis. However, in spite of extensive efforts on the part of SCDE personnel in 2006-2007 to provide training and support to school districts regarding the data requirements for funding, the 45<sup>th</sup>-day CDEPP data collection in the 2007-2008 school year does not provide sufficient information on which to base accurate funding reimbursements to school districts for the services provided. This issue must be resolved if this method of funding educational programs is to be permanently implemented for CDEPP.

## Financial Analysis

### 2006-07 Pilot Year

For the first year of the pilot program, the General Assembly appropriated a total of \$23,575,680 in non-recurring funds for CDEPP. The South Carolina Department of Education (SCDE) received two-thirds of the appropriation, \$15,717,104, with the remaining third allocated to the Office of First Steps to School Readiness (OFS), \$7,858,576. With these funds, both public and private providers participating in CDEPP were eligible to receive: \$3,077 per child to cover the cost of instruction; \$185 per child for transportation of children to and from approved providers; and \$10,000 per classroom for supplies and materials to equip each new classroom.

According to the year-end report from the Office of the Comptroller General, approximately 55% of all funds appropriated for CDEPP were expended in FY 2006-07. The funds were expended by SCDE and OFS on the following object codes which reflect both administrative and program costs. Table 8 does not reflect administrative costs that were absorbed by OFS and SCDE, which are reported in Table 17 of this report.

**Table 8  
FY 2006-07 Expenditures by Object Code**

		Department of Education	Office of First Steps	TOTAL
<b>Appropriation</b>		<b>\$15,717,104.00</b>	<b>\$7,858,576.00</b>	<b>\$23,575,680.00</b>
<b>Expenditures by Object Code:</b>	<b>Description of Object Code</b>			
100	Personal Service	\$0	\$125,406.94	\$125,406.94
200	Contractual Services	\$87,439.16	\$91,621.06	\$179,060.22
300	Supplies and Materials	\$282.45	\$34,184.75	\$34,467.20
400	Dues and Membership	\$8,585.92	\$1,305.00	\$9,890.92
500	Travel	\$0	\$36,434.59	\$36,434.59
1300	Employer Contributions	\$0	\$17,466.75	\$17,466.75
1800	State Aid	\$11,094,688.84	\$1,406,840.00	\$12,501,528.84
<b>Total Expenditures</b>		<b>\$11,190,996.37</b>	<b>\$1,713,259.09</b>	<b>\$12,904,255.46</b>
<b>Balance</b>		<b>\$4,526,107.63</b>	<b>\$6,145,316.91</b>	<b>\$10,671,424.54</b>

Both SCDE and OFS provided additional, detailed information on the expenditure of funds for specific program activities in public and private centers. The information is summarized in the following table which differentiates between direct program expenditures and administration and which highlights the program outcomes or services provided.

**Table 9**  
**CDEPP**  
**Based on Actual Expenditures ALONE**  
**(July 1, 2006 through June 30, 2007)**

	Department of Education	Office of First Steps
<b>2006-07 Supplemental Appropriations</b>	<b>\$15,717,104.00</b>	<b>\$7,858,576.00</b>
<b>Program Outcomes:</b>		
Providers (Districts/Centers)	29	40
Total Children Funded	2,932	354 <sup>1</sup>
New Classrooms Funded	164	42
Average No. CDEPP Children per Funded Classroom	17.9	8.4
Children Transported and Funded	1,329	45
<b>Program Expenditures:</b>		
Instructional	\$9,021,764.00	\$819,058.45
Transportation	\$245,865.00	\$14,269.05
Supplies & Materials	\$1,607,999.44	\$372,600.08
Training	\$160,574.65	<sup>2</sup>
Balance retained by County Partnerships	NA	\$200,912.42
Other: Grants to SCAEYC & SCECA	\$58,485.75	
<b>Total:</b>	<b>\$11,094,688.84</b>	<b>\$1,406,840.00</b>
<b>Administration:</b>		
State	<b>\$96,307.53</b>	<b>\$277,452.09</b>
County Partnerships		<b>\$28,967.00</b>
<b>Total Expenditures (Percent of Total Appropriations)</b>	<b>\$11,190,996.37 (71%)</b>	<b>\$1,713,259.09 (22%)</b>
<b>Balance (Percent of Total Appropriation)</b>	<b>\$4,526,107.63 (29%)</b>	<b>\$6,145,316.91 (78%)</b>

<sup>1</sup> Financial reimbursements were made for 354 eligible children throughout the fiscal year. On the 135<sup>th</sup> day, the student data documented 303 children enrolled in private centers. In addition three providers had received funds to equip classrooms and provide instructional services for six eligible children who were no longer enrolled on the 135<sup>th</sup> day because the centers were no longer operational.

<sup>2</sup> Training is not a separate line item. Training provided to teachers in private centers is part of the agency's administrative costs included in contractual services and travel. Also, according to OFS, teachers in private centers also attended conferences held by SCAEYC and SCECA.

The SCDE expended 71% of its total appropriation for CDEPP in the initial pilot year while the OFS expended 22%. The budget surplus is due to at least three factors: (1) non-participation in CDEPP by eight eligible school districts; (2) normal lag time in implementing a new program and in approving eligible private providers; and (3) difficulty in finding and enrolling eligible children in both public and private programs. For the OFS, the significant balance in year one is also attributed to the fact that OFS had to implement an entirely new program. Public schools had operated four-year-old programs since 1984. All unexpended CDEPP funds were carried forward into the second year of the pilot program.

Both the SCDE and the OFS implemented financial reimbursement systems for CDEPP that were consistent with their existing financial management systems. The OFS implemented a financial system that incorporated the existing finance structure of the First Steps County Partnership. In coordination with its CDEPP monitoring staff, OFS enlisted the support of twenty county partnerships to process and issue reimbursements for private providers. OFS implemented an actual payment for services reimbursement system. Private providers submitted invoices to county First Steps Partnerships for reimbursements for services based on weekly enrollments of CDEPP-eligible children being served. Every two weeks the local county First Steps Partnership Boards processed the invoices and issued checks through the agency's regional finance manager (RFM) system. To offset a portion of the administrative cost of processing the reimbursements, OFS reimbursed the county partnerships for this service. The twenty county partnerships were allocated a total of \$29,963.31 - \$100 per participating provider; \$250 per county; and \$63 per child enrolled in the program. In contrast, the SCDE issued monthly payments to districts in the same manner by which EFA and EIA monthly payments are processed. School districts were reimbursed \$3,077 for each CDEPP-eligible student who was ever enrolled in a CDEPP classroom regardless of the days of membership or attendance. If OFS had reimbursed providers like the SCDE using a rolling enrollment figure, then the cost of services for private providers would have increased by 33% from \$819,058 to \$1,089,258.

Because OFS provided financial and program data based on actual services provided, cost analyses were conducted for expenditures for children attending private centers. Fifteen of the forty private providers or 37% received funding to serve five or fewer CDEPP eligible children. Other four-year-olds, tuition-based students, likely were enrolled in the class and received educational services; however, for purposes of this report the emphasis is on CDEPP children. Space is also an issue with many of these small private providers, preventing them from serving more eligible children. The average reimbursement for all services per child per provider was \$3,407 with the range being \$1,410 to \$11,196. For instructional services alone, the average reimbursement was \$2,314 or 75% of the maximum allowable amount of \$3,077. Comparable data for the public school districts participating in CDEPP was not available because the districts were reimbursed based on a cumulative count and not based on actual attendance by CDEPP-eligible children.

**Table 10**  
**Reimbursements**

	<b>Average Per Child Statewide (N = 354)</b>	<b>Average Per Child Per Provider</b>	<b>Minimum Per Child Per Provider</b>	<b>Maximum Per Child Per Provider</b>
Instructional Services	\$2,314	\$2,092	\$0	\$4,003
Supplies and Materials	\$1,053	\$2,150	\$14	\$9,999
Transportation	\$40	\$91	\$7	\$206
<b>ALL Reimbursements</b>	<b>\$3,407</b>	<b>\$4,220</b>	<b>\$1,410</b>	<b>\$11,196</b>

Looking at the percentage of instructional expenditures made per center, the data reflected that of the maximum \$3,077 allocation for instructional services, private centers received an average of 75% for the 354 children served. If all 354 children had been enrolled and served continuously throughout the 180-day instructional or 36 week instructional year, providers would have requested 100% rather than 75% of the total allowable reimbursement and would have receive an additional \$270,200 in state funds. These expenditures do reflect a difference in reimbursement policy as compared to the SCDE. This information is one way to evaluate the retention pattern of children enrolled in CDEPP in private centers. Comparable information for the public schools was not available during the first pilot year again because the SCDE reimbursed districts based on a cumulative enrollment figure. The following table shows the breakdown of allocations for instructional services accordingly:

**Table 11**  
**Percentage of Maximum Instructional Reimbursements Received**

<b>% of Maximum Instructional Reimbursements Received</b>	<b>Number of Centers</b>
Less than 10%	2
10 to 19%	2
20 to 29%	2
30 to 39%	2
40 to 49%	4
50 to 59%	1
60 to 69%	3
70 to 79%	6
80 to 89%	11
90 to 100%	1
Over 100% <sup>3</sup>	6
<b>TOTAL</b>	<b>40</b>

The financial data revealed that “overpayments” totaling at least \$14,710 were made to six private providers. Six private providers received reimbursements for instruction that exceeded the maximum allowable amount per child of \$3,077. These reimbursements totaled at least \$14,406. Two of these six providers also received “overpayments” totaling \$304 for transporting children in excess of the maximum allowable amount of \$185 per child. Only an independent financial audit can explain the discrepancies between student records and financial payments. These “overpayments” could have occurred if centers were reimbursed for serving a child for more than 180 days of instruction or if the number of children served and funded actually exceeded the number of students on the student data files.

<sup>3</sup> Six centers were overpaid by a minimum of \$14,406 for instructional services.

Appendices C and D provide detailed information on the expenditure of CDEPP funds in 2006-07.

### **2007-08 Pilot Year**

Proviso 1.66 of the 2007-08 General Appropriations Act amended the reimbursement system for CDEPP in the second year of the pilot program accordingly.

- The reimbursement rate for instructional costs for both public and private providers increased from \$3,077 to \$3,931.
- Any new CDEPP classrooms would be eligible for a \$10,000 reimbursement for supplies and materials. Established classrooms would now be eligible for up to \$2,500 in reimbursements for the “procurement of consumable and other materials.”
- Regarding transportation, of the funds provided, the SCDE was allowed to retain up to \$185 per student to defray the cost of transportation. The school districts participating in CDEPP would not receive any supplemental funding for transportation. Private providers transporting children would be eligible for reimbursement of \$550 per eligible child transported.
- And, unlike the first year of the pilot program, school districts participating in CDEPP may use EIA funds for the original four-year-old childhood development program to fund the teacher salary supplement and fringe.

The General Assembly appropriated a total of \$17,153,073 in non-recurring funds for the second year of CDEPP and authorized the carry forward of an additional \$6,671,424.54 to fund the program at an initial amount of \$23,824,497.54. The authorization reflected a 1% increase over the program’s first year total appropriation level but an 83% increase over the total amount of expenditures incurred by the program in its first year of implementation. Proviso 1.66 of the 2007-08 General Appropriations Act authorized the SCDE and the OFS to carry forward unexpended funds from CDEPP from the prior fiscal year into FY 2007-08 for the second year of the program. In addition, proviso 1.79 of the 2007-08 General Appropriations Act allowed the OFS to carry forward \$4.0 million of its CDEPP funds from 2006-07 into 2007-08 to provide services to children from birth through age three. The balance of funds from OFS was redirected for use by the SCDE for CDEPP.

In addition the SCDE transferred \$1.2 million in discretionary general funds to CDEPP per proviso 72.30 of the 2006-07 General Appropriations Act. Proviso 72.30 states that “each agency is authorized to carry forward unspent general fund appropriations from the prior fiscal year into the current fiscal year, up to a maximum of ten percent of its original general fund appropriations less any appropriation reductions for the current fiscal year. Agencies shall not withhold services in order to carry forward general funds.” Per this authorization the SCDE carried forward \$4,320,994.99 in general fund monies. Of this amount, \$1,200,000 was allocated to CDEPP in FY 2007-08.

And, an additional amount of \$200,912 was available for private providers. At the conclusion of FY 2006-07 county First Steps Partnership Boards retained \$200,912 as a balance of funds for reimbursing private providers. While these funds are reflected as “expenditures” in the prior year because the funds were allocated to local county First Steps providers, the funds have

technically not been allocated to private providers for services rendered under CDEPP until FY 2007-08.

Regarding public providers, thirty-five of the thirty-seven eligible school districts chose to participate in CDEPP in FY 2007-08. Six districts which had not participated in the first year of the pilot program elected to participate in year two -- Bamberg 1, Barnwell 29, Chesterfield, McCormick, Marion 1 and Marlboro. In addition, the school district of Berkeley expanded its CDEPP program to ten additional schools, resulting in CDEPP classrooms in all primary and elementary schools with a pre-kindergarten enrollment. Florence 3 also expanded CDEPP to all elementary schools in the district and to Lake City High School while Florence 1 added five elementary schools and one adult education center. Expansion of providers resulted in an initial projection of 3,896 students to be served in a projected 241 classrooms in 96 schools or centers in FY 2007-08. A total of sixty-three new classrooms were added with 178 funded as existing CDEPP classrooms in the second year of the pilot. The following table illustrates the projected expenditures for CDEPP by the SCDE.

**Table 12**  
**Fiscal Year 2007-08 Projected Expenditures**  
**South Carolina Department of Education – CDEPP**

<b>2007-08 Appropriations and Carry Forwards</b>	<b>\$17,165,921.54<sup>4</sup></b>	
Projected Expenditures and Allocations to School Districts:		
Instructional	\$15,315,176	3,896 Children at \$3,931
Supplies & Materials:		
Existing Classrooms	\$445,000	178 at \$2,500
New Classrooms	<u>\$630,000</u>	63 at \$10,000
<b>TOTAL:</b>	<b>\$16,390,176</b>	
Administration		
Training Activities	\$200,000	
Transportation <sup>5</sup>	\$288,600	
Travel and Training	<u>\$300,000</u>	
Total:	<b>\$788,600</b>	
<b>Total Projected Expenditures</b>	<b>\$17,178,776</b>	
<b>Projected Balance:</b>	<b>(\$12,854.46)</b>	

Like the initial pilot year, the SCDE continued to reimburse districts based on initial student enrollment projections rather than on actual students enrolled in the program and on actual days served in CDEPP. After the 45-day student counts were submitted by the districts and analyzed by the SCDE and the EOC, three districts reported not having any four-year-old CDEPP students even though the districts had and continued to receive funds for serving CDEPP children. The SCDE contends that CDEPP children are being served in these eligible school districts and is working with the districts to provide accurate student data. The SCDE anticipates using the 135<sup>th</sup> day count to reconcile the data and financial systems; however, the accounting system still does not reimburse schools based on actual days served.

<sup>4</sup> Includes \$1,200,000 in discretionary general funds and \$6,671,424.54 in carry forward funds from CDEPP.

<sup>5</sup> Assuming 40% of all eligible children will be transported.

Regarding the reimbursement of private providers serving CDEPP-eligible children in FY 2007-08, private providers, between July 1 and September 19, 2007 private providers were reimbursed approximately \$61,000 to serve CDEPP eligible children from the first year of the pilot during the summer months. These reimbursements were made possible because local county First Steps Partnership Boards had a \$200,912 fund balance at the end of the first pilot year. OFS has notified the EOC that it will monitor the expenditure of these funds in the second year of the pilot. The EOC understands that the balance will continue to be used toward CDEPP reimbursements to private providers in 2007-08.

Beginning September 19, 2007, OFS began reimbursing private providers for children enrolled in CDEPP in the program's second year. On December 5, 2007 the OFS provided to the EOC the projected expenditures and actual invoices paid to forty-eight centers serving CDEPP children through November 2007. The data presented in Table 13 show that 409 children were being served in 51 classrooms. Thirteen or 27% of the providers had five or fewer children in CDEPP as compared to 37% of private providers who had five or fewer children in the first pilot year. The 409 enrollment figure includes children that had been enrolled in CDEPP at some point during the current fiscal year. Based upon the projected expenditures for materials and supplies, there were twenty-four new classrooms and twenty-seven existing classrooms providing CDEPP services. And, a total of \$591,897 had been paid in actual invoices to providers.

**Table 13**  
**Fiscal Year 2007-08 Projected Expenditures**  
**Office of First Steps – CDEPP**  
**Updated Through November 30, 2007**

<b>2007-08 Appropriations</b>	<b>\$7,858,576</b>	
Projected Expenditures and Allocations to Providers:		
Instructional	\$1,607,779	409 Children at \$3,931
Supplies & Materials:		
Existing Classrooms	\$67,500	27 at \$2,500
New Classrooms	\$240,000	24 at \$10,000
Transportation	<u>\$137,500</u>	250 at \$550
<b>Subtotal:</b>	<b>\$2,052,779</b>	
<b>Projected Expenditures for Administration</b>		
Office of First Steps (Direct Expenses)	<b>\$415,476</b>	
County Partnerships	<b>\$36,419</b>	
<b>Total Projected Expenditures</b>	<b>\$2,504,674</b>	
<b>Projected Balance</b>	<b>\$5,353,902</b>	

In summary, in the second year of CDEPP, as of November 30, 2007, a projected 4,305 students are being funded by public and private providers, a 31% increase over the first year when 3,286 were funded.

**Table 14**  
**First Year Actual and Second Year CDEPP**

	2006-2007	2007-2008	Percent Change
<b>Public Schools</b>			
Children	2,932	3,896	33%
Classrooms	164	241	47%
<b>Private Centers</b>			
Children	354	409	16%
Classrooms	42	51	21%
<b>STATE</b>			
Children	<b>3,286</b>	<b>4,305</b>	31%
Classrooms	<b>206</b>	<b>292</b>	42%

And, unlike the initial year of the pilot, the SCDE will likely expend its entire allocation plus an additional \$1.2 million in General Fund carry forward monies that were redirected from the agency's general budget to CDEPP. And, unless additional children are enrolled in private centers, the OFS will likely not expend approximately \$5.4 million of the \$7.9 million allocated to the program this fiscal year.

**Table 15**  
**Projected 2007-08 Expenditures**

Source of Funds	SCDE	OFS <sup>6</sup>
2007-08 General Appropriations Act (non-recurring funds)	\$9,294,497.00	\$7,858,576.00
SDE Carry Forward of Funds	\$4,526,107.63	\$0
OFS Carry Forward of Funds <sup>7</sup>	\$2,145,316.91	\$0
Carry Forward of Other Funds <sup>8</sup>	\$1,200,000.00	\$0
<b>TOTAL:</b>	<b>\$17,165,921.54</b>	<b>\$7,858,576.00</b>
<b>Projected Expenditures</b>	<b>\$17,178,776.00</b>	<b>\$2,504,674.00</b>
<b>Projected Balance</b>	<b>(\$12,854.46)</b>	<b>\$5,353,902.00</b>

<sup>6</sup> The balance of \$200,912 was also on hand to reimburse providers.

<sup>7</sup> The Office of First Steps also carried forward \$4.0 million into FY 2007-08 to provide services to children ages zero to three years old.

<sup>8</sup> From discretionary general funds totaling \$4,320,994.99.

## **Recommendations for Future Administration and Expansion of the Program**

### **Financial Management of the Program**

1. Due to the likely overpayment of funds to private providers in the first year of the pilot and due to the inability of the SCDE to reimburse school districts for actual days attended by CDEPP eligible children, the South Carolina General Assembly should consider implementing financial accountability controls similar to those in Georgia for all providers participating in CDEPP. The Georgia Department of Early Care and Learning, Bright from the Start, annually publishes the guidelines that all Pre-K providers, both public and private, follow. Section 19 The *2007-2008 School Year Pre-K Providers' Operating Guidelines* stipulates the audit and accounting requirements of providers in their full-day, universal 4K program. The guidelines reserve the right of the Georgia Department of Early Care and Learning to require an independent, certified financial audit of providers at the expense of the provider. The agency also reserves the right to conduct Agreed Upon Procedures (AUP) reviews of providers. All Pre-K providers in Georgia are required to "maintain financial records to track Pre-K expenditures in accordance with generally accepted accounting principals (GAAP). All records must be retained for a minimum of three years."

2. The EOC would recommend that, at a minimum, no provider would receive funds to equip a new classroom unless the provider continuously enrolls a minimum of five CDEPP children. Cost efficiencies must be implemented to guarantee the greatest return on the state's investment in children.



## **Administrative Analysis**

Pursuant to Concurrent Resolution 4484 of 2006, the Education Oversight Committee (EOC) on March 15, 2006 recommended to the General Assembly criteria to implement a statewide full day four-year-old pre-kindergarten program for children who qualify for free- or reduced-price lunches. Among the recommendations of the EOC to the legislature was the administration of this program by a single state agency. The recommendation was based on the experiences of Georgia which has a universal four-year-old pre-kindergarten program in both public and private centers. The agency would be responsible for the following:

- Establishment and implementation of regulations enforcing program quality;
- Identification, development, and monitoring of eligible providers to ensure the quality of opportunity;
- Provision of professional development and technical assistance to all participating personnel (teachers, aides and principals/directors) providing the program for four-year-olds;
- Administration of a grants program for resource coordinators to accomplish linkages to health and social services for the child;
- Participation in an external evaluation program; and
- Collaboration with the South Carolina Head Start Collaboration Office to develop strategic partnerships between Head Start programs and the public and private providers who will serve these four-year-olds at risk of school failure to create a seamless system of early childhood education.

For purposes of the Child Development Education Pilot Program (CDEPP), the South Carolina General Assembly divided the responsibilities for administering CDEPP between the Office of First Steps to School Readiness (OFS) and the South Carolina Department of Education (SCDE). According to Proviso 1.75 of the 2006-07 General Appropriations Act, the two agencies had the same administrative functions with OFS overseeing the implementation of CDEPP in private centers and SCDE overseeing the implementation of CDEPP in public centers or public schools. Both SCDE and OFS were required to:

- 1) Serve as a fiscal agent;
- 2) Verify student enrollment eligibility in consultation with the Department of Social Services;
- 3) Review and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program services and whether temporary classroom space is necessary to provide services to any children;
- 4) Coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- 5) Serve as a clearing house for information and best practices related to four-year-old pre-kindergarten programs;
- 6) Receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- 7) Coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old pre-kindergarten programs;
- 8) Maintain a database of the children enrolled in the program; and
- 9) Promulgate guidelines as necessary for the implementation of the pilot program.

The following analyses focus on the administrative structure and responsibilities of both SCDE and OFS during the 2006-2007 pilot year and when data were available, the 2007-2008 pilot

year. For detailed information on the organizational charts, recruitment efforts, professional development and technical assistance provided by OFS and SCDE in 2006-07 and 2007-08, please see the full report on the EOC website at [www.eoc.sc.gov](http://www.eoc.sc.gov).

### Organizational Structure of SCDE and OFS

Between the first and second year of the CDEPP implementation, the South Carolina Department of Education (SCDE) underwent significant agency restructuring. In 2006-07 the Office of Early Childhood Education was a separate office within the Division of District and Community Services of which Dr. Cleo Richardson was Deputy Superintendent. The director of the Office of Early Childhood had a staff of three regional consultants, two administrative assistants and four education associates who implemented CDEPP. Another education associate in the Office of Exceptional Children provided technical assistance to three CDEPP districts.

In the second year of the pilot program the Office of Early Childhood Education no longer existed as a separate office. The Office of Early Childhood was assigned as a program area under the Office of Instructional Promising Practices under the Division of Standards and Learning. The decision to reorganize was made by the new State Superintendent of Education, Dr. Jim Rex. To create coordination between early childhood education and elementary, middle and high school programs in the state, all early childhood education programs, including CDEPP, were placed under the Division of Standards and Learning. The Deputy Superintendent of the new division is Dr. Valerie Harrison. A new program administrator for CDEPP was assigned.

Even with the restructuring at the SCDE, there existed in 2007-08 a comparable number of individuals at the Department implementing CDEPP – one program coordinator, two administrative assistants, two education associates and five regional consultants. The Office of Exceptional Children continued to provide one Education Associate to provide technical assistance to three CDEPP districts. At the time of this report, there was one vacancy, an Education Associate position. In addition to the program personnel who implemented CDEPP, three individuals in the Office of Finance, Division of Finance and Operations provided finance and data collection for the program in both years.

The OFS had no organizational changes in administration or in personnel between the first and second year of the pilot program. In both years, the organizational charts for the OFS illustrated the following. With Susan DeVenny as Executive Director of OFS, Dan Wuori, OFS Chief Program Officer, oversaw the implementation of CDEPP in both years. A director of compliance managed the day-to-day operations of the program for both years. Three regional, temporary contract staff monitored and provided ongoing technical assistance directly on-site to the private providers. Financially, the payment of invoices was processed through regional finance managers with oversight provided by the Chief Finance Officer of the OFS.

### Recruitment Efforts

The recruitment of eligible providers and children into CDEPP is an important administrative responsibility that is critical to the program's successful implementation. Without having public and private providers offering quality programs and without having eligible children enrolled, the impact of CDEPP on academic achievement will not be realized. The SCDE and the OFS were asked to document activities and processes taken to recruit eligible providers and eligible students into CDEPP in 2006-2007, the initial year of the pilot program, and if available, recruitment strategies employed in the second year of the pilot, 2007-2008.

First, regarding the recruitment of eligible providers, the OFS reported the following information to the EOC. In 2006-2007 and in 2007-2008 OFS approved a total of 67 private providers for participation in CDEPP each pilot year though the actual providers were different each year. To recruit potential providers, OFS issued press releases, posted information on its website, and mailed information directly to regulated center-based providers in the state. The South Carolina Child Care Association also independently contacted its membership to advertise the program. Furthermore, in addition to recruiting and approving providers, OFS provided evidence of implementing program quality assurance. In the fall of 2007 OFS terminated a provider from participation in CDEPP. The provider had outstanding citations issued by the State Fire Marshall that resulted in the center losing its DSS childcare licensure. A second provider was terminated in December of 2007 because the center lost its South Carolina Child Care license due to its failure to submit paperwork and fees relating to necessary renewal inspections.

Regarding the recruitment of CDEPP-eligible children, in the initial year of the pilot, OFS relied upon providers themselves to recruit eligible students into the program. This decision was largely based on the fact that OFS had limited time to implement the program. The most commonly used medium for recruiting children into these private centers was written advertisements in newspapers and church bulletins. Providers also relied upon word of mouth from parents while many increased awareness through public service announcements on the radio. Several centers also contacted public schools or Head Start providers to obtain names of children on waiting lists. Only one private provider reported utilizing an existing First Steps county partnership to recruit eligible children. Furthermore, only one other private provider noted using county DSS and ABC offices in recruitment. On the other hand, the Head Start programs described a comprehensive recruitment effort utilizing news releases, advertising, family referrals and public/private agency referrals.

In the second year of the pilot program, the OFS initiated an entirely new public awareness campaign in local communities. Unlike the first year of the program which relied extensively on written communication and on the efforts of private providers, OFS used fifteen different recruitment tools in the second year of the pilot. In addition to using newspapers and radio broadcasts, OFS transmitted information about the program to eligible families and their children in a manner that facilitated communication between the families and the direct providers. OFS designed church bulletins, grocery store receipts, and tear-off information cards that were then distributed to local churches, county First Steps partnerships, Harvest Hope Food Bank, and county DSS and health offices.

The following recruitment efforts were reported by the SCDE for the initial pilot year. On July 13, 2006 SCDE held a meeting in Columbia for all eligible trial and plaintiff school districts. All thirty-seven eligible school districts attended the meeting and received information about the application process and program implementation. The recruitment of eligible children into CDEPP in the initial year of the pilot was accomplished entirely by districts participating in CDEPP. The EOC has not received information from the SCDE on the recruitment policies and procedures used by school districts. The number of school districts participating in CDEPP increased from 29 in the first year to 35 in the second for a 21% increase.

## Delivery of Professional Development and Technical Assistance Services

Providing professional development opportunities and on-site technical assistance to staff overseeing and working in a CDEPP classroom is a responsibility of both the OFS and the SCDE. In addition, according to Regulation 114-503 regarding the licensing of child care centers, the director of a child care center must participate in at least twenty hours of professional development annually and all staff providing direct care to children, at least fifteen hours annually. Both OFS and SCDE were asked to document the frequency, attendance and scope of the professional development and monitoring functions. The following analysis focuses on the activities for both SCDE and OFS in 2006-07.

In the first year of the pilot program, the OFS maintained records of professional development activities provided and attended. OFS recorded attendance of teachers and calculated the hours of training primarily sponsored by OFS and attended by personnel employed in private centers participating in CDEPP. Through data provided by OFS, a total of 2,461.5 hours of professional development training were received by 56 administrators, lead teachers, teachers and assistants. The average number of hours attended by each person was 43.9.

**Table 16**  
**Professional Development Hours by Staff Title**  
**Office of First Steps, 2006-07**

STAFF TITLE	Number Persons	Mean Hours	Range (per staff)
Administrator	17	38.7	3 to 69 hours
Lead teacher or teacher	27	49.4	3 to 75 hours
Assistant	12	39.1	9 to 69 hours
Total	56		

The data did not reflect all professional development hours received by private center staff in the initial pilot year. Staff persons also attended professional development conferences held by the SCDE as well as conferences held to meet the DSS licensure requirements which are tracked through the SC Center for Child Care Career Development. Furthermore, some staff attended statewide conferences hosted by the South Carolina Association for the Education of Young Children (SCAEYC) and the South Carolina Early Childhood Association (SCECA). The OFS acknowledges that “the absence of data for these individuals does not reflect a failure to meet the required 15 hour minimum, but rather a shortcoming in our system of documenting these hours in an easily quantifiable way.”<sup>9</sup>

In the spring of 2007 a survey of CDEPP teachers in both public and private centers was conducted by the University of South Carolina (USC). The full report and analysis are available online at [www.eoc.sc.gov](http://www.eoc.sc.gov). While 41 surveys were mailed to teachers employed by private CDEPP providers, 16 responded to the survey for a response rate of 39%. Of these 16 respondents, 14 responded to a question about professional development and training, question 18 of the survey. All 14 of these teachers, 100%, reported being satisfied with the professional development and training activities provided by the OFS.

In addition to documenting its professional development services, the OFS maintained records on the technical assistance and monitoring functions provided to private providers. As provided to the EOC, OFS provided a total of 368 hours of technical assistance services to 36 centers in

<sup>9</sup> October 5, 2007 Memorandum from Dan Wuori of the Office of First Steps to David Potter of the EOC.

the initial pilot year. As explained by OFS, the information was an estimate of the number of technical assistance hours that the three regional coordinators estimated they provided to each provider. For purposes of this report, technical assistance is defined as support and information designed to improve the overall quality of the classroom instruction and includes, but is not limited to, assistance with assessment, lesson plans, curriculum, and classroom management. According to OFS, the providers also received frequent monitoring visits during which time the coordinators assessed overall compliance issues. The hours of these visits were not included in the hours of technical assistance.

Similarly, in the spring survey conducted by USC, 14 private center teachers responded to a question regarding technical assistance. Of these 14 respondents, 11 or 78.6% responded that they had received technical assistance. The most common mode of delivering technical assistance was reported by the teachers as being by telephone followed closely by face-to-face interactions and then group meetings. As reported by the private teachers, the primary location of the technical assistance services was the classroom at 50% with the focus of the assistance on classroom environment, curriculum or child development.

The spring 2007 survey conducted by the USC also sought input from the administrators regarding the implementation process for CDEPP. Of the 40 surveys mailed to administrators of private centers participating in CDEPP, 18 or 45% responded. Administrators were asked about their satisfaction with the processes for assuring and monitoring the quality of CDEPP. Fifteen of the 18 respondents responded and 14 or 93.3% were satisfied with the quality of the monitoring provided by OFS.

The data provided to the EOC by the SCDE on the provision of professional development and monitoring services were as follows. The Department documented that a total of 1,685 individuals attended 28 professional development activities held throughout South Carolina. Based on the number of teachers employed in CDEPP classrooms, individuals attended multiple activities. The data did not indicate how many hours of instruction each attendee received. SCDE did provide two notebooks to the EOC concerning monitoring and technical assistance services provided to the public school. However, the data were not collected or documented in a manner that permitted any meaningful analysis on the number of visits made, teachers or staff impacted, etc. SCDE staff in the second year of the pilot has asked that the EOC assist in designing a data collection instrument to provide the necessary information on professional development activities and monitoring for future evaluations.

Similarly, the USC spring 2007 survey of public school teachers provided the following information. Of the 170 public school CDEPP teachers surveyed, 126 responded for a 74% response rate. Of the total number of respondents, 117 responded to a question about their satisfaction with the South Carolina Department of Education's professional development and training activities for CDEPP staff. Eighty-nine or 76.1% expressed satisfaction with the professional development and training activities. Regarding technical assistance, 118 of the 126 respondents or 83.9% also reported having received technical assistance. When asked to list the various ways in which the services were provided, the most common mode of providing the assistance was face-to-face assistance at 57.1% followed closely by group meetings, 56.2%. However, when asked to identify the location where the assistance was given, the most common location was state or regional meetings at 57.9%. Assistance at the school or classroom level was reported less frequently at 46%. As reported by the teachers, the focus of the meetings most often centered on curricular issues followed closely by classroom environment.

Administrators were also surveyed in the spring of 2007. Ninety-nine administrators in public schools participating in CDEPP were surveyed. Seventy-seven surveys were returned for a response rate of 85%. These administrators were asked whether they were satisfied with the South Carolina Department of Education's process for assuring and monitoring the quality of CDEPP. Of the seventy-seven respondents, 75 responded to this question with 92% indicating that they were satisfied with SCDE's processes for assuring and monitoring the quality of CDEPP.

### Administrative Costs

Because both the OFS and the SCDE have duplicative administrative responsibilities under CDEPP, they incurred duplicative administrative costs. And, in fact, while no funds were expressly appropriated for the administration of CDEPP by the General Assembly, SCDE and OFS incurred direct and indirect expenses related to the administration of the program. According to the United States Department of Education, "indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs."<sup>10</sup> For the purposes of this report, indirect costs were limited to the pro-rata share of the salaries and fringe benefits paid to existing personnel who reallocated a percentage of their time to the implementation of CDEPP.

First, the SCDE reallocated existing personnel to administer CDEPP in FY 2006-07. The agency reported to the EOC that three persons in the Office of Finance and seven individuals in the Office of Early Childhood Education allocated 5% to 98% of their workload to CDEPP. The salaries paid to these individuals prorated against the percentage of their time spent on CDEPP totaled \$335,195. Adding fringe benefits at 28% of the total cost of salaries, a total of \$429,050 was indirectly expended by the agency. Financial reports also documented that \$96,308 in direct costs was expended by SCDE from CDEPP appropriations. These direct costs were related to contractual services and supplies and materials. There were likely also administrative costs incurred by public school districts who participate in CDEPP, namely securing DSS licensure, hiring faculty, processing student applications and overseeing the program's implementation. Any costs related to the financial management of funds at the district level were likely to be negligible since the financial accounting system used was the same for CDEPP as for similar EIA programs.

Similarly, the OFS had both direct and indirect costs for CDEPP administration. First, including fringe benefits, direct expenses from the Comptroller General's report totaled \$277,452 and were funded from CDEPP appropriations. These funds were used primarily to pay for the salaries and travel of three contract employees who provided monitoring and technical assistance efforts to the private providers. Second, from information provided by the OFS, indirect costs totaled \$113,283. Six existing staff at OFS and two individuals working on a contractual basis reallocated a percentage of their time to the program and were funded with other agency funds. These individuals allocated between 5% and 80% of their workload on CDEPP. In addition local county First Steps partnerships were reimbursed \$28,967 for work in processing invoices and payments to local providers. It was unknown whether these payments to the local providers actually covered the real costs of processing invoices. These funds represented another administrative cost of implementing the program.

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<sup>10</sup> "Indirect Cost Overview." Office of the Chief Financial Officer, US Department of Education, Last Modified 03/12/2007, <http://www.ed.gov/print/about/offices/list/ocfo/intro.html>.

Prior to FY 2006-07 the OFS had not implemented any four-year-old programs. Prior to CDEPP, individual county First Steps partnerships had supplemented four-year-old programs with financial contributions to public, private and Head Start providers. However, OFS had not administered any direct provision of services or monitoring functions. Unlike the SCDE which had coordinated the provision of four-year-old programs in the public schools since passage of the Education Improvement Act and had an existing Office of Early Childhood prior to CDEPP, the OFS was required to administer and implement a new program, CDEPP, in FY 2006-07.

The following table summarizes the cost of administering CDEPP at the SCDE and the OFS during the first year of the program. The EOC has maintained that there is a real administrative cost of implementing this and any other program. Funding reasonable costs for administration is warranted as well as having full public disclosure of these costs. The administrative cost per child is directly related to the number of eligible CDEPP children or classrooms.

**Table 17  
Administrative Costs, FY2006-07**

	<b>Department of Education</b>	<b>Office of First Steps</b>
Indirect Costs	\$429,050	\$113,283
Direct Costs <sup>11</sup>	\$ 96,308	\$288,363
Local Costs/First Steps	N/A	\$28,967
<b>Total Costs</b>	<b>\$525,358</b>	<b>\$430,613</b>
Number Children Funded	2,932	354
Number Classrooms	164	42
Administrative Cost per Child	\$180	\$1,216
Administrative Cost per Classroom	\$3,203	\$10,253

The EOC contacted individuals in Georgia and Oklahoma to determine how the administrative costs of CDEPP compare to the cost in these states. Georgia implements a universal four-year-old program that utilizes public and private providers. Georgia administers the program through one agency. On the other hand, Oklahoma has a universal four-year-old program through the public schools. Public schools may contract with private providers who, in turn, are responsible to the public schools. The Oklahoma program is administered by the Oklahoma State Department of Education. The EOC did not receive the data from Georgia and Oklahoma that it needed to complete the analysis; however, the EOC will continue to work with representatives from these states and provide future analysis on this issue.

## **Conclusions**

1. The OFS and the SCDE incurred direct and indirect costs to implement CDEPP. The administrative costs per child or per classroom were directly related to the number of children served.
2. Regarding recruitment efforts, in the first pilot year, the OFS relied upon traditional communication to recruit eligible children into the program. However, in the second year of the pilot, OFS initiated an extensive grassroots public awareness campaign to recruit eligible families. The public awareness campaign used local service agencies, churches and grocery stores to disseminate information directly to potential families. The SCDE deferred to school districts and schools the recruitment of children into the program. No data were provided on recruitment efforts taken by local school districts or public schools.

<sup>11</sup> Direct costs were funds appropriated for CDEPP and used to administer the program.

3. Between the initial pilot year and the second pilot year, the number of school districts participating in CDEPP increased from 29 to 35 for a 21% increase. Only two eligible school districts have chosen not to participate in CDEPP. The total number of approved private providers was 67 in both pilot years. In the first six months of the 2007-2008 pilot year, the OFS also terminated from the program two providers who had lost their DSS childcare licensure.
4. The OFS documented the provision of professional development and technical assistance services to private centers participating in CDEPP and to individuals teaching in CDEPP classrooms in private centers. Of the 56 individuals employed in private centers who attended professional development activities sponsored primarily by OFS, the average staff person received 43.9 hours of professional development in 2006-07. While the SCDE verified that professional development activities were provided, the data were inadequate and not in a format that could be analyzed.

### **Recommendations for Future Administration and Expansion of the Program**

1. Consistent with the EOC's March 2006 report and based on the initial implementation of CDEPP, one entity should be accountable for the administration and implementation of CDEPP. This recommendation is based on several factors. First, there are duplicative costs, both direct and indirect, of administering CDEPP. If the program is expanded, these costs will increase. Second, neither the Office of First Steps (OFS) nor the South Carolina Department of Education (SCDE) is ideally positioned to implement the program for all providers without improvements in policies and procedures related to data collection, financial reimbursement, monitoring and recruitment. While this report includes specific commendations for OFS and SCDE, it also highlights shortcomings for both. And, finally, due to other statutory responsibilities of both OFS and SCDE, neither organization is able to focus exclusively on the implementation and future expansion of this program which will require extensive collaboration and planning between many agencies and providers. Therefore, the recommendation is that the legislature adopt one of the following options:

- **Option 1:** Reallocate all existing resources and funds to either the OFS or to the SCDE which would have sole responsibility for administering the program for both public and private providers;
- **Option 2:** Create a separate office in the SCDE that solely focuses on implementation and administration of CDEPP for both public and private providers with existing resources reallocated to this office. Like the OFS which is also part of the SCDE, the newly created office would have a coordinating or governing council, including but not limited, to representatives from the Department of Social Services, Head Start, the Department of Health and Human Services, the OFS, and the SCDE. The council would assist in the implementation and expansion of CDEPP.

2. If the current dual system of administering and implementing CDEPP continues, the recommendation would be that both the OFS and the SCDE have direct and reasonable appropriations for administrative expenses for each organization.

## Facilities Analysis

### Survey of Potential Providers of CDEPP Services in Fall of 2007

#### Facilities Inventory of CDEPP Sites

To inventory the facilities housing CDEPP children, and to ascertain the potential for housing additional CDEPP children, all public schools and private sector providers identified as being approved/licensed/registered to house preschool children were surveyed. The surveys sent to these providers asked for the number of classrooms being used for CDEPP children, the number of CDEPP children served, whether a waiting list existed, the potential for housing additional CDEPP children, and the challenges versus benefits of CDEPP from a facilities perspective. In addition all other elementary public schools not designated at the time of the study to house CDEPP children in the 20 counties in which CDEPP is now located were surveyed. This group included any schools in districts eligible to participate in CDEPP by legislation that did not have CDEPP children at the time of the study, and schools in districts not eligible to participate in CDEPP, but located in the same county where CDEPP children were located. For example, though only one school district in Lexington County was designated to participate in the CDEPP program, all public elementary schools in the other four school systems in the county were also surveyed. Further, all private early childhood centers which were approved, licensed, or registered by the Department of Social Services (DSS) at the time of the study to house four-year-old children were surveyed, even though they were not participants in CDEPP. The public and private non-participants were asked about their interest in housing CDEPP children, the number they might serve, and the challenges versus benefits participation might entail from a facilities perspective.

**Note: For the purposes of this report, non-public schools providing early childhood experiences are referred to as “private centers.” This is a global term that encompasses Head Start Centers, faith-based centers, and standard private sector businesses serving, or potentially serving, 4-year-old CDEPP children.**

#### Summary of Survey Results Related to Numbers Served Versus CDEPP Capacity

In general, public schools responding to the survey who housed CDEPP children were at or near their current capacity to house this group of students. Less than 30% reported that they could house more students. On average, across the eighty schools, approximately two more children could be served per site. Further, over one in every five of these schools (22%) reported having a waiting list of CDEPP children. With additional approvals and facilities modifications, however, these public schools envisioned a maximum size CDEPP enrollment that was, on average, 13 more children than currently served per site. In effect, whereas public schools enrolling CDEPP children could house very few additional students beyond what they currently served, these schools would like to do so as space and approvals allow.

Among private centers, the findings were somewhat different. Whereas these centers on average served 14 CDEPP children, they indicated that they could enroll an additional six children on average within current approvals and available facilities. Additionally, fewer than one in ten of these centers (6%) indicated that there was a waiting list of CDEPP children wishing to enroll. Further, nearly one in every four (23%) of the private centers responding to the survey indicated they could house an additional 10 or more children. Moreover, subject to additional approvals and facilities considerations, these private centers envisioned serving 20 CDEPP children on average, compared to the average of 14 currently served.

Based on the survey results, public schools now serving CDEPP children are near capacity. Space is available, however, in approved private centers to enroll more CDEPP children.

### **Facilities Issues Noted By CDEPP Sites**

In addition to surveying personnel in CDEPP public schools and private centers regarding their use of space and numbers of children housed, respondents were asked to react to a series of statements about possible issues they might have confronted as they sought to house CDEPP children. What follows are the results of that portion of the study.

### **Issues/Factors Faced in Becoming a CDEPP Site**

Both public schools and private center personnel were asked to indicate the extent to which the following facilities-related items were a consideration in becoming a CDEPP site: Department of Social Services (DSS) Approval; Sufficient Space; Displacement of Current Programs/Children; Facilities Costs; and Outdoor Requirements. For each of these, the respondent chose one of the following: 1 = insignificant consideration; 2 = consideration; 3 = major consideration; and 4 = foremost consideration.

Among the public schools surveyed, the two items with the highest average scores (indicating a problem or challenge) were obtaining DSS approval (average score of 2.8, or major consideration) and having sufficient space for the CDEPP children (average score of 2.7, major consideration). Public schools on average also saw meeting outdoor requirements (i.e. play areas/equipment) and facilities costs to house the CDEPP children as approaching a major consideration (average ratings of 2.54 and 2.45 respectively). Displacement of other programs or children, such as moving 5-year-old kindergarteners to other spaces to provide adequate facilities for CDEPP children, was not rated as significant an issue. The mean response was 1.76, approaching “a consideration.”

Among the private centers surveyed, the two items with the highest average scores (indicating a problem or challenge) were obtaining DSS approval (average score of 3.10, or major consideration) and having sufficient space for the CDEPP children (average score of 2.97, major consideration). These centers on average saw facilities costs to house the CDEPP children and displacement of current programs/children as falling between a consideration and major consideration (average ratings of 2.48 and 2.32 respectively). Meeting outdoor requirements (playgrounds, equipment, etc.), was not rated quite as high in terms of being a significant issue. The mean response was 2.19, or “a consideration.”

In general, both public schools and private centers faced similar significant facilities-related problems or issues when seeking to house CDEPP children. These were: meeting DSS standards, and finding sufficient space to house the children in the program.

### **Non-CDEPP Interest in Being CDEPP Site**

Personnel in public schools and private centers not enrolling CDEPP children at the time of the survey were asked a series of questions about their interest in enrolling CDEPP children in the future, and what facilities-related issues would have to be considered. These public schools and private centers were located in the counties in which districts qualifying for CDEPP were located, regardless of whether they were located in the CDEPP school district.

## **Interest in Enrolling CDEPP Children**

Forty-four public schools of the 90 schools surveyed not currently housing CDEPP responded to the survey. Of these, only 18, or 41%, indicated that they were likely to seek approval to house CDEPP children if they could. A majority (59%) replied that they likely will not seek to house CDEPP children. Of the 18 public schools who did indicate that they likely will seek to house such children if the program allowed, 9 will seek to house a unit of 20 children, whereas the others will seek to house a range of 30 to 80 students. Of the 144 non-CDEPP private centers replying to the survey, more than half (60%) indicated they will likely seek to house CDEPP children should the program continue and they gain approvals to do so. Among 87 private centers who expressed interest in housing CDEPP children, 23 replied that they likely will seek to enroll 20 children. The next most often selected likely number of children the private centers will seek to enroll was 10 students (17 centers selected this number). The other selections ranged from 3 children to 120 in terms of how many the private centers might serve if approved to do so.

In general, non-participating private centers were more likely than non-participating public schools to indicate a likelihood of enrolling CDEPP children in the future. Among public schools and private centers likely to consider enrolling additional CDEPP children, those programs most often indicated a willingness to house 20 or more children.

## **Facilities Issues Noted By Non-CDEPP Sites**

In addition to surveying personnel in non-CDEPP public schools and private centers regarding their interest in housing CDEPP children, we asked a series of questions about possible issues they might have to confront if they sought to house CDEPP children. What follows are the results of that portion of the survey.

## **Possible Issues/Factors That May be Faced in Becoming a CDEPP Site**

Both personnel in public schools and private centers were asked to indicate the extent to which the following facilities-related items were a consideration in becoming a CDEPP site: Department of Social Services (DSS) Approval; Sufficient Space; Displacement of Current Programs/Children; Facilities Costs; and Outdoor Requirements. For each of these, the respondent chose one of the following: 1 = insignificant consideration; 2 = consideration; 3 = major consideration; and 4 = foremost consideration.

Among the non-CDEPP public schools surveyed, the two items with the highest average scores (indicating a problem or challenge) were having enough space for CDEPP children and the possible facilities costs associated with enrolling more children (ratings of 3.07 and 2.92, respectively, indicating major consideration). Public schools on average also saw displacement of other programs or children, such as moving 5-year-old kindergarteners to other spaces to provide adequate facilities for CDEPP children, and outdoor requirements as significant issues. The mean response averages were 2.52 and 2.45, respectively, approaching "major consideration." Meeting DSS requirements received an average rating of 2.18, indicating it was a consideration, but not on the same level as the other factors addressed in the survey.

Among the non-CDEPP private centers surveyed, the three items with the most similar and highest average ratings (indicating a problem or challenge) were having enough space to house CDEPP children (2.78), meeting DSS standards (2.74), and the costs of facilities (2.71). Analysis of responses to the item dealing with challenges of meeting outdoor requirements produced an average score of 2.53. For non-CDEPP private centers, all four of the above

issues were either viewed as major potential challenges, or approaching that level of concern. However, these centers generated an average rating related to displacement of children or programs of 2.17, indicating it was a consideration, but not on the level of the other factors addressed in the survey.

In general, both non-CDEPP public schools and private centers reported challenges ahead if they sought to house CDEPP children. In addition, both groups of respondents indicated that having enough space will be the biggest consideration. The two groups of respondents also exhibited some differences, however. For example, of the factors addressed, non-CDEPP private centers rated displacement of other children or programs as the least challenging issue, whereas non-CDEPP public schools indicated meeting DSS standards to be the issue that will demand the least consideration.

### **Challenges of Housing CDEPP Children Versus the Benefits of the Program for Schools and Centers**

Personnel in public schools and private centers surveyed were asked to indicate whether, from a facilities perspective, CDEPP was worth the challenges. The scale used for this item was as follows: 1 = benefits far outweigh the challenges; 2 = benefits somewhat outweigh the challenges; 3 = challenges somewhat outweigh the benefits; and 4 = challenges far outweigh the benefits. Public schools already involved with CDEPP tended to indicate that the benefits far outweighed the challenges (average response rating of 1.55). Participating CDEPP private centers on average were not as positive as participating public schools, but still indicated that the benefits at least somewhat outweighed the challenges (average response rating of 2.16). Public schools surveyed that were not participating in CDEPP also indicated that the benefits likely will somewhat outweigh the challenges (average response rating of 2.02). The group that expressed the greatest concern about the potential benefit versus the facilities challenges of housing CDEPP was the non-participating private centers. The average rating on this survey item by this group was 2.47, which indicates ambivalence about whether benefits gained are worth the costs and other challenges. Whereas about 50% of the non-participating centers felt that the benefits of participation likely will outweigh the challenges, almost that same percentage indicated that the challenges will outweigh the benefits.

In general, public schools, whether participating in CDEPP or not, indicated that the benefits to their schools will more than make up for the facilities challenges that must be faced. Participating private centers tended to agree, though they were slightly less positive than the public schools surveyed. Private centers not participating in CDEPP, on the other hand, were not sure that benefits gained for their centers will outweigh the facilities challenges if they decided to participate.

### **Qualitative Input from Public Schools and Private Childcare Centers Surveyed**

Personnel in public schools and private centers also were asked to provide comments about their thoughts on housing CDEPP children, particularly from a facilities-related perspective. What follows is a summary of input provided by each of the four groups surveyed.

**CDEPP Public School Survey Participants:** The comments generally complemented the quantitative survey findings. Most public school CDEPP participants found value in the program. Initial start-up activities were frustrating from a facilities perspective, however. Finding space of sufficient size, meeting requirements related to health and safety, providing appropriate playgrounds, and fitting the program into already occupied buildings produced significant challenges.

**CDEPP Private Center Survey Participants:** The comments of private center personnel participating in CDEPP also supported their quantitative responses. As was the case with public school providers, the private centers considered CDEPP important, but did experience frustrations related to finding sufficient space, gaining required facilities-related approvals, and the cost of facilities-related modifications.

**Non-CDEPP Public School Respondents:** Personnel in public schools not participating in CDEPP generally expressed an interest in serving at-risk four-year-olds. As noted in the quantitative portion of this study, however, many had concerns about sufficient space to house young children. In addition, they were not sure what will have to be done to their facilities to accommodate expansion of the program.

**Non-CDEPP Private Center Respondents:** The comments from private centers not participating in CDEPP complemented their quantitative responses. Whereas many supported the importance of meeting the needs of at-risk four-year-olds, several centers were concerned that cost considerations will make participation in CDEPP prohibitive. Many did express interest in additional information about CDEPP, including facilities-related requirements.

### **Facilities-related Conclusions and Recommendations**

**Conclusion:** Based on the survey findings, including the qualitative comments provided by those responding, public schools and private centers do not consider the “headaches” of providing healthful and safe facilities for CDEPP children to be an insurmountable obstacle to offering the program.

**Recommendation:** Nonetheless, the state needs to consider ways to assist those willing to commit to enrolling CDEPP children in terms of special funding for capital costs related to life-safety upgrades and standards.

**Conclusion:** Whereas there may be problems of sufficient space to house some CDEPP children, the issue appears at the macro-level to be one of where the vacancies are, not whether there are vacancies for CDEPP children. Stated differently, if available CDEPP spaces/slots were more fully used, especially among private centers, there will not be a general shortage of spaces or waiting lists for CDEPP children across the 20 counties surveyed. Moreover, there is sufficient interest among non-participating schools and centers to suggest that the possible available spaces to house CDEPP children could be increased substantially. This is not to say that there are not some specific geographic areas where both public schools and private daycare centers are at their CDEPP capacities. In general, however, spaces for CDEPP children are available. Whether parents will elect to use these slots, and whether the slots are sufficient in number in all geographic areas, needs further assessment.

**Recommendation:** The state needs to develop communication systems that make parents more aware of their CDEPP service options. As part of this, parents should be encouraged to consider the benefits of both public school and private center CDEPP providers. Further, the state might want to consider incentives to encourage parents to select public schools and private centers with available space for CDEPP children. Finally, additional study is needed to identify critical needs areas where program demand substantially exceeds all available CDEPP slots, and to determine how to make use of the interest in housing CDEPP children expressed by non-CDEPP public schools and private centers in those areas

**Conclusion:** CDEPP children housed at private centers tend to be with other children similar in age, though some centers do have older youngsters later in the day. With few exceptions, public schools house 4-year olds on the same site where elementary-age children also attend classes.

**Recommendation:** The state should study the pros and cons of where to locate CDEPP classes. That study should address issues related to safety of young children in being transported to schools and centers, as well as any safety issues related to contact with older students on the same campus.

**Conclusion:** Limiting CDEPP to prescribed geographic locations may be too restrictive in terms of allowing parents to choose an educational program best suited for their children. Parent's place of work and travel distance/cost considerations may make public schools and private centers in other locations more logical, especially if in the proximity of parents work.

**Recommendation:** The state should study the feasibility of expanding CDEPP classrooms to more geographic locations. Such a study should ascertain from affected parents what additional site options should be considered.

### **Overall Conclusion**

Adequate and sufficient housing is an important component of evaluating CDEPP. Moreover, some issues concerning housing of CDEPP services must be addressed. One of these has to be provision of some type of capital funding to cover at least the partial cost of health and safety upgrades related to standards at public schools and private centers that are seeking to house CDEPP children. Further, whereas choice of CDEPP provider is an integral part of the initiative, proactive efforts are needed to encourage parents to elect to use available slots before the state spends large amounts of funds to provide additional approved centers and schools. Having said that, however, based on the survey results, facilities themselves will not likely "make or break" CDEPP. Whereas there are hurdles to overcome, public schools and private centers are finding ways to provide adequate facilities. With some fine tuning of the CDEPP funding mechanism, overcoming these facilities hurdles might be made even easier. In the end, most respondents indicated that, whereas facilities certainly were important, much greater challenges existed in the form of program funding and adequate staffing.

## Teacher Credentials and Recommendations

In the following two subsections, we first present what we know about the educational attainment, credentials, and compensation, of CDEPP personnel during the first two years of implementation and then present and summarize what we know from the existing research concerning educational attainment, credentials, and professional development.

### Current Knowledge about CDEPP Teachers

We present the personnel information for public school and private center personnel who work in or with CDEPP funded classrooms. The information was provided by the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS). Information is presented by public schools and then private centers data in Fiscal Year 2006-2007 first and then, if available, Fiscal Year 2007-2008 (through December 19, 2007). Information is presented by educational attainment, certification or area of study, experience working with children, and finally employee compensation.

### Information for Public School and Private Center CDEPP Teachers

As shown in the following tabular information, during the two years of implementation, public school CDEPP teachers' educational attainment is characterized by holding at least a bachelors degree and often a graduate degree. It should be noted that a bachelor's degree is considered the minimal educational requirement for public school teachers. In contrast to public school teachers, private center CDEPP teachers' educational attainment is characterized by about 30% or more holding two-year associate's degrees. More than 60% of private center teachers hold at least a bachelor's degree or graduate degree.

**Table 18A: Public School CDEPP Teachers' Educational Attainment 2006-2007**

Education Level	Frequency	Percent <sup>1</sup>
Bachelors Degree	52	32%
Bachelors Degree + 18	38	23%
Masters Degree	47	28%
Masters Degree + 30	28	17%
<b>Total Number of Teachers</b>	<b>165</b>	<b>100%</b>

<sup>1</sup>Proportions in tables in this section are typically rounded to the nearest percent.

**Table 18B: Private Center CDEPP Teachers' Educational Attainment 2006-2007**

Education Level <sup>1</sup>	Frequency	Percent <sup>2</sup>
Associates Degree	15	34%
Bachelors Degree	25	56%
Graduate Degree	2	5%
Post Graduate Degree	2	5%
<b>Total Number of Teachers</b>	<b>44</b>	<b>100%</b>

<sup>1</sup>Degrees were reported in different format from SCDE (e.g., graduate vs. master's degree).

**Table 18C: Public School CDEPP Teachers' Educational Attainment 2007-2008**

Education Level	Frequency	Percent <sup>1</sup>
Bachelors Degree	63	27%
Bachelors Degree + 18	46	20%
Masters Degree	68	29%
Masters Degree + 30	49	21%
Non-Certified	6	3%
<b>Total Number of Teachers</b>	<b>232</b>	<b>100%</b>

**Table 18D: Private Center CDEPP Teachers' Educational Attainment 2007-2008**

Education Level <sup>1</sup>	Frequency	Percent <sup>2</sup>
High School	1	2%
High School plus college credits	3	6%
Associates Degree	16	31%
Bachelors Degree	25	49%
Graduate Degree	6	12%
<b>Total Number of Teachers</b>	<b>51</b>	<b>100%</b>

<sup>1</sup>Degrees were reported in different format from SCDE (e.g., graduate vs. master's degree).

With respect to teacher certification and in the case of private center teachers their area of study, during the first two years of implementation, the overwhelming majority of CDEPP public school teachers (at least 87%) held certification in early childhood education. Less than 7% of the CDEPP public school teachers were not certified. In contrast, during the first two years of implementation, OFS reported that CDEPP private center teachers' area of study was early childhood education 61% and 53%, respectively, across the two years.

**Table 19A: Public School CDEPP Teachers' Areas of Certification 2006-2007**

Certifications <sup>1</sup>	Frequency	Percent <sup>2</sup>
Early Childhood Education	100	61%
Early Childhood and Elementary	47	28%
Non-Certified	12	7%
Elementary	4	2%
Elementary, Special Education	1	1%
Family & Consumer Science	1	1%
<b>Total Number of Teachers</b>	<b>165</b>	<b>100%</b>

<sup>1</sup>In addition, to their primary certification, 9 teachers held dual certification in one of the following areas: Elementary Principal, Math, Reading, Guidance, Physical Education, and Social Studies.

**Table 19B: Private Center CDEPP Teachers' Area of Study 2006-2007**

Area of Study <sup>1</sup>	Frequency	Percent <sup>2</sup>
Early Childhood Education	27	62%
Early Childhood Development 101	4	9%
Counseling	1	2%
Creative Arts	1	2%
Other	10	23%
Unreported	1	2%
<b>Total Number of Teachers</b>	<b>44</b>	<b>100%</b>

<sup>1</sup>The teachers reported a number of other formal coursework in areas including: social work, elementary education, family and consumer science, English, art, and sociology.

**Table 19C: Public School CDEPP Teachers' Areas of Certification 2007-2008**

<b>Certifications<sup>1</sup></b>	<b>Frequency</b>	<b>Percent<sup>2</sup></b>
Early Childhood Education	210	87%
Elementary	81	34%
Special Education	15	6%
Non-Certified	13	5%
Reading	5	2%
Administrator	4	2%
Other (e.g., PE, Math, Social Studies)	7	3%
National Board Certification	13	5%
<b>Total Number of Teachers</b>	<b>240</b>	

<sup>1</sup>Certification areas with less than 1% have not been included.

<sup>2</sup>Percentages add up to more than 100% because teachers were certified in more than one area.

**Table 19D: Private Center CDEPP Teachers' Area of Study 2007-2008**

<b>Area of Study<sup>1</sup></b>	<b>Frequency</b>	<b>Percent<sup>2</sup></b>
Early Childhood Education	27	53%
Early Childhood Development 101	3	6%
Elementary Education	10	19%
Other	11	22%
<b>Total Number of Teachers</b>	<b>51</b>	<b>100%</b>

With respect to teachers' experience during the first two years of implementation, CDEPP public school teachers average at least 12 years of public school teaching experience, whereas CDEPP private center teachers averaged at least 10 years experience with children under six.

**Table 20A: Public School CDEPP Teachers' Years of Experience 2006-2007**

<b>Years of Experience</b>	
Mean Number of Years	12.94
Median Number of Years	13.00
Std Deviation	9.74
Range	0 - 37
<b>Total Number of Teachers</b>	<b>162</b>

**Table 20B: Private Center CDEPP Teachers' Years of Experience 2006-2007**

<b>Years Experience</b>	<b>Children &lt; 6 Years</b>
Mean Number of Years	13.66
Median Number of Years	11.00
Std. Deviation	10.56
Range	0 - 37
<b>Total Number of Teachers</b>	<b>44</b>

**Table 20C: Public School CDEPP Teachers' Years of Experience 2007-2008**

<b>Years of Experience</b>	
Mean Number of Years	14
Median Number of Years	13
Std Deviation	10
Range	0 - 38
<b>Total Number of Teachers</b>	<b>231</b>

**Table 20D: Private Center CDEPP Teachers' Years of Experience 2007-2008**

<b>Years Experience</b>	<b>Children &lt; 6 Years</b>
Mean Number of Years	10.76
Median Number of Years	7
Std. Deviation	9.51
Range	1 - 31
<b>Total Number of Teachers</b>	<b>51</b>

With respect to salaries and in the case of some private center personnel wages, the CDEPP public school teachers were compensated at a much higher rate than CDEPP private center teachers. For example, in the first year of implementation, the average public school teachers' salary was \$39,508 whereas the average private center teachers' was \$21,218. Salary information was not provided by OFS for the second year of implementation. Moreover, public school teachers' benefits were more uniform and were approximately 28% of their salaries whereas the benefit packages for private center teachers were variable and difficult to determine.

**Table 21A: Public School CDEPP Teachers' Salaries and Benefits 2006-2007**

	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
Salaries <sup>1</sup>	\$39,508	\$41,407	\$10,251	\$13,305 - \$57,596
Benefits <sup>2</sup>	\$11,062	\$11,594	\$2,870	\$3,725 - \$16,127
Total Comp.	\$50,571	\$53,001	\$13,122	\$17,030 - \$73,723
<b>Total Number of Teachers</b>	<b>159</b>			

<sup>1</sup>Unreported salaries (amount \$0.00) and sums below \$10,000 were not included in the calculations.

<sup>2</sup>Unreported benefits (amount \$0.00) and sums below \$2,500 were not included in the calculations.

**Table 21B: Private Center CDEPP Teachers' Salaries and Wages 2006-2007<sup>1</sup>**

	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
Salaries	\$21,218	\$20,135	\$6,151	\$14,000 - \$30,770
Total Teachers 12				
Wages	\$12.45 p/h	\$13.50 p/h	\$3.98 p/h	\$6.00 - \$20.00
<b>Total Teachers</b>	<b>28</b>			

<sup>1</sup>It should be noted that personnel in private centers working with children enrolled in CCEPP maybe either salaried or wage earning employees.

**Table 21C: Private Center CDEPP Teachers' Benefits 2006-2007**

<b>Benefits<sup>1</sup></b>	<b>Frequency</b>	<b>Percent</b>
Health, Medical, Dental, and Retirement	17	39%
Paid Vacation and Holidays	10	23%
None Provided	8	18%
Information Not Available	4	9%
<b>Total Teachers</b>	<b>28</b>	

<sup>1</sup>Benefits varied widely depending on the private center and its compensation package and it was very difficult if not impossible to determine the value added toward compensation.

**Table 21D: Public School CDEPP Teachers' Salaries and Benefits 2007-2008**

	Mean	Median	Std. Deviation	Range
Salaries <sup>1</sup>	\$43,436	\$44,389	\$9,944	\$16,326 - \$64,613
Fringe Benefits <sup>2</sup>	\$12,126	\$12,429	NA	\$4,571- \$18,0 92
Total Comp.	\$55,598	\$56,818	NA	\$20,897 - \$82,705
<b>Total Number of Teachers</b>				<b>232</b>

<sup>1</sup>Unreported salaries (amount \$0.00) and sums below \$10,000 were not included in the calculations.

<sup>2</sup>Fringe benefits were reported as a percentage of the salaries (i.e., 28% of salary) hence no standard deviations are applicable.

### **Current Knowledge Concerning Teacher Educational Attainment, Credentials, and Professional Development**

The issues concerning teacher education, certification, and professional development have been controversial in early childhood education (Fuller, 2007). Conventional wisdom has indicated that teacher educational attainment, pre-service and in-service training, and professional development should enhance preschool program quality and child outcomes. Nevertheless, at the present time, existing evidence has not been clear nor compelling that educational attainment or credentials are strongly related to either program quality or child outcomes. We base our assertion on a contemporary review of the literature (Fuller, 2007, especially chapter 6) and a recent secondary analysis of seven contemporary and rigorous investigations of early childhood education for four-year-old children by Early et al. (2007). It should be noted, however, that both Fuller (2007) and Early and her colleagues (2007) have been clear that although the present evidence is not clear or compelling, researchers' efforts have raised more questions than they have answered. Nevertheless, both Fuller (2007) and Early and her colleagues (2007) have concluded that present information does not indicate that educational degrees or educational credentials per se result in higher-quality preschool programs or better child outcomes. Indeed, much of the existing evidence shows no difference, very small differences, or in a few cases contrary evidence to expected differences. As Early and her colleagues (2007) noted "Teachers' education and teacher quality are two separate albeit related constructs" (p. 575).

Hence, the issue of teacher educational attainment and credentialing remains a difficult issue for the field. Moreover, Early and her colleagues (2007) have been clear that they do not want their findings to be misinterpreted and have noted three potential reasons for their results. First, many teachers who have been in the workforce may not have been trained adequately to teach preschool children. Indeed, many teachers were trained several years ago and the field of teacher preparation in early childhood has been changing rapidly and newer evidence-based information may not have been included in previous pre-service and in-service training. Second, many contemporary early childhood educators have argued that recent emerging evidence has indicated that teachers' educative interactions with children in preschools, which promote children's meaningful cognitive and linguistic child engagement, rather than the teachers' degree per se are critical to program quality and child outcomes (Ramey & Ramey, 2005). Simply put, teachers' behaviors and interactions with children that may enhance development may not be related to formal degrees but more to well-targeted training and the subsequent employment of those teaching procedures in classrooms.

Early and her colleagues (2007) have cogently argued that better pre-service and in-service training and professional development to produce high-quality educational experiences for four-year-old preschool children are sorely needed. The issue then becomes how to best educate and enhance the quality of the teaching personnel in newly implemented early childhood programs for four-year-old children. Given the recent implementation of CDEPP and potential

future expansions of four-year-old educational services in the state, we believe that a two-pronged approach to teachers' educational attainment and compensation will be needed. First, financial incentives for teachers who do not presently have degrees in early childhood education to earn those degrees should be implemented. In Georgia, which has implemented a decade-old universal preschool program for four-year olds, the state provides differential funding for preschool programs that employ teachers who have degrees in early childhood education (see 2007-2008 Georgia's Pre-K Program Operating Guidelines). For example, certified teachers are compensated \$29,348, degreed teachers \$21,295, and associate degreed teachers \$17, 574 and participating public and private providers are reimbursed differentially based on number of students served and their lead teachers' educational attainment and credentials. If adopted, this type of policy would also place public and private providers on a more "equal footing" with regard to qualified teacher workforce and teachers' compensation.

Second, implementation of responsive technical assistance program to personnel working in state-supported and partially funded preschool programs is essential to the on-going enhancement of the current workforce. That is probably best achieved with well-targeted technical assistance and professional development, which was a recommendation in previous EOC reports (Education Oversight Committee, 2006, March). Historically, technical assistance has been defined as

“. . . a systematic process that uses various strategies involving people, procedures, and products over a period of time to enhance the accomplishments of mutual goals of the state and those who request their help” (Trohanis, 1982, pp. 39-40).

The spring 2007 teacher survey indicated that both public school and private center personnel wanted ongoing technical assistance from either the SCDE or OFS in working effectively with preschool children. Although the details concerning the nature and type of technical assistance and professional development (e.g., large group inservice, face-to-face on-site collaborative consultation, content areas, regionalized vs. statewide) will need to be worked out, the system should probably concentrate training efforts on (a) establishing and maintaining developmentally appropriate classroom environments, and (b) enhancing and supporting meaningful teacher-child interactions that focus on improving children's language, literacy, numeracy, and social development in classrooms. An effective technical assistance system should focus on developing both developmentally appropriate classrooms and supporting teachers who are responsive to children's educational needs related to transition to kindergarten and school readiness. In addition, any technical assistance and professional development system should include an evaluation component that ensures feedback to both implementers and participants to ensure a continuous improvement model of professional development. For example, if teachers acquire new teaching skills then a performance-based assessment of the employment of those skills in classrooms will be needed.

## **Conclusions**

With respect to the number of years of experience in teaching for public school and private center CDEPP teachers, their years of experience appear to be relatively comparable. Nevertheless, differences in public school and private center teachers are evident in educational degrees held, early childhood certification, and compensation for their professional efforts. As one might expect, those differences may be a direct result of differential requirements for lead teachers for the two administering entities, SCDE and OFS. From spring 2007 survey results and previous EOC reports, teachers have indicated that they want assistance in planning educational services for young children, especially assistance that focuses on establishing developmentally appropriate classrooms, implementing curricula, promoting young children's

behavioral and emotional development, and meaningful teaching interactions to promote children's language, cognitive, literacy, numeracy, and social emotional development .

1. Given the recent implementation of the CDEPP program and, to date the general lack of compelling evidence that teachers' credentials and degrees strongly relate to program quality and children's outcomes in early childhood, we recommend that the current CDEPP teacher qualifications should be continued.
2. Given the variation in teacher credentials and compensation of teachers in CDEPP, the current reimbursement system should be amended prior to statewide implementation of the program. The reimbursement per child would reflect a higher per child rate for teachers who earn and maintain early childhood certification and four-year degrees beyond the minimal requirement of a two-year associate degree. The per-child rate should be based on a minimum class size, with the inclusion of waivers for centers in rural areas of the state. The EOC will make recommendations regarding the compensation system in its 2009 CDEPP report.
3. Given the need to provide on-going technical assistance and professional development to CDEPP teachers, we recommend that whomever administers the program should develop and publish an annual technical assistance and professional development plan that includes methods to directly evaluate implementers' and participants' professional support for CDEPP personnel.



## Student Assessments

### Analysis of *DIAL-3* Developmental Assessment Results Participants in South Carolina Four-Year-Old Pre-Kindergarten Programs 2006-2007 School Year

#### Introduction

During the spring, summer, and fall of 2006, preschoolers entering public school 4-year-old preschool programs across South Carolina were administered the *Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3)*. The *DIAL-3* is designed to provide information about students' skills before preschool learning begins. Further, the measure may be useful for identifying children who need more intensive diagnostic assessment or who are at risk for developmental problems. The *DIAL-3* measures preschoolers' skills across three areas: motor, concepts, and language skills. Each skill area yields a subscale score, where raw scores from the *DIAL-3* are converted into percentile ranks. Percentile ranks range from 1 to 99 and may be used to compare a students' performance to the developmental norms for the instrument. The analysis of *DIAL-3* scores of students obtained at the time they enter a preschool program provides an indicator of the students' developmental status and needs when they entered preschool. The *DIAL-3* scores of CDEPP participants and non-participants will be used in the evaluation of CDEPP as a baseline of student performance for the longitudinal study of the relationship between CDEPP participation and later academic achievement in elementary school.

The South Carolina State Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS) provided the *DIAL-3* scores of students attending public and private preschool programs, respectively, for the evaluation. The purpose of these analyses is to determine how the *DIAL-3* scores of students enrolled in the Child Development Education Pilot Program (CDEPP) differed from the scores of other students attending preschool programs across the state when both groups of students entered preschool.

A subset of the preschoolers was also given the *DIAL-3* at the end of the school year to examine changes in students' skills over the course of the academic year. However, since *DIAL-3* posttest scores were available for fewer than 12% of the total sample of students having *DIAL-3* pretest scores, the study of change from pretest to posttest was not performed because the sample size was judged to be too small to be representative of the population. Although *DIAL-3* posttest data were requested from participating school districts, many districts did not administer the posttests. District and school administrators indicated that, since the *DIAL-3* is individually administered to students, sufficient resources were not available to pull individual students from their preschool class for testing while at the same time maintaining the instructional program for the remaining students in the CDEPP classroom. This is not generally an issue with the pretest *DIAL-3* assessment because most students are individually assessed during the late spring and summer prior to their entrance in the preschool program in August or September. Some administrators also questioned whether the practice of using screening test results for pretest-posttest comparisons was technically appropriate because screening tests are not designed for such use.

It is noted that for the data investigations conducted, the number of children included varies from analysis to analysis because some students may be missing one or more *DIAL-3* subscales. A more extensive report of the analyses presented in this section, including data tables, is available at the EOC web site, [www.eoc.sc.gov](http://www.eoc.sc.gov).

From the available set of data, children between the ages of 3 years, 4 months and 4 years, 11 months at time of testing were selected since these children represent the ages of children who would be at the appropriate age for preschool. Students must be 4 years of age by September 1 to attend CDEPP. Potential students for the program are assessed by school districts during the spring and summer of the year the students will be at the age for acceptance into the program in the fall, so some students are 3 years of age when assessed with the *DIAL-3* pretest. The sample consists of 15,019 preschool aged students attending public (14,695 students) or private (324 students) preschool centers whose *DIAL-3* scores were available. The sample includes students attending CDEPP classrooms and students attending other four-year-old pre-kindergarten programs statewide, including those funded by EIA and local funds.

Demographic information was available for 15,012 students who had pretest scores. Of the children attending preschool programs during the 2006-2007 school year, 7,758 (51.7%) were male and 7,254 were (48.3%) female. Their median age was 4 years, 0 months old. The majority of preschool students were between the ages of 3 years, 11 months and 4 years, 8 months of age at the time they were administered the *DIAL-3* pretest.

Of the 15,019 students having *DIAL-3* pretest or posttest scores, 2,418 or 16.2% were enrolled in the CDEPP through in either public or private centers (2,116 students and 324 students, respectively).

Two questions were addressed in this analysis of student *DIAL-3* performance:

1. How did the *DIAL-3* pretest scores of public school students participating in CDEPP compare to the scores of public school students who are not participating in CDEPP but who are enrolled in other preschool programs in the same districts as CDEPP participants?
2. How did the *DIAL-3* pretest scores of public school students statewide who are eligible for the federal free- or reduced-price lunch program and/or are eligible for Medicaid services (students in poverty) compare to the scores from public school students not eligible for these family income-based programs (e.g., "Pay" lunch, not eligible for Medicaid)?

Question 1: How did the *DIAL-3* pretest scores of public school students participating in CDEPP compare to the scores of public school students who are not participating in CDEPP but who are enrolled in other preschool programs in the same districts as CDEPP participants?

Finding: When they entered school, the *DIAL-3* scores of CDEPP-participants were lower than the scores of other preschool students enrolled in the same districts who were not participating in CDEPP.

Because CDEPP was not offered at every school in some of the larger districts participating in CDEPP, it was of interest to examine differences in *DIAL-3* pretest scores between public school students enrolled in CDEPP and students in the same districts who were not enrolled in CDEPP. To examine differences, *DIAL-3* percentile rank scores were computed for each of the three *DIAL-3* subscales (Language Skills; Concept Skills; and Motor Skills) and compared across CDEPP and non-CDEPP groups from the same district. *DIAL-3* pretest scores were higher for students not participating in CDEPP than for CDEPP participants within the same district for all three *DIAL-3* subscales. The largest differences were seen in Language Skills and Concept Skills scores.

To determine if the groups were statistically different on *DIAL-3* scores, scores of students who attend CDEPP in public schools were compared to scores of students in the same district who did not attend CDEPP. Independent t-tests were used to examine mean differences. Results showed that the differences were significantly different for the *DIAL-3* Language and Concept scales, where non-CDEPP preschoolers scored higher than the CDEPP participants. The Motor Skills scale scores were the most similar between the groups.

Question 2: How did the *DIAL-3* pretest scores of public school students statewide who are eligible for the federal free- or reduced-price lunch program and/or are eligible for Medicaid services (students in poverty) compare to the scores from public school students not eligible for these family income-based programs (e.g., Pay lunch, not eligible for Medicaid)?

Findings: When they entered school, the *DIAL-3* scores of children from lower-income families (eligible for the federal free- or reduced-price lunch program and/or for Medicaid services) were significantly lower than the scores of children of higher-income families (not eligible for these federal programs). The gap between the student groups' developmental readiness scores was found both statewide and within the districts implementing CDEPP, where the differences were more extreme. However, approximately one-third of the higher-income students served in public school pre-kindergarten programs statewide in 2006-2007 scored at or below the 25<sup>th</sup> percentile on two of the three *DIAL-3* subscales when they entered school, indicating that they also were in need of educational intervention to improve their developmental status.

While participants need to meet income eligibility requirements for admission into CDEPP, there may be other students whose developmental status puts them at risk of academic failure but who are not eligible and who would benefit from participating. If CDEPP is limited to students meeting income guidelines, school districts may be unable to serve children who do not meet those guidelines but who have significant readiness needs. For example, for Education Improvement Act (EIA)-funded four-year-old pre-kindergarten programs most districts use a different method to classify students as at-risk. In this methodology students considered to be potentially at-risk are tested with *DIAL-3*, their scores are rank-ordered, and students having the lowest *DIAL-3* scores are selected for placement in the program until the district runs out of money or room, etc. While there have been significant numbers of four-year-olds served in the EIA program who are not eligible for the federal lunch program, little is known about these children, such as, are they really more at-risk than other children?

This series of analyses compared *DIAL-3* results from students statewide who are income-eligible, regardless of their CDEPP status, with students who are not income-eligible for the program. Here, income eligibility is defined as those students receiving free- or reduced-price lunch and/or Medicaid services (e.g., having a Medicaid number); non-income eligible students are those classified as either pay-lunch for lunch status or do not have a Medicaid number. Students with missing data for free- or reduced-price lunch and also missing a Medicaid number were classified as having unknown eligibility, since we could not be sure of their income status. Using the definitions described above, the majority of students statewide having *DIAL-3* data (9,750 or 66.3%) were eligible for assistance based on family income. Further investigations showed that of the 4,395 children having *DIAL-3* scores who were classified as pay lunch status, 142 (3.2%) were enrolled in CDEPP and of the 9,750 income eligible students, 1,930 (19.8%) were enrolled in CDEPP.

Comparisons were conducted to determine if there was a difference in *DIAL-3* scores when examining the performance of higher-income students enrolled in public school four-year-old

pre-kindergarten programs across the state, regardless of CDEPP status. Students from families having higher incomes scored significantly higher than students from lower-income families on all three *DIAL-3* subscales.

The analysis was repeated using re-aggregated data from the 29 plaintiff school districts in which CDEPP was implemented in 2006-2007 to examine differences in developmental status among students from lower-income families compared to students from higher-income families in these districts. Again, students were divided into groups based on federal lunch program status and Medicaid eligibility.

As with the statewide analyses, the analyses within the 29 CDEPP-implementing districts showed significant differences in *DIAL-3* pretest scores between the income groups. Those students in the pay-for-lunch, not Medicaid eligible (i.e., higher income family) groups scored higher than students from lower income families on all three *DIAL-3* subscales. The differences between groups' average scores were higher within the 29 plaintiff CDEPP-implementing districts than for the statewide comparison.

The *DIAL-3* performance across the three subscales was also analyzed for the two income groups (eligible for federal lunch program and/or Medicaid services vs. pay lunch and not Medicaid eligible) statewide. To identify students whose scores indicated they might have significant developmental deficiencies when they entered school the scores on the three subscales reported for each student were compared. Students whose *DIAL-3* scores were at or below the 25<sup>th</sup> percentile on two of the three subscales were judged to have performed at a level which would suggest that further evaluation for potential developmental problems is warranted; such students are likely to benefit from further preschool educational services.

Children belonging to the two income groups who scored at or below the 25<sup>th</sup> percentile on two of the three subscales performed at similar low levels: their median percentiles indicate that they are performing at or below the bottom 13% of the norm group on every subscale. These findings suggest that there was a significant proportion of children who were not eligible for the federal lunch program or for Medicaid services served in pre-kindergarten programs statewide in 2006-2007 who showed evidence of developmental problems upon entering school. Approximately 1,490, or 34%, of the 4,381 children in this income group statewide scored below the 25<sup>th</sup> percentile on two of the three *DIAL-3* subscales.

## **Summary and Recommendations**

This study investigated preschool students' scores on the *DIAL-3* to identify differences in performance among public school students participating in CDEPP compared to students enrolled in non-CDEPP public school 4 year-old pre-kindergarten programs in 2006-2007. Additional analyses were conducted to compare differences in *DIAL-3* pretest performance between students from lower-income families (free- or reduced-price lunch program and/or Medicaid eligible) and students from higher-income families (pay lunch, not Medicaid eligible). Data from approximately 15,000 preschool aged students from across the state were included in the analyses. Descriptive information and statistical tests revealed differences among the *DIAL* scores.

- The *DIAL-3* pretest data provides the baseline for student performance when they enter preschool. Along with the more extensive pretest assessment of a small sample of students for the evaluation, the *DIAL-3* pretest data will be used in the longitudinal evaluation of CDEPP to provide comparative evaluations of the later elementary school achievement of students who participated in CDEPP and students who did not

participate. However, *DIAL-3* pretest data were not provided by all public schools in 2006-2007. Additionally, *DIAL-3* results from private centers were not useful for these studies because the assessments were not administered until the middle of the school year or later. The *DIAL-3* results from private centers were administered late in the school year because many of the private centers did not enroll CDEPP students until after the beginning of the school year and most private providers needed professional development on the administration of the assessment. It is expected that private providers have administered *DIAL-3* pretests to their CDEPP students in the 2007-2008 school year, although those data have not yet been provided to the evaluators.

- The analyses of the *DIAL-3* pretest results suggest that in the 29 CDEPP-implementing districts in 2006-2007, CDEPP served at-risk students who start preschool at a lower skill level than their non-CDEPP peers.
  - ✓ The median *DIAL-3* pretest percentile ranks for students participating in public school CDEPP programs ranged from a low of 26 for Concept Skills to a high of 32 for Motor Skills. Somewhat less than half of CDEPP participants scored in the bottom 25% of the *DIAL-3* norms. The median scores of students not participating in CDEPP but enrolled in the same school districts as the CDEPP participants ranged from a low of 40 for Language Skills to a high of 51 for Motor Skills, indicating that non-CDEPP students scored at or somewhat below the median of the norm scale.
  - ✓ When the performance of CDEPP and non-CDEPP-participating students was compared in the 29 plaintiff school districts in which CDEPP was implemented, the *DIAL-3* pretest scores of CDEPP participants on all three subscales were significantly lower than those from non-CDEPP participants in the same district.
- Analyses by income level of both the statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or reduced-price lunch and/or Medicaid eligible) had significantly lower *DIAL-3* pretest scores than students from higher-income families (pay lunch, not Medicaid eligible). This finding suggests that targeting students for preschool program services based on family income is an effective way to serve students having significant developmental needs. However, screening assessments such as the *DIAL-3* also are needed to identify students having developmental delays who need additional evaluation and educational services, regardless of family income. Analysis of the scores of students from families having incomes higher than the levels required for CDEPP eligibility revealed that approximately one-third of these students scored at or below the 25<sup>th</sup> percentile on two or more of the *DIAL-3* subscales when they entered preschool, suggesting that these students also had developmental needs which would benefit from a quality full-day preschool educational program.

## Recommendations

1. State agencies administering the CDEPP program must require the submission of accurate *DIAL-3* pretest data in a timely manner. *DIAL-3* pretest data are essential to the longitudinal evaluation of the later elementary grade achievement of CDEPP-participating students, but in 2006-2007 not all public schools and private centers provided accurate or complete pretest data. This may have occurred in part because of the rapid implementation of CDEPP in 2006-2007 (private centers, for example, did not enroll CDEPP students until after the beginning of the school year).
2. This analysis of the *DIAL-3* results in 2006-2007 suggests that the eligibility criteria for enrollment in CDEPP (eligibility for the federal school lunch program and/ or Medicaid services) are successfully identifying students developmentally at risk for later school failure, but there are students not income-eligible for the program who have low *DIAL-3* scores, indicating that they may also be at risk of later school failure. In order to serve the children whose developmental status makes them most in need of a full-day educational preschool program, it is recommended that student eligibility for CDEPP be based on the current income requirements with the addition that students who are not income-eligible but who score at or below the 25<sup>th</sup> national percentile on two of the three *DIAL-3* subscales (Language, Concepts, and Motor Skills) may also be served if funding permits. Providers must maintain and report documentation of income status and *DIAL-3* performance to secure funding for the students served.

In 2006-2007 approximately 6,400 four-year-olds statewide participating in public school pre-kindergarten programs were not eligible for the free- or reduced-price lunch program or for Medicaid. It is estimated that one-third (2,133) of these students may have *DIAL-3* scores at or below the 25<sup>th</sup> percentile on two of the three subscales. Approximately 350 four-year-olds attending public school pre-kindergarten programs in the 37 plaintiff districts are estimated to have *DIAL-3* scores at or below the 25<sup>th</sup> percentile on two of the three subtests.

## **Child Assessment Results From Samples of Participants in CDEPP**

The South Carolina General Assembly requested that the Education Oversight Committee (EOC) conduct an evaluation of the Child Development Education Pilot Program (CDEPP). The South Carolina Legislature also requested child outcome measures related to the new publicly funded preschool initiative. Analyses of child screening and child assessment were planned or developed, collected, and analyzed by an independent evaluation team from USC who worked collaboratively with research personnel in the EOC. Given the legislative mandate to evaluate the newly funded preschool programs and the need to carefully evaluate publicly funded educational programs, we have implemented a five-year project to systematically evaluate the implementation and participant results of CDEPP. We will annually assess a sample cohort of 150 preschoolers from public school and private center CDEPP classrooms in the fall of their preschool and kindergarten year of education. The assessment protocol provides more comprehensive and detailed information on preschool children's developmental status than the *DIAL-3* screening assessment administered by school district personnel and by private providers.

The section reports the sampling, procedures, and initial results from the assessment protocol administrations in Spring and Fall 2007. A more detailed report is available on the EOC web site, [www.eoc.sc.gov](http://www.eoc.sc.gov).

### **Spring 2007 Pilot Test of Preschool Child Assessment Protocol**

During the spring of 2007, members of the evaluation team administered individual assessments to 48 preschoolers who participated in CDEPP. The purpose of the spring assessments was to pilot test an individually and developmentally appropriate assessment protocol for preschool-age children who receive CDEPP services. Fifty percent (50%) of the children were students from public school classrooms and the other 50% were children enrolled in private center classrooms. Public school districts participating in CDEPP were divided into two groups based on the number of children served through CDEPP (i.e., large vs. small numbers of students funded through CDEPP). Three districts from the large and small strata were randomly selected and from each these six districts, one school site was randomly chosen. At each of these six schools, four students (two males and two females) were randomly selected from among all preschoolers funded through CDEPP. Preschoolers served by personnel in private centers were also selected randomly. However, because four students were needed for testing from each site, only private centers with six or more preschoolers funded by CDEPP were included in the selection process. Similar to the public school selection of students, once six programs were selected, four students (two male and two female) were randomly drawn from each center's roster whenever possible.

### **Fall 2007 Individual and Developmentally Appropriate Child Assessment of 150 Children Funded by CDEPP**

During the fall of 2007, we selected CDEPP students for assessment and the process was similar to the spring procedure. It should be noted that based on consultation with Gary Henry, PhD, who has evaluation expertise and experience in the Georgia Preschool Study, we selected three (3) children at each CDEPP site. One hundred-fifty students funded by CDEPP were selected from among 37 public schools and 13 private centers. The difference in proportion of students assessed for the fall of 2007 in public schools and private centers was based on the ratio of preschoolers funded by CDEPP in the two state-funded programs, the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS). Three students were assessed at each site with the two sets of two males and one female, and

one male and two females were alternated between locations to ensure a better gender balance for preschoolers assessed.

### **Assessment Instruments Employed for Individually and Developmentally Appropriate Assessment of Preschoolers**

During the spring 2007 pilot test of child assessments, we examined the following five assessments for preschool children: *Peabody Picture Vocabulary Test 4<sup>th</sup> Edition (PPVT 4)* (Dunn & Dunn, 2005); *Expressive Vocabulary Test 2 (EVT 2)* (Williams, 2005); *Woodcock-Johnson III Preschool Battery (WJ-III)* (Woodcock, McGrew, & Mather, 2001); *Behavior Assessment System for Children, Second Edition (BASC-2)* (Reynolds & Kamphaus, 2004); and *Get It, Got It, Go!* (Emergent Literacy Assessment, University of Minnesota). Following the spring pilot testing and based on our experiences and analyses of individual child administration time and data yielded from the five assessments, we chose three primary assessment tools. The final assessment protocol for the evaluation of CDEPP includes two individually administered assessments of children's developmental and educational status (i.e., *PPVT 4*, *WJ-III*) and one teacher report behavioral scale of children's social competence (*BASC-2*) (i.e., social skills and problem behaviors). The *PPVT 4*, *WJ-III*, and *BASC-2* were used for assessing the 48 students during Spring 2007 and the 150 preschoolers during fall 2007.

The *Peabody Picture Vocabulary Test 4<sup>th</sup> Edition (PPVT 4)* is an un-timed, individually administered, norm-referenced measure designed to assess receptive vocabulary and word comprehension for persons aged 2 years 6 months through 90 years. Since development of the original edition in the 1950s, the *PPVT* has become one of the more commonly used individual language development tests in the United States. The *PPVT 4* is the most current edition (released in 2006), and is appropriate for use in screening for language development problems, understanding linguistic potential, reading difficulties, monitoring growth, and longitudinal research. The *PPVT 4* has been employed widely in evaluation studies of preschool children and yields an overall standard score with a mean of 100 and a standard deviation of 15.

The *Woodcock-Johnson III Tests of Achievement (WJ-III)* is an un-timed, individually administered, norm-referenced measure designed to assess oral language and achievement for persons aged 2 years through 90 years. The *WJ-III* results may be used in screening for diagnosis of learning disorders, assessing educational growth, program evaluation, educational programming, and longitudinal research. For preschool-aged children, the standard battery of the *WJ-III* is comprised of six subtests. Each subtest yields its own standard score with a mean of 100 and a standard deviation of 15. The results of these subtests can be combined to produce three composite achievement scores. The *WJ-III* has been used widely in evaluation studies of preschool children. Subtests and composite scores are described by the *Essentials of WJ III<sup>®</sup> Tests of Achievement Assessment* (Mather, Wendling, & Woodcock, 2001) and include:

- *Letter-Word Identification* requires identifying and pronouncing isolated letters and words.
- *Story Recall* requires listening to passages of gradually increasing length and complexity and then recalling the story elements.
- *Understanding Directions* pointing to various objects in a picture after listening to instructions that increase in linguistic complexity.
- *Spelling* initially measures prewriting skills such as drawing lines and tracing letters. Subsequent sets of items require the writing of letters and spelling of words that are presented orally.
- *Passage Comprehension* initially involves symbolic learning; following items require one to point to the picture described by a written phrase.
- *Applied Problems* requires the person to analyze and solve math problems.

- *WJ Oral Language* is a composite of the *Story Recall* and *Understanding Directions* subtests and is designed as a broad measure of oral language.
- *WJ Achievement* is a composite of *Letter-Word Identification*, *Spelling*, *Passage Comprehension*, and *Applied Problems*. This scale is designed as a broad measure of achievement.
- *WJ Reading* is a composite of *Letter-Word Identification* and *Passage Comprehension* and is designed as a broad measure of reading achievement.

In addition to the *PPVT 4* and *WJ-III* individually administered tests, the *Behavior Assessment System for Children-Second Edition (BASC-2)* was used to assess students' social competence in the spring and fall of 2007. Teacher rating scale protocols were provided to students' lead teachers to gather information on the children's behaviors that might affect school functioning. The 100-item teacher report questionnaire yields standard scores with T-scores with a mean of 50 and a standard deviation of 10. The *BASC-2* has been employed widely in the assessment of preschool children's social competence. Scores for the subscales of the *BASC-2* include:

- *Behavioral Symptoms Index*: a composite of the *BASC-2* internalizing and externalizing behavior problems scales that measures overall behavior and general functioning.
- *Adaptability*: a measure of the ability to adjust to changes in routine, shifting between activities, adapting to interactions with others.
- *Functional Communication*: an assessment of expressive and receptive communication skills.
- *Social Skills*: a measurement of social skills functioning and social behaviors.

In general, the performance on the assessment measures of developmental status of CDEPP participants in the sample upon school entry is below the national norm.

In Fall 2007 public school CDEPP participants in the sample had somewhat lower performance on the assessments than CDEPP participants sampled from private centers. Independent t-tests of the assessment result means found statistically significant differences between the groups, with public school students scoring lower than private center students on the *WJ Achievement* composite and its *Letter-Word Identification* subtest.

The academic performance of the samples of CDEPP participants to whom the assessment protocol has been administered will be followed through the elementary school grades. The assessment results from the sample cohort will provide an accurate baseline for evaluation of the students' later academic performance growth.



## **2007 Provider Survey Results**

Provider information consists of data from two surveys. One survey from spring 2007 collected information about private center and public school CDEPP teachers and administrators' perceptions concerning the implementation of CDEPP. The other survey from fall 2007 gathered information from potential providers of preschool services about their capacity to serve additional children.

### **Spring 2007 Survey of Public School and Private Center CDEPP Personnel**

#### **Spring 2007 Survey of CDEPP Administrators**

In this subsection we summarize the results of a survey distributed in the spring of 2007 to administrators employed in private center and public school programs participating in CDEPP. The purpose of the survey was to solicit information from the administrators regarding the implementation process of the CDEPP during its initial year of program execution. The survey consisted of nine sections: (1) Demographics (of the respondents), (2) Administrative Procedures, (3) Child Screening and Enrollment, (4) Funding Sources and Funds, (5) Implementation, (6) School Facility, Physical Environment, and Transportation, (7) Opportunities for Professional Development, (8) Parent Education and Related Child and Family Services, and (9) Child and Program Evaluation. As survey results, the information provided is restricted by the common limitations associated with survey methods including (a) self-report information, (b) return-rate bias, especially for non-responders, and (c) lack of clarity in the survey question or in respondents' answers.

Forty surveys were mailed to administrators in private center programs participating in CDEPP. Of these, 18 were returned, yielding a response rate of 45%. To administrators in public school programs participating in CDEPP, 99 surveys were mailed. Of these, 77 were completed and returned, yielding a response rate of 85%. All survey results should be interpreted within the context of this significant difference in the actual number of surveys returned and the response rates across the private center and public school respondents.

### **1. DEMOGRAPHIC INFORMATION**

#### **Administrators' Position**

From the private centers, approximately 78% of administrators identified themselves as private center directors, and approximately 17% were regional coordinators from the South Carolina Office of First Steps (OFS). From the public schools, approximately 66% of administrators identified themselves as principals, and approximately 21% were early childhood coordinators. Approximately 3% identified themselves as both principals and early childhood coordinators.

#### **Administrators' Teaching and Administrative Experience**

The number of years of teaching experience reported by the CDEPP administrators who responded to the survey from both public and private programs varied slightly. Private center administrators reported an average of slightly more than 12 years of teaching experience. Private center administrators noted a wide range in years of teaching experience from a minimum of 0 years to a maximum of 38 years. Public school administrators reported an average of slightly more than 16 years of teaching experience. Public school administrators also indicated a wide range of years of teaching experience ranging from a minimum of 3 years to a maximum of 38 years.

Private center administrators reported an average of about 14 years of administrative experience. These private center administrators reported a wide range of experience, from a minimum of 5 years to a maximum of 31 years. Administrators from the public school programs reported an average of just over 12 years of administrative experience. Again, a wide range of administrative experience was reported, ranging from a minimum of 0 to a maximum of 39 years.

### **Administrators' Gender and Ethnicity**

One hundred percent of responding administrators from the private centers were female. Approximately 79% of the responding administrators from public schools were female; just over 17% were male; and 4% did not report their gender. Sixty-one percent of the responding private center administrators were African American, 28% were White, 5% were Black/American Indian/White, and 6% were Black/American Indian/Hispanic. Fifty-seven percent of the responding public school administrators were White, and 43% were African American.

### **Administrators' Professional Affiliations**

Of the private center administrators, 50% reported membership in the National Association for the Education of Young Children (NAEYC), whereas 33% noted no membership in professional organizations. Of public school program administrators, approximately 22% reported membership in the South Carolina Early Childhood Association (SCECA) and approximately 17% reported membership in the National Education Association (NEA). Approximately 17% of public school program administrators reported no membership in professional organizations.

### **Administrators' Educational Attainment and Professional Certification**

With respect to educational attainment of administrators in private centers, eight of the responding administrators reported having an associate's or bachelor's degree, and nine reported having a master's degree or above. One respondent held the doctorate degree. These administrators' degrees were from a range of disciplines, including early childhood development, education, guidance, counseling, social work, and business administration. Administrators from the public schools reported 5 bachelor's degrees, 14 master's degrees, 38 master's degrees + 30 hours, 11 educational specialist degrees, and 12 doctoral degrees. Public school administrators' degrees were in a wide range of educational disciplines, including administration, early childhood education, elementary education, and special education.

With respect to certification, 35% of the private center administrators reported they were not certified; 29% indicated certification in early childhood education, and 18% reported having certification as a child development associate (CDA). The vast majority of public school administrators (82%) reported they were certified as administrators; 60% reported being certified in elementary education, 30% in secondary education, and 34% in early childhood education.

### **Accreditations, Licensures, Certifications, Approvals, and any Other Formal Credentials**

According to the 18 private center and the 76 public school administrators, their programs have obtained a variety of types of accreditations, licensures, certifications, approvals, and other formal credentials attained from external entities. Specifically, private center administrators reported having DSS licensures, ABC enhanced certifications (3 centers), NAEYC accreditation (1 center), and Department of Defense approval (1 center) for their programs. Public school administrators reported DSS licensures (53 schools), Southern Association of Colleges and School (SACS) accreditations (20 schools), South Carolina Department of Education (SCDE) approvals (15 schools), and ABC enhanced certification (1 school).

## **2. ADMINISTRATIVE PROCEDURES**

### **Satisfaction with CDEPP Application and Approval Processes**

With survey questions, we solicited information regarding satisfaction or dissatisfaction with the application and approval processes for participation in CDEPP from both the private and public programs during the initial year of implementation. Eighty-three percent of the private center administrators were satisfied with the program application and approval processes implemented by the Office of First Steps to School Readiness (OFS); 11% reported being dissatisfied, and 6% did not respond to the question. Reasons for their satisfaction included an efficient and organized application processes. The reasons for dissatisfaction also included a need for higher standards and program monitoring.

Eighty percent of the public school administrators were satisfied with the application and approval processes implemented by the SCDE. Twenty percent of them reported being dissatisfied. Public school administrators' reasons for their satisfaction included an efficient and organized application process with relatively quick "turn around time" for the application. Nevertheless, some administrators reported being dissatisfied with excessive paper work, Department of Social Services (DSS) regulations, and duplication of forms between DSS and SCDE.

### **Satisfaction with CDEPP Educational Attainment Requirements for Teachers**

The spring survey assessed whether administrators agree with the educational requirements for CDEPP lead teachers. About 65% of the private center administrators agreed with the educational requirements, whereas 35% stated that they did not agree with the regulations. Reasons for dissatisfaction focused on whether or not a degree was better than experience and whether or not degreed teachers can be found.

Eighty-eight percent of the public school administrators agreed with the educational attainment requirements for CDEPP lead teachers, whereas 12% disagreed. Public school administrators asserted that teachers with degrees are necessary to maintain the integrity of their preschool programs. They also provided feedback about the requirements. Specifically, they questioned why additional professional development hours were required by the Department of Social Services (DSS) for teachers who already were certified by the South Carolina Department of Education (SCDE) at the bachelor's degree level, and they noted that teachers were frequently out of the classroom for additional training during the first year of CDEPP implementation. Some administrators reported that they do not have time to complete the training requirements for administrators.

### **Satisfaction with CDEPP Educational Attainment Requirements for Assistant Teachers**

About 83% of the private center administrators reported that they agreed with the educational requirements for CDEPP assistant teachers, whereas 17% stated that they disagreed with the requirements. Private center administrators noted that assistants needed specific early childhood education training and professional development. Reasons for their dissatisfaction were that assistant teachers should have an associate's degree in early care and education and that the requirements do not take into account those assistant teachers with "a multitude of hands-on experience."

Ninety-two percent of the public school administrators agreed with the educational attainment requirements for CDEPP assistant teachers, whereas 8% disagreed. Similar to private center administrators, public school administrators asserted that assistant teachers needed a strong background and professional training and development in early childhood education. Reasons for their dissatisfaction were that assistant teachers are not paid enough to be asked to attend

training without pay, that they are asked to spend too much time out of the classroom, and that additional training and professional development should be recommended but not required.

**Satisfaction with DSS Requirements for Approval, Certification, and Licensure**

Eighty-nine percent of the private center administrators were satisfied with DSS requirements. Reasons included enhanced child health and safety standards and that the process helped to ensure higher quality of services. Eleven percent of the private center administrators were dissatisfied with DSS requirements noting DSS evaluator differences and suggesting uniform monitoring of childcare programs.

Forty-seven percent of the public school administrators were satisfied with DSS requirements for approval, certification, and licensure. They noted that DSS requirements enhanced child health and safety standards and helped to ensure appropriate environments for young children. Nevertheless, fifty-three percent of the public school administrators reported dissatisfaction with DSS requirements, particularly the perceived repetition and duplication of paperwork (e.g., fire marshals, DHEC, SACS, and DSS) and costs associated with meeting DSS requirements.

**DSS Approval, Certification, and Licensure**

Administrators responded to inquiries concerning approval, certification, and licensing by DSS for their individual programs. All 17 private centers are currently approved, certified, or licensed. Eighty-four percent of the administrators in public schools reported their program was approved, certified, or licensed through DSS, whereas 16% of them indicated their program was not currently approved, certified, or licensed. Of the 16% public school administrators who reported their programs were not currently approved, certified, or licensed, many of them noted they had already applied with DSS and had begun the multi-step process. Reasons for delays in approval, certification, or licensure that were noted by public school administrators included fire safety issues and background checks and in a few instance waiting for DSS monitoring visits.

**Additional Expenses Incurred Meeting DSS Requirements**

Seventy-three percent of the private center administrators reported their centers had no additional expenses associated with DSS requirements. Twenty-seven percent reported that their centers incurred additional expenses associated with DSS requirements. A description of costs associated with meeting DSS requirements is listed below in Table 22.

**Table 22. Description of Costs Associated with Meeting DSS Requirements: Private Center Administrator Respondents<sup>1</sup>**

Description	Total Cost Reported
Sinks in a room that already had bathrooms with sink and had to add a hand sink in a kitchen with three sinks already individual hot water tank for two of the sinks	\$3500
Fence	\$2000
Sand	\$300
Fire inspection- extra charge at licensing	\$180
Central registry check on staff	Not reported
Fingerprints/SLED check	Not reported

<sup>1</sup>Common categories were formed, and reported expenses for each category were added together to form the total cost for that category across respondents.

Twenty-two percent of the public school administrators reported their preschool programs had no additional expenses associated with meeting DSS requirements. Seventy-eight percent of the public school administrators indicated their schools incurred additional expenses associated with DSS requirements. A description of costs associated with participating public schools meeting DSS requirements is listed below in Table 23.

**Table 23. Description of Costs Associated with Meeting DSS Requirements: Public School Program Respondents**

Description of materials purchased to meet DSS requirements	N	Examples of Costs	Average Costs	Range
Fire Safety Enhancements	8	Fire alarm systems, fire inspection	\$26,220	\$60-\$80,000
Classroom Facility and Components	30	Furniture, bathrooms, mobile classrooms, appliances, water heaters	\$7,384	\$8-\$87,400
Other	1	Notification to classrooms/schools	\$1,000	-
State and Federal Background Checks	36	SLED checks, FBI background checks	\$305	\$7-\$1652
Faculty and Staff Health Requirements	7	TB tests, annual health assessments,	\$234	\$40-\$650
First Aid Training	8	CPR training, first aid training	\$204	\$50-\$585
Program Fees	6	DHEC, DSS, CDEPP, SCOSS fees	\$135	\$50-\$400
Inspection Fees	7	DHEC inspection, inspection fees,	\$101	\$60-\$200
Application Fees	4	Various DSS applications	\$79	\$60-\$100
Licensing Fees	10	DSS licensing fees	\$74	\$15-\$200

### 3. CHILD SCREENING AND ENROLLMENT

With survey questions, we asked private center and public school administrators about children’s screening and enrollment in CDEPP. The resultant information from the initial year of implementation may be helpful in planning for future CDEPP services.

#### Parent Application Forms

With respect to private center administrators’ satisfaction with the Parent Application Forms provided by the OFS for CDEPP participation, 88% of them were satisfied with the forms. Reasons noted were the simplicity and thoroughness of the information obtained to serve eligible children and a clear presentation of parent or family history and expectations. Nevertheless, 12% of the private center administrators were dissatisfied with the parent application forms and they expressed concerns about the length of the application.

With respect to public school administrators’ satisfaction with the Parent Application Forms provided by the SCDE, 67% were satisfied with the parent application forms. Reasons noted for satisfaction included the simplicity yet thoroughness of the information requested and a parent friendly format. Nevertheless, 33% of the public school administrators reported dissatisfaction with the parent application forms. Common reasons cited by a number of respondents included duplication of paperwork by parents (i.e., too similar to DSS, SCDE, and district forms) and the need for Spanish language forms for an increasing number of families with Spanish as their primary language. Respondent recommendations were (a) making the applications available in Spanish, (b) employing a universal design approach to accommodate the three-application criteria (i.e.; CDEPP, DSS, and SASI), and (c) having applications include both street address and P. O. Box addresses.

### Awareness of At-Risk Four-Year-Olds Not Enrolled in CDEPP

We asked administrators about their awareness of at-risk four-year-old children who were not being served by CDEPP in their communities. Fifty-three percent (53%) of private center administrators reported that they were aware of other at-risk four-year-olds not served in their communities. Thirty-five percent (35%) of the public school administrators indicated that they were aware of other at-risk four-year-olds not served in their districts. If the private center and public school administrators reported they were aware of un-served at-risk preschoolers, they were queried about why children were not served. The reasons are delineated in Tables 24 and Table 25. The top three reasons reported by private center administrators were that (a) the family chooses to keep the child at home or in a family setting (63%), (b) transportation was not available (50%), and (c) the family needs longer hours of service (50%). The top three reasons public school administrators indicated were that (a) classroom space was unavailable (73%), (b) the family chooses to keep the child at home or in a family setting (46%), and (c) other reasons (27%), such as the child attends other programs (Head Start, a private center) or the parent's work schedule does not accommodate the child's participation.

**Table 24. Reason for At-risk Children in the Community not Attending a Full-day Educational Program: Private Center Administrator Respondents**

Reasons for Children Not Attending a CDEPP	Number	Percent (N=8) <sup>1</sup>
The family chooses to keep the child at home	5	63%
No transportation available for the child	4	50%
The family needs longer hours of service	4	50%
Classroom space unavailable	2	25%
The parent(s) did not complete application	2	25%
Public awareness activities are lacking or inadequate	1	13%
Shortage of qualified personnel	0	0%

<sup>1</sup>Percentages should not be expected to equal 100 as respondents were asked to select all reasons that apply.

**Table 25. Reason for At-risk Children in the Community not Attending a Full-day Educational Program: Public School Program Administrator Respondents**

Reasons for Children Not Attending CDEPP	Number	Percent (N=26) <sup>1</sup>
Classroom space unavailable	19	73%
The family chooses to keep the child in a family setting	12	46%
Other (e.g., attends Head Start or private centers)	7	27%
The parent(s) did not complete application	4	15%
Public awareness activities are lacking or inadequate	3	12%
Shortage of qualified personnel	2	8%
Before-school services that are not available	2	8%
No transportation available for the child	1	4%

<sup>1</sup>Percentages should not be expected to equal 100 as respondents were asked to select all reasons that apply.

### Waiting List for Enrollment in CDEPP

We asked administrators about the maintenance of waiting lists for enrollment into CDEPP. Sixty-nine percent of the private center administrators reported that their programs do not maintain a waiting list, whereas close to 31% indicated the existence of a waiting list. Sixty-one percent of the public school administrators reported they maintained a waiting list, whereas 39% indicated not having a waiting list. If a waiting list was maintained, we asked private center and public school administrators to indicate how many children were on the waiting list. Of the private center administrators, two reported numbers of children on the list (i.e., 10 children and 15 children on wait list). Of the 76 public school administrators indicating the existence of a waiting list, 72 provided the number of children on the waiting list. The average number of

children on the public school waiting lists was two children. According to these administrators, the number of children on the public school waiting lists ranged from 1 to 27.

With respect to reasons for their waiting lists, private center administrators reported the lack of classroom space was a primary reason. Other reasons for a waiting list at private centers included the children's families did not meet the income eligibility guidelines, parents preferred for children to ride the bus to school, and the lack of transportation. About 67% of the public school administrators reported that the shortage of qualified personnel was the primary reason these children were not served and the lack of classroom space was stated by 47% as the reasons for their waiting lists.

#### **4. FUNDING SOURCES AND FUNDS**

##### **Satisfaction with \$3,077 Funding Per Child for CDEPP in 2006-2007 School Year**

We asked administrators about their satisfaction with the \$3,077 amount per child for CDEPP children. Sixty-seven percent of the private center administrators were dissatisfied with the dollar amount and 33% were satisfied with \$3,077. Reasons they stated for dissatisfaction included that the amount was not sufficient to cover expenses of qualified teachers and to cover the expense of the requirement to participate in CDEPP (lower ratios, extra planning time). About 60% of the public school administrators were dissatisfied with the \$3,077 per child. Approximately 40% of the public school administrators were satisfied with the dollar amount. Reasons for their dissatisfaction included that the amount per child does not cover salaries/fringe/FICA of employees and the cost of materials and supplies. In addition, public school respondents indicated that additional funds might allow for improved teacher recruitment, additional materials and supplies, and more educational field trips.

##### **Use of Local, State, Federal, and Private Funds to Supplement CDEPP Funds**

We asked administrators about whether local, federal, or private funds were used to supplement CDEPP funds. Approximately 67% of the private center administrators reported they used supplemental funds to augment CDEPP funding. Fifty percent of the private center respondents reported using personal funds, private funds, or US Navy funds to supplement CDEPP funds; 33% reported using tuition dollars or Head Start funds; and about 25% reported using DSS funds, state special education funds, or IDEA funds. About 91% of the public school administrators from CDEPP indicated they used non-CDEPP funds, whereas about 9% reported they did not employ other supplemental funds. Specific supplemental funding sources used by local schools included (a) 81% district funds, (b) 35% Title 1 monies, (c) 18% EIA funds, (d) 11% other local monies, and 16% state special education and IDEA funds.

##### **Satisfaction with \$185 in Transportation Funding Per Child Enrolled in CDEPP**

We asked administrators about their satisfaction with the \$185 amount per child for transportation costs. Only 20% of the private center administrators were satisfied with the \$185, whereas 80% of them were dissatisfied. The predominant reason given for their dissatisfaction was that it did not cover transportation expenses (e.g., the cost of gas, salary of bus drivers). Seventy percent of the public school administrators were satisfied with the \$185, whereas 30% of them reported being dissatisfied. No reasons were given for dissatisfaction.

##### **Sufficient Resources to Meet CDEPP Children's School Readiness Needs**

We asked administrators whether they believed they had sufficient resources to meet the school readiness needs of CDEPP students. Approximately 77% of the private center administrators reported they had sufficient resources, whereas 23% indicated the need for additional resources. Some of the needed resources were more materials and additional professional training and technical assistance. Of the public school administrators, about 69% reported having adequate resources whereas 31% indicated they did not have sufficient resources to

meet their children's school readiness needs. Specific resources needed included books, manipulatives, age-appropriate furniture, professional training and technical assistance, computers and printers, gross motor equipment and other playground equipment, and funds for field trips.

### **CDEPP Reimbursement Schedule and Accounting Procedures**

We asked administrators their satisfaction with the reimbursement and accounting procedures for CDEPP. About 67% of the private center administrators reported being satisfied, 20% indicated they were dissatisfied, and about 13% stated that they did not know. The reasons for private center administrators' dissatisfaction pertained to the long turn-around time in reimbursement, especially for supplies and materials. About 53% of the public school administrators reported being satisfied, 23% indicated they were dissatisfied, and 24% said they did not know. Reasons for their dissatisfaction were that the reimbursement procedures were too complicated, that they did not understand why CDEPP classrooms and EIA classrooms are not allowed at the same school, that turn-around time (especially for travel) was too long, and that the cost of hotels if not fully covered during professional training activities.

## **5. IMPLEMENTATION**

### **Number of Teachers and Assistant Teachers Employed in CDEPP Classrooms**

Private center administrators reported an average of one lead teacher in their classrooms with children funded by CDEPP. Specifically, about 85% of the private center respondents had one teacher per program and 15% of them had two teachers. Public school administrators indicated an average of three lead teachers per district. Specifically, 25% of the public school administrators reported two teachers, 24% indicated three teachers, and 20% reported one lead teacher per district. According to the public school respondents, the remaining programs have between four and thirteen lead teachers per district.

Private center administrators reported an average of about one assistant teacher per classroom with children funded by CDEPP. Specifically, 77% of the private center administrators indicated one assistant teacher and 23% reported no assistant teachers. Public school administrators indicated an average of about three assistant teachers per district with children funded by CDEPP with about 19% of the districts having one assistant teacher, 27% having two assistant teachers, and 25% having three assistant teachers. According to the public school respondents, the remaining programs employed from four to thirteen assistant teachers per district.

### **Ability to Serve Children with English as a Second Language**

According to private center administrators, approximately 93% had the ability to serve children for whom English is a second language (ESL), whereas approximately 7% reported being unable to serve ESL children. The private center administrators indicated an average of about two ESL children attended their centers. Eighty-eight percent of the public school administrators reported they had the ability to serve children with ESL whereas about 12% said they could not serve ESL children. Public school administrators reported having about three ESL children in their programs.

### **Ability to Serve Children with Identified Developmental Delays**

Approximately 72% private center administrators indicated the ability to include children with identified developmental delays in their classrooms, whereas 28% of them reported not being able to serve children with developmental delays. From the responses received from private center administrators regarding the numbers of children with identified developmental delays served, it appears that children with speech-only IEPs are included much more frequently than children with other developmental delays such as cognitive and physical disabilities. According

to public school administrators, approximately 96% indicated the ability to include children with identified developmental delays. In a district, an average of approximately seven children with speech-only IEPs and approximately two children with IEPs for other types of developmental delays were included in public school CDEPP.

## **6. SCHOOL FACILITY, PHYSICAL ENVIRONMENT, AND TRANSPORTATION**

### **Adequate Classroom and Outdoor Play Facilities and Equipment**

Approximately 79% of the private center administrators indicated they had adequate classroom and outdoor play facilities and equipment. The remaining private center administrators reported that their facilities were inadequate and that they needed additional resources. Approximately 50% of the public school administrators indicated they had adequate classroom and outdoor play facilities and equipment. The remaining 50% of public school respondents reported their facilities were inadequate and required additional resources. Both private center and public school administrators indicated that inadequate outdoor equipment was a potential problem in their programs.

### **Classroom and Materials Grant/Award Application and Approval Processes**

Private center and public school program administrator were asked a series of questions regarding the classroom materials grant/award application and approval processes. Approximately 77% of private center teacher respondents were satisfied with the process established by OFS, and approximately 24% were dissatisfied. More than twice as many respondents detailed reasons for satisfaction than dissatisfaction. A few respondents commented that reimbursement should go directly to the vendor for supplies and materials instead of to the private provider. Private center administrators provided information regarding the types of materials purchased and the approximate costs of these materials. The average cost of CDEPP materials purchased by the private centers was \$9255, with a standard deviation of \$2798.44. Examples of the types of materials purchased by these programs included, outfitting a complete classroom, other classroom materials, playground equipment, technology, and classroom furnishings.

Of the responding public school program administrators, almost 90% said they were satisfied, though nearly 11% said they were not satisfied with the grant/award application and approval process established by SCDE. These administrators communicated almost seven-times as many reasons for satisfaction than dissatisfaction. Some reasons for dissatisfaction dealt with the inadequacy of the \$10,000 amount to properly outfit a program and the need for the grant to renewable each year to replace used materials. These public school administrators provided information regarding the types of materials purchased and the approximate costs of these materials. The average cost of CDEPP materials purchased by public school programs was \$28,828, with a standard deviation of \$24,037.20. Public school programs purchased materials of the same type as those purchased by the private center programs. One respondent did not designate the materials purchased.

### **Transportation Services**

About 43% of private center administrators reported that transportation services are provided to children funded by CDEPP, whereas 57% indicated transportation services were not provided. Fifty percent of private center respondents reported satisfaction with transportation services and 50% noted dissatisfaction. One of the primary reasons for dissatisfaction was the rising price of insurance and gasoline. Of the public school administrators, 97% reported that transportation services are provided by their school programs, whereas about 3% offered no response. Seventy-nine percent of the responding administrators reported satisfaction with transportation services, whereas close to 8% reported dissatisfaction, and 13% had no response. Reasons for

their satisfaction included convenience and reliability of children's attendance. Reasons for dissatisfaction included concern that such young children were riding school buses with older children, that adequate supervision is not provided on buses, and that no safety measures are in place to transport smaller and younger preschool students.

## **7. OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT**

### **Professional Development**

We asked administrators about the opportunities for professional development. Private center administrators reported a variety of activities they had attended or expected to attend. The most frequent type of professional development activity attended was state and national professional conferences, followed by local and state workshops, school district in-services and courses for graduate or re-certification credit. With respect to the public school administrators, the most common professional development activity was school district in-services followed by local and state workshops. The vast majority of both private center and public school administrators reported being satisfied with professional development and training activities provided by the OFS and the SCDE (88% and 80%, respectively). One respondent expressed concern that the professional development and training activities take too much time away from the classroom.

### **Technical Assistance**

Ninety-three percent of the private center administrators reported having received technical assistance from the OFS. Most often, the technical assistance was provided face-to-face, by telephone, or in state or regional meetings, and most of the assistance was provided by OFS regional coordinators and DSS personnel. Much of the focus of the technical assistance was on classroom environments and child development information. Similarly, 92% of public school administrators indicated having received technical assistance, with most of the assistance being provided face-to-face, online and through e-mail, and in state or regional meetings. Most of the technical assistance was delivered by SCDE personnel and school district personnel.

We asked administrators their preferences for certain types of technical assistance. Both private center and public school administrators preferred face-to-face technical assistance or large group in-service type meetings. Public school respondents indicated a stronger preference for receiving professional training online or through e-mail than in the private center administrators. The preferred source of technical assistance for the private center respondents was OFS regional coordinators; for the public school administrators, the first preference was SCDE personnel. Private administrators' preferred focus for technical assistance was on classroom environments and child behavioral issues (e.g., compliance, tantrums, engagement in activities). For public school respondents, the preferred foci were (a) curricular issues, (b) classroom environments, (c) child development, and (d) child behavioral issues.

## **8. PARENT EDUCATION AND RELATED CHILD AND FAMILY SERVICES**

### **Parent Education and Related Child and Family Services**

We asked administrators about parent education programs and related child and family services. Private center respondents reported that their teachers conducted an average of four parent/teacher conferences per child per year. Public school program administrators indicated performing an average of approximately five parent/teacher conferences per child per year. With respect to home visits, 79% of the private center administrators reported that their teachers conduct home visits for children funded by CDEPP and 21% indicated that their teachers do not conduct home visits. The average number of home visits per year for students enrolled in private center classrooms was reported to be two visits. Approximately 99% of the public school administrators reported performing home visits for children funded by CDEPP. The average

number of home visits for students enrolled in these public school classrooms was reported to be three visits per year.

We asked administrators how parents or family members were involved in the CDEPP; the respondents in both private centers and public schools indicated a range of different types of involvement. Approximately 78% of the private center respondents reported that parents assisted on field trips, 67% indicated that parents assisted in the classroom, and 67% reported that parents assisted in special events at the center. Of the public school respondents, 86% reported that families participated in family learning activities; 86% indicated that parents assisted on field trips, and 81% reported participation in parent education offerings.

We also asked administrators to provide information about supplemental health and social services for children funded by CDEPP. Approximately 88% of the private center respondents reported that they provided these services directly or referred children to other community agencies for supplemental services. Specifically, 81% of the private center administrators indicated that they refer children for speech and hearing screenings and services; 63% reported referring children to a counselor or social worker, and 50% indicated referring children for consultation on individual children's behavioral and social-emotional development. Of the responding administrators from public school programs, 93% reported that they provided these services directly or referred children for supplemental services. Eighty-four percent indicated that they provide direct vision screenings and services and 80% reported providing direct services from a counselor or social worker. The most frequently reported referrals out to other agencies were consultation on individual children's behavior and social-emotional development (56%), dental screening and services (49%), and occupational and physical therapy (44%).

We also asked administrators to provide information related to supplemental services for participating families with children funded by CDEPP. Approximately 38% of private center administrators reported providing these services directly or referring families for supplemental health and social services in the community. Extended childcare hours was the supplemental service reported by 50% of the private center respondents. With regard to referrals to other agencies, 75% of the private center administrators indicated making referrals for continuing education/GED/vocational education and training, about 67% reported making referrals for health-related services, and 67% reported making referrals for family counseling. Approximately 86% of public school program administrators indicated providing supplemental services directly to participating families or making referrals for community-based services. Forty-eight percent reported providing continuing education/GED/vocational services directly to the families. With respect to making referrals to other agencies, 73% of the public school respondents indicated making referrals for psychological/mental health services; 72% reported making referrals for health-related services, and 67% indicated referring families for family counseling.

## **9. CHILD AND PROGRAM EVALUATION**

### **Program Monitoring**

We asked administrators to report the number of CDEPP classrooms receiving monitoring visits. Private center administrators provided the number of classrooms in their program receiving at least one monitoring visit from the OFS. Of the 14 respondents, the average number of classrooms receiving one monitoring visit per program was one classroom. Public school administrators provided the number of classrooms in their program receiving at least one monitoring visit from the SCDE. Of the 74 respondents, the average number of classrooms receiving one monitoring per district was approximately three classrooms.

In addition, private center administrators provided the number of classrooms in their program receiving more than one monitoring visit from the OFS. Of the 14 respondents, the average number of classrooms per program was approximately one (1) classroom. Public school administrators provided the number of classrooms in their program receiving more than one monitoring visit from the SCDE. Of the 75 respondents, the average number of classrooms per program was approximately two (2) classrooms.

Private center and public school administrators provided information about their satisfaction with the processes for assuring and monitoring the quality of the classrooms with children funded by CDEPP. Of the 15 private center administrators, approximately 93% of them reported being satisfied with the processes established by the OFS. One respondent reported the need to hire at least one additional regional coordinator in 2007-2008 to serve the growing number of providers in the Pee Dee area. Of the 75 public school administrators, 92% were satisfied with the processes established by the SCDE, whereas 8% reported being dissatisfied. Reasons stated for dissatisfaction were related to (a) discrepancies in the amount of time spent by the monitor, (b) the need for more transition time for personnel to adjust to curriculum changes and regulations, (c) the need for a “coach” rather than an observer, (d) too much monitoring, and (e) insufficient support from monitors during the early stages of CDEPP.

### **Curricula for Classrooms with Children Funded by CDEPP**

We asked administrators about their satisfaction with the approved curricula for use in classrooms with children funded by CDEPP. Of the private center administrators, approximately 94% reported being satisfied with the curricula approved by the OFS for use in their classrooms. Reasons for satisfaction were that (a) the curricula are developmentally appropriate and meet the children’s needs, (b) the curricula are compatible with public school curricula, and (c) the curricula are easy to use. No reasons for dissatisfaction were given by the private center respondents. Among public school administrators, approximately 91% reported satisfaction with curricula approved by the SCDE for use in their classrooms. Reasons for satisfaction were similar to those given by the private center administrators. Public school administrators’ reasons for dissatisfaction were the lack of flexibility in choosing a curriculum and that some teachers are uncomfortable with the degree to which they have to prepare the instructional materials.

We asked administrators about their satisfaction with the approval process for curriculum models used in their programs. Of the private center respondents, 100% of them reported being satisfied with the approval process. No reasons for dissatisfaction were stated. Of the public school respondents, 90% of them indicated being satisfied with the approval process whereas 10% reported not being satisfied. Reasons for dissatisfaction were that (a) teachers should be allowed to use their own expertise in selecting a curriculum, (b) the models chosen do not allow for direct/explicit instruction strategies, and (c) three curricula is not enough to choose from. One respondent stated that the district had not received the necessary training in the *Creative Curriculum* model, one of the three approved SCDE curricula.

The responding administrators provided information about the curricula used in their classrooms with children funded by CDEPP. The most frequently used curriculum among both private center (approximately 60%) and public school program administrator respondents (74%) was the *Creative Curriculum*. The next most commonly employed curriculum among both private center (approximately 20%) and public school program administrator respondents (approximately 26%) was the *High/Scope Curriculum*.

### **Child Screening Tools and Assessments for Classrooms with Children Funded by CDEPP**

We asked administrators about their satisfaction with the child screening instruments used in their programs with children funded by CDEPP. Of the private center administrator respondents, 78% reported using the *DIAL-3* child screening instrument; 11% indicated using observation; 11% reported using portfolio techniques, and 11% indicated using *Work Sampling*. Approximately 96% of public school program administrators reported using the *DIAL-R* or *DIAL-3* child screening instrument.

We asked administrators about their satisfaction with the assessments approved for private center and public school programs with children funded by CDEPP. Of the private center respondents, 94% of them reported being satisfied, whereas 6% indicated not being satisfied. Of the public school respondents, 95% of them reported being satisfied with the approved assessments, whereas 5% indicated not being satisfied. Reasons given for dissatisfaction were related to (a) the *DIAL-3* not being an assessment tool, (b) the duplication of work, (c) too many assessments, and (c) *Work Sampling* efforts are wasted because information is not used in subsequent grades.

The responding administrators also provided information about their satisfaction with the approval process for the assessments used in classrooms with children funded by CDEPP. Of the private center respondents, 88% of them indicated that they were satisfied with the process, whereas 12% reported they were dissatisfied. The primary reason for dissatisfaction was that the approval process takes too long. Of the public school administrators, 93% indicated being satisfied with the approval process, whereas 7% reported not being satisfied. Reasons for dissatisfaction were that (a) the assessments were not researched well enough, (b) assessment training was not adequate, (c) the *DIAL-3* is not a pre-post assessment tool, (d) a need exists for more training in online *Work Sampling*, and (e) in general there is too much paperwork.

The administrators provided information about the child assessments used to evaluate the progress of students enrolled in CDEPP. Private center administrators reported use of the *DIAL-3* (33%), *Work Sampling* (33%), and portfolios (28%) to assess child progress in their programs. The *Work Sampling System* was the most frequently used assessment among public school administrators (77%) to assess child progress in their programs.

### **Program Assessments for Classrooms with Children Funded by CDEPP**

We asked administrators what methods they used to assess program quality in their classrooms with children funded by CDEPP. Approximately 44% of private center administrators reported using the *ECERS-R* to assess program quality. Other methods used frequently by personnel in private centers to assess program quality include self-assessment (28%) and parent satisfaction surveys (22%). Approximately 54% of the public school administrators reported using self-assessment methods to assess program quality. Other frequently used methods to assess program quality among the public school administrators include *ECERS-R* (36%) and use of the parent surveys (34%).

### **Public Awareness Concerning Services Funded by CDEPP**

We asked administrators what methods they used to publicize the availability of the CDEPP services to parents, referral sources, and the general public. Approximately 84% of the private center administrators reported contact with families of former students as a strategy. Open houses, newspaper advertisements, and brochures were reported by 61% of the private center administrators as strategies. Contact with community service providers was cited by 44% of the private center respondents. Public school administrators reported newspaper advertisements (94%), brochures (83%), open houses (79%), contact with families of former students (74%), contact with community groups such as churches (73%), and contact with community service providers (51%) as the major strategies used to publicize their CDEPP services.

## **Spring 2007 Survey of CDEPP Teachers**

In this subsection we summarize the results of a survey distributed in the spring of 2007 to teachers employed in private center and public school programs participating in CDEPP. The purpose of the survey was to solicit information from the teachers regarding the implementation process of the CDEPP during the initial year of program implementation. The Teachers' survey consisted of seven major sections: (1) Demographics (of the responding teachers), (2) Administrative Procedures, (3) School Facility, Physical Environment, and Transportation, (4) Opportunities for Professional Development, (5) Parent Education and Related Child and Family Services, (6) Child and Program Evaluation, and (7) Public Awareness and Child Find. As survey results, the information provided is restricted by the common limitations associated with survey methods including (a) self-report information, (b) return-rate bias, especially for non-responders, and (c) lack of clarity in the survey question or in respondents' answers.

Forty one surveys were mailed to teachers in private centers that provided CDEPP services. Of these, 16 were completed and returned, yielding a response rate of 39%. To teachers in public schools that provided CDEPP services, 170 surveys were mailed. Of these, 126 were completed and returned, yielding a response rate of 74%. All survey results must be interpreted within the context of this significant difference in the actual number of surveys returned and the response rates across the private center and public school program respondents.

### **1. DEMOGRAPHIC INFORMATION**

#### **Teachers' Position and Experience**

From the private centers, approximately 94% of respondents identified themselves as CDEPP lead teachers, and approximately 6% identified themselves as directors. From the public schools, approximately 95% of respondents identified themselves as CDEPP lead teachers, and the remaining 5% identified themselves as teachers, Montessori teachers, or education coordinators.

Private center teachers reported an average of slightly more than 12 years of teaching experience. Private center teachers indicated a wide range of years of teaching experience with a minimum of 0 years to a maximum of 34 years. Public school teachers reported an average of slightly more than 14 years of teaching experience. Public school teachers also indicated a wide range of years of teaching experience with a minimum of 0 years to a maximum of 33 years.

#### **Teachers' Gender and Ethnicity**

One hundred percent (100%) of respondents from private centers were female. Approximately 95% of the teachers from public school programs were female, about 2% were male, and 3% did not report their gender. Eighty-one percent of the private center teachers were African American and 65% of the public school teachers were White.

#### **Teachers' Professional Affiliations**

Of the private center teachers, 25% reported no membership in a professional organization and approximately 43% reported membership in professional organizations (e.g., National Association for the Education of Young Children [NAEYC], the Palmetto State Teacher's Association, the South Carolina Education Association, the South Carolina Child Care Center Association). Of public school teachers, approximately 46% indicated membership in the NAEYC and approximately 37% reported membership in the South Carolina Association for the Education of Young Children (SCECA). Approximately 23% of public school teachers reported no membership in a professional organization.

### **Teachers' Educational Attainment and Professional Certification**

With respect to private center and public school teachers' educational attainment, none reported having less than an Associate's degree. Nine of private center teachers indicated having Bachelor's degrees in various areas of study. Sixty-four public school teachers reported having Bachelor's degrees in various areas of study. In addition, 61 teachers from public schools reported either holding an advanced degree or working toward an advanced degree (i.e., Master's degrees, Master's degrees +30 graduate hours, Education Specialist degrees, Doctorate degrees). With respect to certification, approximately 31% of private center teachers indicated having state certification in the area of Early Childhood Education. Approximately 79% of public school teachers reported having state certification in the area of Early Childhood Education.

## **2. ADMINISTRATIVE PROCEDURES**

### **Awareness of At-Risk Four-Year-Olds Not Enrolled in an Educational Program and Waiting Lists for CDEPP**

With survey questions, we solicited information about teachers' awareness of any at-risk four-year-olds (i.e., Medicaid eligible or eligible for free- or reduced-price lunch) in the community who are not attending a full-day education program. Approximately 38% of the private center teachers and about 70% of the public school teachers reported they were not aware of additional at-risk four-year olds who were not enrolled in a full-day educational program. If teachers indicated that they were aware of other at-risk four-year-olds not attending a full-day education program, we asked them to report reasons why the children did not attend full-day programs. The top three reasons private center teachers reported were (a) the parents did not complete the application (83%), (b) classroom space was unavailable (67%), and (c) the family needed longer hours of service (67%). The top two reasons public school teachers reported were that (a) classroom space was unavailable (55%), and (b) the family chose to keep the child at home or in a family setting (45%). In addition, lack of transportation was cited as a reason by 16% of public school teachers.

Approximately 56% of private center teachers indicated that their CDEPP approved programs maintained a waiting list. Approximately 62% of public school teachers reported that their CDEPP approved programs maintained a waiting list. If a waiting list was maintained, teachers were then asked to indicate how many children were on the waiting list. Nine private center teachers reported the existence of a waiting list; none of the teachers reported the number of children on the list. Seventy-eight public school teachers indicated the existence of a waiting list and 23 provided the number of children on the waiting list. The average number of children on the public school waiting lists was approximately seven children and the waiting lists ranged from 1 to 27 children. With respect to the reasons private center and public school teachers reported their CDEPP approved programs were not able to serve the children on the waiting list, the lack of classroom space was the major reason given by both private center (approximately 78%) and public school teachers (about 68%).

### **Sufficient Resources to Meet CDEPP Children's School Readiness Needs**

With respect to having sufficient resources to meet the school readiness needs of their students, approximately 69% of the private center teachers reported they had sufficient resources, whereas 31% percent indicated the need for additional resources. Some of the needed resources included additional materials such as books, science, literacy, and math materials. Seventy-nine percent of public school teachers reported they had sufficient resources, whereas 21% indicated the need for additional resources. Some of the needed resources included a building that "does not leak when it rains," classroom supplies (e.g., musical instruments, art supplies), outdoor play equipment, and more classroom space.

### **Ability to Serve Children with English as a Second Language**

About 81% of private center teachers reported they had the ability to serve children with English as a second language (ESL), whereas approximately 19% of them indicated they were not able to serve ESL children. Private center teachers reported they needed additional resources to meet the needs of ESL children including (a) a Spanish teacher, (b) a translator, and (c) courses in conversational Spanish. The average number of ESL children in private centers was two children. Approximately 84% of public school teachers indicated they had the ability to serve ESL children, whereas approximately 16% reported they were not able to serve ESL students. Public school teachers indicated they needed additional resources needed to meet the needs of ESL children including (a) the need for an ESL teacher, (b) Spanish language training, (c) “materials with Spanish language,” and (d) multicultural classroom materials. The average number of ESL children in these CDEPP public schools was about five children.

### **Ability to Serve Children with Identified Developmental Delays**

With respect to serving children with identified developmental delays, approximately 94% of private center teachers reported they were able to include these children. From the information received from private center teachers, it appears that children with speech only IEPs are included at a higher rate than children with other developmental delays. Approximately 95% of public school teachers indicated they were able to include children with identified developmental delays. Public school teachers reported an average of approximately three children with speech only IEPs and approximately three children with IEPs for other developmental delays are included in their district programs.

## **3. SCHOOL FACILITY, PHYSICAL ENVIRONMENT, AND TRANSPORTATION**

### **Adequate Classroom and Outdoor Play Facilities and Equipment**

We asked teachers to comment on the adequacy of their classrooms and outdoor play facilities. Seventy-five percent of the private center teachers indicated they had adequate classroom and outdoor play facilities and equipment. The remaining 25% of the private center teachers reported that their facilities were inadequate with respect to playground equipment. Fifty-seven percent of the public school teachers indicated they had adequate classroom and outdoor play facilities and equipment. The remaining 43% of the public school teachers reported their facilities were inadequate and listed several needed additional resources. Seven out of nine reasons for dissatisfaction given by public school teachers related to playground equipment needs.

### **Satisfaction with CDEPP Classrooms and Materials Grant/Award**

With respect to teachers’ satisfaction with the classroom and materials grant/award application and approval processes, approximately 81% of private center teachers were satisfied with the process established by the Office of First Steps (OFS), none of them were dissatisfied, and 19% gave a “don’t know” response. The private center teachers provided reasons for their satisfaction or dissatisfaction. The two reasons given for dissatisfaction with the process suggested a need to review the processes of ordering, delivery, and “turn-around time” for reimbursement. Seventy-five percent of the public school teachers, indicated they were satisfied with the process established by the South Carolina Department of Education (SCDE), 11% reported they were not satisfied, and about 14% said they did not know. The public school teachers also provided reasons for their satisfaction or dissatisfaction. Five out of 12 reasons for dissatisfaction given by public school teachers noted that the grant amount was insufficient to equip a new classroom. Four out of the 12 reasons communicated dissatisfaction with the restrictions placed on which materials were allowable costs for the award.

### **Transportation Services**

With respect to transportation services provided to CDEPP participating children, 75% of private center teachers indicated that transportation services were provided, whereas 25% reported that such services were not provided. Seventy-five percent of the private center teachers indicated satisfaction with the transportation services provided and 25% reported dissatisfaction. A primary reported reason for dissatisfaction was the rising price of gasoline. Ninety-five percent of the public school teachers indicated that transportation services were provided to CDEPP participating children, whereas about 5% indicated that transportation services were not provided. Eighty percent of the public school teachers reported satisfaction with transportation services, whereas 10% indicated they were dissatisfied, and 10% had no response. Public school teachers did not report any reasons for satisfaction with transportation services. Most of the reasons given for dissatisfaction related to concerns about the safety of young children riding the bus with older children.

## **4. OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT**

### **Professional Development**

We asked teachers to report the number of training and professional development opportunities related to Early Childhood Education they participated in prior to August 1, 2007, including the type of event and hours associated with trainings. For private center teachers, the information revealed a variety of activities, with the most frequent training events being local and state workshops, followed by state and national conferences. For public school teachers, the most common training events were in the category of school district in-services, followed by local and state workshops, and state and national conferences. Private center teachers reported an average of 9 hours of training whereas public school teachers indicated an average of 15 hours of training.

One hundred percent of the private center teachers reported being satisfied with the professional development and training activities provided by the OFS. Seventy-six percent of public school teachers indicated being satisfied with the professional development and training activities provided by the SCDE, whereas 24% reported not being satisfied. Some of the reasons given by public school teachers for dissatisfaction were that (a) trainings need to be offered across the state and regionalized, (b) additional one-on-one consultation time is needed, (c) more time to learn about specific curricula, (d) trainings were at times not well organized, and (e) some of the training required too much teacher time away from their classrooms.

### **Technical Assistance**

Approximately 79% of the private center teachers indicated receiving technical assistance whereas, 21% reported that they had not received any technical assistance. Approximately 57% of the private center teachers reported receiving face-to-face technical assistance, 43% in group meetings, 14% online or through e-mail, and 64% by telephone. In terms of location of the technical assistance, 43% of private center teachers reported that it was at state or regional meetings, 14% reported that it was school-based, 50% said it was classroom-based, and 14% said it was district-wide. With respect to source/provider of the technical assistance, 72% of private center teachers reported that it was an OFS regional coordinator, 7% reported it was SCDE personnel, 21% said it was DSS personnel, 7% reported it was school district personnel, and 7% reported receiving the assistance from university personnel. The focus of the technical assistance for private center teachers was (a) curricular issues (50%), (b) classroom environments (64%), (c) child development (64%), (d) child behavioral issues (36%), and (e) other information (e.g., parent information) (7%).

Approximately 84% of the public school teachers indicated receiving technical assistance, whereas 16% reported that they had not. Approximately 57% of public school teachers reported receiving face-to-face technical assistance, 56% indicated receiving the assistance in group meetings, 48% reported receiving the assistance online or through e-mail, and 26% indicated receiving it via telephone. The locations of the technical assistance for public school teachers were state or regional meetings (58%), school-based meetings (46%), classroom-based consultations (46%), and district-wide meetings (40%). The source/provider of the technical assistance was state agency personnel (68%), school district personnel (44%), private consultants (15%), university personnel (9%), and the national technical assistance center (3%). The focus of the technical assistance for public school teachers was (a) curricular issues (59%), (b) classroom environments (56%), (c) child development (41%), (d) child behavioral issues (29%), and (e) other issues (9%).

Teachers were also asked to provide information regarding the preferred mode, location, source/provider, and focus of technical assistance. In terms of the mode, 62% of private center teachers reported a preference for face-to-face assistance, 50% for group meetings, 19% for telephone, and 6.3% for both online assistance and "other." The locations of the technical assistance preferred by private center teachers were classroom (50%), state or regional meetings (38%), school-based consultations (19%), and district-wide meetings (13%). The preferred sources/providers of assistance by private teachers were OFS regional coordinators (56%), university personnel (19%), DSS personnel (6%), and others such as Head Start staff (6%). The preferred focus of private center teachers for technical assistance was (a) curricular issues (63%), (b) classroom environments (50%), (c) child behavioral issues (44%), (d) child development (19%) and other issues (e.g., information about working with parents) (6%).

Sixty-eight percent of public school teachers reported a preference for face-to-face technical assistance, 54% for online or e-mail information, 53% for group meetings, and 17% for telephone assistance. The preferred locations of the technical assistance for public school teachers were school-based consultations (61%), classroom-based consultations (54%), district-wide meetings (46%), and state or regional state or regional meetings 36%). Public school teachers preferred sources/providers of the assistance was state agency personnel (46%), school district personnel (49%), private consultants (30%), university personnel (16%), and the national technical assistance center (11%). The preferred focus of technical assistance was (a) classroom environments (62%), (b) curricular issues (59%), (c) child behavioral issues (56%), and (d) child development (52%).

## **5. PARENT EDUCATION AND RELATED CHILD AND FAMILY SERVICES**

### **Parent Education and Related Child and Family Services**

We asked teachers about parent education programs and related child and family services. Private center teachers reported a wide range of methods in which parents or other family members were involved in CDEPP classrooms. Approximately 63% of private center teachers indicated that parents assisted in the classrooms. Approximately 56% reported that parents participated in parent education programs and family learning activities. Public school teachers also indicated a wide range of methods in which parents or family members were involved in CDEPP classrooms. Approximately 84% reported that parents assisted on field trips, approximately 79% indicated that parents assisted in special events at schools, and approximately 70% reported that parents participated in family learning opportunities.

Approximately 56% of private center teachers indicated providing or referring for supplemental health and social services for children participating in their CDEPP classrooms. Table 26 shows the types of services either provided or referred for by these private centers for children funded

by CDEPP. Approximately 85% of public school teachers reported providing or referring for supplemental health and social services for children participating in their CDEPP classrooms. Table 27 shows the types of services either provided or referred for by these public school personnel for children funded by CDEPP.

**Table 26. Types of Services to CDEPP Children Provided Directly by Program or Through Referral to Other Entities: Private Center Teacher Respondents**

Type of Service	Provided Service Directly Frequency Percent (N=16) <sup>1</sup>	Provide Referral for Service Frequency Percent (N=16) <sup>1</sup>
Speech and hearing screenings and services	2 12.5%	13 81.3%
Dental screenings and services	3 18.8%	9 56.3%
Vision screenings and services	4 25.0%	8 50.0%
Counselor or social worker	2 12.5%	7 43.8%
Consultation on individual children's behavior and development	1 6.3%	7 43.8%
Occupational Therapy/Physical Therapy and other related screenings and services	1 6.3%	7 43.8%

<sup>1</sup> Percentages should not be expected to equal 100 as respondents were asked to select all that apply.

**Table 27. Types of Services to CDEPP Children Provided Directly by Program or Through Referral to Other Entities: Public School Teacher Respondents**

Type of Service	Provided Service Directly Frequency Percent (N=126) <sup>1</sup>	Provide Referral for Service Frequency Percent (N=126) <sup>1</sup>
Speech and hearing screenings and services	100 79.4%	48 38.1%
Dental screenings and services	50 39.7%	65 51.6%
Vision screenings and services	87 69.0%	46 36.5%
Counselor or social worker	80 63.5%	51 40.5%
Consultation on individual children's behavior and development	51 40.5%	62 49.2%
Occupational Therapy/Physical Therapy and other related screenings and services	56 44.4%	52 41.3%
Other: Medical Services	1	1
Applied Behavior Therapy	0.8%	0.8%

<sup>1</sup> Percentages should not be expected to equal 100 as respondents were asked to select all that apply.

Approximately 38% of private center teachers indicated providing or referring for supplemental health, education, social, and support services for the families of children funded by CDEPP. Respondents were asked to indicate the type of service and whether the service was provided directly to the family by the private center personnel or whether the private center personnel referred parents to another community-based service (Table 28). Approximately 65% of public school teachers reported providing or referring for supplemental health and social services

families of children funded by CDEPP. Table 29 shows the types of services either provided or referred for by public school personnel.

**Table 28. Types of Services to Families of CDEPP Children Provided Directly by Program or Through Referral to Other Entities: Private Center Teacher Respondents**

Type of Service	Provided Service Directly	Provide Referral for Service
	Frequency Percent (N=16) <sup>1</sup>	Frequency Percent (N=16) <sup>1</sup>
Substance abuse services	1 6.3%	6 37.5%
Psychological/mental health services	5 31.3%	8 50.0%
Extended childcare hours	1 6.3%	7 43.8%
Health related services	6 37.5%	7 43.8%
Continuing education, GED, vocational education training	2 12.5%	7 43.8%
Family counseling	2 12.5%	5 31.3%

<sup>1</sup>Percentages should not be expected to equal 100 as respondents were asked to select all that apply.

**Table 29. Types of Services to Families of CDEPP Children Provided Directly by Program or Through Referral to Other Entities: Public School Program Teacher Respondents**

Type of Service	Provided Service Directly	Provide Referral for Service
	Frequency Percent (N=126) <sup>1</sup>	Frequency Percent (N=126) <sup>1</sup>
Substance abuse services	3 2.3%	36 28.6%
Psychological/mental health services	2 1.6%	51 40.5%
Extended childcare hours	33 26.2%	34 26.9%
Health related services	14 11.1%	48 38.1%
Continuing education/GED/vocational education training	27 21.4%	48 38.1%
Family counseling	16 12.7%	52 41.3%

<sup>1</sup>Percentages should not be expected to equal 100 as respondents were asked to select all that apply.

### Parent-Teacher Conferences and Home Visits

Private center teachers reported conducting an average of approximately two parent-teacher conferences per child per year and they indicated that about 88% of the time the meetings were held at the center. Public school teachers reported conducting an average of four parent-teacher conferences per child per year and they indicated that 98% of the time conferences were convened at the school. Of the private center teachers, approximately 81% indicated conducting home visits for children funded by CDEPP. The average number of home visits for students enrolled in private center classrooms was two home visits per year. Of the public school teachers, approximately 93% reported conducting home visits for children funded by

CDEPP. The average number of home visits for students enrolled in public school classrooms was two home visits annually.

## **6. CHILD AND PROGRAM EVALUATION**

### **Curricula for Classrooms with Children Funded by CDEPP**

One hundred percent (100%) of private center teachers reported being satisfied with the curriculum models approved for use in CDEPP classrooms by the OFS. No reasons for dissatisfaction were given. Approximately 93% of public school teachers indicated being satisfied with the curriculum models approved for use in CDEPP classrooms by the SCDE, whereas 7% reported not being satisfied. Public school teachers' reasons for dissatisfaction included (a) excessive time required to implement the curriculum, (b) "too much is being asked of teachers," (c) flexibility in the choice of curriculum is needed by highly qualified teachers, and (d) sufficient training was not provided prior to requirement to implement specific curricula. Sixty-two percent of the private centers used the *Creative Curriculum* model whereas 71% of public school teachers employed the *Creative Curriculum*. The next most frequently used curriculum model for about 46% of private centers and 28% of public school program was the *High/Scope Curriculum*.

### **Child Screening Tools and Assessments for Classrooms with Children Funded by CDEPP**

With respect to the child screening instruments used by private center personnel, 75% reported use of the *DIAL-3*. Approximately 85% of public school teachers reported use of the *DIAL-R*. Approximately 93% of private center teachers reported being satisfied with the assessments approved for use in CDEPP classrooms by the OFS. Approximately 66% of public school teachers indicated being satisfied with the assessments approved for use in CDEPP classrooms by the SCDE, whereas approximately 35% reported not being satisfied. Public school teachers most common reasons for dissatisfaction with the approved assessments were (a) the assessment processes were too time consuming, (b) the assessment information was not "parent friendly," and (c) the training to use the assessment system was not provided until after school had already started. With respect to the child assessments used to evaluate the progress of children funded by CDEPP, 71% of the private center teachers reported using the *DIAL-3*. In contrast, 69% of the public school teachers reported employing *The Work Sampling System*.

Private center and public school teachers reported about the methods used to assess program quality in their classrooms. Approximately 93% of private center teachers reported using the *ECERS-R* to assess program quality. Other methods used frequently by these private center teachers included (a) annual self-assessment in the form of teacher surveys (60%), (b) parent surveys (53%), and (c) NAEYC guidelines (47%). Approximately 47% of public school teachers indicated using self-assessment methods to assess program quality. Other frequently used methods included (a) parent surveys (36%) and (b) use of the *ECERS-R* (29%).

## **7. PUBLIC AWARENESS AND CHILD FIND**

Private center and public school teachers reported methods used to publicize the availability of the CDEPP services to parents, referral sources, and the general public. Private center teachers indicated (a) contacting families of former students (75%), (b) advertising in the newspaper (69%), (c) contacting community service providers (63%), and (d) conducting open houses (32%) as primary methods used to publicize their CDEPP services. Public school teachers reported (a) contacting families of former students (87%), (b) distributing brochures about the

program (78%), (c) advertising in the newspaper (78%), and (d) conducting open houses (73%), as the main methods to publicize their CDEPP services.

## Summary

The results of the survey generally showed the following:

Administrators:

- Participating in CDEPP in the public and private sector were overall satisfied with the administrative procedures;
- In private centers were generally satisfied with DSS licensure requirements, few reported incurring additional expenses to meet these requirements;
- In school districts were dissatisfied with DSS licensure requirements and most of the programs reported incurring additional expenses to meet those requirements;
- In private and public centers were satisfied with parent application forms but suggested a need for one common form across entities (example, DSS, Head Start, SCDE/OFS, etc.);
- Noted that teachers and assistants were asked to be out of the classroom too much for professional development training;
- Majority indicated satisfaction with educational attainment requirements for both lead teachers and assistant teachers;
- Cited lack of transportation and need for extended childcare hours as reasons for at-risk children in community not being served by an educational program;
- Cited lack of classroom space as reason for CDEPP waiting lists;
- Supplemented CDEPP funds with other funding sources;
- Of private centers indicated the need for more professional development and technical assistance to meet children's school readiness needs
- Cited delays in receiving reimbursements; and
- In private programs reported that they had adequate facilities whereas half of public administrators reported lack of facilities.

Teachers:

- Public school teachers reported providing supplemental services such as health and related services to CDEPP children and families than private teachers;
- All private teachers were satisfied with the professional development provided by OFS, and most public school teachers were satisfied with the professional development provided by SCDE;
- Both cited inadequate or non-existent playground equipment as a reason for dissatisfaction with classroom and outdoor play facilities;
- Although only a few public school teacher respondents reported dissatisfaction with transportation services, the majority of the reasons were related to concerns about the safety of young children riding the bus with older children; and
- All cited contacting families of former students as the main method to publicize their CDEPP.

## **Population Projections and Recommendations for Future Implementation**

### **Projections of Numbers of Four-Year-Old Children By County for Years 2008-2009 and 2009-2010**

Proviso 1.66 to the 2007-2008 General Appropriations Act directs the EOC to report recommendations for the creation and implementation of a statewide four-year-old kindergarten for at-risk children. As part of those recommendations, Proviso 1.66 specifies that the report provide anticipated four-year-old kindergarten enrollment projections where possible for the two years following the January 2008 evaluation report.

Projections of the numbers of four-year-old children by county for the 2007-2008, 2008-2009, and 2009-2010 school years were made by EOC staff. The methodology and data used for making the projections are described in Appendix E. The projections are based on current population trends; unanticipated events such as major economic or other changes may change the results at both the state and county levels.

The projected numbers of four-year-olds by county and the changes in the numbers of four-year-olds by county are listed in Table 30. The change in the projected numbers of four-year-olds residing in the counties between the 2007-2008 and 2009-2010 school years is highlighted in Table 30, where the change is listed for each county. The data in Table 30 suggest that the number of four-year-olds statewide will increase by about 1,147 children, or 2%, from the 2007-2008 school year (57,247 four-year-olds) to the 2009-2010 school year (58,394 four-year-olds). However, the changes over that period of time by county are variable, ranging from a projected decline of 15.13% in Calhoun county to an increase of 10.27% in Dorchester county. The data in Table 30 indicate that eight counties are projected to have declines of 5% or more in their four-year-old populations between 2007-2008 and 2009-2010, while four counties are projected to increase by 5% or more.

**Table 30**  
**Estimates and Projections of Total Numbers of Four-Year-Olds**  
**2007-2008 to 2009-2010**  
**By County**

<b>County Name</b>	<b>Estimated Total # 4 y.o. in 2007-08</b>	<b>Projected Total # 4 y.o. in 2008-09</b>	<b>Projected Total # 4 y.o. in 2009-10</b>	<b>Change in Total # 4 y.o. 2007-08 to 2009-10</b>	<b>Pct. Change in Total # 4 y.o. 2007-08 to 2009-10</b>
Abbeville County*	298	292	284	-14	-4.7
Aiken County	1872	1885	1894	22	1.18
Allendale County*	154	151	147	-7	-4.55
Anderson County	2222	2222	2222	0	0
Bamberg County*	169	158	147	-22	-13.02
Barnwell County*	343	349	354	11	3.21
Beaufort County	2159	2198	2246	87	4.03
Berkeley County*	2212	2233	2254	42	1.9
Calhoun County	152	141	129	-23	-15.13
Charleston County	4771	4828	4887	116	2.43
Cherokee County	649	622	594	-55	-8.47
Chester County	414	402	389	-25	-6.04
Chesterfield County*	521	508	495	-26	-4.99
Clarendon County*	432	440	448	16	3.7
Colleton County	497	484	471	-26	-5.23
Darlington County	877	878	878	1	0.11
Dillon County*	491	492	494	3	0.61
Dorchester County	1578	1659	1740	162	10.27
Edgefield County	255	249	242	-13	-5.1
Fairfield County	298	296	292	-6	-2.01
Florence County*	1894	1907	1922	28	1.48
Georgetown County	729	730	730	1	0.14
Greenville County	5853	5990	6119	266	4.54
Greenwood County	841	826	810	-31	-3.69
Hampton County*	259	252	244	-15	-5.79
Horry County	2979	3090	3202	223	7.49
Jasper County*	317	326	334	17	5.36
Kershaw County	719	711	706	-13	-1.81
Lancaster County	778	769	760	-18	-2.31
Laurens County*	800	799	794	-6	-0.75
Lee County*	256	257	256	0	0
Lexington County*	3219	3257	3296	77	2.39
Marion County*	486	488	490	4	0.82
Marlboro County*	345	339	331	-14	-4.06
McCormick County*	73	68	64	-9	-12.33
Newberry County	499	503	508	9	1.8
Oconee County	834	849	862	28	3.36
Orangeburg County*	1246	1250	1253	7	0.56
Pickens County	1283	1293	1299	16	1.25
Richland County	4679	4755	4833	154	3.29
Saluda County*	245	250	255	10	4.08
Spartanburg County	3528	3567	3604	76	2.15
Sumter County	1594	1578	1563	-31	-1.94

County Name	Estimated Total # 4 y.o. in 2007-08	Projected Total # 4 y.o. in 2008-09	Projected Total # 4 y.o. in 2009-10	Change in Total # 4 y.o. 2007-08 to 2009-10	Pct. Change in Total # 4 y.o. 2007-08 to 2009-10
Union County	321	313	305	-16	-4.98
Williamsburg County*	484	489	492	8	1.65
York County	2622	2688	2755	133	5.07
State Totals	57247	57831	58394	1147	2.00
County had decrease of 5% or more					
County had increase of 5% or more					

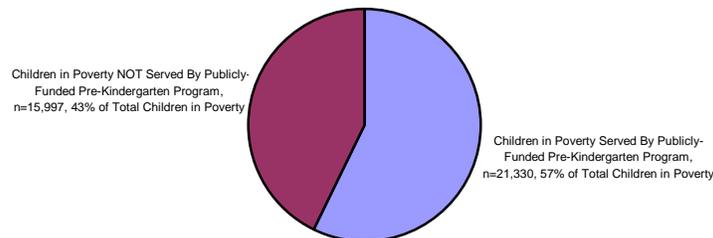
\* County contains one or more of 37 Plaintiff school districts.

Data Source: US Census population estimates, 2000-2006, Office of Research and Statistics, SC Budget and Control Board

The population projections suggest that, statewide, the numbers of four-year-olds in South Carolina will increase approximately 2% (1,147 more children) to more than 58,000 between now and 2010. However, the four-year-old populations in the 20 counties in which at least one of the 37 Plaintiff school districts is located are projected to increase less than 1% (110 more children) during the same time period. Eight of the 20 counties are projected to have declines in their four-year-old populations by 2010.

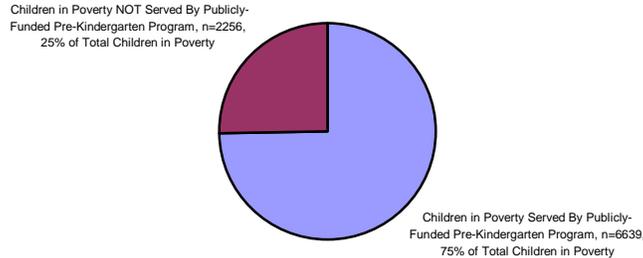
The analyses of numbers of four-year-olds in poverty (e.g., eligible for the Federal free- or reduced-price lunch program and/or for Medicaid) who are being served in a publicly-funded pre-kindergarten program compared to the numbers who are not indicates that currently almost 16,000 income-eligible four-year-olds statewide are not being served (Figure 1). In the 37 Plaintiff school districts it is estimated that 2,256 eligible four-year-olds are not currently being served in a publicly-funded pre-kindergarten program (Figure 2). While not all of these at-risk four-year-olds may participate in a publicly-funded pre-kindergarten program if it were available because of family, employment, or other circumstances, the data indicate that more students could be served if facilities, professional staff, and instructional resources were available.

Figure 1  
Children in Poverty Served or Not Served By Publicly-Funded Pre-Kindergarten Program  
2007-2008 School Year, Estimated Total of 37,327 Four-Year-Olds in Poverty



Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services.  
Publicly-Funded Pre-Kindergarten Programs Include Public School Programs, CDEPP in Private Child Care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs

**Figure 2**  
**Children in Poverty in 37 Plaintiff School Districts Served or Not Served**  
**By Publicly-Funded Pre-Kindergarten Program, 2007-2008 School Year**  
**Estimated Total of 8,895 Four-Year-Olds in Poverty**



Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services.  
 Publicly-Funded Pre-Kindergarten Programs Include Public School Programs, CDEPP in Private Child Care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs.

## Recommendations for Implementation

Based upon the data collected and analyzed in the 2008 evaluation of the Child Development Education Pilot Program (CDEPP), the following recommendations are made for improving the implementation and administration of CDEPP and for expanding the program statewide in the future. These recommendations should ensure that the children at greatest need for quality four-year-old programs would receive services in the most cost-efficient manner possible. The recommendations also address the need for improved data collection and financial accountability systems to ensure that funding follows the child.

**1. CDEPP should be continued in Fiscal Year 2008-09 and expanded beyond the plaintiff and trial districts pending the availability of state funding.** Expansion should occur first in districts with the greatest poverty index as reflected on the annual school report cards. Upon statewide implementation the General Assembly should reallocate all or a portion of the Education Improvement Act (EIA) funds for the regular four-year-old program to CDEPP.

**2. The continued use of public and private providers is essential to the future expansion of the program.** Based on the 2007 facilities survey of CDEPP providers, in general, public schools in the plaintiff and trial districts were at or near current capacity to house four-year-old students. Less than 30% of the schools reported that they could house more students. On average, across the 37 districts, approximately two more children could be served per site. Among private centers, the findings were somewhat different. These centers indicated that they could enroll an additional six children on average within current approvals and available facilities. Furthermore, fewer than one in ten of these private centers (6%) indicated that there was a waiting list of CDEPP-eligible children wishing to enroll. Nearly one in every four (23%) of the private childcare centers responding to the survey indicated they could house an additional ten or more children. And, ultimately, subject to additional approvals and facilities considerations, these private centers envisioned serving 20 CDEPP children on average compared to the average of 14 they currently reported as being served. These space limitations likely extend to other school districts in the state.

**3. The eligibility requirements should be amended to include not only children that qualify for the free and reduced-price federal lunch program and/or Medicaid but also children who score below the 25<sup>th</sup> percentile level on *DIAL-3* or a comparable and reliable screening assessment.** Analyses by income level of both the statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or reduced-price lunch and/or Medicaid eligible) had *DIAL-3* pretest scores below the national norm and significantly lower than students from higher-income families (pay lunch, not Medicaid eligible). Targeting students for preschool program services based on family income is an effective way to serve most students having developmental needs. However, a screening assessment such as the *DIAL-3* also is needed to identify students having developmental delays who need additional diagnosis and educational services, regardless of family income. Analyses of the scores of students from families having incomes higher than the levels required for CDEPP eligibility revealed that approximately one-third of these students scored at or below the 25<sup>th</sup> percentile on two or more of the *DIAL-3* subscales when they entered preschool. This finding suggested that these students also had developmental needs which could benefit from a high quality, full-day preschool educational program.

**4. Continuation and expansion of CDEPP requires better data collection not only for evaluation purposes, but also, and more importantly to improve the administrative and financial accountability of the program.** All children enrolled in CDEPP should have SUNS identification numbers upon enrollment in the program. *DIAL-3* data or other assessment data should be reported for all students participating in CDEPP. And, the funds appropriated for each child should be allocated and expended based on the days of service provided.

**5. Due to the likely overpayment of funds to private providers in the first year of the pilot program and due to the inability of the Department of Education to reimburse school districts for actual days attended by CDEPP eligible children, the General Assembly should require financial accountability controls similar to those in Georgia for all providers participating in CDEPP.** The Georgia Department of Early Care and Learning, Bright from the Start, annually publishes the guidelines that all Pre-K providers, both public and private providers, follow. Section 19 *The 2007-2008 School Year Pre-K Providers' Operating Guidelines* stipulates the audit and accounting requirements of providers in their full-day, universal 4K program. The guidelines reserve the right of the Georgia Department of Early Care and Learning to require an independent, certified financial audit of providers at the expense of the provider. The agency also reserves the right to conduct Agreed Upon Procedures (AUP) reviews of providers. All Pre-K providers in Georgia are required to "maintain financial records to track Pre-K expenditures in accordance with generally accepted accounting principals (GAAP). All records must be retained for a minimum of three years."

**6. Given the recent implementation of the CDEPP program and, to date the general lack of compelling evidence that teachers' credentials and degrees strongly relate to program quality and children's outcomes in early childhood, the current CDEPP teacher qualifications should be continued.**

**7. Given the variation in teacher credentials and compensation of teachers in CDEPP, the current reimbursement system should be amended prior to statewide implementation of the program.** The reimbursement per child would reflect a higher per child rate for teachers who earn and maintain early childhood certification and four-year degrees beyond the minimal requirement of a two-year associate degree. The per-child rate should be based on a minimum class size, with the inclusion of waivers for centers in rural areas of the state. The EOC will make recommendations regarding the compensation system in its 2009 CDEPP report.

**8. Given the need to provide on-going technical assistance and professional development to CDEPP teachers, state administrators of the program should develop and publish an annual technical assistance and professional development plan that includes methods to directly evaluate implementers' and participants' professional support for CDEPP personnel.**

**9. At a minimum, no provider should receive funds to equip a new classroom unless the provider continuously enrolls a minimum of five CDEPP children in the school year.** Cost-efficiencies must be implemented to guarantee the greatest return on the state's investment in children.

**10. Based on the initial implementation of CDEPP, one agency or office should be accountable for the administration and implementation of CDEPP.** This recommendation is based on several factors. First, there are duplicative costs, both direct and indirect, of administering CDEPP. If the program is expanded, these costs will increase. Second, neither the Office of First Steps (OFS) nor the South Carolina Department of Education (SCDE) is ideally positioned to implement the program for all providers without improvements in policies and procedures related to data collection, financial reimbursement, monitoring and recruitment. While this report includes specific commendations for OFS and SCDE, it also highlights shortcomings for both. Due to other statutory responsibilities of both OFS and SCDE, neither organization is able to focus exclusively on the implementation and future expansion of this program which will require extensive collaboration and planning between many agencies and providers. And, finally, though CDEPP is considered one program, it is currently funded and administered by two separate entities. For example, the South Carolina Department of Education had to reallocate \$1.2 million in discretionary general fund monies to CDEPP this year, while the Office of First Steps, which is funded through the Department, is anticipating a balance of \$5.4 million this year. Therefore, the recommendation is that the legislature adopts one of the following options:

- **Option 1:** Reallocate all existing resources and funds to either the Office of First Steps, to the South Carolina Department of Education or to a new entity which would have sole responsibility for administering the program for both public and private providers;
- **Option 2:** Create a separate office in the Department of Education that solely focuses on implementation and administration of CDEPP for both public and private providers with existing resources reallocated to this office. Like the Office of First Steps which is funded through the South Carolina Department of Education, the newly created office would have a coordinating or governing council including but not limited to representatives from the Department of Social Services, Head Start, the Department of Health and Human Services, the Office of First Steps, and the Department of Education. The council would assist in the implementation and expansion of CDEPP.

If the current dual system of administering and implementing CDEPP continues, the recommendation would be that both the Office of First Steps and the South Carolina Department of Education have direct and reasonable appropriations for administrative expenses for each organization.

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## APPENDIX A

### Proviso 1.66. of the 2007-08 General Appropriation Act

**1.66.** (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2007-2008 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) For the 2007-2008 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first 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. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina. Priority shall 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. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2008. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all at-risk four-year-old children in the state.

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 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.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

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

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 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

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 6.5 hours of instructional time daily and operates for a period of not less than 180

days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

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

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten 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 provision, and will comply with all reporting and assessment requirements.

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 education needs of the child and report at least quarterly to the parent/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 to include, but not be 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/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.

Providers may limit student enrollment based upon space available.

However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment.

However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

(D) The Department of Education 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, provide training and technical assistance to support its effective use in approved classrooms serving children;
- (4) develop a list of approve pre-kindergarten readiness assessments to be used in conjunction with the program, 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.

(E) Providers of the South Carolina Child Development Education Pilot 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 the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be 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 or the Office of First Steps to School Readiness;
- (2) employ an education assistant with pre-service or in-service training in early childhood education;
- (3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 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 6.5 hours of instruction daily for 180 school days;
- (5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
- (6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and
- (7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall 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 teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the

South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten 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.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall 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 \$185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2007-08 school year, the funded cost per child shall be \$3,931 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers 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 be eligible for a reimbursement of \$550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to \$10,000 per class for the equipping of new classrooms. Funding of up to two thousand five hundred dollars may be provided annually for the procurement of consumable and other materials in established classrooms.

(L) Pursuant to this provision, the Department of Social Services shall:

- (10) maintain a list of all approved public and private providers; and
- (11) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2008. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. In the current fiscal year, the Education Oversight Committee shall use funds appropriated by the General Assembly for four-year-old evaluation to support the annual collection of and continuous evaluation of data.

The report shall also include an assessment, by county, on the availability and use of existing public and private classroom capacity approved for at-risk four-year-old kindergarten students. The report shall include, by county, the estimated four-year-old population, the total number of CDEPP approved four-year-old kindergarten spaces available, the number of four-year-old children enrolled in both public and private CDEPP approved facilities, and the number of children on waiting lists for either public or private providers during the reporting period. Where possible, the report shall also include anticipated four-year-old kindergarten enrollment projections for the two years following the report.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs.

The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

Appendix B Table 1  
**Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs**  
**2006-2007 School Year, All School Districts**  
**135-Day Unduplicated Counts**

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	72.48	313	227	196	122	82	40		85	37	0	79	86	0	69	6	157	160
AIKEN	63.12	1926	1216	1015	688	443	245		447	241	0				155	102	700	704
ALLENDALE	94.19	175	165	153	82	75	7		75	7	0	81	91	0	42	19	136	136
ANDERSON 1	47.77	662	316	232	249	137	112		153	96	0				62	38	237	253
ANDERSON 2	59.61	289	172	129	91	12	79		12	79	0				34	21	67	67
ANDERSON 3	71.44	204	146	119	60	21	39		43	17	0				29	17	67	89
ANDERSON 4	58.98	217	128	97	86	50	36		52	34	0				25	15	90	92
ANDERSON 5	60.33	939	566	453	176	144	32		152	24	0				111	68	323	331
BAMBERG 1*	74.32	148	110	85	52	21	31		28	24	0	0	0	5	35	13	74	81
BAMBERG 2	95.72	91	87	84	39	36	3		37	2	0	37	43	3	28	10	77	78
BARNWELL 19	89.57	65	58	55	20	18	2		19	1	0	19	20	0	22	4	44	45
BARNWELL 29*	75.32	69	52	45	29	21	8		21	8	0	0	0	1	20	4	46	46
BARNWELL 45*	70.67	187	132	110	79	60	19		60	19	0	0	0	16	50	9	135	135
BEAUFORT	59.83	1936	1158	956	622	315	307		395	227	0				146	49	510	590
BERKELEY	65.34	2163	1413	1117	701	401	300		420	281	0	212	218	16	229	103	749	768
CALHOUN	89.25	188	168	159	91	77	14		77	14	0				9	9	95	95
CHARLESTON	62.61	4690	2936	2443	1438	1055	383		1055	383	0				388	370	1813	1813
CHEROKEE	69.21	785	543	464	315	172	143		191	124	0				80	47	299	318
CHESTER	72.34	491	355	291	161	105	56		109	52	0				193	36	334	338
CHESTERFIELD*	74.13	609	451	386	255	161	94		163	92	0	0	0	0	150	20	331	333
CLARENDON 1	96.8	85	82	77	53	50	3		50	3	0	52	50	1	27	6	84	84
CLARENDON 2	85.53	259	222	192	110	86	24		93	17	0	100	104	8	74	17	185	192
CLARENDON 3	67.83	101	69	56	60	41	19		41	19	0	41	43	0	23	5	69	69
COLLETON	85.12	585	498	428	238	186	52		189	49	0				117	21	324	327
DARLINGTON	78.04	901	703	601	272	215	57		222	50	0				227	69	511	518
DILLON 1	81.66	76	62	58	40	32	8		36	4	0	36	38	0	15	8	55	59
DILLON 2	89.87	323	290	267	142	137	5		140	2	0	138	150	30	70	37	274	277
DILLON 3	76.96	138	106	92	82	62	20		67	15	0	66	75	0	26	13	101	106
DORCHESTER 2	47.84	1276	610	414	373	134	239		140	233	0			0	63	74	271	277

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
DORCHESTER 4	86.09	151	130	111	107	80	26	1	81	25	1				14	16	110	111
EDGEFIELD	69.02	312	215	188	124	89	35		89	35	0				32	8	129	129
FAIRFIELD	90.24	323	291	263	163	132	31		133	30	0				40	6	178	179
FLORENCE 1	66.48	1247	829	694	394	287	107		290	104	0	84	103	20	138	84	529	532
FLORENCE 2	75.64	99	75	65	79	59	18	2	59	18	2	59	59	1	12	8	80	80
FLORENCE 3	89.72	316	284	266	144	123	21		124	20	0	49	43	11	47	29	210	211
FLORENCE 4	89.95	84	76	67	56	55	1		55	1	0	56	59	11	13	8	87	87
FLORENCE 5	65.34	121	79	66	69	42	27		48	21	0	40	51	0	13	8	63	69
GEORGETOWN	72.46	771	559	481	339	244	94	1	273	65	1				67	36	347	376
GREENVILLE	52.67	5452	2872	2189	1422	906	516		906	516	0				308	267	1481	1481
GREENWOOD 50	65.68	730	479	401	319	124	195		124	195	0				145	40	309	309
GREENWOOD 51	69.69	94	66	52	35	20	14	1	20	14	1				20	6	46	46
GREENWOOD 52	56.6	132	75	58	53	27	26		27	26	0				23	6	56	56
HAMPTON 1	74.71	200	149	122	179	115	64		115	64	0	86	96	0	27	11	153	153
HAMPTON 2	93.48	97	91	83	38	38	0		38	0	0	38	40	0	16	6	60	60
HORRY	66.3	2732	1811	1520	1238	946	292		1090	148	0				100	147	1193	1337
JASPER	91.7	310	284	257	156	140	16		140	16	0	150	156	9	36	19	204	204
KERSHAW	61.71	800	494	402	236	142	94		142	94	0				73	3	218	218
LANCASTER	62.65	889	557	438	177	133	44		134	43	0				85	30	248	249
LAURENS 55	72.11	516	372	306	336	201	135		207	129	0	110	139	0	47	22	270	276
LAURENS 56	76.68	293	225	194	123	106	17		111	12	0	60	67	0	29	13	148	153
LEE	96.83	270	261	249	99	98	1		99	0	0	97	107	29	65	42	234	235
LEXINGTON 1	41.82	1212	507	368	352	89	263		97	255	0				46	76	211	219
LEXINGTON 2	68.45	558	382	323	261	93	168		128	133	0				34	57	184	219
LEXINGTON 3	69.17	133	92	79	82	40	42		43	39	0				8	14	62	65
LEXINGTON 4	78.12	211	165	142	182	141	40	1	149	32	1	128	137	0	15	25	181	189
LEXINGTON 5	33.17	1041	345	244	127	70	57		70	57	0			0	31	52	153	153
MCCORMICK*	86.51	108	93	79	31	24	7		24	7	0	0	0	0	44	3	71	71
MARION 1*	85.19	266	227	204	112	85	27		85	27	0	0	0	36	54	27	202	202
MARION 2	91.17	170	155	140	94	70	24		70	24	0	94	106	10	37	18	135	135
MARION 7	96.63	75	72	68	48	44	4		46	2	0	48	55	0	17	9	70	72
MARLBORO*	90.12	399	360	325	143	120	23		121	22	0	0	0	1	110	16	247	248
NEWBERRY	70.8	543	384	333	155	110	45		110	45	0				109	27	246	246

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
OCONEE	63.05	785	495	409	182	158	24		166	18	0				60	63	281	289
<b>ORANGEBURG 3</b>	92.16	299	276	244	180	155	25	3	156	21	3	158	171	0	42	16	213	214
<b>ORANGEBURG 4</b>	79.69	378	301	264	173	119	54		119	54	0	161	131	3	46	18	186	186
<b>ORANGEBURG 5</b>	88.55	635	562	518	292	248	41		248	44	0	274	275	25	86	33	392	392
PICKENS	54.4	1223	665	519	406	236	170		250	156	0				89	59	384	398
RICHLAND 1	76.46	2449	1873	1564	834	706	128		721	113	0				202	271	1179	1194
RICHLAND 2	48.73	2129	1037	827	378	184	194		204	174	0				112	150	446	466
<b>SALUDA*</b>	73.04	241	176	146	45	26	19		26	19	0	0	0	9	75	15	125	125
SPARTANBURG 1	57.68	371	214	171	183	82	99	2	84	97	2				20	21	123	125
SPARTANBURG 2	55.26	718	397	315	264	105	159		106	158	0				37	39	181	182
SPARTANBURG 3	64.9	243	158	124	83	64	19		64	19	0				15	16	95	95
SPARTANBURG 4	62.72	229	144	116	133	82	51		83	50	0				14	14	110	111
SPARTANBURG 5	54.18	524	284	206	166	85	81		85	81	0				27	28	140	140
SPARTANBURG 6	58.02	767	445	365	155	128	27		129	26	0				42	44	214	215
SPARTANBURG 7	73.34	621	455	396	275	214	61		219	56	0				43	45	302	307
SUMTER 2	78.17	888	694	618	290	210	80		225	65	0				144	54	408	423
SUMTER 17	72.57	873	634	572	268	174	94		188	80	0				132	49	355	369
UNION	72.77	351	255	216	159	87	72		93	66	0				73	23	183	189
<b>WILLIAMSBURG</b>	94.7	505	478	454	215	189	26		193	22	0	210	219	64	107	34	394	398
YORK 1	63.15	364	230	187	169	49	120		69	100	0			0	10	26	85	105
YORK 2	40.9	394	161	122	240	77	163		77	163	0				7	18	102	102
YORK 3	54.07	1195	646	508	303	33	270		33	270	0				28	73	134	134
YORK 4	22.3	523	117	83	60	9	51		10	50	0				5	13	27	28
UNKNOWN														0	16		16	16
<b>TOTAL</b>		57251	36794	30495	19652	12762	6879	11	13368	6275	11	2763	2932	309	5806	3471	22348	22954

\* Plaintiff district NOT participating in CDEPP program.

\*\* Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

**BOLD** type face indicates plaintiff district; *Italicized* type face indicates trial district.

Appendix B Table 2  
**Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs**  
**2006-2007 School Year, 37 Plaintiff School Districts**  
**135-Day Unduplicated Counts**

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	72.48	313	227	196	122	82	40		85	37	0	79	86	0	69	6	157	160
ALLEDALE	94.19	175	165	153	82	75	7		75	7	0	81	91	0	42	19	136	136
BAMBERG 1*	74.32	148	110	85	52	21	31		28	24	0	0	0	5	35	13	74	81
BAMBERG 2	95.72	91	87	84	39	36	3		37	2	0	37	43	3	28	10	77	78
BARNWELL 19	89.57	65	58	55	20	18	2		19	1	0	19	20	0	22	4	44	45
BARNWELL 29*	75.32	69	52	45	29	21	8		21	8	0	0	0	1	20	4	46	46
BARNWELL 45*	70.67	187	132	110	79	60	19		60	19	0	0	0	16	50	9	135	135
BERKELEY	65.34	2163	1413	1117	701	401	300		420	281	0	212	218	16	229	103	749	768
CHESTERFIELD*	74.13	609	451	386	255	161	94		163	92	0	0	0	0	150	20	331	333
CLARENDON 1	96.8	85	82	77	53	50	3		50	3	0	52	50	1	27	6	84	84
CLARENDON 2	85.53	259	222	192	110	86	24		93	17	0	100	104	8	74	17	185	192
CLARENDON 3	67.83	101	69	56	60	41	19		41	19	0	41	43	0	23	5	69	69
DILLON 1	81.66	76	62	58	40	32	8		36	4	0	36	38	0	15	8	55	59
DILLON 2	89.87	323	290	267	142	137	5		140	2	0	138	150	30	70	37	274	277
DILLON 3	76.96	138	106	92	82	62	20		67	15	0	66	75	0	26	13	101	106
FLORENCE 1	66.48	1247	829	694	394	287	107		290	104	0	84	103	20	138	84	529	532
FLORENCE 2	75.64	99	75	65	79	59	18	2	59	18	2	59	59	1	12	8	80	80
FLORENCE 3	89.72	316	284	266	144	123	21		124	20	0	49	43	11	47	29	210	211
FLORENCE 4	89.95	84	76	67	56	55	1		55	1	0	56	59	11	13	8	87	87
FLORENCE 5	65.34	121	79	66	69	42	27		48	21	0	40	51	0	13	8	63	69
HAMPTON 1	74.71	200	149	122	179	115	64		115	64	0	86	96	0	27	11	153	153
HAMPTON 2	93.48	97	91	83	38	38	0		38	0	0	38	40	0	16	6	60	60
JASPER	91.7	310	284	257	156	140	16		140	16	0	150	156	9	36	19	204	204
LAURENS 55	72.11	516	372	306	336	201	135		207	129	0	110	139	0	47	22	270	276
LAURENS 56	76.68	293	225	194	123	106	17		111	12	0	60	67	0	29	13	148	153
LEE	96.83	270	261	249	99	98	1		99	0	0	97	107	29	65	42	234	235
LEXINGTON 4	78.12	211	165	142	182	141	40	1	149	32	1	128	137	0	15	25	181	189
MCCORMICK*	86.51	108	93	79	31	24	7		24	7	0	0	0	0	44	3	71	71
MARION 1*	85.19	266	227	204	112	85	27		85	27	0	0	0	36	54	27	202	202

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
<b>MARION 2</b>	91.17	170	155	140	94	70	24		70	24	0	94	106	10	37	18	135	135
<i>MARION 7</i>	96.63	75	72	68	48	44	4		46	2	0	48	55	0	17	9	70	72
<b>MARLBORO*</b>	90.12	399	360	325	143	120	23		121	22	0	0	0	1	110	16	247	248
<i>ORANGEBURG 3</i>	92.16	299	276	244	180	155	25		156	24	0	158	171	0	42	16	213	214
<b>ORANGEBURG 4</b>	79.69	378	301	264	173	119	54		119	54	0	161	131	3	46	18	186	186
<b>ORANGEBURG 5</b>	88.55	635	562	518	292	248	41	3	248	41	3	274	275	25	86	33	392	392
<b>SALUDA*</b>	73.04	241	176	146	45	26	19		26	19	0	0	0	9	75	15	125	125
<b>WILLIAMSBURG</b>	94.7	505	478	454	215	189	26		193	22	0	210	219	64	107	34	394	398
<b>UNKNOWN</b>															16		16	16
<b>TOTAL</b>		11642	9116	7926	5054	3768	1280	6	3858	1190	6	2763	2932	309	1972	738	6787	6877

\* Plaintiff district NOT participating in CDEPP program.

\*\* Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

**BOLD** type face indicates plaintiff district; *Italicized* type face indicates trial district.



Appendix B, Table 4  
**Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs**  
**2007-2008 School Year, All School Districts**  
**45-Day Unduplicated Counts**

DISTRICT	2007 Po9verty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007- 08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	74.25	292	217	184	94	62	32	0	66	28	0	94	77	0	71	1	134	138
AIKEN	64.92	1885	1224	1024	705	384	321	0	395	310	0				170	46	600	611
ALLENDALE	95.05	151	144	131	62	48	14	0	48	14	0	52	78	5	41	2	96	96
ANDERSON 1	49.59	658	326	245	245	115	130	0	144	101	0				69	23	207	236
ANDERSON 2	60.5	276	167	130	95	18	77	0	18	77	0				35	12	65	65
ANDERSON 3	72.44	189	137	109	59	35	24	0	48	11	0				29	10	74	87
ANDERSON 4	61.19	211	129	98	83	44	39	0	45	38	0				27	9	80	81
ANDERSON 5	61.4	891	547	456	171	151	20	0	157	14	0				115	39	305	311
BAMBERG 1	74.8	101	76	61	62	27	35	0	28	34	0	20	20	3	32	8	70	71
BAMBERG 2	95.92	57	55	53	31	28	3	0	28	3	0	31	40	1	23	5	57	57
BARNWELL 19	90.62	67	61	56	20	17	3	0	17	3	0	17	20	4	20	1	42	42
BARNWELL 29	76.6	78	60	52	19	17	2	0	17	2	0	NR	20	0	20	1	38	38
BARNWELL 45*	72.71	204	148	123	59	46	13	0	46	13	0			24	48	3	121	121
BEAUFORT	60.8	2198	1336	1089	652	303	333	16	386	250	16				164	29	496	579
BERKELEY	64.95	2233	1450	1099	884	743	141	0	807	77	0	844	727	40	276	56	1115	1179
CALHOUN	91.13	141	128	122	85	67	18	0	67	18	0				10	2	79	79
CHARLESTON	63.06	4828	3045	2508	1392	868	473	51	868	473	51				519	188	1575	1575
CHEROKEE	70.27	622	437	366	308	157	151	0	176	132	0				77	39	273	292
CHESTER	73.94	402	297	244	156	100	56	0	102	54	0				97	25	222	224
CHESTERFIELD	74.7	508	379	317	218	153	65	0	153	65	0	80	80	10	173	15	351	351
CLARENDON 1	96.79	77	75	70	48	1	0	47	1	0	47	48	60	4	17	5	27	27
CLARENDON 2	86.14	259	223	198	108	73	35	0	83	25	0	106	80	4	49	15	141	151
CLARENDON 3	69.08	104	72	59	59	25	33	1	25	33	1	25	43	0	16	5	46	46
COLLETON	86.42	484	418	359	239	181	49	9	183	47	9				99	0	280	282
DARLINGTON	78.64	878	690	599	260	188	72	0	203	57	0				225	40	453	468
DILLON 1	82.07	68	56	52	33	27	6	0	27	6	0	33	38	1	13	2	43	43
DILLON 2	91.63	292	268	249	144	142	1	1	143	0	1	139	140	49	63	10	264	265
DILLON 3	76.63	131	100	84	78	56	22	0	59	19	0	60	75	1	23	4	84	87
DORCHESTER 2	49.3	1488	734	489	415	118	297	0	131	284	0			0	57	42	217	230

DISTRICT	2007 Po9verty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007- 08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
DORCHESTER 4	85.84	171	147	125	104	57	15	32	57	15	32				11	8	76	76
EDGEFIELD	69.23	249	172	150	116	89	27	0	89	27	0				58	8	155	155
FAIRFIELD	91.67	296	271	251	164	156	8	0	156	8	0				33	0	189	189
FLORENCE 1	69.36	1280	888	769	373	290	83	0	294	79	0	250	248	49	134	38	511	515
FLORENCE 2	75.75	101	77	66	73	55	18	0	56	17		41	59	0	12	3	70	71
FLORENCE 3	90.56	311	282	265	151	42	7	102	49	0	102	147	160	16	43	12	113	120
FLORENCE 4	92.31	86	79	69	50	47	3	0	49	1	0	46	59	5	12	3	67	69
FLORENCE 5	68.1	130	89	75	43	39	4	0	40	3	0	10	40	1	13	4	57	58
GEORGETOWN	72.05	730	526	446	352	233	104	15	263	74	15			1	56	15	305	335
GREENVILLE	53.12	5990	3182	2445	1469	910	559	0	910	559	0				295	204	1409	1409
GREENWOOD 50	66.95	636	426	354	309	84	225	0	85	224	0				141	12	237	238
GREENWOOD 51	72.32	77	56	44	39	20	19	0	20	19					19	2	41	41
GREENWOOD 52	59.06	113	67	51	49	26	23	0	26	23	0				22	2	50	50
HAMPTON 1	74.58	173	129	106	NR	NR	NR		NR	NR		NR	93	1	22	36	59	59
HAMPTON 2	94.06	79	74	69	36	36	0	0	36	0	0	NR	40	2	12	20	70	70
HORRY	66.76	3090	2063	1721	1308	851	323	134	858	316	134				102	29	982	989
JASPER	92.96	326	303	273	196	173	23	0	173	23	0	185	146	1	33	6	213	213
KERSHAW	62.1	711	442	349	230	139	91	0	139	91	0				82	15	236	236
LANCASTER	62.57	769	481	374	193	102	91	0	108	85	0				57	44	203	209
LAURENS 55	73.25	520	381	319	367	183	183	1	199	167	1	116	132	1	40	7	231	247
LAURENS 56	77.51	279	216	186	141	116	25	0	122	19	0	118	47	6	23	4	149	155
LEE	96.87	257	249	234	85	82	3	0	82	3	0	31	100	23	52	0	157	157
LEXINGTON 1	42.78	1270	543	386	336	94	205	37	97	202	37				72	57	223	226
LEXINGTON 2	70.44	567	399	344	268	104	164	0	132	136	0				53	42	199	227
LEXINGTON 3	70.25	137	96	82	80	49	31	0	52	28	0				13	10	72	75
LEXINGTON 4	79.88	235	188	161	179	126	53	0	140	39		171	137	0	25	20	171	185
LEXINGTON 5	34.48	1052	363	251	182	90	92	0	93	89	0			0	48	38	176	179
MCCORMICK	88.99	68	61	52	22	15	7	0	15	7	0	11	20	0	38	0	53	53
MARION 1	87.33	249	217	195	124	108	16	0	113	11	0	107	120	17	59	12	196	201
MARION 2	91.63	170	156	140	97	83	13	1	83	13	1	97	100	8	42	9	142	142
MARION 7	97.08	69	67	62	59	55	4	0	56	3	0	58	34	0	18	4	77	78
MARLBORO	91.55	339	310	276	143	116	26	1	116	26	1	107	100	0	116	8	240	240
NEWBERRY	71.88	503	362	309	153	88	65	0	99	54	0				96	17	201	212

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
OCONEE	64.17	849	545	446	197	169	28	0	191	6	0				60	54	283	305
<b>ORANGEBURG 3</b>	91.62	285	261	222	150	130	20	0	131	19		108	167	0	45	6	181	182
<b>ORANGEBURG 4</b>	79.92	361	289	252	150	108	42	0	108	42	0	136	121	3	50	7	168	168
<b>ORANGEBURG 5</b>	89.7	604	542	502	330	274	55	1	274	55	1	270	264	23	93	13	403	403
PICKENS	55.35	1293	716	534	420	259	161	0	270	150	0				96	37	392	403
RICHLAND 1	77.27	2492	1926	1619	870	670	200	0	699	171	0				204	139	1013	1042
RICHLAND 2	50.5	2263	1143	917	376	219	147	10	228	138	10				121	82	422	431
<b>SALUDA*</b>	75.14	250	188	160	43	28	15	0	28	15	0	0	0	8	78	2	116	116
SPARTANBURG 1	59.53	382	227	181	201	106	91	4	107	90	4				22	18	146	147
SPARTANBURG 2	57.07	753	430	337	211	73	135	3	74	134	3				42	34	149	150
SPARTANBURG 3	67.32	243	164	131	80	56	24	0	56	24	0				16	13	85	85
SPARTANBURG 4	63.81	239	153	126	146	72	74	0	72	74	0				15	12	99	99
SPARTANBURG 5	55.21	553	305	229	183	82	101	0	83	100	0				30	24	136	137
SPARTANBURG 6	60.36	781	471	389	174	130	44	0	146	28	0				46	37	213	229
SPARTANBURG 7	73.53	614	451	404	256	210	46	0	212	44	0				44	35	289	291
SUMTER 2	72.82	794	578	553	294	225	69	0	226	68	0				123	20	368	369
SUMTER 17	80.1	784	628	501	268	144	124	0	188	80	0				134	21	299	343
UNION	74.21	313	232	195	157	90	66	1	97	59	1				78	7	175	182
<b>WILLIAMSBURG</b>	95	489	465	438	203	190	13	0	196	7	0	198	211	72	85	7	354	360
YORK 1	64.19	387	248	199	165	53	112	0	69	96	0			0	39	18	110	126
YORK 2	39.57	444	176	129	239	73	166	0	73	166	0				28	13	114	114
YORK 3	54.72	1269	694	554	330	7	323	0	68	262	0				110	50	167	228
YORK 4	22.67	591	134	95	51	11	40	0	13	38	0				21	10	42	44
UNKNOWN														19	46		65	65
<b>TOTAL</b>		57839	37327	30738	19769	12231	7071	467	12887	6415	467	3756	3896	402	6056	1985	20674	21330

\* Plaintiff district NOT participating in CDEPP program.

\*\* Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

**BOLD** type face indicates plaintiff district; *italicized* type face indicates trial district.

NR= Not Reported

Appendix B, Table 5  
**Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs**  
**2007-2008 School Year, 37 Plaintiff School Districts**  
**45-Day Unduplicated Counts**

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	74.25	292	217	184	94	62	32	0	66	28	0	94	77	0	71	1	134	138
ALLENDALE	95.05	151	144	131	62	48	14	0	48	14	0	52	78	5	41	2	96	96
BAMBERG 1	74.8	101	76	61	62	27	35	0	28	34	0	20	20	3	32	8	70	71
BAMBERG 2	95.92	57	55	53	31	28	3	0	28	3	0	31	40	1	23	5	57	57
BARNWELL 19	90.62	67	61	56	20	17	3	0	17	3	0	17	20	4	20	1	42	42
BARNWELL 29	76.6	78	60	52	19	17	2	0	17	2	0	NR	20	0	20	1	38	38
BARNWELL 45*	72.71	204	148	123	59	46	13	0	46	13	0			24	48	3	121	121
BERKELEY	64.95	2233	1450	1099	884	743	141	0	807	77	0	844	727	40	276	56	1115	1179
CHESTERFIELD	74.7	508	379	317	218	153	65	0	153	65	0	80	80	10	173	15	351	351
CLARENDON 1	96.79	77	75	70	48	1	0	47	1	0	47	48	60	4	17	5	27	27
CLARENDON 2	86.14	259	223	198	108	73	35	0	83	25	0	106	80	4	49	15	141	151
CLARENDON 3	69.08	104	72	59	59	25	33	1	25	33	1	25	43	0	16	5	46	46
DILLON 1	82.07	68	56	52	33	27	6	0	27	6	0	33	38	1	13	2	43	43
DILLON 2	91.63	292	268	249	144	142	1	1	143	0	1	139	140	49	63	10	264	265
DILLON 3	76.63	131	100	84	78	56	22	0	59	19	0	60	75	1	23	4	84	87
FLORENCE 1	69.36	1280	888	769	373	290	83	0	294	79	0	250	248	49	134	38	511	515
FLORENCE 2	75.75	101	77	66	73	55	18	0	56	17		41	59	0	12	3	70	71
FLORENCE 3	90.56	311	282	265	151	42	7	102	49	0	102	147	160	16	43	12	113	120
FLORENCE 4	92.31	86	79	69	50	47	3	0	49	1	0	46	59	5	12	3	67	69
FLORENCE 5	68.1	130	89	75	43	39	4	0	40	3	0	10	40	1	13	4	57	58
HAMPTON 1	74.58	173	129	106	NR	NR	NR		NR	NR		NR	93	1	22	36	59	59
HAMPTON 2	94.06	79	74	69	36	36	0	0	36	0	0	NR	40	2	12	20	70	70
JASPER	92.96	326	303	273	196	173	23	0	173	23	0	185	146	1	33	6	213	213
LAURENS 55	73.25	520	381	319	367	183	183	1	199	167	1	116	132	1	40	7	231	247
LAURENS 56	77.51	279	216	186	141	116	25	0	122	19	0	118	47	6	23	4	149	155
LEE	96.87	257	249	234	85	82	3	0	82	3	0	31	100	23	52	0	157	157
LEXINGTON 4	79.88	235	188	161	179	126	53	0	140	39		171	137	0	25	20	171	185
MCCORMICK	88.99	68	61	52	22	15	7	0	15	7	0	11	20	0	38	0	53	53
MARION 1	87.33	249	217	195	124	108	16	0	113	11	0	107	120	17	59	12	196	201

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
<b>MARION 2</b>	91.63	170	156	140	97	83	13	1	83	13	1	97	100	8	42	9	142	142
<i>MARION 7</i>	97.08	69	67	62	59	55	4	0	56	3	0	58	34	0	18	4	77	78
<b>MARLBORO</b>	91.55	339	310	276	143	116	26	1	116	26	1	107	100	0	116	8	240	240
<i>ORANGEBURG 3</i>	91.62	285	261	222	150	130	20	0	131	19		108	167	0	45	6	181	182
<b>ORANGEBURG 4</b>	79.92	361	289	252	150	108	42	0	108	42	0	136	121	3	50	7	168	168
<b>ORANGEBURG 5</b>	89.7	604	542	502	330	274	55	1	274	55	1	270	264	23	93	13	403	403
<b>SALUDA*</b>	75.14	250	188	160	43	28	15	0	28	15	0	0	0	8	78	2	116	116
<b>WILLIAMSBURG</b>	95	489	465	438	203	190	13	0	196	7	0	198	211	72	85	7	354	360
UNKNOWN														19	46		65	65
<b>TOTAL</b>		11283	8895	7679	4934	3761	1018	155	3908	871	155	3756	3896	401	1976	354	6492	6639

\* Plaintiff district NOT participating in CDEPP program.

\*\* Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

**BOLD** type face indicates plaintiff district; *Italicized* type face indicates trial district.

NR= Not Reported

Appendix B, Table 6  
 Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs  
 2007-2008 School Year, 35 School Districts Participating in Child Development Education Program (CDEPP)  
 45-Day Unduplicated Counts

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	74.25	292	217	184	94	62	32	0	66	28	0	94	77	0	71	1	134	138
ALLEDALE	95.05	151	144	131	62	48	14	0	48	14	0	52	78	5	41	2	96	96
BAMBERG 1	74.8	101	76	61	62	27	35	0	28	34	0	20	20	3	32	8	70	71
BAMBERG 2	95.92	57	55	53	31	28	3	0	28	3	0	31	40	1	23	5	57	57
BARNWELL 19	90.62	67	61	56	20	17	3	0	17	3	0	17	20	4	20	1	42	42
BARNWELL 29	76.6	78	60	52	19	17	2	0	17	2	0	NR	20	0	20	1	38	38
BERKELEY	64.95	2233	1450	1099	884	743	141	0	807	77	0	844	727	40	276	56	1115	1179
CHESTERFIELD	74.7	508	379	317	218	153	65	0	153	65	0	80	80	10	173	15	351	351
CLARENDON 1	96.79	77	75	70	48	1	0	47	1	0	47	48	60	4	17	5	27	27
CLARENDON 2	86.14	259	223	198	108	73	35	0	83	25	0	106	80	4	49	15	141	151
CLARENDON 3	69.08	104	72	59	59	25	33	1	25	33	1	25	43	0	16	5	46	46
DILLON 1	82.07	68	56	52	33	27	6	0	27	6	0	33	38	1	13	2	43	43
DILLON 2	91.63	292	268	249	144	142	1	1	143	0	1	139	140	49	63	10	264	265
DILLON 3	76.63	131	100	84	78	56	22	0	59	19	0	60	75	1	23	4	84	87
FLORENCE 1	69.36	1280	888	769	373	290	83	0	294	79	0	250	248	49	134	38	511	515
FLORENCE 2	75.75	101	77	66	73	55	18	0	56	17		41	59	0	12	3	70	71
FLORENCE 3	90.56	311	282	265	151	42	7	102	49	0	102	147	160	16	43	12	113	120
FLORENCE 4	92.31	86	79	69	50	47	3	0	49	1	0	46	59	5	12	3	67	69
FLORENCE 5	68.1	130	89	75	43	39	4	0	40	3	0	10	40	1	13	4	57	58
HAMPTON 1	74.58	173	129	106	NR	NR	NR		NR	NR		NR	93	1	22	36	59	59
HAMPTON 2	94.06	79	74	69	36	36	0	0	36	0	0	NR	40	2	12	20	70	70
JASPER	92.96	326	303	273	196	173	23	0	173	23	0	185	146	1	33	6	213	213
LAURENS 55	73.25	520	381	319	367	183	183	1	199	167	1	116	132	1	40	7	231	247
LAURENS 56	77.51	279	216	186	141	116	25	0	122	19	0	118	47	6	23	4	149	155
LEE	96.87	257	249	234	85	82	3	0	82	3	0	31	100	23	52	0	157	157

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
LEXINGTON 4	79.88	235	188	161	179	126	53	0	140	39		171	137	0	25	20	171	185
MCCORMICK	88.99	68	61	52	22	15	7	0	15	7	0	11	20	0	38	0	53	53
MARION 1	87.33	249	217	195	124	108	16	0	113	11	0	107	120	17	59	12	196	201
MARION 2	91.63	170	156	140	97	83	13	1	83	13	1	97	100	8	42	9	142	142
<i>MARION 7</i>	97.08	69	67	62	59	55	4	0	56	3	0	58	34	0	18	4	77	78
MARLBORO	91.55	339	310	276	143	116	26	1	116	26	1	107	100	0	116	8	240	240
<i>ORANGEBURG 3</i>	91.62	285	261	222	150	130	20	0	131	19		108	167	0	45	6	181	182
ORANGEBURG 4	79.92	361	289	252	150	108	42	0	108	42	0	136	121	3	50	7	168	168
ORANGEBURG 5	89.7	604	542	502	330	274	55	1	274	55	1	270	264	23	93	13	403	403
WILLIAMSBURG	95	489	465	438	203	190	13	0	196	7	0	198	211	72	85	7	354	360
UNKNOWN														19	46		65	65
<b>TOTAL</b>		10829	8559	7396	4832	3687	990	155	3834	843	155	3756	3896	369	1850	349	6255	6402

\* Plaintiff district NOT participating in CDEPP program.

\*\* Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

**BOLD** type face indicates plaintiff district; *italicized* type face indicates trial district.

NR= Not Reported

**Appendix C**  
**CDEPP - Department of Education**  
**Grants for Supplies and Materials for New**  
**Classrooms**  
**2006-07**

<b>District</b>	<b>Amount Paid</b>	<b># Classrooms</b>
Abbeville	\$59,666.10	6
Allendale	\$59,488.87	6
Bamberg 2	\$20,000.00	2
Barnwell 19	\$10,000.00	1
Berkeley	\$94,763.98	10
Clarendon 1	\$30,000.00	3
Clarendon 2	\$49,287.10	5
Clarendon 3	\$28,754.04	3
Dillon 1	\$19,968.05	2
Dillon 2	\$67,500.00	7
Dillon 3	\$48,925.00	5
Florence 1	\$60,000.00	6
Florence 2	\$40,000.00	4
Florence 3	\$29,769.30	3
Florence 4	\$28,695.14	3
Florence 5	\$22,768.94	3
Hampton 1	\$49,994.49	5
Hampton 2	\$19,995.52	2
Jasper	\$79,751.16	8
Laurens 55	\$86,556.51	9
Laurens 56	\$30,000.00	3
Lee	\$50,000.00	5
Lexington 4	\$70,000.00	7
Marion 2	\$59,870.00	6
Marion 7	\$28,791.99	3
Orangeburg 3	\$90,000.00	9
Orangeburg 4	\$90,000.00	9
Orangeburg 5	\$156,868.05	16
Williamsburg	\$126,585.20	13
<b>TOTAL:</b>	<b>\$1,607,999.44</b>	<b>164</b>

<b>Mean per District:</b>	<b>\$55,448</b>
<b>Mean per Classroom:</b>	<b>\$9,805</b>

**Appendix C**  
**CDEPP - Department of Education**  
**Reimbursements for Transportation**  
**2006-07**

	<b>SDE</b>		
	<b>Projected</b>	<b>Actual</b>	<b>2006-07</b>
	<b>Transportation</b>	<b>Transportation</b>	<b>Students</b>
<b>District</b>	<b>Allocations *</b>	<b>Allocations *</b>	<b>Transported</b>
Abbeville	\$22,200	\$7,030	38
Allendale	\$13,320	\$13,135	71
Bamberg 2	\$7,400	\$4,440	24
Barnwell 19	\$3,700	\$2,220	12
Berkeley	\$11,100	\$29,600	160
Clarendon 1	\$11,100	\$7,770	42
Clarendon 2	\$22,200	\$7,585	41
Clarendon 3	\$11,100	\$5,550	30
Dillon 1	\$7,400	\$2,960	16
Dillon 2	\$7,400	\$9,065	49
Dillon 3	\$10,175	\$5,920	32
Florence 1	\$18,500	\$13,875	75
Florence 2	\$14,800	\$10,915	59
Florence 3	\$7,400	\$2,220	12
Florence 4	\$10,175	\$9,065	49
Florence 5	\$11,100	\$5,550	30
Hampton 1	\$3,700	\$11,655	63
Hampton 2	\$7,400	\$0	0
Jasper	\$14,800	\$19,610	106
Laurens 55	\$11,100	\$9,435	51
Laurens 56	\$3,700	\$4,070	22
Lee	\$3,700	\$13,320	72
Lexington 4	\$11,100	\$1,480	8
Marion 2	\$19,240	\$5,735	31
Marion 7	\$3,700	\$8,880	48
Orangeburg 3	\$7,400	\$6,475	35
Orangeburg 4	\$7,400	\$3,885	21
Orangeburg 5	\$7,400	\$1,110	6
Williamsburg	\$3,700	\$23,310	126
<b>TOTAL:</b>	<b>\$293,410</b>	<b>\$245,865</b>	<b>1,329</b>

**Appendix C**  
**CDEPP - Department of Education**  
**Summary of Reimbursements to Districts, 2006-07**

<b>District</b>	<b>Students Reported in Application</b>	<b>Actual Students Funded</b>	<b># Classrooms</b>	<b>Instruction</b>	<b>Transportation</b>	<b>Supplies &amp; Materials</b>	<b>TOTAL</b>
Abbeville	120	86	6	\$264,622	\$7,030	\$59,666.10	\$331,318.10
Allendale	128	91	6	\$280,007	\$13,135	\$59,488.87	\$352,630.87
Bamberg 2	40	43	2	\$132,311	\$4,440	\$20,000.00	\$156,751.00
Barnwell 19	20	20	1	\$61,540	\$2,220	\$10,000.00	\$73,760.00
Berkeley	220	218	10	\$670,786	\$29,600	\$94,763.98	\$795,149.98
Clarendon 1	60	50	3	\$153,850	\$7,770	\$30,000.00	\$191,620.00
Clarendon 2	120	104	5	\$320,008	\$7,585	\$49,287.10	\$376,880.10
Clarendon 3	60	43	3	\$132,311	\$5,550	\$28,754.04	\$166,615.04
Dillon 1	40	38	2	\$116,926	\$2,960	\$19,968.05	\$139,854.05
Dillon 2	140	150	7	\$461,550	\$9,065	\$67,500.00	\$538,115.00
Dillon 3	55	75	5	\$230,775	\$5,920	\$48,925.00	\$285,620.00
Florence 1	120	103	6	\$316,931	\$13,875	\$60,000.00	\$390,806.00
Florence 2	80	59	4	\$181,543	\$10,915	\$40,000.00	\$232,458.00
Florence 3	60	43	3	\$132,311	\$2,220	\$29,769.30	\$164,300.30
Florence 4	55	59	3	\$181,543	\$9,065	\$28,695.14	\$219,303.14
Florence 5	60	51	3	\$156,927	\$5,550	\$22,768.94	\$185,245.94
Hampton 1	100	96	5	\$295,392	\$11,655	\$49,994.49	\$357,041.49
Hampton 2	40	40	2	\$123,080	\$0	\$19,995.52	\$143,075.52
Jasper	160	156	8	\$480,012	\$19,610	\$79,751.16	\$579,373.16
Laurens 55	220	139	9	\$427,703	\$9,435	\$86,556.51	\$523,694.51
Laurens 56	60	67	3	\$206,159	\$4,070	\$30,000.00	\$240,229.00
Lee	100	107	5	\$329,239	\$13,320	\$50,000.00	\$392,559.00
Lexington 4	140	137	7	\$421,549	\$1,480	\$70,000.00	\$493,029.00
Marion 2	104	106	6	\$326,162	\$5,735	\$59,870.00	\$391,767.00

District	Students Reported in Application	Actual Students Funded	# Classrooms	Instruction	Transportation	Supplies & Materials	TOTAL
Marion 7	50	55	3	\$169,235	\$8,880	\$28,791.99	\$206,906.99
Orangeburg 3	180	171	9	\$526,167	\$6,475	\$90,000.00	\$622,642.00
Orangeburg 4	180	131	9	\$403,087	\$3,885	\$90,000.00	\$496,972.00
Orangeburg 5	320	275	16	\$846,175	\$1,110	\$156,868.05	\$1,004,153.05
Williamsburg	260	219	13	\$673,863	\$23,310	\$126,585.20	\$823,758.20
<b>TOTAL:</b>	3292	2932	<b>164</b>	<b>\$9,021,764</b>	<b>\$245,865</b>	<b>\$1,607,999.44</b>	<b>\$10,875,628.44</b>

**APPENDIX D**

**CDEPP - Office of First Steps  
Updated October 5, 2007**

Total Appropriation to First Steps for CDEPP																
#	Program Name	City	County	Verified Students	Payments to County First Steps Partnerships	Actual Expenditures Paid Per Invoices				Cost Per Child Per Provider for ALL Invoices	Cost Per Child Per Provider for Materials	Cost Per Child for Transportation	Cost Per Child for Instruction	\$3,077 Times Number Eligible	Instruction Exceeding Allowable	Transportation Exceeding Allowable
						Instruction	Materials	Transportation	TOTAL							
1	Kids Under Construction **	Abbeville	Abbeville	3	\$20,000.00	\$1,709.40	\$9,945.54		\$11,654.94	\$3,885	\$3,315		\$570	\$9,231		
2	Family Affair Child Care Center **	N. Augusta	Aiken	1	\$11,000.00	\$256.41	\$9,852.25		\$10,108.66	\$10,109	\$9,852		\$256	\$3,077		
3	Little Precious Angels Child Development Center	Bamberg	Bamberg	6	\$40,000.00	\$16,068.36	\$6,056.60		\$22,124.96	\$3,687	\$1,009		\$2,678	\$18,462		
		Allendale	Allendale		\$0.00									\$0		
4	Progressive Family Life	Bamberg	Bamberg	5		\$4,529.23	\$8,154.92		\$12,684.15	\$2,537	\$1,631		\$906	\$15,385		
5	Bedford's Stay-n-Play	Barnwell	Barnwell	17	\$59,616.00	\$44,700.39	\$9,719.30		\$54,419.69	\$3,201	\$572		\$2,629	\$52,309		
6	Hobbit Hill	Beaufort	Beaufort	1	\$15,000.00		\$9,385.18		\$9,385.18	\$9,385	\$9,385		\$0	\$3,077		
7	Karen Scott Health CDC	Goose Creek	Berkeley	8	\$70,770.00	\$20,427.85	\$6,177.17		\$26,605.02	\$3,326	\$772		\$2,553	\$24,616		
8	The Sunshine House #29	N Charleston	Berkeley	5		\$9,485.93	\$9,822.99		\$19,308.92	\$3,862	\$1,965		\$1,897	\$15,385		
9	The Sunshine House #106	Monck's Corner	Berkeley	4		\$10,598.47	\$9,806.48		\$20,404.95	\$5,101	\$2,452		\$2,650	\$12,308		
			Charleston		\$0.00											
10	The Wee Academy Learning Center	Manning	Clarendon	14	\$45,770.00	\$27,863.31	\$9,236.55		\$37,099.86	\$2,650	\$660		\$1,990	\$43,078		
11	Kids Ltd.	Dillon	Dillon	20	\$80,000.00	\$44,273.46	\$9,874.34	\$940.00	\$55,087.80	\$2,754	\$494	\$47	\$2,214	\$61,540		
12	Pee Dee CAP Headstart (Hamer-Canaan)	Dillon	Dillon	11		\$6,837.60	\$9,930.24	\$411.20	\$17,179.04	\$1,562	\$903	\$37	\$622	\$33,847		
13	Zion Canaan Child Development Center	Timmons ville	Florence	11	\$152,848.00	\$36,602.48	\$148.94		\$36,751.42	\$3,341	\$14		\$3,327	\$33,847	\$2,755	

Total Appropriation to First Steps for CDEPP		\$7,858,576														
#	Program Name	City	County	Verified Students	Payments to County First Steps Partnerships	Actual Expenditures Paid Per Invoices				Cost Per Child Per Provider for ALL Invoices	Cost Per Child Per Provider for Materials	Cost Per Child for Transportation	Cost Per Child for Instruction	\$3,077 Times Number Eligible	Instruction Exceeding Allowable	Transportation Exceeding Allowable
						Instruction	Materials	Transportation	TOTAL							
14	Excellent Learning Preschool, Inc.	Florence	Florence	7		\$15,128.19	\$8,849.89		\$23,978.08	\$3,425	\$1,264		\$2,161	\$21,539		
15	The Sunshine House #30	Florence	Florence	4		\$5,641.02			\$5,641.02	\$1,410			\$1,410	\$12,308		
16	Pee Dee CAP Headstart (Thelma Brown)	Florence	Florence	11		\$14,546.74	\$9,889.48	\$884.08	\$25,320.30	\$2,302	\$899	\$80	\$1,322	\$33,847		
17	Pee Dee CAP Headstart (Lake City)	Lake City	Florence	12		\$16,837.75	\$10,000.00	\$1,012.58	\$27,850.33	\$2,321	\$833	\$84	\$1,403	\$36,924		
18	Little Smurf's Child Development Center	Andrews	Georgetown	14	\$65,240.00	\$44,615.34	\$9,835.34	\$2,683.08	\$57,133.76	\$4,081	\$703	\$192	\$3,187	\$43,078	\$1,537	\$93
19	The Mellon Patch	East Hampton	Hampton	1	\$13,462.00	\$1,196.16	\$9,999.46		\$11,195.62	\$11,196	\$9,999		\$1,196	\$3,077		
20	Little People Inc. Daycare	Jasper	Jasper	7	\$28,078.00	\$14,786.69	\$9,422.65		\$24,209.34	\$3,458	\$1,346		\$2,112	\$21,539		
21	Bishopville Lee Child Care Center Inc.	Bishopville	Lee	15	\$133,390.00	\$48,889.42	\$9,780.01		\$58,669.43	\$3,911	\$652		\$3,259	\$46,155	\$2,734	
22	Lynchburg-Elliott CDC ***	Lynchburg	Lee	15		\$44,273.97	\$19,921.54		\$64,195.51	\$4,280	\$1,328		\$2,952	\$46,155		
23	Tiny Junction Inc **	Chapin	Lexington	2	\$12,815.00	\$683.76	\$9,812.32	\$41.12	\$10,537.20	\$5,269	\$4,906	\$21	\$342	\$6,154		
24	Little Promises Learning Center	Mullins	Marion	2	\$175,000.00	\$4,615.38	\$9,998.32		\$14,613.70	\$7,307	\$4,999		\$2,308	\$6,154		
25	Troy Johnson Learning Center	Mullins	Marion	10		\$26,512.79	\$9,995.51	\$1,594.43	\$38,102.73	\$3,810	\$1,000	\$159	\$2,651	\$30,770		
26	McGills Bundles of Joy	Marion	Marion	13		\$31,111.08	\$9,741.53		\$40,852.61	\$3,143	\$749		\$2,393	\$40,001		
27	Kids Konnection Christian Childcare	Marion	Marion	9		\$14,871.78	\$9,996.91		\$24,868.69	\$2,763	\$1,111		\$1,652	\$27,693		

		Total Appropriation to First Steps for CDEPP				Actual Expenditures Paid Per Invoices				Cost Per Child Per Provider for ALL Invoices	Cost Per Child Per Provider for Materials	Cost Per Child for Transportation	Cost Per Child for Instruction	\$3,077 Times Number Eligible	Instruction Exceeding Allowable	Transportation Exceeding Allowable
#	Program Name	City	County	Verified Students	Payments to County First Steps Partnerships	Instruction	Materials	Transportation	TOTAL							
28	Pee Dee CAP Headstart (Springville)	Marion	Marion	12		\$14,188.02	\$9,717.19	\$853.24	\$24,758.45	\$2,063	\$810	\$71	\$1,182	\$36,924		
29	Back to Basics Learning Center, Inc.	Orangeburg	Orangeburg	15	\$158,930.00	\$39,487.14	\$9,379.36		\$48,866.50	\$3,258	\$625		\$2,632	\$46,155		
30	India's Toddler University	Orangeburg	Orangeburg	4		\$16,012.41	\$8,444.07	\$508.86	\$24,965.34	\$6,241	\$2,111	\$127	\$4,003	\$12,308	\$3,704	
31	Kelly's Kids	Orangeburg	Orangeburg	3		\$7,863.24	\$9,007.79		\$16,871.03	\$5,624	\$3,003		\$2,621	\$9,231		
32	Kids in Motion	Orangeburg	Orangeburg	4		\$12,478.10	\$7,491.41		\$19,969.51	\$4,992	\$1,873		\$3,120	\$12,308	\$170	
33	Kiddie Kollege of Orangeburg	Orangeburg	Orangeburg	2		\$2,905.98	\$5,542.09		\$8,448.07	\$4,224	\$2,771		\$1,453	\$6,154		
34	Kids 2000 Kindergarten & Daycare Center	Orangeburg	Orangeburg	2		\$4,957.26	\$7,964.36		\$12,921.62	\$6,461	\$3,982		\$2,479	\$6,154		
35	ABC Academy	Saluda	Saluda	10	\$41,441.00	\$25,641.00	\$9,993.39	\$503.72	\$36,138.11	\$3,614	\$999	\$50	\$2,564	\$30,770		
36	Mary's Little Lamb Daycare Center	Kingstree	Williamsburg	22	\$283,480.00	\$57,949.03	\$10,000.00	\$1,326.12	\$69,275.15	\$3,149	\$455	\$60	\$2,634	\$67,694		
37	Tender Bear's Daycare and Learning Center	Greeleyville	Williamsburg	22		\$49,743.81	\$10,000.00	\$154.20	\$59,898.01	\$2,723	\$455	\$7	\$2,261	\$67,694		
38	Nesmith Community Day Care Center	Nesmith	Williamsburg	10		\$34,273.75	\$10,000.00	\$2,061.14	\$46,334.89	\$4,633	\$1,000	\$206	\$3,427	\$30,770	\$3,504	\$211
39	Wilson's Daycare and Learning Center ***	Kingstree	Williamsburg	10		\$21,538.44	\$20,000.00	\$1,295.28	\$42,833.72	\$4,283	\$2,000	\$130	\$2,154	\$30,770		
40	Graham's Enhancement Child Care	Kingstree	Williamsburg	10		\$24,957.31	\$9,706.96		\$34,664.27	\$3,466	\$971		\$2,496	\$30,770		
				354	\$1,406,840.00	\$819,058.45	\$372,600.08	\$14,269.05	\$1,205,927.58					\$1,089,258	\$14,406	\$304

		Total Appropriation to First Steps for CDEPP				Actual Expenditures Paid Per Invoices				Cost Per Child Per Provider for ALL Invoices	Cost Per Child Per Provider for Materials	Cost Per Child for Transportation	Cost Per Child for Instruction	\$3,077 Times Number Eligible	Instruction Exceeding Allowable	Transportation Exceeding Allowable
#	Program Name	City	County	Verified Students	Payments to County First Steps Partnerships	Instruction	Materials	Transportation	TOTAL							
	Average Per Child Per Center STATE AVERAGE Per Child									\$4,220	\$2,150	\$91	\$2,092			
										\$3,407	\$1,053	\$40	\$2,314			

\* Based on \$3,077 per child for instruction, \$10,000 per center for materials and equipment, and \$185 per child for transportation

\*\* On the 135th day there were 309 children enrolled and having received funds for instruction and/or supplies and materials. 303 students were still being actively reimbursed for services.

\*\*\* These centers had two CDEPP classrooms.

Centers in Bold provided services in July and/or August

## APPENDIX E:

### Methodology for Estimation and Projection of Numbers of Four-Year-Olds By County

#### Methodology

The purpose of this analysis is to estimate the numbers of four-year-old children living in South Carolina, by county, in 2007-2008 and to project the numbers of four-year-olds for the 2008-2009 and 2009-2010 school years. Additionally, estimates of the numbers of children in poverty (eligible for the federal free- or reduced-price lunch program and/or eligible for Medicaid services) in 2007-2008 and projections of those numbers for 2008-2009 and 2009-2010 are to be completed.

#### Data Sources

The data used for the projections and estimations were provided by the Office of Research and Statistics, SC Budget and Control Board. Two sets of data were used:

1. Estimates from the US Census Bureau of the numbers of children aged 0 to 5 years residing in each county for the years 2000 through 2006;
2. Estimates, by school district, of the total number of students (grades K-12) for the school years 2004-2005, 2005-2006, and 2006-2007.

#### Estimation and Projection of Numbers of Four-Year-Olds By County

The first task was to estimate the numbers of four-year-olds residing in each county for the years 2000 through 2006, since the counts provided in the Census data were inclusive of children aged 0 through 5 years. Based on reviewing several cohorts of children in the data from age 0 through 5, the estimated proportions of four year olds ranged from 19.79% to 20.21% of the total number of children aged 0 through 5 years, so the following assumption was made:

Assumption 1: There are equal proportions of children aged 0, 1, 2, 3, 4, or 5 years in each yearly county population estimate.

Following this assumption, the number of four-year-olds was estimated for each county for the years 2000 through 2006 by multiplying each zero- to five-year old population estimate by 0.2; the product is the estimate of the number of four-year-olds in each county for that year.

The estimates of the numbers of four-year-olds by county for each year were then used to project numbers of four-year-olds for 2007-2008, 2008-2009, and 2009-2010 by averaging growth over a three-year period. To project counts for 2007-2008, data from 2004, 2005, and 2006 were averaged using the following method:

1. Subtract the estimated number of four-year-olds in 2004 from the number in 2006;
2. Divide the difference by 2 to calculate the average change (keep the sign of the difference);
3. Add the difference to the 2006 estimate to project the 2007 count.

The same methodology was used to project the 2008 counts (average change from 2005 to 2007) and the 2009 counts (average change from 2006 to 2008). Projected numbers of students were rounded to integers.

