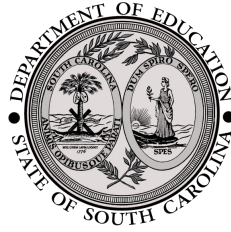


South Carolina Child Development Education Pilot Program

2011–2012

Public School Guidelines



CDEPP Guidelines 2011–2012

Introduction: A letter to South Carolina’s Early Childhood Providers

Dear Early Childhood Colleague,

As part of the 2011–2012 Appropriations Act, the South Carolina General Assembly continued an exciting opportunity for both the state’s impoverished 4-year-olds and its diverse array of early childhood providers. Budget Proviso 1A.45 (included in the Appendices) enables the sixth year of a ground-breaking 4K-expansion pilot within both public school settings and high-quality private for-profit, private non-profit, faith-based and other non-school district settings.

The South Carolina Child Development Education Pilot Program (CDEPP) is administered in partnership by the South Carolina Department of Education, which oversees participating public school district programs and South Carolina First Steps for School Readiness, which oversees private and other non-district providers. This partnership will help us maintain high-quality pre-kindergarten within both school district and eligible non-district settings. Programs shall focus on the developmental and learning supports that children must have in order to be ready for school and will incorporate research-based practices, ongoing assessment and parenting education.

These CDEPP Guidelines outline the requirements that will guide the pilot’s implementation during the 2011–2012 school year. Key program components are listed in the Table of Contents for easy reference. Additional 4K resource materials will be made available throughout the year at both <http://ed.sc.gov> (for public schools) and <http://www.scfirststeps.org/4K.htm> (for private providers). We invite you to check these sites regularly for materials and information you may find helpful and encourage you to contact us if you have any additional questions. Thank you for the work you do on behalf of South Carolina’s young children.

In admiration of your service,

Pam Wills, Unit Leader
Literacy and Early Learning
Division of Standards and Learning
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**CDEPP Guidelines
2011–2012**

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1.0 Provider Eligibility

1.1 Residency

Pursuant to Budget Proviso 1A.45 participation in CDEPP is limited to children residing in the 37 school districts serving as plaintiffs in *Abbeville County School District et. al. vs. South Carolina*, with funding priority given to children residing in the eight districts serving as a representative class in the trial itself.

These eight priority “trial districts” are: *Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7 and Orangeburg 3*.

Given sufficient funding, students residing in the 29 remaining plaintiff districts may be deemed eligible for participation on a prioritized basis, beginning with those districts deemed to have the largest populations of underserved four-year-old children. These plaintiff districts are: *Abbeville, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Berkeley, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Dillon 1, Dillon 3, Florence 1, Florence 2, Florence 3, Florence 5, Hampton 1, Laurens 55, Laurens 56, Lexington 4, Marion 1, Marion 2, Marlboro, McCormick, Orangeburg 4, Orangeburg 5, Saluda, and Williamsburg*. (Note: The preceding list has not been prioritized.)

Public school providers may not deny services to eligible children living within the district. The parent(s)/guardian(s) of age- and income-eligible children must provide documentation of the children’s legal residency within a plaintiff school district. Verification (current tax bills, utility bills, rental agreements, etc.) shall be retained on-site for each child for whom a provider is receiving state funds.

1.2 Legal Operation, Capacity and Regulations

Eligible providers must, at minimum:

- Be approved by the South Carolina Department of Social Services (<http://childcare.sc.gov>) ;
- Have the capacity to serve at least 10 four-year-old children in a classroom setting (unless granted an exemption of the minimum class size by the oversight agency);
- Have the facility capacity to serve at least one eligible student in a class of at least ten, but no more than 20 four-year-old students; and
- Comply with all state and local health and safety laws and codes.

1.3 Anti-Discrimination Requirements

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

1.4 Application Process

Public school providers must submit an Intent to Participate form with current information for the 2011–2012 school year by June 30, 2011. Providers will be notified via email if additional documentation will be required. The CDEPP Tracking Sheet, periodically sent via email by Linda Norwood, lpnorwoo@ed.sc.gov, should reflect current information.

2.0 Child/Family Eligibility

2.1 Age Enrollment Eligibility

Child must be four years of age on or before September 1, 2011, based on acceptable documentation, such as birth certificates or official documents from other countries. Proof-of-age eligibility must be on file no later than the day the child begins CDEPP.

2.2 Family Income Eligibility

At the time of enrollment, 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 Medicaid eligibility**. Verification must be on file before the child is enrolled. Acceptable forms of verification include the following: (a) completed free and reduced lunch form with verification of family income, or (b) copy of current Medicaid card. Verification of family income may include pay stubs, tax returns, or W-2 forms. See the appendix for the Family Income Eligibility Table.

2.3 Application Process

The parent enrolling a child must complete and submit a CDEPP application (available in the appendix). The application must be accompanied by a copy of the child's proof-of-age eligibility (see 2.1), documentation of the family income eligibility (see 2.2), and immunization documentation (see 3.2). Individual school districts may require additional documentation as deemed necessary.

2.4 Children with Special Needs

A child who is **eligible** for CDEPP **and** has an IEP identifying 4K as a needed service under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to public school services. The Individualized Education Program (IEP) team develops the child's IEP, determines the appropriate placement, and makes all decisions concerning the child's needed special education and related services. **Note: Dual enrollment in public school system preschool disabilities classes and CDEPP is acceptable, ensuring that inclusion is a recommended model. The CDEPP program priority is to serve economic at-risk children first. Any slots that have not been filled with eligible children may be filled with special education children that do not meet the economic eligibility. The district should work with the district special education department to secure special education funding to cover these students enrolled in a CDEPP classroom.**

2.5 Age Exceptions

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

3.0 Enrollment/Disenrollment

3.1 Enrollment

Enrollment for CDEPP must be open and non-discriminatory. In the event the number of eligible children exceeds the number of spaces available, children will be placed on a waiting list maintained at the school level. Children on the waiting list will be enrolled based on eligible student's educational need (as determined by the Developmental Indicators for the Assessment of Learning—Third Edition (DIAL3 screening) at the time the vacancy occurs. (Waiting List form in appendix) Families with children on the waiting list will be notified of other CDEPP providers in the area.

If by October 1 of the school year at least 75% of the total number of eligible CDEPP children in a district or county are projected to be enrolled in CDEPP, Head Start or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, CDEPP providers may then enroll pay-lunch children who score at or below the 25th national percentile on two of the three DIAL-3 subscales and may receive reimbursement for these children if funds are available.

3.2 Health Records and Screening

The CDEPP provider shall maintain a health record for each child on site. Each record shall include the following information:

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

Providers should arrange for basic health screenings (vision, hearing, and dental) within ninety days of the program's start date. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals shall be noted in the child's health file on site and the results of all screenings should be shared with parent(s)/guardian(s).

3.3 Attendance

CDEPP is educational in nature, providing 6.5 hours of instructional time, five days a week and 180 days per year. All participants are expected to attend regularly and for the full instructional day. Attendance requirements should be explained and provided in writing to parent(s)/guardian(s) during the enrollment and orientation process. Classroom attendance shall be recorded daily and maintained on site.

Written absence excuses should be submitted following each absence and maintained on site. Children are allowed a maximum of ten unexcused absences per 180-day school year.

Issues regarding children's attendance should first be addressed by the school administrator. The child's parent(s)/guardian(s) should be contacted to determine the reasons for the chronic absenteeism, tardiness or early departure and to identify ways of resolving any underlying factors that might be preventing the child's consistent, routine attendance.

3.4 Revocation of Enrollment

Disenrollment will be considered under extraordinary circumstances and only with thorough documentation of both the circumstances surrounding the request and the provider's sustained and active efforts to resolve these issues in partnership with the child's parent(s)/guardian(s).

A child who enrolls in the program is expected to attend as required by mandatory attendance requirements. A provider may request to revoke the enrollment of a child who fails to comply with the attendance requirements if a waiting list of eligible applicants to the program exists.

Developmentally appropriate guidance and behavior management techniques should be utilized at all times. Revocation will be considered when it is determined that a child is causing harm to him/herself or others.

Documentation of both the circumstances surrounding the request for revocation and the provider's sustained and active efforts to resolve these issues in partnership with the child's parent(s)/guardian(s) are required before revocation can occur.

The school administrator shall contact the district Early Childhood/CDEPP Coordinator who shall request permission from the SCDE, attention Pam Wills, to revoke a student. The request must be presented in writing with appropriate documentation.

4.0 Program Requirements

4.1 Class Size and Adult-to-Child Ratio

Eligible providers must maintain a classroom of at least ten children, but not more than twenty children with an adult-to-child ratio not to exceed 1:10. In classrooms of ten children, the 1:10 ratio must be a lead teacher to child ratio. This adult-child ratio must be maintained during the instructional day. Flexibility of this ratio requirement during naptime is allowed. Waivers of the minimum – but not the maximum – class size may be sought from the SCDE, attention Pam Wills.

4.2 General Programmatic Requirements

Providers must comply with all programmatic, reporting and assessment criteria, to include:

- Adequate training in and adherence to an approved, research-based preschool curriculum supporting the South Carolina Early Learning Standards for four-year-olds
- Employment of qualified staff and the provision of substitute teachers as necessary
- Maintenance of all DSS required staff records
- Maintenance (and data entry as required) of DSS, and CDEPP required individual student records.

Providers shall maintain all program records on site for a period of at least five years. (see appendix for Listing of CDEPP Documentation)

4.3 Classroom Environment

The provider shall maintain appropriate classroom space, equipment, materials and supplies. All classrooms will be fully equipped to serve the designated number of children per class. All classrooms will be learning center-based and equipped with materials that promote the child's development across all required domains. A suggested Early Learning Materials and Equipment List is available (see appendix for online access).

4.4 Outdoor Equipment

All outdoor playground equipment must be age-appropriate and meet approval requirements. The playground and equipment must be accessible to all enrolled children including those with special needs.

4.5 Reporting to Parents

Providers will be accountable for meeting the educational needs of the child and report at least quarterly to the parent(s)/guardian(s) on his/her progress. The Quarterly Parent Reporting Documentation Form is located in the appendix.

It is highly recommended that an orientation to CDEPP (ex: Back to School Night, home visits, etc.) be conducted as the first of these quarterly contacts to complete the Parent Orientation Checklist (available in appendix). The CDEPP Parent Handbook, or an equivalent document, should be provided and reviewed at this time. To use the CDEPP Parent Handbook template, see the appendix for online access instructions.

Two of the quarterly contacts must include documented parent/teacher conferences during the school year that provide information including student progress as recorded on the Work Sampling Standard Summary Report. Conferences can occur either onsite or as a home visit. Home visits are encouraged.

The final Work Sampling Summary Report (Period Three) must be provided to parents at the end of the school year. This report may be sent home, reviewed during a conference or home visit.

4.6 Parent Education and Involvement

All providers must incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement with an emphasis on interactive literacy.

Providers are strongly encouraged to coordinate with their district parent education program and First Steps County Partnership.

5.0 Program Operations

5.1 Days of Service

CDEPP programs shall operate educational programs for children five days a week, for 180 instructional days.

5.2 Hours of Service

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

5.3 Tuition and Fees

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

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

5.4 Transportation

Public school transportation services will be provided by the district. If transportation is offered, eligible students living within established provider routes must be afforded an equal opportunity to receive this service. Providers shall not be responsible for the transportation of any student living outside their resident attendance zone.

5.5 Rest Time

Opportunity for a brief rest time shall be incorporated into each instructional day. Rest time may not exceed one hour per day, except as necessary to address the specific individual needs of children.

Children unable to sleep during the rest period shall be allowed to read or participate in another quiet activity.

5.6 Discipline

Providers shall make use of developmentally appropriate guidance techniques and may not allow the use of corporal punishment or severe discipline. Corporal punishment is the use of physical force to the body as a discipline measure. Physical force to the body includes, but is not limited to: spanking, slapping, biting, and shaking. Severe discipline includes shouting, withholding of food, and/or isolation or confinement for longer periods of time.

Staff members and parent(s)/guardian(s) shall sign and date a discipline policy statement. The signed disciplinary policies shall be maintained on file.

6.0 Personnel and Training

6.1 Classroom Staffing

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

6.2 Lead Teacher Qualifications

Public school classrooms shall be staffed by lead teachers meeting the definition of "highly qualified" under No Child Left Behind (NCLB).

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

6.3 Instructional Assistant Qualifications

Public school classrooms shall be staffed by instructional assistants meeting the definition of “highly qualified” under No Child Left Behind (NCLB) which requires the minimum of a high school diploma or the equivalent. In addition, instructional assistants shall have the minimum two years of experience working with children under five years old and must successfully complete or enroll in the Early Childhood Development Credential (ECD101) within twelve months of hire.

Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children 5 years old and younger. The providers must request this waiver in writing to the SCDE attention Pam Wills. This written request must include details of the assistant’s experience with young children.

6.4 Substitute Teachers

A substitute teacher and/or substitute teaching assistant shall be present and working in the CDEPP classroom for each day that a teacher and/or instructional assistant is absent. The provider will secure a substitute who meets DSS approval requirements.

6.5 Professional Development

Teachers and instructional assistants participating in CDEPP shall participate in at least fifteen hours of professional development annually, to include training in:

- Teaching children from poverty
- Emergent literacy (oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development)

CDEPP directors must complete twenty hours of professional development annually.

All required professional development training hours **must** be approved through the South Carolina Center for Child Care Career Development (CCCCD). Documentation of each staff member’s professional development hours shall be maintained on-site and is subject to monitoring by the oversight agency. All staff members are responsible for adhering to the South Carolina Department of Social Services (SCDSS) annual training requirements.

For information on required training topics, minimum hours per required topic, and how to obtain an individual transcript, access <http://www.sc-cccd.net> or call 1-866-845-1555 for more information.

Schools/districts are encouraged to consolidate and coordinate professional development activities across regional and district boundaries to reduce costs.

Additional support to CDEPP providers will be given in the form of regional and online professional development offering DSS credit through CCCCD. Information on professional development offerings will be made available via email and the CDEPP newsletter.

Initial professional development plans for the entire 2011–2012 school year should be submitted to the SCDE for approval (Form in Appendix) by Sept. 30, 2011.

7.0 Curriculum

7.1 Approved Curricula

Each approved CDEPP provider shall offer a complete educational program in accordance with age-appropriate instructional practices and a research-based preschool curriculum aligned with school success.

The approved research-based curricula for the 2011–2012 school year are:

- High Scope
- Creative Curriculum
- Montessori

Providers wishing to use an alternate research-based curriculum or to change their curriculum must seek prior approval from the South Carolina Department of Education.

8.0 Assessment

8.1 Instructional Assessments

Providers participating in CDEPP shall use the Work Sampling System as their primary method of classroom assessment. Teacher will be required to use all three elements of the Work Sampling System.

- Development Guidelines and Checklists
- Portfolios
- Standard Summary Reports

Montessori programs may request a waiver for using the Work Sampling Assessment System. This request must be submitted in writing to the SCDE, attention Pam Wills and will be approved by the Office of Public School Choice.

8.2 Documentation

Teachers will observe student performance in all seven Work Sampling domains; documentation is required. Online developmental checklists will be completed in only four domains: Language & Literacy, Mathematical Thinking, Personal & Social Development, and Physical Development & Health. All summary ratings shall be based upon the student's *documented progress*.

Teachers will complete the Standard Summary Report at the end of each reporting period. Portfolios for each child must be maintained following the guidelines and shared with parents during conferences. Portfolio Core Items should be passed on to the child's 5K teacher at the end of the school year. See the appendix for Work Sampling Key Points 2011–2012.

Student portfolios and the teacher's observation records shall be maintained on-site and subject to review by monitoring staff during technical assistance visits.

8.3 Reporting Periods

The three Work Sampling reporting periods will be as follows:

- Period 1 – at the conclusion of 60 instructional days
- Period 2 – at the conclusion of 120 instructional days
- Period 3 – at the conclusion of 180 instructional days.

Specific dates will be determined by individual district's instructional calendar.

9.0 Technical Assistance

The SCDE CDEPP staff will provide technical assistance to CDEPP district coordinators, directors and teachers upon request through email, phone correspondence and requisite onsite visits. Please submit requests for technical assistance to Cindy Edge cledge@ed.sc.gov. Requests for onsite technical assistance visits will require the completion of a Request for Onsite Technical Assistance Form (in Appendix). Montessori programs may additionally request the assistance of Dr. Ginny Riga, SCDE Education Associate. Please indicate on the form if you are requesting Montessori assistance.

Additional support to CDEPP providers will be given in the form of regional and online professional development offering DSS credit through the Center for Child Care Career Development. The schedule and location of the professional development will be available via email and in the CDEPP newsletter.

10.0 Funding and Financial Requirements

10.1 Per Student Funding

Providers shall receive \$4,218 per eligible student served during the 2011–2012 school year. Students enrolled for less than 180 school days will be funded on a pro-rated basis commensurate with the length of their enrollment.

10.2 Equipment and Materials

Districts are highly encouraged to use any carryover from 2010-2011 into 2011–12 for supplies and materials. No additional funding will be provided in the 2011–12 school year.

10.3 Transportation Funds

Of the funds appropriated to participating public school providers, not more than \$185 per student may be retained by the South Carolina Department of Education for the purpose of providing transportation.

10.4 Fiscal Procedures

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

Public school districts shall be funded directly by the South Carolina Department of Education. School districts are asked to please note:

- Student counts will be updated at the 45th and 135th school day and funding will be reallocated accordingly. (QDC 1 and QDC 3)
- Spending guidelines are available in the SCDE *Funding Manual*.
- Schools participating in the CDEPP program will no longer receive EIA Early Childhood funding.
- The revenue and sub fund for this program are 3541 and 341, respectively.

10.5 Additional Public School Data Collection Requirements

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

PROFESSIONAL CERTIFIED STAFF (PCS) SYSTEM

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

PowerSchool

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

APPENDICES

- BUDGET PROVISIO 1A.45
- 2011 FAMILY INCOME ELIGIBILITY TABLE
- CDEPP APPLICATION (child)
- WAITING LIST PRIORITY FORM
- LISTING OF CDEPP DOCUMENTATION
- QUARTERLY PARENT REPORTING DOCUMENTATION FORM
- CDEPP PARENT/FAMILY ORIENTATION CHECKLIST
- WORK SAMPLING KEY POINTS 2011–2012
- 2011–2012 PROFESSIONAL DEVELOPMENT PLAN
- ONSITE TECHNICAL ASSISTANCE REQUEST FORM

AVAILABLE ON THE SCDE WEBSITE:

<http://www.ed.sc.gov>, Office of Standards and Support and Office of Finance, CDEPP link

- EARLY LEARNING MATERIALS AND EQUIPMENT LIST
- CDEPP PARENT HANDBOOK TEMPLATE 2011–2012
- CDEPP GUIDELINES 2011–2012

IA.45. (SDE-EIA: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program (CDEPP). This program shall be available for the current 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 current 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 and then expanded to eligible children residing in school districts with a poverty index of 90% or greater. 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.

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.

If by October 1 of the school year at least 75% of the total number of eligible CDEPP children in a district or county are projected to be enrolled in CDEPP, Head Start or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, CDEPP providers may then enroll pay-lunch children who score at or below the 25th national percentile on two of the three DIAL-3 subscales and may receive reimbursement for these children if funds are available.

(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 approved 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. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children 5 years old and younger. The providers must request this waiver in writing to their designated administrative agency (First Steps or the Department of Education) and provide appropriate documentation as to the qualifications of the teaching assistant.

(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 current school year, the funded cost per child shall be \$4,218 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. Providers enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed \$10,000. Providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

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

(1) maintain a list of all approved public and private providers; and

(2) provide the Department of Education and the Office of First Steps information necessary to carry out the requirements of this provision.

(M) 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.

**Family Income Eligibility Table
2011–2012**

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

| Persons in Family or Household | 100% of Federal Poverty | CDEPP ELIGIBILITY |
|---------------------------------------|--------------------------------|---|
| | | 185% of Federal Poverty (Free and Reduced Lunch Eligibility) |
| 2 | \$14,710 | \$27,213 |
| 3 | \$18,530 | \$34,280 |
| 4 | \$22,350 | \$41,347 |
| 5 | \$26,170 | \$48,414 |
| 6 | \$29,990 | \$55,481 |
| 7 | \$33,810 | \$62,548 |
| 8 | \$37,630 | \$69,615 |

Adapted from the 2011 US Department of Health and Human Services Poverty Guidelines (*Federal Register*: January 20, 2011 (Volume 76, Number 13) Page 3637-3638)

**South Carolina Child Development 4-K Registration Form
2011–2012 School Year**

CDEPP Half Day Non-CDEPP Full Day Non-CDEPP

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

EMERGENCY CONTACT INFORMATION

Primary Contact Name: _____ Daytime Phone: _____

Daytime Street Address: _____

City: _____ State: _____ South Carolina Zip Code: _____

Second Contact Name: _____ Daytime Phone: _____

Daytime Street Address: _____

City: _____ State: _____ South Carolina Zip Code: _____

CHILD'S BASIC CAREChild's living arrangements: both parents mother father other _____Child's legal guardian: both parents mother father other(specify) _____ Last year my child attended a child care center. (Name of Center: _____) Last year my child attended a Head Start center. (Name of Center: _____) Last year my child attended a home day-care facility. (Name of Facility: _____) Last year my child was at home with a family member. Last year my child was at home with a non-family member.**CHILD'S PRIMARY HEALTH SOURCE**My child receives regular medical care from: C=Free Health Clinic (Free Health Dept.) E=Emergency Room F=Family Doctor O=Other

Name: _____ Phone: _____

FAMILY/HOME INFORMATION

Income Range of Family:

 \$0-\$10,000 \$10,001-\$20,000 \$20,001-\$30,000 \$30,001-\$40,000 \$40,001-\$50,000 \$50,001-\$60,000 \$60,000 and above**LANGUAGE BACKGROUND**What is the child's English proficiency? English speaking Very little English No English

What is the child's primary language? _____

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

What language is primarily spoken in the home? _____

FAMILY LITERACY SERVICE

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

 Both Parents Mother Father Guardian No OneDid your child ever participate in school district Family Literacy Services? Yes NoIf, Yes, Check how long? Under 1 Year 1-2 Years 2-3 Years 3-4 Years

CHILD'S SPECIAL NEEDS

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

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

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

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

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

How do you anticipate your child will get to and from school? Daycare Bus Car Walk

Below is for District/State Use Only

ALL CHILDREN PARTICIPATING IN A CDEPP CLASSROOM MUST
 BE CODED WITH A FL4K PROGRAM SERVICE CODE

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

Student Identification Number:

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

Meals: Free or Reduced Yes No **Income Verification Method:** _____

Classroom Type:

- DCF** District Owned Center Based Full-Day
- DCH** District Owned Center Based Half-Day
- DSF** District Owned School Based Full-Day
- DSH** District Owned School Based Half-Day
- HSF** Head Start Full-Day
- HSH** Head Start Half-Day
- OF** Other Full-Day
- OH** Other Half-Day
- PCF** Private Care Full-Day
- PCH** Private Care Half-Day

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

First Steps: No Partial FS Funding Yes

DIAL 3: Language: _____ Concepts: _____ Motor: _____ Self-Help: _____ Social: _____ Screening Date: _____

Classroom Curriculum: High Scope Montessori Project Approach/Reggio Creative Curriculum
 Other _____

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

* Copy of Medicaid Card attached

Migrant/Immigrant: Yes No **Birth County:** _____

State Id #: _____

SC Child Development Education Pilot Project

PARENT/GUARDIAN VERIFICATION AND CONSENT

I verify that the information I have provided on this registration form is true and accurate. I hereby grant permission for this information to be distributed to the Child Development Education Pilot Program (CDEPP) and other state agencies, which include, but are not limited to, the South Carolina Education Oversight Committee (EOC).

I understand that my completion of this form does not guarantee the placement of my child in a South Carolina Child Development Education Pilot Program. If my child is placed in the Child Development Education Pilot Program, I agree that he or she will attend the class for 6.5 hours each day, five days a week, for the 180-day school year. I understand that my child's failure to meet this attendance requirement could result in his or her being dropped from the program. I further understand that I cannot register my child in the program without the appropriate documentation of his or her age and eligibility, and I have therefore attached to this registration form a copy of the necessary documentation.

I understand that information about my child, _____, and about the school will be used in a comprehensive, multiyear longitudinal research and evaluation project to determine the relationship between the student and school data and student success in school. The evaluation may include individual child assessment during a child's 4-year-old pre-kindergarten and 5-year-old kindergarten and other basic non-identifying educational information. All data collected are subject to the provisions of the Family Educational Rights and Privacy Act (FERPA) as well as South Carolina statutes and regulations protecting individual privacy and confidentially. Analyses of the data collected will be conducted only by individuals approved by the EOC. Individual student names will not be used.

Signature of parent/guardian

Date

PHOTOGRAPH/VIDEOTAPE RELEASE

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

Please put a checkmark in one of the following boxes:

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

Signature of parent/guardian

Date

Listing of Documentation Needed for CDEPP

Please consult your district CDEPP director and/or DSS licensing monitor for specific information needed for your program.

Student documentation includes:

Proof of eligibility for: _ Residence

_ Age (P)

_ Income or Medicaid

_ CDEPP Application Form

_ DHEC Immunization Form (P)

_ DSS Form #2900

_ DIAL3 Parent Questionnaire

_ DIAL3 scores (P)

_ CDEPP Parent/Family Orientation Checklist, with signatures

_ Quarterly Parent Reporting Documentation Form

_ Work Sampling Standard Summary Reports (3), when completed (P)

_ Discipline Policy, signed/dated

Other items you may have:

_ District forms or other items _____

_ Parent/teacher Agreement (last page of CDEPP Parent handbook)

P= to be placed in permanent record at year's end

Other items should be kept for five years by the school/teacher.

DSS Information and forms available at <http://childcare.sc.gov/main/>

Consult your local DSS licensing office for specific information.

Staff file documentation includes:

Background check:

_ DSS form #2924 – Central Registry Check, returned “clear”

_ SLED and FBI “clear” review (after submitting fingerprint card, and DSS form #2647)

_ Statement of Compliance, DSS form #2925, notarized.

Basic Information:

_ Name, position, date of birth, hours/days employed

_ Signed discipline policy

Experience and training information:

_ Education and experience documentation- refer to DSS regulations for info.

_ Required annual training documentation – print out www.sc-cccd.net transcript

_ Current CPR/First Aid certification, as necessary.

Medical information:

_ Medical statement DSS form #2901, expires every 4 years.

_ TB test results, stating free of TB

_ Health assessment DSS form #2926, expires every 4 years

*DSS form #2964 (staff/caregiver info) and DSS form #2963 (list of children) are forms an onsite director will need to have filled out and on hand.

**CDEPP Quarterly Parent/Family
Documentation Form**

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

It is highly recommended that an orientation to CDEPP (ex: Back to School Night, home visits, etc.) be conducted as the first of these quarterly contacts to complete the Parent Orientation Checklist.

1. First Parent/Family contact: Date: _____
Type of contact: _____
Comments/Notes: _____

Two of the quarterly contacts must include **documented parent-teacher conferences** during the school year that provide information including student progress as recorded on the Work Sampling Standard Summary Report. Conferences may occur in school or as a home visit. Please sign below to document that each Parent-Teacher Conference was held.

2. Parent Signature: _____
Teacher Signature: _____
Date of Conference: _____
Comments: _____

3. Parent Signature: _____
Teacher Signature: _____
Date of Conference: _____
Comments: _____

4. The final Work Sampling Summary Report (Period Three) must be provided at the end of the school year. This report may be sent home, reviewed at a conference or home visit.

Final Summary Report: Date: _____

**Child Development
Education Pilot Program
2011–2012 School Year**

(Insert School Name Here)

Parent/Family Orientation Checklist

Child's Name _____
Location of Orientation _____

| | Check When Reviewed |
|--|------------------------------------|
| Parent Handbook | |
| CDEPP Eligibility/Enrollment Requirements and Process | |
| Attendance Policy | |
| Classroom Hours of Operation | |
| School Calendar | |
| Tuition, Extended Care/Wrap Around Care Options | |
| Transportation | |
| Classroom Daily Schedule | |
| Confidentiality | |
| Discipline/Guidance Policy | |
| Curriculum | |
| Assessing Student Learning – Work Sampling | |
| Health Records | |
| District/School Health Policies | |
| Reporting of Abuse or Neglect | |
| Parent/Family Workshops | |
| Parent-Teacher Conferences | |
| Communication | |
| Classroom Visits | |
| Parent-Teacher Agreement | |
| Tour of school/classroom | |

Parent/Family Member's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Work Sampling Key Points
CDEPP 2011–2012
Observe/Record – Review/Rate – Collect – Summarize

1. Observe and record—all seven (7) domains.

- The Preschool-4 Developmental Guidelines, 4th Edition, provide a framework for observations.
- Observations/anecdotal notes should be completed as a daily activity focused on your weekly objectives/standards.
- Notes can be kept in handwritten form in a collection system of your choice (folder, file box, notebook, etc.) for each child and/or entered into Work Sampling Online.
- Note in your weekly lesson plans which children will be observed and by whom.

2. Review and Rate—only four (4) domains.

Language and Literacy, Mathematical Thinking, Personal & Social Development and Physical Development & Health

- Use the online system www.worksamplingonline.com to access the developmental checklists.
- Review the observations/anecdotal notes and portfolio samples to accurately rate each child's developmental checklists. Periodically review each child's checklist and make *preliminary ratings* based on the documentation you have collected.
- At the end of each rating/collection period, complete the checklists and click "Finalize" in the online system in order for administrators to run reports.
- Reporting periods for 2011–2012 are as follows:
 - Period 1 - at the conclusion of 60 instructional days
 - Period 2 - at the conclusion of 120 instructional days
 - Period 3 - at the conclusion of 180 instructional days

Specific dates will be determined by individual district's instructional calendars.

3. Collect dated samples for Portfolios—six (6) items *per reporting period*

Core Items: Two (2) samples of Language & Literacy:

Writing (and/or dictation) to communicate ideas

Two (2) samples of Mathematical Thinking:

Understanding and using number concepts to solve problems

Individual Items: Two (2) samples— items that capture the child's unique interests and experiences.

4. Summarize—three (3) times.

- Use the Work Sampling **Standard Summary Report** as your school report card for CDEPP children. The reporting periods are the same as above.
- Components of a **Standard Summary Report**: For each of the 4 domains:
 1. Checklist ratings – Teachers must "Finalize" each checklist at the end of the reporting period. The online system will automatically summarize the student's checklist ratings, and transfer that information onto the Summary Report. Teachers still have the option to make changes.
 2. Progress ratings - In contrast, the progress rating focuses on growth or change over time, *teachers must choose this rating* on the report. When you evaluate a child's progress, you compare the child's current performance with his past performance, rather than comparing his current performance to an external standard or to other children's progress. This is optional for reporting Period 1.
 3. Brief Narrative written by teachers for each of the 4 domains.
 4. Portfolio ratings—Districts/teachers have the option to include portfolio ratings on a Standard Summary Report. Portfolios do not have similar national standards, but instead emerge from the teacher's own classroom or school expectations.

Resources include: *Work Sampling in the Classroom, A Teacher's Manual*; *Preschool 4 Developmental Guidelines*; and www.worksamplingonline.com

3. Previous efforts – have there been any previous attempts to address the issue for which the TA is requested? If so, what action(s) were taken and what were the results?

4. Goals and outcomes – describe the goals and outcomes you would like to achieve as a result of this TA.

5. How will you assist in achieving and sustaining the goals?

Date of request _____

Return Completed TA Request form to:

Cindy Edge
South Carolina Department of Education
1429 Senate Street, 1104-A
Columbia, SC 29201
803-734-1108 phone
803-734-6142 fax
cledge@ed.sc.gov

Thank you, we will do our best to respond in a timely manner.

For Office use only

Date received _____ Assigned to _____