

2008-09

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

## Evaluation Report



**SC EDUCATION  
OVERSIGHT COMMITTEE**

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

A report from the Education Oversight Committee pursuant to Proviso 1.64 of the 2008-09 General Appropriations Act.

January 1, 2009

This report has been prepared at the request of the General Assembly of South Carolina pursuant to Proviso 1.64 of the 2008-09 General Appropriations Act. The work was conducted as a part of the continuing research of the South Carolina Education Oversight Committee. The data used to develop the evaluation report were provided by colleagues serving in district, state and federal programs. Their names and acknowledgements are provided later in this document. The evaluation represents the work of staff of the Education Oversight Committee, most notably David Potter and Melanie Barton, and the following personnel from the University of South Carolina, Dr. William Brown, Dr. Christine DiStefano, Ms. Heather Smith Googe, Dr. Fred Greer and Dr. Ken Stevenson. The recommendations are the work of this team and do not represent policy statements of the members of the Education Oversight Committee.

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## **Section I Background Information**

The Child Development Education Pilot Program (CDEPP) was created by the General Assembly in 2006-2007 in response to the ruling in Abbeville County School District, et al., v. State of South Carolina, et al., the school equity lawsuit. The judge ruled that the State was not providing adequate support for the education of young children in poverty living in the Plaintiff and Trial school districts. The Plaintiff and Trial school districts tend to be rural and have high poverty levels as measured by the percentage of students eligible for the free or reduced-price federal lunch program and/or Medicaid. The median district poverty index for these districts in 2007-2008 was 86.1%.

Since 1994 South Carolina has provided for at least one half-day class for at-risk four-year-olds in each district using EIA funds. Additional half-day classes have been provided and half-day classes have been enhanced to full-day classes in many districts using other state, local, and federal funds. CDEPP differs from previous state-funded programs for four-year-olds in several ways:

- CDEPP is available only for students residing in the 37 Trial or Plaintiff school districts;
- Students eligible for participation must qualify for the federal free- or reduced-price lunch program and/or for Medicaid services;
- CDEPP classrooms are available in public schools and in private centers;
- CDEPP is a full-day program which must be based on an approved curriculum model and staffed by teachers meeting specified educational requirements (in 2008-2009 lead teachers must have at least a 2-year degree in early childhood education or related field and, if they do not have a 4-year degree in early childhood education or a related field, be working toward attainment of a 4-year degree within 4 years);
- Each CDEPP classroom must have a qualified lead teacher (and an assistant teacher meeting minimal educational requirements if the classroom has more than 10 students); classrooms are limited to 20 students with an adult: child ratio of no greater than 1:10; the per-child reimbursement rate was calculated assuming a minimum of 16 and maximum of 20 CDEPP-eligible children per classroom;
- CDEPP classrooms must be licensed by the SC Department of Social Services (DSS);
- Funding is based on a per-child reimbursement (\$3,931 in 2007-2008, \$4,093 in 2008-2009) for 180 days of instruction, prorated to reflect the number of days of instruction received by students who exit the program before they have attended for 180 days; funds are also available for transportation (\$185/student for public schools and up to \$550/student for private centers) and for the equipping of new classrooms (\$10,000) and for the purchase of supplies and materials for existing classrooms (\$2,500);
- CDEPP is evaluated by the Education Oversight Committee in partnership with an interdisciplinary team of researchers and evaluators from the University of South Carolina; in addition to evaluating the program's implementation, the evaluation includes a longitudinal evaluation of the achievement of program participants through elementary school; more information about CDEPP and its implementation is available in the evaluation reports available at [www.eoc.sc.gov](http://www.eoc.sc.gov).

Since 2006-07, CDEPP has been established and funded through annual provisos in the General Appropriations Acts. During the 117<sup>th</sup> South Carolina General Assembly, which met in 2007 and 2008, the House and the Senate debated and passed separate legislation to establish a full-day 4-year-old program; however, the General Assembly adjourned in June of 2008 without having agreed upon and enacted permanent legislation.

CDEPP is currently in its third year of implementation in both public and private centers, serving eligible children residing in the original school districts. While permanent legislation has not been enacted, each year since Fiscal Year 2006-07 a proviso in the general appropriations act has established the guidelines for the program. These provisos also have required the EOC to conduct annual evaluations of the program. These evaluations, which were performed and written by an independent evaluation team from the University of South Carolina (USC) and research personnel at the EOC, are available at [www.eoc.sc.gov](http://www.eoc.sc.gov) and include the following:

- “Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program” issued February 2007 and updated in July 2007. The reports documented the early implementation of the program during the first year of implementation and recommended an increase in the per child reimbursement rate.
- “Implementation and Expansion of the Child Development Education Pilot Program (CDEPP) issued January 1, 2008. The report analyzed administrative, programmatic, and financial data as well as initial student assessment results. Ten recommendations for improving the implementation and administration of CDEPP, for addressing improved data collection and financial accountability systems and for expanding the program statewide in the future were made:
  - 1) CDEPP should be continued in Fiscal Year 2008-09 and expanded beyond the plaintiff and trial districts pending the availability of state funding in districts with the great poverty index as reflected on the annual school report cards.
  - 2) The continued use of public and private providers is essential to the future expansion of the program given space limitations in public schools.
  - 3) The eligibility requirements should be amended to include not only children that qualify for the free and reduced-price federal lunch program and/or Medicaid but also children who score below the 25<sup>th</sup> percentile level on DIAL-3 or a comparable and reliable screening assessment.
  - 4) Continuation and expansion of CDEPP require better data collection not only for evaluation purposes, but also, and more importantly to improve the administrative and financial accountability of the program. All children enrolled in CDEPP should have SUNS identification numbers upon enrollment in the program. DIAL-3 data or other assessment data should be reported for all students participating in CDEPP. And, the funds appropriated for each child should be allocated and expended based on the days of service provided.
  - 5) Due to the likely overpayment of funds to private providers in the first year of the pilot program and due to the inability of the Department of Education to reimburse school districts for actual days attended by CDEPP eligible children, the General Assembly should require financial accountability controls similar to those in Georgia for all providers participating in CDEPP.
  - 6) Given the recent implementation of the CDEPP program and, to date the general lack of compelling evidence that teachers’ credentials and degrees strongly relate to program quality and children’s outcomes in early childhood, the current CDEPP teacher qualifications should be continued.

- 7) Given the variation in teacher credentials and compensation of teachers in CDEPP, the current reimbursement system should be amended prior to statewide implementation of the program. The reimbursement per child would reflect a higher per child rate for teachers who earn and maintain early childhood certification and four-year degrees beyond the minimal requirement of a two-year associate degree. The per-child rate should be based on a minimum class size, with the inclusion of waivers for centers in rural areas of the state.
- 8) Given the need to provide on-going technical assistance and professional development to CDEPP teachers, state administrators of the program should develop and publish an annual technical assistance and professional development plan that includes methods to directly evaluate implementers' and participants' professional support for CDEPP personnel.
- 9) At a minimum, no provider should receive funds to equip a new classroom unless the provider continuously enrolls a minimum of five CDEPP children in the school year. Cost-efficiencies must be implemented to guarantee the greatest return on the state's investment in children.
- 10) Based on the initial implementation of CDEPP, one agency or office should be accountable for the administration and implementation of CDEPP.



## Section II

### Child Development Education Pilot Program (CDEPP) Enrollment Data And Population Projections

The following section of the CDEPP Annual Report is based on school year 2007-08 enrollment and financial data from the 135<sup>th</sup> day of instruction in public schools and from late Spring (April-May 2008) in private centers; the data were provided to the evaluators by the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS), respectively. The 135<sup>th</sup> day data reported in this section and in the August 2008 update are more complete than the data from the 45<sup>th</sup> day of instruction reported in the January 2008 evaluation report. In addition to data for 2007-08, preliminary enrollment data for the 2008-09 school year based on the 45-day data collection from public schools and from the analogous time period for private child care centers are reported. Finally, this report's projections to 2010-11 of the numbers of 4-year-old children and the numbers of 4-year-olds projected to be eligible for the Federal free- or reduced-price lunch program and/or Medicaid based on current eligibility requirements are based on United States Census data and on data on children's poverty status provided by the Office of Research Services, South Carolina Budget and Control Board.

#### Data Quality in the First (2006-07) and Second (2007-08) Pilot Years

Substantial improvements in data quality and availability were made over the course of the first and second years of the pilot program. These improvements represent attention and effort on the part of personnel in SCDE and OFS and of the public and private CDEPP providers. Nonetheless, some problems observed in the 2006-07 data remained to be solved or improved in 2007-08:

- The SASI XP student coding to indicate whether a specific student was eligible for and receiving CDEPP services improved considerably; however, continued efforts to improve the accuracy of this coding are needed both for financial reporting and for evaluation purposes.
- The reporting of unique student identifying numbers (SUNS) required in the provisos establishing CDEPP also improved during the two pilot years, but OFS and SCDE still did not report SUNS for all students in CDEPP and non-CDEPP pre-kindergarten programs. For example, 124 of the 5,046 students enrolled in public 4-year-old pre-kindergarten programs in the 35 districts implementing CDEPP in 2007-08 did not have SUNS IDs reported in the data files. The unique identifying numbers are necessary to follow program participants and non-participants over time to judge the effectiveness of CDEPP and for program and financial accountability, so it is imperative that all students have a unique identifier assigned to them.
- Problems were encountered by both SCDE and OFS in collecting or reporting the *Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3)* screening test data from students participating in programs for 4-year-olds, including CDEPP. The *DIAL-3* pretest results are used by school districts in the process of identifying students having relatively low developmental skills, and the *DIAL-3* pretest results also provide a measure of student developmental status prior to the student's entry to an educational program. It is part of the evaluation design that the *DIAL-3* data will be used in the subsequent longitudinal studies of CDEPP and non-CDEPP students, so it is important that the *DIAL-3* results are complete and accurate. In 2006-07 *DIAL-3* pretest results were not provided for approximately 25% of all public school students statewide participating in 4-year-old pre-kindergarten programs (4,957/19,652), and in

2007-08 *DIAL-3* results were not reported for a similar proportion of students (5,324 of 20,085 students, or 26.5%, did not have *DIAL-3* scores reported). In 2007-08 only 201 of the 420 participants in private child care CDEPP, or 47.9%, had *DIAL-3* scores reported in the data files provide by OFS.

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

#### Data Quality in the Third Pilot Year (2008-09)

The public school data were collected through the first quarterly download of data from the school databases to the SCDE. This data collection in late October 2008 occurred at the 45<sup>th</sup> day of instruction after the first day of school. The private center data were collected by the OFS directly from private center providers and are updated as changes are indicated by the providers.

Many of the problems with the data encountered with the Fall 2006 and Fall 2007 data which were greatly ameliorated over the course of the 2006-07 and 2007-08 school years have reoccurred in the Fall 2008 data. The primary issue is that the data reported in October 2008 by the school districts and, to a lesser extent, by private providers, are incomplete, making it difficult to judge the accuracy of the data.

- Since some school districts failed to report the data codes identifying students as CDEPP participants and/or failed to report codes indicating students' eligibility for CDEPP participation, the preliminary data for 2008-09 public school CDEPP enrollments cannot be reported.
- State IDs were not reported for any of the CDEPP students enrolled in private centers in 2008-09.
- Information on the disabilities and disability services received by pre-kindergarten students continues to be unavailable for the public schools.

#### School District Participation Data in 2007-08

There was an expansion of CDEPP in public schools in 2007-08 compared to 2006-07 (Tables 1 and 2):

- the numbers of school districts participating expanded from 29 to 35 and the number of public schools participating increased from 70 to 96 (Table 1);
- based on the numbers of students enrolled on the 135<sup>th</sup> day, an additional 1,052 students were served in public school programs in 2007-08, an increase of 38.1% (Table 2);
  - 6 school districts participated in CDEPP for the first time in 2007-08, increasing the total number served in CDEPP by 291 students compared to the total served in 2006-07;
  - of the 29 districts participating in CDEPP in both 2006-07 and 2007-08:

- 12 districts served a total of 1,004 more students in 2007-08 than in 2006-07;
  - 4 of these districts increased the number served by 100% or more (Berkeley increased 292%; Florence 1 increased 195%; Florence 3 increased 196%; and Laurens 56 increased 100%);
- 3 districts served the same number of students in 2007-08 as in 2006-07;
- 14 districts served a total of 243 fewer students in 2007-08 compared to 2006-07;
- approximately 59% of the increase in the total number served was in the Berkeley school district, where an additional 619 students were served in CDEPP in 2007-08 compared to 2006-07;
- the remaining increase in the number served (142 students) took place in districts other than Berkeley which participated in CDEPP in both 2006-07 and 2007-08.

CDEPP is intended to increase the number of 4-year-olds in poverty who are served with a full-day, pre-kindergarten program which meets specific criteria for quality (e.g., teacher qualifications, approved curriculum, and adult:child ratios). With this purpose in mind, “expansion” of pre-kindergarten services in the Plaintiff districts can be viewed both as increasing the total numbers of eligible children served with a full-day program and as increasing the length and quality of the pre-kindergarten program provided to eligible children who may previously have been served in a half-day program. Expansion due to CDEPP in a district can take the form of building new classrooms or converting old ones, hiring additional teachers, and serving children who would not otherwise be served. Expansion could also come from converting existing half-day classrooms to full-day classrooms. This conversion does not require new teachers or classrooms, but it results in providing services for half as many children as before. The children served, however, experience a longer instructional day in a preschool program.

It is clear that there were differences in the extent of expansion observed among the school districts participating in CDEPP in both 2006-07 and 2007-08: four districts doubled or more than doubled the numbers of students served with CDEPP, while four other districts served about one-third fewer students in CDEPP (Allendale reported serving 33.3% fewer; Bamberg 2, 32.4% fewer; Clarendon 3, 41.5% fewer; and Orangeburg 4, 32.9% fewer). It is not clear whether the decline in participation observed among some districts reflects inaccurate data collection or actual changes in district policy regarding the implementation of CDEPP. The four districts showing large increases in the number of students served in CDEPP were especially committed to expansion of the program.

**Table 1**  
**Trial and Plaintiff Districts and Participation in CDEPP, 2006-07 and 2007-08**

<b>Districts Participating in CDEPP in Both 2006-07 and 2007-08</b>		
Abbeville	Dillon 3	Laurens 56
Allendale*	Florence 1	Lee*
Bamberg 2	Florence 2	Lexington 4
Barnwell 19	Florence 3	Marion 2
Berkeley	Florence 4*	Marion 7*
Clarendon 1	Florence 5	Orangeburg 3
Clarendon 2	Hampton 1	Orangeburg 4
Clarendon 3	Hampton 2*	Orangeburg 5
Dillon 1	Jasper*	Williamsburg
Dillon 2*	Laurens 55	
<b>Districts Participating in CDEPP in 2007-08 But Not in 2006-07</b>		
Bamberg 1	Chesterfield	Marlboro
Barnwell 29	Marion 1	McCormick
<b>Districts NOT Participating in CDEPP in Either 2006-07 or 2007-08</b>		
Barnwell 45	Saluda	

\* Trial district

**Table 2**  
**Plaintiff Public School District Participation in CDEPP in 2006-07 and 2007-08**  
**Students Enrolled in CDEPP On 135<sup>th</sup> Day Data Collection**

<b>District</b>	<b>Number of CDEPP Students Reported by Districts</b>		<b>Change in Number Served in 2007-08 Compared to 2006-07</b>	<b>Percent Change in Number Served in 2007-08 Compared to 2006-07</b>
	<b>2006-07</b>	<b>2007-08</b>		
Abbeville	79	70	-9	-11.4
Allendale	81	54	-27	-33.3
Bamberg 1	NA	19	NA	NA
Bamberg 2	37	25	-12	-32.4
Barnwell 19	19	17	-2	-10.5
Barnwell 29	NA	17	NA	NA
Barnwell 45	NA	NA	NA	NA
Berkeley	212	831	+619	+292.0
Chesterfield	NA	74	NA	NA
Clarendon 1	52	58	+6	+11.5
Clarendon 2	100	84	-16	-16.0
Clarendon 3	41	24	-17	-41.5
Dillon 1	36	28	-8	-22.2
Dillon 2	138	140	+2	+1.5
Dillon 3	66	64	-2	-3.0
Florence 1	84	248	+164	+195.2
Florence 2	59	59	0	0.0
Florence 3	49	145	+96	+195.9

District	Number of CDEPP Students Reported by Districts		Change in Number Served in 2007-08 Compared to 2006-07	Percent Change in Number Served in 2007-08 Compared to 2006-07
	2006-07	2007-08		
Florence 4	56	48	-8	-14.3
Florence 5	40	40	0	0.0
Hampton 1	86	88	+2	+2.3
Hampton 2	38	38	0	0.0
Jasper	150	182	+32	+21.3
Laurens 55	110	116	+6	+5.5
Laurens 56	60	120	+60	+100.0
Lee	97	81	-16	-16.5
Lexington 4	128	137	+9	+7.0
Marion 1	NA	110	NA	NA
Marion 2	94	95	+1	+1.1
Marion 7	48	55	+7	+14.6
Marlboro	NA	54	NA	NA
McCormick	NA	17	NA	NA
Orangeburg 3	158	116	-42	-26.6
Orangeburg 4	161	108	-53	-32.9
Orangeburg 5	274	257	-17	-6.2
Saluda	NA	NA	NA	NA
Williamsburg	210	196	-14	-6.7
Total	2,763	3,815	+1,052	+38.1

NA = District did not participate in CDEPP in 2006-07, 2007-08, or both years.

Note: Districts received funding for a cumulative 3,292 students in 2006-07 and 4,138 students in 2007-08.

#### Private Center Participation Data in 2007-08

There was also an expansion of CDEPP in private child care centers in 2007-08 compared to 2006-07 (Table 3):

- the numbers of private centers participating and enrolling CDEPP students on the 135<sup>th</sup> day expanded from 36 to 46; approximately 69% (25 of 36) of the private centers enrolled CDEPP students for both years (Table 3);
- based on the numbers of students enrolled on approximately the 135<sup>th</sup> day, an additional 117 students were served in private centers, an increase of 38.6% over 2006-07 enrollments;
- of the 25 private child care centers participating in both 2006-07 and 2007-08:
  - 12 centers served a total of 87 more students in 2007-08 than in 2006-07;
  - 4 centers served the same number of students in 2006-07 and 2007-08;
  - 9 centers served a total of 34 fewer students in 2007-08 than in 2006-07.

**Table 3**  
**Number CDEPP Students Enrolled at 135th-day Data Collection - Private Providers**  
**2006-07 and 2007-08**

Private Program Name	Center's County Location	Number CDEPP Students Served		Change in Number Served in 2007-08 Compared to 2006-07	Percent Change in Number Served in 2007-08 Compared to 2006-07
		2006-07	2007-08		
Kids R Us	Allendale	NA	5	NA	NA
Little Precious Angels Child Development Ctr.	Bamberg	5	NA	NA	NA
Progressive Family Life	Bamberg	5	5	0	0.0
AAA New Jerusalem Daycare Center	Barnwell	NA	17	NA	NA
Bedford's Stay-n-Play	Barnwell	17	17	0	0.0
Hobbit Hill	Beaufort	1	1	0	0.0
Karen Scott Health CDC	Berkeley	8	4	-4	-50.0
La Petite Academy – SCGC	Berkeley	NA	8	NA	NA
The Sunshine House #106	Berkeley	3	6	+3	+100.0
The Sunshine House #29	Charleston	6	6	0	0.0
Foster's Childcare Center, Inc.	Charleston	NA	10	NA	NA
West Ashley Learning Hub	Charleston	NA	6	NA	NA
Giggles and Wiggles Academy	Chesterfield	NA	8	NA	NA
The Wee Academy Learning Center	Clarendon	9	10	+1	+11.1
Prosperity Child Care	Darlington	NA	1	NA	NA
Kids Ltd.	Dillon	20	40	+20	+100.0
Pee Dee CAP Head Start (Hamer-Canaan)	Dillon	10	NA	NA	NA
Pee Dee CAP Head Start (Whittaker)	Dillon	NA	19	NA	NA
Angel's Inn Daycare	Florence	NA	7	NA	NA
Zion Canaan Child Development Center	Florence	8	13	+5	+62.5
Excellent Learning Preschool, Inc.	Florence	6	16	+10	+166.7
Melva's Daycare	Florence	NA	2	NA	NA
The Sunshine House #30	Florence	4	16	+12	+300.0
Pee Dee CAP Head Start (Thelma Brown)	Florence	11	9	-2	-18.2
Pee Dee CAP Head Start (Lake City)	Florence	10	11	+1	+10.0
Little Smurf's Child Development Center	Georgetown	13	27	+14	+107.7
Rainbow Child Care Center	Georgetown	NA	4	NA	NA
Children's Keeper	Hampton	NA	2	NA	NA
The Mellon Patch	Hampton	NA	2	NA	NA
Little People, Inc. Day Care	Jasper	6	NA	NA	NA
Thornwell Child Development Center	Laurens	NA	7	NA	NA
Bishopville Lee Child Care Center Inc.	Lee	15	13	-2	-13.3
Lynchburg-Elliott CDC	Lee	14	7	-7	-50.0
Agapeland Daycare Center	Marion	NA	3	NA	NA
Kids Konnection	Marion	9	6	-3	-33.3
Troy Johnson Learning Center	Marion	10	12	+2	+20.0
Little Promises Learning Center	Marion	2	NA	NA	NA
McGills Bundles of Joy	Marion	13	15	+2	+15.4
Pee Dee CAP Head Start (Springville)	Marion	10	NA	NA	NA

Private Program Name	Center's County Location	Number CDEPP Students Served		Change in Number Served in 2007-08 Compared to 2006-07	Percent Change in Number Served in 2007-08 Compared to 2006-07
		2006-07	2007-08		
Back to Basics Learning Center, Inc.	Orangeburg	13	6	-7	-53.8
Happyland Child Development Center	Orangeburg	NA	4	NA	NA
India's Toddler University	Orangeburg	4	NA	NA	NA
Kelly's Kids	Orangeburg	3	NA	NA	NA
Kiddie Kollege of Orangeburg	Orangeburg	2	NA	NA	NA
Kids 2000 Kindergarten & Daycare Center	Orangeburg	2	NA	NA	NA
Kids in Motion	Orangeburg	4	9	+5	+125.0
Raggedy Ann and Andy	Orangeburg	NA	5	NA	NA
SC State Child Development/Learning Center	Orangeburg	NA	8	NA	NA
ABC Academy	Saluda	9	6	-3	-33.3
Doodle Bug Academy	Williamsburg	NA	9	NA	NA
Graham's Enhancement	Williamsburg	9	4	-5	-55.6
Kindale Park Day Care	Williamsburg	NA	2	NA	NA
Little Miss Muffet Day Care	Williamsburg	NA	5	NA	NA
Mary's Little Lamb Daycare Center	Williamsburg	15	NA	NA	NA
Nesmith Community Day Care Center	Williamsburg	9	8	-1	-11.1
Tender Bear's Daycare and Learning Center	Williamsburg	12	NA	NA	NA
Wilson's Daycare and Learning Center	Williamsburg	6	18	+12	+200.0
<b>Total</b>		<b>303</b>	<b>420</b>	<b>+117</b>	<b>38.6</b>

Source: Office of First Steps to School Readiness.

NA = No students enrolled at time of data collection (135<sup>th</sup> day) in one year (2006-07 or 2007-08)

Note: Private centers received funding for a cumulative 354 students in 2006-07, and for 481 students in 2007-08.

On a percentage basis, total proportional growth in the numbers of CDEPP participants served in private childcare centers in 2007-08 compared to 2006-07 was similar to that of public schools. Private center enrollment increased by 38.6% as compared to 38.1% in public schools. One private child care center (Kids Lt'd, located in Dillon county) doubled the number of CDEPP students served in 2007-08, in the process creating two full classes (20 students each) of CDEPP participants. Another center, Little Smurf's Child Development Center in Georgetown County, served enough additional CDEPP students to open a second classroom (from 13 students in 2006-07 to 27 students in 2007-08). As in public schools, however, some centers increased their CDEPP enrollments in 2007-08 and some saw declines in the number of CDEPP students served. In addition, of the 57 private child care centers listed in Table 3, 25 served CDEPP students in both 2006-07 and 2007-08, 11 centers served CDEPP students in 2006-07 but not 2007-08, and 21 centers served CDEPP students in 2007-08 but not 2006-07. Two of these 11 centers that served in 2006-07 but not in 2007-08 had children enrolled in the program in 2008-09 based on the 45<sup>th</sup> day counts. Another two of the original providers were terminated from the program during 2006-07 upon losing their South Carolina Child Care license. The data indicate the potential for a direct economic loss to the state and an educational loss for at-risk students in communities served by private centers that do not consistently enroll CDEPP children across consecutive years.

## Student Participation in CDEPP: Enrollment in and Early Withdrawal from Program

CDEPP is an educational program intended to improve at-risk preschoolers' readiness for school. The educational program in CDEPP is based on approved curricula implemented over the course of the 180-day school year. The skills and knowledge from the curriculum that children are expected to develop and learn are designed to build in sequence over the instructional year, so it is beneficial that students participate in the entire 180-day instructional program without interruption. One issue being explored for the evaluation is the extent to which participants receive the full 180-day instructional program. It can be expected that students who enroll in the program after the first day of school will receive less than 180 days of instruction, as will students who withdraw before the end of 180 days.

The 135-day student data from public schools and the analogous data from the private childcare centers participating in CDEPP were analyzed to determine each student's date of enrollment and, if the student withdrew from the program before the 135<sup>th</sup> day, the date of withdrawal. The public school students' dates of enrollment were compared to the published dates for the first days of school for the school districts in which they resided. Students who enrolled in the pre-kindergarten program 10 or more days after the first day of school in their district were considered to be "late enrollees." Most school districts finalize their initial enrollment figures on the tenth day of school, so students whose enrollment is after that date are quite likely to be late enrollees and their enrollment date is not likely to represent a data entry error or omission. This analysis could only be performed using public school data, since many private centers are open year-round and do not have a published first day of school. However, it should be noted that 26 of the 481 (5.4%) students enrolled in CDEPP in private childcare centers in 2007-08 enrolled after January 1, 2008, which is approximately midway through the 180-day school year; 3 of the 26 late enrollees in private centers had transferred from public school CDEPP.

The data from public school CDEPP participants and from participants in 4-year-old pre-kindergarten programs in the non-CDEPP participating districts were analyzed. The data from this analysis are listed in Table 4.

**Table 4**  
**On-Time vs. Late Enrollment**  
**2007-08 Programs for 4-Year-Olds**  
**135<sup>th</sup>-day Public School Enrollment Data**

<b>Group</b>	<b>Number Late Enrollees* (%)</b>	<b>Number On-Time Enrollees* (%)</b>	<b>Totals (%)</b>
CDEPP Participants in CDEPP Districts	461 (11.1)	3,677 (88.9)	4,138 (19.6)
Participants in 4-year-old Pre-Kindergarten Programs in Non-CDEPP Districts	3,110 (18.3)	13,864 (81.7)	16,974 (80.4)
<b>Totals** (%)</b>	<b>3,571 (16.9)</b>	<b>17,541 (83.9)</b>	<b>21,112 (100)</b>

\* Late Enrollees enrolled in program 10 or more days after the first day of school; On-Time Enrollees enrolled by the tenth day of the school year.

\*\*Data from 958 students not participating in CDEPP but enrolled in CDEPP-participating districts not included in analysis.

The data in Table 4 reveal that CDEPP-participating students are significantly less likely to be late enrollees than 4-year-olds attending pre-kindergarten programs in non-CDEPP districts (11.1% vs. 18.3%; z test of difference between two proportions:  $z = 11.04$ ,  $p < 0.00001$ ). The

pre-kindergarten programs in the non-CDEPP districts represent a mix of half- and full-day programs, while the CDEPP classrooms are all full-day. The data in Table 4 suggest that parents of children participating in public school CDEPP and educators in CDEPP-participating districts are making efforts to enroll children in the program on time. In addition to indicating the value parents may place on the importance of their children receiving the full benefits of CDEPP, this finding may also reflect the differences in funding between CDEPP and other state-funded public school programs for four-year-olds. CDEPP funding to school districts is based on a per-child reimbursement adjusted for the number of days served, while state funding for four-year-old pre-kindergarten programs in non-CDEPP districts is allocated based on the numbers of children served in 5-year-old kindergarten in the previous school year. Thus CDEPP districts have a fiscal incentive for enrolling children in CDEPP on-time that is not present in non-CDEPP districts.

The data from public school districts and from private centers were further analyzed to identify the extent to which students withdrew from CDEPP or other pre-kindergarten programs prior to the 135<sup>th</sup> day of instruction. Early withdrawal from the program can occur for many reasons, such as family relocation, illness, or choice of another educational setting. Regardless of the reason for early withdrawal, it is an indicator of the degree to which pre-kindergarten program participants experience the full educational program. It also is an indicator of the continuity of instruction in a classroom, since having students leave well into the instructional year is disruptive both for the students withdrawing and for the new students on a waiting list who enter the classroom late in the sequence of instruction. The data for CDEPP participants in public and private settings and for participants in non-CDEPP pre-kindergarten programs in public school districts are listed in Table 5.

**Table 5**  
**Early Withdrawal From Pre-Kindergarten Programs**  
**Prior to the 135<sup>th</sup> Day of Instruction**  
**2007-08 Programs for 4-Year-Olds**  
**135<sup>th</sup>-day Public School Enrollment Data**

<b>Group</b>	<b>Number Withdrawing Early (%)</b>	<b>Number Still Enrolled (%)</b>	<b>Totals (%)</b>
CDEPP Participants in CDEPP Districts	323 (7.8)	3,815 (92.2)	4,138 (19.2)
Participants in 4- year-old Pre- Kindergarten Programs in Non- CDEPP Districts	1,656 (9.8)	15,318 (90.2)	16,974 (78.6)
CDEPP Participants in Private Centers	61 (12.7)	420 (87.3)	481 (2.2)
<b>Totals* (%)</b>	<b>2,040 (9.4)</b>	<b>19,553 (90.6)</b>	<b>21,593 (100)</b>

\*Data from 958 students not participating in CDEPP but enrolled in CDEPP-participating districts not included in analysis.

The data in Table 5 also reveal differences between CDEPP and non-CDEPP participants enrolled in public school programs, and between CDEPP participants enrolled in public schools compared to those in private centers. When the proportion of public school CDEPP participants who withdrew early (7.8%) was compared to the proportion of public school participants in non-CDEPP pre-kindergarten programs who withdrew early (9.8%), the data indicate that participants in non-CDEPP public school programs are significantly more likely to withdraw early than public school CDEPP participants ( $z = 3.85, p < 0.001$ ). The comparison of the early withdrawal rate for public school CDEPP participants (7.8%) with the rate for CDEPP participants in private centers (12.7%) also indicated that they differed significantly ( $z = 3.66, p < 0.01$ ).

To further explore the movement of students in and out of public and private CDEPP, participants who were enrolled in a private center and also in a public school at some point during 2007-08 were identified using the Student Unique Numbering System (SUNS) ID. A total of 30 CDEPP participants had moved between public and private centers in 2007-08. Twelve of the 30 students were initially enrolled in public school CDEPP but withdrew and entered a private childcare center CDEPP. Nine other students initially enrolled in CDEPP in a private childcare center withdrew and entered public school CDEPP. The reasons for the choices made by parents to move their child from public to private or private to public CDEPP are not available from the enrollment data. Finally, the remaining 9 students were enrolled simultaneously in CDEPP in both public schools and private centers at some point during the 2007-08 school year. The data indicate that they were served in a public and a private CDEPP at the same time. It cannot be determined from the data files if these students were actually withdrawn from one of the programs but the withdrawal was not reported.

#### CDEPP Student Enrollment Data for the 2008-09 School Year

CDEPP enrollments in public schools in the 2008-09 school year are similar to those in the 2007-08 school year: there were no expansions in the numbers of districts or schools implementing CDEPP in 2008-09. Initial public school student enrollment data for 2008-09 were collected at the 45<sup>th</sup> day of instruction in late October, but the CDEPP data reported by school districts in this data collection are incomplete. Specifically, the data problems reported based on an analysis by the SCDE included: (1) data codes identifying CDEPP participants were not provided by some districts; and (2) data on student federal free- or reduced-price lunch program status and Medicaid eligibility to establish eligibility for CDEPP were also not provided by some districts. The incomplete data in 2008-09 represent yet persistent problems by some school districts to provide accurate and complete data for CDEPP. SCDE personnel are making vigorous efforts to improve the accuracy and completeness of the data collected for CDEPP. Since there were ongoing problems with the 45-day data collection in 2008-09 despite previous efforts to improve the data collected, the SCDE notified school districts that it will initially base payments for 2008-09 on enrollments from the 2007-08 school year, and will not make adjustments to those payments to reflect changes in the numbers of students served in CDEPP until after the 90<sup>th</sup> day data collection. This policy gives time for districts to improve the accuracy and completeness of the data submitted for the 45-day data collection.

There was a small increase in the number of students reported by OFS as enrolled in private childcare CDEPP centers in 2008-09. A total of 489 students had enrolled in private CDEPP by November 2008. However, 30 of those students had enrolled and then withdrawn from the program, leaving a total of 459 active students in the private program as of the time of data collection. Compared to the total of 420 active students reported for private programs by the end of 2007-08, there were 39 more students participating in private CDEPP programs during the first quarter of the 2008-09 school year. The 459 students participating in private CDEPP in

2008-09 were enrolled in 43 private centers, for an average of 10.7 CDEPP participants per center.

#### Data on the Participation of Four-Year-Olds in Poverty in Publicly-Funded Pre-Kindergarten Programs

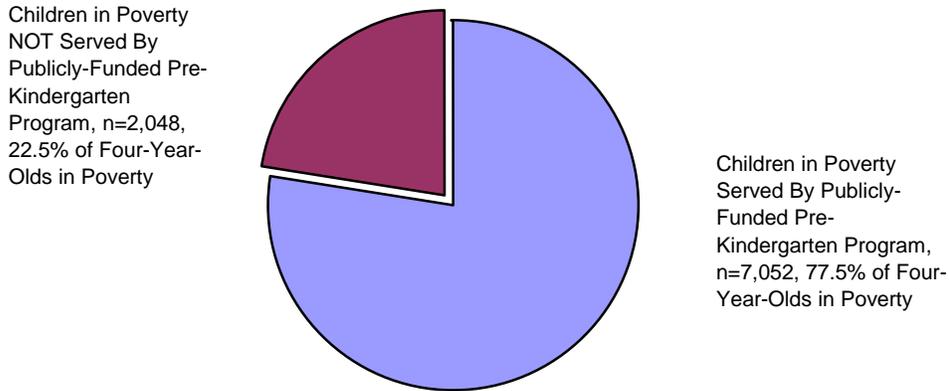
One of the major outcomes expected from CDEPP is that the numbers of 4-year-olds at risk for school failure on the basis of their family poverty levels in the Plaintiff districts who participate in state-funded pre-kindergarten programs will increase, thus increasing the numbers of children possessing appropriate readiness skills for success in 5-year-old kindergarten and elementary school. Four-year-old children at risk due to poverty are defined as children eligible for the federal free- or reduced-price lunch program and/or eligible for Medicaid services. Publicly-funded pre-kindergarten programs include full- and half-day public school pre-kindergarten programs, CDEPP classrooms in private child care centers, Head Start, and ABC voucher childcare program attendance for 30 or more hours per week.

Data on enrollments in 2007-08 in publicly-funded pre-kindergarten programs for all districts are listed in Appendix A Tables 1-3. These tables provide information on the estimates of the numbers of children in each district eligible for CDEPP (i.e., students eligible for free- or reduced-price lunch and/or Medicaid services); estimates of the numbers eligible for the free- or reduced-price lunch program; and the numbers of students served in the various publicly-funded programs for 4-year-old students, including public school child development programs, the public school and private provider CDEPP, the ABC Voucher child care program, and Head Start programs. Data for the 37 public school districts identified as Plaintiff districts are listed in Appendix A Table 2, and data for the 35 plaintiff districts participating in CDEPP in 2007-08 are listed in Appendix A Table 3. When estimates were made, such as the numbers of four-year-olds living in a school district or the numbers of students in a school district eligible for the free- or reduced-price lunch program, the methodology used is detailed in the earlier EOC report, "Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina" (March 16, 2006).

The numbers served from the Appendix A tables for the 37 Plaintiff public school districts compared to the numbers served in the 48 remaining non-Plaintiff districts are illustrated in Figures 1 and 2, respectively. The data in Figures 1 and 2 indicate that CDEPP is increasing the number of four-year-olds at-risk due to poverty who are being served in publicly-funded pre-kindergarten programs in the 37 Plaintiff districts.

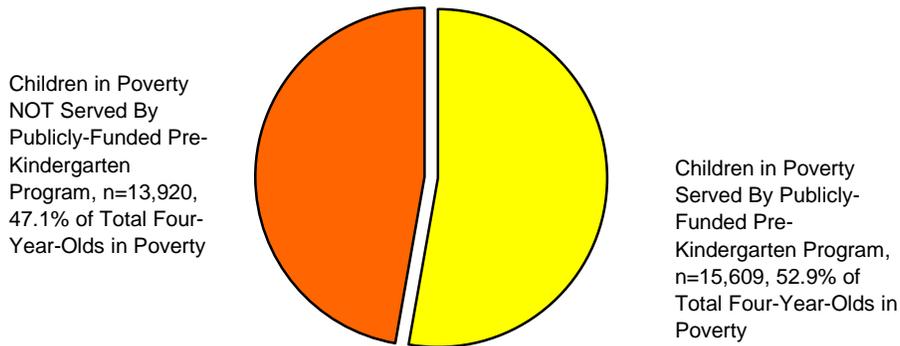
The number and percentage of 4-year-olds at-risk due to poverty in the 37 Plaintiff districts who are being served in a publicly-funded full-day pre-kindergarten program as well as the estimated number in poverty who are not being served are shown in Figure 1. Of the estimated 9,100 four-year-olds in poverty residing in those districts, 7,052, or 77.5%, were served in a publicly-funded full-day pre-kindergarten program in 2007-08, and 2,048, or 22.5%, were not served. This contrasts with the data in Figure 2 from the remaining 48 public school districts which were not eligible to participate in CDEPP, where 15,609 (52.9%) of the 4-year-olds in poverty were served by a publicly-funded full- or half-day pre-kindergarten program, and 13,920 (47.1%) were not served. Finally, the data are combined in Figure 3 to show the number and percentage of the estimated 38,629 students in poverty statewide (in all 85 public school districts) who were served (22,661, or 58.7%) in a publicly-funded full- or half-day pre-kindergarten program, or were not served (15,968, or 41.3%).

**Figure 1**  
**Children in Poverty in 37 Plaintiff School Districts Served or Not Served**  
**By Publicly-Funded Pre-Kindergarten Program, 2007-08 School Year**  
**Estimated Total of 9,100**  
**Four-Year-Olds in Poverty**



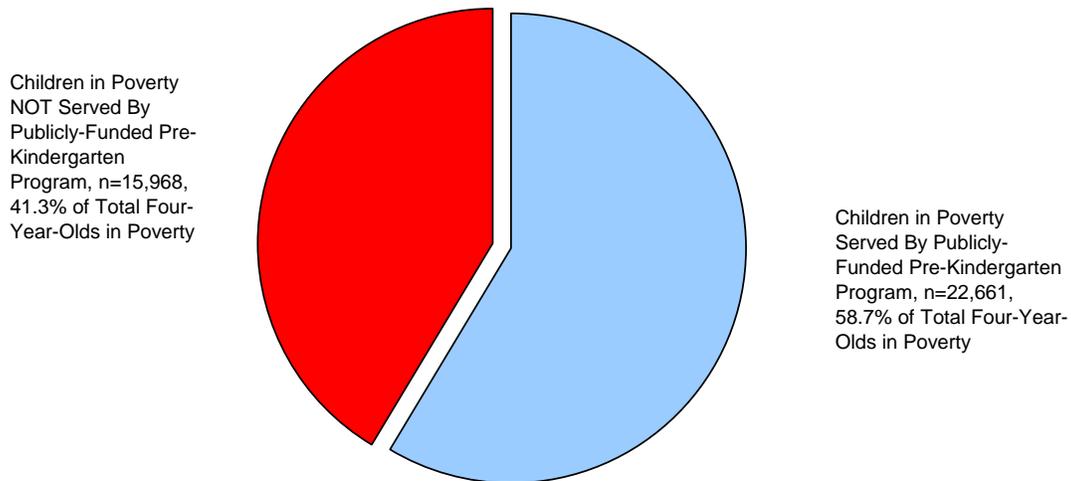
Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services. Publicly-Funded Pre-Kindergarten Programs Include Full-Day Public School Programs, CDEPP in Private Child care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs. Data From Students Enrolled on 135th Day of Program.

**Figure 2**  
**Children in Poverty in 48 Non-Plaintiff School Districts Served or Not Served**  
**By Publicly-Funded Pre-Kindergarten Program**  
**2007-08 School Year**  
**Estimated Total of 29,529 Four-Year-Olds in Poverty**



Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services. Publicly-Funded Pre-Kindergarten Programs Include Full- and Half-Day Public School Programs, CDEPP in Private Child Care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs. Data From Students Enrolled on 135th Day of Program.

**Figure 3**  
**Children in Poverty in All 85 School Districts Served or Not Served**  
**By Publicly-Funded Pre-Kindergarten Program 2007-2008 School Year**  
**Estimated Total of 38,629 Four-Year-Olds in Poverty**



Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services. Publicly-Funded Pre-Kindergarten Programs Include Full- and Half-Day Public School Programs, CDEPP in Private Child Care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs. Data From Students Enrolled on 135th Day of Program.

### **Projections of Numbers of 4-Year-Old Children By County for Years 2007-08 through 2010-11**

Proviso 1.64 to the 2008-09 General Appropriations Act directs the EOC to report recommendations for the creation and implementation of a statewide four-year-old kindergarten for at-risk children. As part of those recommendations, Proviso 1.64 specifies that the report provide anticipated 4-year-old kindergarten enrollment projections where possible for the two years following the January 2009 evaluation report (see Appendix M).

Projections of the numbers of 4-year-old children by county for the 2007-08, 2008-09, 2009-10, and 2010-11 school years were made by EOC staff. The methodology and data used for making the projections are described in Appendix B. The projections are based on current population trends; unanticipated events such as major economic downturns or other events may change the results at both the state and county levels.

The projected numbers of 4-year-olds by county and the changes in the numbers of 4-year-olds by county are listed in Table 6. The change in the projected numbers of 4-year-olds residing in the counties between the 2007-08 and 2010-11 school years is highlighted in Table 6, where the change is listed for each county. The data in Table 6 suggest that the number of 4-year-olds statewide will increase by about 3,324 children, or 5.6%, from the 2007-08 school year (59,261 4-year-olds) to the 2010-11 school year (62,585 4-year-olds). However, the changes over that period of time by county are variable, ranging from a projected decline of 10.2% in Allendale County to an increase of 23.6% in Dorchester County. The data in Table 6 indicate that 11 counties are projected to have declines of 5% or more in their 4-year-old populations between 2007-08 and 2010-11, while 14 counties are projected to increase by 5% or more.

**Table 6**  
**Estimates and Projections of Total Numbers of 4-Year-Olds**  
**2007-08 to 2010-11**  
**By County**

County Name	Estimated Total # 4 y.o. in 2007-08	Projected Total # 4 y. o. in 2008-09	Projected Total # 4 y. o. in 2009-10	Projected Total # 4 y. o. in 2010-11	Change in Total # 4 y.o. 2007-08 to 2010-11	Pct. Change in Total # 4 y.o. 2007-08 to 2010-11
Abbeville County*	291	285	279	273	-18	-6.2
Aiken County	1895	1912	1929	1946	51	2.7
Allendale County*	147	142	137	132	-15	-10.2
Anderson County	2336	2375	2414	2453	117	5
Bamberg County*	180	175	170	165	-15	-8.3
Barnwell County*	329	328	327	326	-3	-0.9
Beaufort County	2259	2325	2391	2457	198	8.8
Berkeley County*	2351	2420	2489	2558	207	8.8
Calhoun County	166	163	160	157	-9	-5.4
Charleston County	4738	4736	4734	4732	-6	-0.1
Cherokee County	686	672	658	644	-42	-6.1
Chester County	411	400	389	378	-33	-8
Chesterfield County*	533	524	515	506	-27	-5.1
Clarendon County*	412	409	406	403	-9	-2.2
Colleton County	519	512	505	498	-21	-4
Darlington County	854	848	842	836	-18	-2.1
Dillon County*	474	465	456	447	-27	-5.7
Dorchester County	1769	1908	2047	2186	417	23.6
Edgefield County	266	260	254	248	-18	-6.8
Fairfield County	300	298	296	294	-6	-2
Florence County*	1966	1997	2028	2059	93	4.7
Georgetown County	747	749	751	753	6	0.8
Greenville County	6066	6270	6474	6678	612	10.1
Greenwood County	874	867	860	853	-21	-2.4
Hampton County*	291	298	305	312	21	7.2
Horry County	3171	3321	3471	3621	450	14.2
Jasper County*	342	361	380	399	57	16.7
Kershaw County	789	808	827	846	57	7.2
Lancaster County	865	867	869	871	6	0.7
Laurens County*	800	800	800	800	0	0
Lee County*	253	253	253	253	0	0
Lexington County*	3352	3432	3512	3592	240	7.2
Marion County*	468	464	460	456	-12	-2.6
Marlboro County*	337	330	323	316	-21	-6.2
McCormick County*	79	78	77	76	-3	-3.8
Newberry County	510	518	526	534	24	4.7
Oconee County	829	835	841	847	18	2.2
Orangeburg County*	1302	1328	1354	1380	78	6
Pickens County	1293	1297	1301	1305	12	0.9
Richland County	4877	4998	5119	5240	363	7.4
Saluda County*	240	242	244	246	6	2.5

County Name	Estimated Total # 4 y.o. in 2007-08	Projected Total # 4 y. o. in 2008-09	Projected Total # 4 y. o. in 2009-10	Projected Total # 4 y. o. in 2010-11	Change in Total # 4 y.o. 2007-08 to 2010-11	Pct. Change in Total # 4 y.o. 2007-08 to 2010-11
Spartanburg County	3634	3708	3782	3856	222	6.1
Sumter County	1594	1576	1558	1540	-54	-3.4
Union County	315	306	297	288	-27	-8.6
Williamsburg County*	452	446	440	434	-18	-4
York County	2899	3063	3227	3391	492	17
State Totals	59261	60369	61477	62585	3324	5.6

County has decrease of 5% or more

County has increase of 5% or more

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

Data Source: US Census population estimates, 2000-2007, Office of Research and Statistics, SC Budget and Control Board

The population projections suggest that, statewide, the numbers of 4-year-olds in South Carolina will increase approximately 5.6% (3,324 more children) to more than 62,000 between now and 2011. The 4-year-old populations in the 20 counties in which at least one of the 37 Plaintiff school districts is located are projected to increase 3.7% (534 more children) during the same time period. Ten of these 20 counties are projected to have declines in their 4-year-old populations by 2011.

**Projections of Numbers of 4-Year-Old Children Eligible for Federal Free- or Reduced-Price Lunch or Medicaid By County for Years 2007-08 through 2010-11**

The projections of the numbers of 4-year-olds at-risk for school failure due to poverty (eligible for the federal free- or reduced-price lunch program and/or for Medicaid services) by county are listed in Table 7 (the methodology used for the projections is described in Appendix B). Bamberg County is projected to have the largest decrease in the number of 4-year-olds in poverty, with a decline of 11.7% of 4-year-olds in poverty between 2007-08 and 2010-11. The projected number of 4-year-olds in poverty in Bamberg County reflects the changes in the projected population of 4-year-olds in the county, which is projected to decrease by 8.3% by 2010-11. Similarly, Dorchester County is projected to have the largest increase in resident 4-year-olds (23.6%) and the largest increase in the number of 4-year-olds in poverty (31.1%) between 2007-08 and 2010-11. Statewide, an increase of 9.1%, or 3,524 4-year-olds eligible for the federal lunch program and/or Medicaid, is projected to take place by 2010-11. These projections reflect census data through July 2007 and poverty data for 2007-08. The projections reflect the early stages of the current downturn in the state's economy and may need to be adjusted when the economic recovery takes place.



**Table 7**  
**Estimates and Projections of 4 year-olds in Poverty 2007-08 to 2009-10, By County**

County Name	Poverty Index 2007-08	Estimated # 4 y.o. in Poverty 2007-08	Projected Poverty Index 2008-09	Projected # 4 y.o. in Poverty 2008-09	Projected Poverty Index 2009-10	Projected # 4 y.o. in Poverty 2009-10	Projected Poverty Index 2010-11	Projected # 4 y.o. in Poverty 2010-11	Change in # 4 y.o. in Poverty 2007-08 to 2010-11	Pct.Change in # 4 y.o. in Poverty 2007-08 to 2010-11
Abbeville County*	75.10	219	76.41	218	77.49	216	78.69	215	-4	-1.8
Aiken County	65.63	1244	66.89	1279	67.87	1309	68.99	1343	99	8.0
Allendale County*	95.04	140	95.47	136	95.67	131	95.99	127	-13	-9.3
Anderson County	59.68	1394	60.78	1444	61.82	1492	62.88	1542	148	10.6
Bamberg County*	80.78	145	79.98	140	78.70	134	77.66	128	-17	-11.7
Barnwell County*	78.86	259	80.51	264	82.26	269	83.95	274	15	5.8
Beaufort County	61.99	1400	63.07	1466	64.21	1535	65.31	1605	205	14.6
Berkeley County*	66.93	1574	67.73	1639	69.11	1720	70.20	1796	222	14.1
Calhoun County	91.22	151	92.21	150	92.74	148	93.50	147	-4	-2.6
Charleston County	63.00	2985	63.20	2993	63.26	2995	63.39	3000	15	0.5
Cherokee County	72.47	497	74.10	498	76.02	500	77.79	501	4	0.8
Chester County	75.18	309	76.60	306	77.93	303	79.31	300	-9	-2.9
Chesterfield County*	75.96	405	76.88	403	77.96	401	78.96	400	-5	-1.2
Clarendon County*	83.56	344	83.53	342	83.23	338	83.07	335	-9	-2.6
Colleton County	86.74	450	87.55	448	88.12	445	88.80	442	-8	-1.8
Darlington County	78.62	671	78.91	669	79.05	666	79.26	663	-8	-1.2
Dillon County*	87.98	417	89.29	415	90.80	414	92.21	412	-5	-1.2
Dorchester County	54.15	958	55.23	1054	56.35	1153	57.45	1256	298	31.1
Edgefield County	69.23	184	69.34	180	69.39	176	69.47	172	-12	-6.5
Fairfield County	91.27	274	91.79	274	91.84	272	92.13	271	-3	-1.1
Florence County*	73.82	1451	74.77	1493	75.09	1523	75.73	1559	108	7.4
Georgetown County	73.12	546	73.45	550	74.15	557	74.67	562	16	2.9
Greenville County	54.71	3319	55.73	3494	57.04	3693	58.20	3887	568	17.1
Greenwood County	67.47	590	68.79	596	70.01	602	71.27	608	18	3.1
Hampton County*	82.24	239	83.06	248	84.23	257	85.22	266	27	11.3
Horry County	67.98	2156	68.82	2286	69.85	2424	70.79	2563	407	18.9

County Name	Poverty Index 2007-08	Estimated # 4 y.o. in Poverty 2007-08	Projected Poverty Index 2008-09	Projected # 4 y.o. in Poverty 2008-09	Projected Poverty Index 2009-10	Projected # 4 y.o. in Poverty 2009-10	Projected Poverty Index 2010-11	Projected # 4 y.o. in Poverty 2010-11	Change in # 4 y.o. in Poverty 2007-08 to 2010-11	Pct.Change in # 4 y.o. in Poverty 2007-08 to 2010-11
Jasper County*	92.75	317	93.28	337	93.43	355	93.77	374	57	18.0
Kershaw County	62.77	495	63.30	511	63.90	528	64.47	545	50	10.1
Lancaster County	62.91	544	63.04	547	63.28	550	63.46	553	9	1.7
Laurens County*	75.75	606	76.77	614	77.79	622	78.81	630	24	4.0
Lee County*	95.78	242	95.26	241	94.45	239	93.78	237	-5	-2.1
Lexington County*	49.89	1672	51.11	1754	52.32	1837	53.54	1923	251	15.0
Marion County*	90.83	425	91.78	426	92.54	426	93.40	426	1	0.2
Marlboro County*	91.08	307	91.56	302	91.57	296	91.81	290	-17	-5.5
McCormick County*	89.45	71	90.92	71	91.89	71	93.10	71	0	0.0
Newberry County	72.99	372	74.09	384	75.19	395	76.29	407	35	9.4
Oconee County	65.77	545	67.13	561	68.61	577	70.03	593	48	8.8
Orangeburg County*	87.54	1140	87.88	1167	88.14	1193	88.44	1220	80	7.0
Pickens County	57.35	742	58.83	763	60.56	788	62.17	811	69	9.3
Richland County	64.98	3169	65.62	3280	66.19	3388	66.80	3500	331	10.4
Saluda County*	75.46	181	76.67	186	77.44	189	78.42	193	12	6.6
Spartanburg County	62.95	2288	64.22	2381	65.49	2477	66.75	2574	286	12.5
Sumter County	77.40	1234	78.40	1236	79.35	1236	80.33	1237	3	0.2
Union County	75.07	236	76.22	233	77.23	229	78.30	226	-10	-4.2
Williamsburg County*	95.41	431	95.77	427	96.15	423	96.52	419	-12	-2.8
York County	47.19	1368	47.45	1453	47.92	1546	48.28	1637	269	19.7
State Totals		38706		39859		41038		42240	3534	9.1

County has *decrease* of 5% or more

County has *increase* of 5% or more

Poverty Index=Percentage of students eligible for Federal free- or reduced-price lunch program and/or eligible for Medicaid.

## Findings

More than three-fourths (77.5%) of 4-year-olds at-risk for school failure due to poverty are being served with a publicly-funded pre-kindergarten program in school districts implementing CDEPP. This contrasts with the remaining 48 school districts, where only one-half (52.5%) of the 4-year-olds at-risk due to poverty are being served with a publicly-funded program. CDEPP has been successful in attracting parents and providers to serve this high-risk population in the Plaintiff school districts, and serves as a model for expansion to the remaining districts.

CDEPP provides a model for public-private partnerships to serve educationally at-risk children. The program expanded extensively in 2007-08 compared to the initial pilot year in 2006-07: an additional 1,052 students were served in public schools and an additional 117 students were served in private child care centers. However, expansion was uneven among school districts and private child care centers: four school districts more than doubled the numbers of students served in 2007-08, led by Berkeley County, which increased by 292%. But 14 school districts served fewer students in 2007-08 than in 2006-07. Similarly, 12 private child care centers increased their CDEPP enrollments in 2007-08, while 9 centers saw decreases in the numbers served. The loss in continuity of program services from year to year diminishes the state investment in professional development and classroom equipment in these providers.

Students benefit most from an educational program if the program is well implemented and the student participates in all program activities across the 180-day school year. Thus it is of interest to follow up on the extent to which CDEPP participants attend the full 180-day program. The analysis of public school students' late entry into CDEPP and early withdrawal from it suggests that as many as one of nine CDEPP participants enroll in the program 10 or more days after the program starts, and one of twelve participants withdraw from the program before the end of third quarter of the program (135<sup>th</sup> day). While data on late entry to CDEPP in private centers are not available, approximately one of eight CDEPP participants in the private program withdraws early. While the late entrance and early withdrawal of CDEPP students severely restricts the educational progress of the students who do not experience the full-year program, it also can disrupt the instructional activities in CDEPP classrooms as teachers attempt to integrate and assist new students entering in mid-year to "catch up" with their classmates.

Projections of the numbers of 4-year-olds and the numbers of 4-year-olds at-risk of school failure due to poverty (e.g., those eligible for the federal free- or reduced-price lunch program and/or Medicaid) by county through 2010-11 indicate that, while the overall number of 4-year-olds is projected to increase by 5.6% by 2011, the percentage of 4-year-olds at-risk due to poverty is projected to increase by 9.1%. Fourteen counties will experience increases of 5% or more in the numbers of 4-year-olds by 2011, while 11 counties will experience 5% or greater decreases during this period. However, the number of at-risk 4-year-olds due to poverty is projected to increase 5% or more by 2011 in 20 counties, while the number of at-risk 4-year-olds is projected to decrease by 5% or greater in only 4 counties. Thus we may expect proportionately more at-risk 4-year-olds in need of high-quality pre-kindergarten services in the near future than indicated by overall growth in the general population of 4-year-old children.

Although OFS and SCDE have made extensive efforts to improve the data collection process, problems remain with the completeness and accuracy of the data needed both to administer and to evaluate the program. The incomplete identification of students participating in CDEPP in 2008-09 in the first quarter data collection (45<sup>th</sup> day) from public school providers confounds program evaluation and improvement, especially since the problems were similar to those encountered in the first quarter data collection in 2007-08. Those problems in 2007-08 were

largely “cleared up” by the third quarter data collection (135<sup>th</sup> day) following extensive staff development by SCDE personnel. The absence of Student Unique Numbers (SUNS IDs) in the 2008-09 student data provided by OFS also represents an on-going problem with the collection of SUNS IDs from participants in private and, to a lesser extent, public programs. The SUNS IDs are vital to the identification of CDEPP participants for the longitudinal analysis of CDEPP called for in statute.

### Section III Financial Analysis

The following is a financial analysis of the Child Development Education Pilot Program (CDEPP) for Fiscal Year 2007-08 as administered by the Office of First Steps to School Readiness (OFS) in private centers and by the South Carolina Department of Education (SCDE) in public schools. The information is based upon data provided to the EOC by OFS, SCDE and the Office of the Comptroller General. Where applicable, information for Fiscal Year 2006-07 is also included and is based on the EOC's January 1, 2008 report on CDEPP.

According to Proviso 1.66. of the 2007-08 General Appropriations Act, the state amended the reimbursement rates for public and private providers participating in CDEPP in the second year of the pilot program. Table 1 documents the reimbursement rates for the two pilot years.

**Table 1  
History of Reimbursement Rates**

	FY 2007-08	FY 2006-07
Instruction	\$3,931 per child	\$3,077 per child
Transportation		
Public Providers	\$185 per child	\$185 per child
Private Providers	\$550 per child	\$185 per child
Supplies and Materials		
New Classrooms	Up to \$10,000 per classroom	Up to \$10,000 per classroom
Existing Classrooms	Up to \$2,500 per classroom	N/A

#### **Office of First Steps to School Readiness**

Program Budget: OFS began Fiscal Year 2007-08 with a state appropriation of \$7,858,576 in non-recurring funds for CDEPP, which was the same level of funding as in Fiscal Year 2006-07. In addition to the appropriation, County First Steps Partnerships had on hand in the regional financial manager (RFM) system an additional \$139,892.52. These additional funds were transferred from OFS to county partnerships in the first pilot year, FY 2006-07, but were not expended on CDEPP services. The funds were retained and verified by OFS as having been expended first in FY 2007-08 to reimburse providers for services to CDEPP-eligible children. In both years of the pilot program, non-recurring funds were used to provide CDEPP services in private centers. Table 2 summarizes the program budget for CDEPP as administered in private centers.

**Table 2  
CDEPP Budget: Private Centers**

	FY 2007-08	FY 2006-07
Original Appropriation (Non-Recurring)	\$7,858,576.00	\$7,858,576.00
Surplus Funds on Hand at County First Steps Partnerships	\$139,892.52	
Total Available for CDEPP	\$7,998,468.52	\$7,858,576.00

Expenditures for Program Services: According to OFS, all expenditures for CDEPP in 2007-08 were paid out of three accounts: Minicodes 8420, 8421 and 8823 of Subfund 4000. Minicodes 8420 and 8421 were funds originally appropriated for CDEPP in 2006-07 but carried forward in 2007-08. By proviso 1.79. of the 2007-08 General Appropriations Act, “\$4,000,000 of the funds carried forward from the prior fiscal year from the South Carolina Child Development Education Pilot Program are designated for services to zero to three year olds by the Office of First Steps.” Minicode 8823 reflected funds appropriated for CDEPP in 2007-08. Based on the Comptroller General’s monthly expenditure reports, OFS expended 9% or \$703,356 of the funds appropriated for CDEPP in 2007-08 with the remainder or \$1,789,342.70 in expenditures for CDEPP paid out of the 2006-07 carry forward CDEPP monies. According to the Comptroller General’s monthly expenditure reports, the Office of First Steps did not have access to the \$7,858,576 non-recurring appropriation until January of 2008. Consequently, OFS used available revenues from the prior year’s program to fund CDEPP. A balance of \$7,155,220 from all CDEPP sources was carried forward and allocated to OFS and SCDE for CDEPP services in Fiscal Year 2008-09 as reflected below. Appendix C details the expenditure of CDEPP funds by OFS by object code.

**Table 3**  
**Carry Forward of CDEPP Funds into Fiscal Year 2008-09**

Office of First Steps	\$3,200,000
SC Department of Education	<u>\$3,955,220</u>
TOTAL:	<u>\$7,155,220</u>

According to the Comptroller General’s records, a total of \$2,015,300 was expended by object code 1700. For purposes of CDEPP, it is assumed that all object code 1700s were funds allocated to County First Steps Partnerships for CDEPP as documented in Appendix C. Information provided to the EOC by OFS documented a total of \$1,927,194 in invoices paid for services provided to children enrolled in CDEPP in private centers in Fiscal Year 2007-08 as reflected in Appendix C. Invoices included the cost of payments to County First Steps Partnerships for administrative support costs. Total allocations to private providers increased by 43% over the prior year while the amount of total invoices increased by 56% (Table 4). The reduction in expenditures for materials and supplies occurred because all private providers in Fiscal year 2006-07 were eligible for a grant of up to \$10,000 to equip new classrooms. In Fiscal Year 2007-08 new providers still received up to \$10,000 in grants to equip new classrooms; however, existing providers were only eligible for up to \$2,500 in funds to purchase supplies and materials. Comparing invoices paid and allocations to the partnerships, a balance of \$227,998.76 existed at the end of Fiscal Year 2007-08 in the regional finance manager system of County First Steps Partnerships. The EOC did not review the actual invoices.

**Table 4  
CDEPP Program Expenditures: Private Centers**

	FY 2007-08	FY 2006-07
<b>Balance on Hand</b>	\$139,892.52	\$0
<b>TOTAL ALLOCATIONS TO PARTNERSHIPS<sup>1</sup></b>	\$2,015,300.00	\$1,406,840.00
<b>Total Invoices for:</b>		
<u>Direct Services to Children</u>		
Instruction	\$1,554,192.09	\$819,058.45
Materials and Supplies	\$253,144.92	\$372,600.08
Transportation	\$95,596.75	\$14,269.05
Total:	<b>\$1,902,933.76</b>	<b>\$1,205,927.58</b>
Administration:		
County Partnerships	<b>\$24,260.00</b>	<b>\$28,967.00</b>
<b>TOTAL Invoices:</b>	<b>\$1,927,193.76</b>	<b>\$1,234,894.58</b>
<b>Balance on Hand (regional finance manager system of County First Steps Partnerships)</b>	<b>\$227,998.76</b>	<b>\$139,892.52</b>

Table 5 compares the percentage of program expenditures for services between the two fiscal years. The percentage of funds expended for instruction increased by 14% due to three factors: (1) an increase in the reimbursement rate from \$3,077 to \$3,931 per child; (2) a 48% increase in the number of full-time equivalent children served as documented in Table 6; and (3) a 20% increase in the number of private providers participating. The term “full-time equivalent” is defined as the total amount of reimbursements for instructional services divided by the maximum reimbursement rate.

**Table 5  
CDEPP Percentage of Total Invoices: Private Centers**

	FY 2007-08	FY 2006-07
Instruction	80.6%	66.3%
Materials & Supplies	13.1%	30.2%
Transportation	5.0%	1.2%
County Partnerships	1.3%	2.3%
Administration		

Based on invoices paid by OFS and reported to the EOC, which are reflected in Appendix D, these expenditures funded the following services as detailed in Table 6.

<sup>1</sup> Office of Comptroller General, *Summary of Expenditures by Program: Month 13 2008*, August 8, 2008.

**Table 6**  
**CDEPP Services: Private Centers Receiving CDEPP Funds in 2007-08 and 2006-07**

<b>Services to Children</b>	<b>FY 2007-08</b>	<b>FY 2006-07</b>	<b>% Increase</b>
Private Providers Participating	48	40	20%
CDEPP Children Receiving Instruction:			
Full-Time Equivalents	395	266	48%
Total Served	482	354	36%
Total Classrooms	51	42	21%
New	20	42	
Existing	31	N/A	
Children Transported	204	45	353%

Transportation reimbursements significantly increased between the two pilot years. In Fiscal Year 2006-07 private centers received up to \$185 per child for transportation costs. In 2007-08 the reimbursement rate for private providers was increased to \$550 per child. The data suggest that the higher reimbursement rate for private centers provided the needed financial support to transport approximately 42% of all CDEPP children served in private centers. OFS also reported public/private collaboration between the Chesterfield County First Steps Partnerships and a private provider in Chesterfield, the Giggles and Wiggles Academy. According to OFS, Chesterfield County First Steps allocated \$727 from its own funds to assist with the cost of transporting two CDEPP children.<sup>2</sup> OFS further documented that “the children were transported on the state school bus from their neighborhood bus stop or home to the private center.”<sup>3</sup> Sections 59-67-460 and 59-67-510 of the South Carolina Code of Laws, along with an Attorney General’s Opinion, 1964-65 Ops. Atty. Gen., No. 1863, p.126, authorize a school district to contract with private entities for transportation services. If the agreement conforms to state law, the collaboration could facilitate further public-private partnerships as the program is expanded in the state. The EOC did not have a copy of the agreement.

Based on Appendix D, the following analyses were compiled. According to Table 7, the majority of private centers, 65%, were reimbursed for serving between 6 and 15 CDEPP-eligible children in 2007-08. One out of five, or 21%, centers served five or fewer children. Fourteen percent served more than fifteen students. Two original providers participating in CDEPP in 2006-07 each added a CDEPP classroom in 2007-08. Twenty-eight or 70% of the original forty providers participating in 2006-07 also participated in 2007-08. According to OFS, the overriding reason for non-continuance in the program between pilot years by twelve providers that received CDEPP funding in the first year of the pilot program was the inability of the centers to enroll CDEPP-eligible children in 2007-08. It should be noted that two of the original providers were terminated from the program during 2006-07 upon losing their South Carolina Child Care license. Two other providers were Head Start programs. These twelve providers who participated in 2006-07 but not in 2007-08 received \$108,306 in funds to equip new classrooms in 2006-07.

<sup>2</sup> Dan Wuori, memorandum to Melanie Barton and David Potter, November 20, 2008.

<sup>3</sup> Ibid.

**Table 7  
CDEPP Children Funded in Private Centers, 2007-08**

Number of Verified CDEPP Children Funded In Private Center	Number of Private Providers	New CDEPP Providers in FY07-08	Existing Providers Adding a Classroom in FY07-08
1	2 (4%)	1	
2 to 5	8 (17%)	5	
6 to 10	22 (46%)	10	
11 to 15	9 (19%)	3	
16 to 20	3 (6%)	0	
21 to 25	2 (4%)	1	
26 to 30	0 (0%)	0	
31 to 35	1 (2%)	0	1
More than 36	1 (2%)	0	1
<b>TOTAL:</b>	<b>48</b>	<b>20</b>	<b>2</b>

Based on preliminary student data for 2008-09 provided by OFS to the EOC, the following analysis illustrates participation rates for private centers in CDEPP over the past three years (Table 8). There were initially 44 CDEPP private providers operating in 2008-09, the third year of the pilot program. Of these providers, 19 or 43% had participated in all three years of the program.

**Table 8  
CDEPP Private Providers: Participation Rates, 2008-09**

Number	Percentage	Participation
19	43%	All Three Years
16	36%	Years 2007-08 and 2008-09
7	16%	Year 2008-09
<u>2</u>	5%	Years 2006-07 and 2008-09
44		

OFS also provided data to the EOC on student enrollment in private centers as of the 135-day of enrollment for 2007-08. The information included CDEPP-eligible children enrolled in each private center along with an enrollment count for non-CDEPP children. Using this data, Table 9 was created to provide information on classroom size in private centers.

**Table 9  
Classroom Size in Private Centers, 2007-08**

	CDEPP-Only Children	All 4K Children
Total Students	476	657
Number of Classrooms	49	49
Mean	9.3	13.2
Median	8.0	10.0
Mode	6.0	10.0
Minimum	1.0	5.0
Maximum	22.0	20.0

Using the actual classroom size statistics for CDEPP-eligible children in private centers in 2007-08 (Table 9), a cost analysis was performed. Each new and existing CDEPP classroom was calculated using the 2007-08 reimbursement rates and assuming that all children were transported. Tables 10A and 10B below illustrate the per child costs of CDEPP with varying class sizes. The data show an \$8,333 difference in the cost per child between a new classroom with one child versus a new classroom with six children. For existing classrooms, the differential is \$2,083 per child between a classroom with one child and a classroom with six.

**Table 10A**  
**Per Child Costs by Class Size in New CDEPP Classrooms: Private Centers**

	# Children	Supplies & Materials	Instruction	Transportation	Total	Cost Per Child	Cost per Child Less Transportation
Mean	9.3	\$10,000	\$36,558	\$5,115	\$51,673	\$5,556	\$5,006
Median	8.0	\$10,000	\$31,448	\$4,400	\$45,848	\$5,731	\$5,181
Mode	6.0	\$10,000	\$23,586	\$3,300	\$36,886	\$6,148	\$5,598
Minimum	1.0	\$10,000	\$3,931	\$550	\$14,481	\$14,481	\$13,931
Maximum	22.0	\$10,000	\$86,482	\$12,100	\$108,582	\$4,936	\$4,386

**Table 10B**  
**Per Child Costs by Class Size in Existing CDEPP Classrooms: Private Centers**

	# Children	Supplies & Materials	Instruction	Transportation	Total	Cost Per Child	Cost per Child Less Transportation
Mean	9.3	\$2,500	\$36,558	\$5,115	\$44,173	\$4,750	\$4,200
Median	8.0	\$2,500	\$31,448	\$4,400	\$38,348	\$4,794	\$4,244
Mode	6.0	\$2,500	\$23,586	\$3,300	\$29,386	\$4,898	\$4,348
Minimum	1.0	\$2,500	\$3,931	\$550	\$6,981	\$6,981	\$6,431
Maximum	22.0	\$2,500	\$86,482	\$12,100	\$101,082	\$4,595	\$4,045

As in the first pilot year, invoices were not directly paid to private providers from the state Office of First Steps. Instead, private providers submitted invoices to County First Steps Partnerships for reimbursement for services based on weekly enrollments of CDEPP-eligible children served. Every two weeks the County First Steps Partnerships processed the invoices and issued checks through the agency's regional finance manager (RFM) system. To offset a portion of the administrative cost of processing the reimbursements, the state Office of First Steps reimbursed the county partnerships for this service. The partnerships were allocated \$100 per participating provider; \$250 per county; and \$63 per child enrolled in the program. In practice, one child could generate \$413 per partnership for administrative costs. County First Steps Partnerships received \$24,260 in 2007-08 for this administrative function.

Expenditures for Administrative Costs: In 2007-08 all administrative costs associated with CDEPP were funded at OFS with CDEPP revenues. Unlike in 2006-07 when OFS absorbed the cost of existing staff at OFS who spent a portion of their time administering CDEPP, in 2007-08 a portion of the salaries of seven employees, which totaled \$107,805.90, at the state office of OFS were paid for out of CDEPP non-recurring appropriations in 2007-08. According to OFS, these seven employees allocated between 5 and 80% of their time administering CDEPP. As shown in Table 11, administrative expenditures for OFS totaled \$477,399 in Fiscal Year 2007-

08. Personal service, employer contributions and contractual services totaled 80% of administrative expenditures with travel being another 9%.

**Table 11**  
**Direct and Indirect Administrative Costs Incurred at State Office of First Steps**

Object Code	Description	FY 2007-08 <sup>4</sup>	FY 2006-07
100	Personal Service	\$213,036.27	\$125,406.94
200	Contractual Services	\$119,485.32	\$91,621.06
300	Supplies and Materials	\$50,538.19	\$34,184.75
400	Fixed Charges & Rent	\$1,278.00	\$1,305.00
500	Travel	\$43,590.57	36,434.59
1300	Employer Contributions	\$49,470.35	\$17,466.75
<b>Total Direct:</b>		<b>\$477,398.70</b>	<b>\$306,419.09</b>
<b>Indirect Administrative Costs:</b>	Salaries, Employer Contributions & Contractual Services	<b>\$0</b>	<b>\$113,283.00</b>
<b>TOTAL Administrative Costs:</b>		<b>\$477,398.70</b>	<b>\$419,702.09</b>

One of the primary administrative functions at OFS related to CDEPP is the provision of technical assistance and monitoring. According to the Chief Program Officer for South Carolina First Steps to School Readiness, OFS “maintains a regional system of technical assistance to CDEPP providers, employing 3 full-time temporary employees and one part-time employee during 07-08 to provide daily technical assistance visits. These Regional 4K Coordinators are the primary contacts for each local CDEPP center and provide ongoing technical assistance (TA), monitoring and training. Their job duties include but are not limited to:

- Visiting prospective centers to assess materials, physical space, review regulatory violations (if any), etc.;
- Recommending centers for approval to participate in the CDEPP program based on the results of site visits and applications;
- Providing on-site technical assistance at least twice monthly to each CDEPP provider;
- Assessing current materials and ordering appropriate new material for the 4K classroom;
- Assisting with set-up of the classroom;
- Acting as liaison between County First Steps Partnership and CDEPP provider;
- Conducting classroom quality assessments and developing plans for improvement, as necessary;
- Monitoring CDEPP centers for compliance with the CDEPP Guidelines and the use of research-based curriculum;
- Scheduling and conducting regional workshops with CDEPP teachers and Directors on lesson planning, room arrangement, emergent literacy, Work Sampling, and teaching children from poverty;
- Reporting child care regulatory violations to DSS Child Care Regulations, as necessary; and
- Participating in program improvement planning and CDEPP data analyses.”<sup>5</sup>

<sup>4</sup> Office of Comptroller General, *Summary of Expenditures by Program: Month 13 2008*, August 8, 2008.

<sup>5</sup> Dan Wuori, memorandum to Melanie Barton and David Potter, November 20, 2008.

To accomplish the above, OFS reported providing 958.5 hours of on-site technical assistance to private centers in 2007-08. According to OFS, “technical assistance offerings included but were not limited to the following topics:

- Room arrangement;
- High Scope or Creative Curriculum fidelity;
- Lesson plan development;
- South Carolina Start Grow Smart Early Learning Standards;
- DIAL-3;
- ECERS-R results and plans for improvement;
- Parent meetings and parent involvement;
- Classroom management and behavior issues;
- Transition to 5K in the public schools;
- Special services for children (speech, IEPs, etc.);
- The Work Sampling System;
- Emergent literacy;
- Program administration; and
- Strategies for teaching children in poverty.”<sup>6</sup>

According to the Chief Program Officer, OFS is “strongly committed to ensuring this accountability and believe that our model of announced and unannounced monitoring and technical assistance visits is integral to the program's success in the private sector.”<sup>7</sup> Table 12 summarizes the CDEPP administrative functions and expenditures of OFS.

**Table 12  
Administrative Functions and Expenditures of OFS, 2007-08**

State Administration	Technical Assistance and Monitoring:
	Twice monthly per center
	958.5 Hours
	3 full-time temporary employees and 1 part-time employee
	Financial and Programmatic administration
	Office of First Steps: 7 employees from 5% to 80% of their time on CDEPP
	Total Expenditures: \$477,398.70
Local Administration	Processing of Invoices at First Steps County Partnerships
	Total Expenditures: \$24,260.00
TOTAL	\$501,658.70
Cost of Administration per Children Funded (482):	\$1,040 per child
Cost of Administration per Classroom (51):	\$9,836 per classroom

<sup>6</sup> Ibid.

<sup>7</sup> Dan Wuori, e-mail to Melanie Barton, December 2, 2008.

Section 59-152-30 of the South Carolina Code of Laws stipulates that the goals for the South Carolina First Steps to School Readiness are to:

- (1) provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children;*
- (2) increase comprehensive services so children have reduced risk for major physical, developmental, and learning problems;*
- (3) promote high quality preschool programs that provide a healthy environment that will promote normal growth and development;*
- (4) provide services so all children receive the protection, nutrition, and health care needed to thrive in the early years of life so they arrive at school ready to learn; and*
- (5) mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to learn.*

The law requires OFS to promote high-quality preschool programs to increase school readiness. The law in Section 59-152-100 further delineates the specific activities and services of the County First Steps Partnerships to be:

- (1) lifelong learning:*
  - (a) school readiness;*
  - (b) parenting skills;*
  - (c) family literacy; and*
  - (d) adult and continuing education.*
- (2) health care:*
  - (a) nutrition;*
  - (b) affordable access to quality age-appropriate health care;*
  - (c) early and periodic screenings;*
  - (d) required immunizations;*
  - (e) initiatives to reduce injuries to infants and toddlers; and*
  - (f) technical assistance and consultation for parents and child care providers on health and safety issues.*
- (3) quality child care:*
  - (a) staff training and professional development incentives;*
  - (b) quality cognitive learning programs;*
  - (c) voluntary accreditation standards;*
  - (d) accessibility to quality child care and development resources; and*
  - (e) affordability.*
- (4) transportation:*
  - (a) coordinated service;*
  - (b) accessibility;*
  - (c) increased utilization efficiency; and*
  - (d) affordability.*

The technical assistance and monitoring functions at OFS for private providers participating in CDEPP in the trial and plaintiff districts raise several questions:

- Is CDEPP a state program administered by OFS or an expansion of the partnership model? What is the role, if any, of the County First Steps Partnerships to assist in these efforts?

- How and when will the technical assistance and monitoring functions build sustainability and increase local capacity to the point that the intensive services are no longer needed by these providers?

These issues do not question the legitimacy, benefit or quality of the technical assistance services. OFS reports that in the classrooms providing CDEPP services in 2007-08 there were a total of 181 non-CDEPP children also benefiting from the program. Instead, the financial issue is how, with limited resources, can the CDEPP appropriations provide quality educational services for the maximum number of eligible children? This is the issue of expediency. Is the overriding goal of CDEPP to provide high-quality programs to as many children as possible as soon as possible?

Table 13 summarizes the revenues and expenditure of funds by OFS for CDEPP in Fiscal Years 2006-07 and 2007-08.

**Table 13  
Summary of CDEPP: Private Centers**

	FY 2007-08		FY 2006-07	
<b>Revenues:</b>				
Nonrecurring Appropriation to CDEPP	\$7,858,576.00		\$7,858,576.00	
Balance on Hand at Local OFS Partnerships	\$139,892.52			
Other Carry Forward Funds Expended on CDEPP	<u>\$1,789,342.70</u>		<u>\$0.00</u>	
<b>TOTAL Revenues</b>	<b>\$9,787,811.22</b>		<b>\$7,858,576.00</b>	
<b>Expenditures</b>		<b>% of Expenditures</b>		<b>% of Expenditures</b>
Direct Services to Children	\$1,902,933.76	79.1%	\$1,377,873.00	80.4%
Administrative Costs				
State Office of First Steps	\$477,398.70	19.9%	\$306,419.09	17.9%
County First Steps Partnerships	<u>\$24,260.00</u>	1.0%	<u>\$28,967.00</u>	1.7%
<b>TOTAL Expenditures</b>	<b>\$2,404,592.46</b>		<b>\$1,713,259.09</b>	
		<b>% of Total Revenues</b>		<b>% of Total Revenues</b>
<b>BALANCE Carried Forward to CDEPP</b>	<b>\$7,155,220.00</b>	73.1%	<b>\$6,145,316.91</b>	78.2%
<b>Balance on Hand at Local OFS Partnerships for CDEPP</b>	<b>\$227,998.76</b>	2.3%	<b>\$139,892.52</b>	1.8%

## South Carolina Department of Education

Appropriations: SCDE began Fiscal Year 2007-08 with an appropriation of \$17,165,921.54 in non-recurring funds for CDEPP or a 9.2% increase over the first year of the pilot program. The appropriation included the allocation of several non-recurring revenues: First, the agency received non-recurring appropriations from supplemental funds totaling \$9.3 million. Proviso 1.79. of the 2007-08 General Appropriations Act also authorized the carry forward of funds originally allocated to CDEPP in Fiscal Year 2006-07 but not expended during the initial pilot year. Approximately \$4.0 million in unexpended funds from CDEPP in Fiscal Year 2006-07 were reallocated in Fiscal Year 2007-08 to the Office of First Steps for services to children from birth to three-year-olds. The remaining unexpended CDEPP funds from OFS and the South Carolina Department of Education were reallocated to SCDE for implementation of the second year of CDEPP. In addition, SCDE allocated \$1.2 million in discretionary general funds to CDEPP per proviso 72.30 of the 2006-07 General Appropriations Act. Proviso 72.30 stated that “each agency is authorized to carry forward unspent general funds appropriations from the prior fiscal year into the current fiscal year, up to a maximum of ten percent of its original general fund appropriations less any appropriation reductions for the current fiscal year. Agencies shall not withhold services in order to carry forward general funds.” Per this authorization SCDE carried forward \$4,320,004.00 in general fund monies. Of this amount, \$1,200,000 was allocated to CDEPP in FY 2007-08. Table 14 documents the sources of the non-recurring appropriations.

**Table 14**  
**CDEPP Budget: Public Schools**

	FY 2007-08	FY 2006-07
Original Appropriation – Supplemental Funds	\$9,294,497.00	\$15,717,104.00
Carry Forward CDEPP Funds from SCDE	\$4,526,107.63	
Carry Forward CDEPP Funds from OFS	\$2,145,316.91	
SCDE's 10% Carryover Allocation	\$1,200,000.00	
<b>Total Available for CDEPP</b>	<b>\$17,165,921.54</b>	<b>\$15,717,104.00</b>

Expenditures for Program Services: According to SCDE and confirmed by the Comptroller General's records, there was a total of \$16.7 million in program expenditures related to the implementation of CDEPP in public schools. Thirty-five of the thirty-seven districts eligible to participate in CDEPP participated in 2007-08, up from 29 in the prior year. Appendix E reflects the expenditure of CDEPP funds by SCDE based on the Comptroller General's monthly expenditure reports, and Appendix F documents the allocation of CDEPP funds to school districts based on monthly payments to school districts and student enrollment data provided by SCDE.

First, expenditures for services to children were divided between direct and indirect services (Table 15). The thirty-five school districts participating in CDEPP in 2007-08 received \$14,911,759.92 in reimbursements for instructional services. A total of 4,133 CDEPP-eligible children enrolled in CDEPP in 2007-08 in 96 schools. In addition, CDEPP districts received \$1,226,957.51 for supplies and materials to equip 77 new classrooms and 164 existing classrooms for a total of 241 classrooms. In Fiscal Year 2007-08 new providers were eligible to receive a grant up to \$10,000 to equip new classrooms. Existing classrooms were eligible in 2007-08 to receive up to \$2,500 in funds to purchase supplies and materials. Districts were also reimbursed for indirect costs related to the implementation of CDEPP. For example, the Pee Dee Consortium was allocated \$15,000 for hire a consultant to work with districts in the Pee

Dee that were also participating in CDEPP. Other funds were allocated to cover the cost of professional development and travel. Districts also received funds to cover the cost of hiring substitutes when the classroom teachers attended training during the school day. And, SCDE allocated funds to districts to cover the cost of registration fees for CDEPP employees attending the South Carolina Association for the Education of Young Children (SCAEYC) Quality Counts Conference in October and the South Carolina Early Childhood Association (SCECA) Conference in January. These indirect costs constitute administrative costs associated with CDEPP because they were used for professional development and related expenses.

**Table 15  
CDEPP Program Expenditures: Public Schools**

	FY 2007-08	FY 2006-07
<u>Direct Services to Children:</u>		
Instruction	\$14,911,759.92	\$9,021,764.00
Materials and Supplies		
New Classrooms	\$981,355.52	\$1,607,999.44
Existing Classrooms	\$245,601.99	
Transportation		\$245,865.00
Retained by SCDE	\$313,205.00	
Florence 2	\$10,545.00	
<b>Subtotal:</b>	<b>\$16,462,467.43</b>	
<u>Indirect Services/Administration:</u>		
Registration fees to professional development conferences, substitute pay, travel, and Pee Dee Education Consortium	<b>\$248,104.56</b>	<b>\$219,060.40</b>
<b>TOTAL:</b>	<b>\$16,710,571.99</b>	<b>\$11,094,688.84</b>

Analyzing expenditures by major categories and by percentages, Table 16 documents the changes between the two fiscal years. The percentage of funds expended for instruction increased by almost 8% over the prior fiscal year due to three factors: (1) an increase of 29% in the number of full-time equivalent funded children CDEPP (Table 16); (2) an increase in the reimbursement rate for instructional services; and (3) a 21% increase in the number of districts participating.

**Table 16  
CDEPP % of Program Expenditures: Public Schools**

	FY 2007-08	FY 2006-07
Instruction	89.2%	81.3%
Materials & Supplies	7.3%	14.5%
Transportation	1.9%	2.2%
Indirect Services	1.5%	2.0%

Rather than allocating funds for transportation to school districts who in 2006-07 then reimbursed the state for bus transportation services, SCDE in the second year of the pilot program retained funds in the agency to provide transportation to CDEPP students. Approximately, \$313,205 in CDEPP appropriations were allocated to the bus transportation system to supplement school bus transportation services to CDEPP children participating in the program. Another \$10,545 was allocated to Florence School District Two for the transportation

of CDEPP children. A collaborative arrangement existed between Florence 2 and Head Start. Florence 2 contracted with Head Start to provide transportation to CDEPP-eligible children attending CDEPP programs in the district in 2007-08.

In Fiscal Year 2007-08 SCDE also changed the methodology for reimbursing districts for instructional services to create a pro-rata reimbursement system based on enrollment. In the first year of the pilot program, school districts were reimbursed for each CDEPP-eligible student who enrolled in a CDEPP classroom regardless of the days of enrollment or attendance. In Fiscal Year 2007-08, SCDE reimbursed districts based on the number of days actually enrolled adjusted for the final 135-day count of student which equated to a pro-rata reimbursement of \$21.84 per day. The EOC had recommended in its 2008 evaluation of CDEPP that the agency reimburse school district for actual days attended by CDEPP eligible children. SCDE reported that a total of 4,133 CDEPP-eligible children attended the program in public schools of which 845 were enrolled for only a portion of the school year. Table 17 demonstrates that the projected cost savings that occurred due to the change in reimbursement methodology totaled \$1.3 million. SCDE also maintained its monthly payment to districts for CDEPP services in the same manner by which Education Finance Act (EFA) and Education Improvement Act (EIA) payments are processed.

**Table 17  
Change in Methodology for Reimbursing School Districts**

	Number	Funded at \$3,931
Full-Year Enrolled in CDEPP	3,288	\$12,925,128.00
Part-Time Enrolled in CDEPP	845	\$3,321,695.00
Total	4,133	\$16,246,823.00
Actual Reimbursements for Instructional Services		\$14,911,759.92
Projected Savings		<b>\$1,335,063.08</b>

The funds expended for CDEPP in public schools provided the following services in the two pilot years. The term “full-time equivalent” is defined as the total amount of reimbursements for instructional services divided by the maximum reimbursement rate. For Fiscal Year 2006-07, the maximum reimbursement rate was \$3,077 and for Fiscal Year 2007-08, \$3,931. Table 18 documents services provided in each pilot year.

**Table 18  
CDEPP Services: Public Schools, 2007-08 and 2006-07**

Services to Children	FY 2007-08	FY 2006-07	% Increase
School Districts Participating	35	29	21%
Children Receiving Instruction:			
Full-Time Equivalents	3,793	2,932	29%
Total Served	4,133	2,932	41%
Total Classrooms:			
New	77	164	
Existing	164	N/A	
Children Transported	1,693	1,329	27%

In the public sector, the 29 school districts that participated in 2006-07 also participated in the second and third years of the pilot program. Six districts that had not participated in the first year of the pilot participated in 2007-08 and again in 2008-09. These districts were: Bamberg 1, Barnwell 29, Chesterfield, McCormick, Marion 1, and Marlboro. There remain only two eligible districts, Barnwell 45 and Saluda, who have not participated in CDEPP. The largest increase in CDEPP classrooms occurred in the Berkeley County School district which had 10 classrooms in 2006-07 and 43 classrooms in 2007-08.

In analyzing expenditures by class size, information provided by SCDE demonstrated that there were 241 classrooms which enrolled a total of 4,133 CDEPP-eligible children in 2007-08. Of these 4,133, 3,288 were enrolled full-time in CDEPP in 2007-08, and 845 were enrolled for a portion of the year. Statewide, there was an average of 17.1 CDEPP-eligible children in each classroom. Similarly, comparing the average class size across districts, the mean CDEPP class had 17.0 CDEPP-eligible children (Table 19).

**Table 19**  
**CDEPP Class Sizes in Public Schools**  
**Based on the 135-Day Count of all CDEPP-Eligible Children**

Mean	17.0
Median	17.0
Mode	19.0
Minimum	8.3
Maximum	21.5

Using the above statistics for CDEPP class size in school districts, the cost per child was calculated for both new and existing classrooms. Using the reimbursement rates for 2007-08, Tables 20A and 20B were created. The data show that the cost per child is relatively constant for new and existing CDEPP classrooms having at least 17 children.

**Table 20A**  
**Per Child Costs by Class Size in New CDEPP Classrooms: School Districts**

	# of Children	Supplies & Materials	Instruction	Transportation	Total	Cost Per Child	Cost per Child Less Transportation
Mean	17	\$10,000	\$66,827	\$3,145	\$79,972	\$4,704	\$4,519
Median	17	\$10,000	\$66,827	\$3,145	\$79,972	\$4,704	\$4,519
Mode	19	\$10,000	\$74,689	\$3,515	\$88,204	\$4,642	\$4,457
Minimum	8.3	\$10,000	\$32,627	\$1,536	\$44,163	\$5,321	\$5,136
Maximum	21.5	\$10,000	\$84,517	\$3,978	\$98,494	\$4,581	\$4,396

**Table 20B**  
**Per Child Costs by Class Size in Existing CDEPP Classrooms: School Districts**

	# of Children	Supplies & Materials	Instruction	Transportation	Total	Cost Per Child	Cost per Child Less Transportation
Mean	17	\$2,500	\$66,827	\$3,145	\$72,472	\$4,263	\$4,078
Median	17	\$2,500	\$66,827	\$3,145	\$72,472	\$4,263	\$4,078
Mode	19	\$2,500	\$74,689	\$3,515	\$80,704	\$4,248	\$4,063
Minimum	8.3	\$2,500	\$32,627	\$1,536	\$36,663	\$4,417	\$4,232
Maximum	21.5	\$2,500	\$84,517	\$3,978	\$90,994	\$4,232	\$4,047

Expenditures for Administrative Costs: As in the prior fiscal year, a portion of the funds appropriated for CDEPP were retained by the South Carolina Department of Education for administration. According to the Comptroller General's records, approximately \$278,265.31 was expended by the agency for the direct administration of CDEPP in the public schools in Fiscal Year 2007-08, almost double the level in 2006-07. These costs were paid for with CDEPP appropriations. Table 21 documents that direct administrative costs increased while indirect costs declined. Indirect costs reflect the percentage of time nine employees at SCDE expended for the financial and programmatic implementation of CDEPP. These nine employees expended between 5% and 100% of their time on CDEPP. The portion of their salaries was not paid with CDEPP appropriations but absorbed by other funds in the agency. These costs are defined as indirect costs. The net effect was a decline in total administrative costs of 17%.

**Table 21**  
**Direct and Indirect Administrative Costs Incurred at SCDE**

Object Code	Description	FY 2007-08 <sup>8</sup>	FY 2006-07
100	Personal Service		
200	Contractual Services	\$255,128.26	\$87,439.16
300	Supplies and Materials	\$17,443.34	\$272.45
400	Fixed Charges & Rent		\$8,585.92
500	Travel	\$5,693.71	
1300	Employer Contributions		
<b>Total Direct:</b>		<b>\$278,265.31</b>	<b>\$96,297.53</b>
<b>Indirect Costs:</b>	Salaries	<b>\$158,689.00</b>	<b>\$429,050.00</b>
<b>TOTAL</b>		<b>\$436,954.31</b>	<b>\$525,347.53</b>

Over 92% of the direct administrative costs were expended on contractual services, and less than 2% on state travel. According to data provided by SCDE, two full-time employees, one part-time employee and three additional consultants provided technical assistance and monitoring functions. According to SCDE, these individuals, many of whom were retired educators, were selected because of their professional experience and because of their proximity to CDEPP districts. In addition, the agency contracted with the Pee Dee Consortium to provide for the services of one consultant who worked with school districts in the Pee Dee. SCDE reported to the EOC that these individuals made 469 visits to 241 classrooms for an average of two visits per year. In addition, SCDE provided multiple training meetings between July 30 and May 2.<sup>9</sup> A total of 1,115 CDEPP coordinators, teachers and aides attended training on the following topics:

- Creative Curriculum
- High/Scope
- Work Sampling New teacher Training
- Good Start Grow Smart.<sup>10</sup>

<sup>8</sup> Office of Comptroller General, *Summary of Expenditures by Program: Month 13 2008*, August 8, 2008.

<sup>9</sup> Pam Wills, email to Melanie Barton, November 21, 2008.

<sup>10</sup> Ibid.

Table 22 summarizes the administrative functions and related expenditures for SCDE in 2007-08.

**Table 22  
Administrative Functions of SCDE, 2007-08**

Function	SCDE
Technical Assistance and Monitoring	Approximately twice per year per classroom
	469 Visits
	2 full-time employees
	1 part-time employee
	3 consultants (one paid locally)
	Expenditures: \$278,265.31
State Administration	9 employees from 5% to 100% of their time on CDEPP
	Financial and programmatic administration of CDEPP Funds allocated monthly from SCDE to school districts based on a pro-rata reimbursement of \$21.84 per day child enrolled in CDEPP
	Expenditures: \$158,689 (indirect)
Local Administration	\$248,104.56 (direct) Registration fees, training, travel, substitute pay, etc. to districts Districts may also incur other expenses that are available or included.
TOTAL Expenditures:	\$526,369.87 (Direct)
	\$686,058.87 (Direct & Indirect)
Cost of Administration per Children Funded (4,133):	\$127 per child for direct expenditures
	\$166 per child for direct & indirect expenditures
Cost of Administration per Classroom (241):	\$2,184 per classroom for direct expenditures
	\$2,847 per classroom for direct & indirect expenditures

Table 23 summarizes the revenues and expenditure of funds by SCDE for CDEPP in Fiscal Years 2006-07 and 2007-08. Again, comparing the two pilot years, SCDE expended approximately 97% of program expenditures on direct services to children each fiscal year. The amount of funds carried forward declined from 28.8% of available revenues in 2006-07 to 1.0% in 2007-08.

**Table 23  
Summary of CDEPP: Public Schools**

	FY 2007-08		FY 2006-07	
Revenues for CDEPP:				
Nonrecurring Appropriations	\$9,294,497.00		\$15,717,104.00	
<b>Carry Forward Funds</b>	\$7,871,424.54			
<b>TOTAL Revenues:</b>	<b>\$17,165,921.54</b>		<b>\$15,717,104.00</b>	
<b>Expenditures</b>		<b>% of Expenditures</b>		<b>% of Expenditures</b>
Services to Children	\$16,462,467.43	96.9%	\$10,875,628.44	97.2%
Administration				
Allocation to Districts	\$248,104.56	1.5%	\$219,060.40	2.0%
SCDE <sup>11</sup>	\$278,265.31	1.6%	\$96,307.53	0.9%
<b>TOTAL Expenditures</b>	<b>\$16,988,837.30</b>		<b>\$11,190,996.37</b>	
		<b>% of Total Revenues</b>		<b>% of Total Revenues</b>
<b>BALANCE Carried Forward</b>	<b>\$177,084.24</b>	1.0%	<b>\$4,526,107.63</b>	28.8%

<sup>11</sup> An additional \$158,689 in indirect costs was incurred by SCDE.

## Findings

Regarding the financial and administrative management of CDEPP at OFS and SCDE, the most significant changes between the first two pilot years were:

- Between pilot years 2006-07 and 2007-08, CDEPP as administered in both public and private centers experienced a 20% increase in the number of providers participating in the program and an increase of 990 or 31% in the number of full-time equivalent children funded in the program.
- When analyzing expenditures per child in CDEPP for instruction, supplies and materials and transportation, there are significant differences in the cost per child between public and private centers. Even when excluding transportation which is funded at a higher per child level in private centers, the average cost per child for instruction and supplies and materials in private centers exceeds the cost per child in public centers due to variations in class size. Similarly, per pupil costs for administration differ between OFS and SCDE.
- As evidenced by its technical assistance and monitoring functions, OFS increased its state management of the program between the two years.
- As the per child reimbursement rate for transportation costs was increased from \$185 to \$550 for private centers in 2007-08, the number of children who attended CDEPP in a private centers and who were reimbursed for transportation services increased three-fold.
- SCDE amended its reimbursement policy for instructional services. In the first year of the pilot program, school districts were reimbursed for each CDEPP-eligible student who enrolled in a CDEPP classroom regardless of the days of enrollment or attendance. In Fiscal Year 2007-08, SCDE reimbursed districts based on the number of days actually enrolled adjusted for the final 135-day count of student which equated to a pro-rata reimbursement of \$21.84 per day. This change resulted in a projected cost savings of \$1.3 million which was used to fund additional children participating in CDEPP.
- Rather than allocating funds for transportation to school districts who, in turn, reimbursed the state for bus transportation services in the first year of the pilot program, SCDE in 2007-08 retained most of the transportation reimbursements, \$313,205, in the agency. These funds were used to supplement school bus transportation services to CDEPP children participating in the program.

Table 24 summarizes the revenues and expenditure of funds by OFS and SCDE for CDEPP in Fiscal Year 2007-08.

**Table 24  
CDEPP Expenditures, Fiscal Year 2007-08**

	<b>OFS</b>	<b>SCDE</b>
<b>Appropriations &amp; Carry Forward Monies</b>	<b>\$9,787,811.22</b>	<b>\$17,165,921.54</b>
<b>Services to Children</b>		
Instruction	\$1,554,192.09	\$14,911,759.92
Transportation	\$95,596.75	\$323,750.00
Supplies and Materials	<u>\$253,144.92</u>	<u>\$1,226,957.51</u>
Subtotal:	<b>\$1,902,933.76</b>	<b>\$16,462,467.43</b>
<b>Administration</b>		
State <sup>12</sup>	\$477,398.70	\$278,265.31
First Steps County Partnerships	\$24,260.00	
School Districts (training, substitute pay, etc.)		\$248,104.56
Subtotal:	<b>\$501,658.70</b>	<b>\$526,369.87</b>
Cost per Total Children Funded <sup>13</sup>	<b>\$1,040</b>	<b>\$127 to \$166</b>
Cost per Classroom <sup>14</sup>	<b>\$9,836</b>	<b>\$2,184 to \$2,847</b>
<b>Program Outcomes</b>		
Providers (Centers/Districts)	<b>48</b>	<b>35</b>
Children		
Total Funded	<b>482</b>	<b>4,133</b>
Full-time Equivalents Funded	<b>395</b>	<b>3,793</b>
Classrooms	<b>51</b>	<b>241</b>
Children Transported	<b>204</b>	<b>1,693</b>
<b>Balance to State:</b>	<b>\$7,155,220.00</b>	<b>\$177,084.24</b>
<b>Balance on Hand at County Partnerships</b>	<b>\$227,998.76</b>	

<sup>12</sup> An additional \$158,689 in indirect costs related to existing staff at SCDE was absorbed by SCDE.

<sup>13</sup> Including the indirect costs absorbed by SCDE, the cost for administration per child is \$166; direct costs equate to a per child cost of \$127.

<sup>14</sup> Again, including indirect costs, the cost per classroom for administration ranges increases from \$2,184 to \$2,842.



## Section IV

### DIAL-3 Developmental Assessment Results

As stated by the South Carolina Department of Education (SCDE) admission regulations, children who are at least 4 years old, but no older than 5 years<sup>15</sup> may attend Child Development Education Pilot Program (CDEPP) funded preschool programs. To gauge development, students who attend preschool programs across the state are assessed with the *Developmental Indicators for the Assessment of Learning*, Third Edition (*DIAL-3*) at least once during their preschool year. The *DIAL-3* is not a readiness test, but is a developmental screening test which may be used to screen children for potential developmental delays (*DIAL* technical manual, p.6). The majority of preschoolers take the *DIAL-3* before they begin formal schooling--typically testing occurs before the school year starts. In this sense, the *DIAL-3* scores serve as a baseline measure to provide information about students' skills before preschool learning begins. Further, the results may be useful for identifying children who need more intensive diagnostic assessment or who are at risk for developmental problems.

The *DIAL-3* measures preschoolers' skills across three main performance areas: motor, concept, and language skills (see Appendix G). The form is administered to each student individually, by school personnel. As stated in the *DIAL-3* technical manual, "items in the Motor area are relevant for learning to write; items in the Concept area are relevant for learning arithmetic; and items in the Language area are relevant for learning to read" (p. 1). For each of the skills areas, a subscale score is provided and the raw scores from the *DIAL-3* are converted into percentile ranks. Percentile ranks range from 1 to 99 and may be used to compare a students' performance to the age appropriate developmental norms. The analysis of *DIAL-3* scores of students obtained at the time they enter a preschool program provides an indicator of the students' developmental status and needs when they entered preschool. *DIAL-3* pretest scores of CDEPP participants and non-participants will be used in the evaluation of CDEPP as a baseline of student performance for the longitudinal study of the relationship between CDEPP participation and later academic achievement in elementary school. Additionally, comparisons were made between this year's and last year's *DIAL-3* results.

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

We note that a subset of the preschoolers was also given the *DIAL-3* at the end of the school year to examine changes in students' skills over the course of the academic year. However, since *DIAL-3* posttest scores were available for fewer than 7% of the total sample of preschool students, the study of *DIAL-3* score changes from pretest to posttest was not performed because the sample size was judged to be too small to be representative of the entire population of South Carolina preschoolers. Although *DIAL-3* posttest data were requested from participating school districts, many districts did not administer *DIAL-3* posttests. District and school administrators indicated that, since the *DIAL-3* is administered in a one-to-one format to students, sufficient resources were not available to individually remove students from their preschool class for testing while maintaining the instructional program for the remaining

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<sup>15</sup> Students may be admitted to preschool after the age of 3 years if they have a known disability.

students. This is not generally an issue with the pretest *DIAL-3* assessment because most students are individually assessed during the late spring and summer prior to their entrance in the preschool program. Some administrators also questioned whether the practice of using screening test results for pretest-posttest comparisons was technically appropriate because screening tests are not designed for such use. Therefore, this report will include information from pretest scores only. For investigations of *DIAL-3* subscales, we note that for the data investigations described here, the number of children included may fluctuate across analyses. This is because some students may be missing one or more *DIAL-3* subscales and an attempt was made to include as many child scores as possible for each analysis.

The data obtained from the SCDE and OFS included over 21,000 test scores. From this broad database, we selected students to include in the analyses based on the following characteristics:

- Students were selected if they were at least 4 yrs, 0 months and no older than 6 yrs, 0 months at time of entry into their preschool program. These age limits were selected based on the state's age requirements for attending for pre-kindergarten programs.
- Students with at least one *DIAL-3* subscale pretest score were selected, resulting in a sample of 15,155 students. *DIAL-3* posttest records were not used. Similarly, scores for those students for whom it was unclear which *DIAL-3* administration (pretest or posttest) was recorded were deleted from the analyses. There were 1,642 students with *DIAL-3* post test scores and 4,934 students missing test information removed from the analyses.
- From the total of 15,155 students with *DIAL-3* pretests, 263 duplicate or misclassified cases were deleted (e.g., ESL students with duplicate records, students with posttest scores misclassified as pretest scores). After this stage, the sample of preschoolers was 14,892.
- From the set of non-duplicate pretest cases, students were limited based on the age at which they took the *DIAL-3* pretests. From the available set of data, children between the ages of 3 years, 7 months and 5 years, 8 months at time of testing were selected since these children represent the ages of children who would be at the appropriate age for preschool. Students must be 4 years of age by September 1 to attend CDEPP. Potential students for the program are assessed by school districts during the spring and summer of the year the students will be at the age for acceptance into the program in the fall, so some students are 3 years of age when assessed with the *DIAL-3* pretest.

After the restrictions to the sample were completed, the total number of cases retained for analyses of preschool students' 2007-08 *DIAL-3* pretest scores was 14,761 children.

The *DIAL-3* sample for 2007-08 consists of preschool-age students attending public (14,560 students; 98.6% of total preschool sample) or private (201 students; 1.4% of total sample) preschools whose *DIAL-3* pretest scores met the study criteria available. The sample includes students attending CDEPP classrooms and students attending other state-funded 4-year-old pre-kindergarten programs statewide, including those funded by EIA, Title I, and local funds. Of the children attending preschool programs during the 2007-08 school year, 7,674 (52.0%) were male and 7,087 were (48.0%) female. The median age of the preschoolers was 4 years, 3 months old. As shown in Table 1 below, the majority of preschool students were between the

ages of 4 years, 0 months and 4 years, 7 months of age at the time they completed the *DIAL-3* pretest.

Of the 14,761 students having *DIAL-3* pretest or posttest scores, approximately 20% of the children in the sample were enrolled in CDEPP across the state. The majority of students statewide (11,863 or 80.4%) were not enrolled in CDEPP. Of the total sample, 2,898 students 19.6% were enrolled in the CDEPP through either public or private centers (2,697 in public schools and 201 in private centers, respectively). The percentage of CDEPP students from public schools included in this *DIAL-3* analysis was 70.4% (2,687 of the 3,815 children). The percentage of CDEPP students from private centers included in the sample was 47.9 (201 of the 420 children).

**Table 1**  
**Ages at the Time of Testing of Pre-kindergarten Students *DIAL-3* Pretest Scores, 2007-2008**

Age of Student at <i>DIAL-3</i> Pretest	Frequency	Percent
3 years, 7 months	146	1.0
3 years, 8 months	265	1.8
3 years, 9 months	698	4.7
3 years, 10 months	678	4.6
3 years, 11 months	801	5.4
4 years, 0 months	1,133	7.7
4 years, 1 months	1,195	8.1
4 years, 2 months	1,276	8.6
4 years, 3 months	1,164	7.9
4 years, 4 months	1,180	8.0
4 years, 5 months	1,294	8.8
4 years, 6 months	1,185	8.0
4 years, 7 months	1,090	7.4
4 years, 8 months	923	6.3
4 years, 9 months	533	3.6
4 years, 10 months	563	3.8
4 years, 11 months	395	2.7
5 years, 0 months	150	1.0
5 years, 1 months	33	.2
5 years, 2 months	29	.2
5 years, 3 months	16	.1
5 years, 4 months	7	.0
5 years, 5 months	1	.0
5 years, 6 months	3	.0

Age of Student at <i>DIAL-3</i> Pretest	Frequency	Percent
5 years, 7 months	1	.0
5 years, 8 months	1	.0
5 years, 9 months	1	.0
Total	14,761	100.0

Two questions were addressed in this analysis of student *DIAL-3* performance. We note that the same questions were investigated in last year's analyses (2006-07 school year) to allow for cross year comparisons.

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

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

***When they entered school, the *DIAL-3* scores of CDEPP participants yielded lower scores than the scores of other preschool students from the same districts who were not participating in CDEPP. However, only the Concept Skills Scale (skills relevant for learning mathematics) reported a significant difference among the groups.***

Because CDEPP was not offered at every school in some of the larger districts participating in CDEPP, it was of interest to examine differences in *DIAL-3* pretest scores between students enrolled in CDEPP and students in the same districts who were not enrolled in CDEPP. To examine differences, *DIAL-3* percentile rank scores were computed for each of the three *DIAL-3* subscales (Language Skills; Concept Skills; and Motor Skills) and compared across CDEPP and non-CDEPP children from the same district. This analysis is a preliminary comparison of children's developmental characteristics for students living within the same CDEPP school district.

Table 2 reports the descriptive information for the *DIAL-3* scores for students from the same district. *DIAL-3* pretest scores were higher for students not participating in CDEPP than for CDEPP participants within the same district. To determine if the groups were statistically different on *DIAL-3* scores, scores of students who attend CDEPP were compared to scores of students in the same district who did not attend CDEPP. Independent t-tests were used to examine mean differences between CDEPP and non-CDEPP participants. Results showed that the differences were significantly different for the *DIAL-3* Concept Skills Scale, where non-CDEPP preschoolers scored significantly higher than the CDEPP participants. No statistically

significant differences between CDEPP and non-CDEPP participants' Language and Motor Skills Scales were observed.

**Table 2**  
**Comparisons of *DIAL-3* Pretest Scores: Students Participating in CDEPP vs. Students in the Same Districts but Not Participating in CDEPP**

<i>DIAL-3</i> Subscale	Comparison Groups	Number of Student Scores	Mean Percentile Rank	Std. Deviation	Median (50 <sup>th</sup> ) Percentile Rank	5 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile	Mean Difference Between Groups
<i>Concept Skills</i>	Participating in CDEPP	2,530	37.35	29.02	32	1	88	4.91*
	Not participating in CDEPP	763	42.26	29.90	39	2	92	
<i>Motor Skills</i>	Participating in CDEPP	2,511	49.46	31.90	51	3	98	1.79
	Not participating in CDEPP	765	51.26	32.35	51	4	98	
<i>Language Skills</i>	Participating in CDEPP	2,540	39.74	28.90	35	1	91	2.12
	Not participating in CDEPP	762	41.94	30.54	38	1	92	

**Notes:** \* = difference between groups is significant at  $\alpha = .05$  controlled for multiple tests and corrected for heterogeneity of variances (if appropriate).

Comparing the 2007-08 results to last year's evaluation report results yields similar results. In 2006-07, CDEPP participants scored significantly lower than non-CDEPP on both the *Concept Skills* and *Language Skills Scale*. One difference between the two evaluation years is the number of preschoolers in both the CDEPP and non-CDEPP groups within CDEPP districts. On average, there are more students involved in CDEPP in the 2007-08 school year and fewer non-CDEPP participants in the same district than reported last year.

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

***When they entered school, the *DIAL-3* scores of children from lower-income families (eligible for the federal free- or reduced-price lunch program and/or for Medicaid services) were significantly lower than the scores of children of higher-income families (not eligible for these federal programs). The gap between these two student groups' *DIAL-3* scores was found both statewide and within the districts implementing CDEPP, where the differences were more extreme. However, approximately one-third of the higher-income students served in public school pre-kindergarten programs statewide in 2007-08 scored at or below the 25<sup>th</sup> percentile on two of the three *DIAL-3* subscales when***

**they entered school, indicating that they also were in need of educational intervention to improve their developmental skills.**

While CDEPP participants must meet income eligibility requirements for admission, other preschool students, who are at risk for academic failure, but who are not eligible for CDEPP reside in South Carolina. If CDEPP is limited to students meeting income guidelines only, school districts may be unable to serve children who do not meet restrictive income guidelines but who have significant school readiness needs. For example, the 4-year-old pre-kindergarten programs funded by the Education Improvement Act (EIA), use different methods to determine which students are at-risk for school failure. Many of the non-CDEPP school districts considered students to be potentially at risk based on *DIAL-3* scores (e.g., rank-order results) and other potential risk factors (e.g., low parental education, foster placement). These state-funded preschool programs enroll students having relatively low *DIAL-3* scores and other risk factors until the district has no additional state-funded preschool placements. While there have been significant numbers of 4-year-olds served in the EIA preschools who are not eligible for the federal lunch program, we know less about them. In particular, at the state-level, we do not know if they really more at-risk than other children or what specific risk factors potentially influence their development and educational future?

The following series of analyses compared *DIAL-3* scores of students participating in public school four-year-old preschool programs statewide who are income-eligible, regardless of their CDEPP status, with students who are not income-eligible for the program. Income eligibility is defined as those students receiving free- or reduced-price lunch and/or Medicaid services; non-income eligible students are those classified as pay-lunch for lunch status and do not have a Medicaid number. Students with missing data for free- or reduced-price lunch and also missing a Medicaid number were classified as having unknown eligibility, since we could not determine their income status. We also note that free/reduced lunch and/or Medicaid information was not available for students from private centers; these students were coded as “Unknown Eligibility Status” and were excluded from the analyses. Table 3 reports the income status for students in the public school database. Using the definitions described above, the majority of students statewide (9,363 or 63.4%) were eligible for assistance based on family income. Further investigations showed that of the 4,011 children classified as pay lunch and/or non-Medicaid status, 245 (6.1%) were enrolled in CDEPP. And of the 9,363 income eligible students, 2,028 (21.7%) were enrolled in CDEPP. It should be noted that some of the numbers employed in this analysis are different from other numbers reported in other sections of the report because we could not always determine enrolled children’s income or Medicaid status.

**Table 3**  
**Income Status of Students Enrolled in Public School Four-Year-Old Pre-kindergarten Programs and Having *DIAL-3* Pretest Scores, 2007-2008**

Student Income Status	Number of Students	Percent
Pay Lunch, not Medicaid Eligible	4,011	27.2
Free or Reduced Lunch and/or Medicaid Eligible	9,363	63.4
Unknown Eligibility Status	1,384	9.4
Total	14,761	100.0

Comparisons were conducted to determine if there was a difference in *DIAL-3* scores of higher-income students enrolled in public school four-year-old pre-kindergarten programs across the

state, regardless of CDEPP status. Average scores are reported in Table 4 for those students with at least one available *DIAL-3* subscale score. As seen in the table, students from families having higher incomes scored significantly higher than students from lower-income families on all three *DIAL-3* subscales.

In terms of comparisons to the findings report in the 2007 evaluation report, the same pattern of results was observed. Students from lower income families scored significantly lower than students from higher income families for all three *DIAL-3* subscales. Similar numbers of students were reported across years for each of the two income groups and *DIAL-3* scores are also at a similar level.

**Table 4**  
**Comparison of *DIAL-3* Subscales by Income Group, Statewide**

<i>DIAL-3</i> Subscale	Student Income Status	Number of Students	Mean Percentile Rank	Std. Deviation	Median (50 <sup>th</sup> ) Percentile Rank	5 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile	Mean Difference Between Groups
<i>Concept Skills</i>	Free/Reduced Lunch and/or Medicaid Eligible	8,985	28.74	26.17	20	1	81	12.48*
	Pay Lunch, Not Medicaid Eligible	3,790	41.22	29.52	39	2	91	
<i>Motor Skills</i>	Free/Reduced Lunch and/or Medicaid Eligible	9,031	38.20	30.13	32	2	95	8.60*
	Pay Lunch, Not Medicaid Eligible	3,804	46.80	32.72	42	3	98	
<i>Language Skills</i>	Free/Reduced Lunch and/or Medicaid Eligible	9,011	29.43	26.75	21	<.5	93	11.10*
	Pay Lunch, Not Medicaid Eligible	3,801	40.53	30.04	36	1	92	

**Notes: \* = difference between groups is significant at  $\alpha = .05$  controlled for multiple tests and corrected for heterogeneity of variances (if appropriate).**

The analysis was repeated using only students within the 35 CDEPP-participating school districts to examine differences in developmental status among students from lower-income families compared to students from higher-income families in these districts. Again, students were divided into groups based on federal lunch program status and Medicaid eligibility. As with the statewide analyses, the analyses within the CDEPP-implementing districts showed significant differences in *DIAL-3* pretest scores between the income groups (Table 5). Those students in the pay for lunch, not Medicaid eligible (i.e., higher income family) groups scored significantly higher than students from lower income families on all three *DIAL-3* subscales. The differences between groups' average scores were higher within the CDEPP-implementing districts than for the statewide comparison.

The comparison of the median and mean *DIAL-3* pretest scores gives information about the distribution of *DIAL-3* scores in CDEPP districts. For the pay lunch/Medicaid ineligible group, the median has a higher value than the mean, meaning the majority of scores are at the higher end of the distribution and the mean is lowered by the few low scores in the distribution. For the

income-eligible groups, the median values have lower values than the mean, suggesting a distribution in which most of the scores are at the lower end of the distribution of scores.

**Table 5**  
**Comparison of *DIAL-3* Subscales by Income Group, Students Enrolled in CDEPP-Implementing Districts**

<i>Dial-3</i> Subscale	Student Income Status	Number of Students	Mean Percentile Rank	Std. Deviation	Median (50 <sup>th</sup> ) Percentile Rank	5 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile	Mean Difference Between Groups
<i>Concept Skills</i>	Pay Lunch, Not Medicaid Eligible	426	55.30	27.76	59	6	94.5	20.33*
	Free/Reduced Lunch and/or Medicaid Eligible	2,231	34.96	27.85	27	9	79	
<i>Motor Skills</i>	Pay Lunch, Not Medicaid Eligible	434	63.30	31.28	72	7	99	16.74*
	Free/Reduced Lunch and/or Medicaid Eligible	2,241	46.56	31.28	42	3	97	
<i>Language Skills</i>	Pay Lunch, Not Medicaid Eligible	434	54.06	28.61	58	4	95	16.75*
	Free/Reduced Lunch and/or Medicaid Eligible	2,238	37.31	28.28	32	1	90	

**Notes: \* = difference between groups is significant at  $\alpha = .05$  controlled for multiple tests and corrected for heterogeneity of variances (if appropriate).**

The *DIAL-3* performance across the three subscales was also analyzed for the two income groups (eligible for federal lunch program and/or Medicaid services vs. pay lunch and not Medicaid eligible) statewide below the 25<sup>th</sup> percentile (Table 6). To identify students whose scores indicated they might have significant developmental and educational needs when they enter school the scores on the three subscales reported for each student were compared. Students whose *DIAL-3* scores were at or below the 25<sup>th</sup> percentile on at least two of the three *DIAL-3* subscales were judged to have performed at a level which would suggest that further assessment for potential developmental problems is warranted; such students are likely to benefit from further preschool educational services.

**Table 6**  
**Statewide Performance of Students Scoring At or Below the 25<sup>th</sup> National Percentile on Two of Three *DIAL-3* Subscales, By Student Income Status**

Student Income Status	DIAL-3 Subscale	Number Students Scoring At or Below 25 % on at least 2 of 3 DIAL subscales	Mean Percentile Rank	Std. Deviation	Median (50 <sup>th</sup> ) Percentile Rank	5 <sup>th</sup> Percentile Rank	95 <sup>th</sup> Percentile Rank
Free/Reduced Lunch and/or Medicaid Eligible	<i>Concept Skills</i>	4,759	11.28	12.49	8	1	35
	<i>Motor Skills</i>	4,765	22.39	22.64	14	1	76
	<i>Language Skills</i>	4,770	12.38	14.32	8	<.5	43
Pay Lunch, Not Medicaid Eligible	<i>Concept Skills</i>	1,363	13.92	14.32	11	1	45
	<i>Motor Skills</i>	1,353	22.60	23.71	14	1	79
	<i>Language Skills</i>	1,360	13.94	14.98	10	<.5	45

Children scoring at or below the 25<sup>th</sup> percentile on two of the three subscales performed at similar levels across all three *DIAL-3* scales, regardless of family income. Median percentile information indicates the midpoint is at most at the 14<sup>th</sup> percentile; there are still 50% of the students within each group below this level. Similar to last year's results, these findings indicate that a significant number of children who were not eligible for the federal lunch program or for Medicaid services and who showed evidence of developmental problems upon entering school were served in pre-kindergarten programs statewide in 2007-08. Specifically, approximately 1,350 children are at risk for developmental and educational difficulties based on their *DIAL-3* subscale scores, but they do not meet the eligibility requirements for CDEPP.

### Findings

We investigated preschool students' scores on the *DIAL-3* to identify differences in performance among public school students participating in CDEPP compared to students enrolled in non-CDEPP public school 4 year-old pre-kindergarten programs in 2007-08. Additional analyses were conducted to compare differences in *DIAL-3* pretest performance between students from lower-income families (free- or reduced-price lunch program and/or Medicaid eligible) and students from higher-income families (pay lunch, not Medicaid eligible). Data from over 14,700 preschool-age students from across the state were included in the analyses. Descriptive information and statistical tests revealed reliable differences among the *DIAL-3* scores.

*DIAL-3* pretest results provide a baseline measure of student performance when students enter preschool. This year's results showed a similar pattern across all tests with the findings provided in last year's evaluation report. When the preschool students included in this evaluation are old enough to take state level tests (e.g., 3<sup>rd</sup> grade PASS test), *DIAL-3* pretest data may be useful in the longitudinal evaluation of CDEPP to provide comparative evaluations of the later elementary

school achievement of students who participated in CDEPP and students who did not participate.

In terms of limitations of the study, we recognize that *DIAL-3* pretest data were not provided by all public schools in 2007-08. Also, private centers administered the *DIAL-3* upon entry of the child into the program, meaning that some assessments were not administered until late in the school year. Finally, we recognize that percentile rank information is not always appropriate for statistical analyses. However, in spite of the limitations of the study, this evaluation report provides useful information:

- The analyses of the *DIAL-3* pretest results suggest that in the CDEPP-implementing districts in 2007-08 that the state-funded program served at-risk students who start preschool at a lower skill level than their non-CDEPP peers. Data from two successive evaluation reports show that CDEPP students appear to be at higher levels of risk as indicated by low *DIAL-3* scores than non-CDEPP peers served in other state-funded preschools. On a positive note, across the state but not necessarily in every district, more students within CDEPP participating districts are joining the program providing a greater number of at-risk students the opportunity to learn in a preschool program.
- The median *DIAL-3* pretest percentile ranks for students participating in CDEPP ranged from a low of 32 for Concept Skills to a high of 51 for Motor Skills. Somewhat less than half of CDEPP participants scored in the bottom 25% of the *DIAL-3* norms. The median scores of students not participating in CDEPP but enrolled in the same school districts as the CDEPP participants ranged from a low of 35 for Language Skills to a high of 51 for Motor Skills, indicating that non-CDEPP students scored at or somewhat below the median of the norm scale (see Table 2).
- When the performance of CDEPP and non-CDEPP-participating students was compared in the 35 school districts in which CDEPP was implemented, the *DIAL-3* pretest scores of CDEPP participants were lower than those from non-CDEPP participants in the same district; however, only one scale (Concept Skills) indicated significantly lower scores.
- Analyses by income level of both the statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or reduced-price lunch and/or Medicaid eligible) had significantly lower *DIAL-3* pretest scores than students from higher-income families (pay lunch, not Medicaid eligible). This finding suggests that targeting students for preschool program services based on family income is an effective way to serve many children having significant developmental needs. However, screening assessments such as the *DIAL-3* also are needed to identify students having developmental delays who need additional assessment and educational services, regardless of family income. Analysis of the scores of students from families having incomes higher than the levels required for CDEPP eligibility revealed that approximately one-third of these students scored at or below the 25<sup>th</sup> percentile on two or more of the *DIAL-3* subscales when they entered preschool. Considering the entire population of students on free/reduced lunch and/or receiving Medicaid benefits, approximately one-half (51.8%) of the students scored at or below the 25<sup>th</sup> percentile on two or more of the *DIAL-3* subscales. This suggests that these students also had developmental needs which might benefit from a high-quality full-day preschool educational program.

## Section V Individual Child Assessments

The South Carolina General Assembly requested that the Education Oversight Committee (EOC) conduct an evaluation of the Child Development Education Pilot Program (CDEPP). The South Carolina Legislature also requested child outcome measures related to the new publicly funded preschool initiative. Analyses of child screening and child assessment were planned, collected, and analyzed by an independent evaluation team from USC who worked collaboratively with research personnel in the EOC. Given the legislative mandate to evaluate the newly funded preschool programs and the need to carefully evaluate publicly funded educational programs, we have implemented a five-year project to systematically evaluate the implementation and participant results of CDEPP. After the initial year in pilot testing an individual child assessment protocol, we selected an assessment protocol for the assessment of a cohort of 150 preschoolers from public school and private center CDEPP classrooms in the autumn of their preschool and kindergarten years of education. The planned assessment protocol will enroll and test an additional 150 preschoolers served in CDEPP classrooms each year. In addition, we will re-assess the 150 preschoolers from the previous fall during the fall of their kindergarten year (see 2007 CDEPP Report for initial cohort information and evaluation plan).

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

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

The *Peabody Picture Vocabulary Test 4<sup>th</sup> Edition (PPVT 4)* is an un-timed, individually administered, norm-referenced measure designed to assess receptive vocabulary and word comprehension for persons aged 2 years 6 months through 90 years. Since development of the original edition in the 1950s, the *PPVT* has become one of the more commonly used individual language development tests in the United States. The *PPVT 4* is the most current edition, which was published in 2006. The *PPVT 4* is a well-known and psychometrically sound assessment of children's receptive vocabulary. Moreover, children's receptive vocabulary is related to subsequent language development and school readiness. The *PPVT 4* has been employed widely in evaluation studies of preschool children and yields an overall standard score with a mean of 100 and a standard deviation of 15.

The *Woodcock-Johnson III Tests of Achievement (WJ-III)* is an un-timed, individually administered, norm-referenced measure designed to assess oral language and achievement for persons aged 2 years through 90 years. The *WJ-III* results may be used in screening for diagnosis of learning disorders, assessing educational growth, program evaluation, educational

programming, and longitudinal research. For preschool-aged children, the standard battery of the *WJ-III* is comprised of six subtests. Each subtest yields its own standard score with a mean of 100 and a standard deviation of 15. The results of these subtests can be combined to produce three composite achievement scores. The *WJ-III* has been used widely in evaluation studies of preschool children. Subtests and composite scores are described in the *Essentials of WJ III® Tests of Achievement Assessment* (Mather, Wendling, & Woodcock, 2001) and include:

- *Letter-Word Identification* requires identifying and pronouncing isolated letters and words.
- *Story Recall* requires listening to passages of gradually increasing length and complexity and then recalling the story elements.
- *Understanding Directions* includes pointing to various objects in a picture after listening to instructions that increase in linguistic complexity.
- *Spelling* initially measures prewriting skills such as drawing lines and tracing letters. Subsequent sets of items require the writing of letters and spelling of words that are presented orally.
- *Passage Comprehension* initially involves symbolic learning with items requiring one to point to the picture described by a written phrase.
- *Applied Problems* requires the person to analyze and solve math problems.
- *WJ Oral Language* is a composite of the *Story Recall* and *Understanding Directions* subtests and is designed as a broad measure of oral language.
- *WJ Achievement* is a composite of *Letter-Word Identification*, *Spelling*, *Passage Comprehension*, and *Applied Problems*. This scale is designed as a general measure of achievement.
- *WJ Reading* is a composite of *Letter-Word Identification* and *Passage Comprehension* and is designed as a broad measure of reading achievement.

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

- *Behavioral Symptoms Index*: a composite of the *BASC-2* internalizing and externalizing behavior problems scales that measures overall behavior and general functioning.
- *Adaptability*: a measure of the ability to adjust to changes in routine, shifting between activities, adapting to interactions with others.

- *Functional Communication*: an assessment of expressive and receptive communication skills.
- *Social Skills*: a measurement of social skills functioning and social behaviors.

### **Child Assessment of Preschoolers Enrolled in Either CDEPP Public Schools or Private Centers in Fall 2008**

During the autumn of 2008, members of the evaluation team, which was lead by Dr. Fred Greer, a school psychologist, administered individual assessments to 150 preschoolers participating in CDEPP. Seventy-four percent (74%) of the children were students from public school classrooms and 26% were children enrolled in private center classrooms. Although this ratio of public school to private center students does not mirror the overall proportions of children served through CDEPP in public and private settings, it was chosen to reflect the difference in those proportions while obtaining a sufficient sample of private center students to meaningfully describe their demographic and achievement characteristics

Public school districts participating in CDEPP were divided into two groups based on the number of children served in CDEPP classrooms (i.e., large vs. small numbers of students in the district funded through CDEPP). Nineteen school sites were randomly chosen from among the districts serving smaller numbers of CDEPP students. Eighteen districts were represented among these sample sites (Two selected schools were in the same district). Eighteen school sites were then selected from among the group of districts serving larger numbers of CDEPP students. These sample sites were situated within nine districts. At each of the 37 sample schools, three students were randomly selected from among all preschoolers funded through CDEPP. Gender balance among the sample of 111 students was maintained by alternating from selection of two males and one female at one site to one male and two females at the next site.

Preschoolers enrolled through CDEPP in private centers were also selected randomly. However, because three students were needed for testing from each site, only private centers with five or more preschoolers funded by CDEPP were included in the selection process. Similar to the public school selection of students, once thirteen programs were selected, three students - again, with the attempt to alternate between gender groupings - were randomly drawn from each center's roster.

To ensure comparability among assessment results, the evaluation team decided to test only those students whose first language was English. Students with individual educational programs for any reason other than speech were also exempted from selection for the CDEPP assessment protocol. Tables 1A, 1B, and 1C below show that the gender and ethnic distributions between the public school and private center student samples were comparable with each other.

**Table 1A  
Demographic Information for Preschoolers Assessed During Fall 2008**

<b>Gender</b>	<b>Number</b>	<b>Percent<sup>1</sup></b>
Female	77	51%
Male	73	49%
<b>Total</b>	<b>150</b>	<b>100%</b>
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African-American	109	73%
White	29	19%
Multiracial	3	2%
Hispanic	1	1%
Unreported	8	5%
<b>Total</b>	<b>150</b>	<b>100%</b>

<sup>1</sup>Percentages are rounded in all tables in this report and may not always total 100%.

**Table 1B  
Demographic Information for Preschoolers Enrolled in CDEPP Public Schools and Assessed during Fall 2008**

<b>Gender</b>	<b>Number</b>	<b>Percent</b>
Female	56	51%
Male	55	50%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African-American	81	73%
White	24	22%
Multiracial	2	2%
Unreported	4	4%
<b>Total</b>	<b>111</b>	<b>100%</b>

**Table 1C  
Demographic Information for Preschoolers Enrolled in CDEPP Private Centers and Assessed during Fall 2008**

<b>Gender</b>	<b>Number</b>	<b>Percent</b>
Female	21	54%
Male	18	46%
<b>Total</b>	<b>39</b>	<b>100%</b>
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African-American	28	72%
White	5	13%
Hispanic	1	3%
Multiracial	1	3%
Unreported	4	10%
<b>Total</b>	<b>39</b>	<b>100%</b>

The 150 CDEPP participant sample for autumn 2008 had a *PPVT 4* mean standard score of 85.5 (17<sup>th</sup> percentile) and had the median standard score of 85 (16<sup>th</sup> percentile), indicating receptive vocabulary functioning in the low average range. The mean standard score for the *WJ-III Achievement* composite scale was 91.9 (30<sup>th</sup> percentile), with a median standard score of 93 (32<sup>nd</sup> percentile). This indicates an overall performance in the average range for the areas of academic achievement measured by the test. For all of the *BASC-2* subscales, the sample's mean and median T scores fell in the average range of social and behavioral development. Table 2 shows the assessment results for all 150 CDEPP students tested in the autumn of 2008.

**Table 2**  
**Child Assessment Findings for Preschoolers Enrolled in Either CDEPP Public Schools or Private Centers and Assessed during Fall of 2008**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4<sup>1</sup></i>	150	85.4	85.0	14.2	24-129
<b>WJ-III Subscales<sup>1</sup></b>					
<i>WJ Oral Language</i>	150	86.7	87	14.7	41-128
<i>WJ Achievement</i>	150	91.9	93.0	12.0	50-122
<i>WJ Reading</i>	150	92.8	93.5	12.9	52-154
<i>Letter-Word ID</i>	150	93.7	93.0	11.5	63-147
<i>Story Recall</i>	150	89.3	92.0	16.5	59-126
<i>Directions</i>	150	85.8	87.0	16.1	30-124
<i>Spelling</i>	150	92.3	92.0	12.9	46-126
<i>Comprehension</i>	150	97.6	96.0	8.8	74-128
<i>Applied Problems</i>	150	97.3	96.0	10.7	68-122
<b>BASC-2 Subscales<sup>2</sup></b>					
<i>Behavioral Symptoms Index</i>	143	51.0	49.0	10.0	37-95
<i>Adaptability</i>	143	47.3	46.0	10.5	23-69
<i>Social Skills</i>	143	47.3	45.0	10.5	30-77
<i>Functional Communication</i>	143	45.9	45.0	8.4	25-64

<sup>1</sup>Standard Scores have a mean = 100 and standard deviation = 15.

<sup>2</sup>T-scores have a mean = 50 and standard deviation = 10. Note: Higher BASC-2 Behavioral Symptoms Index scores indicate more negative behaviors (e.g. depression, aggression, hyperactivity). Higher scores on the other BASC-2 subscales indicate more positive behaviors (e.g. cooperation, helpfulness, clear expression).

## **Preschool Assessment Information Reported Separately for Children Enrolled in Either CDEPP Public Schools or Private Centers**

Results for the public school student portion of the sample were quite similar to those of the total sample. Their performance on the *PPVT 4* yielded a mean standard score of 85.5 (17<sup>th</sup> percentile) and a median standard score of 86 (18<sup>th</sup> percentile), in the low average range. The *WJ-III Achievement* cluster showed a mean standard score of 91.6 (28<sup>th</sup> percentile) and a median score of 92 (30<sup>th</sup> percentile), a performance in the average range. Private center CDEPP students in the assessment sample also performed similarly to the overall sample. On the *PPVT 4*, their test results yielded a mean standard score of 85.3 (16<sup>th</sup> percentile) and a median standard score of 82 (12<sup>th</sup> percentile), scores that fall in the low average range. The mean standard score on the *WJ-III Achievement Composite Scale* was 92.8 (31<sup>st</sup> percentile) and a mean score of 94 (34<sup>th</sup> percentile), results in the average range.

The fall 2008 assessment results are generally comparable to those of the overall findings of the autumn 2007 sample of CDEPP preschoolers. The earlier cohort had a *PPVT 4* mean standard score of 87.2 (19<sup>th</sup> percentile) and a median standard score of 86 (18<sup>th</sup> percentile). The *WJ-III Achievement* composite scale mean score for the 2007 group was 91.9 (30<sup>th</sup> percentile) with a median standard score of 92.5 (31<sup>st</sup> percentile). Chi square tests of independence for the 2007 and 2008 cohorts showed no statistical significance between their assessment results. As noted previously, there were negligible differences between the group of students attending public schools and those attending private centers in the 2008 cohort. This no difference finding contrasts with the results of independent t-tests for the 2007 cohort that revealed statistically significant differences between the two groups for the *WJ-III Achievement* composite scale scores and the *Letter-Word Identification* test (i.e., public school students scoring lower than private center students). The presence of statistical differences between these two cohorts from the first year of the evaluation to the second year is only suggestive at this time. We should examine the pattern over time to understand better the program's affect. Tables 3 and 4 show separately the fall assessment information for public school and private center students.

**Table 3**  
**Child Assessment Findings for Preschoolers Enrolled in CDEPP Public Schools and Assessed during Fall of 2008**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4</i>	111	85.5	86.0	14.3	24-129
<b>WJ-III Subscales</b>					
<i>WJ Oral Language</i>	111	86.6	87.0	14.4	41-128
<i>WJ Achievement</i>	111	91.6	92.0	11.4	50-115
<i>WJ Reading</i>	111	92.5	94.0	11.6	52-116
<i>Letter-Word ID</i>	111	93.9	94.0	10.6	63-115
<i>Story Recall</i>	111	88.7	92.0	16.1	59-125
<i>Directions</i>	111	86.1	88.0	16.3	30-124
<i>Spelling</i>	111	91.7	92.0	12.7	46-117
<i>Comprehension</i>	111	96.9	95.0	8.2	74-113
<i>Applied Problems</i>	111	96.8	96.0	10.1	68-122
<b>BASC-2 Subscales</b>					
<i>Behavioral Symptoms Index</i>	104	51.4	50.0	9.6	37-95
<i>Adaptability</i>	104	46.4	46.0	10.1	23-69
<i>Social Skills</i>	104	46.4	45.0	9.2	30-77
<i>Functional Communication</i>	104	44.8	44.0	8.1	25-64

**Table 4**  
**Child Assessment Findings for Preschoolers Enrolled in CDEPP Private Centers and Assessed during Fall of 2008**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4</i>	39	85.3	82.0	13.9	57-115
<b>WJ-III Subscales</b>					
<i>WJ Oral Language</i>	39	86.7	87.0	15.7	58-121
<i>WJ Achievement</i>	39	92.8	94.0	13.7	65-122
<i>WJ Reading</i>	39	93.8	91.0	16.1	71-154
<i>Letter-Word ID</i>	39	93.3	92.0	13.8	65-147
<i>Story Recall</i>	39	91.1	92.0	17.7	59-126
<i>Directions</i>	39	84.9	84.0	15.9	47-118
<i>Spelling</i>	39	93.9	92.0	13.3	66-126
<i>Comprehension</i>	39	99.6	97.0	10.1	79-128
<i>Applied Problems</i>	39	98.7	96.0	12.5	78-121
<b>BASC-2 Subscales</b>					
<i>Behavioral Symptoms Index</i>	39	50.1	47.0	11.3	38-94
<i>Adaptability</i>	39	49.9	46.0	11.0	34-69
<i>Social Skills</i>	39	50.2	48.0	13.1	32-75
<i>Functional Communication</i>	39	48.8	47.0	8.7	33-63

**Follow-up Kindergarten Assessment of the Initial CDEPP Preschool Cohort from Fall 2007 in Fall 2008**

The longitudinal design of the CDEPP evaluation requires that a sample of children be tested twice, first during their CDEPP preschool year and then re-tested in kindergarten one year later. It should be noted that the students are administered the same battery of tests; however, the scores are adjusted to take into consideration the age and maturation of the children. Re-testing the same children, after their involvement in CDEPP, with the same assessments allowed for a comparison of scores for those children to determine achievement over time relative to their same-age peers in the assessments' norms.

The following procedures were used to locate the 150 children assessed during the 2007-08 school year as part of the child assessment portion of the overall CDEPP evaluation. It should be noted that the evaluation team members went to great lengths to attempt to locate all previously assessed children served in CDEPP.

In August, the Office of First Steps to School Readiness (OFS) provided information listing the possible Kindergarten placement of the 39 children assessed who attended CDEPP in private centers. The OFS reported that two children moved out of state, one child moved within the state but the school was unknown, and it was unknown where two children enrolled for kindergarten. Follow up phone calls were made to each school to determine whether the children served in CDEPP private centers were indeed enrolled in the reported schools kindergartens.

There were 111 children assessed from 37 public school CDEPP sites. These schools were contacted to see if the children were enrolled at the same school for kindergarten. In some cases, school personnel indicated that a child was not enrolled at the same school for kindergarten for the 2008-09 school year. The school personnel were then asked if they had knowledge of where the child was enrolled. If the school was located within South Carolina, a call was then placed to the suggested school to verify enrollments of the children in the reported kindergartens. It should be noted that some of the children who participated in CDEPP as 4-year-olds were enrolled in non-CDEPP districts for 5-year-old Kindergarten.

After following these procedures, we were able to locate and assess 113 of the original 150 children assessed as CDEPP participating 4-year-olds: an attrition rate of 25%. Of the 37 children we were unable to assess, 22 were could not be located by calling the schools; 7 children reportedly moved out of state; 4 children reportedly moved to unknown locations within South Carolina; 2 children reportedly withdrew from the CDEPP prior to the end of the 2007-08 year; 1 child was receiving homebound services; and 1 child was reportedly being home-schooled. Eleven of the missing sample participants had been enrolled in CDEPP at private centers and 26 had been enrolled in public school programs. It should also be noted that we attempted to find the 37 children by accessing the SASI database using SUNS numbers through the SCDE. However, the SCDE did not have access to the enrollment status of individual students until after the 45-day count was received from districts at the end of October. At the time of this report, information from the 45-day count was not available to the evaluation team to assist the search for these 37 children. Tables 5A, 5B, and 5C below show that the gender and ethnic distributions between the public school and private center student who were assessed in kindergarten were comparable demographically.

**Table 5A**  
**Demographic Information for Children Who Were Previously Enrolled in Either CDEPP Public Schools or Private Centers in Fall 2007 and Who Were Assessed during Kindergarten in Fall 2008**

<b>Gender</b>	<b>Number</b>	<b>Percent</b>
Female	55	49%
Male	58	51%
<b>Total</b>	<b>113</b>	<b>100%</b>
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African-American	84	74%
White	23	20%
Hispanic	4	4%
Unreported	2	2%
<b>Total</b>	<b>113</b>	<b>100%</b>

**Table 5B**  
**Demographic Information for Children Who Were Previously Enrolled in CDEPP Public Schools in Fall 2007 and Who Were Assessed during Kindergarten in Fall 2008**

<b>Gender</b>	<b>Number</b>	<b>Percent</b>
Male	44	52%
Female	41	48%
<b>Total</b>	<b>85</b>	<b>100%</b>
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African-American	61	72%
White	20	24%
Hispanic	2	2%
Unreported	2	2%
<b>Total</b>	<b>85</b>	<b>100%</b>

**Table 5C**  
**Demographic Information for Children Who Were Previously Enrolled in CDEPP Private Centers in Fall 2007 and Who Were Assessed during Kindergarten in Fall 2008**

<b>Gender</b>	<b>Number</b>	<b>Percent</b>
Female	14	50%
Male	14	50%
<b>Total</b>	<b>28</b>	<b>100%</b>
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African-American	23	82%
White	3	11%
Hispanic	2	7%
<b>Total</b>	<b>28</b>	<b>100%</b>

The *PPVT 4*, *WJ-III*, and *BASC-2* were re-administered to the 113 kindergarten students who had been assessed with these measures during the autumn of 2007 when they were enrolled in

CDEPP-funded preschools. Although 37 of the original CDEPP cohort were not found for the autumn 2008 follow-up assessment, examination of their preschool scores (collected autumn 2007) shows that the achievement test results from the remaining 113 were quite similar to those of the complete sample of 150 preschool students collected in autumn 2007 (see Appendix H for pretest results). This no difference finding indicates that the attrition was not so great as to substantially alter the nature of the comparison or its results. The following table shows the assessment results for all kindergarten students re-tested in autumn 2008.

As seen in Table 6, the 113 kindergarteners, who participated in CDEPP during the 2007-08 year, had a *PPVT 4* mean standard score of 91.8 (29<sup>th</sup> percentile) and had the median standard score of 90 (25<sup>th</sup> percentile), indicating receptive vocabulary functioning in the average range. The mean standard score for the *WJ-III Achievement* composite scale was 97.1 (42<sup>th</sup> percentile), with a median standard score of 98 (45<sup>th</sup> percentile). This indicates an overall performance in the average range for the areas of academic achievement measured by the test. For all of the *BASC-2* subscales for 107 kindergarteners, the sample's mean and median T scores fell in the average range of social and behavioral development.

To examine students' development and achievement from preschool to kindergarten, scores at each time point were compared. These results show overall improvements in receptive vocabulary, academic achievement, and social and behavioral functioning for the total fall 2007 CDEPP preschool cohort between their entry into preschool and the beginning of their kindergarten year. The change is apparent in the differences between the mean standard scores and median standard scores of the fall 2007 and the fall 2008 *PPVT 4* and *WJ-III* test results shown in the following table, along with positive changes in *BASC-2* scores. Specifically, paired samples (dependent) t-tests comparing the 2007 and 2008 assessment results showed that the change in scores was statistically significant ( $p < 0.05$ ) for the *PPVT 4* and all *WJ-III* subscales, except *Story Recall* and *Passage Comprehension*. Additionally, paired samples t-tests found statistically significant ( $p < 0.05$ ) changes on the *Social Skills* and *Functional Communication* scales of the *BASC-2* (see Table 7).

**Table 6**  
**Follow-up Kindergarten Assessment Findings for Children Previously Enrolled in Either CDEPP**  
**Public Schools or Private Centers in Fall 2007**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4</i>	113	91.8	90.0	13.2	61-124
<b>WJ-III Subscales</b>					
	<b>N</b>				
<i>WJ Oral Language</i>	113	92.5	94.0	14.5	48-120
<i>WJ Achievement</i>	113	97.1	98.0	12.4	48-132
<i>WJ Reading</i>	113	95.5	97.0	11.9	66-141
<i>Letter-Word ID</i>	113	97.7	100.0	10.9	65-138
<i>Story Recall</i>	113	92.4	99.0	20.3	38-124
<i>Directions</i>	113	92.7	94.0	13.3	51-124
<i>Spelling</i>	113	98.9	99.0	12.2	66-122
<i>Comprehension</i>	113	96.3	94.0	10.5	68-130
<i>Applied Problems</i>	113	97.9	97.0	12.0	46-131
<b>BASC-2 Subscales</b>					
	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>Behavioral Symptoms Index</i>	107	48.6	45	10.4	36-83
<i>Adaptability</i>	107	51.3	51.0	10.4	27-69
<i>Social Skills</i>	107	51.4	50.0	10.8	30-75
<i>Functional Communication</i>	107	52.4	52.0	9.5	29-70

**Table 7**  
**Follow-up Kindergarten Assessment Findings for CDEPP Children's Differences Between Their**  
**Preschool (fall 2007) and Kindergarten (fall 2008) Years**

<b>Child Assessments</b>	<b>Paired N</b>	<b>Mean Difference</b>	<b>Median Difference</b>	<b>T-value</b>	<b>Effect Size</b>
<i>PPVT 4</i>	113	4.7	4	5.63*	0.53
<b><i>WJ-III Subscales</i></b>	<b>N</b>				
<i>WJ Oral Language</i>	113	2.6	4	2.24*	0.21
<i>WJ Achievement</i>	113	5.5	7	6.32*	0.60
<i>WJ Reading</i>	113	3.1	4	2.65*	0.25
<i>Letter-Word ID</i>	113	4.3	7	4.23*	0.40
<i>Story Recall</i>	113	1.8	5	0.95	0.09
<i>Directions</i>	113	2.5	3	2.09*	0.20
<i>Spelling</i>	113	5.8	7.5	5.71*	0.54
<i>Comprehension</i>	113	-0.9	-2	-0.86	-0.08
<i>Applied Problems</i>	113	2.2	1	2.30*	0.22
<b><i>BASC-2 Subscales</i></b>	<b>Paired N</b>	<b>Mean Difference</b>	<b>Median Difference</b>	<b>T-value</b>	<b>Effect Size</b>
<i>Behavioral Symptoms Index</i>	107	-0.7	-2	0.59	0.06
<i>Adaptability</i>	107	2.1	0	1.23	0.13
<i>Social Skills</i>	107	4.3	5	3.07*	0.33
<i>Functional Communication</i>	107	5.5	5	4.57*	0.50

**Note: \*  $p < .05$**

Tables 8 and 9 show the 2008 kindergarten assessment results for the initial cohort of CDEPP participants who received preschool services in public schools and private centers and who were assessed during the fall of 2007. The children's results are separated by whether they attended a CDEPP public school classroom or a private center classroom.

**Table 8**  
**CDEPP Public School Children's Follow-up Assessment Findings for Kindergarten**  
**during Fall 2008**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4</i>	85	91.3	89.0	12.3	61-119
<b>WJ-III Subscales</b>					
<i>WJ Oral Language</i>	85	91.7	93.0	14.4	48-120
<i>WJ Achievement</i>	85	96.1	97.0	12.4	48-120
<i>WJ Reading</i>	85	94.4	95.0	10.5	66-120
<i>Letter-Word ID</i>	85	96.6	99.0	10.4	65-118
<i>Story Recall</i>	85	91.1	95.0	20.5	38-120
<i>Directions</i>	85	92.2	93.0	13.4	51-124
<i>Spelling</i>	85	98.3	98.0	12.4	11.6
<i>Comprehension</i>	85	96.0	94.0	9.3	69-118
<i>Applied Problems</i>	85	97.3	97.0	11.6	46-124
<b>BASC-2 Subscales</b>					
<i>Behavioral Symptoms Index</i>	81	48.5	45.0	10.0	37-82
<i>Adaptability</i>	81	51.6	51.0	9.7	34-69
<i>Social Skills</i>	81	52.0	50.0	10.3	32-75
<i>Functional Communication</i>	81	52.2	52.0	9.0	29-70

**Table 9**  
**CDEPP Private Center Children's Follow-up Assessment Findings for Kindergarten**  
**during Fall 2008**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4</i>	28	93.5	93.5	15.6	67-124
<b>WJ-III Subscales</b>	<b>N</b>				
<i>WJ Oral Language</i>	28	95.0	100.0	14.6	58-114
<i>WJ Achievement</i>	28	100.0	101.0	12.1	75-132
<i>WJ Reading</i>	28	98.5	99.0	15.2	75-141
<i>Letter-Word ID</i>	28	101.1	100.0	12.1	80-138
<i>Story Recall</i>	28	96.1	101.5	19.5	55-124
<i>Directions</i>	28	94.0	97.5	13.2	64-123
<i>Spelling</i>	28	100.8	103.0	11.5	76-122
<i>Comprehension</i>	28	97.0	94.5	13.7	68-130
<i>Applied Problems</i>	28	99.8	99.5	13.1	72-131
<b>BASC-2 Subscales</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>Behavioral Symptoms Index</i>	26	49.2	45.0	12.0	36-83
<i>Adaptability</i>	26	50.4	51.0	12.7	27-69
<i>Social Skills</i>	26	49.3	48.0	12.2	30-70
<i>Functional Communication</i>	26	52.9	52.0	11.1	31-70

**Comparisons of Assessment Findings for Kindergarteners Who Were Previously Enrolled in Either Public Schools or Private Centers Funded by CDEPP**

To examine whether differences existed between the kindergarteners' assessment results of former public school and former private center CDEPP students, we conducted independent t-tests. These statistical procedures indicated no statistically significant differences between their kindergarten assessment scores, showing that they were at similar skill levels in vocabulary

development, school achievement, and social and behavioral functioning regardless of the previous CDEPP preschool provider.

Recalling the significant change between the combined cohort's preschool and kindergarten year scores, paired samples (dependent) t-tests were used to separately investigate the 2007 and 2008 score differences of kindergarteners formerly enrolled in CDEPP public schools and CDEPP private centers during the previous year. Autumn 2007 results for the re-tested students, by type of provider, are presented in Appendix I.

As shown in Table 10, statistically significant ( $p < 0.05$ ) differences were found for the group that had been enrolled in public schools in their *PPVT 4* performances and several *WJ-III* subscales as well as the *WJ Achievement* (i.e., composite scale). The group's *BASC-2 Social Skills* and *Functional Communication* scale scores also showed statistically significant differences between years when dependent t-tests were used. For kindergarteners who had attended private centers during preschool, a statistically significant difference for their scores was found on the *PPVT 4* only (see Table 11).

**Table 10**  
**Public School CDEPP Children's Assessment Results Across Their Preschool and Kindergarten Years**

Child Assessments	Paired N	Mean Difference	Median Difference	T-value	Effect Size
<i>PPVT 4</i>	85	4.91	3	4.83*	0.52
<b>WJ-III Subscales</b>					
<i>WJ Oral Language</i>	85	2.86	4	2.04*	0.22
<i>WJ Achievement</i>	85	6.5	7	6.63*	0.72
<i>WJ Reading</i>	85	3.56	4	3.08*	0.34
<i>Letter-Word ID</i>	85	5.05	8	4.84*	0.49
<i>Story Recall</i>	85	2.24	3	0.91	0.10
<i>Directions</i>	85	2.55	2	1.89	0.21
<i>Spelling</i>	85	6.89	9	6.15*	0.67
<i>Comprehension</i>	85	-1.16	-1.5	-0.89	-0.10
<i>Applied Problems</i>	85	2.61	2	2.39*	0.26

**Table 10**  
**Public School CDEPP Children's Assessment Results Across Their Preschool**  
**and Kindergarten Years (continued)**

<b>BASC-2 Subscales</b>	<b>Paired N</b>	<b>Mean Difference</b>	<b>Median Difference</b>	<b>T-value</b>	<b>Effect Size</b>
<i>Behavioral Symptoms Index</i>	63	0.16	2	0.12	0.02
<i>Adaptability</i>	63	2.34	5	1.84	0.24
<i>Social Skills</i>	63	6.20	5	3.86*	0.49
<i>Functional Communication</i>	63	5.59	7	4.87*	0.62

**Note:** *BASC-2* questionnaires were completed by participants' teachers, who then mailed or faxed them to the evaluation team. Some of the distributed forms failed to arrive by the time of this report; hence, not all students' *BASC-2* results are included in these data analyses.

**Table 11**  
**Private Center CDEPP Children's Assessment Results Across Their Preschool**  
**and Kindergarten Years**

<b>Child Assessments</b>	<b>Paired N</b>	<b>Mean Difference</b>	<b>Median Difference</b>	<b>T-value</b>	<b>Effect Size</b>
<b><i>PPVT 4</i></b>	28	4.25	5.5	2.92*	0.55
<b><i>WJ-III Subscales</i></b>	<b>N</b>				
<i>WJ Oral Language</i>	28	1.82	8	0.92	0.17
<i>WJ Achievement</i>	28	2.43	4.5	1.39	0.26
<i>WJ Reading</i>	28	1.07	2	0.40	0.07
<i>Letter-Word ID</i>	28	1.82	0	0.86	0.16
<i>Story Recall</i>	28	0.93	3	0.28	0.05
<i>Directions</i>	28	1.86	7	0.88	0.17
<i>Spelling</i>	28	2.71	5	1.20	0.23
<i>Comprehension</i>	28	-0.75	-1.5	-0.25	-0.05
<i>Applied Problems</i>	28	1.00	0.5	0.50	0.09

**Table 11**  
**Private Center CDEPP Children’s Assessment Results Across Their Preschool**  
**and Kindergarten Years (continued)**

<b>BASC-2 Subscales</b>	<b>Paired N</b>	<b>Mean Difference</b>	<b>Median Difference</b>	<b>T-value</b>	<b>Effect Size</b>
<i>Behavioral Symptoms Index</i>	24	2.09	-1.5	0.93	0.19
<i>Adaptability</i>	24	-0.78	0	-0.27	-0.06
<i>Social Skills</i>	24	-0.70	-5	-0.26	-0.06
<i>Functional Communication</i>	24	3.44	2.5	1.32	0.27

**Summary**

In accordance with the CDEPP evaluation plan, a new random sample of 150 preschool students was identified and assessed with instruments designed to measure their vocabulary, academic achievement, and social and behavioral functioning.

**2008 Preschool CDEPP Cohort**

- Results of the 2008-09 testing showed that upon the students’ entry into preschool, the performances of children in the sample yielded mean scores in the low average range for receptive vocabulary on the *PPVT 4* and academic achievement scores in the average range for the *WJ-III*.
- Results for the 150 student CDEPP sample assessment cohorts from the 2007-08 and 2008-09 years are similar and show a comparable pattern of scores on the test subscales. This information contributes to our understanding of the achievement level of children eligible for CDEPP.
- Unlike the differences seen among the 2007-08 initial cohort, no statistically significant assessment score differences between the public school and private center students in the 2008-09 CDEPP sample were found. Hence, both groups of children scored similarly on the preschool assessment battery during the fall of 2008.

**Follow-up Assessment of Preschool Students Who Participated in CDEPP in 2007-08**

- After extensive effort, the evaluation team was able to locate 113 of the 150 preschool participants comprising the 2007-08 CDEPP assessment sample for follow-up kindergarten testing during fall 2008.
- Results indicate that the 113 kindergarteners’ performance on the *PPVT 4*, *WJ-III Tests of Achievement*, and their teacher ratings on the *BASC-2* are in the average range.
- Results also show that In comparison with their preschool scores obtained a year earlier, the kindergarten scores from the 2007-08 CDEPP cohort showed statistically significant

gains relative to the assessment norms in the *PPVT 4*, the *WJ-III Tests of Achievement Scores*, and the *BASC-2* scores for *Social Skills* and *Functional Communication Subscale* scores. Similar to the findings of previous pre-kindergarten researchers, the children in CDEPP made modest and meaningful progress in their school readiness skills.

- Examined separately, children who had participated in CDEPP through public schools had 2008 test scores that were significantly higher than their 2007 assessment scores relative to test norms. Although students who had participated in CDEPP at private centers did not have statistically significant increases in their assessment scores, it should be noted that the potential for increased scores may have been tempered by their relatively higher performance in 2007 in comparison to their public school CDEPP peers. In addition, it should be noted that evaluation findings to date make it premature to make meaningful recommendations based on comparisons between the two groups of children.
- The differences between the assessment results of public school and private center CDEPP children found with the 2007-08 first cohort narrowed and the results were not significantly different by the beginning of their kindergarten year.

## Section VI Teacher Information

The following section contains two parts: (1) the educational attainment, credentials, and compensation of CDEPP personnel during the 2007-08 year; and (2) a summary of existing research concerning educational attainment, credentials, and professional development.

### Current Knowledge about CDEPP Teachers

The following information was provided by the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS). Information is presented by public schools and then private centers in Fiscal Year 2007-08. Information is presented by educational attainment, certification or area of study, experience working with children, and finally employee compensation. Data were provided on 236 teachers employed by CDEPP school districts and 50 teachers employed in CDEPP private childcare centers.

As shown in Tables 1A and 1B, during the 2007-08 year, public school CDEPP teachers' educational attainment is characterized by holding at least a bachelor's degree and often a graduate degree. It should be noted that a bachelor's degree is considered the minimal educational requirement for public school teachers. In contrast to public school teachers, private center CDEPP teachers' educational attainment is characterized by 38% holding two-year associate's degrees and 60% holding at least a bachelor's degree or graduate degree.

**Table 1A  
Public School CDEPP Teachers' Educational Attainment 2007-08**

<b>Education Level</b>	<b>Frequency</b>	<b>Percent<sup>1</sup></b>
Bachelor's Degree	70	30%
Bachelor's Degree + 18	47	20%
Master's Degree	69	29%
Master's Degree + 30	50	21%
<b>Total Number of Teachers</b>	<b>236</b>	<b>100%</b>

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

**Table 1B  
Private Center CDEPP Teachers' Educational Attainment 2007-08**

<b>Education Level<sup>1</sup></b>	<b>Frequency</b>	<b>Percent</b>
High School	1	2%
Associate's Degree	19	38%
Bachelor's Degree	23	46%
Graduate Degree	2	4%
Post Graduate Degree	5	10%
<b>Total Number of Teachers</b>	<b>50</b>	<b>100%</b>

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

With respect to teacher certification, over 95% of CDEPP public school teachers reported having at least one teaching certificate and over 42% held multiple certificates (Table 2A). The majority (about 85%) of the certifications for the group were in the areas of early childhood education and elementary education (Table 2B). While only four private center teachers were certified, 78% reported early childhood education as having been their area of study (Table 2C).

**Table 2A**  
**Public School CDEPP Teachers' Number of Certifications 2007-08**

<b>Number of Certifications</b>	<b>Frequency</b>	<b>Percent</b>
1	125	53.0%
2	87	36.9%
3	10	4.2%
4	1	0.4%
5	2	0.9%
Non-Certified	11	4.7%
<b>Total Number of Teachers</b>	<b>236</b>	<b>100%</b>

**Table 2B**  
**Public School CDEPP Teachers' Areas of Certification 2007-08**

<b>Certifications</b>	<b>Frequency</b>	<b>Percent</b>
Early Childhood Education	221	62.4%
Elementary Education	80	22.6%
Special Education	17	4.8%
Reading	8	2.2%
Elementary Principal	2	0.6%
Elementary Supervisor	2	0.6%
Guidance	2	0.6%
Business, Marketing & Computer Tech	1	0.3%
English	1	0.3%
Family & Consumer Science	1	0.3%
Physical Education	1	0.3%
Science	1	0.3%
Speech Therapy	1	0.3%
Social Studies	1	0.3%
<b>Total Number of Certifications</b>	<b>354</b>	<b>100%</b>

**Table 2C  
Private Center CDEPP Teachers' Area of Study 2007-08**

<b>Area of Study<sup>1</sup></b>	<b>Frequency</b>	<b>Percent</b>
Early Childhood Education	39	78%
Other	10	20%
Unreported	1	2%
<b>Total Number of Teachers</b>	<b>50</b>	<b>100%</b>

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

With respect to teachers' experience, CDEPP public school teachers average at least 14 years of public school teaching experience, whereas CDEPP private center teachers averaged over 4 years teaching experience (see Tables 3A and 3B).

**Table 3A  
Public School CDEPP Teachers' Years of Experience 2007-08**

	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
Years of Experience	14	14	10	0-38
<b>Total Teachers</b>			<b>236</b>	

**Table 3B  
Private Center CDEPP Teachers' Years of Experience 2007-08**

	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
Years of Experience	4.4	2	5.7	1-25
<b>Total Teachers</b>			<b>50</b>	

With respect to salaries, the CDEPP public school teachers were compensated at a much higher rate than CDEPP private center teachers (see Tables 4A and 4B). For example, the average public school teacher's salary was \$43,218 whereas the average private center teacher's salary was \$13,252.

**Table 4A  
Public School CDEPP Teachers' Salaries 2007-08**

	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
Salaries	\$43,218	\$44,287	\$10,185	\$16,249 - \$64,613
<b>Total Teachers</b>			<b>236</b>	

**Table 4B  
Private Center CDEPP Teachers' Salaries 2007-08**

	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
Salaries	\$13,252	\$11,700	\$4,075	\$7,312 - \$23,400
<b>Total Teachers</b>			<b>49<sup>1</sup></b>	

<sup>1</sup>Salary information missing for one teacher in this group.

The specific dollar value of teacher benefits was unavailable for individual public school teachers. SCDE staff, however, stated that this additional compensation for teachers is estimated as approximately 28% of their salaries. Benefits for private center teachers vary across sites (see Table 5). OFS provided the following data on private center teacher benefits as reported by center directors.

**Table 5**  
**Private Center CDEPP Teachers' Benefits 2007-08**

<b>Benefits</b>	<b>Frequency</b>	<b>Percent</b>
Health, Medical, Dental, and Retirement	8	16%
Paid Vacation and Holidays	3	6%
None Provided	39	78%
<b>Total Teachers</b>	<b>50</b>	<b>100%</b>

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

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

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

may enhance development may not be related to formal degrees but more to well-targeted training and the subsequent employment of those teaching procedures in classrooms.

Early and her colleagues (2007) have cogently argued that better pre-service and in-service training and professional development to produce high-quality educational experiences for four-year-old preschool children are sorely needed. The issue then becomes how to best educate and enhance the quality of the teaching personnel in newly implemented early childhood programs for four-year-old children. Given the recent implementation of CDEPP and potential future expansions of four-year-old educational services in the state, we believe that a two-pronged approach to teachers' educational attainment and compensation will be needed. First, financial incentives for teachers who do not presently have degrees in early childhood education to earn those degrees should be implemented. In Georgia, which has implemented a decade-old universal preschool program for four-year olds, the state provides differential funding for preschool programs that employ teachers who have degrees in early childhood education (see 2007-2008 Georgia's Pre-K Program Operating Guidelines). For example, certified teachers are compensated \$29,348, degreed teachers \$21,295, and associate degreed teachers \$17,574 and participating public and private providers are reimbursed differentially based on number of students served and their lead teachers' educational attainment and credentials. If adopted, this type of policy would also place public and private providers on a more "equal footing" with regard to qualified teacher workforce and teachers' compensation.

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

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

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

## **Findings**

Differences in public school and private center teachers are evident in educational degrees held, early childhood certification, years teaching experience, and compensation for their professional efforts. As one might expect, those differences may be a direct result of differential requirements for lead teachers for the two administering entities, SCDE and OFS. These findings are consistent with the findings of the 2008 EOC annual evaluation of CDEPP. From spring 2007 survey results and previous EOC reports, teachers have indicated that they want assistance in planning educational services for young children, especially assistance that focuses on establishing developmentally appropriate classrooms, implementing curricula, promoting young children's behavioral and emotional development, and meaningful teaching interactions to promote children's language, cognitive, literacy, numeracy, and social emotional development .

## Section VII Parent Survey Results

### Background

In the spring of 2008, the Child Development Education Pilot Program (CDEPP) Evaluation Team developed the CDEPP parent survey. The survey was sent to parents of children participating in CDEPP and was developed to gain information about parents' thoughts, feelings, and experiences with CDEPP during the 2007-08 year. The survey consisted of a 2-page questionnaire with 11 questions and included a mix of open-ended and closed-ended questions. Closed-ended questions were used to obtain information about parental perceptions of the impact of CDEPP and parent awareness of various components of the program. Open-ended questions allowed respondents to reflect upon the impact of CDEPP and to provide additional feedback about the program.

In May 2008, the CDEPP Parent Survey was administered to parents and caregivers of children enrolled in CDEPP during 2007-08. The parents/caregivers of current CDEPP students across the 35 participating CDEPP districts in South Carolina comprised the target population for the parent survey. Approximately 4,500 surveys were sent to CDEPP centers across South Carolina. At each center, personnel distributed the survey to the parents of CDEPP students. No names or identifying information were included on the survey in the hopes that an anonymous survey would allow parents to provide better feedback. To facilitate parent involvement and encourage higher response rates, return-addressed, postage-paid envelopes were included with the survey materials.

There were 4,138 surveys distributed to parents of students participating in public school programs across the state. A total of 421 surveys were sent to parents of students who were participating in CDEPP through private centers. Of the total set of 4,559 surveys sent out to parents of CDEPP students, 1,273 surveys were returned (response rate of 27.9%). Of the surveys sent to public school parents, 1,184 were returned (subgroup response rate of 28.6%). Response rates by district are presented in Appendix J. Of the surveys sent to private center parents, 89 were returned (subgroup response rate of 21.1%). Response rates by center are presented in Appendix K. The sample described in this study consists of the 1,273 parents whose children participated in CDEPP during the spring of 2008 (see Table 1). To simplify the situation, all respondents will be called "parents" in the evaluation report.

**Table 1  
Respondents by Type of CDEPP Center**

<b>Type of school</b>	<b>Frequency</b>	<b>Percent</b>
Private	89	7%
Public	1,184	93%
<b>Total</b>	<b>1,273</b>	<b>100%</b>

The current evaluation report details parents' perceptions of their experiences with CDEPP during the 2007-08 year. As discussed, the survey included a mix of open-ended and closed-ended questions. Closed-ended questions were summarized with descriptive statistics such as average values, percentages, and frequency of responses. Open-ended questions were summarized by reading all of the responses to identify consistent themes discussed by

respondents. Parents with children enrolled in private centers funded through CDEPP, only constituted 7% of the total survey respondents. Moreover, on some of the survey items, particularly open-ended queries, as few as 30 responses were received. Hence, breaking parents responses by the type of CDEPP provider resulted in too few responses by group for meaningful examination. A copy of the 2007-08 CDEPP Parent Survey is provided in Appendix L.

### Demographic information

The private and public proportions of the survey respondents reflect the 9.2% private and 90.8% public composition of the 2007-08 population of CDEPP participants. Each CDEPP center distributed the CDEPP Parent Survey to the appropriate respondent group. While the survey could be completed by any parental figure with knowledge about the child's involvement with CDEPP, most often the parent survey was completed by the child's mother (86.3% of the completed surveys completed by the mother). Table 2 provides information on respondents and their relationship with the child attending CDEPP during the 2007-08 school year.

**Table 2**  
**Respondent's Relationship to CDEPP Child**

Relationship to child	Frequency	Percent
Mother	1,099	86.3%
Father	61	4.8%
Grandmother	55	4.3%
Grandfather	2	0.2%
Other	49	3.8%
Other Categories		
Aunt	7	
Family teacher	1	
Father & grandmother	2	
Foster parent	5	
Godmother	1	
Grand Aunt	1	
Great-grandmother	2	
Guardian	4	
Mother & Father	22	
Mother & Grandmother	2	
Paternal Aunt/Guardian	1	
Step-Father	1	
Missing Response	7	0.5%
<b>Total</b>	<b>1,273</b>	<b>100.0%</b>

To determine the demographic make-up of the CDEPP participants, parents reported their race or ethnic background. While parents were instructed to circle as many ethnicities as applied, slightly over 95% of the sample chose only one race, and 4% of the sample did not report racial background. Relatively few parents (10 people or 0.8%) selected more than one background. Thirty-four parents self-reported belonging to "other" racial groups. The information in Table 3 shows that CDEPP parents are an ethnically diverse group. Of the parents who reported their race, almost one-half of the respondents were of African American heritage, with White parents (38.5%) comprising the second largest racial group (see Table 3).

**Table 3**  
**Race/Ethnic Background of CDEPP Parent Survey Respondents**

<b>Racial/Ethnic Background</b>	<b>Number Selecting Category</b>	<b>Percent of Total Respondents (N=1,273)<sup>1</sup></b>
African American	626	49.2%
White	491	38.5%
Hispanic	89	7.0%
Other	34	2.7%
Asian	15	1.2%
American Indian	12	0.9%

<sup>1</sup>Note: Percent total may be more than 100% because parents could select more than one category.

### Satisfaction with CDEPP

Parents were asked to describe their feelings about CDEPP by rating their level of satisfaction with various aspects of the preschool program. Survey respondents rated their level of agreement on 5 items that measured factors such as ease of the enrollment process and parents' satisfaction with CDEPP services. Responses to the satisfaction items were provided on a 4-point scale ranging from: 1=Strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), 4=Strongly Agree (SA). Parents also responded "Don't Know" to an item if they were not comfortable providing an opinion. "Don't Know" (DK) responses were excluded from mean and standard deviation calculations.

As shown in Table 4, parents frequently agreed with the statements about CDEPP with their ratings above a level of 3 (Agree) for all 5 items. In addition, standard deviation values were relatively small for the set of items, showing that the parents were in general agreement and very satisfied with CDEPP services. Items 6 and 7 on the survey had the highest ratings for parents' satisfaction with CDEPP. Hence, the most parents were very positive about the preschool program and stated that they would enroll their other children in CDEPP in the future.

**Table 4**  
**Frequency information Regarding Satisfaction Levels of CDEPP Parent Survey Respondents**

<b>Item No.</b>	<b>Statement</b>	<b>N</b>	<b>Strongly Disagree (SD)</b>	<b>Disagree (D)</b>	<b>Agree (A)</b>	<b>Strongly Agree (SA)</b>	<b>Don't Know (DK)</b>	<b>Mean</b>	<b>Std Dev</b>
3	The application for enrollment in the CDEP program was easy.	1,261	29	37	663	507	25	3.33	0.65
4	I was provided help with other services needed by my child and family.	1,223	33	92	618	359	121	3.18	0.70
5	I am satisfied with the transportation services provided to my child through the CDEP program (this may not apply).	1,185	33	27	383	301	440	3.28	0.74
6	I am satisfied with the CDEP program for my child.	1,262	30	13	431	773	15	3.56	0.64
7	In the future, I would enroll another 4-year-old child in the CDEP program.	1,250	38	17	366	771	58	3.57	0.69

As reported in Table 4, very few parents disagreed with any of the statements in this satisfaction section. Nevertheless, many parents (440) replied that they did not know about transportation services for CDEPP (Item 5). However, in retrospect, the respondents may have been confused by what the question was asking. Specifically, it is impossible to determine if the respondents were indicating a lack of familiarity with existing transportation services or that no transportation was offered at their CDEPP site.

### **CDEPP Related Parent--Teacher Interactions**

As part of CDEPP, teachers performed home visits to monitor each participant's learning and progress during the 2007-08 academic year. Over 1,200 parents reported receiving a home visit by their child's CDEPP teacher. The number of teacher visits reported by parents ranged from 0 to 10 visits, with an average of at least 1 home visit performed by the teacher during the academic year (see Table 5).

**Table 5**  
**Number of Teacher Home Visit During the 2007-08 Academic Year**

	<b>Number Responding</b>	<b>Mean</b>	<b>SD</b>	<b>Min</b>	<b>Max</b>	<b>Median</b>
<b>Number of teacher visits</b>	1,204	1.1	.92	0	10	1

CDEPP parents generally viewed the teacher home visits as helpful. Approximately 67% (847 respondents) of the parents stated that the visits were helpful for their child's development. Nevertheless, of the parents responding to the Parent Survey, almost 25% (314) of the sample did not provide a response to this question (see Table 6).

**Table 6**  
**Helpfulness of Teacher Home Visits Conducted During the 2007-08 Academic Year**

<b>Were Teacher Home Visits helpful?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	847	66.5%
No	112	8.9%
Missing Response	314	24.7%
<b>Total</b>	<b>1,273</b>	<b>100.0%</b>

Besides home visits, parents were invited to their child's school for conferences to receive information about their child's development. Parents attended an average of approximately two parent-teacher conferences during the 2007-08 school year. The number of teacher conferences attended by parents ranged from 0 to 20 during the course of the school year. Descriptive information concerning the number of conferences is presented in Table 7. The conferences were reported as helpful by 82% of the parents (1,049 respondents). While only 3% of the parents (39) stated the conferences were not helpful, approximately 15% of them (185) did not respond to the question (see Table 8).

**Table 7**  
**Average Number of Parent/Teacher Conferences Held During the 2007-08 Academic Year**

	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Min</b>	<b>Max</b>	<b>Median</b>
<b>Number of conferences</b>	1,176	2.28	1.48	0	20	2

**Table 8**  
**Helpfulness of Parent/Teacher Conferences**

<b>Were parent/teacher conferences helpful?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	1,049	82.3%
No	39	3.1%
Missing Response	185	14.5%
<b>Total</b>	<b>1,273</b>	<b>100.0%</b>

### **Choosing to Attend CDEPP**

The legislative intent of the CDEPP proviso was to provide parents with a choice between attending a state-funded program at a private childcare center or in a public school. We asked CDEPP parents to report if they believed that they had a choice in the type of preschool program their child attended (see Table 9). For the majority of parents responding, about 64% (820) indicated that they did not have a choice between private and public centers to attend CDEPP.

**Table 9**  
**Choice of Attending a Private or Public CDEPP Site**

<b>Did you have a choice of a Public or Private CDEP Program?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	390	30.6%
No	820	64.4%
Missing Response	63	5.0%
<b>Total</b>	<b>1,273</b>	<b>100.0%</b>

Parents were asked to discuss the reasons that they chose to enroll their child in CDEPP. Parents reported a variety of reasons based on their family circumstances. The most popular reasons for participating in CDEPP were related to trust, such as parent comfort with the CDEPP personnel and parents' perception that their child would be kept safe. Other major considerations were costs and program proximity with many parents stating that CDEPP was an affordable option that allowed their child to attend preschool in a location near their home.

**Table 10**  
**Reasons for Participating in CDEPP**

Why are you participating in CDEPP?	Number Selecting Response	Percent of Total Respondents (N = 1,273) <sup>1</sup>
I am comfortable with the staff.	835	65.5%
Staff keep my child safe	824	64.7%
Location was close to my house	733	57.5%
Affordable	633	49.7%
Another family recommended this program	244	19.2%
Location was close to my work	237	18.6%
I wanted my child to go to the same program for preschool and childcare.	202	15.9%
I have other children enrolled in this program.	146	11.5%

<sup>1</sup>Note: Percent total may be more than 100% because parents could select more than one category.

Parents were given the option to write in additional reasons to explain why they chose to participate in CDEPP. One hundred and sixty-one (161) parents wrote in additional reasons for participating in the state-funded 4-year-old kindergarten program. The responses were examined for themes and were organized into three overarching categories: (a) school-based reasons for attending CDEPP, (b) child/family reasons, and (c) need-based reasons.

The most popular reasons for attending CDEPP related to schooling-related factors. Almost one-half of the parents writing in a response (80 of 161 respondents, or 49.7%) cited that they were inclined to enroll in CDEPP due to schooling or educational reasons. Many parents stated that the reason they enrolled in CDEPP was the reputation of the school, the school district, the program, or the classroom teacher. For example:

- *“The pre-K teacher goes way above and beyond to help the children learn and love to learn.”*
- *“The school district is excellent and I removed my child from a private school and enrolled her in CDEPP because of the relationship the school has with ‘each’ parent.”*
- *“(I’ve heard) so many good things about this child care center –... [my child] loves it!”*

Other school-based reasons involved the educational opportunities and experiences that children had in CDEPP. Many parents stated that the program prepared their child for 5-year-old kindergarten. Further, parents noted that CDEPP personnel taught both academic and social skills, better preparing their children for school. For example:

- *“[CDEPP is a]...good option for getting my son kindergarten ready.”*
- *“The program exposed my child to a ‘real’ school environment.”*
- *“I felt like it helped my child’s learning and attitude.”*
- *“I wanted my child to have a head start on being in public school.”*
- *“I wanted my child to be knowledge ready for 5K and thereafter. I thought that the CDEP program would best prepare him.”*
- *“[My child] wasn’t in a program before and CDEPP helped with a lot of social and developmental skills.”*

Finally, parents mentioned the programs that were available to them at the schools when their child was attending CDEPP. These included help with special needs and disabilities, such as speech therapy or help for autism.

The second most popular category cited related to family needs. Sixty-two parents (62 or 38.5%) stated that they chose to attend CDEPP due to siblings or other family members attending the same school or a school or childcare center near the CDEPP center. Many parents liked the convenience of the CDEPP and they desired to have siblings attend the same school.

- *“I wanted my child to go to a school that wasn’t overcrowded and close to home. I was more than pleased with this school.”*
- *“I only had to make one stop at school instead of going to another school.”*
- *“I wanted my child to go to preschool at the same school his sister attends.”*
- *“I wanted him to be around his brother and sister and I don’t trust daycare centers.”*

A few parents stated that their child was attending CDEPP because they worked at the same school and were familiar with the program.

The final category of responses related to parent or child’s needs. Nineteen parents (19 or 11.8%) cited reasons that fell in this category. Of these 19 parents, over half said that the cost of CDEPP was a major factor in their participation in the program. Parents mentioned that this was their only option for affordable preschool for their child. For example:

- *“I can’t afford private daycare.”*
- *“Very affordable – if not, my child would not have been able to attend preschool.”*

Other parents stated other reasons for wanting their child to attend CDEPP. This may have included the need to work outside the home, the need for children to start the separation process, or the desire for twins to develop individual personalities.

## Communication

One goal of CDEPP is to foster strong home-school relationships by providing a strong communication link between the schools and parents. Parents were asked to select the primary way in which they wanted to receive information from CDEPP providers. Results indicated that parents preferred receiving communication through notes or a class newsletter. Information and updates for parents through an electronic medium (e.g., Internet, e-mail) was not viewed as a preferred method for communication. Many of the families involved with CDEPP may not have access to home Internet services, and therefore are less likely to receive electronic information in a timely manner. Responses regarding the preferred methods of communication are provided in Table 11.

**Table 11**  
**Preferred Method of Receiving Communication from the CDEPP Personnel**

<b>Method of Communication</b>	<b>Number Choosing Response</b>	<b>Percent of Total Respondents (N = 1,273)<sup>1</sup></b>
Notes home	783	61.5%
Class newsletter	614	48.3%
Phone call home	216	17.0%
Open house	199	15.6%
Email	65	5.1%

<sup>1</sup>Note: Percent total may be more than 100% because parents could select more than one category.

Parents were asked to state how they learned about CDEPP. Most parents heard about CDEPP from other families in the area or from teachers of older siblings. Both methods appeared to be beneficial for recruiting participants to CDEPP. Relatively few parents heard about CDEPP from radio or TV ads or through community health fairs. Table 12 reports ways that parents learned about CDEPP.

Parents wrote in other ways in which they heard about CDEPP. Two hundred ten parents (210) provided additional information. While some responses overlapped with the information presented in Table 12, all responses are provided. There were two broad categories illustrating the way in which parents learned about CDEPP, which were largely through personal sources or school-based sources. Ninety-one parents (91) mentioned that they heard about CDEPP through personal relationships with friends, neighbors, or other family members. Additionally, some parents stated that they found out about the program by their own initiative. This involved parents conducting research to find out which school in their area was hosting CDEPP, asking for more information at school visits, or calling schools for more information. Under the personal relationships category, the most common was of hearing about CDEPP because of already having a child enrolled at the same school.

**Table 12**  
**How did you hear about the CDEPP?**

<b>Method of Communication</b>	<b>Number of Responses</b>	<b>Percent of Total Respondents (N = 1,273)<sup>1</sup></b>
From another family	478	37.5%
From a teacher of my older child	320	25.2%
Open house	191	15.0%
Brochures	170	13.3%
From community service providers (doctors, social workers, county health offices)	135	10.6%
Newspaper	127	10.0%
From community groups (churches, United Way, childcare provider)	100	7.8%
Community health fair	24	1.9%
Radio or TV	14	1.0%
Internet	14	1.0%

<sup>1</sup>Note: Percent total may be more than 100% because parents could select more than one category.

The school-based category involved ways in which parents found out about CDEPP through programs at the school, such as Parent-Teacher Organization (PTO) meetings or talking with their child's teacher or other school staff members. Parent responses indicated that, among the school-based origins of information, they most frequently became aware of CDEPP because of the school itself presenting information to parents. This included schools advertising the program using mailings, sending flyers home with children, information included in class newsletters, and posting signs or billboards outside of the school. Additionally, schools provided information about CDEPP at school registrations or in calls to parents. A few parents noted that they knew about CDEPP because they worked for the school as a teacher, classroom aid, or bus driver. Additional ways that parents heard about CDEPP are summarized below in Table 13.

**Table 13**  
**Additional Methods Parents Learned About the CDEPP**

<b>How did you hear about CDEPP?</b>	<b>Number of respondents</b>
<b>Personal Relationships (96 responses)</b>	
Neighbor/Friends	21
Other children in the same school	34
I took time to find out about CDEPP	23
Didn't know – walk in	5
Family members	13
<b>School Based Reasons (114 responses)</b>	
Attended program (e.g., PTO)	5
Teacher/School Staff	29
Work at the school	5
School	52
Advertisement	23

### **Parent Participation in CDEPP**

CDEPP parents reported how they were involved with their child's preschool program. We asked parents to check how they assisted the teachers and schools. Most frequently, parents stated that they participated by purchasing classroom materials and snacks. Parents also participated outside of school by involving their child in family learning activities where parents are taking an active role in their preschooler's development.

**Table 14**  
**Parent Participation with the CDEPP**

<b>Participation in CDEPP</b>	<b>Number Responding</b>	<b>Percent of Total Respondents (N = 1,273)<sup>1</sup></b>
I participate in family learning activities.	439	34.5%
I make or provide classroom materials at home or at school.	404	31.8%
I assist with special events at school.	351	27.6%
I assist on field trips.	318	25.0%
I participate in parent education.	295	23.2%
I assist in the classroom.	206	16.2%
I participate in Even Start or other family literacy programs.	73	5.7%
I participate in a parent lending library.	63	4.9%

<sup>1</sup>**Note: Percent total may be more than 100% because parents could select more than one category.**

Parents listed additional ways in which they participated in CDEPP. Of the 1,273 respondents, 76 wrote in additional ways in which they were active in CDEPP. The open-ended responses were summarized by identifying themes in the responses. Three themes emerged: (a) assisting during the school day, (b) assisting outside of the school day, and (c) barriers to active participation.

Twenty-four parents (24) stated that they assisted CDEPP by participating in activities that take place during the school day. This type of parental assistance included bringing supplies and snacks to school, visiting the classroom during the day, and assisting on school field trips. The second major category of respondents cited ways in which they participated in CDEPP activities

outside of the school day. This type of parental assistance included working at home with their child by reading or practicing skills, attending meetings or conferences with teachers, and attending Parent-Teacher Organization (or analogous association) meetings. Additionally, this category included people who mentioned that they were employed by the CDEPP provider. This could include employment as a teacher at the CDEPP site, driving a bus for the school where CDEPP was held, or working in the school’s cafeteria. There were 27 of the 76 responses in this category.

The final category included reasons that inhibited parents’ participation in CDEPP. Even though the question asked parents to report how they were involved with CDEPP, 25 parents wrote in that they did not assist CDEPP at all. Some of these respondents mentioned that they would have liked to participate, but could not due to additional duties such as work, family, school, or time constraints.

To investigate reasons why parents did not assist their local CDEPP providers, parents were asked to select reasons for their lack of participation in the program. From the list of options, parents could select all reasons that applied to their situations. The primary reason for non-involvement was work responsibilities. Other reasons cited involved family duties such as taking care of other children or other family members.

**Table 15**  
**Reasons for Parents Not Participating in CDEPP**

Reasons for not being able to participate in CDEPP	Number Responding	Percent of Total Respondents (N = 1,273) <sup>1</sup>
Work schedule	569	44.7%
Childcare for other children	175	13.3%
Care for another family member	101	7.9%
Transportation	80	6.3%
Health problems	61	4.8%
School does not provide the opportunity for me to be involved	25	2.0%
Not interested in being involved	18	1.4%

<sup>1</sup>Note: Percent total may be more than 100% because parents could select more than one category.

Additionally, respondents offered other reasons that they did not participate in CDEPP. Fifty-five respondents (55) provided an additional reason. These fell into the following categories (ordered by frequency): (a) school attendance, (b) child care/family responsibilities, (c) language, and (d) health. There was also a large category of “other” responses and a large category of “Don’t Know.” The most popular reason cited (17 of 55 respondents) for non-participation was that the parent had to attend school. For example:

- *“I am a full time student and I do what I can when able.”*
- *“I was enrolled in nursing school. There wasn’t enough time to do everything.”*

The second most often cited reason was due to family and childcare responsibilities (11 of 55). Many respondents said that they would have liked to help with CDEPP but could not due to other care giving responsibilities. For example:

- *“I am a busy housekeeper and Mom.”*
- *“I have a special needs child at home.”*
- *“I was pregnant.”*

- *“I have 5 children.”*

Work and language barriers also made it difficult to participate and assist with CDEPP. Each of these categories received three responses each. For example:

- *“[I couldn’t help because]...I work the 1<sup>st</sup> shift.”*
- *“[I] do not speak English.”*

Many responses fell into the “Other” category (13 out of 55) and a “Lack of Knowledge” (6 out of 55) category. For the Lack of Knowledge category, many parents stated that they did not participate because they did not know they could participate, did not know they were needed, or did not have a reason for not being involved. For example, *“I have never been asked nor did I know I could”* and *“(I) Did not know there was something that I could do.”* The CDEPP providers may solicit additional parent involvement by clarifying and communicating multiple options for parents to participate in CDEPP activities.

The final category of reasons that parents did not participate was named “Other” because this category included a potpourri of reasons (each cited by a single person) for non-participation in CDEPP. Reasons cited by parents for non-participation included a lack of transportation, high gas prices, poor child/teacher bonding, and children going through transitions.

### Problems with CDEPP

At the conclusion of the survey, parents were asked if they encountered any problems with CDEPP. Table 16 shows the results. The majority of the respondents, almost 87%, stated that they did not encounter any problems with CDEPP during the 2007-08 academic year. Those respondents who reported a problem were asked to provide additional details about the nature of the problem. Although only about 4% of the respondents (55) stated that they had a problem with CDEPP during the past academic year, 76 responses to the open-ended question *“Did you encounter any problems with CDEPP?”* were noted. This difference is based on respondents using the open-ended question to answer positively about CDEPP.

**Table 16**  
**Did you encounter any problems with CDEPP?**

<b>Did you encounter problems with CDEPP?</b>	<b>Frequency</b>	<b>Percent</b>
No	1,105	86.8%
Yes	55	4.3%
Missing	113	8.9%
<b>Total</b>	<b>1,273</b>	<b>100.0%</b>

All 76 open-ended responses included in the CDEPP problem category were examined to determine recurrent themes. Parents were invited to provide more detail on the nature of the problems that they experienced with CDEPP. Three categories emerged from the parental responses. Two of the categories dealt with problems related to CDEPP requirements or school-related issues. The final category, however, did not focus on CDEPP problems, but instead provided positive parental statements about the program. Apparently, because parents did not have an open-ended method of positively acknowledging CDEPP, they used this survey section to provide positive feedback and we included their responses in our analysis.

Concerning problems with CDEPP, the program's requirements were cited as being most bothersome to parents. Almost half (29 of the 76 responses) were in this category. The most noted problem involved the CDEPP enrollment process. Parents mentioned that they had to complete too much paperwork to enroll in CDEPP. Once completing the paperwork, some parents also mentioned waiting lists for admission to CDEPP. For example:

- *"I was not made aware of her successful enrollment until 3 days before class began. I did not receive the mail correspondence as advised I would. I found out via my home visit from the teacher and the assistant."*
- *"I had to make five trips to the school due to additional paperwork and requests made at registration. The enrollment packet was not prepared and I was not given all the information at one time. The office staff may have needed more instruction about the program. Overall, the program has been a great benefit to my child and me."*
- *"I filled out paperwork twice. I did not know she had even been accepted until I called to find out if I needed to fill it out again."*

Some parents resented having to provide income information to enroll in CDEPP. Additionally, many parents felt that the program should not select students based solely on income, but other factors should be considered along with income. There were 12 of the 76 responses in this category. For example:

- *"I strongly disapprove of income being used as the screening process for which children can get in the program. The program has been wonderful for our daughter. Ms. \_\_\_\_\_ is a great teacher. I would like to see all 4 year olds benefit from this program."*
- *"I think it is wrong to have to provide a copy of my pay stub before my child could be accepted."*
- *"I do not believe that finances of a family should determine whether or not a child qualifies for the program. This academic opportunity should be based on students' education needs, not parent income."*
- *"I do not believe that it is right that the child has to be on Medicaid to be enrolled. My son had Medicaid when I enrolled him, but he lost it before school started. I do not think that should decide anything. He has a speech problem and has been in speech all year. Just because I make too much money, he would not have been accepted. Money should not be a factor for a child in public school. It should be based on learning needs."*

The final problem with CDEPP requirements dealt with the home visits. Four of the parents (4) stated that they found the home visits intrusive. Sample responses included the following:

- *"We found the home visits very intrusive and inconvenient."*
- *"I do not care for the home visits."*

The second category noted problems with school programs. There were 24 parental responses of the 60 in this category. The school problems category included any difficulties related to the school environment. These included issues of (a) transportation, (b) curriculum, (c) activities, and (d) teacher-student relationships. In particular, concerning transportation, many parents found it problematic that the preschool students were sharing busses with older children. For example:

- *"I don't agree with putting high school students on the same bus as the 4 year olds. That is why I never put my child on a bus."*

- *“There is no reason why three- and four-year olds have to ride the bus with high schoolers. No reason at all. [The program] needs more buses.”*

Other parent responses related to transportation were concerned with a selection of factors such as problems of inattentive bus drivers, gas, or lengthy bus rides for preschoolers to attend CDEPP. Sample responses are provided:

- *“Transportation for the CDEPP became a problem. I was told that transportation would be provided for my child, but then payment was expected for gas. The center received a bus, but could not find a driver. I feel they could have advertised for a driver.”*
- *“The bus ride was too long for pre-k students. They need their own school bus.”*
- *“The problem did not happen until after my child was enrolled. My main problem was with the transportation. Sometimes the driver forgot she was on the bus, passed by the house even though someone was home or just did not bring her home until after she picked up the high school kids.”*

The school problems category also included a variety of problems dealing with schools such as: (a) communication problems, (b) a lack of organization, and (c) a lack of feedback given to parents. For example:

- *“I asked for my child to be place in speech therapy on the application when I first enrolled her. I didn’t hear any kind of feedback about my request.”*

Some parents also mentioned the need for a stronger curriculum for the CDEPP classes. For example:

- *“I do not like the curriculum that is provided. Every time I entered the 4K classroom, my child was playing. I didn’t see anything new that she learned. She already knew what was being taught.”*
- *“It was not challenging enough for a child that was reading, writing, and adding numbers before entering the program. It was fun for her, but not challenging. I work with her as home school parents do. She will be 6 years old and in kindergarten in 2008-09 school year. All because her birthday is in October. How sad.”*

Other responses in this category included problems of individual children bonding with teachers, discipline problems in CDEPP classroom, or disruptions due to teacher retention problems. Finally, a few suggestions for improving CDEPP in the schools were provided, such as the creation of a 3K CDEPP and provision of more fieldtrip opportunities for 4K CDEPP students.

While the previous two categories noted problems parents had with CDEPP, almost one-third of the parents (19 of 60 responses) provided positive feedback about their experience with CDEPP. Parents discussed strengths of the program and gave accolades for CDEPP teachers and schools. Repeatedly, parents mentioned how beneficial CDEPP was to their child’s learning and readiness for kindergarten. The parents writing these comments were very satisfied with the program and their experience with CDEPP.

- *“I have been very pleased with the skills my daughter has been exposed to. The teachers and staff are wonderful with the children. The program appears to be well planned. Thanks for allowing my daughter a successful learning opportunity.”*

- *“My family and I were so pleased by our child’s experience and learning in this CDEPP class. Thank you so much!”*
- *“I am thankful my child has the wonderful, great, loving, nurturing teachers she as. That is what keeps me satisfied and knowing my baby is safe.”*
- *“My child had a great time this year, he learned so much. I am very thankful that the was able to be a part of this class.”*
- *“This is a wonderful program. It has helped us a great deal to get our little one ready for 5K. We tell everyone we know that have little ones about this program.”*

## **Findings**

The CDEPP Parent Survey was conducted near the conclusion of the 2007-08 academic year to gain feedback from parents about their perceptions and experiences with CDEPP. The 2007-08 CDEPP Parent Survey was constructed and distributed to parents in May 2008. Surveys were sent to approximately 4,500 parents of CDEPP students across the state in both state-funded private centers and public schools. There were 1,273 surveys returned (response rate of 28.3%). The responses are summarized in this section of the annual evaluation report.

The majority of the parents reported that they and their child had positive experiences with CDEPP during the 2007-08 academic year. The majority of parents were very pleased with the program, stating that it provided an opportunity for their child to be better prepared for 5-year-old kindergarten. This early learning experience may be crucial for many preschoolers, especially at-risk for school failure students, who often start school behind their peers in achievement and frequently maintain an “achievement gap” throughout their school enrollment. Therefore, high-quality preschool programs, which intervene early, may be what are needed for at-risk students to lessen or overcome their “achievement gap.”

Few parents reported advertising, such as brochures or radio announcements, as the medium through which they were made aware of CDEPP. If the state is spending money on radio/TV advertising or spending money on brochures for distribution at health fairs, this funding may be better spent on other methods of enrolling CDEPP children. Across the 35 school districts, the popularity of the CDEPP appears to be spreading most often through “word of mouth.”

The majority of parents responding, about 64%, indicated that they did not have a choice in enrolling their child in a private and or public program.

Parents reported perceived benefits from their child’s attendance in CDEPP beyond academic learning. For example, they reported their children benefited in the areas of social skills and developmental skills, and, if needed, were given access to special services. Parents also stated that CDEPP better prepared students for 5-year-old kindergarten by providing school-like environments. Many parents expressed a need for the program based on accessibility, affordability, and convenience of the services provided. In particular, parents often stated a preference for siblings to be served in the same setting for both safety and convenience. Hence, our survey results indicate that CDEPP continues to provide many relatively low-income parents and their preschoolers affordable, accessible, and safe preschool education services.

## **Section VIII CDEPP Facilities Study**

During the fall of 2008 all public school districts in South Carolina and 20 percent of the registered private child care centers across the state were sent a questionnaire asking for information regarding the availability and extent of use, both currently and potentially in the future, of classroom spaces for CDEPP-qualifying children. The questionnaires were followed up with telephone calls to insure as large and representative sample of input as possible. As a result, of the 85 public school districts in South Carolina, 76 responded to the survey – a return rate of approximately 90%. Out of the 20% sample (244) of private child care centers that were asked to respond to the questionnaire, 119 eventually replied. This represents 11% of the 1,080 registered child care centers in the state.

### **Public School Districts – CDEPP Qualified**

Among the 76 S.C. public school systems responding to the CDEPP facilities survey, 32 of the 37 school districts qualifying to participate in CDEPP replied. These districts provided information related to eight research questions. The findings are presented in the following subsections.

### **CDEPP Classrooms/Children Served in Qualifying Districts**

Among the CDEPP districts, the number of classrooms in use for CDEPP ranged from 0 to 43, with the median reported number of CDEPP classrooms in a district being 4. Among these thirty-two districts the reported number of children being housed in CDEPP classrooms ranged from 0 to 850, with the median number of CDEPP children participating per district being 78.

### **Ability to House Additional CDEPP Children**

When the CDEPP districts were asked if they could house additional CDEPP-qualifying students in existing CDEPP-designated classrooms, 13 indicated that they could do so. This represents 40% of the CDEPP-qualifying school systems responding to the survey. The number of additional CDEPP-qualifying children districts indicated they could house ranged from 0 to 58. Among the 13 districts indicating they could house more CDEPP students in existing facilities, the median number they could accept was 10. The total number of additional children who could be housed in current CDEPP spaces was 217.

### **Waiting List of 4-Year Old Children**

Of the 32 CDEPP-qualifying school systems responding to the survey, 21 (or about two-thirds) indicated they had a waiting list of 4-year-old children. The size of the waiting list ranged from 0 to 58. While not every district indicated the size of the waiting list, the total among those providing a number was 210. Of this number, 193 children were identified as CDEPP-eligible. On average, among CDEPP-qualifying school districts reporting the size of their waiting list, the median number of children waiting was 7.

### **Willingness to Designate Additional Classrooms for CDEPP**

Sixteen of the 32 CDEPP-qualifying school districts responding to the survey indicated that they would be willing to commit additional classroom space to house qualifying 4-year-old at-risk children. The responses were made under the assumption that current program funding, both

operational and capital/materials, would be available. The number of additional classrooms the districts were willing to commit ranged from 0 to 11. The median number of additional CDEPP classrooms that could be made available across the 32 districts was 1. And, the actual number of new CDEPP-qualifying children that could be housed ranged from none to 120, with the median being 20.

### **Non-CDEPP Public School District Responses**

In addition to the 32 CDEPP-qualifying school districts responding to the facilities survey, an additional 44 school systems not currently eligible to participate replied. These districts were asked to respond to whether they would be willing to house CDEPP-qualifying children if the program were expanded, and the number that could be served.

### **Willingness to Serve CDEPP-Qualifying Children**

Twenty-eight of the non-CDEPP districts indicated that they would be willing to commit classrooms to housing CDEPP-qualifying children. That is, approximately two-thirds of the non-CDEPP districts indicated they would provide classrooms for the program if it is expanded. The range of classrooms that these districts were willing to commit ranged from 0 to 50, with the median being 2 classrooms per district.

### **Number of Children that Could be Served if CDEPP Expanded**

Among the non-CDEPP districts the actual number of 4-year-old at-risk children who could be served, if the districts became CDEPP-eligible, ranged from 0 to 1,000. The median number of CDEPP-qualifying children each non-CDEPP district would be willing to serve was 40. The total number of 4-year old at-risk children that non-CDEPP qualifying school systems indicated they could/would serve is 3,606. Again, this assumes current CDEPP funding mechanisms continue.

### **Private Child Care Centers – Responses to CDEPP Facilities Use Survey**

Approximately 1,080 registered child care centers operate in the state of South Carolina. Through responses to a mailed survey and/or through telephone follow-ups, 119 centers provided input about their willingness/ability to house CDEPP-qualifying children, both presently and in the future. This is a representative sample of over 10% of the total number of centers registered in the state. The following sub-sections present a summary of the findings from the questionnaire sent to child care centers.

### **CDEPP Children Being Served and Spaces in Use**

The number of classrooms in use for CDEPP children in child care centers that were identified as CDEPP-qualified ranged from 0 to 6. The median number of classrooms in use for CDEPP children per center was two. The CDEPP-qualifying centers reported serving from 0 to 50 CDEPP children. The median number of CDEPP children being served at centers with any CDEPP children was 8.

### **Ability to Serve Additional CDEPP Children**

Eleven of the 18 identifiable child care centers responding to the survey indicated they had existing additional space for CDEPP children. This is slightly over 60% of the identifiable CDEPP child care centers. Among those 11 CDEPP child care centers, the range of additional

children who could be served within existing spaces was from 4 to 65, with a median of 10 more children per center.

### **Waiting List of 4-Year Old Children**

Only three identifiable child care centers indicated that they had a waiting list of 4- year-old children. The range was from 1 to 3 on the list, with all children identified as CDEPP-qualifying.

### **Ability/Willingness to Serve CDEPP-Qualifying Children**

Out of the total 119 child care centers replying to the survey, 95 indicated that they would be willing to commit additional space to serve CDEPP-qualifying 4-year-old children. That is, 80% of the sample child care centers indicated their willingness to serve more CDEPP-qualifying children. These responses were made under the assumption of continued CDEPP capital/material and operating funding similar to what is now in place. The range of additional classrooms these centers could make available was from 1 to 8, with the median response being 2 additional classrooms. In terms of numbers of children who could be served with these added spaces, responding child care centers indicated from 2 to 50 additional CDEPP children. Across the 95 child care centers who could/would accept more CDEPP-qualifying children, the median number of new children who could be served was 10.

### **Summary of Findings**

One, from a facilities perspective there appears to be sufficient space for and interest in CDEPP – both among current and potential CDEPP providers. Among the CDEPP school districts, using the median number of additional children these districts indicated they could serve within existing space, there is room for another 130 children. However, these same school districts reported that they did have waiting lists of 4-year- old children totaling about 150 children, most of whom were CDEPP-qualified. Among CDEPP child care centers, when the sample findings were extrapolated to the full CDEPP population of child care centers, there is room for approximately 250 more CDEPP children within existing CDEPP-approved child care centers. Few of these child care centers indicated a waiting list, and those that did indicated that the number was generally small. Therefore, in total, for the counties now served by CDEPP, either through public or private facilities, sufficient space is available for those children qualifying for CDEPP. Nonetheless, it should be noted that space for more CDEPP children is more readily available in child care center settings than in public school districts. It should also be noted that space availability and geographical location of a CDEPP child may not align. That is, some counties may have available child care center or public school space for CDEPP children, but no waiting lists – while another county has the opposite situation.

Two, based on the responses of public school districts and child care centers not participating in CDEPP, there is great interest in doing so. The 44 non-CDEPP school districts responding to the facilities survey indicated that they would be willing to provide space to serve approximately 3,600 CDEPP-qualifying children if the program were expanded under its current funding formula. Among the non-CDEPP child care centers replying to the survey, 63% indicated they would be willing to house CDEPP-qualifying children. And, the median number of these children the centers indicated they could house was 10. Extrapolating the sample findings to the total population of registered child care centers, and excluding those centers already participating, it is estimated that an additional 6,000 to 7,000 CDEPP-qualifying children likely could be housed in child care centers across the state if the program were expanded under current funding parameters. Or, in sum, should CDEPP be expanded across the state, there appears to be a

potential of housing approximately 10,000 additional 4-year-old at-risk children in a combination of public and private sector settings. Again, this estimate is made under the assumption of continuation of the current CDEPP funding mechanism.

## **Findings**

Sufficient space to house currently CDEPP-qualifying children exists in the counties eligible for the program. However, a significant portion of the available space apparently is located in child care centers, not school districts. Based on comments from survey respondents, and particularly from child care center providers, a greater effort is needed to communicate to both parents of CDEPP-qualifying children and child care centers about CDEPP. While parents have a choice of provider, public or private, many aren't sufficiently aware of this – nor are child care center providers. This lack of knowledge can, and in some cases does, lead to overcrowding/waiting list situations for some public schools, while nearby private sector child care centers have unused space. There is an inefficiency in this that needs to be addressed through greater communication with all parties affected by/involved with CDEPP.

## Section XIX Summary and Recommendations

### Summary

The goal of the Child Development Education Pilot Program (CDEPP) is to address school readiness of students in poverty. The annual evaluations of CDEPP provide information needed to determine effective implementation of the program. Currently, CDEPP provides 6.5 hours per day for 180 days per year of high-quality instruction to 4-year-olds eligible for the free or reduced-price lunch program and/or Medicaid and living in the trial and plaintiff districts in Abbeville County School District et al. vs. South Carolina. The expectation is that CDEPP will provide the developmental and learning support necessary for these at-risk children to be better prepared for 5-year-old kindergarten. Both public schools and private centers are eligible to participate in CDEPP. The South Carolina Department of Education (SCDE) is the agency responsible for selecting qualified public school providers to participate in CDEPP and implement the program. The Office of First Steps to School Readiness (OFS) is the entity responsible for approving qualified non-public school providers to participate in CDEPP and implement the program. Since 2007, the Education Oversight Committee (EOC) working with an interdisciplinary team of evaluators from the University of South Carolina has issued yearly evaluation reports on CDEPP.

Because CDEPP is a **pilot program** and because the General Assembly has not enacted permanent legislation governing the program, the annual evaluations are important for demonstrating trends, improvements and challenges with the implementation and expansion of the program. This year's evaluation highlights the following:

- Enrollment in CDEPP increased significantly between the first and second years of the program from 3,366 to 4,335. Enrollment in public schools increased by 1,052 and in private centers by 117. The number of CDEPP classrooms and CDEPP-eligible children served increased significantly between 2006-07 and 2007-08, particularly in four school districts – Berkeley, Florence 1, Florence 3 and Laurens 56 and in private centers in Florence County. However, expansion was uneven among school districts and private child care centers:
  - ❖ 4 school districts more than doubled the numbers of students served in 2007-08, led by Berkeley County, which increased by 292%;
  - ❖ 14 school districts served fewer students in 2007-08 than in 2006-07;
  - ❖ 12 private child care centers increased their CDEPP enrollments in 2007-08;
  - ❖ 9 private childcare centers saw decreases in the numbers served; and
  - ❖ 12 private childcare centers that received state funding for CDEPP in 2006-07 did not enroll any CDEPP students in 2007-08.
- Of the estimated 9,100 four-year-olds in poverty residing in the plaintiff districts, 7,052, or 77.5%, were served in a state or federal-funded full-day pre-kindergarten program in 2007-08, and 2,048, or 22.5%, were not served. In the remaining 48 public school districts which are not eligible to participate in CDEPP, 15,609 or 52.9% of the four-year-

olds in poverty were served by a publicly-funded full- or half-day pre-kindergarten program, and 13,920 (47.1%) were not served.

- Although the state agencies administering CDEPP have made extensive efforts to improve the data collection process, problems remain with the completeness and accuracy of the data needed both to administer and to evaluate the program. The incomplete identification of students participating in CDEPP in 2008-09 in the first quarter data collection (45<sup>th</sup> day) from public school providers limits timely evaluation and improvement, especially regarding student assessments. The absence of Student Unique Numbers (SUNS IDs) in the 2008-09 student data provided by OFS also represents an on-going problem with the collection of SUNS IDs from participants in private and, to a lesser extent, public programs. The SUNS IDs are vital to the identification of CDEPP participants for the longitudinal analysis of CDEPP called for in the proviso.
- The analysis of public school students' late entry into CDEPP and early withdrawal from it suggests that as many as 11% (1 of 9) of CDEPP participants enroll in the program 10 or more days after the program starts, and 7.8% (1 of 12) withdraw from the program before the end of the third quarter of the program (135<sup>th</sup> day). While data on late entry to CDEPP in private centers are not available, approximately 12.7% (1 of 8) of CDEPP participants in the private program withdrew early. The late entrance and early withdrawal of CDEPP students not only restricts the educational progress of the students who do not experience the full program, it also may disrupt the instructional activities in CDEPP classrooms as teachers attempt to help new students entering in mid-year to "catch up" with their classmates.
- CDEPP continues to be funded with non-recurring appropriations and funds carried forward from one fiscal year to the next.
- Two state entities administer the program. In the 2007-08 pilot year approximately \$1.1 million was expended by the South Carolina Department of Education and the Office of First Steps to administer CDEPP. Nine employees at SCDE and seven employees at OFS spent between 5 and 100% of their time on CDEPP. Another 10 full and part-time consultants and employees hired by SCDE and OFS provided technical assistance and monitoring functions to public and private providers in 2007-08. The administrative costs per child in the private sector totaled \$1,040 and \$166 in the public sector. At OFS, 20% of all CDEPP expenditures were for administrative expenses. A key cost of administration, especially by OFS, is technical assistance and monitoring of providers.
- When analyzing expenditures for the cost of new and existing classrooms, per child costs vary significantly across private childcare centers based on class size. For example, the data show that it costs \$8,333 more per child to fund a new private CDEPP classroom with one child versus a new private CDEPP classroom with six children. For existing classrooms, it costs \$2,083 more per child to fund a classroom with one child in a private center versus a classroom with six children in a private center. In public schools, the data show that the cost per child is relatively constant for new and existing CDEPP classrooms having at least 17 CDEPP-eligible children. Across school districts, the minimum average district CDEPP class size was 8.3 CDEPP-eligible children.

- Due to space availability in the private sector and lack of space in the public sector, expansion of the program will require the continued participation of the private centers and innovative collaborations between public and private providers on space allocation. For example, private childcare centers with space but lacking instructors could contract with the public schools for teachers.
- Parents whose children participated in CDEPP in 2007-08 and who responded to a survey were overwhelmingly positive about the program. According to the parents surveyed, the popularity of CDEPP appears to be spreading most often through “word of mouth.” And, when asked if they believed that they had a choice in the type of CDEPP preschool program their child attended, approximately 64% of the parents responding indicated that they did not have a choice between private and public centers.
- Based on an analysis of *DIAL-3* results in 2007-08, the eligibility criteria for enrollment in CDEPP (eligibility for the federal school lunch program and/or Medicaid services) are successfully identifying students developmentally at risk for later school failure. Nevertheless, there are many students not income-eligible for the program with relatively low *DIAL-3* scores, indicating that they may also be at risk of later school difficulties and in need of high-quality preschool instruction.
- Although it is too early to determine clear relationships, children participating in CDEPP showed positive developmental and academic gains relative to the norms of the assessments used in the evaluation.
- Differences in public school and private center teachers are evident in educational degrees held, early childhood certification, years teaching experience, and compensation for their professional efforts. These differences may be a direct result of differential requirements for lead teachers for the two administering entities, SCDE and OFS.

Projections of the numbers of 4-year-olds and the numbers of 4-year-olds at-risk of school failure due to poverty (e.g., those eligible for the federal free- or reduced-price lunch program and/or Medicaid) by county through 2010-11 indicate that, while the overall number of 4-year-olds is projected to increase by 5.6% by 2011, the percentage of 4-year-olds at-risk due to poverty is projected to increase by 9.1%. Fourteen counties will experience increases of 5% or more in the numbers of 4-year-olds by 2011, while 11 counties will experience 5% or greater decreases during this period. However, the number of at-risk 4-year-olds due to poverty is projected to increase 5% or more by 2011 in 20 counties, while the number of at-risk 4-year-olds is projected to decrease by 5% or greater in only 4 counties. Thus South Carolina may expect proportionately more at-risk 4-year-olds in need of high-quality pre-kindergarten services in the near future than indicated by overall growth in the general population of 4-year-old children. The number of 4-year-olds in poverty may also be greater if the economic recession is prolonged.

Expansion of CDEPP to improve school readiness of children in poverty should occur with data and information provided in this annual evaluation of CDEPP. While declines in state revenues may impede expansion in the immediate future, there are cost-savings measures that should be implemented now and measures taken to expand the program and prepare for statewide implementation in both public and private centers.

## Recommendations

1. The General Assembly either should consolidate administration of CDEPP into one entity providing services in the public and private sectors or establish a shared services model for the administration of CDEPP in the public and private sectors to reduce administrative costs, to coordinate technical assistance, to provide a means by which eligible students can be referred to participant providers and to ensure that the maximum benefit to students is achieved with the dollars available.
2. The General Assembly should expand CDEPP statewide to serve all 4-year-olds at-risk due to poverty serving children in school districts according to the level of poverty and providing that, when at least 75% of the total number of eligible CDEPP children in the district/county are served, providers should receive reimbursement in CDEPP to serve pay-lunch children who score at or below the 25<sup>th</sup> national percentile on two of the three *DIAL-3* subscales (*Language, Concepts, and Motor Skills Scales*).
3. The EOC should expand the CDEPP evaluation to include the following:
  - A financial audit of CDEPP as administered by OFS and SCDE to reveal areas of cost-savings and to establish a reasonable administrative cost structure;
  - A determination of the factors including policy issues, leadership characteristics and community concerns that led to substantial increases in the number of CDEPP participants served in specific districts and counties;
  - A determination of how many private center teachers are pursuing a four-year degree and the barriers incurred in obtaining the higher educational attainment;
  - A determination of the factors that influence the continuity of CDEPP student enrollment across the full 180-day program and policy or programmatic changes needed to assure that CDEPP participants fully benefit from the program; and
  - A review of any formalized plan or evaluation data to assess the quality and impact of professional development and training provided by OFS and SCDE to CDEPP teachers.
4. SCDE and OFS should institute incentives and penalties to facilitate the improvement of CDEPP data quality and completeness.
5. The General Assembly should fund expansion of the program accompanied by the reallocation of EIA half-day child development funding into CDEPP.
6. The General Assembly should establish and SCDE and OFS should enforce minimum class size requirements of at least 6 students and minimum provider participation commitments of at least three years.
7. The General Assembly should maintain the current CDEPP teacher qualifications.
8. The General Assembly should require that the EOC provide a facilities study for CDEPP on a triennial rather than annual basis.
9. The Commission on Higher Education should fund a Center of Excellence for preschool technical assistance and professional development. The Center would work with SCDE, OFS, school districts, private CDEPP providers and the South Carolina Technical College System to establish and sustain a responsive regionalized professional development and technical assistance system.

**Appendix A, Table 1**

**Numbers of 4-Year-Old Students Served in State-Funded Programs, 2007-08  
All School Districts**

DISTRICT	2008 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File) <sup>†</sup>	Total Public School CDEPP Served (Finance Data File) <sup>††</sup>	Total First Steps CDEPP Students Served <sup>†</sup>	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	75.1	291	219	186	74	69	5	0	74	0	0	70	76	0	71	1	146
AIKEN	65.63	1895	1244	1033	728	440	288	0	446	282	0				170	46	662
ALLENDALE	95.04	147	140	121	56	56	0	0	56	0	0	54	56	6	41	2	105
ANDERSON 1	49.49	691	342	243	241	131	110	0	145	96	0				67	23	235
ANDERSON 2	60.85	285	173	130	92	18	74	0	19	73	0				34	12	65
ANDERSON 3	73.63	203	149	120	56	33	23	0	45	11	0				29	10	84
ANDERSON 4	61.3	215	132	99	83	47	36	0	48	35	0				26	9	83
ANDERSON 5	63.44	944	599	493	168	128	40	0	142	26	0				118	40	300
BAMBERG 1	72.18	115	83	66	32	27	5	0	28	4	0	19	19	3	31	7	69
BAMBERG 2	96	65	62	60	28	27	1	0	27	1	0	25	28	1	24	6	58
BARNWELL 19	94.31	65	61	58	17	17	0	0	17	0	0	17	17	6	21	1	45
BARNWELL 29	78.18	70	55	46	18	18	0	0	18	0	0	17	20	0	19	1	38
BARNWELL 45*	73.88	194	143	118	63	53	10	0	53	10	0			26	49	3	131
BEAUFORT	61.99	2259	1400	1145	656	381	275	0	436	220	0				164	29	629
BERKELEY	66.93	2351	1574	1215	884	813	71	0	844	40	0	831	908	40	276	56	1216
CALHOUN	91.22	166	151	143	86	70	16	0	70	16	0				10	2	82
CHARLESTON	63	4738	2985	2454	1521	1046	474	1	1046	474	1				519	188	1753
CHEROKEE	72.47	686	497	420	304	170	133	1	184	119	1				77	39	300
CHESTER	75.18	411	309	249	155	101	54	0	103	52	0				97	25	225
CHESTERFIELD	75.96	533	405	334	217	156	61	0	158	59	0	74	78	8	173	15	354

DISTRICT	2008 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File) <sup>†</sup>	Total Public School CDEPP Served (Finance Data File) <sup>††</sup>	Total First Steps CDEPP Students Served <sup>†</sup>	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
CLARENDON 1	97.47	72	70	67	60	60	0	0	60	0	0	58	60	4	17	5	86
CLARENDON 2	85.44	242	207	152	88	77	11	0	87	1	0	84	92	6	49	15	157
CLARENDON 3	68.35	98	67	53	57	25	32	0	25	32	0	24	25	0	16	5	46
COLLETON	86.74	484	420	359	240	197	43	0	199	41	0				99	0	298
DARLINGTON	78.62	878	690	587	262	187	75	0	203	59	0				225	40	468
DILLON 1	83.39	70	58	53	28	28	0	0	28	0	0	28	32	9	14	2	53
<i>DILLON 2</i>	93.7	278	260	246	149	148	1	0	149	0	0	140	152	49	62	10	270
DILLON 3	78.01	127	99	85	64	59	5	0	64	0	0	64	68	1	24	4	93
DORCHESTER 2	50.58	1601	810	525	452	152	300	0	165	287	0			0	58	42	265
DORCHESTER 4	86.83	168	146	125	102	76	26	0	77	25	0				10	8	95
EDGEFIELD	69.23	266	184	160	113	89	24	0	89	24	0				58	8	155
FAIRFIELD	91.27	300	274	247	158	130	28	0	131	27	0				33	0	164
FLORENCE 1	68.41	1331	911	756	350	280	70	0	284	66	0	248	280	55	134	38	511
FLORENCE 2	76.45	104	80	68	59	59	0	0	59	0	0	59	62	0	12	3	74
FLORENCE 3	91.21	318	290	271	146	145	1	0	146	0	0	145	153	15	43	12	216
<i>FLORENCE 4</i>	94.32	83	78	73	52	50	2	0	52	0	0	48	53	10	12	3	77
FLORENCE 5	70.89	130	92	77	41	39	2	0	41	0	0	40	43	0	14	4	59
GEORGETOWN	73.12	747	546	462	356	250	106	0	279	77	0			1	56	15	351
GREENVILLE	54.71	6066	3319	2530	1466	1071	395	0	1071	395	0				295	204	1570
GREENWOOD 50	67.97	673	457	372	315	90	225	0	91	224	0				141	12	244
GREENWOOD 51	74.59	81	60	47	39	19	20	0	21	18	0				19	2	42
GREENWOOD 52	59.67	120	72	54	49	28	21	0	28	21	0				22	2	52
HAMPTON 1	76.5	201	154	124	144	102	42	0	108	36	0	88	99	3	22	36	169
<i>HAMPTON 2</i>	95.36	90	86	84	40	40	0	0	40	0	0	38	38	1	12	20	73
HORRY	67.98	3090	2101	1743	1300	986	314	0	991	309	0				102	29	1122
<i>JASPER</i>	92.75	342	317	285	184	175	9	0	184	0	0	182	198	1	33	6	224

DISTRICT	2008 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File) <sup>†</sup>	Total Public School CDEPP Served (Finance Data File) <sup>††</sup>	Total First Steps CDEPP Students Served <sup>†</sup>	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
KERSHAW	62.77	789	495	390	223	135	88	0	135	88	0				82	15	232
LANCASTER	62.91	865	544	426	190	134	56	0	137	53	0				57	44	238
LAURENS 55	74.17	511	379	313	354	205	149	0	220	134	0	116	126	1	39	7	267
LAURENS 56	78.62	289	227	197	123	117	6	0	123	0	0	120	126	6	24	4	157
LEE	95.78	257	246	219	86	82	4	0	85	1	0	81	85	21	52	0	158
LEXINGTON 1	43.85	1344	589	413	362	121	241	0	125	237	0				74	59	258
LEXINGTON 2	72.28	577	417	354	278	108	170	0	134	144	0				53	42	229
LEXINGTON 3	72.43	131	95	81	77	49	28	0	52	25	0				12	9	73
LEXINGTON 4	81.46	215	175	147	138	127	11	0	138	0	0	137	149	0	22	17	177
LEXINGTON 5	35.76	1086	388	266	208	102	106	0	105	103	0			0	49	39	193
MCCORMICK	89.45	79	71	62	20	16	4	0	20	0	0	17	19	0	38	0	58
MARION 1	88.23	244	215	194	125	111	14	0	115	10	0	110	121	27	60	12	214
MARION 2	91.88	161	148	131	96	90	6	0	96	0	0	95	104	8	41	8	153
MARION 7	97.8	63	62	59	55	54	1	0	55	0	0	55	63	0	17	4	76
MARLBORO	91.08	337	307	277	136	117	19	0	117	19	0	54	59	0	116	8	241
NEWBERRY	72.99	510	372	313	147	100	47	0	104	43	0				96	17	217
OCONEE	65.77	829	545	444	201	189	12	0	193	8	0				60	54	307
ORANGEBURG 3	92.13	294	271	225	156	125	31	0	128	28	0	116	123	1	45	6	180
ORANGEBURG 4	80.13	383	307	263	115	113	2	0	113	2	0	108	120	4	51	7	175
ORANGEBURG 5	89.77	625	561	510	287	266	21	0	266	21	0	257	279	28	93	13	400
PICKENS	57.35	1293	742	555	438	277	161	0	287	151	0				96	37	420
RICHLAND 1	78.2	2439	1907	1588	859	708	151	0	721	138	0				196	133	1050
RICHLAND 2	51.33	2439	1252	961	373	223	150	0	230	143	0				129	88	447
SALUDA*	75.46	250	189	156	40	28	12	0	28	12	0	0	0	7	78	2	115
SPARTANBURG 1	60.83	400	243	188	205	113	92	0	114	91	0				23	18	155
SPARTANBURG 2	57.74	774	447	347	302	124	178	0	125	177	0				42	34	201

DISTRICT	2008 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)†	Total Public School CDEPP Served (Finance Data File)††	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
SPARTANBURG 3	67.59	243	164	131	80	60	20	0	60	20	0				16	12	88
SPARTANBURG 4	64.19	233	150	144	142	81	61	0	81	61	0				14	11	106
SPARTANBURG 5	56.29	571	321	239	184	87	97	0	88	96	0				30	24	142
SPARTANBURG 6	63.01	821	517	429	217	169	48	0	183	34	0				49	39	271
SPARTANBURG 7	74.75	596	446	396	249	211	38	0	213	36	0				42	34	289
SUMTER 2	80.58	811	654	572	289	212	77	0	213	76	0				136	22	371
SUMTER 17	74.08	783	580	496	279	160	119	0	196	83	0				121	19	336
UNION	75.07	313	235	194	159	100	59	0	109	50	0				78	7	194
<b>WILLIAMSBURG</b>	95.41	452	431	405	201	199	2	0	201	0	0	196	207	71	85	7	364
YORK 1	64.7	397	257	202	171	52	119	0	70	101	0			0	37	17	124
YORK 2	39.07	478	187	139	234	69	165	0	69	165	0				27	12	108
YORK 3	56.92	1339	762	604	353	37	316	0	107	246	0				110	50	267
YORK 4	23.25	687	160	117	53	13	40	0	15	38	0				23	11	49
UNKNOWN														1	46		47
<b>TOTAL</b>		59192	38629	31485	19998	13647	6349	2	14202	5794	2	3815	4138	420	6057	1982	22661

\* Plaintiff district NOT participating in CDEPP program.

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

† Students enrolled in program on 135th day of instruction.

†† Cumulative count of students enrolled at any time up until 135th day of instruction.

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

## Appendix A, Table 2

### Numbers of 4-Year-Old Students Served in State-Funded Programs, 2007-08 37 Plaintiff School Districts

DISTRICT	2008 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)†	Total Public School CDEPP Served (Finance Data File)††	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	75.1	291	219	186	74	69	5	0	74	0	0	70	76	0	71	1	146
ALLENDALE	95.04	147	140	121	56	56	0	0	56	0	0	54	56	6	41	2	105
BAMBERG 1	72.18	115	83	66	32	27	5	0	28	4	0	19	19	3	31	7	69
BAMBERG 2	96	65	62	60	28	27	1	0	27	1	0	25	28	1	24	6	58
BARNWELL 19	94.31	65	61	58	17	17	0	0	17	0	0	17	17	6	21	1	45
BARNWELL 29	78.18	70	55	46	18	18	0	0	18	0	0	17	20	0	19	1	38
BARNWELL 45*	73.88	194	143	118	63	53	10	0	53	10	0			26	49	3	131
BERKELEY	66.93	2351	1574	1215	884	813	71	0	844	40	0	831	908	40	276	56	1216
CHESTERFIELD	75.96	533	405	334	217	156	61	0	158	59	0	74	78	8	173	15	354
CLARENDON 1	97.47	72	70	67	60	60	0	0	60	0	0	58	60	4	17	5	86
CLARENDON 2	85.44	242	207	152	88	77	11	0	87	1	0	84	92	6	49	15	157
CLARENDON 3	68.35	98	67	53	57	25	32	0	25	32	0	24	25	0	16	5	46
DILLON 1	83.39	70	58	53	28	28	0	0	28	0	0	28	32	9	14	2	53
DILLON 2	93.7	278	260	246	149	148	1	0	149	0	0	140	152	49	62	10	270
DILLON 3	78.01	127	99	85	64	59	5	0	64	0	0	64	68	1	24	4	93
FLORENCE 1	68.41	1331	911	756	350	280	70	0	284	66	0	248	280	55	134	38	511
FLORENCE 2	76.45	104	80	68	59	59	0	0	59	0	0	59	62	0	12	3	74
FLORENCE 3	91.21	318	290	271	146	145	1	0	146	0	0	145	153	15	43	12	216
FLORENCE 4	94.32	83	78	73	52	50	2	0	52	0	0	48	53	10	12	3	77
FLORENCE 5	70.89	130	92	77	41	39	2	0	41	0	0	40	43	0	14	4	59
HAMPTON 1	76.5	201	154	124	144	102	42	0	108	36	0	88	99	3	22	36	169

DISTRICT	2008 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)†	Total Public School CDEPP Served (Finance Data File)††	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
<i>HAMPTON 2</i>	95.36	90	86	84	40	40	0	0	40	0	0	38	38	1	12	20	73
<i>JASPER</i>	92.75	342	317	285	184	175	9	0	184	0	0	182	198	1	33	6	224
<i>LAURENS 55</i>	74.17	511	379	313	354	205	149	0	220	134	0	116	126	1	39	7	267
<i>LAURENS 56</i>	78.62	289	227	197	123	117	6	0	123	0	0	120	126	6	24	4	157
<i>LEE</i>	95.78	257	246	219	86	82	4	0	85	1	0	81	85	21	52	0	158
<i>LEXINGTON 4</i>	81.46	215	175	147	138	127	11	0	138	0	0	137	149	0	22	17	177
<i>MCCORMICK</i>	89.45	79	71	62	20	16	4	0	20	0	0	17	19	0	38	0	58
<i>MARION 1</i>	88.23	244	215	194	125	111	14	0	115	10	0	110	121	27	60	12	214
<i>MARION 2</i>	91.88	161	148	131	96	90	6	0	96	0	0	95	104	8	41	8	153
<i>MARION 7</i>	97.8	63	62	59	55	54	1	0	55	0	0	55	63	0	17	4	76
<i>MARLBORO</i>	91.08	337	307	277	136	117	19	0	117	19	0	54	59	0	116	8	241
<i>ORANGEBURG 3</i>	92.13	294	271	225	156	125	31	0	128	28	0	116	123	1	45	6	180
<i>ORANGEBURG 4</i>	80.13	383	307	263	115	113	2	0	113	2	0	108	120	4	51	7	175
<i>ORANGEBURG 5</i>	89.77	625	561	510	287	266	21	0	266	21	0	257	279	28	93	13	400
<i>SALUDA*</i>	75.46	250	189	156	40	28	12	0	28	12	0	0	0	7	78	2	115
<i>WILLIAMSBURG</i>	95.41	452	431	405	201	199	2	0	201	0	0	196	207	71	85	7	364
UNKNOWN														1	46		47
<b>TOTAL</b>		11477	9100	7756	4783	4173	610	0	4307	476	0	3815	4138	419	1976	350	7052

\* Plaintiff district NOT participating in CDEPP program.

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

† Students enrolled in program on 135th day of instruction.

†† Cumulative count of students enrolled at any time up until 135th day of instruction.

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

### Appendix A, Table 3

#### Numbers of 4-Year-Old Students Served in State-Funded Programs, 2007-08 35 Plaintiff School Districts Participating in CDEPP

DISTRICT	2008 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File) <sup>†</sup>	Total Public School CDEPP Served (Finance Data File) <sup>††</sup>	Total First Steps CDEPP Students Served <sup>†</sup>	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	75.1	291	219	186	74	69	5	0	74	0	0	70	76	0	71	1	146
ALLENDALE	95.04	147	140	121	56	56	0	0	56	0	0	54	56	6	41	2	105
BAMBERG 1	72.18	115	83	66	32	27	5	0	28	4	0	19	19	3	31	7	69
BAMBERG 2	96	65	62	60	28	27	1	0	27	1	0	25	28	1	24	6	58
BARNWELL 19	94.31	65	61	58	17	17	0	0	17	0	0	17	17	6	21	1	45
BARNWELL 29	78.18	70	55	46	18	18	0	0	18	0	0	17	20	0	19	1	38
BERKELEY	66.93	2351	1574	1215	884	813	71	0	844	40	0	831	908	40	276	56	1216
CHESTERFIELD	75.96	533	405	334	217	156	61	0	158	59	0	74	78	8	173	15	354
CLARENDON 1	97.47	72	70	67	60	60	0	0	60	0	0	58	60	4	17	5	86
CLARENDON 2	85.44	242	207	152	88	77	11	0	87	1	0	84	92	6	49	15	157
CLARENDON 3	68.35	98	67	53	57	25	32	0	25	32	0	24	25	0	16	5	46
DILLON 1	83.39	70	58	53	28	28	0	0	28	0	0	28	32	9	14	2	53
DILLON 2	93.7	278	260	246	149	148	1	0	149	0	0	140	152	49	62	10	270
DILLON 3	78.01	127	99	85	64	59	5	0	64	0	0	64	68	1	24	4	93
FLORENCE 1	68.41	1331	911	756	350	280	70	0	284	66	0	248	280	55	134	38	511
FLORENCE 2	76.45	104	80	68	59	59	0	0	59	0	0	59	62	0	12	3	74
FLORENCE 3	91.21	318	290	271	146	145	1	0	146	0	0	145	153	15	43	12	216
FLORENCE 4	94.32	83	78	73	52	50	2	0	52	0	0	48	53	10	12	3	77
FLORENCE 5	70.89	130	92	77	41	39	2	0	41	0	0	40	43	0	14	4	59

DISTRICT	2008 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)†	Total Public School CDEPP Served (Finance Data File)††	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
HAMPTON 1	76.5	201	154	124	144	102	42	0	108	36	0	88	99	3	22	36	169
HAMPTON 2	95.36	90	86	84	40	40	0	0	40	0	0	38	38	1	12	20	73
JASPER	92.75	342	317	285	184	175	9	0	184	0	0	182	198	1	33	6	224
LAURENS 55	74.17	511	379	313	354	205	149	0	220	134	0	116	126	1	39	7	267
LAURENS 56	78.62	289	227	197	123	117	6	0	123	0	0	120	126	6	24	4	157
LEE	95.78	257	246	219	86	82	4	0	85	1	0	81	85	21	52	0	158
LEXINGTON 4	81.46	215	175	147	138	127	11	0	138	0	0	137	149	0	22	17	177
MCCORMICK	89.45	79	71	62	20	16	4	0	20	0	0	17	19	0	38	0	58
MARION 1	88.23	244	215	194	125	111	14	0	115	10	0	110	121	27	60	12	214
MARION 2	91.88	161	148	131	96	90	6	0	96	0	0	95	104	8	41	8	153
MARION 7	97.8	63	62	59	55	54	1	0	55	0	0	55	63	0	17	4	76
MARLBORO	91.08	337	307	277	136	117	19	0	117	19	0	54	59	0	116	8	241
ORANGEBURG 3	92.13	294	271	225	156	125	31	0	128	28	0	116	123	1	45	6	180
ORANGEBURG 4	80.13	383	307	263	115	113	2	0	113	2	0	108	120	4	51	7	175
ORANGEBURG 5	89.77	625	561	510	287	266	21	0	266	21	0	257	279	28	93	13	400
WILLIAMSBURG	95.41	452	431	405	201	199	2	0	201	0	0	196	207	71	85	7	364
UNKNOWN														1	46		47
TOTAL		11033	8768	7482	4680	4092	588	0	4226	454	0	3815	4138	386	1849	345	6806

\* Plaintiff district NOT participating in CDEPP program.

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

† Students enrolled in program on 135th day of instruction.

†† Cumulative count of students enrolled at any time up until 135th day of instruction.

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

## Appendix B

### **Methodology for Estimation and Projection of Numbers of 4-Year-Olds and Numbers of 4-Year-Olds Eligible for Federal Lunch Programs and/or Medicaid By County**

#### Methodology

The purpose of this analysis was to estimate the numbers of 4-year-old children living in South Carolina, by county, in 2007-08 and to project the numbers of four-year-olds for the 2008-09, 2009-10, and 2010-11 school years. Additionally, estimates of the numbers of children in poverty (eligible for the federal free- or reduced-price lunch program and/or eligible for Medicaid services) in 2007-08 and projections of those numbers for 2008-09, 2009-10, and 2010-11 were completed.

#### Data Sources

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

1. Estimates from the US Census Bureau of the numbers of children aged 0 to 5 years residing in each county for the years 2000 through 2007;
2. Estimates, by school district, of the total number of students (grades K-12) for the school years 2004-2005, 2005-2006, 2006-07, and 2007-08;
3. Estimates, by school district, of the number of students (grades K-12) eligible for the federal free- or reduced-price lunch program and/or who received Medicaid services at any time during the current or previous two years for the school years 2004-2005, 2005-2006, 2006-07, and 2007-08.

#### Estimation and Projection of Numbers of 4-Year-Olds By County

The first task was to estimate the numbers of 4-year-olds residing in each county for the years 2000 through 2007, since the counts provided in the Census data were inclusive of children aged 0 through 5 years. Based on reviewing several cohorts of children in the data from age 0 through 5, the estimated proportions of four year olds ranged from 19.79% to 20.21% of the total number of children aged 0 through 5 years, so the following assumption was made:

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

Following this assumption, the number of 4-year-olds was estimated for each county for the years 2000 through 2007 by multiplying each zero- to five-year old population estimate by 0.2; the product is the estimate of the number of 4-year-olds in each county for that year.

The estimates of the numbers of 4-year-olds by county for each year were then used to project numbers of four-year-olds for 2007-08, 2008-09, 2009-10, and 2010-11 by averaging growth over a three-year period. To project counts for 2008-09, data from 2005, 2006, and 2007 were averaged using the following method:

1. Subtract the estimated number of 4-year-olds in 2005 from the number in 2007;
2. Divide the difference by 2 to calculate the average change (keep the sign of the difference);
3. Add the difference to the 2007 estimate to project the 2008 count.

The same methodology was used to project the 2009 counts (average change from 2006 to 2008), the 2010 counts (average change from 2007 to 2009), and the 2011 counts (average change from 2008-2010). Projected numbers of students were rounded to integers.

#### Estimation and Projection of Numbers of 4-Year-Olds Eligible for the Federal Lunch Program and/or Medicaid By County

The poverty and enrollment data from file #3 listed above were re-aggregated from the district to the county level for the school years 2004-2005, 2005-2006, 2006-07, and 2007-08. The percentage of students eligible for the federal lunch program and/or receiving Medicaid services over the three-year period was then calculated for each county for each school year. The percentages of students in poverty were then projected for the 2007-08, 2008-09, 2009-10, and 2010-11 school years by averaging the change in poverty percentage over a three-year period using the same methodology as for projecting the numbers of 4-year-olds by county. For example, the poverty level for each county was projected for the 2008-09 school year by averaging the change between the 2005-2006 and 2007-08 school years and adding the average change to the 2007-08 poverty percentage.

The numbers of students in poverty were then projected based on the following assumption:

Assumption 2: The poverty rate for 4-year-olds in a county is the same as the poverty rate for children aged 5 through 17 years (grades K-12) in the county.

Following Assumption 2, the number of 4-year-olds in poverty in each county was projected for the years 2007-08 through 2010-11 by multiplying the total number of 4-year-olds projected to live in the county by the projected poverty index and rounding the product to an integer value.

**Appendix C**  
**Fiscal Year 2007-08 Expenditures: Office of First Steps**

Minicode	Adjusted Appropriation	Object Code	Description	Actual Expenditures	% Expended of Minicode	Carried Forward
8420	\$1,625,947	100	Personal Service	\$14,497.18		
		200	Contractual Services	\$80,942.90		
		300	Supplies & Materials	\$12,557.31		
		400	Fixed Charges	\$1,188.00		
		500	Travel	\$33,250.11		
		1300	Employer Contributions	\$5,958.98		
		1700	Allocations	\$1,265,512.57		
		<b>Total:</b>		<b>\$1,413,907.05</b>	87%	\$212,039.66
8421	\$375,486	200	Contractual Services	\$9,691.87		
		300	Supplies & Materials	\$15,257.35		
		1700	Allocations	\$350,486.43		
		<b>Total:</b>		<b>\$375,435.65</b>	100%	\$50.78
8823	\$7,858,576	100	Personal Service	\$198,539.09		
		200	Contractual Services	\$28,850.55		
		300	Supplies & Materials	\$22,723.53		
		400	Fixed Charges	\$90.00		
		500	Travel	\$10,340.46		
		1300	Employer Contributions	\$43,511.37		
		1700	Allocations	\$399,301.00		
		<b>Total:</b>		<b>\$703,356.00</b>	9%	\$7,660,036.91
		<b>TOTAL</b>		<b>\$2,492,698.70</b>		

Sources: Office of Comptroller General, Analysis of Expenditures by Minor Object Code, Month 13 2008 and Office of First Steps



**Appendix D**  
**Fiscal Year 2007-08 Allocations to Private Providers**  
**Updated through September 10, 2008**

Total Appropriation to First Steps for 4K Expansion:											\$7,858,576	
#	Program Name	City	County	Number of Classrooms	Verified Students	Actual				Cost Per Child		
						Instruction	Materials	Transportation	Invoices Paid	Instruction	Transp	
1	Kids R Us	Allendale	Allendale	1	6	\$20,048	\$9,995	\$2,689	\$ 32,732	\$ 3,341	\$ 448	
2	Progressive Family Life	Bamberg	Bamberg	1	6	\$22,014	\$2,000		\$ 24,014	\$ 3,669	\$ -	
3	AAA New Jerusalem Daycare Center	Barnwell	Barnwell	1	15	\$52,588	\$9,994	\$2,885	\$ 65,468	\$ 3,506	\$ 192	
4	Bedford's Stay-n-Play	Barnwell	Barnwell	1	18	\$53,788	\$1,916		\$ 55,704	\$ 2,988	\$ -	
5	Hobbit Hill	Beaufort	Beaufort	1	1	\$3,931	\$710		\$ 4,641	\$ 3,931	\$ -	
6	Karen Scott Health CDC	Goose Creek	Berkeley	1	6	\$17,362	\$2,454		\$ 19,816	\$ 2,894	\$ -	
7	La Petite Academy - SCGC	Goose Creek	Berkeley	1	10	\$28,600	\$9,318		\$ 37,918	\$ 2,860	\$ -	
8	The Sunshine House #106	Monck's Corner	Berkeley	1	8	\$28,376	\$2,468		\$ 30,844	\$ 3,547	\$ -	
9	The Sunshine House #29	North Charleston	Charleston	1	6	\$23,367	\$2,328		\$ 25,695	\$ 3,894	\$ -	
10	Foster's Childcare Center, Inc.	Charleston	Charleston	1	11	\$36,994	\$9,728	\$5,089	\$ 51,811	\$ 3,363	\$ 463	
11	West Ashley Learning Hub	Charleston	Charleston	1	6	\$21,948	\$10,000		\$ 31,948	\$ 3,658	\$ -	
12	Giggles and Wiggles Academy	Pageland	Chesterfield	1	10	\$32,736	\$9,619		\$ 42,355	\$ 3,274	\$ -	
	Chesterfield School District (G & W Academy)	Pageland	Chesterfield					\$294	\$ 294		\$ 147	
13	The Wee Academy Learning Center	Manning	Clarendon	1	10	\$32,867	\$2,499	\$4,068	\$ 39,434	\$ 3,287	\$ 407	
14	Prosperity Child Care	Lamar	Darlington	1	1	\$3,931	\$9,386		\$ 13,317	\$ 3,931	\$ -	
15	Kids Ltd.	Dillon	Dillon	2	42	\$150,908	\$12,340	\$14,512	\$ 177,760	\$ 3,593	\$ 346	
16	Pee Dee CAP Headstart (Whittaker)	Whittaker	Dillon	1	22	\$66,501	\$2,271	\$9,315	\$ 78,087	\$ 3,023	\$ 423	
17	Angel's Inn Daycare	Florence	Florence	1	7	\$20,579	\$9,389	\$2,066	\$ 32,034	\$ 2,940	\$ 295	
18	Zion Canaan Child Development Center	Timmonsville	Florence	1	13	\$40,292	\$2,406		\$ 42,699	\$ 3,099	\$ -	
19	Excellent Learning Preschool, Inc.	Florence	Florence	1	21	\$61,907	\$2,100		\$ 64,007	\$ 2,948	\$ -	
20	Melva's Daycare	Lake City	Florence	1	2	\$6,791	\$9,733		\$ 16,524	\$ 3,395	\$ -	
21	The Sunshine House #30	Florence	Florence	1	20	\$61,803	\$2,279		\$ 64,081	\$ 3,090	\$ -	
22	Pee Dee CAP Headstart (Thelma Brown)	Florence	Florence	1	12	\$38,846	\$2,442	\$4,621	\$ 45,909	\$ 3,237	\$ 385	
23	Pee Dee CAP Headstart (Lake City)	Lake City	Florence	1	11	\$32,768	\$2,465	\$3,882	\$ 39,115	\$ 2,979	\$ 353	
24	Little Smurf Child Development Center	Andrews	Georgetown	2	33	\$96,376	\$11,848	\$13,497	\$ 121,721	\$ 2,920	\$ 409	
25	Rainbow Child Care Center	Georgetown	Georgetown	1	5	\$18,847	\$9,998	\$2,304	\$ 31,149	\$ 3,769	\$ 461	

Total Appropriation to First Steps for 4K Expansion:						\$7,858,576					
#	Program Name	City	County	Number of Classrooms	Verified Students	Actual				Cost Per Child	
						Instruction	Materials	Transportation	Invoices Paid	Instruction	Transp
26	Children's Keeper	Hampton	Hampton	1	2	\$7,804	\$9,995		\$ 17,799	\$ 3,902	\$ -
27	The Mellon Patch	East Hampton	Hampton	1	3	\$9,245	\$2,308		\$ 11,553	\$ 3,082	\$ -
28	Little People, Inc. Day Care	Hardeeville	Jasper	1	3	\$6,346			\$ 6,346	\$ 2,115	\$ -
29	Thornwell Child Development Center	Clinton	Laurens	1	7	\$25,814	\$3,459		\$ 29,273	\$ 3,688	\$ -
30	Bishopville Lee Child Care Center Inc.	Bishopville	Lee	1	15	\$54,159		\$4,281	\$ 58,440	\$ 3,611	\$ 285
31	Lynchburg-Elliott CDC	Lynchburg	Lee	1	7	\$25,829	\$2,103		\$ 27,932	\$ 3,690	\$ -
32	Agapeland Daycare Center	Marion	Marion	1	7	\$16,444	\$8,399	\$1,792	\$ 26,635	\$ 2,349	\$ 256
33	Kids Konnection	Marion	Marion	1	6	\$20,340	\$2,492	\$741	\$ 23,573	\$ 3,390	\$ 123
34	Troy Johnson Learning Center	Mullins	Marion	1	15	\$46,016	\$2,295	\$6,450	\$ 54,760	\$ 3,068	\$ 430
35	McGills Bundles of Joy	Marion	Marion	1	15	\$51,081	\$2,118		\$ 53,199	\$ 3,405	\$ -
36	Back to Basics Learning Center, Inc.	Orangeburg	Orangeburg	1	6	\$19,742	\$1,801		\$ 21,543	\$ 3,290	\$ -
37	Happyland Child Development Center	Orangeburg	Orangeburg	1	4	\$12,710	\$10,000	\$1,232	\$ 23,942	\$ 3,178	\$ 308
38	Kids in Motion	Orangeburg	Orangeburg	1	9	\$32,190			\$ 32,190	\$ 3,577	\$ -
39	Kids 2000 Kindergarten & Daycare Center	Orangeburg	Orangeburg	1	3	\$1,638			\$ 1,638	\$ 546	\$ -
40	Raggedy Ann and Andy	Orangeburg	Orangeburg	1	6	\$18,279	\$9,873		\$ 28,152	\$ 3,047	\$ -
41	SC State Child Development/Learning Center	Orangeburg	Orangeburg	1	9	\$30,749	\$9,016		\$ 39,765	\$ 3,417	\$ -
42	ABC Academy	Saluda	Saluda	1	8	\$27,561	\$2,464	\$538	\$ 30,563	\$ 3,445	\$ 67
43	Doodle Bug Academy	Lake City	Williamsburg	1	12	\$36,515	\$9,921		\$ 46,436	\$ 3,043	\$ -
44	Graham's Enhancement	Kingstree	Williamsburg	1	6	\$17,405	\$2,456	\$2,070	\$ 21,931	\$ 2,901	\$ 345
45	Kindale Park Day Care	Kingstree	Williamsburg	1	4	\$8,168	\$8,849		\$ 17,016	\$ 2,042	\$ -
46	Little Miss Muffet Day Care	Kingstree	Williamsburg	1	6	\$17,187	\$9,978		\$ 27,166	\$ 2,865	\$ -
47	Nesmith Community Day Care Center	Nesmith	Williamsburg	1	10	\$34,483	\$1,361	\$4,828	\$ 40,672	\$ 3,448	\$ 483
48	Wilson's Daycare and Learning Center	Kingstree	Williamsburg	2	17	\$60,318	\$4,569	\$8,443	\$ 73,330	\$ 3,548	\$ 497
				51	482	\$1,554,192	\$253,145	\$95,597	\$1,902,934		

County Partnership Admin	\$24,260
Total sent to CPs	\$1,927,194
Balance	\$5,931,382

Budget Balance as of September 10, 2008

Total # of students verified includes attending and withdrawn students.

Wilson Daycare rooms can only accommodate 10 per room

**Source: Office of First Steps**

**Appendix E**  
**Fiscal Year 2007-08 Expenditures: South Carolina Department of Education**

<b>Minicode</b>	<b>Adjusted Appropriation</b>	<b>Object Code</b>	<b>Description</b>	<b>Actual Expenditures</b>	<b>% Expended</b>	<b>Carried Forward</b>
<b>8414</b>	<b>\$17,165,921.54</b>	200	Contractual Services	\$255,128.26		
		300	Supplies & Materials	\$17,443.34		
		500	Travel	\$5,693.71		
		1700	Allocations	\$1,485,607.07		
		1800	State Aid	\$14,911,759.92		
				<b>\$16,675,632.30</b>		
			<b>Transfer to Transportation</b>	<b>\$313,205.00</b>		
		<b>TOTAL</b>		<b>\$16,988,837.30</b>	<b>99%</b>	
		<b>Balance:</b>				<b>\$177,084.24</b>

Sources: Office of Comptroller General, Analysis of Expenditures by Minor Object Code, Month 13 2008 and South Carolina Department of Education

**Appendix F**  
**Fiscal Year 2007-08 Allocations to School Districts**

	<b>District</b>	Instructional Services	Supplies and Materials - New Classrooms	Supplies and Materials - Existing Classrooms	# Classrooms	CDEPP Children Enrolled for Entire Year	CDEPP Children Enrolled for Portion of the Year	Total Students Served
1	Abbeville	\$ 266,021.24	\$ 4,993.18	\$ 7,506.82	5	59	17	76
2	Allendale	\$ 212,711.20	\$ 13,625.41	\$ 8,419.36	5	52	3	55
3	<b>Bamberg 1</b>	\$ 70,321.40	\$ 9,974.98		1	17	2	19
4	Bamberg 2	\$ 103,363.92	\$ 1,982.81	\$ 3,017.19	2	24	4	28
5	Barnwell 19	\$ 66,827.00	\$ 998.40	\$ 1,501.60	1	17	0	17
6	<b>Barnwell 29</b>	\$ 67,897.56	\$ 10,000.00		1	15	5	20
7	Berkeley	\$ 3,215,057.24	\$ 330,640.14	\$ 16,584.79	43	701	206	907
8	<b>Chesterfield</b>	\$ 295,524.88	\$ 39,919.58		4	70	8	78
9	Clarendon 1	\$ 227,409.32	\$ 2,851.36	\$ 4,648.64	3	53	7	60
10	Clarendon 2	\$ 327,191.88	\$ 5,000.00	\$ 7,500.00	5	75	16	91
11	Clarendon 3	\$ 95,021.04	\$ 2,840.72	\$ 7,159.28	3	24	1	25
12	Dillon 1	\$ 105,832.04	\$ 2,000.00	\$ 3,000.00	2	23	9	32
13	Dillon 2	\$ 545,472.08	\$ 7,000.00	\$ 10,500.00	7	128	9	137
14	Dillon 3	\$ 246,387.48	\$ 3,820.81	\$ 6,179.19	5	57	25	82
15	Florence 1	\$ 991,712.40	\$ 136,000.00	\$ 9,000.00	19	210	70	280
16	Florence 2	\$ 229,112.44	\$ 4,000.00	\$ 6,000.00	4	55	7	62
17	Florence 3	\$ 556,631.72	\$ 63,000.00	\$ 4,500.00	9	131	22	153
18	Florence 4	\$ 186,309.44	\$ 3,000.00	\$ 4,500.00	3	38	15	53
19	Florence 5	\$ 153,724.76	\$ 1,990.83	\$ 3,009.17	2	35	8	43
20	Hampton 1	\$ 352,634.08	\$ 4,953.41	\$ 7,546.59	5	82	17	99
21	Hampton 2	\$ 143,941.84	\$ 2,000.00	\$ 3,000.00	2	28	10	38
22	Jasper	\$ 708,785.20	\$ 28,000.00	\$ 12,000.00	10	160	37	197
23	Laurens 55	\$ 460,280.64	\$ 8,794.92	\$ 13,705.08	9	96	30	126

	District	Instructional Services	Supplies and Materials - New Classrooms	Supplies and Materials - Existing Classrooms	# Classrooms	CDEPP Children Enrolled for Entire Year	CDEPP Children Enrolled for Portion of the Year	Total Students Served
24	Laurens 56	\$ 471,614.60	\$ 43,000.00	\$ 4,500.00	6	101	26	127
25	Lee	\$ 315,442.96	\$ 5,000.00	\$ 7,500.00	5	70	15	85
26	Lexington 4	\$ 541,782.32	\$ 27,000.00	\$ 10,500.00	9	122	27	149
27	<b>McCormick</b>	\$ 64,665.64	\$ 9,993.90		1	13	6	19
28	<b>Marion 1</b>	\$ 425,206.80	\$ 60,000.00		6	90	31	121
29	Marion 2	\$ 358,116.32	\$ 36,000.00	\$ 9,000.00	9	80	24	104
30	Marion 7	\$ 218,719.00	\$ 2,787.42	\$ 4,712.58	3	43	20	63
31	<b>Marlboro</b>	\$ 218,783.32	\$ 47,805.86		5	49	10	59
32	Orangeburg 3	\$ 453,119.72	\$ 9,000.00	\$ 13,500.00	9	83	41	124
33	Orangeburg 4	\$ 420,512.00	\$ 5,891.82	\$ 14,108.18	8	86	32	118
34	Orangeburg 5	\$ 1,029,032.56	\$ 35,852.85	\$ 24,140.64	18	232	47	279
35	Williamsburg	\$ 766,593.88	\$ 11,637.12	\$ 18,362.88	12	169	38	207
	<b>TOTAL:</b>	<b>\$14,911,759.92</b>	<b>\$ 981,355.52</b>	<b>\$ 245,601.99</b>	<b>241</b>	<b>3,288</b>	<b>845</b>	<b>4,133</b>

Sources: SCDE Student Enrollment data and Monthly Payments to School Districts, 2007-08, as reported by the State Department of Education <http://ed.sc.gov/agency/offices/finance/monthlypayments/index.html>.

Districts in bold did not participate in the first year of CDEPP but are participating in 2007-08. The only eligible school districts not participating in 2007-08 are Barnwell 45 and Saluda.

## Appendix G

### ***Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3)***

In recent years, the *Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3)* has been used extensively in South Carolina to determine which preschool age children might be in need of state-funded pre-kindergarten services. Typically, the screening of children has been performed before they are enrolled in state-funded preschool programs. The screening tool has been normed and demonstrated to be reliable and valid for use with children ages 36 months to 83 months of age (i.e., 3 years to 6 years and 11 months in age).

The *DIAL-3* is not a comprehensive school readiness test, achievement assessment, or intelligence test. Nevertheless, it is a developmental tool that may be useful when screening children who might benefit from programs designed to prevent future school failure or who might have developmental delays and in need further assessment (*DIAL-3 Manual*, p.7; Mardell-Czudnowski & Goldenberg, 1998).

The *DIAL-3* measures preschoolers' abilities across three primary performance areas: (1) Motor Skills, (2) Conceptual Abilities, and (3) Language Skills. Most often, trained personnel administer the screening to each child individually. As stated in the *DIAL-3* technical manual, "items in the Motor area are relevant for learning to write; items in the Concept area are relevant for learning arithmetic; and items in the Language area are relevant for learning to read" (*DIAL-3 Manual*, p.1; Mardell-Czudnowski & Goldenberg, 1998). For each of the skills areas, a subscale score is provided and the scores from the *DIAL-3* are converted into percentile ranks. Percentile ranks range from 1 to 99 and may be used to compare a children's performance to similar age peers (i.e., age appropriate developmental norms). Brief examples of screening dimensions for each of the three primary skill areas are delineated below. As mentioned, these abilities have been linked to general child development and school readiness.

#### **Motor Area**

Catching Objects	Using of Thumbs and Fingers
Jumping, Hopping, and Skipping	Cutting
Building with Objects	Copying and Writing Name

#### **Concept Area**

Identification of Body Parts	Counting
Identification of Colors	Position Concepts
Rapid Color Naming	General Concepts
Identification of Shapes	

#### **Language Area**

Personal Information	Letter Recognition and Sound Indetification
Articulation	Rhyming & I Spy
Naming Objects and Actions	Problem Solving

**Appendix H**  
**Fall 2007 Pretest Results for CDEPP Children Assessed**  
**in their Kindergarten Year (Fall 2008)**

**Autumn 2007 Results for Both Public School and Private Center Children Who Were Served in CDEPP and Who Completed Follow-up Kindergarten Assessment in the Fall 2008**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4</i>	113	87.1	86.00	13.8	53-124
<b>WJ-III Subscales</b>					
<i>WJ Oral Language</i>	113	89.9	90.0	14.7	48-123
<i>WJ Achievement</i>	113	91.6	91.0	12.7	51-122
<i>WJ Reading</i>	113	92.4	93.0	12.2	59-132
<i>Letter-Word ID</i>	113	93.4	93.0	12.4	67-130
<i>Story Recall</i>	113	90.6	94.0	18.7	60-124
<i>Directions</i>	113	90.2	91.0	15.6	41-121
<i>Spelling</i>	113	93.1	91.5	12.0	61-122
<i>Comprehension</i>	113	97.2	96.0	8.6	73-115
<i>Applied Problems</i>	113	95.7	96.0	9.9	62-119
<b>BASC-2 Subscales</b>					
<i>Behavioral Symptoms Index</i>	87	49.3	47.0	10.0	36-73
<i>Adaptability</i>	87	49.2	51.0	10.0	27-69
<i>Social Skills</i>	87	47.1	45.0	9.9	30-75
<i>Functional Communication</i>	87	46.9	47.0	9.3	26-70

**Appendix I**  
**Fall 2007 CDEPP Preschool Pretest Results**  
**(Separated by Public School and Private Center Providers for Children Assessed**  
**in their Kindergarten Year Fall 2008)**

**Autumn 2007 Results for CDEPP Children Who Were Served in Public School and Who Completed**  
**Follow-up Kindergarten Assessment in the Fall 2008**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4</i>	85	86.3	86.0	13.2	53-118
<b>WJ-III Subscales</b>					
<i>WJ Oral Language</i>	85	88.9	89.0	14.7	48-122
<i>WJ Achievement</i>	85	89.6	90.0	12.5	51-119
<i>WJ Reading</i>	85	90.7	91.0	12.1	59-117
<i>Letter-Word ID</i>	85	91.5	91.0	12.0	67-117
<i>Story Recall</i>	85	89.1	92.0	18.9	60-124
<i>Directions</i>	85	89.5	91.0	16.2	41-118
<i>Spelling</i>	85	91.4	89.0	11.7	61-122
<i>Comprehension</i>	85	97.0	95.5	8.3	73-111
<i>Applied Problems</i>	85	94.7	95.0	9.7	62-114
<b>BASC-2 Subscales</b>					
<i>Behavioral Symptoms Index</i>	63	49.5	47.0	10.1	36-73
<i>Adaptability</i>	63	48.7	46.0	10.2	27-69
<i>Social Skills</i>	63	45.8	45.0	10.3	30-75
<i>Functional Communication</i>	63	45.8	45.0	9.5	26-70

**Autumn 2007 Results for CDEPP Children Who Were Served in Private Centers and Who Completed Follow-up Kindergarten Assessment in the Fall 2008**

<b>Child Assessments</b>	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Range</b>
<i>PPVT 4</i>	28	89.3	88.0	15.4	66-124
<b>WJ-III Subscales</b>					
<i>WJ Oral Language</i>	28	93.2	92.0	14.5	71-123
<i>WJ Achievement</i>	28	97.6	96.5	11.3	77-122
<i>WJ Reading</i>	28	97.4	97.0	11.4	78-132
<i>Letter-Word ID</i>	28	99.3	100.0	11.7	82-130
<i>Story Recall</i>	28	95.2	98.5	18.0	61-122
<i>Directions</i>	28	92.2	90.5	13.7	64-121
<i>Spelling</i>	28	98.0	98.0	11.8	71-118
<i>Comprehension</i>	28	97.8	96.0	9.6	74-115
<i>Applied Problems</i>	28	98.8	99.0	10.0	71-119
<b>BASC-2 Subscales</b>					
<i>Behavioral Symptoms Index</i>	24	48.8	46.5	9.8	38-73
<i>Adaptability</i>	24	50.6	51.0	9.4	34-69
<i>Social Skills</i>	24	50.5	53.0	8.1	35-65
<i>Functional Communication</i>	24	49.8	49.5	8.3	36-63

**Appendix J**  
**Parent Survey: Return Rates by School District**

<b>District</b>	<b>Number Surveys Returned</b>	<b>Number Surveys Distributed</b>	<b>Return Rate</b>
Abbeville	10	76	13.2%
Allendale	9	56	16.1%
Bamberg 1	0	19	0%
Bamberg 2	6	28	21.4%
Barnwell 19	2	17	11.8%
Barnwell 29	5	20	25.0%
Berkeley	540	908	59.5%
Chesterfield	40	78	51.3%
Clarendon 1	3	60	5.0%
Clarendon 2	19	92	20.1%
Clarendon 3	0	25	0%
Dillon 1	8	32	25.0%
Dillon 2	11	152	7.2%
Dillon 3	25	68	36.8%
Florence 1	96	280	34.3%
Florence 2	25	62	40.3%
Florence 3	77	153	50.3%
Florence 4	3	53	5.7%
Florence 5	5	43	11.6%
Hampton 1	17	99	17.2%
Hampton 2	4	38	10.5%
Jasper	31	198	15.7%
Laurens 55	17	126	13.5%
Laurens 56	22	126	17.5%
Lee	17	85	20.0%
Lexington 4	17	149	11.4%
McCormick	3	19	15.8%
Marion 1	22	121	18.2%
Marion 2	25	104	24.0%
Marion 7	14	63	22.2%
Marlboro	12	59	20.3%
Orangeburg 3	15	123	12.2%
Orangeburg 4	21	120	17.5%
Orangeburg 5	38	279	13.6%
Williamsburg	25	207	12.1%
<b>Total</b>	<b>1,184</b>	<b>4,138</b>	<b>28.6%</b>

**Appendix K**  
**Parent Survey: Return Rates by Private Center**

<b>Center</b>	<b>Number Surveys Returned</b>	<b>Number Surveys Distributed</b>	<b>Return Rate</b>
AAA Daycare	3	14	21.4%
ABC Academy	1	7	14.3%
Angel's Inn	7	7	100%
Agapeland	2	4	50%
Back to Basics	0	6	0%
Bedford's	3	16	18.8%
Bishopville - Lee	11	13	84.6%
Children's Keeper	0	2	0%
Doodle Bug	0	10	0%
Foster's Child Care	10	10	100%
Excellent	0	17	0%
Giggles & Wiggles	0	6	0%
Graham's Enhancement	0	4	0%
Happyland CDC	0	4	0%
Hobbit Hill	0	1	0%
Karen Scott Heath	2	4	50%
Kids In Motion	0	9	0%
Kids Ltd.	0	40	0%
Kids Konnection	0	6	0%
Kids R Us	0	4	0%
Kindale Park	0	3	0%
La Petite SCSG	1	8	12.5%
Little Miss Muffet	4	4	100%
Little Smurf	5	29	17.2%
Lynchburg Elliott	2	7	28.6%
Mellon Patch	1	3	33.3%
Melva's Daycare	0	2	0%
McGill's Bundles of Joy	0	15	0%
Nesmith Comm. Daycare	1	8	12.5%
PDCAP Lake City	8	10	80%
PDCAP Whittaker	0	20	0%
PDCAP Thelma Brown	3	10	30%
Progressive	1	6	16.7%
Prosperity Childcare	1	1	100%
Rainbow	3	4	75%
Raggedy Ann & Andy	0	5	0%
SCSU	0	9	0%
Sunshine #29	0	6	0%
Sunshine #30	0	16	0%
Sunshine #106	6	6	100%
Thornwell	2	7	28.6%

<b>Center</b>	<b>Number Surveys Returned</b>	<b>Number Surveys Distributed</b>	<b>Return Rate</b>
Troy-Johnson	0	12	0%
Wee Academy	1	10	10%
West Ashley L. Hub	0	6	0%
Wilson's	0	17	0%
Zion Canaan	11	13	84.6%
<b>Total</b>	<b>89</b>	<b>421</b>	<b>21.1</b>

## Appendix L Parent Survey Instrument

South Carolina is interested in improving its Child Development Education Pilot Program (CDEPP) for 4-year-old children. As a parent or guardian of a child enrolled in a CDEPP, your ideas and opinions are important. Please complete and mail this survey in the envelope provided. Your individual answers to questions will not be given to your child's preschool and will be kept private. *Thank you for your help!*

1. Relationship to child (Circle one): Mother    Father    Grandmother    Grandfather    Other  
(describe)\_\_\_\_\_

2. Your Race/Ethnicity (Circle all that apply):

African American    American Indian    Asian    Hispanic    White    Other  
(describe)\_\_\_\_\_

Circle the response that best describes your feelings about the following statements.

- |  |                          |          |       |                       |            |
|--|--------------------------|----------|-------|-----------------------|------------|
| 3. The application for enrollment in the CDEP program was easy.  | <b>Strongly Disagree</b> | Disagree | Agree | <b>Strongly Agree</b> | Don't Know |
| 4. I was provided help with other services needed by my child and family.  | <b>Strongly Disagree</b> | Disagree | Agree | <b>Strongly Agree</b> | Don't Know |
| 5. I am satisfied with the transportation services provided to my child through the CDEP program (this may not apply). | <b>Strongly Disagree</b> | Disagree | Agree | <b>Strongly Agree</b> | Don't Know |
| 6. I am satisfied with the CDEP program for my child.  | <b>Strongly Disagree</b> | Disagree | Agree | <b>Strongly Agree</b> | Don't Know |
| 7. In the future, I would enroll another 4-year-old child in the CDEP program.   | <b>Strongly Disagree</b> | Disagree | Agree | <b>Strongly Agree</b> | Don't Know |

8. \_\_\_ How many times did your child's teacher visit your home?

NO    YES    Were the home visits made by your child's teacher helpful?

9. \_\_\_ How many parent/teacher conferences did you attend for your child this school year?

NO    YES    Were the parent/teacher conferences you attended helpful?

10. NO    YES    Were you given a choice between a private childcare center and a public school classroom?

11. What are the reasons for your choice? (Check all that apply)

Another family recommended this program		I wanted my child to go to the same program for preschool and childcare.
I am comfortable with the staff.		Location was close to my house
I have other children enrolled in this program.		Location was close to my work
Other (describe)		

**12. How do you most like to receive information from the CDEP program? (Check only one)**

<input type="checkbox"/>	Class newsletter	<input type="checkbox"/>	Open house	<input type="checkbox"/>	Notes home
<input type="checkbox"/>	Email	<input type="checkbox"/>	Phone call home	<input type="checkbox"/>	Meeting with teacher

**13. How did you hear about the CDEP program? (Check all that apply.)**

<input type="checkbox"/>	Brochures	<input type="checkbox"/>	From community groups (churches, United Way, childcare provider)
<input type="checkbox"/>	Community health fair	<input type="checkbox"/>	Internet
<input type="checkbox"/>	From another family	<input type="checkbox"/>	Newspaper
<input type="checkbox"/>	From a teacher of my older child	<input type="checkbox"/>	Open house
<input type="checkbox"/>	From community service providers (doctors, social workers, county health offices)	<input type="checkbox"/>	Radio or TV
<input type="checkbox"/>	Other (describe) _____		

**14. In what ways are you involved in the CDEP program? (Check all that apply)**

<input type="checkbox"/>	I participate in parent education.	<input type="checkbox"/>	I assist in the classroom.
<input type="checkbox"/>	I participate in family learning activities.	<input type="checkbox"/>	I participate in a parent lending library.
<input type="checkbox"/>	I assist with special events at school.	<input type="checkbox"/>	I participate in Even Start or other family literacy programs.
<input type="checkbox"/>	I assist on field trips.	<input type="checkbox"/>	I make or provide classroom materials at home or at school.
<input type="checkbox"/>	Other (describe) _____		

**15. If you were not able to be involved in the CDEP program, what are the reasons? (Check all that apply)**

<input type="checkbox"/>	Care for another family member	<input type="checkbox"/>	School does not provide the opportunity for me to be involved
<input type="checkbox"/>	Childcare for other children	<input type="checkbox"/>	Transportation
<input type="checkbox"/>	Health problems	<input type="checkbox"/>	Work schedule
<input type="checkbox"/>	Not interested in being involved	<input type="checkbox"/>	Other (describe) _____

**16. NO YES** Were there any problems when you enrolled your child in the CDEP program? If so, list the problems.

**Appendix M**  
**Proviso 1.64. of the 2008-09 General Appropriations Act**

**1.64.** (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2008-2009 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 2008-2009 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina. Priority shall be given to implementing the program first in those of the plaintiff districts which participated in the pilot program during the 2006-2007 school year, then in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2009. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all at-risk four-year-old children in the state.

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

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

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

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

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

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than 180

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

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

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

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

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

(D) The Department of Education and the Office of First Steps to School Readiness shall:

- (1) develop the provider application form;
- (2) develop the child enrollment application form;
- (3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;
- (4) develop a list of 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.

(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 2008-09 school year, the funded cost per child shall be \$4,093 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro-rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of \$550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to \$10,000 per class for the equipping of new classrooms. Funding of up to two thousand five hundred dollars may be provided annually for the procurement of consumable and other materials in established classrooms.

- (L) Pursuant to this provision, the Department of Social Services shall:
- (1) maintain a list of all approved public and private providers; and
  - (2) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2009. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. In the current fiscal year, the Education Oversight Committee shall use funds appropriated by the General Assembly for four-year-old evaluation to support the annual collection of and continuous evaluation of data.

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

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

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

## Appendix N

### References

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**Appendix O**  
**Comments**



To: Dr. Jo Anne Anderson  
Executive Director, SC Education Oversight Committee  
From: Dr. Dan Wuori  
Chief Program Officer, SC First Steps to School Readiness  
Date: January 23, 2009

**RE: January 2009 Evaluation of the Child Development Education Pilot Program**

On behalf of South Carolina First Steps to School Readiness, allow me to express my appreciation for the detailed work of the Education Oversight Committee's CDEPP Evaluation Team. As we mark the midway point in the pilot's third year, we are delighted to note the significant developmental achievements of children participating in the program, the substantial enrollment growth in public and private settings, and the overwhelmingly positive sentiments expressed by parents choosing to enroll their children in the Child Development Education Pilot Program. To see this expansion in such a short period of time suggests that the state's initial response to the Cooper ruling is indeed meeting the needs of South Carolina's children and families.

We also appreciate the opportunity to formally address the EOC team's report and its recommendations. Since the pilot's inception, First Steps has enjoyed the privilege of ensuring the successful implementation of CDEPP in non- public school settings within eligible communities. As such, we have come to a number of important conclusions:

- First, the active participation of both private and community-based preschool providers is essential to any expansion of publicly-funded early childhood education in South Carolina. Not only do these programs offer age-appropriate and readily available classroom spaces, but their ongoing service to an estimated 118,000 working SC families is premised in large part on their continued viability within the pre-kindergarten marketplace. Rapid expansion of preschool in public settings alone would place limitations on families seeking access to quality child care for their young children ages 0-4.
- Second, private providers' voluntary participation in the CDEPP pilot has resulted in systemic improvements within these centers, benefiting not only CDEPP children but their classmates and younger peers as well. As a result of the intensive training and ongoing technical assistance provided to each approved private CDEPP site, South Carolina has leveraged a small investment to benefit thousands of low-income children facing barriers to school success.
- Finally, providing publicly-funded preschool services within private educational settings is an endeavor that requires a unique infrastructure to ensure accountability—one which affords regular monitoring and ongoing, professional development support.

Accordingly, we respectfully differ on three of the EOC evaluation team's recommendations.

**1) Regarding CDEPP administration, it is our belief that the program's current, dual administrative structure is both cost-effective and capitalizes on the unique strengths of First Steps and the Department of Education.**

During a recent meeting convened by the two agencies to explore administrative efficiencies within CDEPP, First Steps and the Department of Education agreed that neither agency could take on the work of the other without duplicating the costs associated with the accountability and support mechanisms currently in place. In the case of First Steps, administrative expense translates to a regional staff assigned to provide training, daily monitoring and technical assistance to each approved, private CDEPP site. This administrative support is not currently available through the Department of Education and would require added staffing. Likewise, this support of publicly-funded preschool within the private sector (allowable by regulation since the mid 1980's) has not been attempted by South Carolina's local public schools and would entail added staffing burdens on local school districts. Similarly, the supervision of public school classrooms would require First Steps to duplicate the Department of Education's existing administrative functions in this area.

While both agencies will continue to look for ways to reduce administrative expense, it is our consensus belief that no substantial savings can be realized within CDEPP as currently structured without compromising the state's efforts to ensure program and fiscal accountability within the private sector.

**2) Regarding CDEPP class sizes, it is our belief that requiring providers to enroll a minimum of six state-funded students will hinder the private sector's involvement in the preschool expansion program and limit parental choice.**

As currently configured, private CDEPP providers have the unique opportunity to enroll both state-funded and private-pay students. These heterogeneous groupings of preschoolers --as noted in the EOC report itself-- are providing tremendous educational benefits to the children enrolled in South Carolina's private CDEPP settings. We fear the EOC recommendation to limit participation to those sites who enroll a minimum of six state-funded CDEPP students will have a chilling effect on the ability of private providers to successfully participate in the program, thus limiting the choices of parents who are eligible for CDEPP services.

According to EOC data, a threshold requirement of six state-funded children would have eliminated the participation of *nearly 1/3 of CDEPP's private providers* during the 2007-08 school year (14 of the 46 providers, listed on pages 10-11). Additional centers would likely have been excluded as well, due to their early CDEPP enrollment figures, which later grew beyond the recommended minimum.

**3) Regarding a proposed "three-year commitment" requirement for providers, we recommend adjusting the language to reflect a provider's formal intention to offer CDEPP for three years --while removing punitive language that may be a disincentive to private provider participation.**

As CDEPP is currently configured, parents may choose public or private settings for their eligible children. We agree that it makes good sense to offer families consistent CDEPP choices within communities year by year, thus we have no issue with a requirement that providers must commit to offer the program for three years.

However, we also recognize the challenges of enrolling hard-to-reach children, and do not want to unintentionally penalize private CDEPP providers who --through no fault of their own-- are unable to enroll eligible children during a particular year. While a handful of providers have had their CDEPP eligibility suspended by First Steps, the vast majority of “one year” providers to date have simply failed to enroll eligible children. This is a practical side effect of offering parents preschool choice and we believe not an issue of significant concern for the state.

The investment in CDEPP classroom materials represents just under 10% of overall costs to South Carolina for the pilot in years one and two, and ensures students are taught in developmentally-appropriate classrooms. While we recognize the intent of this recommendation is to limit expenditures in settings where the program may not remain in operation during a given year, we suggest alternate means be considered.

Thank you, again, for your hard work to evaluate the implementation of the state’s historic expansion of preschool for our children in poverty. We appreciate the opportunity to respond and your team’s outstanding work in support of the pilot program. We look forward to many future years of collaboration on this important project.

cc: Susan DeVenny  
SC First Steps Board of Trustees  
EOC CDEPP Evaluation Team



South Carolina  
Department of Education

Together, we can.

January 23, 2009

Chairman Harold Stowe  
Members of the Education Oversight Committee

Dear Mr. Stowe and Members:

We appreciate the opportunity to provide comments and feedback on the report issued on the Implementation and Expansion of the Child Development Pilot Program (CDEPP).

We have enjoyed the partnership with The Office of First Steps for School Readiness and members of the Education Oversight Committee (EOC) staff. We look forward to the continued partnership and to expanding this program state-wide.

The following are comments related to the report:

- We appreciate the study's recognition of the cost saving measures implemented by the South Carolina Department of Education (SCDE) in the 2007–2008 school year. We have also implemented cost saving measures in the 2008–2009 school year for the funding of professional development as required by the program. We will continually look for ways to streamline the funding process in order to optimally provide funding and service to the school districts.
- We would welcome a financial review of CDEPP as recommended in the report. Any assistance to help us identify additional ways to cut costs while still serving the maximum number of children would also be welcomed.
- We understand the need for improved data collection. SCDE staff is in constant contact with district staff to ensure the timeliness and accuracy of data related to the program. The SCDE is committed to providing the most accurate data possible to ensure that the EOC is able to provide as clear and concise an evaluation as possible.
- Through visits to CDEPP public schools, we have seen a successful program at work in South Carolina. Technical assistance is provided to ensure that all children participating in the program are receiving the most appropriate and complete education they deserve. This is why we will continue to work with the General Assembly to ensure the continuation of this program through consistent, recurring funding and offering a program to all eligible at-risk four-year-olds in this state.

Thank you again for this opportunity. We appreciate any questions or comments from you and the EOC as we continue this journey together.

Sincerely,

Jim Rex  
State Superintendent of Education

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