



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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MEMORANDUM

TO: State Interagency Coordinating Council on Part C of IDEA
Joint Legislative Committee on Children
Senate Finance Committee
House Ways and Means Committee
Senate Education Committee
House Education and Public Works Committee

FROM: *CB* Cathy Boshamer, Director, Office of Exceptional Children
JPP John Payne, Team Lead – General Supervision, Office of Exceptional Children

DATE: January 31, 2013

RE: Report Summarizing Services Provided for Preschool Children with Disabilities and Their Families, Required by Act 86, Chapter 36 of Title 59 of the Amended Code of Laws of South Carolina, 1976

Greetings from the South Carolina Department of Education, Office of Exceptional Children.

We are happy to present you with the attached copy of the Report Summarizing Services Provided for Preschool Children with Disabilities and Their Families, 2011 – 2012 School Year.

On June 15, 1993, the Governor approved Act 86, the Code of Laws of South Carolina, 1976, amended by the General Assembly by adding Chapter 36 to Title 59. This Act mandated a comprehensive statewide coordinated system of special education and related services for all children with disabilities ages three through five years.

In accordance with the requirements of Section 59-36-70 of this Act, this report has been developed summarizing services provided for children with disabilities, ages three through five, and their families during the 2011 – 2012 school year.

We hope you find this information useful and beneficial. If you have any questions about any part of this report, please contact the Office of Exceptional Children, South Carolina Department of Education, at 803-734-8224.

CB:jp
Attachment

**Required by
Act 86, Chapter 36 of Title 59 of the
Amended Code of Laws of South Carolina, 1976**

**Report Summarizing Services Provided Under the
Individuals with Disabilities Education Act (IDEA) to
Preschool Children with Disabilities**

2011–12 School Year

South Carolina Department of Education

**Mick Zais, Ph.D.
State Superintendent of Education**

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**Report Summarizing Services Provided Under the Individuals
with Disabilities Education Act (IDEA) to
Preschool Children with Disabilities**

2011–12 School Year

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BACKGROUND

Act 86, the law requiring local education agencies to serve children with disabilities ages three through five, was approved by the Governor of South Carolina on June 15, 1993. This state mandate represented a downward extension of all the requirements of the Individuals with Disabilities Education Act (IDEA), Public Law 101-476. One of the stipulations of the state mandate is the requirement for the submission of a report to the South Carolina General Assembly by February 1 of each year that includes, but is not limited to, the following:

- South Carolina Department of Education (SCDE) initiatives related to preschool programs for children with disabilities;
- data and program information from local education agencies (LEAs) related to activities involving the Child Find program and LEA services;
- updates of policies and procedures for preschool programs for children with disabilities;
- financial information pertaining to implementation of preschool programs for children with disabilities, and
- information collected from other state agencies that provide services for preschool children with disabilities, including the Commission for the Blind; the Department of Disabilities and Special Needs; the Department of Health and Environmental Control; the Department of Mental Health; the Division of Continuum of Care for Emotionally Disturbed Children, Office of the Governor; the School for the Deaf and the Blind; and the State Department of Social Services, regarding programs for preschool children with disabilities.

The stipulations in the legislation for preschool children with disabilities, Act 86, Chapter 36 of Title 59 of the Amended Code of Laws of South Carolina, 1976, can be found in Appendix (A).

EXECUTIVE SUMMARY

Initiatives by the South Carolina Department of Education's Office of Exceptional Children (OEC) to provide a comprehensive system of service for preschool children with disabilities in the 2011–12 school year are summarized in this report. The four sections address the number of preschool children with disabilities in South Carolina receiving special education during the school year, who they are and where they received their services; available state and federal funds; and initiatives and services provided on behalf of preschool children with disabilities and their families by local education agencies (LEAs), state agencies, and Head Start programs.

Section I: Data for Programs for Preschool Children with Disabilities

According to the December 1, 2011, Child Count, 10,862 children with disabilities ages three through five received special education services in South Carolina. This number marks a decrease in the number of students reported receiving services in the Child Count from December 1, 2010 (11,083), and approximate numbers to those reported in the Child Count from December 1, 2009 (10,878).

Section II: Financial Information

During the 2011–12 school year, state and federal funds specifically allocated for preschool children with disabilities totaled \$25,376,486.36.

Section III: Policies and Procedures for Programs for Preschool Children with Disabilities

Proposed Amendments to 24 S.C. Code Ann. Regulations 43-62 (Supp. 2009), Requirements for Additional Areas, was passed by the State Board of Education and was published in the *State Register* on July 23, 2010, for approval by the Legislature establishing the *Early Childhood Special Education Certification*. For more information about this certification, please see Appendix C. There have been no other policy changes during the 2011–12 school year.

Section IV: Information on Other State Agencies

Based on information in the subsequent annual report, we make the recommendations outlined in the remainder of the Executive Summary.

Recommendations

- 1. Coordinated Professional Development.** It is recommended that planning efforts for professional development be aligned with new add-on Certification for Individuals Working with Preschool Children with Disabilities. It is also recommended that we consider providing support and training for early childhood special education (ECSE) teachers, parents, and agency personnel on a regional basis.
- 2. Study of Costs: Determination of Funding Level.** It has been almost twenty years since a full study of adequate funding has been conducted. Therefore, the base funding has not kept pace with the increasing costs of providing programs and services to preschool children. It is recommended that a complete study of funding for children ages 3 through 5 receiving special education and related services be performed. Additionally, it is recommended that all preschool initiatives and funded projects be shared on the OEC website.
- 3. Child Find Materials and Brochures.** It is recommended that the current materials be revised systematically and disseminated across the state.
- 4. State Meeting/Early Childhood—Early Childhood Special Education Summit.** It is recommended that we consider establishing an annual statewide conference, in collaboration with Part C and other agencies and professional organizations, to enhance communication across agencies. Within the conference, we recommend we provide professional development opportunities that specifically target improvements in preschool programs as they relate to the IDEA State Performance Plan (SPP) Indicators.

SECTION I

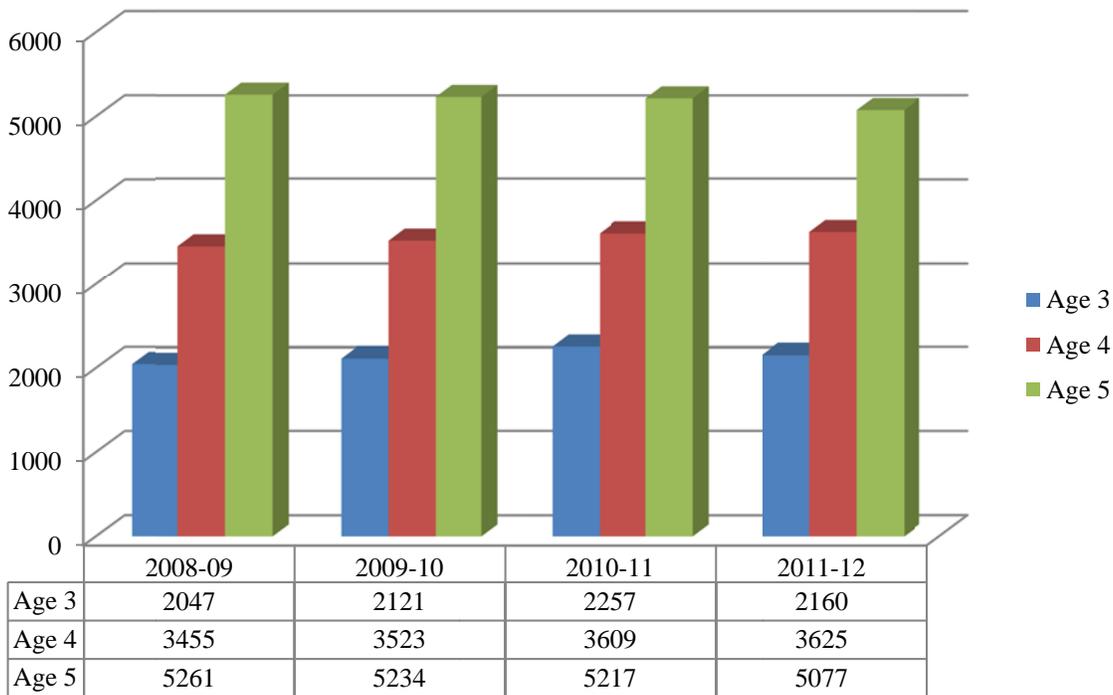
Data and Information on Preschool Programs and Services

Part B of the IDEA requires the South Carolina Department of Education (SCDE) to submit to the United States Department of Education, Office of Special Education Programs (OSEP), a certified count, taken between October 1 and December 1 annually, of the number of children with disabilities receiving special education and related services through Individualized Education Programs (IEPs). Children ages three through five are included in this Child Count Report each year, based upon a child's age as of the data collection date. Preschool children can begin receiving services on their third birthday, regardless of when it occurs. Therefore, the December 1 Child Count information does not reflect the total number of students who received services during any entire school year.

Demographics of Population

According to the December 1, 2011, Child Count, 10,862 children with disabilities ages three through five received special education services in South Carolina. This total marks a decrease in the number of students reported receiving services in the December 1, 2010, Child Count. Figure 1-1 displays the number of children by age group receiving services for the past three reporting years. As shown in Figure 1-1, children with disabilities in age groups three and four have remained about the same over the past four years.

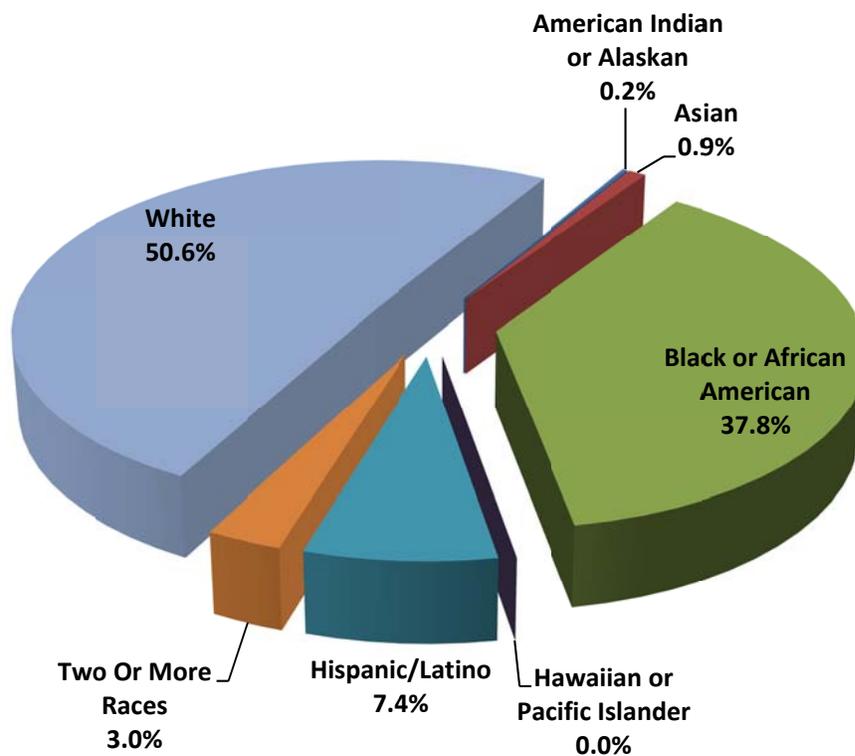
Figure 1-1: Comparison of Children ages 3–5 Receiving Special Education, In Numbers, 2008–12



Source of Data: IDEA Part B Section 618 Table 1 (Child Count), December 1, 2011

Figure 1-2 displays, by race/ethnicity, the percentage of preschool children receiving special education services as of December 1, 2011. In 2007, the Office of Management and Budget published new revised standards for the collection of data on race and ethnicity. In accordance with these standards, the U.S. Department of Education published final guidance in the Federal Register on October 19, 2007, (72 Fed. Reg. 59267) on the collection and reporting of racial and ethnic data by educational institutions and other grantees. This guidance allowed all parents (or adult children) to self-identify their ethnicity and race, and permitted individuals the ability to select more than one race and/or ethnicity. This change enabled a more accurate reflection of children’s racial and ethnic background by not limiting responses to only one racial or ethnic category. This change also expanded reporting options to seven categories (American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, White, and Two or More Races). Beginning with data collected in 2010–11, all states were required to report data using these seven categories for all students, including those with disabilities. As a result, these categories differ slightly than those race/ethnicities reported on the 2009–10 preschool report to the South Carolina General Assembly. As shown in Figure 1-2, preschool children with disabilities are predominately white (non-Hispanic) or African American. Preschool children with disabilities who are Hispanic are increasing, making up 7.4 percent of all children with disabilities ages three through five. The demographic breakdown by race/ethnicity has also remained fairly constant, though the number of Hispanic/Latino children is increasing (7 percent in 2010 as compared to 7.4 percent in 2011).

Figure 1-2: Percentage of Children Receiving Services in 2011 by Race and Ethnicity



Source of Data: IDEA Part B Section 618 Table 1 (Child Count), December 1, 2011

Table 1-1 shows the number of children ages three through five years of age receiving special education and related services by the area of primary disability across the last four Child Counts. Children in this age range may be classified as having a developmental delay or, per South Carolina regulations, as having a disability in any of the other 12 categories listed in the table. There has been a significant increase in the number of children with autism as their primary disability in South Carolina. This state trend is similar to the national trend regarding the identification of children with autism.

Continuing a state trend, children with developmental delay or speech or language impairment make up most of the children with disabilities ages three through five. The largest decrease has been among preschool children with specific learning disabilities.

Table 1-1: Areas of Disability Ages 3–5: Comparison for Years 2007, 2008, 2009, 2010, and 2011

Primary Disability	2007	2008	2009	2010	2011	5-Year % Change
Autism	357	442	525	584	642	1.8%
<i>Deaf and Hard of Hearing</i>	80	100	123	124	133	1.7%
Deaf-blindness	*	*	*	*	*	*
Developmental Delay	3106	3253	3334	3504	3652	1.2%
<i>Emotional Disability</i>	*	10	*	*	*	*
<i>Intellectual Disability</i>	100	49	25	48	63	0.6%
Multiple Disabilities	19	19	46	39	48	2.5%
Orthopedic Impairment	32	43	60	47	62	1.9%
Other Health Impairment	65	47	31	59	80	1.2%
Specific Learning Disability	67	23	31	38	35	0.5%
Speech or Language Impairment	6455	6719	6612	6560	6074	0.9%
Traumatic Brain Injury	*	*	14	12	*	*
Visual Impairment	64	50	60	62	60	0.9%
Total	10,472	10,763	10,878	11,083	10,849	1.0%

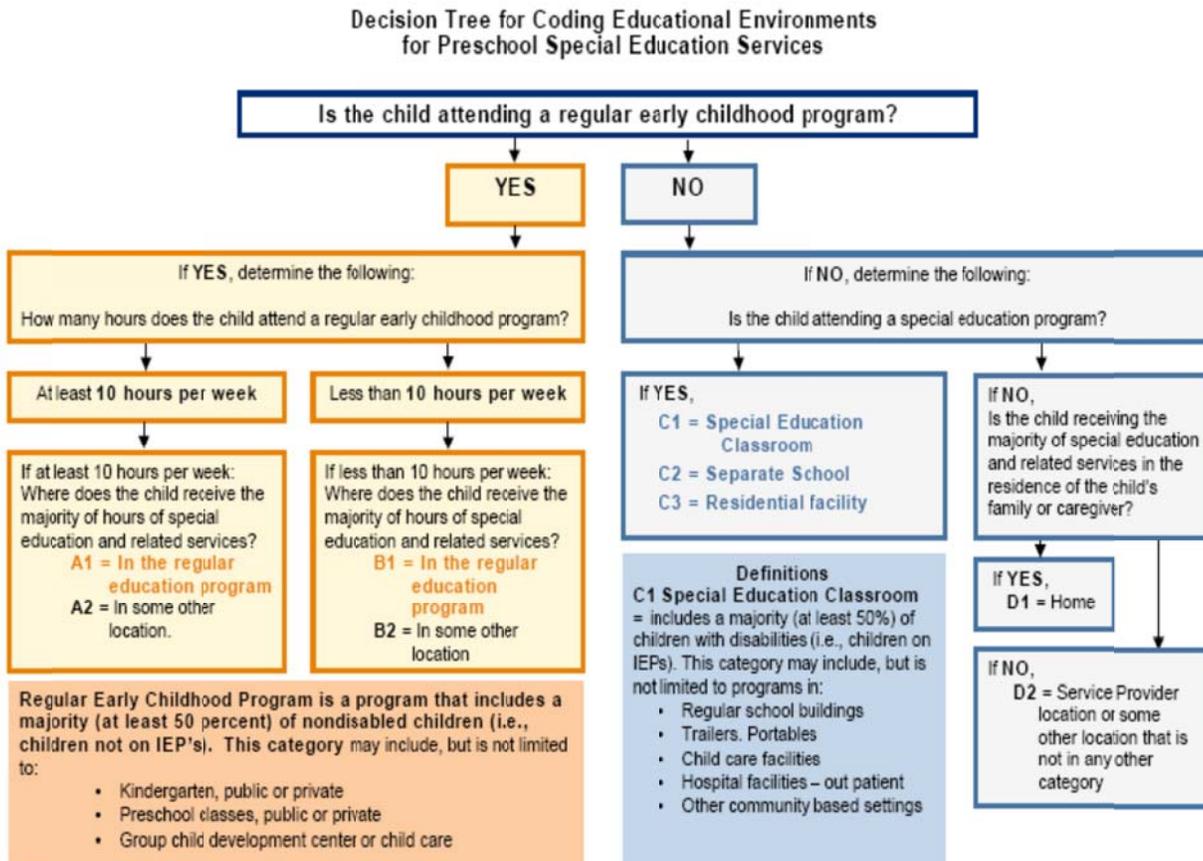
Note: *Italicized* disabilities denotes a category name changed after 2007; the use of an asterisk “*” denotes less than 10 children reported in the category, and must be suppressed. Source of Data: IDEA Part B Section 618 Table 1 (Child Count), December 1, 2011

Educational Environments (LRE)

States must ensure that children with disabilities are placed in the least restrictive environment (LRE) in order to participate to the fullest extent possible in the general education curriculum. To ensure this, the IDEA requires states to submit student-level data of children’s LRE for all children ages three to twenty-one. Whereas children ages six to twenty-one have LREs that are appropriate for school-age children, preschool children have particular LREs that relate to their educational environments. With the 2010–11 data collection and reporting, states were required to report children with disabilities ages three through five in new LRE categories.

The OSEP preschool educational environments definitions were revised and states were required to use them beginning with 2010–11. The new educational environments are delineated in the Decision Tree shown in Figure 1-3.

Figure 1-3: Decision Tree for Coding Educational Environments for Preschool Special Education (NECTAC, June 2010)



This document is available at <http://www.nectac.org/~pdfs/seo5/5/settingsdecisiontree.pdf> Nancy Skorheim, ND Section 619 Coordinator, Martha Diefendorf & Debbie Cate, NECTAC, June 2010, amended Oct 2010

Unlike the previous LRE categories for children with disabilities ages three through five, the new nine categories allow states to better understand the educational environments of preschool students with disabilities.

Children’s educational environments for the December 1, 2011, child count are shown in Table 1-2. The majority of children are served in regular early childhood placements at least 10 hours per week. In other words, most preschool students with disabilities are educated in the classroom alongside their nondisabled peers.

Table 1-2: Educational Environments of Preschool Children with Disabilities

Educational Environment	Number
In Regular Education at Least 10 HRS Per WK—Regular Early Childhood Program	5,130
Separate Class	2,487
In Regular Education at Least 10 HRS Per WK—Other Location	1,224
Service Provider Location or Other Location	912
In Regular Education Less Than 10 HRS Per WK—Regular Early Childhood Program	597
In Regular Education Less Than 10 HRS Per WK—Other Location	276
Home	119
Separate School	106
Residential Facility	11
Grand Total	10,862

Source of Data: IDEA Part B Section 618 Table 3 (Environment), December 1, 2011

LRE Initiatives

Data Collection and Reporting

In order to ensure valid and reliable data, OEC staff worked diligently with school and preschool staff to ensure data on preschool LREs were captured and reporting appropriately. In Summer 2010, staff in all LEAs and state-operated programs were provided a comprehensive OEC Data Manual that provided the new decision tree, reporting requirements, and a question-and-answer document. Since the new LREs were *only* a reporting change, no preschool students' LREs changed. As a result, OEC staff constructed a crosswalk of the old preschool LRE codes to the new nine LRE codes to better assist LEA staff in ensuring the data reflected the new reporting requirements. Between September and October 2010, OEC staff conducted six face-to-face data reporting training sessions with LEA and state-operated program staff regionally. Throughout 2011–12, OEC conducted multiple face-to-face regional sessions and individual technical assistance visits with LEAs where LRE categories were discussed. A significant portion of these sessions focused on the new preschool LRE categories and definitions to ensure that LEA staff fully understood the reporting requirements and the new LRE codes. In addition, OEC staff conducted two webinars with LEA staff from across the state specifically geared at the new preschool LRE categories and the reporting requirements. Finally, OEC staff conducted multiple reviews of student-level data for each LEA's Child Count and LRE data, and they provided feedback to each LEA regarding any old LRE codes, as well as any other aberrant or missing data. With the beginning of the 2012–13 reporting year, the OEC has continued to provide technical assistance and training to LEA and state-operated program staff from across the state to ensure that they report appropriate LRE categories for each preschool child with a disability.

Inclusion

To improve the opportunity for preschool children with disabilities to attend a regular early childhood program as part of their educational environment, a number of initiatives were undertaken to prepare well qualified staff to create appropriate environments for and work with young children with disabilities in all settings.

In 2011, South Carolina submitted a grant application to participate in the *Expanding Opportunities Interagency Inclusion Initiative*. The key state agencies collaborating on the grant were

- State Child Care Director/Administrator (DSS),
- Head Start State Collaboration Office Director,
- State Section 619 Preschool Coordinator and Part C Coordinator, and
- University Center for Excellence in Developmental Disabilities Director.

The *Expanding Opportunities Interagency Inclusion Initiative* is a federal and state collaborative effort to increase inclusive opportunities for young children with disabilities and their families. Since 2005, the Office of Child Care, the Office of Head Start, the Administration on Developmental Disabilities, and the Office of Special Education Programs have invited states to send cross-agency teams to a strategic planning meeting each summer in Chapel Hill, North

Carolina. Technical assistance (TA) providers funded by these agencies have worked with twenty states as of 2010 to develop and implement a cross-agency strategic plan to address identified needs and improve coordination.

South Carolina was one of the recipients of the grant funding. The initial Leadership Team was expanded to include a representative of the Parent Training Institute (PTI), Department of Mental Health, staff of the OEC's state personnel development grant, and a representative of the state's Comprehensive Children's Health Grant. In May of 2012, the Leadership Team presented a one-day meeting for a larger stakeholder group including state agencies, institutions of higher education, two-year colleges, childcare centers, and parent groups to discuss collaborative efforts to increase inclusive opportunities for young children with disabilities and their families.

During 2011–12, the state's federally funded personnel development grant, SC Gateways, began working on a "Needs Assessments" in targeted communities (working with local First Steps Directors, Head Start and Early Head Start Agency Coordinators, and childcare centers). The Needs Assessment will be completed during the 2012–13 school year and will be used to help plan targeted professional development in selected communities (Spartanburg, Lexington, Georgetown, Charleston, Lancaster). An application has been submitted to the Center for Child Care Career Development for approval to conduct after-hours training sessions in the communities.

On January 18, 2012, OEC staff provided training to the South Carolina Head Start Health Network and Disability Project Managers on the OEC's and Local School Districts Required Services to Head Start Programs under the IDEA. A number of other training opportunities were available to preschool special education, early childhood education, Head Start personnel, childcare workers, paraeducators, administrators, and individuals working with young children with disabilities in regular early childhood programs and special education classrooms at the summer professional development opportunities 2012 Research To Practice (for more information, please see Appendix E). Some of these included

- Hitting, Kicking, Biting and Ol' Yeller: Help! What do I do with Antonio? Promoting, Preventing, and: Supporting Preschoolers' Social-emotional Competence, Averting Challenging Behaviors Understanding of Standards);
- Working with Preschool Children with Autism: Modifying the Preschool Environment to Foster Independence and Language Development;
- Learning and Play Go Hand in Hand with Preschool Children;
- Progress Monitoring Tools and Strategies for Preschoolers;
- Classroom Acoustic Accessibility: A Brain-Based Perspective;
- "Social Emotional Development Featuring Theory of Mind(ToM)";
- Hearing Loss and the Educational Impact; and
- Special Education Teachers of Self -Contained Classes: Share Your Ideas, Frustrations, and Successes.

Early Childhood Outcomes

According to the IDEA Section 616 reporting requirements, states must collect and report outcome data for all children with disabilities ages three through five who are receiving special education and related services through IEPs. An “outcome” is defined as a benefit experienced as a result of services and supports received. Thus, an outcome is neither the receipt of services nor satisfaction with services, but rather what happens as a result of services provided to children and families. As part of the IDEA regulations, the OSEP requires three child-outcomes to be measured and reported in the State Performance Plan (SPP) with targets that must be annually reported on in the Annual Performance Report (APR) (for more information about the SPP Indicators, please see Appendix B). The three outcome areas include

- positive social-emotional skills (including social relationships),
- acquisition and use of knowledge and skills (including early language/communication and early literacy), and
- use of appropriate behaviors to meet their needs.

The three child outcomes detailed in the SPP represent critical functional outcomes young children need to be successful in everyday activities and routines. These outcomes incorporate and integrate developmental domains (such as communication and motor skills) and can involve multiple domains. The emphasis of these outcomes is on how each child is able to carry out meaningful behaviors in a meaningful context. These outcomes require comparing children’s functioning to same-aged peers, something Individualized Family Service Plan (IFSP)/IEP goal attainment data cannot provide. South Carolina requires reporting of outcome data on Child Outcome Summary Form (COSF), developed by the Early Childhood Outcome (ECO) Center, at entry into and upon exiting from preschool programs and services (either his or her exit from all special education services prior to his or her sixth birthday or exit from the preschool age range at his or her sixth birthday). These outcomes are gathered for all children, ages three through five, for all disability categories (speech-language, orthopedic, other health, vision, deaf/hard of hearing, deaf-blind, learning disabilities, emotional disabilities, intellectual disabilities, developmental delay, autism, multiple disabilities, and traumatic brain injury) and all educational environments as outlined in the LRE categories discussed. These outcomes include children who may be receiving only a single special education service, such as speech-language therapy in an itinerant service delivery format. The COSF is a rating form on a seven-point scale in which preschool children receive an entry and exit rating, ranging from 1 to 7 in each of the three outcome areas. A rating of 1 indicates that the level of functioning for the outcome is not yet measurable, whereas an outcome of 7 reflects the level of functioning is completely developed. The OSEP allows states using the COSF to define the criteria for “comparable to same-aged peers” as a child who has been scored as a 6 or 7 on the COSF.

For the initial reporting year (February 2007), states were required to report the percentage of children who began services functioning at a level comparable to same-aged peers and the percentage who did not for each of the three outcomes. South Carolina reported based on districts participating in a pilot.

Beginning with the SPP and APR for 2008–09, states were required, for each of the three outcome measures, to report the number and the percentage of children in each of the following five categories:

- a. did not improve functioning;
- b. improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers;
- c. improved functioning to a level nearer to same-aged peers, but did not reach it;
- d. improved functioning to reach a level comparable to same-aged peers; and
- e. maintained functioning at a level comparable to same-aged peers.

For school year 2011–12, the OEC collected valid data for 3,698 preschool children with disabilities ages three through six who exited preschool services between July 1, 2011, and June 30, 2012. The 3,698 students reflects nearly one-thousand more preschool children who exited, as those reported in in the FFY 2010 APR, submitted February 1, 2012, and nearly four times the number as reported for the baseline data provided to the OSEP in the FFY 2008 SPP, submitted February 1, 2010. Accepting the Child Count data that suggest there are roughly 5,000 preschool children who are age five each year (and who would be six years old the next year), the state is reporting data on over three-quarters of its preschool children, far above the rates of many other states.

While there are more preschool students exiting during the 2011–12 school year, some state-level differences can be discerned with regard to outcome measures. When comparing percentages reported in the FFY 2010 data to the FFY 2011 percentages, proportionally fewer students were observed with outcome ratings of “b” and “e.” In particular, Category “e” saw the largest decrease in percentages of students, with ranges of 2.48–3.95 percent fewer in FFY 2011. Initial review of the data seems to indicate that the reliability of the COSF rating scale may be improved and that appropriate populations of students are being served.

As shown in Table 1-3, the five OSEP categories (a–e) show marked changes for Outcome A, Positive Social-Emotional Skills. Of particular interest, category “d” has shown the largest increase in the number and percentage of students over the last three years, with a 7 to 10 percent increase. Conversely, category “e” has seen a reduction of nearly 7 percent in the number and percentage of students from 2008 to 2012.

In terms of Outcome B, Acquisition and Use of Knowledge and Skills, similar patterns can be discerned to those of Outcome A, in both changes as well as percentages. Categories “a” and “b” show marginal changes and make up the lowest percentages. Category “d” shows the most growth and makes up the majority of students. And category “e” shows a decline in the percentages (and numbers) from FFY 2008. One difference, however, is category “c.” In Outcome A, there is marginal growth from FFY 2008. In Outcome B, there is marginal decrease in the percentages of students.

The final outcome addresses the use of behaviors to meet students’ needs. Unlike Outcome A and B, Outcome C has a significant number and percentage of students rated in category “e,” though these numbers and percentages are declining.

Table 1-3: Data for Children Exiting in 2008–09; 2009–10; 2010–11; and 2011–12

Percent of children who:	Child Outcomes											
	Percentage of positive social-emotional skills (including social relationships)				Percentage of acquisition and use of knowledge and skills				Percentage of use of appropriate behaviors to meet their needs			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
a. Did not improve functioning	1.34	0.70	0.98	1.0	1.34	0.98	1.34	1.0	1.03	0.87	0.54	1.0
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	8.86	8.51	8.69	9.0	10.92	9.76	8.40	9.0	5.97	6.12	5.47	6.0
c. Improved functioning to a level nearer to same-aged peers but did not reach	20.29	20.11	21.79	21.0	25.64	23.90	23.63	23.0	10.50	10.73	12.09	12.0
d. Improved functioning to reach a level comparable to same-aged peers	33.99	38.32	40.14	40.0	29.66	34.31	38.58	38.0	26.88	34.96	37.06	36.0
e. Maintained functioning at a level comparable to same-aged peers	35.53	32.36	28.41	29.0	32.44	31.06	28.05	29.0	55.61	47.32	44.84	45.0
TOTAL NUMBERS	971	1,845	2,763	3,698	971	1,845	2,763	3,698	971	1,845	2,763	3,698

Source of Data: IDEA Section 616 State Performance Plan Indicator 7, July 2012

Early Childhood Outcomes Initiatives

Data Collection and Reporting

OEC staff recognized that a clear understanding of the Early Childhood Outcomes process was resulting in ratings being made and subsequent data reported that were neither valid nor reliable. A number of efforts to improve understanding about the process, including data collection, were undertaken.

- OEC staff provided one-on-one technical assistance to LEA staff on the errors in the data they were reporting and possible reasons for the errors.
- OEC staff provided enhanced technical assistance and training to districts using a case-study methodology and updated materials and resources focusing in four districts during 2011–12.
- LEA data managers were provided training on this indicator as part of their data training.

Training and Technical Assistance

Recognizing that little is known about the inter-rater reliability of the COSF rating scale in South Carolina, but having concerns based on discussions with LEAs, the OEC sought to improve reliability by offering more training using a case-study methodology. This methodology offered teams the opportunity to gather information on a fictitious child; relate the child's behaviors to the three outcomes; rate the child as individual members of teams, then come to a decisions about the team rating; and for teams to compare ratings on the same outcome and discuss reasons for rating differences.

During 2010–11 COSF process trainings, revised and updated training resources and materials related to the COSF rating process were presented along with existing materials at local trainings of interdisciplinary group for feedback. Training participants found the new materials to be easier to follow and more effective. These materials included the revised COSF Rating Scale (Bucket List) and the colorized Decision Tree for Summary Rating. These materials and resources will available on the OEC website. During 2011–12, these materials and the process were further refined.

Training using the case study methodology was used as part of technical assistance to local district teams for the 2011–12 school year. The child outcomes process was explained, discussed, and practiced. Individual district data was used to point out the weak spots based on what had just been learned, and discussions about methods of improving the district's process concluded the technical assistance. Four districts were provided targeted technical assistance during the 2011–12 school year.

During 2011–12, South Carolina continued its participation in a three-year study to examine the quality of the data produced by the COSF process and to identify ways to improve the quality of the data. This research project, Project ENHANCE, is designed to improve the quality of child outcomes data. The project consists of a series of studies examining the quality of the data being collected about how children are developing and learning as a result of the services they receive. It is a series of studies examining the quality of information being produced through the COSF process. The project is being conducted by SRI International with funding from the U.S. Department of Education. SRI is one of the partners in the ECO Center, the Center that designed the COSF. The project is being carried out in 36 local program areas (18 part C programs in 6 states and 18 Early Childhood Special Education programs in 6 states). One benefit of participation in the study will be increased technical assistance from the ECO around the collection of COSF information at the LEA and state level.

Improving the early childhood outcomes process, transition process, and access to regular early childhood environments by updating and expanding the SCDE web page as a source of continuing information to share resources, make announcements, engage in meaningful exchanges, and resources related to the measurement of early childhood outcomes was not something we were able to do. Instead, a virtual Professional Learning Community (PLC) for the preschool/child-care community page was established using the EDMODO website. It was set up and is monitored/facilitated by the SC Gateways project. The site can also be used to conduct webinars.

OEC staff, in collaboration with SC Gateways staff, coordinated and participated in four-day statewide training of trainers in preschool social and emotional development using the Center for Social and Emotional Foundations in Early Learning (CSEFEL) trainers and curriculum. The training was for a cross-disciplinary group of participants who were recruited through the Expanding Opportunities Stakeholder Group, SC Gateways schools, and local school districts. The training took place during July and August of 2012.

Other training and professional development opportunities were provided during 2011–12, many of which took place during the 2012 Research to Practice (RTP) Institute. They included

- Hitting, Kicking, Biting and Ol' Yeller: Help! What do I do with Antonio?: Promoting, Preventing, and Supporting Preschoolers' Social-emotional Competence, Averting Challenging Behaviors Understanding of Standards (RTP July 16–17, 2012),
- Serving Preschool Children with Disabilities: What Are the OSEP Required Early Childhood Outcomes? (Presentation at the OEC's New Director's Academy, September, 2012),

- Using CARA’s (Creating Adaptations for Routines and Activities) Kit at the Preschool Level to Increase Engagement and Participation in Classroom Routines and Activities (RTP 2012),
- Learning and Play Go Hand in Hand with Preschool Children (RTP 2012),
- Teaching Children of Poverty (RTP 2012), and
- Progress Monitoring Tools and Strategies for Preschoolers (RTP, July 18, 2012).

Parent Involvement

Parent Survey

Annually, using a stratified sample of LEAs, a survey is sent to parents of students with IEPs in specific LEAs to obtain information about the degree to which parents feel that their children’s school facilitated their involvement. The survey is designed for the parents of children ages three to twenty-one. Because of the limitations of the software systems used by the SCDE, few surveys were sent to parents of preschool children due to the fact that preschool children tend to not be entered into the statewide educational data system, PowerSchool (and formerly SASI). As a result, each year less than fifty surveys were returned from parents of preschool children. Beginning in 2011–12, the OEC updated the software and invited over 18,000 parents of students with disabilities (ages three to twenty-one) to complete surveys. Return responses indicated more parents of preschool children were invited to and completed a survey.

Parent Involvement Initiatives

In 2011–12, the OSEP informed states that they would be required to establish targets for two additional years for each of the SPP Indicators. To ensure the targets were meaningful, the OEC, in connection with the ECO, presented proposed targets to the Advisory Council on the Education of Students with Disabilities and held a subsequent webinar. Advisory Council members had an opportunity to provide input to the SCDE in setting the two additional targets for Indicator 8.

At the 2012 Spring Special Education Administrators Conference, OEC staff presented data from Indicator 8 to LEA and state-operated programs from around the state. OEC staff discussed the limitations and noted the proposed changes to the Excent© software. The OEC also determined that the sampling plan needed revising to include new LEAs (such as the South Carolina Public Charter School District) as well as state-operated programs so that surveys could be sent to parents of children enrolled in these educational programs.

The most results of the surveys sent to parents can be accessed from the South Carolina Department of Education IDEA Annual Performance Report, Indicator 8, at <http://ed.sc.gov/agency/programs-services/173/documents/REV4-12FFY2010-AnnualPerformReport.pdf>. Results of the parent involvement survey indicate that parents of students with disabilities, in general, feel involved with their children’s special education services.

Trainings were offered that included parents, guardians, and care givers in the designated audience and had parents as presenters at the 2012 Research to Practice Institute. They included the following:

- Learning and Play Go Hand in Hand with Preschool Children,
- Response to Intervention and the IDEA, and
- Research without Resources: Utilizing the OSEP Technical Assistance and Dissemination Network.

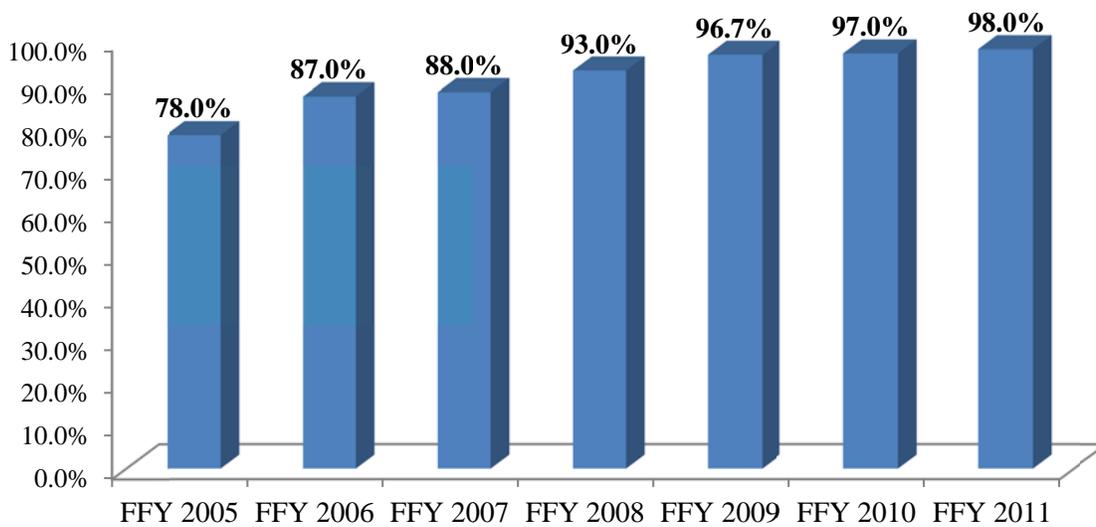
Transition from Part C to Part B

Both federal and state mandates require that LEAs develop procedures for transitioning preschoolers from an IDEA Part C early intervention program (from birth through two years of age) to an IDEA Part B preschool program (from three through five years of age) for children with disabilities. LEAs must participate in a transition meeting with parents and referring agencies prior to evaluation and placement of an infant/toddler into preschool special education services. For preschool children ages three through five, the IDEA mandates that children who have been served by a Part C (First Steps/BabyNet in South Carolina) and who are referred from Part C to Part B (educational programs for children with disabilities ages three to twenty-one), they must, if eligible for Part B special education and related services, have an IEP developed and implemented by their third birthday.

The OEC and First Steps/BabyNet have been working to ensure that representative from both agencies have information about areas of concern regarding this process. Members of the OEC program and data staff attend quarterly BabyNet managers' meetings to address this issue.

Current data show that the state continues to make progress in providing services to children transitioning from Part C to B and having IEPs developed and in effect by the third birthday. Roughly 2,000–3,000 children are referred from Part C to Part B annually. As shown in Figure 1-4, the state has made drastic improvements in the number and percentage of those eligible preschool children who have IEPs developed and implemented by the time they turn three-years old. While the state has not achieved the 100 percent federally defined target, considerable strides have been made in increasing the number of children who start preschool programs with IEPs and services designed to enable them to participate in the general education curriculum to the maximum extent possible with the supports they need to learn and grow.

Figure1-4: Eligible Preschool Children with Developed and Implemented IEPs, by Year



Source of Data: IDEA Part B Section 616 State Performance Plan Indicator 12, July 2012

Because this is a child-specific entitlement through IDEA, the OSEP requires that the state and each LEA maintain 100 percent compliance. When the state has evidence that an LEA is not meeting this requirement, the state must issue a finding of noncompliance and require the LEA to correct the noncompliance as soon as possible, but no later than one-year after being notified. The finding also requires the LEA to enter into a corrective action plan, demonstrate that each individual case has been corrected (i.e., each child), ensure that there was no denial of a basic IDEA right (or offer compensatory services, if so), and ensure that the systemic causes of the noncompliance have been corrected. In 2008–09, the OEC issued findings of noncompliance to thirty-eight LEAs in the state. In 2009–10, that number decreased to twenty LEAs. For 2010–11, the state issued findings to only four LEAs and notification of continued noncompliance to one LEA. As of this report to the South Carolina General Assembly, all LEAs in the state have corrected their findings of noncompliance. This is indicative that LEAs are much more attentive to this requirement and are aware of the importance of having preschool children starting educational programs with an IEP and appropriate special education and related services. Furthermore, data analyses from 2011–12 revealed that in only thirty-six instances did districts fail to develop and implement an IEP from a child transferring from a Part C provider (down from forty-seven in 2010–11).

Transition Initiatives

An interagency workgroup was formed in November of 2011 with representatives from the OEC and First Steps/BabyNet to develop an interagency Memorandum of Agreement (MOA) on transition from Part C to Part B. The first draft of the MOA was completed in June of 2012 and a signed agreement completed in December 2012. In February 2012, at the Family Connections Annual Conference, OEC staff made a presentation to parents on what they need to know when transitioning to preschool.

To ensure that the data collected and reported were valid and reliable, OEC staff conducted prechecks of transition data (Indicator 12) to help districts report accurately. These reviews ensured that children who were referred from Part C to Part B and found eligible for special education and related services had an IEP developed and implemented by the third birthday. A considerable amount of individual technical assistance was held with many LEAs in the state with particular questions regarding the early childhood transition process.

The transition process for children referred from Part C and some of the new community friends with whom districts should be collaborating for child find, transition, and LRE were some of the topics covered in *Understanding and Embracing Preschool: Services for Children with Disabilities Ages Three through Five Years*, presented to new special education directors during the 2011–12 Leadership Academy.

Conclusion

While improvements have been made over the past several years with regards to the performance and outcomes of preschool children with disabilities, there is evidence that continued progress may be made. In addition, as shown in statewide data, South Carolina is similar to many other states in terms of the makeup of the preschoolers who need special education and related services. As such, it is imperative that preschool programs and educators be supported to ensure that children are able to obtain the support they need, from birth, so they may start preschool educational programs with the tools and supports they need. Only through these coordinated, early intervening efforts might the state see children start school ready to learn, progress from grade to grade, and be equipped with the skills, information, and supports they need for lifelong success.

SECTION II

Financial Information

During the 2011–12 school year, the combined state and federal funds specifically allocated for preschool children with disabilities totaled \$25,376,486.36.

Federal Funds

During the 2011–12 school year, the OEC received \$7,003,167 in funds under the preschool grant program. Federal regulations allow the SCDE to retain a portion of the funds for administrative costs; however, the agency elected to flow through 100 percent of the funds to LEAs for the provision of direct services to children.

IDEA allocations are calculated by means of a three-tiered formula: a base equal to the LEA’s allocation for fiscal year 1997, the number of children in the age range from three to twenty-one in the LEA’s public and private schools, and the number in that age range who are living in poverty. Consequently, the SCDE cannot readily determine the dollars that preschool children generate for an LEA. The LEA, however, can expend other federal funds on this population.

Set-aside funds under the IDEA in the amount of \$285,275.35 were generated to assist in supporting extended school year services for this population.

State Funds

The SCDE’s Office of Finance provided the following estimate regarding the amount of state funds disbursed for programs for preschool children with disabilities for the 2011–12 school year, as shown in Table 1-4.

Table 1-4

Funding Source	Purpose	Allocation
Education Finance Act	Four-year old vision/hearing disabled children and five-year old children with disabilities	\$15,146,673.00
General Appropriation Act	Three- and four-year-olds, excluding vision and hearing disabled four-year-olds	\$2,878,146.00
Education Improvement Act	Five-year-old children with severe cognitive impairments proviso (trainable mentally disabled) only	\$53,484.00
Extended School Year Services Support	Preschool children with disabilities	\$9,741.01
Total amount of state funds allocated to LEAs		\$18,088,044.01

State Overall Expenditures

LEA final expenditure reports for 2011–12 indicate that \$35,404,407 in expenditures was attributed to preschool function-codes. These function-codes capture expenditures such as teacher and paraprofessional salaries, supplies, and professional development. Unfortunately, this sum does not capture high-cost services such as occupational, physical, and speech therapy; psychological and nursing services; and special transportation. The current accounting system also does not account for preschool children with disabilities who are served in programs not exclusively for preschool. For example, a preschool child might be served in a program that serves young elementary-aged students with autism. The costs of that program may be totally attributed to a funding code for autism, rather than preschool.

SECTION III

Policies and Procedures

Early Childhood Special Education Certification

Following approval by the South Carolina General Assembly, Amendments to 24 S.C. Code Ann. Regulations 43-62 (Supp. 2009), Requirements for Additional Areas of Certification, were published in the *State Register* on June 24, 2011, and became effective on the publication date. A new add-on certification requirement in Regulation 43-62 for Early Childhood Special Education (ECSE) was created. For more information, please see Appendix C.

This allowed the Office of Educator Certification to issue initial certificates in ECSE when applicants complete undergraduate or MAT-level initial preparation programs, or based on reciprocity when holding a valid certificate from another state.

The minimum qualifying score on the content area examination required by the State Board of Education for Early Childhood Special Education, the Educational Testing Service (ETS) Praxis–Special Education: Early Childhood (0691) was approved by the State Board at 159. The exam will begin being offered in September of 2012. See Appendix C for Early Childhood Special Education Certification Requirements.

Early Childhood Special Education Certification Initiatives

To prepare highly qualified staff to prepare appropriate environments for, and work with, young children with disabilities in all settings, OEC staff undertook the following initiatives:

- Convened a small workgroup to determine needs of teachers with certification in Early Childhood, Special Education, or Speech who are currently working with preschool children with disabilities and will need to take the new Early Childhood Special Education (ECSE) Special Education Praxis in order to be grandfathered under the new South Carolina Early Childhood Special Education certification. (February 2012)
- Developed training on preparing for the Special Education Early Childhood Praxis, which was offered at the 2012 Research to Practice Institute. Developed plan for presenting this training in five parts of the state during January and February of 2013.
- Met with the Education Professions Committee to examine recommendations for the cutoff score for the ECSE Praxis to be presented to the State Board (March 2012).
- Made presentation to individuals working with preschool children with disabilities at the 2012 SC Division of Early Childhood’s Annual Conference on the SC ECSE Certification.

Developmental Delay

Following the implementation of the use of the category “Developmental Delay” to replace “Preschool Child with a Disability” and the extension of the use of the category through age nine (to be consistent with IDEA regulations), the OEC found that there was still a great deal of confusion about the criteria for the use of the category for preschool children ages 3 through 5 and for school-age children six through 9. OEC staff provided training and resources to special education directors at the 2012 Fall Administrators Training, held in September, as well as technical assistance to districts during October and November to help clarify its use.

SECTION IV

Information on Other State Agencies

The state mandate represented a downward extension of all the requirements of the Individuals with Disabilities Education Act (IDEA), Public Law 101-476. The law required the establishment of a comprehensive system of special education and related services for preschool children with disabilities with the cooperation and support of other state agencies providing services for this population (S.C. Code Ann. § 59-36-20). In addition to the SCDE, the organizations include

- Office of the Governor, Continuum of Care for Emotionally Disturbed Children (COC);
- South Carolina Commission for the Blind (SCCB);
- South Carolina Department of Disabilities and Special Needs (SCDDSN);
- South Carolina Department of Health and Environmental Control’s Children’s Rehabilitative Services program (DHEC CRS);
- South Carolina Department of Mental Health (SCDMH);
- South Carolina Department of Social Services (SCDSS); and
- South Carolina School for the Deaf and the Blind (SCSDB).

Contact Information for each state agency is included in Appendix D.

Recommendations

To facilitate a more comprehensive statewide interagency collaboration, it is recommended that all collaborative efforts between agencies providing services to young children and their families in South Carolina be encouraged. Information dissemination as well as opportunities to participate in joint endeavors should be expanded to maximize collaboration and minimize duplication of efforts and services. The cross-agency collaboration would likewise be the best use of taxpayer dollars.

APPENDIX A

Act 86, Chapter 36 of Title 59 of the Amended Code of Laws of South Carolina, 1976

Act 86, the law requiring local education agencies to serve children with disabilities ages three through five, was approved by Governor Carroll Campbell on June 15, 1993. To prevent premature “labeling” of these children and to provide greater flexibility for service delivery, this new law required program eligibility to be non-categorical. The General Assembly established preschool programs for children with disabilities by adding Chapter 36 to Title 59 of the Code of Laws of South Carolina, 1976. The state mandate represented a downward extension of all the requirements of the Individuals with Disabilities Education Act (IDEA), Public Law 101-476.

Stipulations of Act 86

- Establishment of a process for determining the type and amount of services to be provided to a preschool child with a disability. Basing their work upon the unique needs of each child, a multidisciplinary team must:
 - determine the type of special education and related services to be provided,
 - determine the specific amount of time required for the provision of these particular services, and
 - write all aspects of the service plan into the child’s individualized education program (IEP).
- Expansion of the State Advisory Council on the Education of Individuals with Disabilities to include permanent representation by state agencies (listed in S.C. Code Ann. § 59-36-20) that provide services for preschool children with disabilities from birth through age five and the chairperson of the Interagency Coordinating Council (ICC) for Public Law 99-457 (S.C. Code Ann. § 59-36-10(3)).
- Establishment of a comprehensive system of special education and related services for preschool children with disabilities with the cooperation and support of other state agencies providing services for this population, including:
 - the Commission for the Blind;
 - the Department of Disabilities and Special Needs (formerly named the Department of Mental Retardation);
 - the Department of Health and Environmental Control;
 - the Department of Mental Health;
 - the Division of Continuum of Care for Emotionally Disturbed Children, Office of the Governor;
 - the School for the Deaf and the Blind; and
 - the State Department of Social Services. (S.C. Code Ann. § 59-36-20)
- Provision of assistance by the South Carolina Department of Education (SCDE) to the State Advisory Council in advising the State Board of Education on establishing a comprehensive system of special education and related services for preschool children with disabilities, including:
 - policies, standards, and procedures necessary to ensure that a smooth transition from early intervention programs or initial entry into preschool programs occurs for children with disabilities (S.C. Code Ann. § 59-36-40);
 - a comprehensive method of child identification;
 - development of memorandums of agreement (MOAs) with agencies providing services to preschool children with disabilities, defining financial responsibilities for services, transition of children from the Part C program under the IDEA to the Part B program, and procedures for resolving disputes (S.C. Code Ann. § 59-36-30);
 - a public-awareness program focusing on child identification; and
 - a coordinated system of personnel development for those serving preschool children with disabilities.
- Employment of at least one full-time consultant in preschool education for children with disabilities. (S.C. Code Ann. § 59-36-40)

- Arrangement of transportation for all children with disabilities enrolled in preschool programs who require transportation. (S.C. Code Ann. § 59-36-50)
- Provision of a special education program, including related services, by local education agencies (LEAs) for preschool children who meet the SCDE criteria for placement, beginning on a child's third birthday. (S.C. Code Ann. § 59-36-50)
- Submission of a report by February 1 of each year that includes, but is not limited to, the following:
 - SCDE initiatives relating to preschool programs for children with disabilities,
 - data and program information from LEAs related to activities involving the Child Find program and LEA services,
 - updates of policies and procedures for the preschool programs for children with disabilities,
 - financial information pertaining to implementation of the preschool programs for children with disabilities, and
 - information collected from other state agencies regarding programs for preschool children with disabilities.

APPENDIX B

OSEP Defined State Performance Plan Indicators

1. Percent of youth with IEPs graduating from high school with a regular diploma.
2. Percent of youth with IEPs dropping out of high school.
3. Participation and performance of children with IEPs on statewide assessments:
 - A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
 - B. Participation rate for children with IEPs.
 - C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
4. Rates of suspension and expulsion:
 - A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
 - B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
5. Percent of children with IEPs aged 6 through 21 served:
 - A. Inside the regular class 80% or more of the day;
 - B. Inside the regular class less than 40% of the day; and
 - C. In separate schools, residential facilities, or homebound/hospital placements.
6. Percent of children aged 3 through 5 with IEPs attending a:
 - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
 - B. Separate special education class, separate school or residential facility.
7. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
 - A. Positive social-emotional skills (including social relationships);
 - B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
 - C. Use of appropriate behaviors to meet their needs.
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
11. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

12. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
16. Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
17. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
19. Percent of mediations held that resulted in mediation agreements.
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

APPENDIX C

Early Childhood Special Education Certification Requirements (Birth to Sixth Birthday)

(for add-on certification)

-
1. Bachelor's Degree
 2. Initial or professional certificate at the early childhood or elementary level, or in special education or Speech and Language
 3. Minimum qualifying score on the content area examination(s) required by the State Board of Education
 4. Specialized Preparation

	Semester Hours
• Human Growth and Development	3
• Introduction to Early Childhood Special Education	3
• Partnerships in Early Childhood Special Education: Teaming With Parents and Professionals	3
• Assessment of Young Children with Disabilities	3
• Procedures for Working with Young Children with Disabilities	3
• Social/Emotional Development and Guidance for Young Children With Disabilities	3
• Practicum/Field Experience*	3

*Practicum may be waived based on two years' successful experience teaching young children with disabilities.

Note:

Individuals who have three (3) years teaching experience within the last five (5) years with young children with disabilities (birth to sixth birthday) will be granted add-on certification in Early Childhood Special Education by achieving the minimum qualifying score on the content area examination(s) required by the State Board of Education for Early Childhood Special Education within the five-year period.

Timeline:

Effective July 1, 2016,*all individuals working as Early Childhood Special Education teachers will be required to hold certification in Early Childhood Special Education.

* *This applies to individuals who will qualify to represent the early childhood special education interests of young children with disabilities. As part of the IEP team, they would be the special education teacher or, as appropriate, the special education provider of the child. Speech therapists do not have to acquire ECSE certification to provide speech therapy or services.*

Content Area Examination:

Educational Testing Service (ETS) Praxis - Special Education: Early Childhood (0691) test; minimum qualifying score of **159**.

Initial Certification and Reciprocity:

The Office of Educator Certification may issue initial certificates in ECSE when applicants complete undergraduate MAT level preparation programs, or based on reciprocity when holding a valid certificate from another state.

Age Range:

This age range is birth to sixth birthday (no grade level is attached).

APPENDIX D

Contact Information for Other State Agencies

State Agency	Telephone	Website
Office of the Governor, Continuum of Care for Emotionally Disturbed Children (COC)	803-734-4500	http://www.oepp.sc.gov/coc/contact/default.html
South Carolina Commission for the Blind (SCCB)	803-898-8731 or 800-922-2222	http://www.sccb.state.sc.us/programs-and-departments/childrens-services/index.html
South Carolina Department of Disabilities and Special Needs (SCDDSN)	803-898-9600 or Toll Free: 888-DSN-INFO (376-4636)	ddsn.sc.gov
South Carolina Department of Health and Environmental Control, Division of Children's Health	803-898-DHEC (3432) or Division of Children's Health: 803-898-0767	http://www.scdhec.gov/health/mch/ch/
South Carolina Department of Mental Health (SCDMH)	Main Number: 803-898-8581 For Deaf Services: TTY: 864-297-5130: TTY and Voice Upstate: 866-246-0129 Midlands: 866-246-0130	http://www.state.sc.us/dmh/services.htm
South Carolina Department of Social Services (SCDSS)	803-898-7601	https://dss.sc.gov/
South Carolina School for the Deaf and the Blind (SCSDB)	Voice/TTY: 1-888-447-2732 Voice/TTY: 864-585-7711	http://www.scsdb.org

APPENDIX E

2012 Research to Practice Institute Professional Development Offerings Related to Serving Preschool Children with Disabilities

Session Title (Dates)	Objectives
Teaching Children of Poverty (July 12–15, 2012, and follow up)	<p>Upon satisfactory course completion, the student will be able to</p> <ul style="list-style-type: none"> • use knowledge of current research to create a learning environment that incorporates strategies that acknowledge the special needs of children who have lived all or part of life in a culture of poverty; • use knowledge of efficacy, motivation, and relationship-driven classroom management to create an effective classroom community for children of poverty; • use knowledge of family and community partnership research to create and apply a partnership plan in the classroom environment for children of poverty; • use knowledge of growth and development, curriculum design, and instructional strategies and assessment to create an appropriate instructional environment for children of poverty; and • apply reflection skills to create a plan for continued professional growth and advocacy as it relates to work with children of poverty.
Working with Preschool Children with Autism: Modifying the Preschool Environment to Foster Independence and Language Development (July 17, 2012)	<p>Attendees will</p> <ul style="list-style-type: none"> • learn how to create a center-based preschool environment to meet the needs of the special learner with a language delay and/or autistic characteristics; • learn how to collaborate with therapist, general educators, and parents to create an effective preschool environment for the learner; • learn how to make and modify materials to be used in the preschool environment during a “make-and-take” session in the afternoon; and • learn how to develop data sheets to reflect student progress in the center-based preschool environment.
Early Childhood Special Education Certification: Preparing for the Praxis (July 19, 2012; repeated on July 20, 2012)	<p>Attendees will review and discuss</p> <ul style="list-style-type: none"> • an overview of test content, • tips for overcoming test anxiety, • resources for study, and • suggestions for developing an effective plan for study.
Special Education Teachers of Self - Contained Classes: Share Your Ideas, Frustrations, and Successes (July 19, 2012)	<p>A two-hour informational meeting to share and gather information specifically related to Early Childhood Special Education—where we are and where we’re headed.</p>

<p>Progress Monitoring Tools and Strategies for Preschoolers (July 18, 2012)</p>	<p>With emphasis on principles of formal progress monitoring and data interpretation, participants will learn to</p> <ul style="list-style-type: none"> • administer several tools that can be used for monitoring student progress in early literacy, especially phonemic awareness; • apply these principles of progress monitoring to ensure their students are reaching important achievement standards, measure effectiveness of instructional changes; and • make data-driven decisions that align with long-term outcomes.
<p>Hitting, Kicking, Biting and Ol' Yeller: Help! What do I do with Antonio? Promoting, Preventing, and Supporting Preschoolers' Social-Emotional Competence, Averting Challenging Behaviors Understanding of Standards) (July 16–17, 2012)</p>	<ul style="list-style-type: none"> • This course will provide teachers in Early Childhood Classrooms the necessary knowledge and best practices to implement a developmentally appropriate curriculum while meeting the needs of all children and their families in their classrooms. This 2 day comprehensive training will focus on children's growth and development, the learning environment, social and emotional development, facilitating children's learning, the teacher's role, the families' role. It will cover the South Carolina Early Learning Standards, and CSEFEL Social and Emotional Development
<p>Using CARA's (Creating Adaptations for Routines and Activities) Kit at the Preschool Level to Increase Engagement and Participation in Classroom Routines and Activities (July 19, 2012)</p>	<p>By the end of the session, participants will</p> <ul style="list-style-type: none"> • gain a working knowledge of how adaptations may help children meet a variety of early childhood standards and curricular expectations with insights based on experiences in a local school district; • learn about a research-based approach of using adaptations for daily activities and routines to help children successfully participate in early childhood classrooms; and • be familiar with the six-step approach described in the CARA's Kit and apply this approach to a current situation with a child in their class or on their case load.
<p>Learning and Play Go Hand in Hand with Preschool Children (July 16, 2012)</p>	<p>Attendees will</p> <ul style="list-style-type: none"> • learn how to teach and use a concrete approach of learning through play with their preschool-age children with and without disabilities; • learn activities that are age appropriate to the social, emotional, and cognitive developmental levels of 3-, 4-, and 5-year-old children; • experience a "hands-on approach" in the learning environment that allows the children to explore and learn by doing, as well as challenge the child to discover more on his or her own; and • make activities to take home with them to use in their classroom or home.
<p>Auditory Brain Development: The Key to Listening, Language, and Literacy (July 16, 2012)</p>	<p>This course will</p> <ul style="list-style-type: none"> • describe auditory brain development as the foundation for listening, language, and literacy for all children; • discuss the auditory basis of phonemic awareness, reading fluency, and overall literacy development; and • detail 2012 strategies for facilitating listening, language, and literacy development in infants and children.

<p>Classroom Acoustic Accessibility: A Brain-Based Perspective (July 17, 2012)</p>	<p>As a result of this presentation, participants will be able to</p> <ul style="list-style-type: none"> • explain why a child’s auditory brain development can have a surprising effect on how he or she develops literacy skills; • define distance hearing and incidental learning and relate both to acoustic accessibility; and • discuss classroom acoustics and Signal-to-Noise ratio-enhancing technologies.
<p>Social-Emotional Development Featuring “Theory of Mind (ToM)” (July 17, 2012)</p>	<p>As a result of this presentation, participants will be able to</p> <ul style="list-style-type: none"> • describe auditory brain development as the foundation for listening, language, and literacy; • define Theory of Mind Development; and • discuss the relationship between distance hearing, incidental learning, and social-emotional development.
<p>Hearing Loss and the Educational Impact (July 18, 2012)</p>	<p>The objectives of this course are to</p> <ul style="list-style-type: none"> • explain, and provide examples of, different types of hearing loss in addition to the educational impact of specific types of hearing loss; • explain, and provide examples of, assistive technology used with students who have a hearing loss; • provide research-based teaching strategies and “best practice” information; • answer questions about specific communication systems used by the deaf such as American Sign Language, Signed English, and Cued Speech; and • provide an opportunity for others to share their understanding of best practices for deaf and hard-of-hearing students.
<p>Response to Intervention and the IDEA (July 16, 2012)</p>	<p>This session is designed to increase participants’ knowledge of response to intervention (RTI) and IDEA 2004 regulations regarding the identification of students with disabilities especially specific learning disabilities when utilizing the RTI process.</p>
<p>Utilizing the OSEP Technical Assistance and Dissemination Network (July 17, 2012)</p>	<p>Participants will increase their knowledge of the Office of Special Education Program’s Technical Assistance and Dissemination (TA&D) Network. Hands on navigation through the Centers will assist participants in focusing on creating better outcomes for students. Participants will be aware of the scientifically research-based resources available.</p>
<p>CPI Crisis Prevention Institute’s (CPI) Train-the Trainer</p>	<p>Crisis Prevention Institute’s (CPI) methods of crisis prevention and intervention emphasizes verbal and non-verbal de-escalation skills and equips staff members to respond more effectively to developing individual and group crisis situations. The skills learned are appropriate for all ages of students, including pre-school. The OEC provided training to individuals from across the state to become certified trainers in the school districts of their South Carolina educational region as part of RTP 2012.</p>