APPLICATION FOR GRANTS
UNDER THE
Preschool Development Grants - Expansion
CFDA # 84.419B
PR/Award # S419B150027
Grants.gov Tracking#: GRANT11762450

OMB No. 1810-0718, Expiration Date: 02/28/2015
Closing Date: Oct 15, 2014
**Table of Contents**

<table>
<thead>
<tr>
<th>Form</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Application for Federal Assistance SF-424</td>
<td>e3</td>
</tr>
<tr>
<td>2. Assurances Non-Construction Programs (SF 424B)</td>
<td>e6</td>
</tr>
<tr>
<td>3. Disclosure Of Lobbying Activities (SF-LLL)</td>
<td>e8</td>
</tr>
<tr>
<td>4. ED GEPA427 Form</td>
<td>e9</td>
</tr>
<tr>
<td>Attachment - 1 (123B-SCPreKGEPA)</td>
<td>e10</td>
</tr>
<tr>
<td>5. Grants.gov Lobbying Form</td>
<td>e11</td>
</tr>
<tr>
<td>6. ED Abstract Narrative Form</td>
<td>e12</td>
</tr>
<tr>
<td>Attachment - 1 (1235-SCPreKAbstract)</td>
<td>e13</td>
</tr>
<tr>
<td>7. Project Narrative Form</td>
<td>e15</td>
</tr>
<tr>
<td>Attachment - 1 (1242-SCPreKProjectNarrative)</td>
<td>e16</td>
</tr>
<tr>
<td>8. Other Narrative Form</td>
<td>e84</td>
</tr>
<tr>
<td>Attachment - 1 (1237-SCPreKExcelTables)</td>
<td>e85</td>
</tr>
<tr>
<td>Attachment - 2 (1238-SCIndirectcostinfo)</td>
<td>e86</td>
</tr>
<tr>
<td>Attachment - 3 (1239-SCIndirectcostrate)</td>
<td>e87</td>
</tr>
<tr>
<td>Attachment - 4 (1240-SCPreKAppendices)</td>
<td>e91</td>
</tr>
<tr>
<td>Attachment - 5 (1241-SCPreKAssurances)</td>
<td>e291</td>
</tr>
<tr>
<td>9. Budget Narrative Form</td>
<td>e293</td>
</tr>
<tr>
<td>Attachment - 1 (1234-SCPreKBudgetNarrative)</td>
<td>e294</td>
</tr>
<tr>
<td>10. Form ED_524_Budget_1_2-V1.2.pdf</td>
<td>e301</td>
</tr>
<tr>
<td>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</td>
<td>e303</td>
</tr>
</tbody>
</table>

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages or sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letters e (for example, e1, e2, e3, etc.).
**Application for Federal Assistance SF-424**

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Type of Submission:</td>
<td></td>
</tr>
<tr>
<td>☑ Application</td>
<td></td>
</tr>
<tr>
<td>☐ Preapplication</td>
<td></td>
</tr>
<tr>
<td>☐ Changed/Corrected Application</td>
<td></td>
</tr>
<tr>
<td>2. Type of Application:</td>
<td>☑ New</td>
</tr>
<tr>
<td>☐ Continuation</td>
<td></td>
</tr>
<tr>
<td>☐ Revision</td>
<td></td>
</tr>
<tr>
<td>* If Revision, select appropriate letter(s):</td>
<td></td>
</tr>
<tr>
<td>* Other (Specify):</td>
<td></td>
</tr>
<tr>
<td>3. Date Received:</td>
<td>10/15/2014</td>
</tr>
<tr>
<td>4. Applicant Identifier:</td>
<td></td>
</tr>
<tr>
<td>5a. Federal Entity Identifier:</td>
<td></td>
</tr>
<tr>
<td>5b. Federal Award Identifier:</td>
<td></td>
</tr>
<tr>
<td>State Use Only:</td>
<td></td>
</tr>
<tr>
<td>6. Date Received by State:</td>
<td></td>
</tr>
<tr>
<td>7. State Application Identifier:</td>
<td></td>
</tr>
<tr>
<td>8. APPLICANT INFORMATION:</td>
<td></td>
</tr>
<tr>
<td>a. Legal Name:</td>
<td>South Carolina First Steps to School Readiness</td>
</tr>
<tr>
<td>b. Employer/Taxpayer Identification Number (EIN/TIN):</td>
<td></td>
</tr>
<tr>
<td>☑ 57-1067556</td>
<td></td>
</tr>
<tr>
<td>c. Organizational DUNS:</td>
<td>1121225000000</td>
</tr>
<tr>
<td>d. Address:</td>
<td></td>
</tr>
<tr>
<td>Street1:</td>
<td>1300 Senior Street</td>
</tr>
<tr>
<td>Street2:</td>
<td>Suite 100</td>
</tr>
<tr>
<td>City:</td>
<td>Columbia</td>
</tr>
<tr>
<td>County/Parish:</td>
<td>Richland</td>
</tr>
<tr>
<td>State:</td>
<td>SC: South Carolina</td>
</tr>
<tr>
<td>Province:</td>
<td></td>
</tr>
<tr>
<td>Country:</td>
<td>USA: United States</td>
</tr>
<tr>
<td>Zip/Postal Code:</td>
<td>29016-3340</td>
</tr>
<tr>
<td>e. Organizational Unit:</td>
<td></td>
</tr>
<tr>
<td>Department Name:</td>
<td></td>
</tr>
<tr>
<td>Division Name:</td>
<td></td>
</tr>
<tr>
<td>f. Name and contact information of person to be contacted on matters involving this application:</td>
<td></td>
</tr>
<tr>
<td>Prefix:</td>
<td>Dr.</td>
</tr>
<tr>
<td>* First Name:</td>
<td>Daniel</td>
</tr>
<tr>
<td>Middle Name:</td>
<td></td>
</tr>
<tr>
<td>* Last Name:</td>
<td>Mendi</td>
</tr>
<tr>
<td>Suffix:</td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td>Deputy Director</td>
</tr>
<tr>
<td>Organizational Affiliation:</td>
<td>South Carolina First Steps to School Readiness</td>
</tr>
<tr>
<td>* Telephone Number:</td>
<td>803-734-0265</td>
</tr>
<tr>
<td>Fax Number:</td>
<td>803-734-1431</td>
</tr>
<tr>
<td>* Email:</td>
<td><a href="mailto:Mendi@scfirststeps.org">Mendi@scfirststeps.org</a></td>
</tr>
</tbody>
</table>

**PR/Award #: S419B150027**
Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:
   - As State Government

Type of Applicant 2: Select Applicant Type:
   - Nonprofit with 501c3 tax status (other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

   * Other (specify):

10. Name of Federal Agency:
   
   U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:
   
   84.419

   CFDA Title:
   
   Preschool Development Grants

12. Funding Opportunity Number:

   ED-GRANT9-081814-032

   * Title:

   Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

   84 419B2015 1

   Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

15. Descriptive Title of Applicant’s Project:

   Expanding High-Quality Preschool Programs in South Carolina

Attach supporting documents as specified in agency instructions.

PR/Award # 8419B150327

Tracking Number: GRANT11762430
Funding Opportunity Number: ED-GRANTS-081814-002 Received Date: 2014-10-15T15:20:55-04:00
Application for Federal Assistance SF-424

16. Congressional Districts Of:
   * a. Applicant   SC-011   * b. Program/Project   SC-011

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:
   * a. Start Date: 01/01/2015   * b. End Date: 12/31/2016

18. Estimated Funding ($):
   * a. Federal   17,500,000.00
   * b. Applicant   0.00
   * c. State   0.00
   * d. Local   0.00
   * e. Other   0.00
   * f. Program Income   0.00
   * g. TOTAL   17,500,000.00

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   □ a. This application was made available to the State under the Executive Order 12372 Process for review on   10/15/2014   .
   ■ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   ■ c. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If “Yes,” provide explanation in attachment.)
   □ Yes   ■ No
   If “Yes”, provide explanation and attach

21. “By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 21, Section 1001)
   ■ I AGREE

   ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:   Ms.   * First Name:  Susan
Middle Name:   
* Last Name:  Devenny
Suffix:   
* Title:  Director

* Telephone Number:  803-734-0391   Fax Number:  803-734-1431
* Email:  devenny@stalestscgs.org

* Signature of Authorized Representative:  Betty Gardiner   * Date Signed:  01/15/2014

PR/Award # S419B150027

Page 25
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award, and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM’s Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1688), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (28 U.S.C. §794), which prohibits discrimination on the basis of handicap; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§295d-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3600 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1509 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11736; (c) protection of wetlands pursuant to EO 11980; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996, OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipients from (1) engaging in severe forms of trafficking in persons during the period of time that the award is in effect; (2) procuring a commercial sex act during the period of time that the award is in effect; or (3) using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Betty Gardiner

TITLE

Director

APPLICANT ORGANIZATION

South Carolina First Steps to School Readiness

DATE SUBMITTED

10/13/2014

Standard Form 424B (Rev. 7-97) Back
**DISCLOSURE OF LOBBYING ACTIVITIES**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

**1. *Type of Federal Action***:
- a. contract
- b. grant
- c. cooperative agreement
- d. lease
- e. loan guarantee
- f. loan insurance

**2. *Status of Federal Action***:
- a. bid/offer application
- b. initial award
- c. post-award

**3. *Report Type***:
- a. initial filing
- b. material change

**4. Name and Address of Reporting Entity**:

- **Name**: [ ] Prime  [ ] Sub-Awardee
- **Street 1**: [N/A]  **Street 2**: [N/A]
- **City**: [N/A]  **State**: [N/A]  **Zip**: [N/A]

Congressional District, if known: [N/A]

**5. Name and Address of Lobbying Registrant**:

- **First Name**: [N/A]  **Middle Name**: [N/A]  **Last Name**: [N/A]
- **Street 1**: [N/A]  **Street 2**: [N/A]
- **City**: [N/A]  **State**: [N/A]  **Zip**: [N/A]

**6. *Federal Department/Agency***:

- [N/A]

**7. *Federal Program Name/Description***:

- [N/A]

**8. Federal Action Number, if known**: [N/A]

**9. Award Amount, if known**: $ [N/A]

**10. a. Name and Address of Lobbying Registrant**:

- **Prefix**: [N/A]  **First Name**: [N/A]  **Middle Name**: [N/A]  **Last Name**: [N/A]  **Suffix**: [N/A]
- **Street 1**: [N/A]  **Street 2**: [N/A]
- **City**: [N/A]  **State**: [N/A]  **Zip**: [N/A]

**b. Individual Performing Services** (including address if different from No. 10a)

- **Prefix**: [N/A]  **First Name**: [N/A]  **Middle Name**: [N/A]  **Last Name**: [N/A]  **Suffix**: [N/A]
- **Street 1**: [N/A]  **Street 2**: [N/A]
- **City**: [N/A]  **State**: [N/A]  **Zip**: [N/A]

**11. Information requested through this form is authorized by 180 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the Parties when the transaction was made or entered into. The disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

**Signature**: [N/A]

**Name**: [N/A]  **Title**: [N/A]  **Date**: [N/A]

**Telephone No.**: [N/A]  **Funding Opportunity Number**: ED-GRANTS-081814-002  **Received Date**: 2014-10-15T15:25:55-04:00

**Authorized for Local Reproduction**

Standard Form: LLL (Rev. 7-97)

Federal Use Only:
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education’s General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America’s Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide the description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to provide equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address these barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equal access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC. 20210-4537 or email ICDocketComment@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1 PDF attachment

| Delete Attachment | View Attachment |

PR/Award # 6419B15G027

Page 09

Tracking Number: GRANT11762430
Funding Opportunity Number: ED-GRANTS-061814-002
Received Date: 2014-10-15T15:26:55-04:00
South Carolina’s ambitious and achievable plan for preschool expansion meets GEPA 427 requirements to ensure equitable access equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries, inclusive of gender, race, national origin, color, disability, or age. As described in its Project Narrative, South Carolina meets these requirements based on:

Inclusion of children with disabilities as part of a high-quality preschool program;

Inclusion of most geographic areas of the state, and within each area, inclusion of public schools, Head Starts, and private providers to offer families with children of all races, genders, colors, and national origins the ability to choose a high-quality preschool program that best fits their needs;

Localized recruitment plans to target hard-to-reach populations; and

Customized services based on individual family needs, provided by high-quality preschool programs and local collaborations with First Steps County Partnership and other service providers.
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

South Carolina First Steps to School Readiness

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. First Name: Susan Middle Name: 

Last Name: DDS Dir

Suffix: 

Title: Director

* SIGNATURE: Betty Cardiner

* DATE: 1/1/2014

PR/Award #: S419B150927

Page e11

Tracking Number: GRANT11762430

Funding Opportunity Number: ED-GRANTS-081814-002

Received Date: 2014-10-15T15:55:56-04:00
Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

Attachment: SCPreKAbstract.pdf  Delete Attachment  View Attachment
Expanding High-Quality Preschool Programs in South Carolina

South Carolina First Steps to School Readiness (website: scfirststeps.org)
1300 Sumter Street, Suite 100, Columbia, SC 29201
Contact: Dr. Dan Wuori, Deputy Director
803-734-100 , 803-312-4532 (c), 803-734-1431 (f), e-mail: dwuori@scfirststeps.org

Section A. Executive Summary

In response to the federal Preschool Development Grants – Expansion Grant Competition, the state of South Carolina proposes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs to low-income children in up to 73 local school districts.

Building upon the state’s 30-year commitment to publicly-funded prekindergarten – including recent expansions which have seen state’s investment more than double since FY12 – South Carolina proposes to:

- Create at least 1,700 High-Quality Preschool expansion slots for low-income four-year-olds in 12 expansion districts underserved by the state’s voluntary, mixed-delivery 4K expansion. Subgrantees in these communities would include both school districts and private preschool providers meeting the definition of High-Quality.
- Enhance the quality of an estimated 1,864 existing state slots. Consistent with grant guidelines, South Carolina proposes the use of grant funds to: 1) expand public school half-day programs to full-day within the 12 expansion districts, and 2) provide supplemental funding to private providers in 73 eligible districts to allow them to employ teachers with bachelors’ degrees in early childhood and compensate them at rates comparable to those offered by local districts.

At least 95% of the state’s total award will be subgranted directly to public and private preschool providers, with the remaining 5% supporting infrastructure needs including statewide professional development, data system upgrades, and required grant monitoring.
Because of South Carolina’s robust existing structure, the state hopes to reach full enrollment targets no later than Year Two.

South Carolina’s existing state preschool programs operate under guidelines nearly identical to the federal government’s definition of High-Quality. All grant-funded students will attend in classrooms meeting this definition and will:

- Be connected to comprehensive services – including culturally and linguistically responsive outreach and communication, special education services, and family engagement supports.
- Be assessed across essential and clearly articulated domains of school readiness upon kindergarten entry.
- Engage in meaningful and appropriate transition activities as they advance to kindergarten.

South Carolina’s application meets criteria for each of the Preschool Development Grant’s three Competitive Priorities:

- Due to expanded FY15 appropriations, South Carolina is considered to have provided 20% in state matching funds.
- The state proposes to meaningfully integrate grant funded preschool within a broader birth to third grade service continuum.
- The state proposes the use of more than 50% of total grant funds for the creation of new expansion slots.
Project Narrative File(s)

* Mandatory Project Narrative File Filename: SCPekProjectNarrative.pdf

| Delete Mandatory Project Narrative File | View Mandatory Project Narrative File |

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File
SOUTH CAROLINA PRESCHOOL DEVELOPMENT GRANT – EXPANSION

TABLE OF CONTENTS

PAGE

Section A: Executive Summary.................................................................Separate File

Table of Contents.........................................................................................1

Section B: Commitment to State Preschool Programs.................................2

Section C: Ensuring Quality in Preschool Programs.....................................19

Section D: Expanding High-Quality Preschool in Each High-Need Community...27

Section E: Collaborating with Each Subgrantee and Ensuring Strong Partnerships......52

Section F: Alignment within a Birth through Third Grade Continuum.............64

Section G: Budget and Sustainability..........................................................Separate File
SECTION B: COMMITMENT TO STATE PRESCHOOL PROGRAMS

South Carolina has a thirty-year history of commitment to early childhood education. The state’s first publicly-funded prekindergarten program for at-risk four-year-olds (the Half-Day Child Development Program) was enabled by 1984’s Education Improvement Act, a one-cent sales tax that continues to underwrite select public education programs statewide. In 1996 the state began a three-year phase-in of full-day five-year-old kindergarten, becoming one of the first states in the southeast to offer this universal service.

The state established South Carolina First Steps to School Readiness (SCFS), its comprehensive, public-private early childhood initiative, in 1999. In addition to serving community needs via a network of independent, non-profit grantee organizations (First Steps’ 46 local partnerships), SCFS is home to South Carolina’s Early Childhood Advisory Council and serves as its lead/sponsor agency for Nurse-Family Partnership, Parents as Teachers, and Part C of the Individuals with Disabilities Education Act (known in South Carolina as BabyNet).

In June of 2006, the South Carolina General Assembly created the state’s Child Development Education Pilot Program (CDEPP), an expansion of four-year-old kindergarten in both public and private settings. The full-day program, established in response to a circuit court ruling in a long-running school equity funding lawsuit brought by 37 rural districts, is jointly administered by the SC Department of Education (which oversees the program in the state’s public school districts) and South Carolina First Steps (which currently oversees its delivery within a network of 151 private preschools). Originating in these litigant districts, CDEPP has now expanded to 61 of the state’s 81 school districts, serving children eligible for free- and reduced-price lunches and/or Medicaid (200% of federal poverty). After eight years as a proviso-driven pilot program, CDEPP was codified in June 2014 as the Child Early Reading Development and Education Program as part of South Carolina’s Read to Succeed Act.

With its comprehensive system of early learning supports, South Carolina is well-positioned to both deliver and increase access to High-Quality Preschool Programs for Eligible Children.
**B1. State Early Learning and Development Standards**

South Carolina’s has been home to state-authored K-12 content standards since passage of the South Carolina Education Accountability Act of 1998. Designed to support the state’s compulsory public education system, these original standards also included English Language Arts and Mathematics benchmarks designed to guide the state’s voluntary four-year-old kindergarten program.

In conjunction with the Bush administration’s Good Start, Grow Smart Early Learning Initiative, the state undertook the collaborative development of its Good Start, Grow Smart Early Learning Standards in 2004. These voluntary early learning guidelines for 3-, 4- and 5-year-olds directly incorporated state-approved 4- and 5-year-old content standards in ELA and Mathematics and expanded this content to include essential school readiness domains (Approaches to Learning, Social Emotional Development and Physical Education and Health) and articulate into the 3-year-old age range.

In 2008, South Carolina embarked on the development of a complementary document: the state’s voluntary Infant-Toddler Guidelines. Like their preschool counterpart, the Guidelines are designed to address essential domains of school readiness, identifying developmentally, culturally and linguistically appropriate milestones in Physical Health, Social and Emotional Development, Motor Development, Language and Communication and Cognitive Development.

Together these documents articulate early learning and development milestones across essential domains from birth through school entry.

After several years of (ongoing) statewide use, an interagency writing team has recently been convened to review and revise both documents with an eye toward ensuring vertical articulation, as well as alignment with newly updated state content standards (currently under development). This work is happening in tandem with South Carolina’s participation as a collaborating partner in a ten state Kindergarten Entry Assessment Consortium led by the North Carolina Department of Education. The consortium is currently in the midst of a cross-state analysis of early learning standards which will inform South Carolina’s important work. One option currently under consideration by SC stakeholders is the publication of a single birth-five standards document, likely during the fall of 2015.
South Carolina’s Infant-Toddler Guidelines can be accessed at:

http://sc-ceced.net/pdfs-docs/SCInfantToddlerGuidelines.pdf

South Carolina’s Good Start, Grow Smart Early Learning Standards can be accessed at:

https://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf

B2. South Carolina’s Financial Investment and Children Served in State Preschool

South Carolina’s financial investment in publicly-funded four-year-old kindergarten is significant and growing, with $[ ] in recurring funds appropriated during FY15. This figure represents a [ ]% increase over the $[ ] appropriated for FY12.

Depicting the state’s total public investment and enrollment over the past four years is a surprisingly complex proposition. Oddly enough, this is a problem attributable to the state’s strong commitment to prekindergarten at both the state and local levels.

At present the South Carolina funds two different models of 4K provision: the original Half-Day Child Development Program (EIA 4K) enabled in 1984 and the newly codified Child Early Reading Development and Education Program (CERDEP 4K, known originally as the CDEPP pilot program). Note that despite the program’s name, “half-day” EIA 4K program funds are currently dedicated to both half- and full-day programming at the discretion of participating districts.

The distribution of EIA 4K funds has been limited since 2006-2007 to districts ineligible to participate in the state’s recent public-private CERDEP 4K expansion. CERDEP operated as a pilot for 7 years in the state’s 37 rural, litigant school districts, before expanding to 17 additional districts (at 75% or greater concentrations of poverty) in 2013-2014 and to 10 more (70% or greater) in 2014-2015. Due to district consolidations since the program’s inception, a total of 61 districts are currently eligible to participate, with the remaining districts dividing the state’s EIA 4K appropriation.
Beyond these two state funding sources, it is clear that local districts invest a great deal of discretionary funding (local revenues, Title 1, and other) to supplement 4K. An analysis of audited 2010-11 expenditures published by SC First Steps in November 2012 (Publicly Funded Prekindergarten in South Carolina: 2011-2012, included in the Appendices here) found that districts were contributing $\text{(b)(4)}$ percent above and beyond the state’s combined 2010-11 investment of $\text{(b)(4)}$

These multiple funding streams reflect favorably upon South Carolina’s commitment – with First Steps’ 2012 analysis suggesting that more than 50% of South Carolina’s total four-year-old population accessed some form of publicly-funded prekindergarten (state or Head Start) even prior to $\text{(b)(4)}$ in combined expansion funding appropriated during FY14 and FY15.

The table below depicts the state’s growing financial investment over the past four years.

**Table B2(a): South Carolina’s Recurring Preschool Investments (FY12-FY15)**

<table>
<thead>
<tr>
<th>School Year</th>
<th>EIA 4K Appropriations</th>
<th>CDEPP 4K Appropriations</th>
<th>Total Recurring State Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>\text{(b)(4)}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Depicting statewide student enrollment remains a separate challenge. Because four-year-old kindergarten is not compulsory and EIA 4K funds have traditionally been appropriated on a formula basis (as opposed to per-child), precise enrollment counts for programs funded by EIA and/or local discretionary funding are not consistently reported to the state.

The chart below, adapted from the SC Education Oversight Committee’s January 2014 update on implementation of the CDEPP pilot, suggests that the state has made significant progress serving low-income children within participating communities.
### Table B2(b): 2013-2014 CDEPP Service Penetration by District

<table>
<thead>
<tr>
<th>School District</th>
<th>Estimated 4-Year-Olds</th>
<th>2013-14 District Poverty Index</th>
<th>Estimated 4-Year-Olds in Poverty</th>
<th>4-Year-Olds Served in Head Start</th>
<th>4-Year-Olds in Private CDEPP</th>
<th>Public Schools CDEPP</th>
<th>Total Served</th>
<th>% of At-Risk 4-Year-Olds Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbeville</td>
<td>277</td>
<td>78.82</td>
<td>218</td>
<td>62</td>
<td>0</td>
<td>72</td>
<td>134</td>
<td>61.4%</td>
</tr>
<tr>
<td>Allendale</td>
<td>126</td>
<td>98.42</td>
<td>124</td>
<td>33</td>
<td>0</td>
<td>52</td>
<td>85</td>
<td>68.5%</td>
</tr>
<tr>
<td>Anderson 3</td>
<td>189</td>
<td>80.73</td>
<td>153</td>
<td>27</td>
<td>19</td>
<td>0</td>
<td>46</td>
<td>30.0%</td>
</tr>
<tr>
<td>Bamberg 1</td>
<td>101</td>
<td>77.64</td>
<td>78</td>
<td>30</td>
<td>18*</td>
<td>46</td>
<td>94</td>
<td>120.5%</td>
</tr>
<tr>
<td>Bamberg 2</td>
<td>65</td>
<td>98.13</td>
<td>64</td>
<td>24</td>
<td>18*</td>
<td>42</td>
<td>84</td>
<td>131.2%</td>
</tr>
<tr>
<td>Barnwell 19</td>
<td>63</td>
<td>93.73</td>
<td>59</td>
<td>14</td>
<td>18*</td>
<td>40</td>
<td>72</td>
<td>122.0%</td>
</tr>
<tr>
<td>Barnwell 29</td>
<td>71</td>
<td>85.12</td>
<td>60</td>
<td>15</td>
<td>18*</td>
<td>18</td>
<td>51</td>
<td>85.0%</td>
</tr>
<tr>
<td>Barnwell 45</td>
<td>165</td>
<td>81.86</td>
<td>135</td>
<td>33</td>
<td>19*</td>
<td>0</td>
<td>52</td>
<td>38.5%</td>
</tr>
<tr>
<td>Berkeley</td>
<td>2,712</td>
<td>72.28</td>
<td>1,96</td>
<td>289</td>
<td>32</td>
<td>933</td>
<td>1,254</td>
<td>63.9%</td>
</tr>
<tr>
<td>Calhoun</td>
<td>180</td>
<td>91.49</td>
<td>165</td>
<td>8</td>
<td>17</td>
<td>100</td>
<td>125</td>
<td>75.7%</td>
</tr>
<tr>
<td>Cherokee</td>
<td>725</td>
<td>79.80</td>
<td>529</td>
<td>57</td>
<td>27</td>
<td>160</td>
<td>244</td>
<td>42.1%</td>
</tr>
<tr>
<td>Chester</td>
<td>420</td>
<td>81.86</td>
<td>344</td>
<td>110</td>
<td>0</td>
<td>209</td>
<td>310</td>
<td>90.1%</td>
</tr>
<tr>
<td>Chesterfield</td>
<td>544</td>
<td>82.08</td>
<td>447</td>
<td>138</td>
<td>0</td>
<td>89</td>
<td>227</td>
<td>50.7%</td>
</tr>
<tr>
<td>Clarendon 1</td>
<td>86</td>
<td>97.07</td>
<td>83</td>
<td>24</td>
<td>8</td>
<td>48</td>
<td>80</td>
<td>96.3%</td>
</tr>
<tr>
<td>Clarendon 2</td>
<td>233</td>
<td>91.48</td>
<td>212</td>
<td>61</td>
<td>0</td>
<td>111</td>
<td>172</td>
<td>81.1%</td>
</tr>
<tr>
<td>Clarendon 3</td>
<td>71</td>
<td>71.47</td>
<td>51</td>
<td>14</td>
<td>0</td>
<td>26</td>
<td>40</td>
<td>78.4%</td>
</tr>
<tr>
<td>Colleton</td>
<td>534</td>
<td>88.33</td>
<td>472</td>
<td>182</td>
<td>0</td>
<td>260</td>
<td>442</td>
<td>93.6%</td>
</tr>
<tr>
<td>Darlington</td>
<td>867</td>
<td>82.66</td>
<td>717</td>
<td>227</td>
<td>42</td>
<td>140</td>
<td>409</td>
<td>57.0%</td>
</tr>
<tr>
<td>Dillon 3</td>
<td>109</td>
<td>79.55</td>
<td>87</td>
<td>22</td>
<td>12*</td>
<td>58</td>
<td>92</td>
<td>105.7%</td>
</tr>
<tr>
<td>Dillon 4</td>
<td>375</td>
<td>93.44</td>
<td>356</td>
<td>91</td>
<td>12*</td>
<td>185</td>
<td>288</td>
<td>82.2%</td>
</tr>
<tr>
<td>Dorchester 4</td>
<td>166</td>
<td>87.83</td>
<td>146</td>
<td>8</td>
<td>0</td>
<td>120</td>
<td>128</td>
<td>87.6%</td>
</tr>
<tr>
<td>Fairfield</td>
<td>307</td>
<td>94.53</td>
<td>286</td>
<td>22</td>
<td>0</td>
<td>180</td>
<td>202</td>
<td>70.6%</td>
</tr>
<tr>
<td>Florence 1</td>
<td>1,314</td>
<td>73.02</td>
<td>959</td>
<td>164</td>
<td>132*</td>
<td>349</td>
<td>645</td>
<td>57.2%</td>
</tr>
<tr>
<td>Florence 2</td>
<td>86</td>
<td>79.08</td>
<td>68</td>
<td>12</td>
<td>22*</td>
<td>48</td>
<td>82</td>
<td>120.5%</td>
</tr>
<tr>
<td>Florence 3</td>
<td>309</td>
<td>93.35</td>
<td>288</td>
<td>49</td>
<td>22*</td>
<td>160</td>
<td>231</td>
<td>80.2%</td>
</tr>
<tr>
<td>Florence 4</td>
<td>77</td>
<td>95.06</td>
<td>73</td>
<td>13</td>
<td>22*</td>
<td>40</td>
<td>75</td>
<td>102.7%</td>
</tr>
<tr>
<td>Florence 5</td>
<td>73</td>
<td>75.16</td>
<td>55</td>
<td>9</td>
<td>22*</td>
<td>44</td>
<td>75</td>
<td>136.3%</td>
</tr>
<tr>
<td>Georgetown</td>
<td>613</td>
<td>75.09</td>
<td>460</td>
<td>119</td>
<td>90</td>
<td>200</td>
<td>409</td>
<td>88.9%</td>
</tr>
<tr>
<td>Greenwood 51</td>
<td>79</td>
<td>83.04</td>
<td>66</td>
<td>19</td>
<td>27</td>
<td>40</td>
<td>86</td>
<td>130.3%</td>
</tr>
<tr>
<td>Hampton 1</td>
<td>151</td>
<td>85.09</td>
<td>128</td>
<td>52</td>
<td>9</td>
<td>100</td>
<td>161</td>
<td>125.7%</td>
</tr>
<tr>
<td>Hampton 2</td>
<td>66</td>
<td>97.24</td>
<td>64</td>
<td>26</td>
<td>8</td>
<td>38</td>
<td>72</td>
<td>112.5%</td>
</tr>
<tr>
<td>Jasper</td>
<td>372</td>
<td>93.27</td>
<td>347</td>
<td>42</td>
<td>0</td>
<td>163</td>
<td>205</td>
<td>59.0%</td>
</tr>
<tr>
<td>Laurens 55</td>
<td>508</td>
<td>81.38</td>
<td>413</td>
<td>51</td>
<td>28*</td>
<td>234</td>
<td>313</td>
<td>75.7%</td>
</tr>
<tr>
<td>Laurens 56</td>
<td>260</td>
<td>82.79</td>
<td>215</td>
<td>26</td>
<td>27*</td>
<td>135</td>
<td>188</td>
<td>87.4%</td>
</tr>
<tr>
<td>Lee</td>
<td>207</td>
<td>97.46</td>
<td>202</td>
<td>42</td>
<td>20</td>
<td>65</td>
<td>127</td>
<td>62.8%</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Lexington 2</td>
<td>833</td>
<td>78.03</td>
<td>650</td>
<td>43</td>
<td>26^</td>
<td>0</td>
<td>69</td>
<td>10.6%</td>
</tr>
<tr>
<td>Lexington 3</td>
<td>177</td>
<td>78.88</td>
<td>140</td>
<td>9</td>
<td>17^</td>
<td>100</td>
<td>126</td>
<td>90.0%</td>
</tr>
<tr>
<td>Lexington 4</td>
<td>226</td>
<td>86.87</td>
<td>196</td>
<td>13</td>
<td>0</td>
<td>193</td>
<td>203</td>
<td>103.5%</td>
</tr>
<tr>
<td>Marion</td>
<td>456</td>
<td>94.56</td>
<td>431</td>
<td>99</td>
<td>67</td>
<td>21</td>
<td>187</td>
<td>43.3%</td>
</tr>
<tr>
<td>Marlboro</td>
<td>318</td>
<td>93.24</td>
<td>297</td>
<td>115</td>
<td>0</td>
<td>247</td>
<td>362</td>
<td>121.8%</td>
</tr>
<tr>
<td>McCormick</td>
<td>82</td>
<td>90.01</td>
<td>74</td>
<td>38</td>
<td>0</td>
<td>59</td>
<td>97</td>
<td>131.0%</td>
</tr>
<tr>
<td>Newberry</td>
<td>485</td>
<td>76.05</td>
<td>369</td>
<td>106</td>
<td>42</td>
<td>80</td>
<td>228</td>
<td>61.7%</td>
</tr>
<tr>
<td>Orangeburg 3</td>
<td>253</td>
<td>96.42</td>
<td>244</td>
<td>25</td>
<td>12^</td>
<td>137</td>
<td>174</td>
<td>71.3%</td>
</tr>
<tr>
<td>Orangeburg 4</td>
<td>277</td>
<td>84.04</td>
<td>233</td>
<td>24</td>
<td>12^</td>
<td>138</td>
<td>174</td>
<td>74.6%</td>
</tr>
<tr>
<td>Orangeburg 5</td>
<td>712</td>
<td>92.50</td>
<td>659</td>
<td>68</td>
<td>13^</td>
<td>445</td>
<td>526</td>
<td>79.8%</td>
</tr>
<tr>
<td>Richland 1</td>
<td>2,557</td>
<td>81.37</td>
<td>2.08</td>
<td>240</td>
<td>147</td>
<td>300</td>
<td>687</td>
<td>33.0%</td>
</tr>
<tr>
<td>Saluda</td>
<td>197</td>
<td>82.12</td>
<td>162</td>
<td>42</td>
<td>18</td>
<td>66</td>
<td>126</td>
<td>77.7%</td>
</tr>
<tr>
<td>Spartanburg 7</td>
<td>792</td>
<td>78.09</td>
<td>619</td>
<td>58</td>
<td>73</td>
<td>280</td>
<td>411</td>
<td>66.3%</td>
</tr>
<tr>
<td>Sumter</td>
<td>1,6</td>
<td>81.76</td>
<td>1,329</td>
<td>250</td>
<td>75</td>
<td>220</td>
<td>545</td>
<td>41.0%</td>
</tr>
<tr>
<td>Union</td>
<td>347</td>
<td>80.95</td>
<td>281</td>
<td>71</td>
<td>26</td>
<td>0</td>
<td>97</td>
<td>34.5%</td>
</tr>
<tr>
<td>Williamsburg</td>
<td>404</td>
<td>97.57</td>
<td>394</td>
<td>122</td>
<td>111</td>
<td>199</td>
<td>432</td>
<td>109.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22,238</td>
<td>18,287</td>
<td>3,438</td>
<td>1,402</td>
<td>6,981</td>
<td>11,744</td>
<td>64.2%</td>
<td></td>
</tr>
</tbody>
</table>

It is important to note that:

1) The population figures in the chart above are premised upon census estimates, making it possible for districts to serve more than 100% of those estimated as eligible.

2) Districts serving a comparatively low percentage of eligible children often lack physical capacity and/or a robust private sector capable of supporting service provision. While each of these communities have had expansion funds made available, other barriers appear to prevent expanded 4K service provision at this time.

Total CDEPP (now CERDEP 4K) enrollment by year is listed in the chart below. Bear in mind that these totals represent enrollment via this single funding stream as opposed to statewide preschool enrollment.
Table B2(c): Combined CDEPP Enrollment FY12-FY15

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>61</td>
<td>Not Yet Available</td>
</tr>
<tr>
<td>2013-2014</td>
<td>51</td>
<td>8,383</td>
</tr>
<tr>
<td>2012-2013</td>
<td>34</td>
<td>5,316</td>
</tr>
<tr>
<td>2011-2012</td>
<td>34</td>
<td>5,299</td>
</tr>
</tbody>
</table>

**B3. Enacted and Pending Legislation, Policies or Practices that Demonstrate Commitment to High-Quality Preschool Programs**

South Carolina’s commitment to high-quality preschool programs has been evidenced since passage of the Education Improvement Act of 1984. In recent years, however, the state’s commitment has accelerated at a rapid pace.

In 1993 a group of 37 rural school districts filed suit against the state, challenging the constitutionality of its method of funding local districts. While the case, *Abbeville County School District et. al. vs. South Carolina*, was focused primarily upon the ability of rural districts to maintain adequate facilities and attract qualified teachers, a December 2005 circuit court ruling took the case in the different direction. Judge Thomas W. Cooper dismissed the bulk of the districts’ case against the state, but ruled that South Carolina was not fulfilling a constitutional obligation to meet the needs of young children in poverty. A Supreme Court ruling in the case is pending.

The South Carolina General Assembly responded immediately, reauthorizing SC First Steps to School Readiness until 2013 and establishing the public-private Child Development Education Pilot Program to expand 4K access within the litigant districts.

After seven years of operation in these rural districts, the SC General Assembly took steps to expand CDEPP during FY14, appropriating $5[0074] to expand access to 17 new districts with poverty rates of 75% or greater (as measured by the percentage of Eligible Children qualifying for free- and reduced-price lunches and/or Medicaid).
During the 2014 legislative session, state leaders **reauthorized First Steps** and turned their attention to the importance of early literacy with the passage of the **SC Read to Succeed Act**. Modeled after similar legislation in the state of Florida, the bill established supports designed to promote third grade reading proficiency – including summer reading camps, instructional coaches and **the codification of CDEPP**. Renamed the **Child Early Reading Development and Education Program**, the state’s public-private 4K model was established – at least in theory – as a statewide initiative, with its actual geography and per student funding contingent upon the availability of future funds. As described in Section D of this application, South Carolina seeks **Preschool Development Grant** funds to assist it in the fulfillment of this statewide vision.

**B4. The Quality of Existing Preschool Programs**

Both the state’s Half-Day Child Development program (EIA 4K) and Child Early Reading Development and Education Program (CERDEP 4K) are well-aligned with the federal definition of **High-Quality Preschool Programs**. The table below addresses each component of this federal definition, addressing the state’s significant alignment and identifying areas in need of improvement.

**Table B4: Characteristics of the Federal High-Quality Preschool Definition**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) High staff qualifications, including a teacher with a bachelor’s degree in early childhood education or a bachelor’s degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of</td>
<td>Operated exclusively within the state’s public school districts, the EIA 4K program is staffed by state certified early childhood teachers, holding at least a bachelor’s degree.</td>
</tr>
<tr>
<td></td>
<td>CERDEP 4K operates in both public and private settings.</td>
</tr>
<tr>
<td></td>
<td>Within public school districts, CERDEP 4K teachers must meet state certification requirements.</td>
</tr>
</tbody>
</table>
knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;

| as described at left.  
| In private settings, each lead teacher must have at least a two-year degree in early childhood education or a related field and be enrolled and demonstrating progress toward the completion of a teacher education program within four years. 
| Within private settings this minimum requirement is often exceeded, with roughly a third of current teachers holding a bachelor’s degree or higher. 
<p>| As described in Section D, South Carolina is proposing the use of grant funds to support private providers in their efforts to recruit and competitively compensate teachers holding bachelor’s degrees, consistent with the federal definition of High-Quality |</p>
<table>
<thead>
<tr>
<th>(b) <strong>High-quality professional development for all staff:</strong></th>
<th>South Carolina’s certified teachers hold professional licensure valid for a period of five-years. In order to be eligible for license renewal, each teacher must earn a minimum of 120 professional development renewal credits, during this five year validity period. This can be accomplished through the completion of higher education coursework, continuing education or a combination of the two.</th>
<th>In addition to the certification requirements at left (as applicable), CERDEP 4K staff in both public and private settings are required to participate in a minimum of fifteen hours of professional development annually, to including content related to teaching children of poverty and emergent literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) <strong>A child-to-instructional staff ratio of no more than 10 to 1:</strong></td>
<td>Both EIA and CERDEP-funded 4K classrooms are required to maintain child-to-instructional staff ratios of no more than 10 to 1.</td>
<td></td>
</tr>
<tr>
<td>(d) <strong>A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications, as outlined in paragraph (a) of this definition:</strong></td>
<td>Both EIA and CERDEP-funded 4K classrooms are limited to maximum group sizes of 20, with an instructional assistant required for any classroom of 11 or more.</td>
<td></td>
</tr>
<tr>
<td>(e) <strong>A Full-Day program:</strong></td>
<td>EIA 4K funds, originally appropriated as part of the state’s “Half-Day Child Development Program,” can be used for both half- and full-day</td>
<td>CERDEP 4K classrooms are required by law to operate on a full-day schedule consisting of at least 6.5 hours daily.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;</td>
<td><strong>Programming</strong> at the discretion of local districts. As described in Section D, South Carolina recognizes that <strong>grant funds may be used exclusively for the purpose of delivering full-day programming.</strong></td>
<td>Operated by local LEAs (also responsible for the administration of IDEA’s Section 619 Preschool Grants). EIA 4K classrooms are designed to be inclusive of children with special needs – to include full participation in all opportunities (as defined by individual IEP goals). Like EIA 4K classrooms, public CERDEP 4K classrooms are operated by LEAs and <strong>designed to be fully inclusive.</strong> Private CERDEP classrooms are likewise required to be inclusive. While First Steps is not funded to provide special education services to children over the age of 3, its staff work in close collaboration with local districts to ensure that the educational needs of enrolled children are met in the natural environment of their choosing.</td>
</tr>
<tr>
<td>(g) Developmentally appropriate,</td>
<td><strong>Both EIA and CERDEP-funded 4K classrooms are</strong></td>
<td></td>
</tr>
<tr>
<td>Culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;</td>
<td>Required to select an approved, research-based curriculum designed to meet the developmental, cultural and linguistic needs of each eligible child. The approved curricula, aligned with the state’s Good Start, Grow Smart Early Learning Standards, are:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities; | - Creative Curriculum.  
- High/Scope  
- Montessori  
- Opening the World of Learning (OWLS) |
| (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; | Per item (i) above, both EIA and CERDEP 4K are designed to support the full inclusion of children with special needs, providing individualized accommodations and supports as necessary so that all children can participate fully. This approach is equally applicable for all children in the form of high-quality instruction, differentiated to meet the needs of individual learners. |
| EIA 4K classrooms are operated exclusively within local school districts. Staff are compensated accordingly. | Public CERDEP 4K classrooms are also administered and compensated via local school districts. |
| Private CERDEP classrooms operate outside of any school district structure and without the benefit of additional taxpayer funded resources commonly drawn upon by local schools to offset the |
significant costs associated with the employment of certified staff. (A November 2012 analysis by SC First Steps documents school districts’ investment of nearly $1,600 per child above and beyond the student tuition rate appropriated to both public and private CERDEP providers by the SC General Assembly.) As described in Section D, South Carolina is proposing the use of grant funds to support private providers in their efforts to recruit and competitively compensate staff meeting the federal definition of High-Quality.

<p>| (j) Program evaluation to ensure continuous improvement; | Because the state’s EIA 4K program is neither compulsory, nor statewide, no formal program evaluation is in place at this time. As CERDEP expands to the state’s remaining districts, | As part of its proviso-based funding structure and partial funding during FY15 using EIA revenues (independent of those appropriated for the EIA 4K program), CERDEP is subject to an annual program review and |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>it is likely that these funds will be redistributed into the state’s mixed-delivery model – effectively ending the Half-Day Child Development Program.</td>
<td><strong>outcome evaluation</strong> conducted by the <strong>SC Education Oversight Committee</strong>. Past reviews of the program’s implementation can be accessed at: <a href="http://www.eoc.sc.gov">http://www.eoc.sc.gov</a></td>
</tr>
<tr>
<td><strong>(k)</strong> On-site or accessible Comprehensive Services for children and community partnerships that promote families’ access to services that support their children’s learning and development;</td>
<td>Both <strong>EIA</strong> and <strong>CERDEP</strong>-funded 4K classrooms have access to an array of comprehensive community services through the state’s <strong>First Steps to School Readiness Initiative</strong>. Local First Steps Partnerships in each of the state’s 46 counties are state-funded to fill service gaps and to serve as community resource and referral portals for young children and their families. Among the services provided by local First Steps Partnerships are <strong>evidence-based home visitation</strong> programs (such as Parents as Teachers), <strong>child care scholarships</strong> and the state’s nationally recognized school transition strategy, <strong>Countdown to Kindergarten</strong>.</td>
</tr>
<tr>
<td><strong>(l)</strong> Evidence-based health and safety standards</td>
<td>Both <strong>EIA</strong> and <strong>CERDEP</strong>-funded 4K classrooms make required use of the state’s Good Start, Grow Smart Early Learning Standards – which include Physical Education and Health. Both public and private CERDEP classrooms require <strong>child care licensure (including evidence-based health and safety requirements)</strong> via the SC Department of Social Services.</td>
</tr>
</tbody>
</table>
At present, compliance and monitoring within South Carolina’s 4K programs varies by model. The SC Department of Education has a small staff of early childhood program monitors which make periodic visits to primarily CERDEP-funded public school classrooms. Within SC’s private 4K sites, state-level monitoring and technical assistance is more prevalent. **First Steps** employs a staff of seven regional coordinators charged with making **announced and unannounced visits** to each private CERDEP provider **twice monthly**. As part of these on-site visits, monitors ensure compliance with the First Steps 4K Guidelines and provide support for continuous program improvement. Due to child care licensure, both public and private CERDEP classrooms are also subject to regulatory monitoring by the **SC Department of Social Services**.

**B5. Coordination of State Preschool Programs with Early Childhood Advisory Council and Other State and Federal Resources**

South Carolina First Steps to School Readiness is governed by a diverse **State Board of Trustees**, which includes the **Governor and State Superintendent of Education** (or their designees), elected leaders from both the state **House and Senate**, the heads of the state’s **major child serving agencies** and appointed **parents, educators, child care and medical professionals, and business leaders**. In 2010 the First Steps Board was appointed by Executive Order to serve as the state’s **Early Childhood Advisory Council**.

The body presents South Carolina with a unique opportunity to **coordinate its early childhood investments**, with First Steps directly responsible for the oversight of **IDEA Part C**, the state’s grassroots public-private early childhood initiative (via **46 local First Steps partnerships**), **Nurse Family Partnership, Parents as Teachers** and the delivery of CERDEP 4K in private settings. In addition the Board includes voting representation by the **SC Department of Education** (responsible for Title I of ESEA, Section 619 and Part B of IDEA, Subtitle VII-B of the McKinney-Vento Act and the co-administration of CERDEP), the **Head Start Collaboration Office, The Children’s Trust of South Carolina (MIECHV)** and **SC Department of Social Services** (home of the Child Care Block and Development Grant and child care licensing).
With the co-administrators of South Carolina’s public-private 4K model each involved in the governance of this unique body, the state works to blend and braid federal, state and local resources to the benefit of taxpayers, families and children.

**B6. South Carolina’s Role in Promoting Coordination of Preschool Programs with Other Sectors that Support Early Learning**

As described above, South Carolina First Steps to School Readiness is designed by law as the state’s comprehensive, public-private early childhood initiative. Just as it is governed by a diverse set of inter-agency stakeholders (who function dually as the state’s Early Childhood Advisory Council) at the state level, so too is each local community supported by a First Steps partnership board charged with fulfilling this coordination function at the county level.

With representation from each local school district, Head Start, medical and mental health care providers, local child welfare, the faith community and others, these First Steps Partnership Boards provide for grassroots service coordination between the state’s preschool programs and other community-based services statewide. As direct service providers, First Steps’ local partnerships fill documented community gaps, funding child care quality enhancement and training efforts, evidence-based home visitation, health services and school transition activities – while connecting local constituents to statewide efforts to expand prekindergarten and deliver early intervention under IDEA Part C.

With this comprehensive, public-private infrastructure in place, South Carolina is uniquely positioned to ensure the coordination of federal Preschool Development Grant funds with both state and local efforts to support the early learning and development of young children.

**NOTE TO REVIEWERS**

Table B of the application package has been completed. Please note, per the description above, the enrollment data included in this table represents combined public and private CDEPP 4K only (37 of 81 districts during the years requested). Accordingly it underrepresents statewide
enrollment across all sources of funding, (EIA, local, etc.) which is not reliably reported by districts. For a better portrait of total 4K enrollment, we encourage you to review the final page of First Steps’ November 2012 white paper, *Publicly Funded Prekindergarten in South Carolina: 2010-2011*, included in the Appendices. Even prior to the state’s recent expansion, more than half of South Carolina’s total 4-year-old population accessed some form of publicly funded prekindergarten during the 2010-2011 school year. (This required Excel table is locked, restricting modifications that might better depict SC’s full enrollment.)

B3. Evidence of Enacted and Pending Legislation, policies and practices. Attached please find the following Appendices:

a. Publicly-Funded Prekindergarten in South Carolina: 2010-2011 (South Carolina First Steps white paper, published November 2012)
b. S.516, the South Carolina Read to Succeed Act (passed into law June 2014, codifies CDEPP 4K pilot)
c. H.3428, South Carolina First Steps Reauthorization (passed into law June 2014, codifies ECAC responsibilities, defines First Steps Board of Trustees membership)
d. FY15 budget provisos pertinent to the state’s delivery of High-Quality Preschool.

For the sake of limiting this application’s page count, reviewers can access –

First Steps 4K Guidelines (Private CERDEP) at:  
SC Department of Education’s (Public CERDEP) Guidelines at:  
SECTION C: ENSURING QUALITY IN PRESCHOOL PROGRAMS

South Carolina has a long history of public preschool implementation in both school district and private settings. With state standards that largely mirror the federal definition of High-Quality, the state is well-equipped to deliver on its ambitious and achievable plan to expand service to Eligible Children. In this section, South Carolina outlines **three areas of priority** as the state anticipates *Preschool Development Grant* funding:

- The use of grant funds for infrastructure and quality improvement,
- Monitoring and continuous improvement, and
- The measurement of preschool outcomes.

*C1. The Use of Grant Funds for Infrastructure and Quality Improvement*

In light of the state’s 30-year commitment to early childhood, it is little surprise that South Carolina’s public preschool systems are well-developed. The state has delineated **early learning standards** from birth through school entry, meaningfully connects children and families to **federal, state and local resources** via its grassroots First Steps to School Readiness initiative, possesses **robust data collection and analysis capacities**, and has recently codified an updated school readiness assessment program.

One significant need remains to be addressed: **the availability of high-quality professional development for the state’s public preschool workforce**.

South Carolina proposes to utilize **no more than 5%** of its grant award for the purpose of **developing and disseminating professional development supports** designed to undergird its delivery of High-Quality Preschool statewide.

Though the state’s CERDEP teachers are required to access at least fifteen hours of professional development annually, the **consistency of this training is varied** and often **dependent upon local teachers’ abilities to access nearby supports**. For the state’s high-need, rural districts this is a particular problem, with providers often located an hour or more from available training.
The quality and pertinence of this training may also be inconsistent, with both public and private Pre-K providers often forced to seek available clock hours at state and regional child care conferences – even in cases where this training may be of limited applicability to their instruction of low-income four-year-olds.

In partnership with South Carolina Educational Television and the state’s flagship higher education institutions, the state proposes to devote a small portion of grant resources to address this issue – creating high-quality professional development content for both teachers and administrators, designed to meet the specific needs of this specialized 4K workforce.

Consistent with the state’s recent codification of the SC Read to Succeed Act, the proliferation of high-quality early literacy instruction will be one key goal of this initiative. Partnering with our state’s universities, South Carolina will dedicate resources to the development of early literacy coursework and training modules designed for delivery in-person, online, and via distance education. In doing so, it is the state’s intent to:

- **Bridge geographic disparities** in the availability of high-quality professional development,
- Provide professional development opportunities that are **self-paced and considerate** of the significant time burdens placed upon preschool teachers,
- Create professional development content that is **customized to the specific needs of the state’s four-year-old kindergarten teachers** and program administrators, and
- **Enhance the outcomes** derived through the provision of High-Quality Preschool Programs like those envisioned in this application.

Here we see significant value in the state’s proposed partnership with South Carolina Educational Television. The state’s public-broadcasting affiliate is a national leader in the delivery of distance education content, innovating with both online and broadcast media to deliver content including PBS’ TeacherLine coursework across the state.

In addition to early literacy supports, the state has identified a number of additional areas in which we would propose to develop content. One of these is the **use of formative assessment data to inform classroom instruction**.
With the launch of **mClass Circle** as the cornerstone of the state’s new readiness assessment program for 4- and 5-year-olds, we recognize the need for professional development - not just in the administration of this tool, but in supporting teachers’ efforts to make sense of its results and translate this learning into instructional practice. We see this as a significant value-add of grant resources.

Additional topics of interest include, but are not limited to:

- **Engaging parents** and building **protective factors**.
- Implementation of the state’s revised **early learning standards (2015)**.
- Supporting the needs of **English language learners** and **children with disabilities**, and
- Research-based **curriculum** models.

With proposed content and timelines to be developed in collaboration between First Steps, the SC Department of Education and public-private stakeholders, we currently envision at least three categories of associated expenditures:

- Contracts to develop training content (**Universities** and **other experts)**.
- Contracts to ensure the remote and/or online delivery of training content (**SCETV**).
- Training stipends for preschool staff.

It is our belief that this limited investment will be well spent, enabling **both grant funded classrooms** and **teachers statewide** to benefit from professional development customized to their unique needs.

Though South Carolina’s systemic data analysis capacities are strong, a small amount of infrastructure funding is also proposed to upgrade the (currently manual) 4K data collection and payment system of SC First Steps, enabling online student data and billing submissions.

**C2. Implementation of a System of Monitoring and Continuous Improvement**

South Carolina has a **robust system of continuous improvement monitoring** prepared to ensure compliance with federal requirements, including the Preschool Development Grant’s definition of High-Quality Preschool. As the administrator of South Carolina’s private CERDEP programs, First Steps employs a staff of seven regional monitors charged with making regular
monitoring and technical assistance visits to its network of 150+ statewide providers. In cooperation with the SC Department of Education, First Steps will **extend this system into grant-funded classrooms**, employing additional program staff to ensure (along with existing staff) both state and federal requirements are met within grantee classrooms.

*C2a. Measuring Preschool Quality and Providing Performance Feedback* – First Steps’ existing **monitoring system is designed to both measure quality of - and provide ongoing performance feedback to – the state’s private CERDEP providers.**

Prospective classrooms are reviewed using First Steps’ internal protocols and the Early Childhood Environment Rating Scale (ECERS), which is used as both a baseline measure of quality and a means through which to identify needed classroom materials. Through announced and unannounced monitoring visits twice monthly, First Steps’ regional 4K Coordinators provide each program with ongoing performance feedback, assessing program implementation against the First Steps 4K Guidelines and providing technical assistance in identified areas of weakness.

During 2014-2015, First Steps intends to **incorporate online parent satisfaction surveys** as a means of gathering the feedback of these key constituents and helping to identify areas of specific strength and weakness among contracted providers. These will be used to provide technical assistance, as appropriate.

**This well-established system is readily scalable for use within grant-funded classrooms.**

*C2b. Use of a Statewide Longitudinal Data System* – South Carolina is a national leader in its ability to **gather, track and analyze data over time.** The State’s Office of Research and Statistics houses the SC Data Warehouse, a central repository of statewide data sets which not only enables the state to **monitor the progress of 4K students as they advance through the K-12 education system**, but to connect this data to the parallel systems of other agency programs, including child welfare, Medicaid, juvenile justice and an array of others.
Though the process is not without labor, the result is that South Carolina possesses an ability to analyze data in ways unavailable to many national peers. As part of the state’s recent State Longitudinal Data System grant, the SC Department of Education has entered into data sharing agreements with its fellow child-serving agencies which now permit the assignment of public school unique identification numbers to children long before they arrive at school. Students served by the state’s child care voucher system, First Steps evidence-home visitation strategies and IDEA Part C (BabyNet) are just a few of those now assigned a unique ID in the years prior to their enrollment in school.

Taken in combination, South Carolina not only meets the federal expectation that student data can be tracked from 4K to third grade, but possesses capacities that far exceed this standard.

C2c. Specifies Measurable Outcomes to be Achieved

South Carolina has a 30+ year history of measuring and monitoring school readiness. Beginning with administration of the Cognitive Skills Assessment Battery (a short, on-demand assessment given to rising first graders from 1977-2002) and advancing to the South Carolina Readiness Assessment (SCRA, an adaptation of The Work Sampling System administered across the kindergarten and first grade school years from 2002-2008), the state has demonstrated its longtime status as an early childhood assessment leader.

The state has been without a kindergarten entry assessment since 2008, however, following the SC General Assembly’s deletion of the SCRA citing teacher concerns about its significant administration burdens. In June 2014, the General Assembly took two significant steps to rectify this.

First it reauthorized South Carolina First Steps to include the state’s first-ever legal definition of “school readiness”:

“School readiness’ means the level of child development necessary to ensure early school success as measured in the following domains: physical health and
motor skills; emotional and social competence; language and literacy development; and mathematical thinking and cognitive skills. School readiness is supported by the knowledge and practices of families, caregivers, healthcare providers, educators, and communities.” – Section 59-152-25

In creating this brief definition, the General Assembly also charged the First Steps Board of Trustees with the creation of measurable school readiness descriptions (by July 1, 2015) that includes specific:

(a) characteristics and development levels of a ready child that must include, but are not limited to, emerging literacy, numeracy, and physical, social, and emotional competencies;

(b) characteristics of school, educators, and caregivers that the board considers necessary to create an optimal learning environment for the early years of students' lives; and

(c) characteristics of the optimal environment which would lead to the readiness of students and their continued success. – Section 59-152-32

As South Carolina prepares to implement its Preschool Development Grant, its measurable outcomes will be guided by both this legal definition and the attainment of its descriptors (currently under development), to be adopted by the SC First Steps Board of.

Trustees no later than July 1, 2015 (in advance of the 2015-2016, the grant’s Year One). Upon adoption these descriptors will be submitted to federal project officers for review.

In addition to adopting these requirements, the General Assembly established an updated school readiness assessment program, to be described in the section below.
C3. Measuring the Outcomes of Participating Children

In addition to defining school readiness and setting deadlines for the publication of a detailed set of descriptors, the SC General Assembly created a new statewide school readiness assessment program in June 2014 with the passage of Read to Succeed. In doing so, it specified that the first component of this readiness assessment – designed to measure the early literacy skills of the state’s publicly-funded four- and five-year-old kindergartners – would be administered within the first 45 days of the 2014-2015 school year.

Through a competitive procurement process, the state selected Amplify’s mClass Circle as its designated early literacy assessment tool. Training and administration are currently underway with the expectation that all 4- and 5K students will be assessed no later than October 20, 2014. Though Circle is a comprehensive assessment, the state’s mandatory use during 2014-2015 is limited to the assessment of early literacy skills including:

- Phonological Awareness,
- Vocabulary,
- Letter Naming,
- Early Writing,
- Book and Print Awareness, and
- Social Emotional Development

(Teachers may make voluntary use of the assessment’s additional domains, which include approaches to learning, mathematics, science, social studies, creative arts expression and physical development/health.)

Beginning no later than 2016-2017 this mandatory readiness assessment program must be expanded to include mathematics, social-emotional development and physical development/health. The state has not yet determined whether it will utilize Circle – which was procured as an early literacy assessment - for this purpose.

Though this process is still unfolding, the codified intent of the SC General Assembly is that state-funded preschoolers must undergo comprehensive readiness assessment across essential domains no later than the 2016-2017 school year - which conveniently coincides with the
kindergarten entry of the grant’s proposed Year One cohort. Despite an inability to identify each of the state’s proposed instruments at this time, South Carolina has passed legislation consistent with the grant’s readiness assessment requirements and assures that it will be prepared to assess rising kindergartners across all essential domains of readiness beginning in 2016-2017 (Year Two). Until then, students will be assessed – at minimum – using mClass Circle as a measure of early literacy development.
SECTION D: EXPANDING HIGH QUALITY PRESCHOOL PROGRAMS IN EACH HIGH NEED COMMUNITY

In June of 2014, Governor Nikki Haley signed the South Carolina Read to Succeed Act into law, ratifying the General Assembly’s long-term intent to establish the Child Early Reading Development and Education Program (CERDEP) on a statewide basis.

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

In practice, however, attainment of this goal is contingent upon the availability of future revenues with which to expand into the state’s 20 remaining districts. The Read to Succeed Act specifies a priority order in which the program must be made available, beginning with the 8 “trial” districts (which represented the larger class of plaintiffs in Abbeville County School District et. al. vs. South Carolina), expanding next to the remaining plaintiff districts, and then to districts with student poverty levels (free/reduced lunch and/or Medicaid) of 75% or greater.

Currently available within 61 of the state’s 81 districts, it is the state’s intent to phase CERDEP into additional districts as resources become available. No concrete timeline for full implementation exists, with the addition of new districts contingent on the state’s annual appropriations process.

South Carolina’s ambitious and achievable plan entails the use of grant funds (95%) to expand the state’s CERDEP model in two ways:

1. Expand the geography of this mixed-delivery model, providing supplemental grant funds to fill gaps in 12 of the state’s 20 remaining (EIA 4K) districts.
2. Enhance existing State Preschool Program slots to enable them to meet the federal definition of “High Quality.”.
**D1. Selection of Subgrantees and High-Need Communities**

South Carolina proposes the use of grant funds in up to 73 school districts/High-Need Communities. These are categorized below as Existing Districts (61) and Expansion Districts (12).

*Existing Districts (Communities and Subgrantees)*

The public-private CERDEP model is currently operational (2014-2015) in 61 South Carolina school districts, each identified on the basis of a poverty index of 70% or greater. Because the state’s low-income eligibility definition (free- or reduced-prices lunches and/or Medicaid) equates to 200% of the federal poverty definition promulgated annually by the U.S. Department of Health and Human Services, at least 70% of all students residing in these communities meet the federal definition of Eligible Children. The poverty index of each participating district is included in Table B2(b).

Because of program guidelines already in place, school district programs in these 61 communities meet the federal definition of High-Quality Preschool. Further, resources have proven sufficient to meet school district demand at this time. As described in Section B, the majority of these communities now demonstrate substantial service penetration among their low-income target populations.

South Carolina’s private providers have played key roles in expanding 4K since 2006, with for-profit, faith-based, Head Start and other community-based preschools enrolling Eligible Children who might have otherwise not been served. Private sector participation in 4K delivery has helped prevent the need for costly capital construction in SC’s public schools, and publicly-funded tuition and professional development supports have helped stabilize and improve quality, within the early childhood infrastructure South Carolina parents depend on...

During the 2014-2015 school year, First Steps projects at more than 2,000 students will be served in non-district settings.

At present, the majority of private CERDEP providers are unable to meet two inter-related components of the federal High-Quality definition: 1) employment of a teacher with a
bachelor's degree in early childhood education, and 2) employment of staff at rates comparable to the salaries of local K-12 instructional staff.

This is a matter of simple economics. While the state compensates both public and private providers at a single, per-child tuition rate of $\Box$ a 2012 analysis of audited school district expenditures reveals that the state’s public schools draw upon other taxpayer-funded resources to supplement this amount by roughly $\Box$ per child. These supplemental expenditures are for classroom costs only and do not take an array of capital, IT, and other district infrastructure supports into account.

Private providers, on the other hand, see their own tuition payments further degraded. Without additional taxpayer supports to draw upon, these providers are unable to match the supplemental spending of school districts. Not only must private preschools bear their own capital and overhead costs, but their property and revenues (4K tuition included) are subject to additional taxation which diminishes the economic impact of their participation.

In order to meet the Preschool Development Grant’s definition of High-Quality, South Carolina proposes the use of grant resources to support private preschool providers in their employment and equitable compensation of classroom staff, including teachers holding bachelors’ degrees in early childhood.

Because public programs already meet this definition within communities funded to provide High-Quality Preschool, the provision of grant resources to upgrade these existing private slots (along with any expansion enabled by a more desirable private preschool marketplace) is the grant’s sole proposed use of expansion funds within the 61 existing CERDEP districts.

These districts are: Aiken, Abbeville, Allendale, Anderson 3, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Berkeley, Calhoun, Cherokee, Chester, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Colleton, Darlington, Dillon 3, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 1, Florence 2, Florence 3, Florence 4, Florence 5, Georgetown, Greenwood 50, Greenwood 51, Greenwood 52, Hampton 1, Hampton 2, Horry, Jasper, Laurens 55, Laurens 56, Lee, Lexington 2, Lexington 3, Lexington 4, Marion, Marlboro, McCormick,
Newberry, Oconee, Orangeburg 3, Orangeburg 4, Orangeburg 5, Richland 1, Saluda,
Spartanburg 3, Spartanburg 4, Spartanburg 6, Spartanburg 7, Sumter, Union, Williamsburg and
York 1.

A map depicting the **location and demographics of these districts** along with the state’s
existing private CERDEP providers is found below. (Note that no federal Promise Zones have
been designated within South Carolina.)

**Figure D1(a): Existing CERDEP District Geography and Demographics**

![Map of eligible CERDEP districts](image)

![First Steps logo]

拟议的受助者在现有地区包括**任何或所有州的151当前**
私人CERDEP提供者 – 依赖于他们满足联邦要求的能力 - 以及
**任何新供应商**可能被吸引到该项目，因为一种更公平的资助
模型。根据州法，提供者将不需要雇佣/补偿具有学位的
工作人员，但资助资源将提供给仅那些愿意的人。**请注意在现有地区**
grant funds would be used solely to fund this $32,541 (per student) equity gap as opposed to full student tuition costs).

A list of proposed private subgrantees – 96 of whom have provided letters of support - is included in the table below.

### Table D1(a): Proposed Private Subgrantees (Current)

<table>
<thead>
<tr>
<th>Subgrantee</th>
<th>Location</th>
<th>Phone Numbers</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bright Beginnings Child Care</td>
<td>Aiken</td>
<td>(803) 226-4780</td>
<td></td>
</tr>
<tr>
<td>Director: Krystin Garrett</td>
<td></td>
<td>(803) 226-4780 fax</td>
<td></td>
</tr>
<tr>
<td>446 Lawanna Drive, Gloverville, SC 29828</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:bbbeginnings3@yahoo.com">bbbeginnings3@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Affair Childcare</td>
<td>Aiken</td>
<td>(803) 648-0024</td>
<td></td>
</tr>
<tr>
<td>Director: Deborah Chafin</td>
<td></td>
<td>(803) 202-0233</td>
<td></td>
</tr>
<tr>
<td>163 Fabian Drive, Aiken, SC 29803</td>
<td></td>
<td>(803) 202-0233 fax</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:chafindeborah612@gmail.com">chafindeborah612@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids Count Learning Center</td>
<td>Aiken</td>
<td>(803) 649-7393</td>
<td></td>
</tr>
<tr>
<td>Director: Tina Camp-Capps</td>
<td></td>
<td>(803) 649-3028</td>
<td></td>
</tr>
<tr>
<td>644 Edgefield Road, Belvedere, SC 29841</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:tcampthebest@gmail.com">tcampthebest@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunshine House 05</td>
<td>Aiken</td>
<td>(803) 642-6804</td>
<td></td>
</tr>
<tr>
<td>Director: Sandra Drumings</td>
<td></td>
<td>(803) 641-0745</td>
<td></td>
</tr>
<tr>
<td>175 Fabian Drive, Aiken, SC 29803</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:center05@sahouse.com">center05@sahouse.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunshine House 57</td>
<td>Aiken</td>
<td>(803) 649-0536</td>
<td></td>
</tr>
<tr>
<td>Director: Jessica Daddario</td>
<td></td>
<td>(803) 649-0537</td>
<td></td>
</tr>
<tr>
<td>1950 South Centennial Avenue, Aiken SC 29803</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:center57@sahouse.com">center57@sahouse.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Sunshine House 59</td>
<td>Aiken</td>
<td>(803) 652-3060</td>
<td></td>
</tr>
<tr>
<td>Director: Mary Stone</td>
<td></td>
<td>(803) 652-3060 fax</td>
<td></td>
</tr>
<tr>
<td>109 Summerwood Way, Aiken, SC 29803</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:center59@sahouse.com">center59@sahouse.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiny Treasures Childcare</td>
<td>Aiken</td>
<td>(803) 793-4689</td>
<td></td>
</tr>
<tr>
<td>Director: Beth A. Runto</td>
<td></td>
<td>(803) 245-5521</td>
<td></td>
</tr>
<tr>
<td>400 Main Street South, New Ellenton, SC 29809</td>
<td></td>
<td>(803) 245-7600</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:bar_1234@yahoo.com">bar_1234@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark Head Start</td>
<td>Bamberg</td>
<td>(803) 793-4689</td>
<td></td>
</tr>
<tr>
<td>Director: Necole Stroman</td>
<td></td>
<td>(803) 245-5521</td>
<td></td>
</tr>
<tr>
<td>80 Cedar Street, Denmark, SC 29042</td>
<td></td>
<td>(803) 245-7600</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:nstroman@ocabca.org">nstroman@ocabca.org</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bamberg Head Start</td>
<td>Bamberg</td>
<td>(803) 793-4689</td>
<td></td>
</tr>
<tr>
<td>Director: Necole Stroman</td>
<td></td>
<td>(803) 245-5521</td>
<td></td>
</tr>
<tr>
<td>211 Zeigler Street, Bamberg, SC 29003</td>
<td></td>
<td>(803) 245-7600</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:nstroman@ocabca.org">nstroman@ocabca.org</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Precious Angels CDC</td>
<td>Bamberg</td>
<td>(803) 793-4689</td>
<td></td>
</tr>
<tr>
<td>Director: Janet Rice</td>
<td></td>
<td>(803) 245-5521</td>
<td></td>
</tr>
<tr>
<td>1395 Caperimann Road, Bamberg, SC 29003</td>
<td></td>
<td>(803) 245-7600</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:jazzy20@hotmail.com">jazzy20@hotmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Name</td>
<td>Location</td>
<td>Phone Numbers</td>
<td>Fax Numbers</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------</td>
<td>--------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Bedford's Stay and Play</td>
<td>Barnwell</td>
<td>(803) 541-7704</td>
<td>(803) 541-6507 fax</td>
</tr>
<tr>
<td>New Jerusalem AAA Daycare Center</td>
<td>Barnwell</td>
<td>(803) 541-6007</td>
<td>(803) 541-6007 fax</td>
</tr>
<tr>
<td>Betty's Child Care &amp; Preschool</td>
<td>Berkeley</td>
<td>(843) 567-2624</td>
<td>(843) 567-6444 fax</td>
</tr>
<tr>
<td>Daniel Island Academy</td>
<td>Berkeley</td>
<td>(843) 971-5961</td>
<td>(843) 370-0211 fax</td>
</tr>
<tr>
<td>Miracle Academy</td>
<td>Berkeley</td>
<td>(843) 567-4644</td>
<td>(843) 567-2495 fax</td>
</tr>
<tr>
<td>The House of Smiles</td>
<td>Berkeley</td>
<td>(843) 860-1173</td>
<td>(843) 899-2085 fax</td>
</tr>
<tr>
<td>Foster's Child Care Center, Inc.</td>
<td>Charleston (Berkeley County Students)</td>
<td>(843) 569-3914</td>
<td>(843) 569-6092 fax</td>
</tr>
<tr>
<td>LaPetite Academy 7514</td>
<td>Berkeley</td>
<td>(843) 875-1190</td>
<td>(843) 871-5874 fax</td>
</tr>
<tr>
<td>St Matthews Head Start</td>
<td>Calhoun</td>
<td>(803) 874-2255</td>
<td>(803) 536-4657 fax</td>
</tr>
<tr>
<td>Busy Town Child Care Center</td>
<td>Cherokee</td>
<td>(864) 489-6231</td>
<td>(864) 480-9648 fax</td>
</tr>
<tr>
<td>Crayons 2 Computers</td>
<td>Cherokee</td>
<td>(864) 488-2223</td>
<td>(864) 488-2443 fax</td>
</tr>
<tr>
<td>School Name</td>
<td>County</td>
<td>Phone</td>
<td>Fax</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>The Student Development Center</td>
<td>Cherokee</td>
<td>(864) 461-5000 (864) 461-8499</td>
<td></td>
</tr>
<tr>
<td>Director: Kayron Wall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>321 Hampton Street, Chesnee, SC 29323</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:kayronwall@yahoo.com">kayronwall@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horizons Christian Academy</td>
<td>Chester</td>
<td>(803) 377-7000 (803) 581-5140</td>
<td></td>
</tr>
<tr>
<td>Director: Gina Jordan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>729 Village Drive, Chester, SC 29706</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:gjordan@horizonchristianacademy.com">gjordan@horizonchristianacademy.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wee Academy Learning Center</td>
<td>Clarendon</td>
<td>(803) 435-8340</td>
<td></td>
</tr>
<tr>
<td>Director: Joni James Jackson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: PO Drawer 759, Manning, SC 29102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 2139 Alex Harvin Hwy., Manning, SC 29102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:joniwee@gmail.com">joniwee@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prosperity Childcare, Inc.</td>
<td>Darlington</td>
<td>(843) 326-8842 (843) 326-1612</td>
<td></td>
</tr>
<tr>
<td>Director: Linda Faircloth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: PO Box 1230, Lamar, SC 29069</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 528 Cartersville Hwy., Lamar, SC 29069</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:Prosperper@aol.com">Prosperper@aol.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True Investment</td>
<td>Darlington</td>
<td>(843) 393-2808 (843) 393-2806</td>
<td></td>
</tr>
<tr>
<td>Director: Pamela Doctor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3540 Middle Branch Rd., Darlington, SC 29532</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:pam_docto@yahoo.com">pam_docto@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True Saints Christian Day Care and Learning Center</td>
<td>Darlington</td>
<td>(843) 857-9944</td>
<td></td>
</tr>
<tr>
<td>Director: Dianne Rogers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>428 Poole Street, Huntsville, SC 29550</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: dianne5@<a href="mailto:8866@gmail.com">8866@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Treasures Christian Learning Center</td>
<td>Dillon</td>
<td>(843) 774-8102 (843) 774-5165</td>
<td></td>
</tr>
<tr>
<td>Director(s): Kristi Bourgoin &amp; Tesha Hyatt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1612 Commerce Drive, Dillon, SC 29536</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:LittleTreasures@bellsouth.net">LittleTreasures@bellsouth.net</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Folk's Day Care</td>
<td>Edgefield</td>
<td>(803) 663-6883 (803) 663-3771</td>
<td></td>
</tr>
<tr>
<td>Director: Dorothy Cook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>202 Sandy Hill Court, North Augusta, SC 29860</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:wcook01@comcast.net">wcook01@comcast.net</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angel's Inn Child Care</td>
<td>Florence</td>
<td>(843) 665-4540 (843) 665-1187</td>
<td></td>
</tr>
<tr>
<td>Director: Whitney Melchols</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2030 N. Cashua Dr., Florence, SC 29501</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:angelinn@bellsouth.net">angelinn@bellsouth.net</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antioch 3 &amp; 4K Development Center</td>
<td>Florence</td>
<td>(843) 661-6599 (843) 629-0408</td>
<td></td>
</tr>
<tr>
<td>Director: Regina Dunn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: P.O. Box 13678, 29505</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 1207 Howe Springs Road, Florence, SC 29505</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:antioch34k@bellsouth.net">antioch34k@bellsouth.net</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent Learning Preschool, Inc.</td>
<td>Florence</td>
<td>(843) 679-5386 (843) 679-3770</td>
<td></td>
</tr>
<tr>
<td>Director: Vanessa Harrell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: P.O. Box 15308, Quinby, SC 29506</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 807 N. Irby St., Florence, SC 29506</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:excellentlearningpreschoolinc@live.com">excellentlearningpreschoolinc@live.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Gail &amp; Terry Richardson Center for the Child Center</td>
<td>Florence</td>
<td>(843) 661-1630 (843) 661-1628</td>
<td></td>
</tr>
<tr>
<td>Director: Melissa Ward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: P.O. Box 1000547, Florence, SC 29501</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 4822 E. Palmetto Street, Florence, SC 29501</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:mward@fmunorton.edu">mward@fmunorton.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>City</td>
<td>Phone 1</td>
<td>Phone 2</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Jack J. Hanna Day Care</td>
<td>Florence</td>
<td>(843) 669-8402</td>
<td>(843) 669-3777</td>
</tr>
<tr>
<td>Director: DeLoris Richardson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>803 Oakland Ave., Florence, SC 29506</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:jhannahdaycare@scrr.com">jhannahdaycare@scrr.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids’ Corner Childcare Academy</td>
<td>Florence</td>
<td>(843) 679-1977</td>
<td></td>
</tr>
<tr>
<td>Director: Connie M. Williams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1811 S. Irby St. #106, Florence, SC 29505</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:conniemwilliams@aol.com">conniemwilliams@aol.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LaPetite Academy 7504</td>
<td>Florence</td>
<td>(843) 662-9808</td>
<td>(843) 662-4699</td>
</tr>
<tr>
<td>Director: Polska Williams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: 32209 Collections Center Dr. Chicago, IL 60693</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 3501 Pine Needles Road Florence, SC 29501</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:7504@lapetite.com">7504@lapetite.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Creations Learning Center</td>
<td>Florence</td>
<td>(843) 662-0922</td>
<td></td>
</tr>
<tr>
<td>Director: LaTosha Spahn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3128 South Cashua Drive, Florence, SC 29501</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:latospahn@yahoo.com">latospahn@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Dee Morning Child Care Center</td>
<td>Florence</td>
<td>(843) 317-0021</td>
<td>(843) 317-0023</td>
</tr>
<tr>
<td>Director: JeDeen McAllister</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4028 S. Irby St., Florence, SC 29505</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:monade4028@bellsouth.net">monade4028@bellsouth.net</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pee Dee CAP Head Start (Thelma Brown)</td>
<td>Florence</td>
<td>(843) 678-3417</td>
<td></td>
</tr>
<tr>
<td>Director: Kathy Woods Manager: Evette Bradley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: P.O. Drawer 3970, Florence, SC 29501-3970</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 304 N. Alexander St., Florence, SC 29501</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:pwashington@peedeecap.org">pwashington@peedeecap.org</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stepping Stones Child Care Center</td>
<td>Florence</td>
<td>(843) 669-5612</td>
<td></td>
</tr>
<tr>
<td>Director: Glennis McIlw hen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100 E. Palmetto St., Florence, SC 29506</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:steppingstonesccc@gmail.com">steppingstonesccc@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Sunshine House 30</td>
<td>Florence</td>
<td>(843) 669-1997</td>
<td></td>
</tr>
<tr>
<td>Director: Elonda Blyther</td>
<td></td>
<td>(843) 664-4557</td>
<td></td>
</tr>
<tr>
<td>2009 Second Loop Road, Florence, SC 29501</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:center306@sshouse.com">center306@sshouse.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zion Canaan Child Development Center</td>
<td>Florence</td>
<td>(843) 346-0499</td>
<td></td>
</tr>
<tr>
<td>Director: Linda Hearon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: P.O. Box 173, Timmonsville, SC 29161</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 612 S. Hill St., Timmonsville, SC 29162</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:lindahay@gmail.com">lindahay@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choppee Head Start – Wadearrow HOC, Inc.</td>
<td>Georgetown</td>
<td>(843) 485-4231</td>
<td>(843) 485-4234</td>
</tr>
<tr>
<td>Director: Sonya Gulles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8055 Choppee Road, Georgetown, SC 29440</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:sonyagulles@wadearrow.org">sonyagulles@wadearrow.org</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Smurf’s Child Development</td>
<td>Georgetown</td>
<td>(843) 264-3262</td>
<td></td>
</tr>
<tr>
<td>Co-Directors: Beaufortia W. Presley &amp; Rosa Wilson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>903 Martin Luther King, Andrews, SC 29510</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:smurf1984@frontier.com">smurf1984@frontier.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pawleys Island Civic Club Child Development Center</td>
<td>Georgetown</td>
<td>(843) 237-4765</td>
<td></td>
</tr>
<tr>
<td>Director: Lillian Reid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: PO Box 202, Pawley’s Island, SC 29585</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 323 Parkersville Rd, Pawley’s Island, SC 29585</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:piicc@frontier.com">piicc@frontier.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>Address</td>
<td>City</td>
<td>Phone</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Playhouse CDC</td>
<td>42 Hope Lane, Georgetown, SC 29940</td>
<td>Georgetown</td>
<td>843-545-7256</td>
</tr>
<tr>
<td>Sampit Community Center</td>
<td>92 Singleton Ave., Georgetown, SC 29585</td>
<td>Georgetown</td>
<td>(843) 546-0207</td>
</tr>
<tr>
<td>Small Minds of Tomorrow</td>
<td>1601 Hawkins St., Georgetown, SC 29440</td>
<td>Georgetown</td>
<td>(843) 546-3233</td>
</tr>
<tr>
<td>Small Minds of Tomorrow II</td>
<td>52 Hinds Street, Georgetown, SC 29440</td>
<td>Georgetown</td>
<td>(843) 318-1852</td>
</tr>
<tr>
<td>The Sunshine House 02</td>
<td>1104 Grace St., Greenwood, SC 29649</td>
<td>Greenwood</td>
<td>(864) 223-0476</td>
</tr>
<tr>
<td>The Sunshine House 134</td>
<td>1694 Calhoun Rd, Greenwood, SC 29649</td>
<td>Greenwood</td>
<td>(864) 229-6923</td>
</tr>
<tr>
<td>The Sunshine House 135</td>
<td>256 Wells Ave, Greenwood, SC 29646</td>
<td>Greenwood</td>
<td>(864) 227-6700</td>
</tr>
<tr>
<td>Children's Keeper Learning Center</td>
<td>103 N. Hoover St, Hampton, SC 29924</td>
<td>Hampton</td>
<td>(803) 914-0008</td>
</tr>
<tr>
<td>The Mellon Patch</td>
<td>103 First St, Hampton, SC 29924</td>
<td>Hampton</td>
<td>(803) 943-5055</td>
</tr>
<tr>
<td>A Step Ahead CDC</td>
<td>120 Carolina Road, Conway, SC 29526</td>
<td>Horry</td>
<td>(843) 347-6811</td>
</tr>
<tr>
<td>ATM Daycare</td>
<td>9340 Hwy 90, Longs, SC 29568</td>
<td>Horry</td>
<td>(843) 734-0270</td>
</tr>
<tr>
<td>Beginner's Paradise</td>
<td>8899 Hwy 701 South, Conway, SC 29527</td>
<td>Horry</td>
<td>(843) 397-1830</td>
</tr>
<tr>
<td>Carolina Forest Child Development &amp; Learning Center</td>
<td>214 Ronnie Court, Myrtle Beach, SC 29579</td>
<td>Horry</td>
<td>(843) 236-1234</td>
</tr>
<tr>
<td>Organization</td>
<td>Phone 1</td>
<td>Phone 2</td>
<td>Phone 3</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Chabad Academy</td>
<td>(843) 397-430</td>
<td>(843) 349-0110</td>
<td></td>
</tr>
<tr>
<td>Creative Beginnings</td>
<td>(843) 215-1234</td>
<td>(843) 215-1235</td>
<td></td>
</tr>
<tr>
<td>Cutie Pies Inc., Surfside</td>
<td>(843) 839-9882</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUM Child Development Ministry</td>
<td>(843) 692-9272</td>
<td>(843) 497-0473</td>
<td></td>
</tr>
<tr>
<td>Grissett's CDC</td>
<td>(843) 248-3584</td>
<td>(843) 248-4337</td>
<td></td>
</tr>
<tr>
<td>Hunter's Ridge Child Care</td>
<td>(843) 236-4722</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiddie Junction</td>
<td>(843) 444-2900</td>
<td>(843) 445-9256</td>
<td></td>
</tr>
<tr>
<td>Kids Paradise</td>
<td>(843) 293-7529</td>
<td>(843) 293-7530</td>
<td></td>
</tr>
<tr>
<td>Little Blessings CDC</td>
<td>(843) 249-2273</td>
<td>(843)</td>
<td></td>
</tr>
<tr>
<td>Little River CDC</td>
<td>(843) 399-5437</td>
<td>(843)</td>
<td></td>
</tr>
<tr>
<td>Princeton South Academy</td>
<td>(843) 903-5439</td>
<td>(843) 903-5468</td>
<td></td>
</tr>
<tr>
<td>The Learning Station</td>
<td>(843) 349-0108</td>
<td>(843) 397-1835</td>
<td></td>
</tr>
<tr>
<td>Big Blue Marble Academy 4</td>
<td>(864) 938-1100</td>
<td>(864) 938-1100</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Contact Area</td>
<td>Phone Numbers</td>
<td>Number</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Fairview Kids CDC</td>
<td>Laurens</td>
<td>(864) 724-2088 (864) 724-2085 fax</td>
<td>4</td>
</tr>
<tr>
<td>Stepping Stones Learning Academy, Inc.</td>
<td>Laurens</td>
<td>(864) 682-5727 (864) 683-2830 fax</td>
<td>11</td>
</tr>
<tr>
<td>Tender Loving Childcare</td>
<td>Laurens</td>
<td>(864) 681-1346</td>
<td>10</td>
</tr>
<tr>
<td>Thornwell Child Development Center</td>
<td>Laurens</td>
<td>(864) 938-2794 (864) 938-2198 fax</td>
<td>39</td>
</tr>
<tr>
<td>Young World Day Care Center</td>
<td>Laurens</td>
<td>(864) 833-2090</td>
<td>7</td>
</tr>
<tr>
<td>Bishopville Lee Child Care</td>
<td>Lee</td>
<td>(803) 484-6800 (803) 484-4222 fax</td>
<td>18</td>
</tr>
<tr>
<td>A Mother's Prayer</td>
<td>Lexington</td>
<td>(803) 796-4030 (803) 796-9416 fax</td>
<td>5</td>
</tr>
<tr>
<td>Big Blue Marble Academy 3</td>
<td>Lexington</td>
<td>(803) 532-4671 (803) 532-0955 fax</td>
<td>9</td>
</tr>
<tr>
<td>Brookland Baptist CDC</td>
<td>Lexington</td>
<td>(803) 744-7918 (803) 744-7921 fax</td>
<td>21</td>
</tr>
<tr>
<td>Hartman Hall Child Development Center</td>
<td>Lexington</td>
<td>(803) 791-5090 (803) 926-0334 fax</td>
<td>10</td>
</tr>
<tr>
<td>Kids' Stuff Learning Center</td>
<td>Lexington</td>
<td>(803) 794-8028 (803) 794-8010 fax</td>
<td>7</td>
</tr>
<tr>
<td>La Petite Academy 7503</td>
<td>Lexington</td>
<td>(803) 755-9449 (803) 755-0975 fax</td>
<td>17</td>
</tr>
<tr>
<td>Midlands Elite Gymnastics Academy (MEGA) CDC</td>
<td>Lexington</td>
<td>(803) 892-4496 (803) 892-6067 fax</td>
<td>3</td>
</tr>
<tr>
<td>Organization</td>
<td>Location</td>
<td>Phone</td>
<td>Fax</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------</td>
<td>-----------------</td>
<td>--------</td>
</tr>
<tr>
<td>Agapeland YEP Center</td>
<td>Marion</td>
<td>(843) 275-1444</td>
<td></td>
</tr>
<tr>
<td>Director: Jasmine Collins</td>
<td></td>
<td>(843) 423-4425</td>
<td></td>
</tr>
<tr>
<td>Mailing: PO Box 1806, Marion, SC 29571</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 613 Dunlop St. Ext., Marion, SC 29571</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:gcquare88@rowrunner.com">gcquare88@rowrunner.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids Konnection Christian</td>
<td>Marion</td>
<td>(843) 423-6174</td>
<td></td>
</tr>
<tr>
<td>Director: Taeisha Applewhite</td>
<td></td>
<td>(843) 423-0930</td>
<td></td>
</tr>
<tr>
<td>Mailing: PO Box 1376 Marion, SC 29571</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 500 McEachern Heights Marion, SC 29571</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:kidkonnect@aol.com">kidkonnect@aol.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McGill's Bundles of Joy</td>
<td>Marion</td>
<td>(843) 423-6561</td>
<td></td>
</tr>
<tr>
<td>Co-Directors: Loretta McGill &amp; Cynthia S. Edge</td>
<td></td>
<td>(843) 423-6561</td>
<td></td>
</tr>
<tr>
<td>Mailing: PO Box 1872, Marion, SC 29571</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 1005 Dunlop Ext., Marion, SC 29571</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:bundlesofjoy@bellsouth.com">bundlesofjoy@bellsouth.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Troy-Johnson Learning Corner</td>
<td>Marion</td>
<td>(843) 464-8565</td>
<td></td>
</tr>
<tr>
<td>Director: Jackie Troy-Johnson</td>
<td></td>
<td>(843) 464-2199</td>
<td></td>
</tr>
<tr>
<td>106 Gateway St., Mullins, SC 29574</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:jtrojohans@aol.com">jtrojohans@aol.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant Grove Academy</td>
<td>Marion</td>
<td>(843) 423-2096</td>
<td></td>
</tr>
<tr>
<td>Director: Jean Pearson</td>
<td></td>
<td>(843) 423-7267</td>
<td></td>
</tr>
<tr>
<td>1333 Penderboros Road, Marion, SC 29571</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:jpcarson28@aol.com">jpcarson28@aol.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newberry Child Development Center</td>
<td>Newberry</td>
<td>(803) 276-3045</td>
<td></td>
</tr>
<tr>
<td>Director: Jodi Sawyer / Mary Green</td>
<td></td>
<td>(803) 276-3045</td>
<td></td>
</tr>
<tr>
<td>2300 Evans Street, Newberry, SC 29108</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:newberrycde@gmail.com">newberrycde@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids Unlimited of Prosperity</td>
<td>Newberry</td>
<td>(803) 364-0660</td>
<td></td>
</tr>
<tr>
<td>Director: Dawn Graham</td>
<td></td>
<td>(803) 364-0054</td>
<td></td>
</tr>
<tr>
<td>Mailing: PO Box 157, Prosperity, SC 29129</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 11299 CR Koon Highway, Prosperity, SC 29129</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:kidsunlimitedofprosperity@comcast.net">kidsunlimitedofprosperity@comcast.net</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge Child Development Center</td>
<td>Oconee</td>
<td>(864) 882-9512</td>
<td></td>
</tr>
<tr>
<td>Director: Suzanne Evans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200 Lee Lane, Seneca, SC 29678</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:cambridgechildevcenter@yahoo.com">cambridgechildevcenter@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kreative Kids Child Care</td>
<td>Oconee</td>
<td>(864) 324-9048</td>
<td></td>
</tr>
<tr>
<td>Director: Regina Gambrell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1328 S. Walnut Street, Seneca, SC 29678</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:regina_gambrell@yahoo.com">regina_gambrell@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upstate Children's Center of Walhalla, Inc.</td>
<td>Oconee</td>
<td>(864) 638-6800</td>
<td></td>
</tr>
<tr>
<td>Director: Lindsay Singleton</td>
<td></td>
<td>(864) 638-6883</td>
<td></td>
</tr>
<tr>
<td>905 East Main Street, Walhalla, SC 29691</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:uccwalhalla@gmail.com">uccwalhalla@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brighter Children's Learning Center</td>
<td>Orangeburg</td>
<td>(803) 937-5701</td>
<td></td>
</tr>
<tr>
<td>Director: Gwen Simmons &amp; Betty Fludd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1830 Old Whitaker Pkwy, Orangeburg, SC, 29115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:purple@scrr.com">purple@scrr.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kidz Will Be Kidz</td>
<td>Orangeburg</td>
<td>(803) 531-3085</td>
<td></td>
</tr>
<tr>
<td>Director: Margaret Davis</td>
<td></td>
<td>(803) 531-3411,</td>
<td></td>
</tr>
<tr>
<td>1292 Sawyer Street, Orangeburg, SC, 29115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:Mdavis9709@aol.com">Mdavis9709@aol.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Address</td>
<td>City</td>
<td>Phone</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>SC State University CDC</td>
<td>Mailing: P.O. Box 7188, Orangeburg, SC 29117 Physical: 300 College St., Orangeburg, SC 29117</td>
<td>Orangeburg</td>
<td>(803) 536-7150</td>
</tr>
<tr>
<td>Wright Way Child Development Center</td>
<td>Director: Lashondia Wright 629 Torrington Road, Batesville, SC 29048</td>
<td>Orangeburg</td>
<td>(803) 492-7295</td>
</tr>
<tr>
<td>Ayes's Kinderoot Care CDC</td>
<td>Director: Verdell Aye Mailing: PO Box 39 Eastover, SC 29044 Physical: 213 Van Boklen Street, Eastover, SC 29044</td>
<td>Richland</td>
<td>(803) 353-5299</td>
</tr>
<tr>
<td>Belvedere Early Learning Center</td>
<td>Director: Flemond Williams 3700 Thurmond St., Columbia, SC 29204</td>
<td>Richland</td>
<td>(803) 754-4027</td>
</tr>
<tr>
<td>Benedict College Child Development Center</td>
<td>Director: Omari L. Dyson 1608 Westminster Drive, Columbia, SC 29204</td>
<td>Richland</td>
<td>(803) 705-4844</td>
</tr>
<tr>
<td>Bethel Learning Center</td>
<td>Director: Sandra Kelly 921 Woodrow Street, Columbia, SC 29205</td>
<td>Richland</td>
<td>(803) 779-1816</td>
</tr>
<tr>
<td>Candle Lakes Child Care</td>
<td>Director: Christina Lawson 422 Blythewood Rd., Blythewood, SC 29016</td>
<td>Richland</td>
<td>(803) 754-3807</td>
</tr>
<tr>
<td>Children's Garden</td>
<td>Director: Althea Benson 4801 Colonial Dr., Columbia, SC 29203</td>
<td>Richland</td>
<td>(803) 333-0608</td>
</tr>
<tr>
<td>Children's World 5</td>
<td>Director: Tamara Canzater 7611 Garner's Ferry Rd, Columbia SC 29209</td>
<td>Richland</td>
<td>(803) 776-5873</td>
</tr>
<tr>
<td>Children's World 7</td>
<td>Director: Jennifer Tackett 1225 Piney Grove, Columbia, SC 29210</td>
<td>Richland</td>
<td>(803) 772-9017</td>
</tr>
<tr>
<td>Dream Catcher's Child Learning Center</td>
<td>Director: Kimberly Sowell 2430 Atlas Road, Columbia, SC 29209</td>
<td>Richland</td>
<td>(803) 647-9111</td>
</tr>
<tr>
<td>Education Express Center for Learning</td>
<td>Director: Jeremy Jones 102 Columbia Northeast Drive, Columbia, SC 29223</td>
<td>Richland</td>
<td>(803) 419-3004</td>
</tr>
<tr>
<td>La Petite Academy 7501</td>
<td>Director: Dionne Joel 7460 Garner's Ferry Road, Columbia, SC 29209</td>
<td>Richland</td>
<td>(803) 776-7097</td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Fax</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Lotz of Love Learning Center</td>
<td>(803) 834-6117</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Myers Nursery &amp; Daycare</td>
<td>(803) 776-2091</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Spring Valley Early Learning Academy</td>
<td>(803) 736-1501</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Sunshine House 21</td>
<td>(803) 772-0517</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Sunshine House 22</td>
<td>(803) 772-5516</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Sunshine House 23</td>
<td>(803) 783-3929</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Trinity Learning Center</td>
<td>(803) 254-5819</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>ABC Academy</td>
<td>(864) 445-7999</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Bright Angels CDC</td>
<td>(864) 576-0886</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Learning Years CDC</td>
<td>(864) 476-2958</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Legacy Christian Day School</td>
<td>(864) 582-3396</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Miss Eddie’s Child Development Center</td>
<td>(864) 587-8900</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>Mother Goose Day Care</td>
<td>(864) 583-9222</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Institution Name</td>
<td>City</td>
<td>Office Phone</td>
<td>Ext.</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>------------</td>
<td>-------------------------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| PCA Child Development Center of ZL Madden            | Spartanburg| (864) 342-4722  
(864) 515-9357 fax | 20    |
| Director: Joyce Davis                                 |            |                               |       |
| 459 West Centennial St, Spartanburg, SC 29303        |            |                               |       |
| Email: Jdavis@pcasp.org                               |            |                               |       |
| Precious Little Angels Day Care                       | Spartanburg| (864) 474-1930  
(864) 474-1930 fax | 20    |
| Director: Joyce Caryon                                |            |                               |       |
| 367 Glenn Springs Rd, Pacolet, SC 29372              |            |                               |       |
| Email: plangelsdaycare@bellsouth.net                  |            |                               |       |
| The Children's Academy                                | Spartanburg| (864) 595-3727               | 10    |
| Director: Yolanda Staley                              |            |                               |       |
| 104 Tanglewylde Drive Spartanburg, SC 29301           |            |                               |       |
| Email: YolandaStaley@yahoo.com                        |            |                               |       |
| The Sunshine House 16                                 | Spartanburg| (864) 576-5330  
(864) 576-0434 fax | 10    |
| Director: Brenda Berry                                |            |                               |       |
| 1212 John B. White Sr. Blvd., Spartanburg, SC 29306  |            |                               |       |
| Email: center16@sshouse.com                           |            |                               |       |
| The Sunshine House 17                                 | Spartanburg| (864) 582-3757               | 8     |
| Director: Ashley Wilkins-Miller                       |            |                               |       |
| 1085 Fernwood-Glendale Rd., Spartanburg, SC 29302    |            |                               |       |
| Email: center17@sshouse.com                           |            |                               |       |
| Archway Academy #3                                    | Sumter     | (803) 773-6480  
(803) 773-2061 fax | 9     |
| Director: Stacy Harrington                           |            |                               |       |
| 2049 McCray's Mill Road, Sumter, SC 29154            |            |                               |       |
| Email: archwayacademy3@msn.com                        |            |                               |       |
| Bright Beginnings                                     | Sumter     | (803) 773-4300  
(803) 773-6951 fax | 10    |
| Director: Linda Harris / Jessica Lee                  |            |                               |       |
| 416 South Wise Drive, Sumter, SC 29150               |            |                               |       |
| Email: brightbeginningsumter@yahoo.com                |            |                               |       |
| Care-A-Lot Day Care Center                            | Sumter     | (803) 499-3851  
(803) 499-5851 fax | 9     |
| Co-Director(s): Paula Durham & Evvie Dennis           |            |                               |       |
| 4215 Thomas Sumter Hwy, Dalzell, SC 29040             |            |                               |       |
| Email: carealotdaycare@hotmail.com                    |            |                               |       |
| Clarian Place Child Care and Learning Center          | Sumter     | (803) 773-4370  
(803) 773-9556 fax | 5     |
| Director: Mary Cooper                                 |            |                               |       |
| 178 South Pike East Rd., Sumter, SC 29150             |            |                               |       |
| Email: clarianplacesumter@gmail.com                   |            |                               |       |
| Grace Cathedral Child Development Center              | Sumter     | (803) 774-7200  
(803) 774-7201 fax | 10    |
| Director: Julia Tripplett                             |            |                               |       |
| 50 Oswego Road, Sumter, SC 29150                      |            |                               |       |
| Email: Julia48_triplett@yahoo.com                     |            |                               |       |
| Jehovah Missionary Baptist Christian & Academic School| Sumter     | (803) 934-1287  
(803) 934-0937 fax | 16    |
| Director: Verna Duncan                                |            |                               |       |
| 415 S. Manning Ave., Sumter, SC 29150                 |            |                               |       |
| Email: verna@id.com                                  |            |                               |       |
| Luv N Care Child Care                                 | Sumter     | (803) 778-2102  
(803) 778-2102 fax | 12    |
<p>| Director: Sherrie Welch                               |            |                               |       |
| 48 Inglewood Drive Sumter, SC 29150                   |            |                               |       |
| Email: <a href="mailto:babette.meadows@yahoo.com">babette.meadows@yahoo.com</a>                      |            |                               |       |
| The Glory of God Academy                              | Sumter     | (803) 460-9575               | 5     |
| Director: Moena Emery                                 |            |                               |       |
| 3730 Camden Highway, Dalzell, SC 29040                |            |                               |       |
| Email: <a href="mailto:mrs.menery@yahoo.com">mrs.menery@yahoo.com</a>                           |            |                               |       |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>Phone/Email</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanessa’s Playland LLC</td>
<td>Sumter</td>
<td>(803) 494-9584, (803) 494-9587 fax</td>
<td>10</td>
</tr>
<tr>
<td>Co-Director: Shandy Sumner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address: 3300 West Brewington Rd, Sumter, SC 29153</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:vanessasplayland@yahoo.com">vanessasplayland@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Thomas Academy</td>
<td>Sumter</td>
<td>(803) 773-1910, (803) 773-9340 fax</td>
<td>14</td>
</tr>
<tr>
<td>Co-Director: Lottie McCaw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1155 Florence Hwy, Sumter, SC 29153</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:lmccaw50@gmail.com">lmccaw50@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Aera CEC</td>
<td>Union</td>
<td>(864) 427-2017, (864) 427-5930 fax</td>
<td>31</td>
</tr>
<tr>
<td>Director: Susan Adams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1431B Lockhart Hwy., Union, SC 29379</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:monaeraacc@gmail.com">monaeraacc@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Blocks Academy</td>
<td>Williamsburg</td>
<td>(843) 382-3417, (843) 382-3417 fax</td>
<td>7</td>
</tr>
<tr>
<td>Director: Gwen McFadden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing: PO Box 71, Kingstree, SC 29556</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: 84 Marble Road, Kingstree, SC 29556</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:buildingblocksacademy@yahoo.com">buildingblocksacademy@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doodie Buzz Academy</td>
<td>Williamsburg</td>
<td>(843) 210-7529, (843) 210-7530 fax</td>
<td>23</td>
</tr>
<tr>
<td>Director: Jennifer Parrott</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4400 N. Williamsburg County Hwy, Lake City, SC 29560</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:doodiebugacademy1@yahoo.com">doodiebugacademy1@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lane Head Start/Waccamaw EOC, Inc.</td>
<td>Williamsburg</td>
<td>(843) 387-9330, (843) 387-9332 fax</td>
<td>33</td>
</tr>
<tr>
<td>Director: Stephanie Brown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>175 Edwin Road, Lanc, SC 29564</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:stephanie.brown@weoc.org">stephanie.brown@weoc.org</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Smurf Too</td>
<td>Williamsburg</td>
<td>(843) 264-3262, (843) 264-8044 (fax)</td>
<td>12</td>
</tr>
<tr>
<td>Director: Pamela Williams &amp; Rosa Wilson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1435 N. Longstreet, Hwy 52, Kingstree, SC 29556</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:pwwilliams81@yahoo.com">pwwilliams81@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nesmith Community Day Care</td>
<td>Williamsburg</td>
<td>(843) 382-3241, (843) 382-3741 fax</td>
<td>1</td>
</tr>
<tr>
<td>Director: Audrey McCrae</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2774 Turkey Creek Road, Nesmith, SC 29580</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:pbedec@jtc-1.net">pbedec@jtc-1.net</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilson's Daycare &amp; Learning Center</td>
<td>Williamsburg</td>
<td>(843) 354-6270, (843) 354-3802 fax</td>
<td>1</td>
</tr>
<tr>
<td>Director: Daisy Wilson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>501 Lawrence St., Kingstree, SC 29555</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:wilsonsdycare@yahoo.com">wilsonsdycare@yahoo.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small World Academy</td>
<td>York</td>
<td>(803) 927-7415, (803) 927-7415 fax</td>
<td>12</td>
</tr>
<tr>
<td>Director: Betty Chason</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3714 Woodhawn Street, Sharon, SC 29742</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:smallworldacademy@gmail.com">smallworldacademy@gmail.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expansion Districts (Communities and Subgrantees)

South Carolina proposes utilizing the bulk of its grant funding to expand and enhance the number of High Quality Preschool slots available to Eligible Children in 12 of the state’s 20 remaining non-CERDEP school districts. Grant funds would be utilized to supplement – but not supplant - existing local and EIA 4K funding sources, filling service gaps in both public and private settings meeting the federal definition of High-Quality.

These underserved communities, designated as High-Need by virtue of limited state funding, are listed in the table below.

Table D1(b): Proposed Grant Expansion Districts, Demographics and Service Gaps

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson 5</td>
<td>1,082</td>
<td>69.58</td>
<td>753</td>
<td>133</td>
<td>290</td>
</tr>
<tr>
<td>Kershaw</td>
<td>830</td>
<td>69.48</td>
<td>577</td>
<td>72</td>
<td>160</td>
</tr>
<tr>
<td>Anderson 2</td>
<td>261</td>
<td>69.26</td>
<td>181</td>
<td>32</td>
<td>60</td>
</tr>
<tr>
<td>Anderson 4</td>
<td>261</td>
<td>68.40</td>
<td>179</td>
<td>31</td>
<td>88</td>
</tr>
<tr>
<td>Beaufort</td>
<td>2,146</td>
<td>67.92</td>
<td>1,458</td>
<td>107</td>
<td>900</td>
</tr>
<tr>
<td>Lancaster</td>
<td>1,028</td>
<td>67.23</td>
<td>691</td>
<td>33</td>
<td>140</td>
</tr>
<tr>
<td>Spartanburg</td>
<td>323</td>
<td>66.91</td>
<td>216</td>
<td>20</td>
<td>188</td>
</tr>
<tr>
<td>York 3</td>
<td>1,563</td>
<td>66.11</td>
<td>1,033</td>
<td>182</td>
<td>512</td>
</tr>
<tr>
<td>Spartanburg</td>
<td>729</td>
<td>65.21</td>
<td>475</td>
<td>44</td>
<td>339</td>
</tr>
<tr>
<td>Pickens</td>
<td>1,241</td>
<td>65.03</td>
<td>807</td>
<td>96</td>
<td>533</td>
</tr>
<tr>
<td>Charleston</td>
<td>4,664</td>
<td>63.21</td>
<td>2,948</td>
<td>544</td>
<td>1,903</td>
</tr>
<tr>
<td>Totals</td>
<td>14,732</td>
<td>9,707</td>
<td>1,330</td>
<td>5,379</td>
<td>6,713</td>
</tr>
<tr>
<td>Total 4K Gap:</td>
<td>2,955</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As depicted above, these 12 districts are home to an estimated 2,995 eligible four-year-olds with access to neither state preschool nor Head Start. Each district is home to a student population in which 63% or more of all children meet current state and federal eligibility definitions.

A map depicting both the state’s existing CERDEP districts and the proposed grant expansion districts is included below, with the expansion districts shaded in yellow.
In these Expansion Districts, South Carolina anticipates making funds available to both public and private subgrantees capable of enrolling Eligible Children in new expansion slots. **Consistent with Competitive Priority #3, more than 50% of South Carolina’s proposed grant will be dedicated for this purpose.**

Whether public or private, **all grant funding** will be devoted to programming meeting the **federal definition of High Quality**, to include degreed teachers and full-day classes. In the event that local districts currently funding half-day models have sufficient space to convert existing classrooms to full-day, grant funds may also be utilized to **support the enhancement of existing slots to meet this federal definition**. Likewise, private expansion slots within the 12 expansion districts will be fully-funded at a supplemental rate designed to enable the employment and compensation of degreed teachers.
Subgrantees in the 12 expansion districts will include both newly recruited private providers and these school districts themselves.

**D2. Each High-Need Community is Currently Underserved**

Each of the 73 South Carolina school districts proposed for grant funding is currently underserved according to Preschool Development Grant definitions. Within the 61 Existing CERDEP Districts, students attending in many private settings lack access to high-quality services as defined by grant guidelines (due to a lack of resources to employ and competitively compensate teachers holding bachelors’ degrees). The 12 Expansion Districts are underserved by virtue of both a lack of current CERDEP funding with which to serve Eligible Children and (in some cases) a need to extend current half-day programming.

Required enrollment data depicting both the Existing and proposed Expansion districts has been included in prior sections of this application.

- 2013-2014 CERDEP enrollment and demographic data is included in Table B2(b). (Note that this table does not include data on ten new 2014-2015 CERDEP expansion districts, on which updated enrollment data is not yet available.)
- Data pertaining to the 12 proposed grant-funded Expansion Districts is included in Table D1(b) above.

**D3. Process of Selecting and Outreach to Potential Subgrantees**

Because of South Carolina’s significant progress toward providing universal prekindergarten to low-income children, selecting potential subgrantees is straightforward proposition. The state’s 61 existing CERDEP communities are already well-penetrated by programs meeting the federal definition of High Quality – with the employment and competitive compensation of bachelors’ degreed teachers within private settings the notable exception. The state’s first set of proposed subgrantees is therefore private providers willing to address this disparity using supplemental grant funding. This list includes both existing and prospective providers, drawn to participate by a more equitable rate of reimbursement.
Expansion subgrantees were also easily identified, with the next 12 non-CERDEP school districts prioritized as High-Need in order of their poverty rates. (South Carolina selected these districts in descending order, beginning with the most impoverished non-CERDEP district and proceeding until the state’s maximum award was likely to be exhausted.) Subgrantees in these communities will include both these 12 school districts and new private providers to be recruited.

First Steps’ leaders have conducted personal outreach to each of the 12 proposed expansion districts to discuss the state’s proposed expansion concept. Each of these districts has expressed an eagerness to participate and provided an attached Letter of Support.

The state’s private CERDEP providers are also supportive of the state’s application. Though its First Steps 4K staff, both written and personal outreach has been conducted to each of the state’s 151 participating providers. While we do not anticipate that each will be immediately able – or willing, given the long-term employment of many current 4K teachers - to attract and employ bachelors’ degreed teachers, the prospect of providing supplemental funding to support these hirings enjoys broad appeal and is certain to be warmly embraced among these subcontractors. Letters of support from 96 of the state’s existing private providers are also attached here.

Note that no tribal outreach was necessary in association with this application.

**D4. South Carolina will Subgrant 95% of its Total Grant Award to Implement and Sustain High-Quality Preschool Programs**

South Carolina proposes using 95% (or \( \frac{b4}{b4} \)) of its potential \( \frac{b4}{b4} \) annual grant award in the form of sub-grants to direct service providers (public and private) capable of achieving the state’s ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served in High-Quality Preschool Programs. These sub-grants hold the potential to benefit Eligible Children in 73 South Carolina school districts.

Using grant funds, South Carolina proposes to:
• Create at least 1,700 new, High-Quality state preschool slots in both public and private settings. While the bulk of these new slots are anticipated within the state’s 12 proposed grant expansion districts, new private sector slots within the state’s 61 existing CERDEP districts are also expected as a result of supplemental grant funding designed to ensure greater equity.

• Create at least 1,864 improved state preschool slots through both the creation of full-day slots in districts previously operating half-day models and the private sector, employment (and equitable compensation) of teachers holding bachelors’ degrees in early childhood education.

**D4a. Ambitious and Achievable Annual Expansion Targets**

**D4b. Incorporate Ambitions Expansion and Ambitious Improvement**

No later than Year Two of South Carolina’s grant award, the state intends to achieve its expressed goal of expanding its High-Quality preschool program to include at least:

- 1,700 new expansion slots
- 1,864 slots of enhanced quality (consistent with federal definitions).

Because of the state’s existing preschool infrastructure – as well as the federal intent to award Preschool Development Grant funds as early as December 2014 - we are confident the state can deliver at least 70% of this target enrollment during the 2015-2016 (Year One), with full capacity reached and maintained no later than 2016-2017 (Year Two).

Here it is important for reviewers to understand South Carolina’s mixed-delivery model, in which both enrollment and the appropriation of funds are based in part on parental choice. Upon receipt of the state’s award notice, South Carolina First Steps will both enter into formal negotiations with expansion school districts and open its private provider application process to preschools serving children in these new communities.
Additionally, the state will take steps to promote the availability of **equity supplements for private providers** in South Carolina’s 61 existing CERDEP districts and **provide technical assistance** to providers seeking to bring their programs into alignment with the federal definition of High-Quality through the enrollment of bachelors’ degreed teachers. (Barring the appropriation of additional state funds for FY16, only private providers meeting the federal High-Quality definition will be eligible to participate in the 12 Expansion Districts.)

Within these expansion districts there will also be public **slots identified for enhancement** as districts explore conversion of **half-day classrooms to full-day**. This is a discussion now underway within these districts, as leaders explore both available classroom space and the pros and cons of conversion to full-day programming (which, in the absence of additional classroom space, could mean providing a service of greater intensity to a **smaller number of total children**).

It is here that the state’s private preschools will continue to demonstrate their considerable worth as state 4K providers, filling gaps in school district capacity. There are currently **807 licensed preschool providers** in the counties containing the twelve proposed expansion districts. (Note that as part of SC’s model, eligibility and funding **follow the child**, enabling parents to enroll in an approved private preschool even if it is located outside of the eligible child’s district of residence.)

A table depicting each of the expansion districts’ enrollment by program type (half-day vs. full-day) and the number of eligible private providers by county is included below.
Table D4(a): Expansion District Enrollment by Type, Licensed Private Providers

<table>
<thead>
<tr>
<th></th>
<th>Anderson 5</th>
<th>Kershaw</th>
<th>Anderson 2</th>
<th>Anderson 4</th>
<th>Beaufort</th>
<th>Lancaster</th>
<th>Spartanburg 1</th>
<th>York 3</th>
<th>Spartanburg 2</th>
<th>Pickens</th>
<th>Spartanburg 5</th>
<th>Charleston</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>290</td>
<td>290</td>
<td>120</td>
<td>40</td>
<td>860</td>
<td>900</td>
<td>94</td>
<td>140</td>
<td>140</td>
<td>27</td>
<td>129</td>
<td>807</td>
</tr>
<tr>
<td></td>
<td>140</td>
<td>20</td>
<td>160</td>
<td>26</td>
<td>40</td>
<td>140</td>
<td>140</td>
<td>27</td>
<td>339</td>
<td>0</td>
<td>339</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>20</td>
<td>60</td>
<td>120</td>
<td>40</td>
<td>140</td>
<td>140</td>
<td>27</td>
<td>533</td>
<td>0</td>
<td>533</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>60</td>
<td>88</td>
<td>120</td>
<td>40</td>
<td>140</td>
<td>140</td>
<td>27</td>
<td>270</td>
<td>0</td>
<td>270</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td></td>
<td>140</td>
<td>44</td>
<td>188</td>
<td>129</td>
<td>406</td>
<td>106</td>
<td>512</td>
<td>130</td>
<td>339</td>
<td>0</td>
<td>339</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td></td>
<td>339</td>
<td>0</td>
<td>339</td>
<td>129</td>
<td>533</td>
<td>0</td>
<td>533</td>
<td>50</td>
<td>270</td>
<td>0</td>
<td>270</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td></td>
<td>270</td>
<td>0</td>
<td>270</td>
<td>129</td>
<td>116</td>
<td>1787</td>
<td>1903</td>
<td>231</td>
<td>116</td>
<td>1787</td>
<td>1903</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2,052</td>
<td>3,327</td>
<td>5,379</td>
<td>807</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Because South Carolina operates on a parental choice model - and funds both public and private providers on the basis of eligible children enrolled - the state’s application specifies neither an exact number of students to be served, nor the exact amount of grant funding proposed for each subgrantee (a list which may number into the hundreds). Instead, we have completed Table D4 by describing categories of grantee services.

This is a reflection on South Carolina’s existing mixed-delivery model. Rather than presume that funds will flow exclusively to public school district providers, the state’s approach is designed to support the meaningful participation of both public and private providers - some of whom will not be identified until the state opens its application process to these expansion communities.

Reviewers should recognize that what this approach lacks in current specificity (for purposes of this application and its associated data tables), it more than offsets in terms of flexibility and promise. Because this application is designed to fill gaps across a large number of South Carolina communities, the state can assure its attainment of ambitious and achievable goals with confidence. With dollars following Eligible Children within a network of more than 160 potential subgrantees (public and private), South Carolina assures that:
• **(b) %** of total grant funds will be provided in the form of subgrants to providers of High-Quality Preschool.

• **At least (c) %** of the state’s total grant award will be dedicated to the creation of new state preschool slots for underserved Eligible Children (Competitive Priority 3), with at least 1,190 (d %) of the state’s proposed 1,700 expansion slots to be filled during 2015-2016 (Year One).

• **No more than (e) %** of the state’s total award will be utilized to enhance the quality of an estimated 1,864 existing slots to meet the federal definition of High Quality (equity supplements to private sector providers employing and competitively compensating staff, expansion of school district slots from half-day to full-day).

Finally, in the event that unforeseen circumstances prevent South Carolina’s ability to fully expend the state’s award in the manner outlined above, we will **seek immediate approval to extend the permissible geography of this application** to include one or more the 8 remaining SC school districts unfunded by this project.

We believe that this is an **ambitious – but eminently achievable – plan** for South Carolina, consistent with federal goals and requirements.

**D5. Sustainability of Grant Funding for High-Quality Preschool**

As described throughout this section, it is the **codified intent** of the South Carolina General Assembly to establish the state’s CERDEP 4K program as a statewide model. Since the original CDEPP pilot program’s inception in 2006, lawmakers have expanded this mixed-delivery model from 37 to 61 current districts – with expansion to the state’s remaining 20 districts pending only the identification of resources with which to do so in coming years.

In making this application for *Preschool Development Grant* funding, the State of South Carolina seeks federal funds with which to accelerate this process with the **knowledge and**
expectation that state revenues will be required to sustain the availability of these funds at the conclusion of the four-year-grant period.
SECTION E: COLLABORATING WITH EACH SUBGRANTEE AND ENSURING STRONG PARTNERSHIPS

South Carolina’s ambitious and achievable plan includes measures designed to ensure that each subgrantee is effectively implementing a High-Quality Preschool Program.

**E1. Roles and Responsibilities of the State and Subgrantees**

As the *Preschool Development Grant*’s designated lead agency, South Carolina First Steps to School Readiness will assume responsibility for **ensuring the state’s compliance with all grant requirements** – to include the establishment, monitoring and enforcement of subgrant agreements, required data collection, and oversight of grant-funded professional development (to be established in collaboration with state and local partners).

Subgrantees – both public and private – will be contracted by First Steps as High-Quality preschool providers responsible for the delivery of federally compliant services to Eligible Children, consistent with the **ambitious and achievable plan** outlined in Section D.

**E2. South Carolina’s Plan to Implement High-Quality Preschool Programs, to Include Organizational Capacity and Existing Infrastructure**

South Carolina’s proposal is **built upon a strong, pre-existing preschool infrastructure, which already serves more than half of the state’s four-year-old population**. Because *Preschool Development Grant* requirements largely mirror those of South Carolina’s longtime preschool service delivery models, both public and private providers are well acquainted with – and prepared to deliver upon - these expectations. All of the structural supports necessary to administer this grant, from provider applications and guidelines, to a system of provider monitoring, already **exist and are readily scalable** to grant-funded expansion communities.

As the grant’s lead agency, South Carolina First Steps has a **nine-year history as the statewide administrator of the CERDEP program in private settings** and both governing and
grassroots organizational structures ideally-suited to support implementation of this application’s ambitious and achievable plan. As a grant funder to 46 local Partnership Boards, 151 private CERDEP providers, and a network of roughly 800 contracted early intervention therapy providers, First Steps is well-prepared to administer (and monitor the use of) grant funds to the state’s proposed Preschool Development subgrantees.

**E3. How South Carolina Will Minimize the Administrative Costs of Subgrantees**

South Carolina does not intend to permit administrative costs by Preschool Development subgrantees. In the event that extraordinary circumstances necessitate such a request, a formal waiver request will be sought for consideration by the state’s federal program officer.

**E4. How South Carolina Will Monitor the Provision of High-Quality Preschool Programs**

South Carolina First Steps to School Readiness has a successful nine-year history of providing on-site monitoring and technical assistance for the purpose of ensuring high-quality preschool program delivery. First Steps staff currently make announced and unannounced visits to each of the state’s 150+ private CERDEP providers twice monthly.

The state proposes an expansion of this existing model to meet the grant monitoring requirements, with two additional 4-year-old kindergarten coordinators budgeted to ensure ongoing support and oversight of subgrantees. In addition to these grant-funded program monitors, First Steps will utilize existing statewide staff to monitor grant requirements within its network of current service providers.

South Carolina’s existing CERDEP and EIA 4K programs operate under a nearly identical set of program requirements to those defined in the Preschool Development Grant – and have done so for many years. Accordingly the state’s potential subgrantees are well-acquainted with the definition of High-Quality established within the Preschool Development Grant and well-prepared to deliver services of this caliber.
E5. How South Carolina and its Subgrantees will Coordinate Plans Related to Assessments, Data Sharing and Other Key Program Elements

As in prior sections, South Carolina’s experience and existing infrastructure provide it with a significant head start on efforts to coordinate between the state and subgrantee providers. We address a number of key topics below.

Assessment – All state-funded preschool students in South Carolina are subject to participation in a new statewide readiness assessment program established in June 2014 (as part of the same bill which codified the public-private CDEPP pilot). The state has recently procured an instrument – Amplify’s mClass Circle – through which the early literacy skills of all of the state’s funded preschoolers will be measured during the first 45 days of 2014-2015. State law requires that this readiness assessment be expanded no later than 2016-2017 to include Mathematics, Social-Emotional Development and Health/Physical Development. Though not required, First Steps has mandated the use of Circle post-testing in the spring of 2015 for all students served in private CERDEP settings.

Participation in statewide assessment requirements is a routine occurrence amongst the state’s likely subcontractors - with only new private providers for 2015-2016 unfamiliar with this protocol. As the state’s grant administrator, First Steps and its regional 4K staff will assume responsibility for ensuring close coordination with subgrantees on matters of assessment – to include any assessment protocols required as a condition of funding.

Data Sharing – South Carolina’s state-funded preschool providers are well-acquainted with data sharing requirements as a condition of state (and hence grant) funding. School districts’ student demographic data is captured in the state’s PowerSchool database. First Steps is responsible for the collection of private student data and approves the enrollment of Eligible Children in these settings contingent upon contractors’ submission complete data. Student unique ID numbers are assigned to students in both public and private CERDEP settings by the SC Department of Education and submitted to the state’s Education Oversight Committee for longitudinal tracking and program evaluation. Student readiness assessment data is also required – and currently collected
via Amplify’s online mClass data system. As the state’s grant administrator, First Steps will ensure that all grant-funded subcontractors meet state and federal reporting requirements.

**Instructional Tools, Professional Development and Workforce/Leadership Development** – Each of the state’s publicly-funded 4K classrooms – whether public or private - utilize common assessments and one of a handful of state-approved, research-based curricula. Since the inception of the CDEPP 4K pilot, First Steps has worked hand-in-hand with the SC Department of Education to ensure the articulation of common requirements and the provision of joint (curriculum, professional, workforce, and leadership) training opportunities.

**Family Engagement, Cross-Sector and Comprehensive Service Efforts** – As with the items above, South Carolina is well-prepared to coordinate family engagement and comprehensive service efforts across all subgrantees. This is readily accomplished due to South Carolina’s unique, grassroots early childhood infrastructure. Each South Carolina community is home to a local, non-profit First Steps Partnership serving as a resource and referral portal for the families of young children. These local partnerships work closely with school districts and private providers to connect families to comprehensive services – both those to which they are entitled and those which they desire to ensure the success of their young children. First Steps’ local partnerships also fund and provide community services, including evidence-based home visitation, developmental screenings and community literacy supports.

**E6. How South Carolina Will Coordinate With, But Not Supplant Other Key Programs**

South Carolina assures that *Preschool Development Grant* funds will not be used to supplant any existing source of funding: federal, state or local. The state proposes the use of grant funds solely to expand and enhance the provision of state preschool programs where no other source of revenue is available. Accordingly, all other sources of funding will be maintained – to include EIA 4K appropriations and any discretionary local funding to include Title 1 of the ESEA (as applicable).
That said the state is firmly committed to ensuring the coordination and integration of grant funds with both programs providing direct and indirect supports to Eligible Preschool Children and their families. Except as dictated by specific grant requirements, South Carolina intends to blend Preschool Development Grant resources seamlessly into the state’s existing preschool infrastructure – making grant-funded students and classrooms indistinguishable from their state-funded counterparts. These classrooms will follow the same Guidelines required of the state’s existing programs, be inclusive of children with special needs (funded under Section 619 of IDEA Part B), ensure services to children eligible for services under subtitle VII-B of the McKinney-Vento Act, and coordinate with a host of other state and local programs designed to improve the lives of South Carolina’s young children.

It is important to note here the role of Head Start within South Carolina’s preschool infrastructure. Funded under separate federal requirements – and with a more restrictive definition of low-income eligibility – South Carolina does not fund Head Start services directly. That said, a number of South Carolina Head Start grantees serve concurrently as providers of state-funded preschool, tapping excess building capacity to operate state-funded programs for children between 100%-200% of the federal poverty definition. While these children are counted against state preschool enrollment totals and are not funded to receive the same set of comprehensive services required by Head Start, these local grantees are valuable CERDEP partners. The benefits extend both ways. Not only is the state able to provide prekindergarten to a larger number of Eligible Children, but Head Start grantees are able to generate separate tuition dollars which enable them to provide a more comprehensive set of community services – often in rural areas lacking robust private child development centers.

Finally the requirement that all CERDEP classrooms (public and private) maintain child care licensing provides opportunities for each subgrantee to potentially benefit from the federal Child Care and Development Block Grant. Not only was the interagency creation of South Carolina’s, Good Start, Grow Smart Early Learning Standards created under the auspices of the CCDBG, but participation as a licensed provider within South Carolina’s ABC Quality Program permits both public and private providers to accept South Carolina Child Care Vouchers (as available). These vouchers are tapped by many eligible families for the purpose of providing
before and afterschool “wrap around care” extending beyond the state program’s 6.5-hour program day.

As the grant’s program administrator and home to the state’s Early Childhood Advisory Council, First Steps pledges to ensure the seamless coordination of grant resources with a host of additional federal, state and local programs.

E7. How South Carolina will Integrate Economically Diverse Students

Because eligibility for South Carolina’s state-funded preschool program is limited to students qualifying for free- or reduced-price school lunches or Medicaid, its school-based classrooms tend to be economically homogenous. Though a small number of SC school districts provide tuition-based 4K, these programs tend to operate independently of their state-funded counterparts.

The same cannot be said of the state’s private CERDEP providers, who currently enroll anywhere between 1 and 50 eligible students apiece. Because South Carolina funds these programs according to the number of eligible children enrolled, private providers are not only able – but encouraged – to integrate state-funded, low-income children into otherwise tuition-based classrooms. Indeed it is the case that many of the state’s top-tier private providers enroll only a handful of state-funded children annually because demand for their tuition-based programs is so strong. In these classrooms, low-income students who would be otherwise unable to access these often-costly programs receive high-caliber instruction with an economically diverse set of peers.

While South Carolina cannot assure this economic diversity in every grant setting, students served in the state’s private CERDEP classrooms – in particular – are likely to be served in economically diverse classrooms.

E8. How Will South Carolina Serve Children in Need of Additional Supports

South Carolina is committed to providing a High-Quality Preschool experience to all Eligible Children – each of whom arrives at school with a unique set of needs. As required of LEA
programs by state and federal law, South Carolina’s school districts are both equipped and funded to meet the needs of diverse groups of learners, including preschoolers requiring additional support services.

Students enrolled in the state’s private CERDEP 4K classrooms are no less entitled to these services, be they special education supports offered under Section 619 of IDEA Part B, services necessary to support English language acquisition, or others provided by state’s public school districts. Because South Carolina First Steps is not directly funded to provide these services, however, extra coordination efforts are required in these cases. First Steps 4K staff and contracted preschool providers work in close coordination with local school districts (and additional community partners as necessary) to ensure that the supplemental needs of all enrolled students are met.

Here again, South Carolina points to the value of First Steps’ interagency governance at the state and local levels. As the state’s Early Childhood Advisory Council, the First Steps Board of Trustees includes the directors of each of the state’s child serving agencies – a structure which helps to break down barriers and silos to the benefit of South Carolina children and their families. At the local level, similar structures exists by county, ensuring a web of interagency relationships capable of supporting the needs of the state’s high-risk children and families, independent of geography.

As the state’s assigned lead agency for the Preschool Development Grant, First Steps is uniquely situated to address and ensure the diverse needs of low-income, Eligible Children. Whether these children are homeless, disabled, migrant, participants in the state’s child welfare system or in need of other supports, First Steps assures that its grant-funded students will be provided access not only to the services to which they are entitled by the state and federal law, but to additional community and philanthropic supports accessible solely through the strong interagency connections of its state and local organizations.
**E9: How Will South Carolina Ensure Culturally and Linguistically Responsive Communication and Outreach Efforts, Engage Parents and Families**

South Carolina First Steps to School Readiness takes particular pride in its ability to reach and serve the state’s most isolated and hard-to-reach families. Citing the initiative’s local governance by diverse groups of community stakeholders, the High/Scope Educational Research Foundation has lauded First Steps for its ability to reach the “poorest of the poor and the neediest of the needy.”

With members representing the faith, philanthropic and business communities, parents, school districts, Head Start, private and community-based preschools and more, these local First Steps Boards convene stakeholders in each community for one purpose only: to get children ready for school. With contributions from each of these local partners, South Carolina communities have had terrific success in ensuring culturally and linguistically responsive communication and outreach efforts to the families of young children.

Add to this the strong motivation of the state’s preschool providers to enroll eligible children - for whom tuition and transportation funding flow on a competitive basis. As part of their annual recruitment efforts, South Carolina’s school districts and private preschool providers routinely tap unusual – but effective - means of recruitment, visiting Laundromats, food banks, public health clinics, churches, low-income housing and more in their efforts to identify and serve the state’s high-risk children.

In conducting this intensive outreach, the state’s preschool providers also achieve an important secondary goal: developing the relationships necessary to engage even reluctant parents as decision-makers in their child’s learning. It is through these efforts that many First Steps partnerships recruit high-need families to participate in evidence-based home visitation programs such as Parents as Teachers. With a strong focus on the development of protective factors, First Steps supports both families and preschool providers in their ability to support the needs of the state’s young children.

South Carolina assures that grant funding will be coupled with similarly responsive, effective, and comprehensive efforts to find, engage and serve the state’s hard-to-reach families.
E10. How South Carolina Will Ensure Strong Partnerships Between Subgrantees and LEAs

E10a. Partnering with LEAs and Other Learning Providers to Ensure Smooth Transitions from Preschool to Kindergarten

South Carolina is a noted leader in the field of school transition, with First Steps’ Countdown to Kindergarten program recognized in 2005 by the National Governors’ Association as a national best practice. The program, designed to meaningfully link children and their families to the state’s public schools at the point of entry, pairs high-risk rising five-year-olds with their future kindergarten teachers for a series of six, one-hour home visits over the summer before kindergarten. Participating teachers routinely cite the experience as transformative – strengthening their long term relationships with families and influencing their subsequent approach to the instruction of these students.

In anticipation of Year One enrollment at \( \frac{10}{41} \% \) of the state’s ambitious and achievable target, South Carolina proposes the use of up to $\text{X} \times 10^4$ in Year One funding to add Countdown as an accessible Comprehensive Service (per the grant’s definition of High-Quality Preschool) to up to 1,700 grant-funded slots.

Because the state aspires to meet its target enrollment as rapidly as possible – and wishes to prioritize the direct provision of High-Quality classroom services to Eligible Children - this is proposed as a planned, but optional, service – to be eliminated in the event that full enrollment can be achieved during Year One.

Independent of this strategy and its potential inclusion, First Steps will work with both public and private subgrantees to ensure appropriate transition activities for each grant-funded student. Within LEA programs, this is readily accomplished – with many students planning to attend kindergarten in the same building. For private providers this is a greater challenge, but still a worthwhile effort as families transitioning from private settings into their zoned public schools will be afforded opportunities to connect with their prospective teachers via personal visits and/or group meetings facilitated by SC First Steps’ 4K staff.
E10b. Coordinating and Collaborating with LEAs and Other Early Learning Providers as Appropriate to:

E10b(i): Provide Opportunities for Educators to Participate in High Quality Professional Development – High-Quality professional development is a major component of South Carolina’s application, with the bulk of the state’s remaining grant funding (5%) committed to this purpose as described in Section C. All grant funded classrooms will be expected to participate in ongoing professional development opportunities organized by the state – with the option of making this content available to teachers statewide via distance education and technology partnerships with South Carolina Educational Television. This professional development will include content related to the state’s early learning standards, early literacy, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors and engage in the learning of their young children.

E10b(ii): Provide Family Engagement, Support, Nutrition and Other Comprehensive Services – As referenced throughout this application, family engagement, support and other comprehensive services are provided to the state’s preschool population statewide by a network of 46 local, non-profit First Steps partnerships charged by law with serving as community resource and referral portals for the families of young children. These partnership boards work – and will work – with public and private preschool providers statewide to ensure and enhance family engagement through the provision of evidence-based home visitation, developmental screenings, and a variety of comprehensive support services. Because the state’s target population is almost universally eligible for free- and reduced-price lunches, nutrition services are provided as a matter of course, whether through the free- and reduced-price lunch programs of local LEAs or participation in the USDA food program within approved private providers.

E10b(iii): Support the Full Inclusion of Eligible Children with Disabilities and Developmental Delays – South Carolina’s state preschool programs – both public and private - are required to support the full-inclusion of eligible children with disabilities and developmental delays. Students in private settings requiring special education supports typically have these delivered in the natural environment of their
family’s choosing (private classrooms) as part of a collaborative effort between SC First Steps and local school districts (LEAs).

E10b(iv): Supporting the Inclusion of Other Children Who May Be in Need of Additional Supports – Students identified as Eligible on the basis of age, income and geography may not be turned away from South Carolina’s public preschool program (whether delivered in a public or private setting) independent of their supplemental needs. This includes English language learners, those who are homeless, those in the child welfare system, those residing in rural areas, and the children of military families. As the state’s designated lead agency, South Carolina First Steps will identify and ensure access to all publicly-funded supports to which these children are entitled by state and federal law.

E10b(v): Ensuring Age Appropriate Facilities - South Carolina’s CERDEP classrooms are all subject to child care licensing by the SC Department of Social Services. As part of the licensing process, the state ensures that programs are housed in age-appropriate facilities with equipment and materials matched to the needs of the young children served. Most of South Carolina’s proposed subgrantees are housed in facilities designed and built explicitly for the purpose of educating young children.

E10b(vi): Developing and Implementing a Systematic Procedure for Sharing Data and Other Records Consistent with State and Federal Law – South Carolina has a systematic procedure for collecting and tracking 4K student and provider data, with all students – both public and private – assigned a unique identification number by the South Carolina Department of Education. The submission of student data from providers is a prerequisite for state funding and embedded throughout the state’s provider contracts. Student data is shared annually with the SC Education Oversight Committee, which is charged with conducting an annual evaluation of the CERDEP program. As grant requirements may dictate, South Carolina assures that it will expand upon this protocol to ensure the timely submission of data which may be required by the federal government as a condition of funding.

E10b(vii): Utilizing Community-Based Learning Resources, Such as Libraries, Arts, and Family Literacy Programs – As described throughout this application, South Carolina is
home to a robust and comprehensive grassroots early childhood initiative in South Carolina First Steps to School Readiness. One of this structure’s greatest strengths is its ability to connect South Carolina children, families and the providers serving them with available community resources. As both a convener and a funder/provider of local programs, First Steps Partnerships are charged by law with establishing connections to these supports, including library-based programs (First Steps is currently partnered with the state’s library system to promote an early childhood literacy initiative called 1,000 Books Before Kindergarten) and local arts and education programs. First Steps supports family literacy programs across the state, is South Carolina’s primary funder of evidence-based home visitation, and serves as the state sponsor for both Nurse Family Partnership and Parents as Teachers. As the Preschool Development Grant’s designated lead agency, South Carolina First Steps is uniquely qualified to ensure the establishment of connections between subgrantees and these important community resources.
SECTION F: ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM

South Carolina enthusiastically endorses the need for a birth through third grade service continuum and is pleased to note the state’s significant progress on this front. As we approach implementation of our Preschool Development Grant, the state has developed an ambitious and achievable plan to align grant services with the state’s existing early education infrastructure, including plans to improve transitions for children across this continuum.

F1. Coordinating Across the Birth to Five Continuum

As noted throughout this application, South Carolina is well-equipped to ensure the coordination of grant services across the state’s birth to five continuum. As the state’s comprehensive early childhood initiative, South Carolina First Steps is a central hub around which nearly all of the state’s early childhood infrastructure revolves. First Steps interagency governance structure and grassroots service delivery (described in detail in Section B5) make it the ideal candidate to ensure the seamless integration of Preschool Development Grant resources.

Because First Steps is already the home of the state’s Early Childhood Advisory Council and IDEA Part C early intervention system – as well as the sponsor of the state’s largest evidence-based home visitation models (Nurse Family Partnership and Parents as Teachers) and the administrator of CERRDEP 4K in private settings, the initiative is uniquely positioned to assure service coordination between infancy and school entry. Early education initiatives not provided directly through First Steps, including Head Start, MIECHV, and the state’s CCDBG child care programs are nonetheless represented at the First Steps governance table, giving First Steps unparalleled access to each of the state’s early childhood programs and decision makers.

As pertains to grant-funded students, First Steps can assure state and local outreach efforts that will both open doors and connect these children and their families to an array of federal, state and local resources. The initiative has shown its greatest power in accessing hard-to-reach
families, and will work tirelessly to prioritize the enrollment of the state’s high-risk children in expanded prekindergarten services enabled by the Preschool Development Grant.

F1b. Guarding Against the Diminution of Other Services or Increased Costs to Families

With a relentless family focus and strict non-supplantation requirements of its own, First Steps can state unequivocally that the awarding of federal Preschool Development Funds will not lead to the diminution of any existing service to South Carolina’s children and families. Like other state and federal services, First Steps programs – including CERDEP itself - are offered to families free of charge.

F2. Coordinating Services K-3

The importance of early childhood service coordination does not stop which children reach the schoolhouse door. In collaboration with local school districts and the SC Department of Education, South Carolina’s interagency early childhood leaders are committed to supporting the state’s young children into kindergarten and beyond.

F2a – Ensuring Children are Ready for Kindergarten - Given its school readiness charge, there is nothing of greater importance to First Steps’ interagency Board of Trustees than preparing each South Carolina child for school success. As described in Section C2c, the SC General Assembly has recently taken steps designed to support this outcome, establishing the state’s first-ever legal definition of school readiness, charging the First Steps Board of Trustees with establishing formal descriptions, and reestablishing the state’s longstanding school readiness assessment program. Despite its many facets, every aspect of First Steps’ work is designed to support the school readiness of the state’s young children. There is reason to believe that the state’s collective efforts are working: First grade retention has dropped by more than 50% since the year 2000.

F2b – Sustaining Gains by Eligible Children – Here as elsewhere, South Carolina is making significant headway. The state has offered universal, full-day five-year-old kindergarten to all children since 1999 and is currently in the midst of a sustained effort to ensure third grade reading proficiency. The SC Read to Succeed Act, passed in June 2014, not only codified the state’s 8-year CDEPP pilot program, but layers in a variety of
primary grade supports designed to bolster the early literacy skills of the state’s children (including literacy coaches and summer camps for struggling readers).

The state’s public schools and preschool teachers are also working in collaboration. As just one example, district superintendents in Richland County recently convened a series of planning meetings with SC First Steps leaders designed to promote closer collaboration between their districts and local preschool providers. Following a number of “listening events,” it is likely that the districts will collaborate to provide joint professional development offerings to community preschool providers as a result of this important dialogue.

_F2c. Sustaining High Levels of Parent and Family Engagement –_ While the state’s child serving agencies take great pride in their efforts, no program or service can replace an engaged family. Through programs like Countdown to Kindergarten South Carolina has worked to effectively bridge the gap between home and school, sending preschoolers into the state’s K-12 system with strong home-school relationships established from the very beginning. Outcome data suggests that this program is working, increasing parental participation throughout the kindergarten year in ways that are likely to extend into the primary grades.

_F3. Taking Steps and Building on Steps to Align birth-five and K-3_

As we approach implementation of the state’s Preschool Development Grant, a number of exciting projects promise to support the state’s continuing alignment of the services offered from birth to five and from kindergarten to third grade.

_F3a(i). Alignment of Child Learning Standards –_ As referenced in Section B1, South Carolina is currently in the midst of revising both its Early Learning Standards and its State Content Standards for K-12. As part of both processes early childhood leaders pledge to communicate across sectors to ensure the alignment of these important documents. In doing so South Carolina stands poised to achieve its most significant alignment of standards across the birth to third grade continuum.
F3a(ii): Teacher Preparation, Credentials and Workforce Competencies – Important discussions are underway in both the birth-five and K-3 arenas about the needs of South Carolina’s early childhood workforce. With the passage of Read to Succeed, there is a greater emphasis than ever on the need for high-quality early literacy instruction — along with a recognition that the state’s teacher education programs (particularly at the two year level) could benefit from a renewed focus on language and literacy development.

Concurrently there is the question of equity across the state’s public and private sectors, with the state’s birth-five preschool providers often serving as a training ground for future school district employees (who are lured away by considerably higher public salary and benefits packages). This application represents a first step in the state’s effort to stem this tide.

As a Preschool Development grantee, South Carolina looks to redouble its efforts to advance these important conversations.

F3a(iii): Comprehensive Early Learning Assessment Systems – As described throughout this application, the South Carolina General Assembly has recently codified a new school readiness assessment system, designed to advance the assessment of early leaning and development across multiple domains. The state has procured Amplify’s mClass Circle as the first of one or more tools to be utilized for this purpose, with mathematics, social-emotional development and physical development/health to round out the state’s early literacy focus no later than 2016-2017. As a Preschool Development grantee, South Carolina will be front and center in the nation’s discussions of early learning assessment.

F3a(iv): Data Systems – South Carolina is fortunate to be home to one of the nation’s most robust, linkable data warehouses. Accordingly it can assure reviewers of its ability to meet and exceed data collection requirements – tracking students not only into the primary grades but across their lifespans as they interface with a variety of state programs.

F3a(v): Family Engagement Strategies – Already a leader in birth to five family engagement - with growing investments in evidence-based home visitation and school
transition strategies such as Countdown to Kindergarten - South Carolina pledges to extend this important work more meaningfully into the primary grades in coming years. In conversation with local leaders - like those supporting the present application - First Steps will seek to enter into collaborative dialogue on the topic of family engagement across the early childhood continuum, extending its own learning to school district leaders and vice-versa.

As it approaches implementation of the State’s Preschool Development Grant, South Carolina vows to connect grant-funded children and families to the state’s robust early childhood infrastructure, tapping the resources of First Steps at the state and community levels to meet the needs of Eligible Children from birth through third grade as part of a single, well-coordinated early learning continuum. Because of the state’s significant efforts to date, we know that this plan is ambitious but undoubtedly achievable.
Other Attachment File(s)

* Mandatory Other Attachment Filename: SCPreExcelTables.xls

_________________________ | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

_________________________ | Add Optional Other Attachment | ____________________________
INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

South Carolina

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES  X
NO  

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 07/01/2014          To: 12/31/2014

Approving Federal agency:  _X_ ED  ___HHS  ___Other

(Please specify agency): ____________________
INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization
South Carolina Department of Education
1205 Pendleton Street, Suite 529
Columbia, SC 29201

Date:

Agreement No: 2011-025(B)

Filing Reference: Replaces previous Agreement No. 2011-025(A)
Dated: 6/30/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<table>
<thead>
<tr>
<th>Type</th>
<th>From</th>
<th>To</th>
<th>Rate</th>
<th>Base</th>
<th>Applicable To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predetermined</td>
<td>07/01/2011</td>
<td>06/30/2014</td>
<td>3.0%</td>
<td>MTDC</td>
<td>All Programs</td>
</tr>
<tr>
<td>Provisional</td>
<td>07/01/2014</td>
<td>12/31/2014</td>
<td>3.0%</td>
<td>MTDC</td>
<td>All Programs</td>
</tr>
</tbody>
</table>

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above $25,000 (each award; each year).

Applicable To:

All Programs The rates herein are applicable to All Programs.

Treatment of Fringe Benefits:
Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than $5,000.

PR/Award # S419B150027
Page 687
Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.
Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.

Section IV - Approvals

For the State Education Agency:

South Carolina Department of Education  
1205 Pendleton Street, Suite 529  
Columbia, SC 29201

[Signature]

Melanie B. Sionette

Name: Chief Financial Officer

Title:  

Date: Oct 6, 2014

For the Federal Government:

U.S. Department of Education  
OCFO / FIPAO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450

[Signature]

Frances Outland

Name: Director, Indirect Cost Group

Title:  

Date: Oct 6, 2014

Negotiator: Nelda Barnes  
Telephone Number: (202) 245-8005
South Carolina
Preschool Development Grant

APPENDICIES

Table of Contents

ECAC Letter of Support
South Carolina Educational Television Letter of Support
Council on Higher Education Letter of Support
School District Letters of Support (15 from 12 districts)
Private Provider Letters of Support (96)
Publicly Funded Prekindergarten in South Carolina: 2010-2011 (First Steps White Paper)
S. 516 – Read to Succeed Act (codified June 2014).
H. 3428 – First Steps to School Readiness Reauthorization (codified June 2014)
FY15 Budget Provisos
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-5200

October 14, 2014

Dear Dr. Doggett,

As Chair of the SC Early Childhood Advisory Council, I am writing in support of South Carolina’s federal Preschool Development Grant expansion application.

We see increasing prekindergarten access to at-risk children as central to our mission and goals, and this application as evidence of our work in meeting three federal obligations of the Council:

1. conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to the age of school entry, including an assessment of the availability of high-quality prekindergarten services for low income children in the State;

2. identify opportunities for, and barriers to, collaboration and coordination among federally funded and state-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering these programs;

3. develop recommendations for increasing the overall participation of children in existing federal, state, and local child care and early childhood education programs, including outreach to underrepresented and special populations.

We look forward to working with you to increase the availability of high-quality 4-year-old kindergarten to SC’s low income children in need. Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

Kenneth B. Wingate  
Chair, SC Early Childhood Advisory Council
October 13, 2014

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

Dear Dr. Doggett:

I am writing in support of South Carolina’s federal Preschool Development Grant expansion application.

South Carolina ETV’s primary mission is education. This year SCETV is celebrating 56 years of experience working at the local, district, state and national level. Since the early 1990’s, SCETV has had a longstanding partnership with Ready to Learn, providing early learning services to young children throughout South Carolina, especially those from rural and underserved communities. Through the use of media, training, and mobile apps, we support school readiness initiatives, summer learning and increase community awareness about the importance of early literacy. SCETV also manages TeacherLine Southeast, http://www.teacherlinesoutheast.org/, which provides online solutions from PBS TeacherLine for teacher professional development including “Raising Readers: Preparing Preschoolers for Success.” Our education service www.StreamlineSC.org provides teacher courses, recertification offerings and training statewide. This year ETV was recognized as one of 33 PTV stations to be awarded a CPB American Graduate grant.

Should South Carolina be successful in the Federal grant for the preschool expansion funds, SCETV will work with SC First Steps to School Readiness and higher education partners over the four-year grant period to provide support to the preschool training community. SCETV’s support will enhance South Carolina’s ability to meet federal guidelines of preschool quality related to the employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials, along with high-quality professional development for all staff.

We know that education is the key to growing South Carolina’s future. SCETV is committed to supporting the continuing efforts to expand quality preschool services to low-income at-risk children. I am pleased to provide this letter of support and partner with SC First Steps to School Readiness to achieve the project’s goals. Please contact me if you have any questions.

Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

[Signature]

Linda O’Byron
President
SCETV Request for Proposal Ready to Learn Transmedia Demonstration Stations ~ Cohort #3

A. Narrative

1. Station Capacity and Experience

South Carolina ETV’s primary mission is education, with more than 50 years experience working at the local, district, state, and national level. SCETV’s goal to facilitate and enhance learning in the 21st Century is ongoing. Since the early 1990’s, SCETV has had a long-standing partnership with Ready to Learn, providing early learning services to young children throughout South Carolina, especially those from an economically disadvantaged background. SCETV has a substantial commitment to children’s programming that is offered at times when young families need this content most. Each year, our three television channels (ETV World, ETV-HD, and the South Carolina Channel) broadcast more than 3,200 hours of programming for young learners.

SCETV’s infrastructure provides services to school districts throughout the state. Content is delivered through digital video, audio and web service. SCETV connects districts to the network with on-air educational offerings to provide more efficient delivery of educational programs in the schools. The digital portal technology reduces demands on the schools’ public Internet. Distribution allows collaboration and sharing of content and best practices throughout the state.

SCETV continues to focus on mathematics and literacy, K-12 educational technology, and works with a wide range of education partners to serve young learners. In Governor Nikki Haley’s State of the State address on January 22, 2014, she emphasized South Carolina’s need to address education, including literacy. She cited studies that show that children who cannot read proficiently by the end of the third grade are four times more likely to not graduate from high school on time. The state ranks 42nd in the country in fourth-graders ability to read at a basic level.

The Governor announced that every elementary school in South Carolina will be offered a reading coach to make sure that no child leaves the third grade unable to read. “Technology is the future, not just in education, but in all aspects of our lives... South Carolina is going to invest in education technology in a way we never have before. We are going to make sure that the Internet gets to our schools. We are going to make sure those schools are wired to receive it. We are going to provide the tools—computers, tablets, and instructional materials—so that our teachers can get the most out of our investment and out of our students.”

An example of how SCETV has promoted the use of Ready To Learn transmedia resource use in schools and communities is from our 2011-12 partnership with the Lexington School District 4 “School and Communities Together Literacy Initiative,” supported by the Central Carolina Community Foundation Knight Foundation Fund. Our efforts resulted in a robust local initiative that drew from PBS Ready to Learn literacy programs, PBS apps, and the PBS TeacherLine course RDIA051 “Raising Readers: Preparing Preschoolers for Success.” The course was specifically tailored by the facilitator to provide extra guidance to participants on how to use PBS Kids games and apps with young learners.

Through the use of media, training, mobile apps, and community awareness, we supported the district’s “School and Communities Together for Literacy” initiative to increase school readiness, summer learning and community awareness about the importance of early literacy. Ready to Learn resources were provided to increase reading skills in young learners classroom, summer, and after-school reading programs, http://scetv.org/index.php/etv_partners/entry/lexington_district_four/

SCETV manages TeacherLine Southeast, http://www.teacherlinesoutheast.org/, which provides online solutions from PBS TeacherLine for teacher professional development in SC, NC and GA. During SCETV’s past fiscal year, teachers participated in 631 TeacherLine courses for a total of 22,135 instruction hours. SC educators use TeacherLine course credits in a variety of ways, including renewal and graduate credits for recertification, pay upgrade, Master + 30 credits, and PACE Credits for initial certification.

In January of 2013, 26 pre-K teacher assistants of the Lexington 4 Early Childhood Center, 10 area childcare center employees, and 6 other affiliated educators took the PBS TeacherLine course RDIA051 “Raising Readers: Preparing Preschoolers for Success”. The course was specifically tailored by the facilitator to provide extra guidance to participants on how to use PBS Kids games and app with young learners.

Data highlights from the Lexington Four group’s post-course survey, taken during the last week of the course, include that:
- 97% agreed the course provided them with content knowledge they can apply to their instruction;
- 97% said they had already incorporated content knowledge from the course into their teaching practice;
- 94% agreed the course provided them with strategies they can apply to their instruction;
- 85% said they had already incorporated instructional strategies from the course into their teaching practice;
- 84% agreed that their students’ academic performance would benefit from their course participation (of that group 47% strongly agreed);
- and 94% would recommend the course to a colleague.
Research Proves that PBS KIDS Content . . .

• **prepares children for school:**
  *Two recent studies show use of PBS KIDS content and games by low-income parents and their preschool children improves math learning and helps prepare children for entry into kindergarten.*

• **Improves preschooler math skills:**
  *Low income children who used PBS KIDS math content in their preschool classrooms improved significantly in their understanding of early mathematics skills compared to the children who did not use the content.*

• **Boosts early literacy skills:**
  *PBS KIDS content has been associated with gains in reading ability of 29% in children grades K-2.*
  (Public Broadcasting Service (2012). KBTC Read To Learn Initiative 2012 Summary Report, pp. 15 +16.)

• **Strengthens Parent Support:**
  *Parents who used PBS KIDS math resources in the home became considerably more involved in supporting their children's learning outcomes.*

• **Improves Summer Learning:**
  *A study of The Electric Company Summer Program showed kids grew significantly in their knowledge of math vocabulary (41%), numeracy skills (20%) and phonics skills (17%).*
ETV/Lexington School District #4 Early Literacy Project

SC ETV has partnered with one of South Carolina’s most rural high need school districts, Lexington School District #4, to provide a comprehensive year-long early literacy and outreach initiative (August 2012-August 2013). The district’s Poverty Index is calculated by the SC Department of Education as 85.9%, the highest Poverty Index in the Midlands. Over 76% of students in the district are enrolled in free or reduced meal programs. ETV’s “Schools and Communities Together for Literacy” is designed to increase preschool reading readiness, reading on grade level, and reduce the “summer slide.” The project provides ETV/PBS literacy resources, classroom equipment, mobile apps, and professional development. ETV is documenting the project (television, radio, online) and creating a “best practices” tool kit for the other 45 districts throughout the state based on the impact of the Lexington #4 effort. Partners include Lexington #4, The Knight Foundation Fund of the Central Carolina Community Foundation, SC First Steps, the Lions Club, local community and faith based groups. ETV is providing a PBS Teacherline course for 40 early childhood providers, including a First Steps team, and equipment to support classroom and afterschool activities. The course provides early literacy best practices and how to incorporate Ready To Learn resources and technology into the early childhood classroom and after-school programs. Use of the content and Ready To Learn mobile apps will take place during the spring and summer of 2013. The project will assess the use of the mobile apps for early learners and the impact on increasing preschool readiness, reading on grade level and the reduction of the “summer slide.” ETV/Lexington #4 “Schools and Communities Together for Literacy” is funded through a $[0,000] grant from The Knight Foundation Fund of the Central Carolina Community Foundation. The project “super serves” a rural community that is committed to meeting short and long term goals that address literacy gains for their youngest learners. The project is an example of how SC ETV partners with local educators to address a critical need.
FOR IMMEDIATE RELEASE

Contact: South Carolina ETV & ETV Radio
Fran Johnson
(803) 737-6556
fjohnson@scetv.org

American Graduate Day 2014

September 2, 2014...As part of a larger, nationwide initiative aimed at improving graduation rates, South Carolina Educational Television will broadcast AMERICAN GRADUATE DAY on September 27, 2014 from 11:00 a.m. – 6:00 p.m. on ETV.

Bestselling author and U.S. Army veteran Wes Moore hosts the broadcast. Additional hosts and special guests include Juju Chang (ABC's Nightline), Bianna Golodryga (Yahoo!), Hari Sreenivasan (PBS NewsHour Weekend), Sesame Street's Elmo, and more.

"I participate in American Graduate Day because I know the potential of rising students. These students will become powerful and effective leaders with the ability to change the world," says Moore.

American Graduate Day addresses graduation gaps and features compelling stories from the Boys and Girls Clubs of America (bgca.org), Roadtrip Nation (roadtripnation.com), Autism Speaks (autismspeaks.org), and The Raise Up Project (raiseupproject.org).

South Carolina ETV was one of 33 public media stations to receive an American Graduate: Let's Make It Happen community grant from the Corporation for Public Broadcasting. As part of this 18-month dropout prevention and awareness initiative, ETV will feature new locally-produced content designed to inform our viewers about the dropout crisis in our state, and efforts that are underway in South Carolina to increase graduation rates. These local segments will air alongside national productions over the period of the grant.

About CPB
The Corporation for Public Broadcasting (CPB), a private, nonprofit corporation created by Congress in 1967, is the steward of the federal government's investment in public broadcasting. It helps support the operations of more than 1,300 locally-owned and -operated public television
and radio stations nationwide, and is the largest single source of funding for research, technology, and program development for public radio, television and related online services.

**About American Graduate**

*American Graduate: Let's Make it Happen* was launched in 2011 with 25 public media stations in high need communities to spotlight the high school dropout crisis and focus on middle and high school student interventions. Today, more than 80 public radio and television stations in over 30 states have partnered with over 100 community organizations and schools, as well as Alma and Colin Powell's America's Promise Alliance, Everyone Graduates Center at Johns Hopkins University School of Education, Alliance for Excellent Education, Bili & Melinda Gates Foundation and Newman's Own Foundation to help the nation achieve a 90% graduation by 2020.

With primetime and children's programming that educates, informs, and inspires public radio and television stations — locally owned and operated — are important resources in helping to address critical issues facing today's communities. According to a report from the Everyone Graduates Center at Johns Hopkins University School of Education, American Graduate stations have told the story about the dropout crisis in a way that empowered citizens to get involved, and helped community organizations break down silos to work more effectively together.

In early 2014, CPB and PBS KIDS committed an additional $ for the "American Graduate PBS KIDS Fund" to also help communities connect the importance of early learning as part of a student's long term success. In addition to station grants for local engagement, the Fund will support the creation of children's content and tools to help parents, particularly those from low income communities, better prepare their young children for long term success.

Fourteen American Graduate station grantees have also been awarded CPB early education grants to reach children ages 2-8 with programming and services developed through the Ready to Learn Initiative, a project funded by the U.S. Department of Education.

**South Carolina ETV is the state's public educational broadcasting network with 11 television transmitters, eight radio frequencies and a multi-media educational system in more than 2,500 schools, colleges, businesses and government agencies. Using television, radio and the web, SCETV's mission is to enrich lives by educating children, informing and connecting citizens, celebrating our culture and environment and instilling the joy of learning.**

###
180 Days: Hartsville

Summary

In a small but vibrant town in one of the nation's poorest states, everyone is talking about going back to school. Not just students and teachers, but community leaders and business people and bus drivers. Though a community of fewer than 10,000 people, many of whom live in poverty, this town has rallied to support its local schools in a remarkable way. Through the leadership and investment of a local corporate CEO and philanthropist, Hartsville is seeking to remake itself as a model for what public school could and should be in the 21st century.

But will it work?

South Carolina ETV and the National Black Programming Consortium, two respected forces in public media, have partnered to mount an ambitious, multiplatform public television series and online experience to chart the journey of educators, community members and families as they seek to reach beyond test scores and school report card ratings to address not just what happens in a school but what happens around it.

An embedded production crew is following two schools over this entire school year, learning how they connect with each other, the county schools' central office and with parents and community leaders to change the tide for their mostly high poverty students. Through the eyes of a handful of students, parents, mentors and school staff, we'll experience the daily challenges that face a rural community. For example, after pulling her "C" school report card to an "A" last year, will Julie, the principal of Thornwell Elementary School, be able to keep the school's top rating while dealing with her own family struggles? Will barriers keep Rashon, a fifth grader at West Hartsville Elementary from graduating to the middle school even with the multiple interventions by the school officials? Will his mother Monay be able to stay involved in his education while working long hours at two minimum wage jobs? Will she see her son succeed while pursuing her dream of home ownership through the Habitat for Humanity program? As these and other stories play out, in the background there are rapid changes to the education landscape that include common core curriculum, new technologies and re-allocation of funding for schools. Does a child's zip code determine the quality of his education?

In many ways, Hartsville is a microcosm of the national debate about opportunity, choice and private money driving some say innovation and others, disruption in public schools. But it may also be a road map to solutions.

The two hour series will air nationally on PBS as part of American Graduate in early 2015 and be accompanied by an extensive online engagement component as well as community screenings in South Carolina and around the country.
14 October 2014

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

Dear Dr. Doggett:

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. This is a vital initiative for which our state has laid a promising foundation but which requires additional support in order to reach those low-income, at-risk young children most in need of preschool services.

South Carolina’s higher education institutions have long supported the preparation and professional development of high-quality teachers for our state’s schools. Federal assistance will provide the opportunity to redouble our efforts in support of South Carolina’s four-year-old kindergarten teachers. If South Carolina is awarded preschool expansion funds, the Commission on Higher Education and our network of institutions will work with SC First Steps to School Readiness over the four-year grant period to provide needed support to the teaching population in order to meet federal guidelines of quality related to the preparation and continuing education of teachers in our 4K classrooms.

In particular, our Commission will work with First Steps to support the following classroom quality components of the grant:
- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- Assistance with research, curriculum design, and instructional materials to ensure effective outcomes.

This week, the Commission hosts the inaugural meeting of the South Carolina Council of P-20 Education Agency Heads, designed to increase the college and career readiness of all our students through increased coordination and collaboration. We stand ready to support the state’s continuing efforts to expand quality preschool services to low-income, at-risk children.

I am pleased to provide this letter of support for such an important initiative. Please feel free to contact me with any questions. Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

[Signature]

Richard C. Sutton, Ph.D.
Executive Director
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.

As a proposed provider subgrantee, Anderson School District Two, recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of South Carolina’s application,

Lana L. Major

Coordinator for Instructional Support Services
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200  

October 13, 2014  

Dear Dr. Doggett,  

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.  

As a proposed provider subgrantee, Anderson School District Four recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:  

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  
- High-quality professional development for all staff;  
- A child-to-instructional staff ratio of no more than 10 to 1;  
- A class size of no more than 20;  
- A full-day program;  
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.  

Charlotte McDavid, PhD  
Assistant Superintendent for Curriculum and Instruction
October 10, 2014

Dear Dr. Doggett,

As Assistant Superintendent of Instruction for Anderson School District Five, it is with great enthusiasm that I write in support of South Carolina’s federal Preschool Development Grant expansion application. Anderson School District Five has a long history of early childhood leadership, as evidenced by our two Early Childhood Centers in the district, and we know that it is imperative that we expand prekindergarten services to low-income children in our district to ensure their future academic success. We look forward to working in collaboration with First Steps of South Carolina over the course of the grant’s four-year timeline.

As a proposed provider subgrantee, Anderson School District Five recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, I affirm our district’s commitment to support high quality early education. As Assistant Superintendent, I pledge that Anderson Five will work in close collaboration with First Steps to successfully implement the grant and ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of this very worthy application.

William B. “Trinn” Dukes III

[Signature]

Assistant Superintendent
Office of Instruction
Anderson School District Five

PR/Award # 8419B150027
Page 0103
October 10, 2014

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

Dear Dr. Doggett,

As Director of Elementary & Early Childhood Programs for Anderson School District Five, it is with great enthusiasm that I write in support of South Carolina’s federal Preschool Development Grant expansion application. Anderson School District Five has a long history of early childhood leadership, as evidenced by our two Early Childhood Centers in the district, and we know that it is imperative that we expand prekindergarten services to low-income children in our district to ensure their future academic success. We look forward to working in collaboration with First Steps of South Carolina over the course of the grant’s four-year timeline.

As a proposed provider sub-grantee, Anderson School District Five recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.
In submitting this letter of support, I affirm our district's commitment to high quality early education. If South Carolina's application is selected for federal funding, I pledge that Anderson Five will work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of South Carolina's application.

Sincerely,

Brenda Kelley
Director of Elementary & Early Childhood Programs
October 10, 2014

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Room 3E344  
Washington, DC 20202-6200

Dear Dr. Doggett,

As Superintendent of Anderson School District Five, it is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State and Anderson Five have a long history of early childhood leadership, and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.

As a proposed provider sub-grantee, Anderson School District Five recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.
Dr. Libby Doggett  
Page 2  
October 10, 2014

In submitting this letter of support, I affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding, I pledge that Anderson Five will work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

[Signature]

Thomas A. Wilson  
Superintendent
October 13, 2014

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 2E344  
Washington, DC 20202-6200

Dear Dr. Doggett:

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.

As a proposed provider subgrantee, Beaufort County School District recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

[Signature]

[Name]
Superintendent
Dr. Libby Daggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3F344  
Washington, DC 20202-5620  

October 13, 2014  

Dear Dr. Daggett,  

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline. As a proposed provider subgrantee, Charleston County School District recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:  

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  
- High quality professional development for all staff;  
- A child-to-instructional staff ratio of no more than 10 to 1;  
- A class size of no more than 20;  
- A full day program;  
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of South Carolina’s application,


SIGNATURE

[Signature]

Kimberly Foxworth  
Child Development Director
October 10, 2014

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
United States Department of Education
400 Maryland Avenue, SW
Room 3F344
Washington, DC 20202-6200

Dear Dr. Doggett,

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline. As a proposed provider sub-grantee, Kershaw County School District recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of South Carolina’s application,

Sincerely,

[Signature]

Frank E. Morgan, Ed.D.
Superintendent
Kershaw County School District
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.

As a proposed provider subgrantee, the Lancaster County School District recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements. Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

Richard E. Moore, Superintendent
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

It is with great pleasure that I write in support of South Carolina's federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.

As a proposed provider subgrantee, the School District of Pickens County recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our district's commitment to high quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of South Carolina's application,

Barbara Nesbitt, Ph.D.

Early Childhood, Elementary, and Instructional Technology Coordinator
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3F344
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand preschool services to low-income children over the course of the grant’s four-year timeline.

As a proposed provider subgrantee, Spartanburg District One recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality." Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements. Attached you will find the number of students in our 4K half day and full day programs.

Thank you for your favorable consideration of South Carolina’s application,

Ronald W. Garner, Ed.D.
Superintendent
2014-2015 4K Enrollment

Half Day Programs – 140 students

Full Day Programs – 44 students
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3144  
Washington, DC 20202-4260

October 13, 2014

Dear Dr. Doggett:

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps in School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.

As a proposed provider subgrantee, Spartanburg Two recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” While we currently struggle with the unavailability of additional classroom space to expand, Dr. Woori from South Carolina First Steps has explained that they may consider working with private daycare providers in our community with space that also would meet the definition below. Consistent with the requirements of our existing programs, we recognize that this definition includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials.
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

Scott Mercer  
Superintendent
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3F344  
Washington, DC 20202-6200  

October 10, 2014  

Dear Dr. Doggett,  

It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.  

As a proposed provider subgrantee, Spartanburg District Five Schools recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:  

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  
- High-quality professional development for all staff;  
- A child-to-instructional staff ratio of no more than 10 to 1;  
- A class size of no more than 20;  
- A full-day program;  
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.  

Thank you for your favorable consideration of South Carolina’s application,  

Sincerely,  

Dr. Scott Turner  
Superintendent
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200  

October 10, 2014  

Dear Dr. Doggett,  
It is with great pleasure that I write in support of South Carolina’s federal Preschool Development Grant expansion application. The Palmetto State has a long history of early childhood leadership and we look forward to the prospect of working alongside South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children over the course of the grant’s four-year timeline.  
As a proposed provider sub grantee, Rock Hill Schools recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality.” Consistent with the requirements of our existing programs, we recognize that this definition includes:  
• Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  
• High-quality professional development for all staff;  
• A child-to-instructional staff ratio of no more than 10 to 1;  
• A class size of no more than 20;  
• A full-day program;  
• Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
• Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  
• Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our district’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure the fulfillment of grant requirements.  

Thank you for your favorable consideration of South Carolina’s application,  

[Signature]  

Harriet Jaworowski, Ph.D.  
Associate Superintendent for Instruction and Accountability
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Mon Aetna CEC recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

[Signature]

Susan Adams, Director

Mon-Aetna CEC
Nesmith Community Day Care Center
2774 Turkey Creek Road
Nesmith, SC 29580-3178
Telephone: (863) 363-3341 – Fax: (863) 363-3741
Email: nocdsc@ec-iso1

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Nesmith Community Day Care Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Audrey N. McCrea

Director,
Nesmith Community Day Care Center
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, NW  
Room 3E44  
Washington, DC 20202-6200  

October 10, 2014  

Dear Dr. Doggett,  

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.  

As a proposed grant service provider, Fairview Kids CDC recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:  

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  
- High-quality professional development for all staff;  
- A child-to-instructional staff ratio of no more than 11 to 1;  
- A class size of no more than 20;  
- A Full-Day program;  
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development Standards; and  
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.  

Thank you for your favorable consideration of South Carolina’s application,  

\[Signature\]  

Ravan Hayes Mangle  
Director, Fairview Kids CDC
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E144  
Washington, DC 20202-6200

October 13, 2014

Dear Dr. Doggett,

My staff and I are pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, The House of Smiles, recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards, and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application,

[Signature]

Arlene P. Holmes  
Director, The House of Smiles
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Building Blocks Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Gwendolyn McFadden  
Director of Building Blocks Academy
Hartman Hall Child Development Center  
1247 Glenn St.  
Columbia, S.C. 29033  
803-791-5000

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Hartman Hall Child Development Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

[Signature]

Leigh Chavis  
Director/Hartman Hall Child Development Center
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E444
Washington DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand high-quality early education services to low-income children in non-school district settings.

As a proposed grant recipient, Legacy Christian Day School recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and in support of private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development Standards, and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Joyce H. Ruth
Director of Legacy Christian Day School
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3614
Washington, DC 20202-6210

October 10, 2014
Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Agapeland Y.E.P. Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

[Signature]
Janet L. Simmons
Director Agapeland Y.E.P. Center
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202 – 6200

October 13, 2014

Dear Dr. Doggett:

I am writing this letter in support of South Carolina’s Federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to expand prekindergarten services to low-income children in non-school district settings. The benefits of pre-K and child care are vast. It provides stability as well as a structured learning environment for children. It aids in the development of their social and emotional skills and it is a vital way to prepare children for kindergarten, primary school, and beyond.

As a proposed grant service provider, New Jerusalem Missionary Baptist Church Child Development Center recognizes that grant funding will be made available by the First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials
- High-quality professional development for all staff
- A child-to-instructional staff of no more than 10 to 1
- A class size of no more than 20
- A Full-Day program
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards
- Individualized accommodations and supports so that all children can access and participate fully in learning activities
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Kids Corner Childcare Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Connie M. Williams

Owner, Director Kids Corner Childcare Academy LLC
Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Pre-kindergarten Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in over 50 district settings.

As a proposed grant service provider, Bright Angels Child Development Center recognizes that grant funds will be made available by First Steps for the purpose of expanding pre-kindergarten programs meeting the federal definition of ‘high-quality’ and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistance with appropriate credentials;
- High-quality professional development for all staff;
- A child-staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities in every aspect of full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Sincerely,

Caddie F. Tanner, MA / M.Ed.
Director/Owner / Bright Angels CDC
Upstate Children’s Center of Walhalla, Inc.
905 East Main Street
Walhalla, SC 29691
864.638.6800 FAX 864.638-6883
www.upstatechildrencenter.com
uccwalhalla@gmail.com

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Upstate Children’s Center of Walhalla, Inc. recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Lindsay C. Singleton
Director

PR/Award # S419B150027
Page 0129
Dr. Lisa Dagget
Deputy Assistant Secretary, Policy and Early Learning
U.S. Department of Education
150 Maryland Avenue NW
Room 3E51
Washington, DC 20202-6200

October 10, 2011

Dear Dr. Daggett,

I am pleased to write in support of South Carolina’s federal Pre-K expansion application. South Carolina’s Early Learning Initiative program is a model for the nation and works hard to ensure working with South Carolina’s First Steps to School Readiness to actively expand pre-kindergarten services to increase children in home and child care settings.

As a proposed grant recipient, [Provider] recognizes that funds will be made available by First Steps for the purpose of expanding four-year-old elementary programs meeting the federal definition of “high-quality” and in support of achieving the following immediate goals:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials.
- High-quality professional development for all staff.
- A child-to-teacher ratio of no more than 10:1.
- A class size of no more than 18.
- A full-day program.
- Inclusion of children with disabilities to ensure access and full participation in all opportunities.
- Developmentally appropriate, educationally and nutritionally responsive instruction via evidence-based curricula and learning environments that are aligned with the State Early Learning and Development Standards.
- Individualized educational plans and supports for all children to access and participate fully in learning activities.

In subscribing to these provisions, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for funding, we agree to work in close collaboration with South Carolina’s First Steps to ensure that these requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Heidi Arnold
Director/Owner—[Provider]
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, [Name] recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  
- High-quality professional development for all staff;  
- A child-to-instructional staff ratio of no more than 10 to 1;  
- A class size of no more than 20;  
- A Full-Day program;  
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

SIGNATURE: Diana Lewis

NAME: Diana Lewis

TITLE AND CENTER NAME: 4-K Teacher
October 10, 2014

Dear Dr. Doeger,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant (PDG) application. South Carolina’s public-private partnership on the nation and we look forward to working with South Carolina’s First Steps to School Readiness to further expand preschool curriculum services to low-income children in non-school district counties.

As a proposed grant service provider, Troy-Johnson Learning Korner, recognizes that gains will be made available to the South Carolina First Steps to School Readiness program meeting the revised definition of high-quality child care and support systems providers in meeting the definition, which includes:

- Involvement of a lead teacher with a bachelor’s degree or early childhood teaching certificate with approved credentials.
- High-quality professional development for all staff.
- Availability of professional development at the community level.
- A clear long-term vision.
- A well-defined program.
- Identification of children with disabilities to ensure access and full participation in all opportunities.
- Developmentally-appropriate curriculum that builds on children’s emerging understanding and learning environment that are aligned with the state’s Early Learning and Development Standards.

- Initial and on-going assessment and support for the all children’s access and participation in learning opportunities.

In summarizing the terms of support, the South Carolina program commitment to high-quality early education, South Carolina’s national quality standards, and federal funding, we pledge to work and collaborate with you.

Thank you for your available consideration of South Carolina’s application.

Dir. Troy Johnson

Director, Troy Johnson Learning Korner
October 16, 2019

Dear Dr. Diggett,

I am pleased to write in support of South Carolina's Early Learning and Development Grant expansion application. South Carolina's public-private 4K program is a perfect model for the nation and it may allow us to work with South Carolina's 4K program and Education Commission to further support preschool age services to at-risk children in targeted district settings.

As a proposed grant service provider, Brighter Children Learning Center recognizes that grants offered will be made available to those States for programs serving four-year-old kindergartens programs meeting the federal definition of "high-quality" and support programs in meeting this definition, which includes:

- Employment of a lead teacher with a bachelor's degree in early childhood education and working with at least one additional certified teacher.
- High-quality professional development for all staff.
- A lead-to-instructional assistant ratio of no more than 10 to 1; A class size of no more than 20.
- A full-day program.
- Inclusion of children with special needs and access to special education in the program.
- Development of curriculum for early childhood education and separation effectiveness.
- Participation of the needs of all children.
- Development of a curriculum and support system for children and parents and fully integrated into learning activities.

In writing this letter of support we affirm our State's commitment to high-quality early education. If South Carolina's application is selected for federal funding, we pledge to work in collaboration with program operators to ensure that at-risk children are served.

Thank you for your consideration of South Carolina's application.

[Signature]

Director of Brighter Children Learning Center
Dear Dr. Douglas,

I am pleased to offer our support in the expansion of South Carolina's Federal Prekindergarten expansion application. South Carolina's public-private PK program is expanding to include more children in two new school districts.

We have submitted a grant proposal, Wright-Way Child Development Center. The center recognizes that high-quality early childhood education and outreach are essential to the successful implementation of the pre-kindergarten expansion program. This expansion will ensure that more children in South Carolina can benefit from high-quality early childhood education.

Our program includes:

- NCCD (National Child Development) certified teachers with at least a bachelor's degree in early childhood education and training in child development with appropriate credentials.
- High-quality, evidence-based curricula.
- A diverse staff with a range of experiences.
- A focus on those served by national standards.
- A full-day program.
- Inclusion of children with disabilities to ensure access to and participation in all opportunities.
- Developmentally appropriate, culturally responsive, and linguistically appropriate instruction.
- Parent involvement.

I can guarantee that our commitment to high-quality early childhood education will ensure the success of the program.

Thank you for your consideration.

Lindsey W. Wright
Director, Wright-Way Child Development Center
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool services to low-income children in non-school district settings.

As a proposed grant service provider, Little Smurfs CDC recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Bequethia Pressley

Site Coordinator/Little Smurfs I CDC/SA
Horizons Christian Academy
729 Village Drive
Chester, South Carolina 29706
Learn...Play...Grow

October 14, 2014

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

October 10, 2014
Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings. As a proposed grant service provider, Horizons Christian Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

• Employment of a lead teacher with at least a baccalaureate degree in early childhood education and teaching assistants with

[Signature]

[Position]
Horizons Christian Academy
October 5, 2012

Mother Goose CDC, Inc.
2220 Country Club Road
Charleston, SC 29407

Dr. Lily Y. Lee
Parent, National Center for Early Childhood Development
Office of Head Start
Washington, DC 20201

Dear Dr. Lee,

I am pleased to inform you in support for Children's Federal Head Start initiative, an expansion of Head Start. South Carolina's substandard reserve program is a model for the nation and we look forward to working with you to continue to build on this. It is critical that Head Start recipients and other community-based organizations serve low-income children in non-school settings.

As proposed grants, our grantees, Mother Goose CDC, Inc. recognizes that grant funds will be made available for First Steps for the purpose of expanding four-year-old kindergarten programs across the federal definition of Head Start to build support for services to more children in non-school settings.

- Employment of at least one teacher and one teacher aide in early childhood education and training positions with appropriate credentials.
- High-quality educational development for all staff.
- Inclusion of at least one parent volunteer who is employed in the organization.
- Participation of at least one parent volunteer who is employed in the organization.
- A flexible program.
- Identification of children with disabilities to ensure access and full participation in all opportunities.
- The establishment of a comprehensive career development program for all children, with a clear schedule and process to ensure that children are on track to graduate on time.
- Participation of at least one parent volunteer who is employed in the organization.

My thanks for your favorable consideration of South Carolina's application.

Mother Goose CDC, Inc.

January 2, 2013
ABC Academy
405 North Wise Road
Saluda, South Carolina 29138
(864)445-7999
abcacademy@embarqmail.com

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, ABC Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Kim Chariker
Director of ABC Academy
October 10, 2014

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

Dear Dr. Doggett,

I am delighted to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Zion Canaan Child Development Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, I affirm Zion Canaan Child Development Center's commitment to high quality early education. When South Carolina's application is selected for federal funding my staff and I pledge to work in close collaboration with First Steps to ensure that the grant requirements are met.

Thank you for your favorable consideration of South Carolina's application,

Linda Fulwood-Hearon PhD
Director
Zion Canaan Child Development Center


Dear Mr. Smith,

On behalf of Southern Illinois University, I am writing to express our support for the Center for the Child.

The Center for the Child is a valuable resource for families and children in our community. It provides a range of services and programs designed to support the well-being of children and their families. The Center's mission is to promote healthy child development and family well-being through research, education, and community engagement.

I am pleased to report that Southern Illinois University is committed to supporting the Center for the Child in its efforts to provide high-quality services to our community. We have provided financial support to the Center to help ensure that it can continue to offer its programs and services.

Please let me know if there is any other way that we can support the Center for the Child. We look forward to continuing our partnership with the Center.

Sincerely,

[Signature]

Director, [Institution]

[Institution Name]

[Address]
October 19, 2014

Dear Dr. Dowett,

I am pleased to write in support of South Carolina’s federal preschool expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina’s Pre-K to School Readiness to further expand and enhance services to low-income children in non-school district settings.

As a proposed grant service provider, The Sunshine House Center 02 recognizes that these funds will be made available by Final Steps for the purpose of expanding four-year-old Kindergarten programs under the federal definition of "high-quality," and to support service providers in meeting this definition, which includes:

- Implementing a lead teacher with at least a bachelor’s degree in early childhood education and holding assistant with appropriate credentials;
- High-quality professional development for all staff;
- A stable-to-rewarded staff ratio of less than 10 to 1;
- A child/teacher ratio no more than 1:5;
- A fully funded program;
- Including children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via evidence-based curriculum and learning environments that are aligned with the state Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is successful, we pledge to work in close collaboration with Final Steps to ensure that grant requirements are met.

Thank you for your consideration of South Carolina’s application.

[Signature]

Director of The Sunshine House Center 02

www.sunshinehousec02.com

PR/Award # 341F158927
Page 8143
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, True Investment Child Development Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Pamela Doctor

Pamela Doctor

Director/ True Investment Child Development Center
October 10, 2014

Dear Dr. Pogge,

I am pleased to write in support of South Carolina's Prekindergarten Development Grant application. South Carolina's public-private PK program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand pre-kindergarten services to low-income children in non-school district settings.

As a present grantee, we believe Children's World's public-private PK program will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the "higher quality" criteria to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education or teaching credentials with appropriate specialization;
- High-quality professional development for all staff;
- A child:teacher ratio of no more than 10 to 1;
- A lead:assistant ratio of no more than 20:1;
- A fidelity program;
- Inclusion of children with disabilities in early access and full participation in all opportunities;
- Developmentally-appropriate, culturally relevant, and linguistically responsive instruction with an evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development Standards;
- Individualized educational plans and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina's application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Tamera Canevaar
Director, Children's World
Dr. [Name]
Director, Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3153
Washington, DC 20202-6000

October 10, 2014

To Dr. [Name],

I am pleased to write in support of South Carolina's federal Preschool Development Grant application. South Carolina's public-private 4K program is a model for collaboration and we look forward to working with South Carolina First Steps to School Readiness in further assisting prekindergarten services to at-risk children in non-school district settings.

As a proposed grantee, the provision Children's World is recognized as a grantee and individual school districts will be made available by First Steps for the purpose of expanding four-year-old Kindergarten programs meeting the federal definition of 'high-quality' and to support private providers in reaching this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and learning requirements with appropriate certification;
- High-quality professional development for all staff;
- A child-to-staff ratio of no more than 15:1;
- A class size of no more than 30;
- A play-based program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally-appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development Standards, and
- Personalized classroom and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina's application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Sincerely,

[Signature]

Director, Children's World
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E44  
Washington, DC 20202-6200  

October 10, 2014  

Dear Dr. Doggett,  

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.  

As a proposed grant service provider, Brookland Academy CDC recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:  

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  
- High-quality professional development for all staff;  
- A child-to-instructional staff ratio of no more than 10 to 1;  
- A class size of no more than 20;  
- A Full-Day program;  
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.  

Thank you for your favorable consideration of South Carolina’s application,  

Jennifer M. McConnell, Director  
Brookland Academy Child Development Center
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200  

October 10, 2014  

Dear Dr. Doggett,  

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.  

As a proposed grant service provider, Aye's Kinderoo Care Child Development Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and to support private providers in meeting this definition, which includes:  

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;  
- High-quality professional development for all staff;  
- A child-to-instructional staff ratio of no more than 10 to 1;  
- A class size of no more than 20;  
- A Full-Day program;  
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our program's commitment to high quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.  

Thank you for your favorable consideration of South Carolina's application,  

Verdell Aye  

Director, Aye's Kinderoo Care CDC
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Little Creations Learning Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality" and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

LaToshia Spann

LaToshia Spann

Director, Little Creations
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Creative Beginnings Child Development Center Inc. recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Elissa Woodle  
Director-Creative Beginnings CDC
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, THE CHILDREN'S ACADEMY recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application,

YOLANDA STALEY

DIRECTOR, THE CHILDREN'S ACADEMY
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Princeton South Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Joanne L. Duncan

Director, Princeton South Academy
Dr. Lily Shugart
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E144
Washington, DC 20202-4260

October 10, 2014

Dear Dr. Shugart,

I am pleased to write in support of South Carolina’s Federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool services to low-income children in non-school district settings.

As a proposed grant service provider, Piedmont Community Action/21st Century Learning Center recognizes that grant funds will be made available by First Steps for the purpose of expanding three-year-old kindergarten programs meeting the federal definition of “high quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-educational staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities in regular classes and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your continued assistance of South Carolina’s application.

[Signature]

Joyce M. Davis
Center Director, 21st Century Learning Center

PR/Award # S418B150027
Page 0153
Dr. Blake Doggett
Office of Vocational Services for Individuals with Disabilities
U.S. Department of Education
1401 Constitution Avenue NW
Room 3350
Washington, DC 20202-5600

October 19, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Early Head Start expansion application. South Carolina’s public, private, and faith-based programs are a model for the nation and we look forward to working with South Carolina to implement the expansion of high-quality early childhood education and development services to more children and families.

As a proposed grantee, the likelihood of your success will be maximized by adhering to the provisions of the expansion funding standards for programs meeting the federal definition of “high-quality,” and to support private providers in meeting these definitions, which include:

- Improvement of staff teacher with at least a Bachelor’s degree in early childhood education and related disciplines with appropriate credentials.
- High-quality on-site child development and child care.
- A child-to-staff ratio of no more than 10 to 1.
- A staff-to-child ratio of less than 1.
- A full-day program.
- Inclusion of children with disabilities to ensure access to and full participation in all programs.
- Developmentally appropriate, culturally and linguistically responsive instruction for all children, even those with disabilities or those who are English Language Learners.
- High-quality training and education ensuring that caregivers are in accordance with the State Early Learning and Development Standards.
- Inclusion and non-discrimination in support that all children can access and participate in all early childhood programs.

In advocating for this model, you affirm your program’s commitment to a high-quality early childhood development program in South Carolina’s application. The federal funding targets to help schools collaborate with child care programs to ensure that children meet the requirements to be successful.

Thank you for your consideration of South Carolina’s application.

Crystal Brinkley
Director, Office of High-Quality Childcare
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E144  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, **Kid’s Konnection Learning Center** recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,


---

Eric M. Favor  
Owner/Operator  

**Kid’s Konnection Learning Center**
Dr. Jack Delliegge
Deputy Assistant Secretary for Policy and Planning
US Department of Education
400 Maryland Ave, SW, Room 3A311
Washington, DC 20202-0006

October 10, 2014

Dear Dr. Delliegge,

I am pleased to submit in support of South Carolina’s Federal Preschool Development Grant expansion application. South Carolina’s publicly funded program is a model for the nation and a model for forward-looking policy change. Working with South Carolina’s Early Steps to School Readiness to further expand pre-kindergarten programs to low-income children is consistent with my strategy.

At a proposed grant-service delivery, Crayons 2 Computers recognizes that grant funds will be made available by Federal grant to the purpose of expanding four-year-old kindergarten programs that meet the criteria for implementation of “high-quality.” The approach to service delivery is defined by a set of strategies:

- Comprehensive professional development plan for teachers, administrators, and classroom staff.
- A high-quality professional development plan for all staff.
- A block of instructional time of no fewer than 4 hours.
- A block of instructional time of no fewer than 25.
- A block of instructional time of no fewer than 22.
- A block instructional time of no fewer than 22.
- A block of instructional time of no fewer than 22.
- A block of instructional time of no fewer than 22.
- A block of instructional time of no fewer than 22.
- Developmental appropriateness, culturally and linguistically responsive practice, and a comprehensive curriculum that meets the specifications of the National Early Learning Standards.
- A block of instructional time of no fewer than 22.

In supporting the goal of support education, our program is committed to high-quality early education. South Carolina’s application is consistent with federal funding we pledge to work in close collaboration with state programs to ensure that program requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

[Signature]

Merlene B. Smith
Owner/Director, Crayons 2 Computers: Child Care Center
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Belvedere Early Learning Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application,

Barbara Marshall

Center Director

Belvedere Early Learning Center
Dear Dr. toggle,

I am pleased to write in support of South Carolina’s federal Early Childhood Development and Health Care program. Our agency is one of the few working with South Carolina’s Early Childhood Development Program to further improve the health of children in all settings.

As you know, the Children’s World program is focused on the preparation of teachers who will provide a safe and healthy environment for children. This year, we are examining our program, expanding four-year-old inclusion opportunities, meeting the federal definition of "high-quality" early childhood education, and improving our procedures and meeting the federal definition of "high-quality" early childhood education.

- Employment of a lead teacher with at least a bachelor’s degree or an early childhood degree with at least 18 semester hours of coursework in early childhood education
- Highly qualified professional development levels
- Child development skills (at least 18 semester hours of coursework in preschool education)
- A 12-month training
- A full-day program
- Inclusion of children with disabilities in all age groups
- Developmental and academic goals for each child
- Developmental and academic goals for children with disabilities
- Developmental and academic goals for children with disabilities
- Developmental and academic goals for children with disabilities

In submitting this letter of support, we affirm our program’s commitment to a high-quality early childhood education and our desire to improve the health of children in all settings.

Thank you for your consideration of South Carolina’s application.

[EXHIBIT]

Jenniffer Jordan
Director, Children’s World

PR/Award # 5419B150027
Page 656
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Small World Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Betty Chason: Director at Small World Academy; Jessica Atchley: 4K Lead Teacher at Small World Academy; Katie Kelly: 4K Assistant Teacher at Small World Academy
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Stepping Stones Learning Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Kristen Stewart

Kristen Stewart

Director / Stepping Stones Learning Academy
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett:

I am writing today to show my support of South Carolina’s federal Preschool Development Grant expansion application. The program addresses the needs of the community while helping young children become better prepared for kindergarten. We look forward to working with South Carolina First Steps to School Readiness in their effort to further expand prekindergarten services to children in non-school district settings.

As a proposed grant service provider, Carolina Forest Child Development & Learning Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality”, and supporting private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally, and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding, we pledge to continue to work in close collaboration with First Steps to ensure grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Respectfully,

[Signature]

Dale M. Helms
THORNWELL

Dear Dr. Dougherty,

I am pleased to write in support of South Carolina’s Early Childhood Development Grant application (project number: 6214-w). This program is modeled on the national and worldwide success of working with South Carolina First Steps to School Readiness to implement early childhood education services for infants and toddlers in non-home settings.

As requested, grantee information, Thornwell recognizes that grants will be made available to local agencies to implement programs meeting the federal definition of Early Childhood Education and support agencies in planning and implementing the activities which include:

- Development of Early Childhood Education programs in schools that provide educational, health, and nutritional services.
- Provision of professional development for educators.
- Family involvement in educational programs.
- Educational programs that include healthy eating and physical activity.
- Inclusion of children with disabilities in programs that enhance participation and opportunities.
- Development appropriate for children with disabilities and emotional behaviors in an evidence-based curriculum and learning environments that are aligned with state Early Learning and Development Standards.
- Individualized education programs designed to meet the needs of children entered in programs that support: Enhance the quality and effectiveness of early childhood education services.

In submitting this letter of support, we affirm our program’s commitment to high-quality early childhood education. We understand this application is selected for federal funding and pledge to work closely with both State Departments to ensure the greatest possible impact.

Thank you for your favorable consideration of South Carolina’s application.

[Signature]

Karen Bower, Jr.

Vice President of Educational Services

Thornwell Home for Children

Offering love and excellence in children and families

302 South Howard Street • Clinton, SC 29325 • (803) 247-2100 • www.thornwell.org

PR/Award # S419B150027
Page e162
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, The Sunshine House 134 recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Valeria Grant-Wright

Center Director

The Sunshine House #134

1694 Calhoun Road

Greenwood, SC 29649
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, MEGA Child Development Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Janice Ironside M.Ed

Director,

MEGA Child Development Center.
Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal preschool and Head Start Expansion Grant expansion application. South Carolina’s public preschool program is a model for the nation and we look forward to working with South Carolina First Steps to School, Readiness to further expand preschool services to low-income children in non-school district settings.

As a national grant service provider, The Sunshine House Early Learning Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of 'high-quality' and to support providers in meeting those standards, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education or a related field;
- High-quality professional development for staff;
- A child-to-student ratio no greater than 10 to 1;
- A class size of no more than 30;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all programs;
- Developmentally appropriate curriculum and language development instruction that is aligned with the State’s Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. As South Carolina’s application is submitted, we look forward to working in collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Sandra Drewings
Center Director
The Sunshine House Early Learning Academy
Failure to provide illegal.Miss Eddy's Child Development Center guarantee the protection of all participants including无敌11月三所。Felicity Surgeon NorrisAssistant Director of Miss Eddy's CDC
Dr. Lilly Drogert
Assistant Deputy Secretary for Policy and Early Learning
U.S. Department of Education
100 Maryland Avenue, SW
Washington, DC 20202-4260

October 10, 2013

Dear Mr. Drogert,

I am pleased to write in support of South Carolina's federal Pre-K Development Grant expansion application. South Carolina's public-private Pre-K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in multi-school district settings.

As a proposed grant service provider, True Saints Christian Daycare and Learning Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and to support private providers in meeting this definition, which includes:

- Employment of at least one lead teacher and at least one lead teacher with at least a bachelor's degree in early childhood education and appropriate credentials;
- High-quality professional development for all staff;
- A child-to-student ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning outcomes that are aligned with the State Early Learning and Development Standards; and
- Individualized assessment tools and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina's application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Sincerely yours,

[Signature]

Director, True Saints Christian Daycare and Learning Center

PR/Award # 8419R150027
Page 6167
Dr. Liz Berger
Deputy Assistant Secretary for Early Childhood
U.S. Department of Education
100 Maryland Avenue, NW
Room 5E44
Washington, DC 20202-0970

October 18, 2016

Dear Dr. Berger,

I am pleased to write in support of South Carolina's federal Preschool Development Grant application. South Carolina public private 4K programs are a model for the nation and we look forward to working with South Carolina's First Steps to School Readiness to further expand high quality early childhood services to low-income children in preschool during the next 3 years.

As a proposed grant service provider, The Sunshine House recognizes that grants funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high quality" and in support of ensuring providers are meeting that definition, which includes:

- Development of a lead teacher with at least a bachelor's degree in early childhood education and reading endorsement with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-teacher ratio of no larger than 4 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum; and
- Parental involvement with families who are aligned with the State Early Learning and Development Standards.

In addition, this letter of support affirms our program's commitment to high quality early education in South Carolina's First Steps program. I look forward to our continued efforts in collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Jennifer Maddox
Center Director
The Sunshine House Center 57
Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s Federal Preschool Development Grant proposal. South Carolina’s public-private PK program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool learning services to low-income children in non-school-based settings.

As a proposed grantee, the Sunshine House Early Learning Academy recognizes that grant funds will be made available by first steps for the purpose of expanding four-year-old preschool programs meeting the federal definition of “high-quality,” and to prepare private providers to implement this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and related professional development and prospective requirements.
- High-quality professional development for all staff.
- A child-to-student ratio of no more than 1:4,6.
- A maximum of no more than 20.
- A five-day program.
- Inclusion of children with disabilities in a program of educational and developmental services.
- Developmentally appropriate, culturally and linguistically responsive instruction in an effective early childhood learning environment that is aligned with the State Early Learning and Development Standards.
- Individualized accommodation and support so that all children can access and participate fully in learning activities.

In light of this support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding, we pledge to work closely in collaboration with First Steps and ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

[Signature]

The Sunshine House Early Learning Academy
3099 Second Loop Road, Florence, SC 29501
Dr. Libby DeSage
Deputy Assistant Secretary for Policy and Early Learning
US Department of Education
400 Maryland Avenue, SW
Room 3354
Washington, DC 20202-5300

October 13, 2011

Dear Mr. Bogert,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness in further expanding preschool options for low-income children in non-school district settings.

As a provider of high-quality child care, Sunshine House Center for Children, we enthusiastically support the expansion of First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting the definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching experience with appropriate credentials;
- High-quality professional development for all staff;
- A child to adult ratio of no more than 1:1 or 2:1;
- A child to teacher ratio of no more than 1:4;
- A full-day program;
- Inclusion of children with disabilities in center-based and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction based on student learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodation and support as needed to ensure all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that all requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Brittany Frazer
Center Director
Sunshine House
Little Smurf Too  
1435 North Long Street  
Kingstree, SC 29556

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 12, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Little Smurf Too recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Rosa Wilson,  
(398)  
Director, Little Smurf Too
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 31344
Washington, DC 20202 6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Sampit Child Care Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child to instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Geraldine Holmes
Director, Sampit Child Care Center
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200
Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Family Affair recognized that grant funds will be made available by First Steps for the purpose of expanding four-year old kindergarten programs meeting the federal definition of “high quality” and to support private in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Deborah Chaif
Director, Family Affair

PR/Award # 8J9B150027
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 51344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, The Bethel Learning Centers, recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum and learning environment that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

[Signature]

Child Development Director

The Bethel Learning Centers
The Mellon Patch
103 First Street East
Hampton, SC 29924
803.943.5055

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, The Mellon Patch recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Kandice S. Hewlett
Director

The Mellon Patch
Dr. Lily Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue NW  
Washington, DC 20202  
October 10, 2011

Dear Dr. Duncan,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private model is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool services to low-income children in non-school based settings.

As a proposed grant service provider, The Learning Station recognizes that grant funds will be made available by First Steps for the purpose of expanding high-quality preschool programs meeting the federal definition of “high-quality” and increases private providers in meeting the definition which include:

- Employment of a lead teacher with a least a bachelors degree in early childhood education and teaching assistant with appropriate credentials
- High-quality professional development for all staff
- A child-teacher ratio no greater than 15 to 1
- A class size no more than 20
- A high-five program
- Instruction of children with disabilities to ensure access to and full participation in all opportunities
- Development of appropriate, culturally and linguistically responsive instruction using evidence based curriculum and learning environment that are aligned with the State Early Learning and Development Standards and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities

In submitting this letter of support, we wholeheartedly support the program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding we promise to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your timely consideration of South Carolina’s application.

Brand: Duncan

Director, The Learning Station
Dr. Luby Doggett  
Deputy Assistant Secretary for Policy, and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Room 3335A  
Washington, DC 20202-6200  

October 16, 2014  

Dear Dr. Doggett,  

I am pleased to write on behalf of South Carolina’s Federal Pre-Kindergarten Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand pre-kindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Spring Valley Early Learning Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers meeting the definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A child-to-child ratio of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction that is evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development Standards, and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Tiffany Johnson  
Center Director/Spring Valley Early Learning Academy
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014  
Dear Dr. Doggett,  
I am pleased to write in support of South Carolina’s Federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool services to low-income children in non-school district settings.

As a proposed grant service provider, Children’s Garden recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met. Our center is NAEYC Accredited and has a 4 year degree teacher the additional federal funds would help our program very much. We currently serving children that are at 130% of poverty.

Thank you for your favorable consideration of South Carolina’s application.

Robin McCants  
Executive Director, Vital Connections of the Midlands, Inc.

4801 Colonial Dr. Columbia, SC 29203  
http://www.vitalconnectionsofthemidlands.org

PR/Award # 8419B159027  
Page 0179
Dear Dr. Reagan,

I am writing in support of the Carolina Head Start Educational Leadership Development Program, a program that will help ensure that all children in South Carolina are prepared for their next educational experience. The program is funded through the Department of Education and is designed to prepare leaders for the early childhood education field.

The program will focus on:

- Enhancing the efficacy of educators and school administrators in providing high-quality education for young children;
- Providing support for the professional development of all staff;
- Facilitating the implementation of new initiatives;
- Enhancing the overall success of the Head Start program.

I am confident that this program will make a significant impact on the quality of education for children in our state. I look forward to seeing the positive results that will be achieved.

Thank you for your consideration.

Signature
Joyce L. Guyton

Head of School

[Date]
Dr. Lily Beggs
Assistant Secretary for Policy and Early Learning
U.S. Department of Education
150 Maryland Avenue, NW
Room 3344
Washington, DC 20202-5000

October 10, 2014

Dear Dr. Beggs,

I am pleased to write in support of South Carolina's federal Preschool Development Grant proposal. In application, South Carolina is proposing a full-day K program as a model for the nation and we look forward to working with South Carolina First Steps to school readiness to further expand preschool and other services to low-income children from newborn through age 5.

As a proposed grantee provider, The Sunshine House Early Learning Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old Kindergarten programs meeting the federal definition of "high-quality." New support will provide in-service training as this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teacher assistant with appropriate credentials;
- High-quality professional development for all staff;
- A teacher-student ratio of no more than 1:16;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction that aligns with state and national standards and learning experiences that are aligned with the State Early Learning and Development Standards and;
- Individualized support to ensure that all children can access, participate, and progress in learning activities.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina's proposal is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Mary Shreiner
Center Director
The Sunshine House Early Learning Academy
DR. LINDA SPAGG
Deputy Assistant Secretary for Policy and Planning
U.S. Department of Education
10th and Pennsylvania Ave.
Room 4E14
Washington, DC 20202-4260

October 20, 2014

Dear Dr. Spagg,

I am pleased to write in support of South Carolina's federal Preschool Development Grant application. In Carolina's Preschools initiative, the federal government invests in expanding high-quality preschool programs for children from low-income families. This initiative is crucial for ensuring that children from disadvantaged backgrounds have access to high-quality early childhood education, which is essential for their long-term success.

As a proposed service provider, Little Falls Daycare, Inc., recognizes that early education is critical. We are committed to providing the highest quality preschool services to children and families in our community. Our application includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and appropriate endorsements.
- High-quality professional development for all staff.
- A goal of instructional staff ratios of no more than 10 to 1.
- A staff turnover of no more than 20%.
- A堞bly program.
- Inclusion of children with disabilities to ensure full and free participation in all activities.
- Developmentally appropriate curriculum and strategies that focus on early literacy, numeracy, and social-emotional development.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina’s application is selected for federal funding, we pledge to work closely with local stakeholders to ensure that grant funding is used effectively.

Sincerely,

[Signature]

Little Falls Daycare, Inc.
Subject: Request for Support

Dear Mr. Smith,

I am pleased to write in support of South Carolina's federal Head Start development and expansion application. South Carolina's Child Development program has been a model for the nation and we look forward to working with the State Education Department to expand our efforts. I understand that you are committed to the Head Start program and its mission.

We propose to use our experience and resources to support the Head Start program in South Carolina. Our proposed activities include:

- Increased staff training
- Expanded curriculum development
- Enhanced parent involvement
- Improved health and nutrition services
- Increased community partnerships

Our commitment is to provide comprehensive, high-quality services that will benefit children and families. We believe that our expertise and resources will contribute significantly to the success of the Head Start program in South Carolina.

Thank you for your consideration.

Sincerely,

Emily Foster

Director, Foster's Child Care & Development Center, Inc.
January 15, 2014

Dear Dr. Dragger,

I am pleased to write to you to introduce the new Parental Devoted Help Program (PDP) at the Newberry Child Development Center. This program was established in response to the needs of families and children in our community, and it is designed to provide a high-quality early childhood education and development program.

The program is led by a director with at least a bachelor's degree in early childhood education and at least five years of experience in the field. The director is supported by a team of experienced educators and support staff.

The program is designed to meet the needs of children from birth to five years old, providing a safe and nurturing environment for learning and development. It is aligned with the State Early Learning and Development Standards and provides a comprehensive curriculum that meets the needs of children from diverse backgrounds.

To ensure that children receive the best possible care, the program is staffed by highly trained and experienced teachers who are committed to providing the highest quality early childhood education. The program is designed to support the growth and development of each child, helping them reach their full potential.

If you have any questions or would like more information about the Parental Devoted Help Program, please do not hesitate to contact me.

Sincerely,

[Signature]

Director, Newberry Child Development Center
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Family Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 7A44
Washington, DC 20202-4810

October 19, 2011

Dear Dr. Doggett:

I am pleased to write in support of South Carolina's federal Preschool Development Grant Expansion application. South Carolina's public-private 4K program is a model for the nation, and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool services to low-income children in non-school settings.

As a proposed grant service provider, Vanessa's Playland LLC recognizes that grant funds will be made available by First Steps for the purpose of expanding the four-year-old kindergarten programs meeting the federal definition of "high-quality," and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials.
- High-quality professional development for all staff.
- A child/teacher ratio of no more than 1:5 to 1.
- A class size of no more than 20.
- A full-day program.
- Inclusion of children with disabilities to ensure access and full participation in all activities.
- Developmentally appropriate, culturally and linguistically responsive instruction, as evidenced-based curriculum and learning materials that are aligned with the State Early Learning and Development Standards.
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In supporting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina's application is successful for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

[Signature]

Vanessa Simmons
Director of Vanessa's Playland LLC
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E344
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Archway Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Amy Engle
4K Lead Teacher
Dear Mr. Judge,

I am pleased to announce that the South Carolina Department of Education has been awarded the Title I grant for the expansion of the Teacher Preparation Initiatives (TPI) program, which will provide additional support to South Carolina's schools in preparing teachers with the skills and knowledge needed to effectively teach in low-income communities.

The program will be funded in part by the South Carolina Department of Education, which will provide additional support to South Carolina's schools in preparing teachers with the skills and knowledge needed to effectively teach in low-income communities.

As a result of this grant, a new program called Teacher Preparation Initiative (TPI) will be established. This program will provide professional development and support to teachers in low-income communities and will focus on improving the quality of instruction for students in these communities.

The program will include the following components:

- Professional development for teachers in low-income communities
- Professional development for principals and instructional leaders
- Professional development for support staff
- Professional development for administrators
- Professional development for teacher candidates
- Professional development for teachers

The program will be funded in part by the South Carolina Department of Education, which will provide additional support to South Carolina's schools in preparing teachers with the skills and knowledge needed to effectively teach in low-income communities.

Thank you for your support in the expansion of South Carolina's schools.

Sincerely,

Deborah Wrenn

Center Director
Teacher Preparation Initiative

PR# Award # 8419B156027
Page e167
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200  

October 10, 2014  

Dear Dr. Doggett,  

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.  

As a proposed grant service provider, Benedict College Child Development Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:  

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  
- High-quality professional development for all staff;  
- A child-to-instructional staff ratio of no more than 10 to 1;  
- A class size of no more than 20;  
- A Full-Day program;  
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.  

Thank you for your favorable consideration of South Carolina’s application.  

[Signature]  

Omari L. Dyson, Ph.D.  
Executive Director of the Benedict  
College Child Development Center
Little Promises Learning Center

Phone number: 813-488-4002
Fax number: 813-488-7001

Fax Transmittal Form

To: [Blank]
From: [Blank]
CC: [Blank]
Phone: [Blank]
Fax: [Blank]

Number of Pages: 2

Message: [Blank]
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Kids Count Learning Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Tina Marie Camp  
Owner/Director – Kids Count Learning Center
Dr. John B. King, Jr.
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
100 Independence Avenue, SW
Room 5044
Washington, D.C. 20202

October 18, 2016

Debbie Duggan

I am pleased to inform you that South Carolina's Early Learning Development Partnership application and South Carolina's submission of a Strong Start for Schools initiative are welcomed additions to the nation's effort to improve educational opportunities for children.

As a partner in this important initiative, I applaud South Carolina for its leadership in addressing the needs of young children. The state's commitment to ensuring high-quality early childhood education and care is commendable.

I look forward to working with South Carolina to further improve educational opportunities for young children.

Sincerely,

[Signature]

Deputy Assistant Secretary for Policy and Early Learning

[Title]
October 10, 2014

Dear [Name],

I am pleased to write in support of South Carolina’s federal Preschool Development Grant application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to school readiness to further expand pre-kindergarten services to low-income children in the school district settings.

As a proposed grant service provider, Eagle Academy guarantees that grant funds will be used exclusively to support school readiness programs for four-year-olds that meet the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employee benefits for all staff, including regular training and professional development opportunities
- High-quality professional development for staff
- A child-to-instructor ratio of no more than 10:1
- A class size of no more than 20
- A full-day program
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities
- Developmentally appropriate, culturally and linguistically responsive instruction based on evidence-based curriculum and learning environments that align with the South Carolina Developmental Standards and
- Individualized approaches and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

[Signature]

[Name]

Owner/Teacher - Eagle Academy
Dr. Lisa G. Poggielli
Director, Administration, Early Years and Family Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 334E
Washington, DC 20202-4700

October 9, 2004

Dear Dr. Poggielli,

I am pleased to write in support of South Carolina's federal preschool development grant application. South Carolina's public preschool program is ready for the action, and we look forward to working with South Carolina's Next Steps in School Readiness and partnering with educators and parents to improve the lives of children in our schools and communities.

As a proposed, inclusion preschool program, Daniel Island Academy is recognition for the field and the network will be made available to all programs for the purpose of expanding preschool inclusion programs meeting the federal definition of "high-quality" lead to improved learning outcomes and greater inclusion for children, which includes:

- Employment of at least two teachers with at least a Bachelor's degree in early childhood education and teaching assistants with appropriate credentials.
- High-quality professional development for all staff.
- A program that supports all children and their families.
- A teacher-to-child ratio of no more than 20 to 1.
- A fully-inclusive program.
- Inclusion of children with disabilities that participate in and full participation in all programs.
- Developmentally appropriate, curriculum and instruction designed to be child-centered, child-focused, and cannot be removed from the program in the Next Steps in School Readiness and Developmental Standards.
- Inclusion in all activities and supports so that children can participate fully in learning activities.

In submitting the letter of support, we affirm our commitment to delivering high-quality Early Years Education. If South Carolina's application is selected for funding, I am prepared to work with the education and community leaders to ensure that our preschool requirements are met. Daniel Island Academy will strive to achieve the requirements for the successful application.

Kerry Nowoselski, Director
Daniel Island Academy
250 East Main Drive
Charleston, SC 29492
Tel: 843-702-3191
Fax: 843-702-3193
Email: DanielIslandAcademy.com

PR/Award #5419B159327
Page 0183
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Jerome Jones

Jerome Jones

Director
Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, NW
Room 3F144
Washington, DC 20202-4280

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand pre-kindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, [Company Name] recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 32;
- A full-day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally, and linguistically responsive instruction via an evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

[Company Name]

Mecca L. Emery
Director

PR/Award # 8419B159027
Page 0185
October 30, 2014

Dear Dr. Oggeri,

I am pleased to write in support of South Carolina’s federal preschool development grant application. South Carolina’s implementation of the program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool and other educational services to low-income children in non-school district settings.

As a proposed grant service provider, South Carolina recognizes that grant funds will be made available by First Steps for the purpose of establishing four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support preschool providers in meeting those definitions, which includes:

- Implementation of child teachers with at least an associate's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-student ratio of 1 to 5;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities who meet the same educational opportunities;
- Developmentally appropriate, culturally and linguistically responsive learning centers;
- Professional development for all staff aligned with the State Early Learning and Development Standards; and

- Individualized accommodations and supports for all children with access and participation in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Nicole Jasper

Interim Director
Dear Dr. Doggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Thelma Brown Head Start recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Kathryn S. Woods  
Head Start Director - Thelma Brown Head Start
Care-A-Lot Daycare Center  
4215 Thomas Sumter Hwy 
Dalzell, SC 29040  

October 10, 2014  

Dear Dr. Doggett,  

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.  

As a proposed grant service provider, Care-A-Lot Daycare Center recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and to support private providers in meeting this definition, which includes:  

* Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;  

* High-quality professional development for all staff;  

* A child-to-instructional staff ratio of no more than 10 to 1;  

* A class size of no more than 20;  

* A Full-Day program;  

* Inclusion of children with disabilities to ensure access to and full participation in all opportunities;  

* Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and  

* Individualized accommodations and supports so that all children can access and participate fully in learning activities.  

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.  

Thank you for your favorable consideration of South Carolina’s application,  

Paula Durham  
Director/Owner-Care-A-Lot Daycare Center  
PR/Award # 5419B150027
Dr. Lily Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Ave, SW  
Room 1134  
Washington, DC 20202-2600  

October 13, 2014

Dear Mr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private Early Head Start program is a model for the nation, and we look forward to working with South Carolina’s First Steps to School Readiness to further expand preschool and kindergarten services to low-income children in non-school district settings.

As a proposed grantee, your application recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of ‘high-quality’ and to support private providers in meeting these definitions, which include:

- Employment of at least one lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials.
- High-quality professional developmental for all staff.
- A child-to-instructional staff ratio of no more than 1:10.
- A child staff ratio of no more than 20:1.
- A lottery program.
- Inclusion of children with disabilities to ensure access to full participation in all opportunities.
- Developmentally appropriate, culturally, and linguistically responsive interactions via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards, and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If South Carolina’s application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Wendy S. Cox
Owner

PR/Award # 8419B150027  
Page 189
Dear Dr. DeGregg,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's participation in the program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to expand and extend preschool and prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, The Sunshine House Early Learning Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding our year-old preschool program, meeting the federal definition of high-quality education services in private providers in meeting this definition, which includes:

- Employment of a lead teacher with a bachelor's degree in early childhood education and teaching assistant with appropriate certification;
- High-quality professional development for all staff;
- A child-to-teacher ratio of no more than 10 to 1;
- A child age of 3 years old at the time of entry;
- A full-day program;
- Inclusion of children with disabilities to ensure accuracy and full participation in all opportunities;
- Developmental, appropriate, educationally and behaviorally responsive instruction, curriculum and classroom learning environments that are aligned with the State Early Learning Development Standards, and;
- Technical assistance and support to ensure that Head Start and early intervention children participate fully in learning activities.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina's application is selected for funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Brenda Berry
Director, The Sunshine House Early Learning Academy

www.sunshinehouse.com
Dr. Pat Morgan
Director/Assistant Secretary for Policy and Data Analysis
U.S. Department of Education
100 Maryland Avenue, NW
Washington, DC 20202-4799
Room 2134
Washington, DC 20202-4331

October 13, 2013

Dear Dr. Morgan,

I am pleased to serve in support of South Carolina’s early childhood development. South Carolina’s programs for children ages 0-5 are funded to ensure that children are well prepared to enter school with health, social, and emotional skills necessary for success in school and life.

As a program of service, our [Program Name] [Program Number] recognizes the importance of the First Steps grant to our ongoing efforts. The purpose of expanding our [Program Name] in South Carolina is to ensure that all children have access to high-quality early childhood services. In light of the recent budget cuts, it is critical that we continue to advocate for these important programs.

We seek to expand our program by:

- Offering comprehensive services, including health, nutrition, and social-emotional support.
- Providing professional development for early childhood educators.
- Ensuring that families have access to high-quality child care.
- Developing partnerships with local businesses and community organizations.

In summary, the funding support will allow us to provide the best possible early childhood experiences for all children in South Carolina.

Sincerely,

Kristi Stanton
Director [Program Name]

[Program Name]
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, [REDACTED] recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Lillian G. Reid

[REDACTED]
Dr. Linda Dryfoos  
Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
100 Maryland Ave., N.W.  
Room 31344  
Washington, D.C. 20202-2110

October 10, 2018

Dear Dr. Dryfoos,

I am pleased to extend my support of South Carolina’s federal preschool expansion application. South Carolina’s public preschool (PK) program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool opportunities to low-income children in non-school district settings.

As a proposed grant service provider, we [name] recognize that [grant funds will be made available by First Steps] for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality” and in support of providing preschoolers countywide. This includes:

- Employment of a lead teacher who holds a bachelor’s degree in early childhood education and teaching assistant with appropriate credentials;
- High-quality instructional development for all staff;
- Adequate space and equipment to support learning;
- Adequate size of the center in 2016;
- A full-day program;
- Inclusion of children with disabilities to ensure access and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive programs that meet the needs of all learners;
- Health and safety standards that are aligned with the State Early Learning and Development Standards;
- Individualized supports and accommodations and support to the full inclusion of children with special needs in character education.

I am submitting this letter of support to affirm our program’s commitment to high-quality child care education. If South Carolina’s application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that all children are afforded high-quality early learning experiences.

Thank you for your favorable consideration of South Carolina’s application.

[Signature]

[Name]
Center Director

[Signature]

[Name]
Center Director
Dear Dr. Doggett,

I am pleased to write in support of South Carolina’s Federal Preschool Development Grant expansion application. South Carolina proposes to expand its “Dream Catchers” model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further regional preservice training efforts in low-income children in school-based settings.

As a proposed preschool service provider, Dream Catchers recognizes that grants made available this fiscal year, for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of “high-quality”, and in support of preschool programs meeting the definition, which includes:

- Full-day and full-year program
- At least 180 instructional days and more than 10 hours per day
- A college or university
- A degree in early childhood education and teaching credentials with appropriate credentials
- High-quality professional development for all staff
- A model that is developmentally appropriate and culturally and linguistically responsive
- Early childhood curriculum and learning experiences that are aligned with the State Early Learning and Development Standards
- Individualized accommodations and supports to all families, children, and personnel in learning environments

In submitting this letter of support we affirm our programs' commitment to high-quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Sincerely,

Kimberly Snow
Dream Catcher's Education Director
October 10, 2019

[Letterhead]

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, NW
Washington, DC 20202-4600

I am pleased to write in support of South Carolina’s federal Preschool Development Grant expansion application. South Carolina’s public-private 5k program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool programs to low-income children in non-school district settings.

As a proposed grantee, South Carolina recognizes the grant funds will be made available to First Steps for the purposes of supporting enrolled year-old kindergartners in preschool enrolling in programs meeting the federal guidelines of high quality and to support private providers in meeting these guidelines, which include:

- High-quality teaching: Each teacher must have a bachelor’s degree in early childhood education or teaching and other appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructor ratio of no more than 1 to 1;
- A lead teacher with at least two years of experience;
- A building program;
- Inclusion of children with disabilities to ensure access to and full participation in all curricula;
- Developmentally appropriate, culturally, and linguistically responsive instruction in an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards;
- Individualized accommodations and supports so that all children can access and participate fully in learning opportunities.

In submitting this letter of support, we affirm our program’s commitment to high-quality early education. If

South Carolina is selected to receive funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

[Signature]

Sally A. Roberts
Director

[Signature]

[Date]
I am pleased to work on the support of South Carolina's Federal Early Childhood Comprehensive Program application. We understand the importance of early education and look forward to working with South Carolina’s Early Childhood Comprehensive Program to enhance our efforts to support young children and their families.

The proposed grant service plan includes a comprehensive framework that will be developed by the South Carolina Early Childhood Comprehensive Program to ensure the federal definition of high-quality services are supported. The framework includes:

- Full-day kindergarten for all children
- High-quality early childhood education programs
- Access to health care and services
- Developmental screenings and assessments
- Early childhood health services
- Parent engagement activities
- Community involvement and partnerships

In submitting this letter of support, we affirm our program’s commitment to enhancing the quality of early childhood education in South Carolina. Our application is thorough and we are confident that the federal funding we have secured will support the states and local communities in reaching the goals outlined in the South Carolina Early Childhood Comprehensive Program.

Beth A. Knuth
Director of Early Learning
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina’s public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School Readiness to further expand prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, [EXCISE] recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and to support private providers in meeting this definition, which includes:

- Employment of a lead teacher with at least a bachelor’s degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our program’s commitment to high quality early education. If South Carolina’s application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application,

Tina G. Blackwell  
Director-[EXCISE]
Dr. Libby Doggett  
Deputy Assistant Secretary for Early Childhood Development  
U.S. Department of Education  
100 W. masks Avenue, 4th  
Room 344  
Washington, D.C. 20203  

October 10, 2018  

Dear Dr. Doggett,

I am writing in response to your request for additional information regarding the application of the Early Head Start program in South Carolina. Our organization, Step Ahead, Inc., is dedicated to providing high-quality early childhood education and development services to our community. We believe that this program is essential in ensuring that all children have a strong foundation for future success.

We have submitted our application for the Early Head Start program, and it is now time for approval. As such, I am writing to request any additional information needed to complete our application. We understand the importance of this program and are committed to providing the best possible services for our children.

I am enclosing a copy of our application, along with any additional information that may be required. We are confident that our organization has the necessary experience and expertise to provide high-quality early childhood education and development services to our community. We are looking forward to the opportunity to work with you and the Early Head Start program.

Thank you for your consideration of our application.

Step Ahead, Inc.  

Owner/Director

PR/Award # 1509027  
Page 220
Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
14th and Maryland Avenue, SW  
Room 3216  
Washington, DC 20202-4220  

October 10, 2014  

Dear Dr. Doggett,  

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4K program is a model for the nation and we look forward to working with South Carolina First Steps to develop joint readiness to further expand prekindergarten services to low-income children in non-school district settings. 

As a proposed grant service provider, [redacted] recognizes that grant funds will be made available by First Steps for the purpose of expanding high-quality prekindergarten programs meeting the federal definition of "high quality" and to support private providers to meet the definition, which includes: 

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials; 
- High-quality professional development for all staff; 
- A child-to-educational staff ratio of no more than 10:1; 
- A class size of no more than 30; 
- A Full-Day program; 
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities; 
- Developmentally appropriate, culturally and linguistically responsive instruction in an evidence-based curriculum; and learning environments that are aligned with the State Early Learning and Development Standards; and 
- Individualized accommodations and supports so that all children can access and participate fully in learning activities. 

In sum, we are committed to high quality early education. If South Carolina's application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application. 

Lottie McCaw  
Director of [redacted]  

[Signature]

Scanned by CamScanner
Dear Dr. Doggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private partnership program is a model for the nation, and we look forward to working with South Carolina First Steps to School Readiness to further expand preschool programs for low-income children in non-school districts.

As the proposed grant service provider, [0(0)] recognizes that funds will be made available to First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" preschool providers, as defined in Title V, Part B, of the Child Care and Development Block Grant Program. This includes:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and a minimum of early childhood education and/or early childhood development with appropriate credentials;
- Implementation of professional development for all staff;
- A child-to-teacher ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- Inclusion of children with disabilities in early care and educational services available at no cost to all participating children;
- Developmentally appropriate, child-centered and child-directed, educationally enriching curricula, and learning environments that are aligned with the State Early Learning and Development Standards, and
- Individualized, comprehensive supports and services so that all children can access and participate fully in learning opportunities.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. If South Carolina's application is successful, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina's application.

Sincerely,

[0(0)]

[0(0)]
Dr. Lily Boggess
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E44
Washington, DC 20202-2000

October 10, 2014

Dear Dr. Boggs,

I am pleased to write in support of South Carolina’s federal Pre-K expansion grant. Your proposal builds on best practices and provides an opportunity for South Carolina to scale up successful programs and collaborate with you in working with South Carolina First Steps to School Readiness to further expand pre-kindergarten services to low-income children in non-school district settings.

As a proposed state service provider (OHEC), recognizes that project

recommends that project

beyond will be made available to the state for the purpose of implementing early childhood

program, meeting the federal definition of "high-quality," and in support of your proposal in meeting this definition, which includes:

- Employment of at least a bachelor’s degree in early childhood education and training assistant with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional-staff ratio of no more than 9 to 1;
- A child-to-support-staff ratio of no more than 30 to 1;
- A two-year program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, and learning environment that are aligned with the State Early Learning and Development Standards;
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

In submitting this letter of support, we affirm our state’s commitment to high-quality early

education. If South Carolina’s application is selected for federal funding, we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

Thank you for your favorable consideration of South Carolina’s application.

Sincerely,

[Signature]

[Name]
Director
Dear Mr. Bennett,

I am pleased to serve in support of South Carolina's federal Head Start Development Grant expansion application. South Carolina's public-private partnership is committed to expanding early childhood education opportunities for all children, particularly those in low-income families.

As part of our proposal, we recognize the importance of ensuring high-quality early childhood education programs for all children, regardless of socioeconomic status. Our proposal includes:

- Ensuring a minimum of a lead teacher with at least a bachelor's degree in early childhood education and sends the training and professional development opportunities available.
- Providing high-quality professional development for all staff.
- A child/teacher ratio of no more than 10:1.
- A child/teacher ratio of no more than 20:1.
- A full-day program for all children.
- Inclusive education for children with disabilities and full participation in all programs.
- Developmentally appropriate, culturally responsive, and linguistically responsive instruction that is evidence-based and promotes healthy childhood development, regardless of race, income, or language background.
- Involving children and their families in all aspects of their education and development.

In submitting this letter of support, we offer our program's commitment to high quality early education. South Carolina's application is designed to work in close collaboration with local education agencies to ensure the success of this initiative.

Thank you for your time and consideration of South Carolina's application.

Sincerely,

Stephanie & Pales
South Carolina Head Start Development Learning Center

PR/Award # S419B150027
Page 0214
Publicly Funded Pre-Kindergarten in South Carolina: 2010-2011

November 2012
Executive Summary

This policy brief is designed to acquaint readers with the state's publicly-funded pre-kindergarten offerings, their funding streams and service penetration.

Just over half (50.70%) of South Carolina's four-year-olds received a publicly funded pre-kindergarten experience during the 2010-2011 school year. This figure, which came at a combined cost of at least $[34] to taxpayers, represents an 8.2% increase in children served since 2004-2005 and reflects the state's general ability to serve its free- and reduced-price lunch population using existing resources.

Background: South Carolina's Four-Year-Olds

South Carolina is home to an estimated 59,684 four-year-old children, just under half of whom (29,316 or 48.95%) qualify for free- and reduced-price school lunches on the basis of family income.2

This policy brief is designed to acquaint readers with the state's publicly-funded pre-kindergarten offerings, their funding streams and service penetration.

Public School Child Development Programs (4K, Non-CDEPP)

Enabled by the Education Improvement Act of 1984, South Carolina's Half-Day Child Development Program was one of the nation's first state-funded pre-kindergarten offerings. Regulations promulgated for the program in 2003 require each South Carolina school district to provide at least one half-day child development program for children with "predicted significant readiness deficiencies." Districts have far surpassed this minimum, enrolling 19,004 students during the 2010-11 school year.

It should be noted that references to the "half-day" structure of the program are increasingly outdated. The SC Department of Education has long permitted districts to utilize EIA funds for

---

1 US Census Bureau 2010 population estimate provided by SC Budget and Control Board’s Office of Research and Statistics.
2 The US Census Bureau's American Community Survey (2006-2010) estimates that 48.95% of South Carolina children under six live in families with a combined income at or below 185% of the federal poverty definition (which serves as the income threshold for reduced-price school lunches). This percentage has been applied to the four-year-old population estimate to derive the estimated number of eligible four-year-olds. Census data provided by the SC Budget and Control Board's Office of Research and Statistics.
3 State Board of Education Regulation R 43-264.1: Half-Day Child Development Programs, effective June 28, 2003. Readers should note that eligibility for program participation is largely determined at the local level, with no operational definition of "predicted significant readiness deficiencies" included in the regulation. Proviso 1A.30 of the FY13 General Appropriations act attempts to address this, noting (in part) that that "EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children qualifying for free or reduced-price lunch or Medicaid." Because the overwhelming majority of local funding comes from sources other than EIA, the effectiveness of this language is unknown.
4 School district 2010-11 4K enrollment (non-CDEPP) provided by the SC Department of Education.
both half- and full-day programs, with the latter increasingly popular given both the benefit of full-day instruction and the inability of many low-income families to accommodate a two and a half hour school day.\(^5\)

Dedicated EIA funding for the program, distributed by formula to districts on the basis of free- and reduced-lunch counts in kindergarten, stands currently at $\text{[Not specified]}$. Though this direct appropriation is down 27\% since 2004-05, overall spending on 4K has increased substantially over this same time - given both the General Assembly’s creation of the public-private CDEPP pilot program (described below) and the significant discretionary investments of local districts.

According to the SC Department of Education, 54 non-CDEPP school districts expended a total of $\text{[Not specified]}$ during 2010-11 - reflecting the districts’ discretionary investment of $48,690,154 above and beyond their dedicated EIA appropriations.\(^7\)

The South Carolina Child Development Education Pilot Program (CDEPP)

Developed by the SC General Assembly in response to the state’s long-standing school equity funding lawsuit (Abbeville County School District et. al. vs. South Carolina), the South Carolina Child Development Education Pilot Program (CDEPP) is a secondary 4K offering available only to eligible children residing in the lawsuit’s 37 litigant school districts.

The program, designed as a model of school choice, utilizes a public-private delivery model in which parents may elect to enroll their eligible child within a public school program or at an approved private provider monitored and supported by SC First Steps. Eligible children must be four on or before September 1, reside in a litigant district and qualify for free- or reduced-price lunch or Medicaid.

Though the bulk of the program operates as a traditional pass-through to school districts (via the SC Department of Education), the inclusion of private providers is unique to the state’s CDEPP model. Because eligibility rests with - and tuition and transportation dollars follow - the child, families electing to enroll within private settings are afforded the opportunity to select the provider who best meets their needs, often crossing district and county borders in the process. First Steps monitored a network of 36 approved providers during 2010-2011, making both announced and unannounced visits roughly twice monthly and reimbursing tuition and transportation funds on a pro-rata basis according to the number of days enrolled.

---

\(^5\) Current data depicting half-day vs. full-day enrollment was not available at the time of publication. Approximately 54\% of children enrolled in school district programs were being served full-day in 2004-05.

\(^6\) FY11 EIA 4K appropriation of $\text{[Not specified]}$ remained unchanged for both FY12 and FY13.

\(^7\) Note that this figure, derived from audited financial data provided by the SC Department of Education, reflects only direct spending coded to the program, without accounting for related infrastructure costs. A per-student cost cannot be derived from current data, given the combined presence of both half- and full-day enrollment data within these counts.
The SC General Assembly allocated a total of $[b][4] for the combined delivery of CDEPP during 2010-2011, with $[b][4] appropriated to the SC Department of Education and $[b][4] to First Steps. As with the EIA program above, local districts engage in significant discretionary spending to supplement the state’s allocation – with CDEPP districts underwriting an additional $[b][4] in program expenditures.

Because both the public and private CDEPP programs operate under the same guidelines (with each providing a uniform 6.5-hour day), the derivation of a per-student cost is possible in this case. School districts expended a total of $[b][6] to underwrite the enrollment of 4,714 children at an estimated cost of $[b][4] per child. First Steps expended a total of $2.57M to underwrite the enrollment of 548 children at an estimated cost of $[b][4] per child.⁸

Because CDEPP provides a dedicated funding stream for use by litigant school districts, the SC Department of Education now allocates EIA 4K funds exclusively to non-CDEPP districts - which has served to ameliorate local reductions associated with the overall decline in the program’s appropriation since 2004-2005.

Taken in combination, South Carolina directly underwrites (via CDEPP, EIA, First Steps and local district investments) at least $[b][4] in publicly funded pre-kindergarten, with the overwhelming majority of service delivery (23,718 children in a combination of full- and half-day programs) taking place within public school classrooms. As a co-administrator of the CDEPP program in private settings, SC First Steps served an additional 548 children during 2010-11 – for a combined public enrollment of 24,266 (40.66% of the state’s four-year-old population).

Head Start

Launched in 1965 as a part of President Lyndon Johnson’s Great Society initiative, Head Start is a federally funded program for low-income children (100% of federal poverty or below) aged birth to five. The program’s preschool component (ages 3-5) seeks to promote the cognitive, social and emotional development of participating children through a service model that pairs classroom-based instruction with comprehensive health, nutrition, family support services and parental involvement.

Head Start operates as a direct federal-to-local funding stream, with $[b][4] appropriated to South Carolina implementing agencies (covering each of the state’s 46 counties) for the provision of services during 2010-2011. According to the state’s May 2011 Head Start census,

⁸ Note that this figure includes First Steps’ monitoring and accountability costs.
⁹ Head Start data provided by the SC Head Start Collaboration Office at the SC Department of Social Services.
the preschool program has enrolled 13,638 children – 5,994 (or 44%) of whom are four-year-olds. A proportionate share of the program’s overall funding suggests that taxpayers support an additional $\text{(4)}$ in four-year-old pre-kindergarten via Head Start – expanding service to an additional 10.04% of the state’s overall population.

Head Start is overseen by the US Department of Health and Human Services Administration for Children and Families (ACF). A federally supported Head Start Collaboration Office created to serve as the program’s portal of contact within state government and facilitate collaboration among the state’s local grantees, is housed within the Department of Social Services’ Office of Child Care Services.

**Preschool Special Education**

Under Part B of the federal Individuals with Disabilities Education Act of 2004 (IDEA), preschool-aged children with identified disabilities and/or developmental delays may be eligible for special education services provided through their local school districts. 3,609 (or 6%) of South Carolina’s four-year-olds received special education services in December 2010.\textsuperscript{10} These services range from full-day preschool classes to periodic therapies, with the majority of children served in regular education placements at least 10 hours per week.

**The ABC Child Care Program**

Funded by the federal Child Care Development Fund (CCDF), the SC Department of Social Services’ ABC Child Care Program is a statewide system designed to improve child care quality (ABC Quality Improvement System) and increase access among low-income children (ABC Voucher Program).

The program’s Quality Improvement System (QIS) is designed to encourage and reward child care quality through the attainment of voluntary standards, regular on-site assessments, feedback, technical assistance, and professional development. A total of 2,008 child care programs (approximately 60% of regulated child care providers) currently participate, with 38%...
voluntarily exceeding state licensing requirements. This includes 635 centers, 79 group homes, and 59 family homes.

The ABC Voucher Program is designed to increase access to quality care through the provision of full- and part-time scholarships. It utilizes the QIS' five-level quality structure as the basis for providing tiered reimbursement to programs enrolling eligible, low-income children. 2,165 SC four-year-olds received full- or part-time ABC vouchers during FY11, with associated expenditures of $[6][4][6].

Summary

Just over half (50.70%)\(^{11}\) of South Carolina’s four-year-olds received a publicly funded pre-kindergarten experience (via state offerings or the federal Head Start program) during the 2010-2011 school year. This figure, which comes at a combined cost of at least $135M to taxpayers, represents an 8.1% increase in children served since 2004-2005 and reflects the state’s general ability to serve its free- and reduced-price lunch population (48.95%) using existing resources.

Above and beyond these figures, additional children receive subsidized four-year-old experiences via preschool special education and/or the ABC Child Care Program.

\(^{11}\) Data limitations prevent the derivation of an unduplicated child count across each of the four programs above. Child-level data on 4K, CDEPP, Special Education and the ABC Child Care program is maintained by the state, while Head Start data is maintained by the federal Office of Head Start (U.S. Department of Health and Human Services, Administration for Children and Families). The child counts associated with 4K/CDEPP and Head Start (the two largest unduplicated programs) are reflected in the aggregate figures here. Accordingly, 50.7% is a conservative estimate of participation.
Publicly Funded Pre-Kindergarten Programs Serving Four-Year-Olds in South Carolina

Estimated Four-Year-Old Population in South Carolina: 59,686
Estimated Four-Year-Olds Eligible for Free- or Reduced-Lunch: 29,216 (48.95%)

Public 4K in South Carolina (2010-2011/FY11)

<table>
<thead>
<tr>
<th>Type of Pre-K Programming</th>
<th>Number of SC Four-Year-Olds Served</th>
<th>Percentage of SC Four-Year-Olds Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 4K (EEDA, First Steps, Title One, ELC, etc.)</td>
<td>24,266</td>
<td>40.66%</td>
</tr>
<tr>
<td>Head Start (4-year-old participation only)</td>
<td>5,894</td>
<td>10.04%</td>
</tr>
<tr>
<td>Totals</td>
<td>30,260</td>
<td>50.70%</td>
</tr>
</tbody>
</table>

Estimated Public SPENDING devoted to Pre-Kindergarten Programs for Four-Year-Olds in South Carolina

<table>
<thead>
<tr>
<th>Program</th>
<th>Estimated Public Spending Devoted to Four-Year Old Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 4K</td>
<td>$40(4)</td>
</tr>
<tr>
<td>Head Start</td>
<td>$40(4)</td>
</tr>
</tbody>
</table>

**Footnotes:**
2. SC Budget and Control Board (Office of Research and Statistics). US Census Bureau’s American Community Survey 5-Year Estimates (2009-2013) suggest that 48.95% of SC children under six are at or below the poverty line.
3. Combined public funding includes all public school enrollments plus private programs.
4. All public school enrollment, special education and financial data provided by the SC Department of Education. Private CDEPP enrollment and financial data provided by SC First Steps to School Readiness.
5. This figure includes all reports of expenditures from all sources. Note that during FY 11, the SC General Assembly directed appropriated funds to offset CDEPP costs in the fiscal year 2011.
6. Final numbers are not available outside of CDEPP. Estimated number of sessions is based upon enrollment and a minimum group size of 20. Recognize that half-day classrooms may serve up to 30 children.
7. This figure includes all reports of expenditures from all sources. Note that during FY 11, the SC General Assembly directed appropriated funds to offset CDEPP costs in the fiscal year 2011.
8. Note that Public CDEPP expenses above and beyond FY 11 appropriation are calculated from FY 10 carry forward funds.
9. Only persons residing in the state and attending a public school or pre-K center are counted in the CDEPP enrollment. The figure reflects an estimate of half and full-day programming.
11. SC Department of Education, Office of Educational Statistics. (November 1, 2010). Figures depict the total number of four-year-olds enrolled in any special education service.
12. SC Department of Social Services, FY 2012. Note that some ABC vouchers provide before and after school “wrap around care” for children concurrently enrolled in other programs.
13. Data limitations prevent the determination of an unweighted child count across each of the four programs above. Child data on 4K, CDEPP, Special Education, and the ABC Child Care Program is maintained by the states, while Head Start data is maintained by the federal Office of Head Start. U.S. Department of Health and Human Services Administration for Children and Families. The child counts associated with 4K, CDEPP, and Head Start (the two largest unweighted programs) are reflected in the aggregate figures here. Accordingly, 50.70% is a conservative estimate of participation. Aggregate spending data has also been limited in this manner.

November 13, 2012
PR/Award # 8419B150027
Page 221
AMENDED—NOT PRINTED IN THE HOUSE

June 5, 2014

S. 516 – SC READ TO SUCCEED ACT

Introduced by Senators Peeler, Fair, Hayes, Courson, Young, Setzler, Malloy, Leatherman, Lourie, L. Martin, Johnson, Jackson, Allen, Rankin, Scott and Pinckney.

S. Printed 6/4/14--H.

Read the first time April 10, 2014.
A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, SO AS TO ENACT THE "SOUTH CAROLINA READ TO SUCCEED ACT"; BY ADDING CHAPTER 155 TO TITLE 59, SO AS TO CREATE THE SOUTH CAROLINA READ TO SUCCEED OFFICE AND A READING PROFICIENCY PANEL WITHIN THE OFFICE, AND TO PROVIDE RELATED REQUIREMENTS OF THE DEPARTMENT OF EDUCATION, STATE SUPERINTENDENT OF EDUCATION, SCHOOL DISTRICTS, COLLEGES, AND UNIVERSITIES THAT OFFER CERTAIN RELATED GRADUATE EDUCATION, AND EDUCATORS AND ADMINISTRATORS, AMONG OTHER THINGS.

Amend Title To Conform

Whereas, the South Carolina General Assembly finds that national research has documented that students unable to comprehend grade-level text struggle in all their courses; and

Whereas, the South Carolina General Assembly finds that while reading typically has been assessed through standardized tests beginning in third grade, research has found that many struggling readers reach preschool or kindergarten with low oral language skills and limited print awareness. Once in school, they and other students fail to develop proficiency with reading and comprehension because of inadequate instruction and engaged practice; and

Whereas, the South Carolina General Assembly finds that research has also shown that students who have difficulty comprehending texts struggle academically in their content area courses but seldom receive effective instructional intervention during middle
and high school to improve their reading comprehension. These
are the students least likely to graduate; and

Whereas, the South Carolina General Assembly finds that one
recent longitudinal study found that students reading below grade
level at the end of third grade were six times more likely to leave
school without a high school diploma; and

Whereas, the South Carolina General Assembly finds that reading
proficiency is a fundamental life skill vital for the educational and
economic success of our citizens and State. In accordance with the
ruling of the South Carolina Supreme Court that all students must,
be given “an opportunity to acquire the ability to read, write, and
speak the English language”, the South Carolina General
Assembly finds that all students must be given high quality
instruction and engage in ample time actually reading and writing
in order to learn to read, comprehend, write, speak, listen, and use
language effectively across all content areas; and

Whereas, to guarantee that all students exhibit these abilities and
behaviors, the State of South Carolina must implement a
comprehensive and strategic approach to reading proficiency for
students in prekindergarten through twelfth grade that begins when
each student enters the public school system and continues until he
or she graduates. Now, therefore,

Be it enacted by the General Assembly of the State of South
Carolina:

SECTION 1. Title 59 of the 1976 Code is amended by adding:

"CHAPTER 155

South Carolina Read to Succeed Act

Section 59-155-110. There is established within the South
Carolina Department of Education the South Carolina Read to
Succeed Office to implement a comprehensive, systemic approach
to reading which will ensure that:

1. classroom teachers use evidence-based reading instruction
in prekindergarten through grade twelve, to include oral language,
phonological awareness, phonics, fluency, vocabulary, and
comprehension; administer and interpret valid and reliable
assessments; analyze data to inform reading instruction; and
provide evidence-based interventions as needed so that all students
develop proficiency with literacy skills and comprehension;
(2) classroom teachers periodically reassess their curriculum
and instruction to determine if they are helping each student
progress as a proficient reader and make modifications as
appropriate;
(3) each student who cannot yet comprehend grade-level text is
identified and served as early as possible and at all stages of his or
her educational process;
(4) each student receives targeted, effective comprehension
support from the classroom teacher and, if needed, supplemental
support from a reading interventionist so that ultimately all
students can comprehend grade-level texts;
(5) each student and his parent or guardian is continuously
informed in writing of:
(a) the student’s reading proficiency needs, progress, and
ability to comprehend and write grade-level texts;
(b) specific actions the classroom teacher and other reading
professionals have taken and will take to help the student
comprehend and write grade-level texts; and
(c) specific actions that the parent or guardian can take to
help the student comprehend grade-level texts by providing access
to books, assuring time for the student to read independently,
reading to students, and talking with the student about books;
(6) classroom teachers receive preservice and in-service
coursework which prepares them to help all students comprehend
grade-level texts;
(7) all students develop reading and writing proficiency to
prepare them to graduate and to succeed in their career and
postsecondary education; and
(8) each school district publishes annually a comprehensive
research-based reading plan that includes intervention options
available to students and funding for these services.

Section 59-155-120. As used in this chapter:
(1) ‘Board’ means the State Board of Education.
(2) ‘Department’ means the State Department of Education.
(3) ‘Discipline specific literacy’ means the ability to read,
write, listen, and speak across various disciplines and content areas
including, but not limited to, English-language arts, science,
mathematics, social studies, physical education, health, the arts,
and career and technology education.

[516]
(4) ‘Readiness assessment’ means assessments used to analyze students’ literacy, mathematical, physical, social, and emotional-behavioral competencies in prekindergarten or kindergarten.

(5) ‘Reading interventions’ means individual or group assistance in the classroom and supplemental support based on curricular and instructional decisions made by classroom teachers who have proven effectiveness in teaching reading and an add-on literacy endorsement or reading/literacy coaches who meet the minimum qualifications established in guidelines published by the Department of Education.

(6) ‘Reading portfolio’ means an organized collection of evidence and assessments documenting that the student has demonstrated mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment.

(7) ‘Reading proficiency’ means the ability of students to meet state reading standards in kindergarten through grade twelve, demonstrated by readiness, formative, or summative assessments.

(8) ‘Reading proficiency skills’ means the ability to understand how written language works at the word, sentence, paragraph, and text level and mastery of the skills, strategies, and oral and written language needed to comprehend grade-level texts.

(9) ‘Research-based formative assessment’ means assessments used within the school year to analyze strengths and weaknesses in reading comprehension of students individually to adapt instruction to meet student needs, make decisions about appropriate intervention services, and inform placement and instructional planning for the next grade level.

(10) ‘Substantially fails to demonstrate third-grade reading proficiency’ means a student who does not demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the statewide summative reading assessment that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS).

(11) ‘Summative assessment’ means state-approved assessments administered in grades three through eight and any statewide assessment used in grades nine through twelve to determine student mastery of grade-level or content standards.

(12) ‘Summer reading camp’ means an educational program offered in the summer by each local school district or consortia of school districts for students who are unable to comprehend grade-level texts and who qualify for mandatory retention.
(13) ‘Third-grade reading proficiency’ means the ability to read grade-level texts by the end of a student’s third grade year as demonstrated by the results of state-approved assessments administered to third grade students, or through other assessments as noted in this chapter and adopted by the board.

(14) ‘Writing proficiency skills’ means the ability to communicate information, analysis, and persuasive points of view effectively in writing.

Section 59-155-130. The Read to Succeed Office must guide and support districts and collaborate with university teacher training programs to increase reading proficiency through the following functions, including, but not limited to:

1. providing professional development to teachers, school principals, and other administrative staff on reading and writing instruction and reading assessment that informs instruction;
2. providing professional development to teachers, school principals, and other administrative staff on reading and writing in content areas;
3. working collaboratively with institutions of higher learning offering courses in reading and writing and those institutions of higher education offering accredited master’s degrees in reading-literacy to design coursework leading to a literacy teacher add-on endorsement by the State;
4. providing professional development in reading and coaching for already certified reading/literacy coaches and literacy teachers;
5. developing information and resources that school districts can use to provide workshops for parents about how they can support their children as readers and writers;
6. assisting school districts in the development and implementation of their district reading proficiency plans for researched-based reading instruction programs and assisting each of their schools to develop its own implementation plan aligned with the district and state plans;
7. annually designing content and questions for and review and approve the reading proficiency plan of each district.
8. monitor and report to the State Board of Education the yearly success rate of summer reading camps. Districts must provide statistical data to include the:
(a) number of students enrolled in camps;
(b) number of students by grade level who successfully complete the camps;

[516] 5
(c) number of third-graders promoted to fourth grade;
(d) number of third-graders retained; and
(e) total expenditure made on operating the camps by source
of funds to include in-kind donations; and
(9) provide an annual report to the General Assembly
regarding the implementation of the South Carolina Read to
Succeed Act and the State and the district’s progress toward
ensuring that at least ninety-five percent of all students are reading
at grade level.

Section 59-155-140. (A)(1) The department, with approval by
the State Board of Education, shall develop, implement, evaluate,
and continuously refine a comprehensive state plan to improve
reading achievement in public schools. The State Reading
Proficiency Plan must be approved by the board by February 1,
2015, and must include, but not be limited to, sections addressing
the following components:
(a) reading process;
(b) professional development to increase teacher reading
expertise;
(c) professional development to increase reading expertise
and literacy leadership of principals and assistant principals;
(d) reading instruction;
(e) reading assessment;
(f) discipline specific literacy;
(g) writing;
(h) support for struggling readers;
(i) early childhood interventions;
(j) family support of literacy development;
(k) district guidance and support for reading proficiency;
(l) state guidance and support for reading proficiency;
(m) accountability; and
(n) urgency to improve reading proficiency.
(2) The state plan must be based on reading research and
proven-effective practices, applied to the conditions prevailing in
reading-literacy education in this State, with special emphasis on
addressing instructional and institutional deficiencies that can be
remedied through faithful implementation of research-based
practices. The plan must provide standards, format, and guidance
for districts to use to develop and annually update their plans, as
well as to present and explain the research-based rationale for
state-level actions to be taken. The plan must be updated annually
and must incorporate a state reading proficiency progress report.
(3) The state plan must include specific details and explanations for all substantial uses of state, local, and federal funds promoting reading-literacy and best judgment estimates of the cost of research-supported, thoroughly analyzed proposals for initiation, expansion, or modification of major funding programs addressing reading and writing. Analyses of funding requirements must be prepared by the department for incorporation into the plan.

(B)(1) Beginning in Fiscal Year 2015-2016, each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade consistent with the plan by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office. Each district’s PK-12 reading proficiency plan must present the rationale and details of its blueprint for action and support at the district, school, and classroom levels. Each district shall develop a comprehensive plan for supporting the progress of students as readers and writers, monitoring the impact of its plan, and using data to make improvements and to inform its plan for the subsequent years. The district plan piloted in school districts in Fiscal Year 2013-2014 and revised based on the input of districts shall be used as the initial district reading plan framework in Fiscal Year 2014-2015 to provide interventions for struggling readers and fully implemented in Fiscal Year 2015-2016 to align with the state plan.

(2) Each district PK-12 reading proficiency plan shall:

(a) document the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts. Supplemental instruction shall be provided by teachers who have a literacy teacher add-on endorsement and offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both;

(b) include a system for helping parents understand how they can support the student as a reader at home;

(c) provide for the monitoring of reading achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data;

(d) ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students;

(e) provide teacher training in reading and writing instruction; and
(f) include strategically planned and developed partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading.

(3)(a) The Read to Succeed Office shall develop the format for the plan and the deadline for districts to submit their plans to the office for its approval. A school district that does not submit a plan or whose plan is not approved shall not receive any state funds for reading until it submits a plan that is approved. All district reading plans must be reviewed and approved by the Read to Succeed Office. The office shall provide written comments to each district on its plan and to all districts on common issues raised in prior or newly submitted district reading plans.

(b) The Read to Succeed Office shall monitor the district and school plans and use their findings to inform the training and support the office provides to districts and schools.

(c) The department may direct a district that is persistently unable to prepare an acceptable PK-12 reading proficiency plan or to help all students comprehend grade-level texts to enter into a multidistrict or contractual arrangement to develop an effective intervention plan.

(C) Each school must prepare an implementation plan aligned with the district reading proficiency plan to enable the district to monitor and support implementation at the school level. The school plan must be a component of the school’s strategic plan required by Section 59-18-1310. A school implementation plan shall be sufficiently detailed to provide practical guidance for classroom teachers. Proposed strategies for assessment, instruction, and other activities specified in the school plan must be sufficient to provide to classroom teachers and other instructional staff helpful guidance that can be related to the critical reading and writing needs of students in the school. In consultation with the School Improvement Council, each school must include in its implementation plan the training and support that will be provided to parents as needed to maximize their promotion of reading and writing by students at home and in the community.

Section 59-155-150. (A) With the enactment of this chapter, the State Superintendent of Education shall ensure that every student entering publically funded prekindergarten and kindergarten beginning in Fiscal Year 2014-2015 will be administered a readiness assessment by the forty-fifth day of the school year. Initially the assessment shall focus on early language
and literacy development. Beginning in Fiscal Year 2016-2017, the assessment must assess each child’s early language and literacy development, mathematical thinking, physical well-being, and social-emotional development. The assessment may include multiple assessments, all of which must be approved by the board. The approved assessments of academic readiness must be aligned with first and second grade standards for English language arts and mathematics. The purpose of the assessment is to provide teachers and parents or guardians with information to address the readiness needs of each student, especially by identifying language, cognitive, social, emotional, health problems, and concerning appropriate instruction for each child. The results of the assessment and the developmental intervention strategies recommended to address the child’s identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language skills are assessed to be below the norm of their peers in the State must be aligned with the district’s reading proficiency plan for addressing the readiness needs of each student. The results of each assessment also must be reported to the Read to Succeed Office.

(B) Any student enrolled in prekindergarten, kindergarten, first grade, second grade, or third grade who is substantially not demonstrating proficiency in reading, based upon formal diagnostic assessments or through teacher observations, must be provided intensive in-class and supplemental reading intervention immediately upon determination. The intensive interventions must be provided as individualized and small group assistance based on the analysis of assessment data. All sustained interventions must be aligned with the district’s reading proficiency plan. These interventions must be at least thirty minutes in duration and be in addition to ninety minutes of daily reading and writing instruction provided to all students in kindergarten through grade three. The district must continue to provide intensive in-class intervention and at least thirty minutes of supplemental intervention until the student can comprehend and write text at grade-level independently. In addition, the parent or guardian of the student must be notified, in writing, of the child’s inability to read grade-level texts, the interventions to be provided, and the child’s reading abilities at the end of the planned interventions. The results of the initial assessments and progress monitoring also must be provided to the Read to Succeed Office.
(C) Programs that focus on early childhood literacy development in the State are required to promote:

1. parent training and support for parent involvement in developing children's literacy; and
2. development of oral language, print awareness, and emergent writing; and are encouraged to promote community literacy, including, but not limited to, primary health care providers, faith-based organizations, county libraries, and service organizations.

(D) Districts that fail to provide reports on summer reading camps pursuant to Section 59-15-130(8) are ineligible to receive state funding for summer reading camps for the following fiscal year; however, districts must continue to operate summer reading camps as defined in this act.

Section 59-155-160. (A) Beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS). A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good cause exemptions include students:

1. with limited English proficiency and less than two years of instruction in English as a Second Language program;
2. with disabilities whose individual education plan indicates the use of alternative assessments or alternative reading interventions and students with disabilities whose Individual Education Plan or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;
3. who demonstrate third-grade reading proficiency on an alternative assessment approved by the board and which teachers may administer following the administration of the state assessment of reading;
4. who have received two years of reading intervention and were previously retained;
5. who through a reading portfolio document, the student's mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment. Such evidence must be an organized collection of the
student's mastery of the state English-language arts standards that are assessed by the Grade three state reading assessment. The Read to Succeed Office shall develop the assessment tool for the student portfolio; however the student portfolio must meet the following minimum criteria:

(a) be selected by the student's English/language arts teacher or summer reading camp instructor;

(b) be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

(c) include evidence that the benchmarks assessed by the Grade three state reading assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent literary text and forty percent information text, and that are between one hundred and seven hundred words with an average of five hundred words. Such evidence could include chapter or unit tests from the district or school’s adopted core reading curriculum that are aligned with the state English language arts standards or teacher-prepared assessments;

(d) be an organized collection of evidence of the student's mastery of the English/language arts, state standards that are assessed by the grade three state reading assessment. For each benchmark there must be at least three examples of mastery as demonstrated by a grade of seventy percent or above; and

(e) be signed by the teacher and the principal as an accurate assessment of the required reading skills; and

(6) who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment, selected from a list of norm-referenced, alternative assessments approved by the Read to Succeed Office for use in the summer reading camps, that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

(B) The superintendent of the local school district must determine whether a student in the district may be exempt from the mandatory retention by taking all of the following steps:

(1) The teacher of a student eligible for exemption must submit to the principal documentation on the proposed exemption and evidence that promotion of the student is appropriate based on the student's academic record. This evidence must be limited to the student's individual education program, alternative assessments, or
student reading portfolio. The Read to Succeed Office must
provide districts with a standardized form to use in the process.
(2) The principal must review the documentation and
determine whether the student should be promoted. If the principal
determines the student should be promoted, the principal must
submit a written recommendation for promotion to the district
superintendent for final determination.
(3) The district superintendent's acceptance or rejection of
the recommendation must be in writing and a copy must be
provided to the parent or guardian of the child.
(4) A parent or legal guardian may appeal the decision to
retain a student to the district superintendent if there is a
compelling reason why the student should not be retained. A
parent or legal guardian must appeal, in writing, within two weeks
after the notification of retention. The letter must be addressed to
the district superintendent and specify the reasons why the student
should not be retained. The district superintendent shall render a
decision and provide copies to the parent or legal guardian and the
principal.
(C)(1) Students eligible for retention under the provisions in
Section 59-155-160(A) may enroll in a summer reading camp
provided by their school district or a summer reading camp
consortium to which their district belongs prior to being retained
the following school year. Summer reading camps must be at least
six weeks in duration with a minimum of four days of instruction
per week and four hours of instruction per day, or the equivalent
minimum hours of instruction in the summer. The camps must be
taught by compensated teachers who have at least an add-on
literacy endorsement or who have documented and demonstrated
substantial success in helping students comprehend grade level
texts. The Read to Succeed Office shall assist districts that cannot
find qualified teachers to work in the summer camps. Districts
may also choose to contract for the services of qualified instructors
or collaborate with one or more districts to provide a summer
reading camp. Schools and school districts are encouraged to
partner with county or school libraries, institutions of higher
learning, community organizations, faith-based institutions,
businesses, pediatric and family practice medical personnel, and
other groups to provide volunteers, mentors, tutors, space, or other
support to assist with the provision of the summer reading camps.
A parent or guardian of a student who does not substantially
demonstrate proficiency in comprehending texts appropriate for his
1. grade level must make the final decision regarding the student’s
2. participation in the summer reading camp.
3. (2) A district may include in the summer reading camps
4. students who are not exhibiting reading proficiency at any grade
5. and do not meet the good cause exemption. Districts may charge
6. fees for these students to attend the summer reading camps based
7. on a sliding scale pursuant to Section 59-19-90, except where a
8. child is found to be reading below grade level in the first, second,
9. or third grade and does not meet the good cause exemption.
10. (D) Retained students must be provided intensive instructional
11. services and support, including a minimum of ninety minutes of
12. daily reading and writing instruction, supplemental text-based
13. instruction, and other strategies prescribed by the school district.
14. These strategies may include, but are not limited to, instruction
15. directly focused on improving the student’s individual reading
16. proficiency skills through small group instruction, reduced
17. teacher-student ratios, more frequent student progress monitoring,
18. tutoring or mentoring, transition classes containing students in
19. multiple grade spans, and extended school day, week, or year
20. reading support. The school must report to the Read to Succeed
21. Office on the progress of students in the class at the end of the
22. school year and at other times as required by the office based on
23. the reading progression monitoring requirements of these students.
24. (E) If the student is not demonstrating third-grade reading
25. proficiency by the end of the second grading period of the third
26. grade:
27. (1)(a) his parent or guardian timely must be notified, in
28. writing, that the student is being considered for retention and a
29. conference with the parent or guardian must be held prior to a
30. determination regarding retention is made, and conferences must
31. be documented;
32. (b) within two weeks following the parent teacher
33. conference, copies of the conference form must be provided to the
34. principal, parent or guardian, teacher and other school personnel
35. who are working with the child on literacy, and summary
36. statements must be sent to parents or legal guardians who do not
37. attend the conference;
38. (c) following the parent/teacher retention conference, the
39. principal, classroom teacher, and other school personnel who are
40. working with the child on literacy must review the
41. recommendation for retention and provide suggestions for
42. supplemental instruction; and

[516] 13
1. ... (d) recommendations and observations of the principal,
2. teacher, parent or legal guardian, and other school personnel who
3. are working with the child on literacy must be considered when
4. determining whether to retain the student.
5. (2) The parent or guardian may designate another person as
6. an education advocate also to act on their behalf to receive
7. notification and to assume the responsibility of promoting the
8. reading success of the child. The parent or guardian of a retained
9. student must be offered supplemental tutoring for the retained
10. student in evidenced-based services outside the instructional day.
11. (F) For students in grades four and above who are substantially
12. not demonstrating reading proficiency, interventions shall be
13. provided by reading interventionists in the classroom and
14. supplemen tally by teachers with a literacy teacher add-on
15. endorsement or reading/literacy coaches. This supplemental
16. support will be provided during the school day and, as appropriate,
17. before or after school as documented in the district reading plan,
18. and may include book clubs or summer reading camps.
19. Section 59-155-170. (A) To help students develop and apply
20. their reading and writing skills across the school day in all the
21. academic disciplines, including, but not limited to, English-
22. language arts, mathematics, science, social studies, the arts, career
23. and technology education, and physical and health education.
24. Teachers of these content areas at all grade levels must focus on
25. helping students comprehend print and non-print texts authentic to
26. the content area. The Read to Succeed Program is intended to
27. institutionalize in the public schools a comprehensive system to
28. promote high achievement in the content areas described in this
29. chapter through extensive reading and writing. Research-based
30. practices must be employed to promote comprehension skills
31. through, but not limited to:
32. (1) vocabulary;
33. (2) connotation of words;
34. (3) connotations of words in context with adjoining or prior
35. text;
36. (4) concepts from prior text;
37. (5) personal background knowledge;
38. (6) ability to interpret meaning through sentence structure
39. features;
40. (7) questioning;
41. (8) visualization; and
42. (9) discussion of text with peers.
1. (B) These practices must be mastered by teachers through high
2. quality training and addressed through well-designed and
3. effectively executed assessment and instruction implemented with
4. fidelity to research-based instructional practices presented in the
5. state, district, and school reading plans. All teachers,
6. administrators, and support staff must be trained adequately in
7. reading comprehension in order to perform effectively their roles
8. enabling each student to become proficient in content area reading
9. and writing.
10. (C) During Fiscal Year 2014-2015, the Read to Succeed Office
11. shall establish a set of essential competencies that describe what
12. certified teachers at the early childhood, elementary, middle or
13. secondary levels must know and be able to do so that all students
14. can comprehend grade-level texts. These competencies, developed
15. collaboratively with the faculty of higher education institutions and
16. based on research and national standards, must then be
17. incorporated into the coursework required by Section 59-155-180.
18. The Read to Succeed Office, in collaboration with South Carolina
19. Educational Television, shall provide professional development
20. courses to ensure that educators have access to multiple avenues of
21. receiving endorsements.
22. 
23. Section 59-155-180. (A) As a student progresses through
24. school, reading comprehension in content areas such as science,
25. mathematics, social studies, English-language arts, career and
26. technology education, and the arts is critical to the student’s
27. academic success. Therefore, to improve the academic success of
28. all students in pre-kindergarten through grade twelve, the State
29. shall strengthen its preservice and in-service teacher education
30. programs.
31. (B) (1) Beginning with students entering a teacher education
32. program in the fall semester of the 2016-2017 school year, all
33. pre-service teacher education programs including MAT degree
34. programs must require all candidates seeking certification at the
35. early childhood or elementary level to complete a twelve credit
36. hour sequence in literacy that includes a school-based practicum
37. and ensures that candidates grasp the theory, research, and
38. practices that support and guide the teaching of reading. The six
39. components of the reading process that are comprehension, oral
40. language, phonological awareness, phonics, fluency, and
41. vocabulary will provide the focus for this sequence to ensure that
42. all teacher candidates are skilled in diagnosing a child’s reading
43. problems and are capable of providing an effective intervention.
All teacher preparation programs must be approved for licensure by the State Department of Education to ensure that all teacher education candidates possess the knowledge and skills to assist effectively all children in becoming proficient readers. The General Assembly is not mandating an increase in the number of credit hours required for teacher candidates but is requiring that pre-service teacher education programs prioritize their missions and resources so all early and elementary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

(2) Beginning with students entering a teacher education program in the fall semester of the 2016-2017 school year, all pre-service teacher education programs, including MAT degree programs, must require all candidates seeking certification at the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content-area reading. All middle and secondary teacher preparation programs must be approved by the department to ensure that all teacher candidates possess the necessary knowledge and skills to assist effectively all adolescents in becoming proficient readers. The General Assembly is not mandating an increase in the number of semester hours required for teacher candidates but rather is requiring that pre-service teacher education programs prioritize their mission and resources so all middle and secondary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

(C)(1) To ensure that practicing professionals possess the knowledge and skills necessary to assist all children and adolescents in becoming proficient readers, multiple pathways are needed for developing this capacity.

(2) A reading/literacy coach shall be employed in each elementary school. Reading coaches shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

(a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;
(b) facilitate study groups;
(c) train teachers in data analysis and using data to
differentiate instruction;
(d) coaching and mentoring colleagues;
(e) work with teachers to ensure that research-based
reading programs are implemented with fidelity; and
(f) work with all teachers (including content area and
elective areas) at the school they serve, and help prioritize time for
those teachers, activities, and roles that will have the greatest
impact on student achievement, namely coaching and mentoring in
the classrooms;
(g) help lead and support reading leadership teams.

(3) The reading coach must not be assigned a regular
classroom teaching assignment, must not perform administrative
functions that deter from the flow of improving reading instruction
and reading performance of students and must not devote a
significant portion of his or her time to administering or,
coordinating assessments. No later than August 1, 2014, the
department must publish guidelines that define the minimum
qualifications for a reading coach. Beginning in Fiscal Year
2014-2015, reading/literacy coaches are required to earn the
add-on certification within six years, except as exempted in items
(4) and (5), by completing the necessary courses or professional
development as required by the department for the add-on. During
the six-year period, to increase the number of qualified reading
coaches, the Read to Succeed Office shall identify and secure
courses and professional development opportunities to assist
educators in becoming reading coaches and in earning the literacy
add-on endorsement. In addition, the Read to Succeed Office will
establish a process through which a district may be permitted to
use state appropriations for reading coaches to obtain in-school
services from department-approved consultants or vendors, in the
event that the school is not successful in identifying and directly
employing a qualified candidate. Districts must provide to the
Read to Succeed Office information on the name and qualifications
of reading coaches funded by the state appropriations.

(4) Beginning in Fiscal Year 2015-2016, early childhood
and elementary education certified classroom teachers, reading
interventionists, and those special education teachers who provide
learning disability and speech services to students who need to
substantially improve their low reading and writing proficiency
skills, are required to earn the literacy teacher add-on endorsement
within ten years of their most recent certification by taking at least
two courses or six credit hours every five years, or the equivalent
professional development hours as determined by the South
Carolina Read to Succeed Office, consistent with existing
recertification requirements. Inservice hours earned through
professional development for the literacy teacher endorsement
must be used for renewal of teaching certificates in all subject
areas. The courses and professional development leading to the
endorsement must be approved by the State Board of Education
and must include foundations, assessment, content area reading
and writing, instructional strategies, and an embedded or
stand-alone practicum. Whenever possible these courses shall be
offered at a professional development rate which is lower than the
certified teacher rate. Early childhood and elementary education
certified classroom teachers, reading specialists, and special
education teachers who provide learning disability and speech
services to students who need to improve substantially their
reading and writing proficiency and who already possess their
add-on Reading Teacher certification can take a content area
reading course to obtain their Literacy Teacher add-on
endorsement. Individuals who possess a literacy teacher add-on
derendorsement or who have earned a master's or doctorate degree in
reading are exempt from this requirement. Individuals who have
completed an intensive and prolonged professional development
program like Reading Recovery, Project Read, the South Carolina
Reading Initiative, or another similar program should submit their
transcripts to the Office of Educator Licensure to determine if
they have completed the coursework required for the literacy
teacher add-on certificate.

(5) Beginning in Fiscal Year 2015-2016, middle and
secondary licensed classroom teachers are required to take at least
one course or three credit hours, or the equivalent professional
development hours as determined by the South Carolina Read to
Succeed Office, to improve reading instruction within five years of
their most recent certification. The courses and professional
development must be approved by the State Board of Education
and include courses and professional development leading to the
literacy teacher add-on endorsement. Coursework and
professional development in reading must include a course in
reading in the content areas. Whenever possible these courses will
be offered at a professional development rate which is lower than
the certified teacher rate. Individuals who possess a literacy
teacher add-on endorsement or who have earned a master's or
doctorate degree in reading are exempt from this requirement.
Individuals who have completed an intensive, prolonged professional development program like Reading Recovery, Project Read, the South Carolina Reading Initiative, or another similar program should submit their transcripts to the Office of Educator Licensure to determine if they have completed the coursework or professional development required for the literacy teacher add-on certificate.

(6) Beginning in Fiscal Year 2015-2016, principals and administrators who are responsible for reading instruction or intervention and school psychologists in a school district or school are required to take at least one course or three credit hours within five years of their most recent certification, or the equivalent professional development hours as determined by the South Carolina Read to Succeed Office. The course or professional development shall include information about reading process, instruction, assessment, or content area literacy and shall be approved by the Read to Succeed Office.

(7) The Read to Succeed Office shall publish by August 1, 2014, the guidelines and procedures used in evaluating all courses and professional development, including virtual courses, and professional development, leading to the literacy teacher add-on endorsement. Annually by January first the Read to Succeed Office shall publish the approved courses and approved professional development leading to the literacy teacher add-on endorsement.

Section 59-155-190. Local school districts are encouraged to create family-school-community partnerships that focus on increasing the volume of reading, in school and at home, during the year and at home and in the community over the summer. Schools and districts should partner with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. A district shall include specific actions taken to accomplish the requirements of this section in its reading proficiency plan.

Section 59-155-200. The Read to Succeed Office and each school district must plan for and act decisively to engage the families of students as full participating partners in promoting the
reading and writing habits and skills development of their children.

With support from the Read to Succeed Office, districts and
individual schools shall provide families with information about
how children progress as readers and writers and how they can
support this progress. This family support must include providing
time for their child to read, as well as reading to the child. To
ensure that all families have access to a considerable number and
diverse range of books appealing to their children, schools should
develop plans for enhancing home libraries and for accessing
books from county libraries and school libraries and to inform
families about their child’s ability to comprehend grade-level texts
and how to interpret information about reading that is sent home.
The districts and schools shall help families learn about reading
and writing through open houses, South Carolina Educational
Television, video and audio tapes, websites, and school-family
events and collaborations that help link the home and school of the
student. The information should enable family members to
understand the reading and writing skills required for graduation
and essential for success in a career. Each institution of higher
learning may operate a year-round program similar to a summer
reading camp to assist students not reading at grade level.

Section 59-155-210. The board and department shall translate
the statutory requirements for reading and writing specified in this
chapter into standards, practices, and procedures for school
districts, boards, and their employees and for other organizations
as appropriate. In this effort, they shall solicit the advice of
education stakeholders who have a deep understanding of reading,
as well as school boards, administrators, and others who play key
roles in facilitating support for and implementation of effective
reading instruction.”

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

“CHAPTER 156

Child Early Reading Development and Education Program

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

[516] 20
1. (1) a comprehensive, systemic approach to reading that follows
the State Reading Proficiency Plan and the district's
comprehensive annual reading proficiency plan, both adopted
pursuant to Chapter 155, Title 59;
2. (2) successfully completing the readiness assessment
administered pursuant to Section 59-155-150;
3. (3) the developmental and learning support that children must
have in order to be ready for school;
4. (4) incorporating parenting education, including educating the
parents as to methods that may assist the child pursuant to Section
59-155-110, 59-155-130, and 59-155-140; and
5. (5) identifying community and civic organizations that can
support early literacy efforts.

15. Section 59-156-120. (A)(1) The South Carolina Child Early
Reading Development and Education Program first must be made
available to eligible children from the following eight trial districts
in Abbeville County School District et al. vs. South Carolina:
Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7,
and Orangeburg 3.
16. (2) With any funds remaining after funding the eight trial
districts, the program must be expanded to the remaining plaintiff
school districts in Abbeville County School District et al. vs. South
Carolina and then expanded to eligible children residing in school
districts with a poverty index of seventy percent or greater.
Priority must be given to implementing the program first in those
of the plaintiff districts which participated in the pilot program
during the 2006-2007 school year, then in the plaintiff districts
having proportionally the largest population of underserved at-risk
four-year-old children.
17. (B) Unexpended funds from the prior fiscal year for this
program shall be carried forward and shall remain in the program.
In rare instances, students with documented kindergarten readiness
barriers, especially reading barriers, may be permitted to enroll for
a second year, or at age five, at the discretion of the Department of
Education for students being served by a public provider or at the
discretion of the Office of South Carolina First Steps to School
Readiness for students being served by a private provider.

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

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

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

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

(2) The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

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

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

(2) If by October first of the school year at least seventy-five percent of the total number of children eligible for the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program providers may then enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales and may receive reimbursement for these children if funds are available.

Section 59-156-140. (A) Public school providers participating in the South Carolina Child Early Reading Development and [516] 22
1. Education Program must submit an application to the Department
2. of Education. Private providers participating in the South Carolina
3. Child Early Reading Development and Education Program must
4. submit an application to the Office of First Steps. The application
5. must be submitted on the forms prescribed, contain assurances that
6. the provider meets all program criteria set forth in this section, and
7. will comply with all reporting and assessment requirements.
8. (B) Providers shall:
9. (1) comply with all federal and state laws and constitutional
10. provisions prohibiting discrimination on the basis of disability,
11. race, creed, color, gender, national origin, religion, ancestry, or
12. need for special education services;
13. (2) comply with all state and local health and safety laws
14. and codes;
15. (3) comply with all state laws that apply regarding criminal
16. background checks for employees and exclude from employment
17. any individual not permitted by state law to work with children;
18. (4) be accountable for meeting the educational needs of the
19. child and report at least quarterly to the parent or guardian on his
20. progress;
21. (5) comply with all program, reporting, and assessment
22. criteria required of providers;
23. (6) maintain individual student records for each child
24. enrolled in the program, including, but not limited to, assessment
25. data, health data, records of teacher observations, and records of
26. parent or guardian and teacher conferences;
27. (7) designate whether extended day services will be offered
28. to the parents and guardians of children participating in the
29. program;
30. (8) be approved, registered, or licensed by the Department of
31. Social Services; and
32. (9) comply with all state and federal laws and requirements
33. specific to program providers.
34. (C) Providers may limit student enrollment based upon space
35. available, but, if enrollment exceeds available space, providers
36. shall enroll children with first priority given to children with the
37. lowest scores on an approved pre-kindergarten readiness
38. assessment. Private providers must not be required to expand their
39. programs to accommodate all children desiring enrollment, but are
40. encouraged to keep a waiting list for students they are unable to
41. serve because of space limitations.
Section 59-156-150. The Department of Education, the Read to
Succeed Office, and the Office of First Steps to School Readiness
shall:
(1) develop the provider application form;
(2) develop the child enrollment application form;
(3) develop a list of approved research-based preschool
curricula for use in the program based upon the South Carolina
Content Standards, and provide training and technical assistance to
support its effective use in approved classrooms serving children;
(4) develop a list of approved pre-kindergarten readiness
assessments to be used in conjunction with the program, and
provide assessments and technical assistance to support assessment
administration in approved classrooms serving children;
(5) establish criteria for awarding new classroom equipping
grants;
(6) establish criteria for the parenting education program
providers must offer;
(7) establish a list of early childhood related fields that may be
used in meeting the lead teacher qualifications;
(8) develop a list of data collection needs to be used in
implementation and evaluation of the program;
(9) identify teacher preparation program options and assist lead
teachers in meeting teacher program requirements;
(10) establish criteria for granting student retention waivers; and
(11) establish criteria for granting classroom size requirements
waivers.

Section 59-156-160. (A) Providers of the South Carolina Child
Early Reading Development and Education Program shall offer a
complete educational program in accordance with age-appropriate
instructional practice and a research-based preschool curriculum
aligned with school success. The program must focus on:
(1) a comprehensive, systemic approach to reading that
follows the State Reading Proficiency Plan and the district’s
comprehensive annual reading proficiency plan, both adopted
pursuant to Chapter 155, Title 59;
(2) successfully completing the readiness assessment
administered pursuant to Section 59-155-150;
(3) the developmental and learning support that children
must have in order to be ready for school;
(4) incorporating parenting education, including educating
the parents as to methods that may assist the child pursuant to
Section 59-155-110, 59-155-130, and 59-55-140, including
strengthening parent involvement in the learning process with an
emphasis on interactive literacy; and
(5) identifying community and civic organizations that can
support early literacy efforts.
(B) Providers shall offer high-quality, center-based programs,
including, but not limited to, the following:
(1) employ a lead teacher with a two-year degree in early
childhood education or related field or be granted a waiver of this
requirement from the Department of Education for public schools
or from the Office of First Steps to School Readiness for private
centers;
(2) employ an education assistant with preservice or
in-service training in early childhood education;
(3) maintain classrooms with at least ten four-year-old
children, but no more than twenty four-year-old children, with an
adult to child ratio of 1:10. With classrooms having a minimum of
ten children, the 1:10 ratio must be a lead teacher to child ratio.
Waivers of the minimum class size requirement may be granted by
the South Carolina Department of Education for public providers
or by the Office of First Steps to School Readiness for private
providers on a case-by-case basis;
(4) offer a full day, center-based program with six and
one-half hours of instruction daily for one hundred eighty school
days;
(5) provide an approved research-based preschool
curriculum that focuses on critical child development skills,
especially early literacy, numeracy, and social and emotional
development;
(6) engage parents’ participation in their child’s educational
experience that shall include a minimum of two documented
conferences for each year; and
(7) adhere to professional development requirements
outlined in this chapter.

Section 59-156-170. (A) Every classroom providing services
to four-year-old children established pursuant to this chapter must
have a qualified lead teacher and an education assistant as needed
to maintain an adult to child ratio of 1:10.
(B)(1) In classrooms in private centers, the lead teacher must
have at least a two-year degree in early childhood education or a
related field and who is enrolled and is demonstrating progress
toward the completion of a teacher educational program within
four years.
(2) In classrooms in public schools, the lead teacher must meet state requirements pertaining to certification.

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

Section 59-156-180. The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these educational outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Early Reading Development and Education Program to participate annually in a minimum of fifteen hours of professional development, including, teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of 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.

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

Section 59-156-200. For all private providers approved to offer
services pursuant to this chapter, 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 program.

Section 59-156-210. For all public school providers approved
to offer services pursuant to this chapter, 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 program.

Section 59-156-220. (A) Eligible students enrolling with private providers during the school year must be funded on a pro-rata basis determined by the length of their enrollment. 
(B) Private providers transporting eligible children to and from school must be eligible for a reimbursement of up to five hundred, fifty dollars for each eligible child transported, funded on a pro-rata basis determined by the length of the child’s enrollment. Providers who are reimbursed are required to retain records as required by their fiscal agent. 
(C) Providers enrolling between one and six eligible children must be eligible to receive up to one thousand dollars for each child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed ten thousand dollars. 
(D) Providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs for a minimum of three years. A provider who fails to participate for three years shall return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

Section 59-156-230. The Department of Social Services shall: 
(1) maintain a list of all approved public and private providers; and
(2) provide the Department of Education and the Office of First Steps information necessary to carry out the requirements of this chapter.

Section 59-156-240. The Office of First Steps to School Readiness is responsible for the collection and maintenance of data on the state-funded programs provided through private providers."

SECTION 3. This act takes effect upon approval by the Governor and is subject to the availability of state funding. ---XX---
H. 3428 – SOUTH CAROLINA
FIRST STEPS TO
SCHOOL READINESS
(REAUTHORIZATION)

Introduced by Reps. Allison, Erickson, M.S. McLeod, J.E. Smith,
Spikes, Hiott, Owens, Whitmire, Douglas, Hamilton, Bannister,
Neal, Alexander, Weeks, Powers Norrell, Bales, Anderson,
Robinson-Simpson, Williams, Henderson, Sottile, Munnerlyn,
Rutherford, Vick, R.L. Brown, Whipper, Brahen, Govan,
J.R. Smith, Hayes, George, Funderburk, W.J. McLeod, Bernstein,
Felder, Wood, Patrick and Jefferson

S. Printed 6/4/14--S.
Read the first time March 5, 2014.
A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-152-25 SO AS TO DEFINE TERMS CONCERNING THE FIRST STEPS TO SCHOOL READINESS INITIATIVE; BY ADDING SECTION 59-152-32 SO AS TO PROVIDE THE FIRST STEPS BOARD OF TRUSTEES SHALL DEVELOP A COMPREHENSIVE LONG-RANGE INITIATIVE AND STRATEGY FOR SCHOOL READINESS; BY ADDING SECTION 59-152-33 SO AS TO PROVIDE A STATEWIDE ASSESSMENT OF STUDENT SCHOOL READINESS; BY ADDING SECTION 63-11-1725 SO AS TO PROVIDE FOR THE COMPOSITION, FUNCTION, AND DUTIES OF THE SOUTH CAROLINA EARLY CHILDHOOD ADVISORY COUNCIL; BY ADDING SECTION 63-11-1735 SO AS TO PROVIDE FIRST STEPS SHALL ENSURE THE COMPLIANCE OF BABYNET WITH FEDERAL MAINTENANCE OF EFFORT REQUIREMENTS, AND TO DEFINE CERTAIN TERMS; TO AMEND SECTION 59-152-10, RELATING TO THE ESTABLISHMENT OF FIRST STEPS, SO AS TO REDESIGNATE COUNTY FIRST STEPS PARTNER AS LOCAL FIRST STEPS PARTNER; TO AMEND SECTION 59-152-20, RELATING TO THE PURPOSE OF FIRST STEPS, SO AS TO REDESIGNATE COUNTY PARTNER AS LOCAL PARTNERSHIP; TO AMEND SECTION 59-152-30, RELATING TO THE GOALS OF FIRST STEPS, SO AS TO RESTATE CERTAIN GOALS OF STUDENT READINESS; TO AMEND SECTION 59-152-40, RELATING TO OVERSIGHT OF THE INITIATIVE BY THE FIRST STEPS BOARD OF TRUSTEES, SO AS TO REQUIRE THE BOARD ALSO BE ACCOUNTABLE FOR THE INITIATIVE; TO AMEND SECTION 59-152-50, RELATING TO THE ESTABLISHMENT OF THE OFFICE OF FIRST STEPS TO SCHOOL READINESS, SO AS TO REVISE THE
1. TIME FOR REQUIRED PERFORMANCE AUDITS AND TO CORRECT AN OBSOLETE REFERENCE; TO AMEND SECTION 59-152-60, RELATING TO FIRST STEPS PARTNERSHIPS, SO AS TO REQUIRE A LOCAL PARTNERSHIP IN EACH COUNTY, TO PROVIDE THAT MEETINGS AND ELECTIONS OF A LOCAL PARTNERSHIP ARE SUBJECT TO THE FREEDOM OF INFORMATION ACT AND CERTAIN DISCLOSURE REQUIREMENTS, TO SPECIFY AND REVISE REQUIREMENTS FOR THE COMPOSITION OF A LOCAL PARTNERSHIP BOARD AND TO CORRECT AN OBSOLETE REFERENCE; TO AMEND SECTION 59-152-70, RELATING TO THE POWERS AND DUTIES OF A LOCAL PARTNERSHIP BOARD, SO AS TO REVISE THE REQUIREMENTS CONCERNING COUNTY NEEDS ASSESSMENTS, RECORD KEEPING AND REPORTING, TO PROVIDE STAFFING PURSUANT TO LOCAL BYLAWS, AND TO PROVIDE MULTIPLE LOCAL PARTNERSHIPS MAY COLLABORATE TO MAXIMIZE EFFICIENT DELIVERY OF SERVICES AND THE EXECUTION OF THEIR DUTIES AND POWERS; TO AMEND SECTION 59-152-90, RELATING TO FIRST STEPS GRANTS, SO AS TO ESTABLISH THE GRANTS AS LOCAL PARTNERSHIP GRANTS, AND TO REVISE THE PROCESS FOR OBTAINING A GRANT AND THE METHOD OF ALLOCATING GRANT FUNDS; TO AMEND SECTION 59-152-100, RELATING TO USE OF FIRST STEPS GRANT FUNDS, SO AS TO PROVIDE THE SECTION APPLIES TO GRANTS EXPENDED BY A FIRST STEPS PARTNERSHIP AND TO REVISE THE PERMISSIBLE USES OF GRANT FUNDS; TO AMEND SECTION 59-152-120, RELATING TO THE USE OF GRANT FUNDS FOR CAPITAL EXPENDITURES, SO AS TO REVISE THE PURPOSE FOR WHICH FUNDS MAY BE USED AND TO REQUIRE PRIOR APPROVAL OF THE BOARD OF TRUSTEES; TO AMEND SECTION 59-152-130, RELATING TO A MANDATORY MATCHING OF FUNDS BY LOCAL PARTNERSHIPS, SO AS TO REVISE THE MANDATORY AMOUNT TO ENCOURAGE PRIVATE CONTRIBUTIONS TO HELP LOCAL PARTNERSHIPS MEET THEIR MANDATORY MATCHING REQUIREMENT, AND TO DELETE A PROVISION ALLOWING CERTAIN EXPENSES TO BE INCLUDED IN DETERMINING MATCHING FUNDS; TO AMEND SECTION 59-152-140, RELATING TO THE PERMISSIBILITY OF
CARRY FORWARD FUNDS BY A LOCAL PARTNERSHIP, SECTION 59-152-150, RELATING TO ACCOUNTABILITY. SYSTEMS, AND SECTION 59-152-160, RELATING TO PROGRESS EVALUATIONS, ALL SO AS TO DELETE OBSOLETE TERMS; TO AMEND SECTION 63-11-1720, RELATING TO THE FIRST STEPS BOARD OF TRUSTEES, SO AS TO REVISE THE COMPOSITION OF THE BOARD; AND TO REPEAL SECTION 59-152-80 RELATING TO FIRST STEPS GRANTS AND SECTION 59-152-110 RELATING TO THE USE OF FIRST STEPS LOCAL PARTNERSHIP GRANT FUNDS.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Chapter 152, Title 59 of the 1976 Code is amended by adding:

"Section 59-152-25. For the purposes of this title:

(A) 'Evidence-based program' means a program based on a clear and consistent program model that is designated as such by the South Carolina First Steps to School Readiness Board of Trustees because the program:

(1) is grounded in published, peer reviewed research that is linked to determined outcomes;

(2) employs well trained and competent staff to whom the program provides continual professional development that is relevant to the specific model being delivered;

(c) demonstrates strong linkages to other community based services; and

(d) is operated to ensure program fidelity; or

(2) is commonly recognized by experts in the field as such a program.

(B) 'Board of trustees' or 'board' means the First Steps School to Readiness Board of Trustees pursuant to Article 17, Title 63.'"}

(C) 'Evidence-informed program' means a program that does not satisfy the criteria of an evidenced-based program model but that the South Carolina First Steps to School Readiness Board of Trustees determines is supported by research indicating its potential effectiveness.

(D) 'Partnership' refers to a local First Steps organization designated as such by the South Carolina First Steps to School Readiness Board of Trustees, organized under Section 501(c)(3) of
the Internal Revenue Code as a nonprofit corporation, and formed
to further, within the coverage area, the purpose and goals of the
First Steps initiative as stated in Sections 59-152-20 and
59-152-30.
(E) ‘Preschool child’ means a child from the prenatal stage to
entry into five-year-old kindergarten.
(F) ‘Prevalent program investment’ means a program
administered by a partnership and funded with state grant money,
which accounts for at least ten percent of total programmatic
spending in First Steps.
(G) ‘School readiness’ means the level of child development
necessary to ensure early school success as measured in the
following domains: physical health and motor skills; emotional
and social competence; language and literacy development; and
mathematical thinking and cognitive skills. School readiness is
supported by the knowledge and practices of families, caregivers,
healthcare providers, educators, and communities. 23

SECTION 2. Chapter 152, Title 59 of the 1976 Code is amended
by adding:

"Section 59-152-32. (A) In Section, 63-11-1720, the South
Carolina First Steps to School Readiness Board of Trustees may,
carry out its assigned functions by developing a comprehensive
long-range initiative for improving early childhood development,
increasing school readiness and literacy, establishing results
oriented measures and objectives, and assessing whether services
provided by First Steps Partnerships to children and families are
meeting the goals and achieving the results established in this
chapter. The board shall do the following to fulfill these duties
before July 1, 2015:

(1) in consultation with the State Board of Education, and
with the advice and consent of that board, adopt a description of
school readiness that includes specific:

(a) characteristics and development levels of a ready child
that must include, but are not limited to, emerging literacy,
numeracy, and physical, social, and emotional competencies;
(b) characteristics of school, educators, and caregivers that
the board considers necessary to create an optimal learning
environment for the early years of students’ lives; and
(c) characteristics of the optimal environment which
would lead to the readiness of students and their continued
success;

[3428]
(2) establish specific benchmarks and objectives for use by
the board of trustees, local partnership boards, and any agency that
administers a program to benefit preschool children;
(3) determine whether state and local programs and activities
are effective and contribute to achieving the goals established in
Section 59-152-30; and
(4) publish and distribute a list of approved evidence-based
and evidence-informed programs. . .
(B) The board of trustees shall review the school readiness
description, benchmarks, and objectives and adopt any revisions it
considers appropriate before December 31, 2014, again before
December 31, 2019, and every five years afterward.”.

SECTION 3. Chapter 152, Title 59 of the 1976 Code is amended
by adding:

“Section 59-152-33. (A) Before July 1, 2015, the South
Carolina Education Oversight Committee shall recommend an
assessment to evaluate and measure the school readiness of
students prior to their entrance into a pre-kindergarten or,
kindergarten program per the goals pursuant to Section 59-152-30
to the State Board of Education. Prior to submitting the
recommendation to the State Board, the Education Oversight
Committee shall seek input from the South Carolina First Steps to
School Readiness Board of Trustees and other early childhood
advocates. . . In making the recommendation, the South Carolina
Education Oversight Committee shall consider assessments that
are research-based, reliable, and appropriate for measuring
readiness. The assessment chosen must evaluate each child’s early
language and literacy development, numeracy skills, physical
well-being, social and emotional development, and approaches to
learning. The assessment of academic readiness must be aligned
with first and second grade standards for English language arts and
mathematics. The purpose of the assessment is to provide
teachers, administrators, and parents or guardians with information
to address the readiness needs of each student, especially by
identifying language, cognitive, social, emotional, and health
needs, and providing appropriate instruction and support for each
child. The results of the screenings and the developmental
intervention strategies recommended to address the child’s
identified needs must be provided, in writing, to the parent or
guardian. Reading instructional strategies and developmental
activities for children whose oral language and emergent literacy
1. skills are assessed to be below the national standards must be aligned with the district’s reading proficiency plan for addressing the readiness needs of each student. The school readiness assessment adopted by the State Board of Education may not be used to deny a student admission or progress to kindergarten or first grade. Every student entering the public schools for the first time in prekindergarten and kindergarten must be administered a readiness screening by the forty-fifth day of the school year.

9. (B) The results of individual students in a school readiness assessment may not be publicly reported.

11. (C) Following adoption of a school readiness assessment, the State Board of Education shall adopt a system for reporting population-level results that provides baseline data for measuring overall change and improvement in the skills and knowledge of students over time. The Department of Education shall house and monitor the system.

17. (D) The South Carolina First Steps of School Readiness Board of Trustees shall support the implementation of the school readiness assessment and must provide professional development to support the readiness assessment for teachers and parents of programs supported with First Steps funds. The board shall utilize the annual aggregate literacy and other readiness assessment information in establishing standards and practices to support all early childhood providers served by First Steps.”

SECTION 4. Article 17, Chapter 11, Title 63 of the 1976 Code is amended by adding:

29. “Section 63-11-1725. (A) For the purposes of this article, ‘advisory council’ means the South Carolina Advisory Council established by Executive Order Number 2010-06 in compliance with the Improving Head Start for School Readiness Act of 2007, 42 U.S.C. Section 9837b, et seq.

34. (B) The membership of the advisory council is exclusively composed of the membership of the Board of Trustees of the South Carolina First Steps to School Readiness Initiative. Each voting and nonvoting member shall serve as a voting member of the South Carolina Advisory Council, concurrent with his service on the board.

(C) The advisory council is an entity distinct from the Board of Trustees and must act accordingly to fulfill its responsibilities under 42 U.S.C. Section 9837b(b)(1)(D)(i) of the Improving Head Start for School Readiness Act of 2007. The advisory council shall
1. keep separate minutes that explicitly distinguish its actions and
votes from those made when acting in the capacity of the board of
trustees. The advisory council must officially adjourn before acting
as the board of trustees, and the board of trustees shall adjourn
before acting as the advisory council.
2. (D) The State Director of First Steps shall coordinate the
activities of the advisory council. Pursuant to 42 U.S.C. Section
9837(b)(1)(D)(i), the advisory council shall:
3. (1) conduct a periodic statewide needs assessment
concerning the quality and availability of early childhood
education and development programs and services for children
from birth to the age of school entry, including an assessment of
the availability of high quality prekindergarten services for low-
income children in the State;
4. (2) identify opportunities for, and barriers to, collaboration
and coordination among federally funded and state-funded child
development, child care, and early childhood education programs
and services, including collaboration and coordination among state
agencies responsible for administering these programs;
5. (3) develop recommendations for increasing the overall,
participation of children in existing federal, state, and local child
care and early childhood education programs, including outreach
to underrepresented and special populations;
6. (4) develop recommendations regarding the establishment of
a unified data collection system for public early childhood
education and development programs and services throughout the
State;
7. (5) develop recommendations regarding statewide,
professional development and career advancement plans for early
childhood educators in the State;
8. (6) assess the capacity and effectiveness of two-year and
four-year public and private institutions of higher education in the
state for supporting the development of early childhood educators,
including the extent to which these institutions have in place
articulation agreements, professional development and career
advancement plans, and practice or internships for students to
spend time in a Head Start or prekindergarten program;
9. (7) make recommendations for improvements in state early
learning standards and undertake efforts to develop high quality
comprehensive early learning standards, as appropriate;
10. (8) develop and publish, using available demographic data,
an indicators-based measure of school readiness at the state and
community level.

[3428]
1. (9) incorporate, within the periodic statewide needs
2. assessments required in 42 U.S.C. Section 9837(b), any data
3. related to the capacity and efforts of private sector providers, Head
4. Start providers, and local school districts to serve children from
5. birth to age five, including fiscal, enrollment, and capacity data;
6. and
7. (10) perform all other functions, as permitted under federal
8. and state law, to improve coordination and delivery of early
9. childhood education and development to children in this State.
10. (E) The advisory council shall designate a meeting as its annual
11. meeting. All of the chief executive officers of the State agencies
12. represented on the Early Childhood Advisory Council must attend
13. the annual meeting in person.
14. (F) The advisory council shall prepare an annual report of its
15. activities for presentation to the Governor and General Assembly.”.
16.
17 SECTION 5, Article 17, Chapter 11, Title 63 of the 1976 Code is
18. amended by adding:
19.
20 “Section 63-11-1735. (A) For the purposes of this article:
21. (1) ‘BabyNet’ is the interagency early intervention system
22. that is the Part C program in South Carolina.
23. (2) ‘I.D.E.A.’ means the Individuals with Disabilities
25. (3) ‘Maintenance of effort’ means the requirement of Part C,
26. that relevant state and local agencies maintain a specified level of
27. financial support for early intervention services in compliance with
28. 34 C.F.R. 303.124.
29. (4) ‘Part C program’ means an program of early intervention
30. services to infants and toddlers with disabilities required in each
31. state by I.D.E.A. and for which South Carolina First Steps to
32. School Readiness is designated as the lead agency to administer
33. the Part C program in South Carolina by Executive Order Number
34. 2009-12 in compliance with Subchapter VIII, Chapter 33, Title 20,
35. U.S. Code Annotated relating to Head Start programs, and as
36. provided in Section 44-7-2520(A), which relates to definitions
37. concerning the South Carolina Infants and Toddlers with
39. (B) First Steps shall ensure that BabyNet complies with the
40. maintenance of effort requirement by coordinating with all
41. agencies that provide early intervention services in this State to
42. ensure they each properly document all Part C expenditures
43. annually.”

[3428] 8
1. SECTION 6. Section 59-152-10 of the 1976 Code is amended to read:

5. “Section 59-152-10. There is established South Carolina First Steps to School Readiness, a comprehensive, results-oriented initiative for improving early childhood development by providing, through county local partnerships, public and private funds and support for high-quality early childhood development and education services for children by providing support for their families’ efforts toward enabling their children to reach school ready to learn succeed.”

14. SECTION 7. Section 59-152-20 of the 1976 Code is amended to read:

17. “Section 59-152-20. The purpose of the First Steps initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level and the community level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the needs of young children and their families. First Steps funds must not be used to supplant or replace any other funds being spent on services, but must be used to expand, extend, improve, or increase access to services or to enable a community to begin to offer new or previously unavailable services in their community. The South Carolina First Steps to School Readiness Board of Trustees, Office of First Steps to School Readiness, and the County local First Steps Partnerships shall assure that collaboration, the development of partnerships, and the sharing and maximizing of resources are occurring before funding for the implementation/management grants, as provided for in this chapter, are made available ensure that collaborations, the existence and continued development of partnerships, and the sharing and maximizing of resources occur so that the funding of grants and services, as provided in this chapter, may continue.”

39. SECTION 8. Section 59-152-30 of the 1976 Code is amended to read:

42. “Section 59-152-30. The goals for South Carolina First Steps to School Readiness are to:

[3428]
1. (1) provide parents with access to the support they might seek 
2. and want to strengthen their families and to promote the optimal 
3. development of their preschool children; 
4. (2) increase comprehensive services so children have reduced 
5. risk for major physical, developmental, and learning problems; 
6. (3) promote high quality preschool programs that provide a 
7. healthy environment that will promote normal growth and 
8. development; 
9. (4) provide services so all children receive the protection, 
10. nutrition, and health care needed to thrive in the early years of life 
11. so they arrive at school ready to learn; and 
12. (5) mobilize communities to focus efforts on providing 
13. enhanced services to support families and their young children so 
14. as to enable every child to reach school healthy and ready, 
15. to learn succeed.” 
16. 
17. SECTION 9. Section 59-152-40 of the 1976 Code is amended to: 
18. read: 
19. “Section 59-152-40. The South Carolina First Steps to School 
20. Readiness Board of Trustees established in Section 63-11-1720. 
21. shall oversee and be accountable for the South Carolina First Steps 
22. to School Readiness initiative.” 
23. 
24. “Section 59-152-50. Within Under supervision of the South 
25. Carolina First Steps to School Readiness Board of Trustees, there 
26. is created an Office of South Carolina First Steps to School 
27. Readiness shall be established. The office shall: 
28. (1) provide to the board information on best practice, 
29. successful strategies, model programs, and financing mechanisms; 
30. (2) review the county local partnerships’ plans and budgets in 
31. order to provide technical assistance and recommendations 
32. regarding local grant proposals and improvement in meeting 
33. statewide and local goals; 
34. (3) provide technical assistance, consultation, and support 
35. to county local partnerships to facilitate their success including, 
36. but not limited to, model programs, strategic planning, leadership 
37. development, best practice, successful strategies, collaboration, 
38. financing, and evaluation;
(4) evaluate each program funded by the South Carolina First Steps to School Readiness Board of Trustees on a regular cycle to determine its effectiveness and whether it should continue to receive funding;

(5) recommend to the board the applicants meeting the criteria for First Steps partnerships and the grants to be awarded;

(6) submit an annual report to the board by December first which includes, but is not limited to, the statewide needs and resources available to meet the goals and purposes of the First Steps to School Readiness initiative, a list of risk factors the office considers to affect school readiness, identification of areas where client-level data is not available, an explanation of how First Steps programs reach the most at-risk children, the ongoing progress and results of the First Steps to School Readiness initiative statewide and locally, fiscal information on the expenditure of funds, and recommendations and legislative proposals to further implement the South Carolina First Steps to School Readiness initiative statewide;

(6) provide for ongoing data collection and contract for an in-depth performance audit due January 1, 2003, and every three years thereafter, to ensure that statewide goals and requirements of the First Steps to School Readiness initiative are being met; and

(7) provide for ongoing data collection. Before June 30, 2015, the board shall develop a response to the November 2014 external evaluation of each prevalent program and the overall goals of the initiative, as provided in Section 59-125-160. The office shall contract with an external evaluator to develop a schedule for an in-depth and independent performance audit designed to measure the success of each prevalent program in regard to its success in supporting the goals of the State Board and those set forth in Section 59-152-20 and Section 59-152-30. Results of all external performance audits must be published in the First Steps annual report.

(78) coordinate the First Steps to School Readiness initiative with all other state, federal, and local public and private efforts to promote good health and school readiness of young children and support for their families."

SECTION 11. Section 59-152-60 of the 1976 Code is amended to read:

"Section 59-152-60. (A) The Office of First Steps to School Readiness, in collaboration with each county legislative delegation, ..."
shall initiate county forums for the purpose of bringing together stakeholders who are actively involved or interested in early childhood development and education so as to initiate a County First Steps Partnership. The times and locations of these forums and county-wide meetings must be publicized in the local print and broadcast media.

(B) At a countywide meeting the participants shall begin to select, to the extent possible within the area covered by the partnership:

(i) Not more than two members from each of these categories to sit on the First Steps partnership board:

(a) pre-kindergarten through primary educator; Each county must be represented by a Local First Steps Partnership Board and each local board must provide services within every county it represents. A local partnership board must be comprised of individuals with resources, skills, knowledge, and interest in improving the readiness of young children for school. A list of all local partnership board members must be published in the partnership’s annual report, be reported annually to the local legislative delegation, and be on file with the Office of First Steps.

(B) The South Carolina First Steps to School Readiness Board of Trustees must establish bylaws for use by each local partnership board. These bylaws must, in addition to other requirements provided in this section, require that a meeting or election of a local partnership board comply with all Freedom of Information Act and IRS disclosure requirements.

(C) In accordance with the bylaws established by the board of trustees, each local partnership board shall maintain a total minimum membership of twelve and a maximum membership of thirty elected, appointed, and designated individuals. Elected and appointed members shall comprise a voting majority of the board.

(i) No more than four from any of the following categories may be elected to sit on a First Steps Partnership Board:

(a) pre-kindergarten through primary educator;

(b) family education, training, and support provider.

(c) childcare and or early childhood development/education provider;

(d) healthcare provider;

(e) transportation provider local government;

(f) nonprofit organization that provides services to families and children;

(g) faith community; and

(h) business community;
(i) philanthropic community; and

(ii) parents of preschool children.

(2) Three parents of preschool children. After the first year of the implementation of the First Steps to School Readiness initiative, parents serving on the County First Steps Partnership Board must have preschool children being served by First Steps programs; and

(3) Four members from early childhood education.

(c) After the county partnership board has been formed, if necessary to To assure that all areas of the county or multicounty region are adequately represented and reflect the diversity of the county coverage area, each county legislative delegation may appoint up to four additional members to a local partnership board. Of these members, two are appointed by the Senate members and two by the House of Representative members of the delegation from persons with resources, skills, or knowledge that have specific interests in improving the readiness of young children for school.

(3) Each of the following entities located within a particular First Steps Partnership coverage area shall designate one member to serve as a member of its County the local First Steps Partnership Board:

(a) county department of social services;

(b) county department of health and environmental control;

(c) Head Start or early Head Start;

(d) county library; and

(e) each of the school districts in the county.

(D) In conjunction with the independent external program evaluation established in Section 59-152-160, the South Carolina First Steps to School Readiness Board of Trustees shall conduct a formal review of the membership categories for First Steps Partnership Board composition. Upon completion of the review, the South Carolina First Steps to School Readiness Board of Trustees shall submit to the General Assembly a statement either verifying the continued applicability and appropriateness of the composition categories for First Steps Partnership Boards in place at that time, or recommending any appropriate and necessary changes.

(E) Members who miss more than three consecutive meetings without excuse or members who resign must be replaced from the same categories as their predecessor. The terms of the members of a County local First Steps Partnership Board are for two four
years; however, membership on the board may not exceed six eight
consecutive years.

(F) The chairman of a County First Steps local partnership
board must be elected by majority vote of the board. The chairman
shall serve a one-year term; however, the chairman may be elected
to subsequent terms not to exceed a total of four consecutive years.

(G) County A local First Steps Partnerships Partnership board
must have policies and procedures for conducting meetings and
disclosing records comparable to those provided for in the
Freedom of Information Act. Prior to every vote taken by the
board, members must abstain from voting if the issue being
considered would result in a conflict of interest. The abstention
must be noted in the minutes of the meeting.”.

SECTION 12. Section 59-152-70 of the 1976 Code is amended
to read:

“Section 59-152-70. (A) A First Steps Partnership Board shall,
among its other powers and duties:

(1) adopt by-laws as established by the First Steps to School
Readiness Board to effectuate the provisions of this chapter which
must include the creation of a periodic meeting schedule;

(2) coordinate a collaborative effort at the county
or multicounty multicounty level which will bring the community
together to identify the area needs related to the goals of First
Steps to School Readiness; develop a strategic long-term plan for
meeting those needs; develop specific initiatives to implement the
elements of the plan; and integrating service delivery where
possible;

(3) coordinate and oversee the implementation of the
comprehensive strategic plan including, but not limited to, direct
service provision, contracting for service provision, and
organization and management of volunteer programs.

(4) effective July 1, 2016, each partnership’s comprehensive
plan shall include the following core functions:

(a) service as a local portal connecting families of
preschool children to community-based services they may need or
desire to ensure the school readiness of their children;

(b) service as a community convener around the needs of
preschool children and their families; and

(c) support of state-level school readiness priorities as
determined by the State Board.

[3428] 14
(45) create and annually revise a county update needs assessment every three years;
(56) implement fiscal policies and procedures as required by the First Steps office and as needed to ensure fiscal accountability of all funds appropriated to the partnership;
(67) keep accurate records of the partnership’s board meetings, board members’ attendance, programs, and activities for annual submission to the First Steps to School Readiness Board of Trustees;
(78) collect information and submit an annual report by October 1st to the First Steps to School Readiness Board of Trustees, and otherwise participate in the annual review and the three-year evaluation of operations and programs. The first annual report must be submitted October 1, 2000. Reports must include but not be limited to:
(a) determination of the current level and data pertaining to the delivery and effectiveness of services for young children and their families, including the numbers of preschool children and their families served;
(b) strategic goals for increased availability, accessibility, quality, and efficiency of activities and services for young children and their families which will enable children to reach school ready to learn succeed;
(c) monitoring of progress toward strategic goals;
(d) report on implementation activities;
(e) recommendations for changes to the strategic plan which may include new areas of implementation;
(f) evaluation and report of program effectiveness and client satisfaction before, during, and after the implementation of the strategic plan, where available; and
(g) estimation of cost savings attributable to increased efficiency and effectiveness of delivery of services to young children and their families, where available.
(B) Each County First Steps local partnership may, in the performance of its duties, employ or acquire administrative, clerical, stenographic, and other personnel as may be necessary to effectuate the provisions of this section. However, overhead staff pursuant to the local partnership bylaws established by the South Carolina First Steps School to Readiness Board of Trustees, Overhead costs of the partnership’s a First Step partnership’s operations may not exceed eight percent of its implementation/management grant allocation unless prior approval is received from the First Steps to School Readiness Board of
Trustees the total state funds appropriated for partnership grants.

The South Carolina First Steps to School Readiness Board of
Trustees shall contract with an independent cost accountant to
provide recommendations as to an adequate, and not excessive,
overhead cost rate for individual partnerships no later than July 1,
2017. Once these recommendations are received, the First Steps to
School Readiness Board of Trustees may adjust the overhead
percentage for the local partnership.

(C) Each County First Steps partnership may apply for, receive,
and expend federal, state, and local funds, grants, and other
funding in order to improve programs as provided in Section
59-152-25(A).

(D) Day care facilities receiving grants must first use a portion
of their funds to achieve licensed status and then to achieve the
equivalent status to that of enhanced ABC provider.

(E) To be designated a County First Steps partnership,
the county or multi-county local partnership must be a private,
nonprofit corporation organized under Section 501(c)(3) of the
Internal Revenue Code. However, developing partnerships which
have not yet received 501(c)(3) status may qualify for grants if
they have received a state charter for incorporation and meet other
criteria as established by the board.

(F) Multiple First Steps local partnerships may collaborate in a
manner they determine will maximize the efficient and effective
provision of First Steps services and programs to children and their
families and best enable the partnerships to execute their duties
and powers established in this chapter. In such a collaboration,
partnerships may merge or work in concert with one or more of
their program, administrative, or development functions or
establish multicity partnerships. The decision to collaborate in
the manner permitted in this subsection rests entirely with the local
partnership boards of directors involved.

(F) As a condition of receiving state funds, each local
partnership must be subject to performance reviews by South
Carolina First Steps, including, but not limited to, local board
functioning and collaboration and compliance with state standards
and fiscal accountability. If any significant operational
deficiencies or misconduct are identified within the partnership,
the South Carolina First Steps Board of Trustees must identify a
remedy with input from the local legislative delegation.

SECTION 13. Section 59-152-90 of the 1976 Code is amended
to read:

[3428] 16
“Section 59-152-90. (A) A local partnership’s grant may be funded annually by the First Steps School to Readiness Board of Trustees and must be contingent on the General Assembly’s appropriation of funds to use for offering grants.

(B) To obtain a grant, a County First Steps partnership or developing partnership must qualify by meeting the grant requirements established pursuant to subsection (C). A First Steps Partnership shall submit an application to the Office of First Steps in a format specified by the First Steps to School Readiness Board. The application shall include, as appropriate to the level of grant applied for: the level of funding requested, a description of needs of children and families; assets and resources available; and the proposed strategies to address needs as they relate to the goals of South Carolina First Steps to School Readiness.

(C) To receive a Level One development of the collaborative effort, needs assessment, and strategic planning grant, the County First Steps Partnership must meet the criteria established by the First Steps to School Readiness Board including, but not limited to, total population covered by the partnership and quality of any pre-existing needs assessment and/or strategic plans for that geographic area.

(D) To receive a Level Two implementation/management grant for First Steps to School Readiness, a County First Steps Partnership must have completed a needs assessment and review by the First Steps to School Readiness Board and develop a comprehensive, long-range plan to provide high-quality early childhood development and education services. The plan must identify the needs of children and their families in the local area; assets and resources available; explain how supports and services are to be organized and delivered; establish measurable objectives and interim goals for meeting the local and state goals for First Steps; and an evaluation plan.

(E) In developing these plans, the First Steps Partnership must be given sufficient flexibility, but they must be accountable to the First Steps to School Readiness Board for fiscal management, program management, and program results.

(F) The allocations for the grants shall take into consideration the quality of the grant proposals; the population of children birth to age five contained in the area served by the partnership; the percentage of students in grades 1-3 who are eligible for the free and reduced-price lunch program; average per capita income; and the area’s ability to sustain the strategic plan.
The criteria also shall take into account the standing of
the geographical area covered by a county partnership in relation
to the statewide Kids Count indicators. Priority must be given to
strategic plans that incorporate models with demonstrated
success. Pursuant to 63-11-1730, the South Carolina First Steps to
School Readiness Board of Trustees shall establish the grant
qualification requirements. The board shall develop and
promulgate grant qualification requirements in regulation pursuant
to the Administrative Procedures Act. These requirements must
include, but not be limited to, the following:
   (a) adoption and adherence to bylaws promulgated by the
South Carolina First Steps to School Readiness Board of Trustees,
which includes, but is not limited to, compliance with the board
composition, attendance, voting, and disclosure requirements;
   (b) utilization of the South Carolina First Steps to School
Readiness benchmarks and objectives;
   (c) implementation of programs and activities, which are
effective and contributing to state goals, and otherwise acceptable
pursuant to the requirements of Chapter 152, Title 59; and
   (d) fulfillment of all the duties in Section 59-152-70.
(2) The South Carolina First Steps to School Readiness
Board of Trustees shall establish a formula, which includes the
identification of the most relevant and effective factors, by which
the allocations for qualifying Partnership grants are calculated.
The board shall identify the factors, develop the funding formula,
and promulgate both in regulation pursuant to the Administrative
Procedures Act. The factors utilized in the funding formula, and
the weight given to each factor by the formula, must reflect that the
intent of the General Assembly is to ensure that the money
allocated to each local partnership is in proportion to the
following:
   (a) population of eligible children;
   (b) population of at-risk children; and
   (c) population with below average income.
(3) First Steps shall include the grant qualification
requirements and funding formula on its website. The website
information shall include formula details, announcements
regarding proposed changes to the formula, and directions for
public input.
(F) In conjunction with the independent external program
evaluation established pursuant to Section 59-152-160, the board
of trustees shall conduct a formal review of the grant qualification
requirements and funding process adopted pursuant to subsections

[3428] 18
(C) and (D) and, upon completion of the review, shall submit to
the General Assembly a statement either verifying the continued
applicability and appropriateness of the grant qualification
requirements and funding process in use at that time or
recommending any appropriate and necessary changes.

(F) Funding must reflect the combined total allocations of the
coverage area of a multicounty partnership."

SECTION 14. Section 59-152-100 of the 1976 Code is amended
to read:

"Section 59-152-100. (A) Grant funds expended by First Steps
partnerships must be used to address the needs of young children
and their families as identified in the partnerships’ comprehensive
plans. The funds must be used to expand, extend, or improve the
quality of provided services if there is evidence as to existing
programs’ effectiveness; offer new or previously unavailable
services in the area; or increase access to services. Partnership
grant funds may not supplant comparable current expenditures by
counties or state agencies on behalf of young children and their
families, and may not be used where other state or federal funding
sources are available. Partnerships are expected to collaborate
with other community organizations or entities expending funds on
early childhood services designed to impact school readiness in
order to maximize impact and minimize duplication of efforts.

(B) At least seventy-five percent of state funds appropriated for
programs must be used by the local partnership for evidence-based
programs. Not more than twenty-five percent of state funds
appropriated for programs to a local partnership may be used for
evidence-informed programs.

(C) All activities and services provided by a First Steps local
partnership must be made available to young children and families
on a voluntary basis and must focus on the following:

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;
(e) voluntary accreditation standards;
(d) accessibility to quality child care and development resources; and
(e) affordability;
(f) transportation;
(a) coordinated service;
(b) accessibility;
(e) increased utilization efficiency; and
(d) affordability solely on 'school readiness' as defined in Section 59-152-25 by implementing programs geared specifically toward the achievement of First Steps goals pursuant to Section 59-152-30.
(BD) Any part of the initiative within the county strategic plan using local district resources within a school district must be conducted only with approval of the district's board of trustees."

SECTION 15. Section 59-152-120 of the 1976 Code is amended to read:

"Section 59-152-120. Funds received for implementation of a county partnership's implementation/management grant by a local partnership may not be used for capital expenses for new construction or to renovate, refurbish, or upgrade existing facilities without prior approval by the South Carolina First Steps to School Readiness Board of Trustees. However, funds may be made available for renovating, refurbishing, or upgrading of existing facilities used to support First Steps to School Readiness activities and services for children, families, and providers from funds made available to the partnerships in Section 59-152-150(C) and Section 63-11-1750(A). The county partnership must demonstrate to the satisfaction of the First Steps to School Readiness Board that the capital expenditure is a priority need for the local initiative and other state or federal funds for such projects are insufficient; and

[3428] 20
(2) necessary to provide services to under-served children and families;"

SECTION 16. Section 59-152-130 of the 1976 Code is amended to read:

"Section 59-152-130. (A) The County First Steps Local partnerships shall provide an annual match of at least fifteen percent, to include private donations, grant funds, and in-kind donated resources, or any combination of them. The South Carolina First Steps to School Readiness Board of Trustees may decrease this percentage requirement for a partnership based on their capacity to provide that match. Private The First Steps partnership shall encourage the contributions of private individuals and groups; and

(1) local wealth, using such indicators as the number and percentage of children eligible for free and reduced lunches in grades 1-3; and

(2) in-kind donated resources.

. Only in-kind donations, as defined by the standard fiscal accountability system provided for in Section 59-152-140, which meet the criteria established by the South Carolina First Steps to School Readiness Board of Trustees and that are quantifiable may be applied to the in-kind match requirement. Expenses, including those paid both by cash and through in-kind contributions, incurred by other nonstate entities participating in county partnerships may be included in determining matching funds.

(B) The Office of the South Carolina First Steps to School Readiness shall establish guidelines and reporting formats for county partnerships to document expenses to ensure they meet matching fund requirements. The office shall compile a report annually on the private cash and in-kind contributions received by the South Carolina First Steps to School Readiness Board of Trustees and County First Steps partnerships."

SECTION 17. Section 59-152-140 of the 1976 Code is amended to read:

"Section 59-152-140. To ensure effective use of funds, awards under contract for County First Steps Partnerships, with the
approval of the Office of First Steps to School Readiness, may be
carried forward and used in the following fiscal year. Funds
appropriated to South Carolina First Steps to School Readiness
may also be carried forward into subsequent years.”

SECTION 18. Section 59-152-150 of the 1976 Code is amended
to read:

“Section 59-152-150. (A) The Office of South Carolina First
Steps to School Readiness shall develop and require local
partnerships to adopt and implement a standard fiscal
accountability system including, but not limited to, a uniform,
standardized system of accounting, internal controls, payroll,
fidelity bonding, chart of accounts, and contract management and
monitoring. Additionally, the accountability system shall require
competitive bids for the purchase or procurement of goods and
services of ten thousand dollars or more. A bid other than the
lowest bid may be accepted by a majority vote of the county
partnership board if other considerations outweigh the cost factor;
however, written justification must be filed with the Office of First
Steps. The Office of First Steps may contract with outside firms to
develop and ensure implementation of this standard fiscal
accountability system, and the Office of First Steps may inspect
fiscal and program records of county partnerships and developing
partnerships to ensure their compliance with the required system.
The Office of First Steps may contract with a state entity with
existing means for developing contracts and disbursing funds in
order to make use of the existing infrastructure, if it is efficient and
not administratively burdensome to partnerships.

(B) Each county local First Steps partnership shall expend
funds through the South Carolina First Steps to School Readiness
Board of Trustees or its fiscal designee until the capacity of
the County–First Steps local partnership to manage its fiscal and
administrative responsibilities in compliance with the standard
accountability system has been reviewed and certified by the South
Carolina First Steps to School Readiness Board of Trustees or its
designee.

(C) All private and non-state funds sought by local partnerships
must be used exclusively for meeting the goals and purpose of
First Steps as specified in Section 59-152-20 and Section
59-152-30. Private funds received by a County First Steps
partnership must be deposited in a separate fund subject to review
by the Office of First Steps and the State Board.”
(D) Disbursements may be made only on the written
authorization of the individual designated by the county
partnership board and only for the purposes specified. A person
violating this section is guilty of a misdemeanor and, upon
conviction, must be fined five thousand dollars or imprisoned for
six months, or both.
(E) The offenses of misuse, misappropriation, and
embezzlement of public funds, apply to this chapter.”

SECTION 19. Section 59-125-160 of the 1976 Code is amended
to read:

“Section 59-125-160. (A) The South Carolina First Steps to
School Readiness Board of Trustees shall establish internal
evaluation policies and procedures for County First Steps local
partnerships for an annual review of the functioning of the
partnership, implementation of strategies, and progress toward the
interim goals and benchmarks. In instances where no progress has
been made, the Office of First Steps to School Readiness shall
provide targeted assistance and/or the South Carolina First Steps to,
School Readiness Board of Trustees may terminate the grant. In
addition, a program evaluation of The First Steps to School
Readiness initiatives at the state and local levels must be
conducted every three years. An independent evaluation of each
prevalent program investment using valid and reliable measures
must be completed and published by the First Steps Board of
Trustees no less than every five years. The First Steps board shall
adopt a cyclical evaluation calendar including each major program
investment no later than June 30, 2015. After publication of a
baseline report for each major program investment as defined in
Section 59-152-25, subsequent reports will be published no later
than five calendar years from the date of each prior publication. In
addition to the independent evaluation of each prevalent program,
an evaluation of the progress on the initiative’s goals and purpose
must be completed by November 1, 2014, and every five years
thereafter by an independent, external evaluator under contract
with the South Carolina First Steps to School Readiness Board of
Trustees. However, the selected evaluator shall be approved and
the evaluation overseen by a committee consisting of three
members, one appointed by the First Steps Board, one appointed
by the President Pro Tempore of the Senate and one appointed by
the Speaker of the House. These committee members must be
professionally recognized as proficient in child development, early
childhood education, or a closely-related field. The first report
shall be provided no later than January 1, 2003. The purpose of
this evaluation will be to gauge First Steps' progress in meeting the
goals established in Section 59-152-20 and Section 59-52-30.

(B) County First Steps Local partnerships must agree to
participate in such an evaluation in order to receive a First Steps
grant. Subsequent grant approval and grant allocations must be
dependent, in part, on the results of the evaluations. If an
evaluation finds no progress has been made in meeting local goals
or implementing strategies as agreed to in the First Steps grant, the
grant must be terminated.

(C) The purpose of the evaluation is to assess progress toward
achieving the First Steps goals and to determine the impact of the
initiative on children and families at the state and local levels each
strategy in supporting improved school readiness as defined in
Section 52-152-15. The impact assessment shall include, but is not
limited to, school readiness measures; benefits from child
development services; immunization status; low birth-weight rates;
parent literacy; parenting skills; parental involvement; transportation; and developmental screening results. During the
course of the evaluation, if an evaluator determines that any state
agency has failed to comply with the coordination and
collaboration provisions as required in this chapter, the final report
must reflect that information. Program Each program
evaluation report must be reported to the General Assembly
no later than three months after conclusion of the evaluation. All
County First Steps Local partnerships shall cooperate fully in
collecting and providing data and information for the evaluation of
their funded strategies."

SECTION 20. A. Section 63-11-1720 of the 1976 Code is
amended to read:

"Section 63-11-1720. (A) There is created the South Carolina
First Steps to School Readiness Board of Trustees which must be
chaired by the Governor, or his designee, and must include the
State Superintendent of Education, or his designee, who shall serve
as ex officio voting members of the board. The board is composed
of the twenty appointed, voting members as follows:

(B) In making the appointments specified in subsection (C)(1),
(2), and (3) of this chapter, the Governor, President Pro Tempore
of the Senate, and the Speaker of the House of Representatives
shall seek to ensure diverse geographical representation on the
1. board by appointing individuals from each congressional district as possible.
   (C) The board shall include members appointed in the following manner:
   (1) The Governor shall appoint two members—one member from each of the following sectors:
   (a) parents of young children;
   (b) business community;
   (c) early childhood educators;
   (d) medical or child care and development providers; and
   (e) child care and development providers; and
   (f) the General Assembly, one member from the Senate and one member from the House of Representatives;
   (2) The President Pro Tempore of the Senate shall appoint one member from each of the following sectors:
   (a) parents of young children;
   (b) business community;
   (c) early childhood educators; and
   (d) medical or child care and development providers;
   (3) The Speaker of the House of Representatives shall appoint one member from each of the following sectors:
   (a) parents of young children;
   (b) business community;
   (c) early childhood educators; and
   (d) medical or child care and development;
   (4) The chairman of the Senate Education Committee or his designee;
   (5) The chairman of the House Education and Public Works Committee or his designee; and
   (6) The chief executive officer of each of the following shall serve as an ex officio nonvoting voting member:
   (a) Department of Social Services or his designee;
   (b) Department of Health and Environmental Control or his designee;
   (c) Department of Health and Human Services or his designee;
   (d) Department of Mental Health or his designee;
   (e) Department of Disabilities and Special Needs or his designee;
   (f) Department of Alcohol and Other Drug Abuse Services or his designee;
   (g) Department of Transportation or his designee;
(h) State Budget and Control Board, Division of Research and Statistics or his designee; and

(i) State Board for Technical and Comprehensive Education

(e) State Head Start Collaboration Officer; and

(f) Children's Trust of South Carolina.

(7) The following organizations shall designate one member to serve as an ex officio nonvoting member:

(a) South Carolina State Library;

(b) Transportation Association of South Carolina; and

(c) State Advisory Committee on the Regulation of Childcare Facilities.

(BD) The terms of the members are for four years and until their successors are appointed and qualify, except of those first appointed. When making the initial appointments, the Governor, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives shall designate half of their appointments to serve two year terms only. The appointments of the members from the General Assembly shall be coterminous with their terms of office.

(CF) Vacancies for any reason must be filled in the manner of the original appointment for the unexpired term. A member may not serve more than two terms or eight years, whichever is longer. A member who misses more than three consecutive meetings without excuse or a member who resigns must be replaced in the same manner as his predecessor. Members may be paid per diem, mileage, and subsistence as established by the board not to exceed standards provided by law for boards, committees, and commissions. A complete report of the activities of the First Steps to School Readiness Board of Trustees must be made annually to the General Assembly.

(FI) There is created the Office of First Steps Study Committee to review the structure, responsibilities, governance by an organization exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, and administration of the Office of First Steps. The goal of the study committee is to guarantee that children from birth to school-age receive needed services from the Office of First Steps in the most effective way through coordination with other agencies that serve the same population. Also, the study committee shall determine whether the services provided by the Office of First Steps are provided in the most cost-effective and direct manner to entities served by the Office of First Steps, including County First Steps.
Partnerships Boards. The study committee shall evaluate the structure and costs of the Office of First Steps becoming an independent agency and make a recommendation as to whether the Office of First Steps should become an agency, remain as a program at the Department of Education, be relocated within a state agency other than the Department of Education, or any other alternative structure the study committee deems fit. The study committee shall also address the issues concerning the governance of an organization exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986 relative to the structure recommended by the study committee. When making its recommendation as to the structure, the study committee must include an analysis of the costs associated with a change in structure. Such costs include, but are not limited to, personnel, data security, data management, and fiscal services.

(2) The study committee shall be composed of:
(a) four members of the Senate appointed by the Chairman of the Senate Education Committee. Of these members, one must be appointed upon the recommendation of the Senate Majority Leader, one must be appointed upon the recommendation of the Senate Minority Leader, and one must be a member of the South Carolina First Steps to School Readiness Board of Trustees;
(b) four members of the House of Representatives appointed by the Chairman of the House Education and Public Works Committee. Of these members, one must be appointed upon the recommendation of the House Majority Leader, one must be appointed upon the recommendation of the House Minority Leader, and one must be a member of the South Carolina First Steps to School Readiness Board of Trustees;
(c) one member appointed by the Governor, who shall serve as chairman;
(d) the President of the Institute for Child Success, or his designee;
(e) the Chairman of the Education Oversight Committee, or his designee; and
(f) the Chairman of the Joint Citizens Legislative Committee on Children, or his designee.
Exception for the two members of South Carolina First Steps to School Readiness Board of Trustees appointed pursuant to subitems (a) and (b), no member of the study committee may be a member of the South Carolina First Steps to School Readiness Board of Trustees or a member of a County First Steps Partnership Board.
(3) The study committee must be staffed by the staff of the Senate Education Committee and the House Education and Public Works Committee.

(4) The study committee shall complete its review and submit its recommendation to the General Assembly no later than March 15, 2015. Upon submission of its recommendation, the study committee is dissolved.

B. Act 99 of 1999, South Carolina First Steps to School Readiness Act, is reauthorized until July 1, 2016.

SECTION 21. Section 63-11-1730 of the 1976 Code is amended to read:

“Section 63-11-1730. To carry out its assigned functions, the board is authorized, but not limited to oversee and be accountable for the South Carolina First Steps to School Readiness Initiative, in accordance with the APA, the board shall:

1. develop and promulgate a comprehensive long-range initiative for improving early childhood development and increasing school readiness and literacy, which shall include the specific requirements of Chapter 152, Title 59;

2. in accordance with the APA, promulgate regulations, establish guidelines, policies and procedures for the continued implementation of the South Carolina First Steps to School Readiness initiative;

3. provide oversight on the continued implementation and evaluation of the South Carolina First Steps to School Readiness initiative at the state and county local levels;

4. facilitate and direct the establishment of developing County First Steps Partnerships and establish the criteria for designation of County First Steps Partnerships;

5. establish criteria and procedures for awarding state First Steps grants to County First Steps Partnerships and promulgate grant qualification requirements and a formula by which allocations for qualifying partnership grants shall be calculated;

6. provide ensure the provision of technical assistance, consultation services and support to County First Steps Partnerships including: the creation and annual revision of county needs assessments; the prioritization, implementation, and evaluation of each First Steps Partnership’s strategic plans based on needs assessments; and the identification of assets from other funding sources;
(76) assess and develop recommendations for ensuring coordination and collaboration among service providers at both the state and county level, for increasing the efficiency and effectiveness of state programs and funding and other programs and funding sources, as allowable, as necessary to carry out the First Steps to School Readiness initiative, including additional fiscal strategies, redeployment of state resources, and development of new programs;
(87) establish results-oriented and promulgate results-oriented measures and objectives and assess whether services provided by County First Steps Partnerships to children and families are meeting the goals and achieving the results established for the First Steps initiative pursuant to Chapter 152, Title 59;
(98) receive gifts, bequests, and devises for deposit for awarding grants to First Steps Partnerships; and
(409) report annually to the General Assembly by January first on activities and progress to include recommendations for changes and legislative initiatives and results of program evaluations;
(10) establish and promulgate internal policies and procedures to allow the board to operate optimally, which shall include, but not be limited to, an established and consistent process for decision making;
(11) develop, implement, and document an annual performance process for the Director of the Office of South Carolina First Steps;
(12) establish and promulgate bylaws for adoption by local First Steps Partnerships;
(13) establish and promulgate internal evaluation policies and procedures for local partnerships for annual review pursuant to Chapter 152, Title 59; and
(14) arrange for the conduction of an independent external program evaluation pursuant to Chapter 152, Title 59.”

SECTION 22. Section 1-5-40(A) of the 1976 Code is amended by adding an item at the end to read:
“(107) South Carolina First Steps to School Readiness Board of Trustees.”

SECTION 23. Sections 59-152-80 and 59-152-110 of the 1976 Code are repealed.

SECTION 24. This act takes effect upon approval by the Governor.

[3428] 29
PROVISO 1.78 – GOVERNING THE CHILD DEVELOPMENT EDUCATION PILOT PROGRAM

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

(A) For the current school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the trial and plaintiff school districts in the Abbeville County School District et. al. vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of seventy percent or greater.

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 first, 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 one hundred eighty-five percent 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 one hundred eighty days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

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

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

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

Providers shall:

1. comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;

2. comply with all state and local health and safety laws and codes;

3. comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;

4. be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;

5. comply with all program, reporting, and assessment criteria required of providers;

6. maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;

7. designate whether extended day services will be offered to the parents/guardians of children participating in the program;

8. be approved, registered, or licensed by the Department of Social Services; and

9. comply with all state and federal laws and requirements specific to program providers.

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

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

1. develop the provider application form;

2. develop the child enrollment application form;

3. develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;

4. develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;

5. establish criteria for awarding new classroom equipping grants;

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

..............................................................

(4) offer a full day, center-based program with 6.5 hours of instruction daily for one hundred eighty school days;

..............................................................

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

..............................................................

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

..............................................................

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

..............................................................

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101, or enroll and complete this course within twelve months of hire. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children five years old and younger. The providers must request this waiver in writing to their designated administrative agency (First Steps or the Department of Education) and provide appropriate documentation as to the qualifications of the teaching assistant.
(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of fifteen 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 Revenue and Fiscal Affairs Office for the Education Finance Act.

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

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

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

(1) serve as the fiscal agent;
(2) verify student enrollment eligibility;
(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider’s availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

(8) maintain a database of the children enrolled in the program; and

(9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the current school year, the funded cost per child shall be $4,218 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of $550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. Providers enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed $10,000. Providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

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

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

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

(M) The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers.

(N) Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. The evaluation shall include, but is not limited to: (1) student data including the number of at-risk four-year-old kindergarten students served in publically funded programs, by county and by program; (2) program effectiveness including developmentally appropriate assessments of children to measure emerging literacy and numeracy; (3) individual classroom assessments to determine program quality; (4) longitudinal analysis of academic and non-academic measures of success for children who participated in the program; and (5) an evaluation of the professional development, monitoring and assistance offered to public and private providers.

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.
PROVISO 1A.75 – GOVERNING THE SUBMISSION OF UNIQUE 4K STUDENT IDENTIFIER DATA

1A.75. (SDE-EIA: CDEPP Student Information and Reporting) For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by November first. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.
PROVISO IA.76 – GOVERNING THE CREATION OF A SOUTH CAROLINA READINESS ASSESSMENT, TO BEGIN WITH THE ASSESSMENT OF EARLY LITERACY

IA.76. (SDE-EIA: Prekindergarten and Kindergarten Assessments) For the current fiscal year, all students entering a publicly funded prekindergarten or public kindergarten must be administered a readiness assessment that shall focus on early language and literacy development no later than the forty-fifth day of the school year. The readiness assessment must be approved by the State Board of Education. The approved readiness assessment must be aligned with kindergarten and first grade standards for English/language arts and mathematics. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must be provided, in writing, to the parent or guardian. The readiness assessment may not be used to deny a student admission or to progress to kindergarten or first grade.

The Education Oversight Committee shall recommend the characteristics of the readiness assessment for children in prekindergarten and kindergarten, focused on early language and literacy development, to the State Board of Education no later than July thirtieth. Prior to submitting the recommendation to the State Board, the Education Oversight Committee shall seek input from the South Carolina First Steps to School Readiness Board of Trustees and other early childhood advocates. The State Board must move expeditiously to approve or modify the criteria submitted by the committee. Once approved, with the assistance of the Education Oversight Committee, the board shall develop a solicitation to be used in procuring the assessment. The solicitation must be forwarded to the Executive Director of the Budget and Control Board who must immediately move to procure the readiness assessment in order to meet the forty-five day requirement. The Executive Director is authorized to make changes to the solicitation with the consent of the Chairman of the State Board of Education and the Chairman of the Education Oversight Committee. The Department of Education must bear the costs of the procurement.
# APPLICATION ASSURANCES AND CERTIFICATIONS

Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

<table>
<thead>
<tr>
<th>Legal Name of Applicant (Office of the Governor):</th>
<th>Applicant’s Mailing Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Honorable Nikki R. Haley</td>
<td>The Honorable Nikki R. Haley</td>
</tr>
<tr>
<td></td>
<td>Office of the Governor</td>
</tr>
<tr>
<td></td>
<td>1205 Pendleton Street</td>
</tr>
<tr>
<td></td>
<td>Columbia, South Carolina 29201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer Identification Number:</th>
<th>Organizational DUNS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>57-1087576 (SC First Steps to School Readiness)</td>
<td>1124226000000 (SC First Steps to School Readiness)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead Agency: South Carolina First Steps to School Readiness</th>
<th>Lead Agency Contact Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>803-734-0100 (w)</td>
</tr>
<tr>
<td></td>
<td>803-312-4532 (c)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Name: Dr. Dan Wuori, Deputy Director</th>
<th>Lead Agency Contact Email Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:dwuori@scfirststeps.org">dwuori@scfirststeps.org</a></td>
</tr>
</tbody>
</table>

Required Applicant Signatures (Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms):

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Governor Nikki R. Haley

Signature of Governor or Authorized Representative of the Governor:

[Signature]

Lead Agency Authorized Representative (Printed Name): Susan V. DeVenny, Director

Signature of Lead Agency Authorized Representative:

[Signature]

Governor or Authorized Representative of the Governor (Telephone):

803-734-2100

Date: October 14, 2014

Agency Name: South Carolina First Steps to School Readiness

Date: October 14, 2014
Part 5: Other Attachments Form

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-11L, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

The Honorable Nikki R. Haley
Governor of South Carolina

[Signature]

October 14, 2014
SECTION G: BUDGET AND SUSTAINABILITY

Budget Narrative:

**Personnel:** South Carolina First Steps will employ two new Regional 4K Coordinators charged – along with its existing 4K staff – with providing expanded monitoring, oversight and technical assistance to the state’s expanded public-private 4K model. These monitors will ensure the provision of services meeting the federal definition of High-Quality preschool via each of the state’s potential 100+ public and private subcontractors.

2 grant funded FTE’s (Education Associates) @ $50,000 apiece = $100,000 annually

**Fringe:** Fringe benefits for the positions above, calculated at 30% of personnel costs.

$100,000 personnel costs x 0.30 = $30,000 annually

**Travel:** State cars and mileage for 2 new regional 4K coordinators assigned with daily travel to program sites.

2 @ $5,000 per coordinator = $10,000 annually

**Equipment:** Laptop computer lease and cellular phone service for 2 regional 4K coordinators.

2 @ $1,200 ($100 each per month) = $2,400 annually

**Contractual:** Contracts to develop and disseminate high-quality professional development and upgrade First Steps 4K data collection systems as described in Section C.
• Estimated higher education contracts for content development and instruction: $391,350
• Estimated contract with SC Educational Television for the online and broadcast distribution of preschool training content: $125,000 annually
• Estimated 4K data systems and technology upgrades at SC First Steps: $125,000 Year One

Annual contractual (High Quality Professional Development and Data Systems): $641,350

Training Stipends to Preschool Teachers: 4,000 training days at $100 daily = $40,000 annually. Funds will be used to support the participation and travel of teachers in grant-funded professional development activities.

Indirect Costs: 3% of non-preschool pass thru costs of $875,000 = $26,250 annually

Funds Set Aside for Required Grant Technical Assistance Activities (Required):
$25,000 annually.

Funds to be Distributed to Subgrantee Preschool Providers (95%):

ENHANCEMENT OF EXISTING PRESCHOOL SLOTS TO MEET FEDERAL DEFINITION OF HIGH QUALITY: $[300(4)] ANNUALLY

This category contains two separate types of preschool enhancement designed to bring both public and private providers into compliance with federal definitions of High-Quality Preschool:
Equity Supplements Designed to Support PRIVATE PRESCHOOL PROVIDERS in their Employment and Competitive Compensation of Teachers Holding Bachelors’ Degrees in Early Childhood Education: As described in Section D, South Carolina’s public school districts are documented to expend at least $\text{[5]}$ in public funding above and beyond the CERDEP funds allocated per child for the purpose of staffing and equipping high-quality preschool classrooms. In order to support the employment and competitive compensation of bachelor’s degreed teachers within private CERDEP settings, the state proposes to provide a $1,600 federal equity supplement (above and beyond state funding of $\text{[6]}$ per child, plus transportation and materials) to private providers willing to meet this grant requirement. Note that within the state’s existing 61 CERDEP districts, these equity supplements to existing state appropriations are this grant’s only proposed expenditures. This expenditure is calculated at $\text{[7]}$ – enough to provide $\text{[8]}$ supplements for 1,000 of the state’s estimated 2,000 children currently enrolled in private settings. While the provision of equity supplements may lead to the expansion of private enrollment in the state’s 61 existing CERDEP districts, state funds will be made available to fund the remaining cost of student enrollment in these existing districts.

Expansion of Half-Day Slots to support PUBLIC SCHOOL PROVIDERS in Meeting the Full-Day Requirement Set Forth within the Federal Government’s High-Quality Preschool Definition: The remaining enhancement budget (totaling $\text{[9]}$) is dedicated to the conversion of a potential 864 existing half-day 4K slots in the grant’s 12 proposed expansion districts to full-day. In order to tap these funds, school districts would need to maintain their existing local and EIA 4K funding and initiate this conversion of half-day slots using existing resources. Supplemental grant funds will be made available for the creation of new classrooms necessitated by reductions in overall enrollment caused by this half- to full-day conversion. This expenditure is calculated at 864
slots @ $5,403 per child (equivalent to CERDEP's existing public school rate of $4,218 per child + $1,000 per child in materials and $185 for transportation).

REVIEWERS SHOULD NOTE: Because South Carolina proposes two distinct types of enhancement slots (one reimbursed in the form of a $1,600 equity supplement and the other at the full public school CERDEP rate of $5,403), the "price per enhancement slot" reflected in Table A of the required budget spreadsheet ($3,364) has been calculated automatically by dividing total proposed enhancement funds ($6,270,725) by the number of proposed enhancement slots (1,864). While these totals are correct, neither public nor private providers will be funded at a rate of $3,364, but instead at the differential rates described above.

CREATION OF NEW PRESCHOOL SLOTS MEETING THE FEDERAL DEFINITION OF HIGH QUALITY

59% of total grant funding ($10,354,275) is dedicated to the creation of new state preschool slots meeting the federal definition of High-Quality in 12 expansion communities. This qualifies South Carolina's application for 10 additional points under Competitive Priority #3. As with the enhancement slots above, these new slots have been calculated at differential rates designed to increase equity between the public and private sectors.

Consistent with existing SC appropriations, 65% of the state's proposed expansion slots are budgeted for creation within public settings as follows:

Public (Per Child Cost):

Tuition: $4,218

Materials: $1,000

Transportation: $185

Total Public Cost Per Child: $5,403
1,105 children (65% of 1,700 total) @ $5,403 = $5,970,315 to public subgrantees

35% of these proposed expansion slots (595) are budgeted for creation within private settings in the 12 expansion communities:

Consistent with existing SC appropriations, 35% of the state’s proposed expansion slots are budgeted for creation within private settings as follows:

Private (Per Child Cost):

Tuition: $4,218

Materials: $1,000

Transportation: $550 (this same transportation amount exists by SC law)

Federal Equity Supplement: $1,600

Total Public Cost Per Child: $7,368

595 children (35% of 1,700 total) @ $7,368 = $4,383,960 to private subgrantees

Note that in the expansion districts ALL private providers would be required to employ a teacher with a bachelor’s degree to participate. Because state CERDEP funds have not been appropriated for use in these communities, grant funds will underwrite 100% of private student costs in the expansion districts.

REVIEWERS SHOULD NOTE: As above, South Carolina proposes two types of expansion slots (one reimbursed at a rate of $5,403 [public] and the other reimbursed at a supplemental “equity” rate of $7,368 [private]). Accordingly the “price per expansion slot” reflected in Table A of the required budget spread sheet ($6,090) has been calculated automatically by dividing total proposed enhancement funds ($10,354,275) by the number of proposed enhancement slots (1,700). While
these totals are correct, neither public nor private providers will be funded at a rate of $6,090, but instead at the differential rates described above.

**Year One Contingency: Countdown To Kindergarten**

In the event that Year One enrollment does not meet the projected 1,700 expansion slot capacity, South Carolina proposes – as described in Section E10a – the use of up to $528,700 for the purpose of delivering Countdown to Kindergarten school transition/home visitation services to eligible expansion students as a Comprehensive Service component of the High-Quality Preschool definition. This contingency is only proposed as funding and enrollment permit as the state works to attain its ambitious and achievable Year One goal of 70% enrollment.

G1. Use of Funds for an Ambitious and Achievable Plan

As described throughout this document, South Carolina’s budget is designed to support the state in the attainment of ambitions and achievable goals related to the expansion and enhancement of the state’s public preschool program. As required, South Carolina proposes:

- The use of 95% of its total grant award in the form of subgrants to preschool providers. 86% of the state’s total award is budgeted toward the creation of 1,700 new expansion slots, qualifying South Carolina for bonus points under Competitive Priority #3. 1,864 enhanced slots are also proposed, bringing the estimated number of children served to 3,564.

- Less than 5% is proposed to meet grant monitoring requirements and to strengthen an existing infrastructure gap related to high-quality professional development.
• The use of $b^{[4]}$ in expanded state funding (FY15) as eligible state match, equaling $\%$ of the state’s prospective award. This match qualifies South Carolina for 4 bonus points under Competitive Priority #1.

• Costs that are reasonable and sufficient to ensure High-Quality Preschool Programming.

G2. Coordinates with Existing Sources of Funding

South Carolina’s application will use federal funds to supplement, but not supplant any existing federal, state, or local source. The state pledges to coordinate the use of grant dollars with additional programs and funding streams including, but not limited to, Title 1 of the ESEA, Subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant.

G3. Sustaining Grant Revenues

The South Carolina General Assembly has codified its intent to expand the state’s CERDEP 4K program statewide (given available resources) and has more than doubled its commitment to state-funded preschool since FY12. We are appreciative of federal funds to assist in the acceleration of this process and acknowledge that state dollars will be necessary to sustain grant funds at the completion of the four-year grant cycle.
### U.S. DEPARTMENT OF EDUCATION
#### BUDGET INFORMATION
##### NON-CONSTRUCTION PROGRAMS

**Name of Institution/Organization:**
South Carolina First Steps to School Readiness

Applicants requesting funding for only one year should complete the column under “Project Year 1.” Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

#### SECTION A - BUDGET SUMMARY
##### U.S. DEPARTMENT OF EDUCATION FUNDS

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>2. Fringe Benefits</td>
<td>0.50</td>
<td>0.63</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
</tr>
<tr>
<td>3. Travel</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>4. Equipment</td>
<td>0.50</td>
<td>0.63</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>5. Supplies</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>6. Contractual</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>7. Construction</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>8. Other</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>9. Total Direct Costs (lines 1-8)</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>10. Indirect Costs*</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>11. Training Stipends</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>12. Total Costs (lines 9-11)</td>
<td>0.50</td>
<td>0.65</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
</tbody>
</table>

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

1. Do you have an Indirect Cost Rate Agreement approved by the Federal government?  
   - Yes  
   - No

2. If yes, please provide the following information:
   - Period Covered by the Indirect Cost Rate Agreement: From: [ ] To: [ ] (mm/dd/yyyy)
   - Approving Federal agency:  
     - ED  
     - Other (please specify): [ ]
   - The Indirect Cost Rate is: [ ] %.

3. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
   - [ ] Is included in your approved Indirect Cost Rate Agreement? or,  
   - [ ] Complies with 34 CFR 76.564(c)(2)?  
   - The Restricted Indirect Cost Rate is: [ ] %.

---

ED Form No. 524  
PR/Award #: S419B150027  
Page e301

Tracking Number: GRANT11702450  
Funding Opportunity Number: ED-GRANTS-081814-002  
Received Date: 2014-10-15T13:20:55-04:00
**SECTION B - BUDGET SUMMARY**
**NON-FEDERAL FUNDS**

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>2. Fringe Benefits</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>3. Travel</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>4. Equipment</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5. Supplies</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>6. Contractual</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>7. Construction</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>8. Other</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>9. Total Direct Costs</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>(lines 1-8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Indirect Costs</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>11. Training Stipends</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>12. Total Costs</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>(lines 9-11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED Form No. 524
1. Project Director:

Prefix: Dr.  First Name: Deni  Middle Name:  Last Name: Scott  Suffix: 

Address:

Street1: 2301 Sumter Street  
Street2: Suite 100  
City: Columbia  
County: Richland  
State: SC; South Carolina  
Zip Code: 29201-3330  
Country: USA; UNITED STATES

Phone Number (give area code): 803 734 0100  
Fax Number (give area code): 803 734 1431

Email Address: dwori@firststeps.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes  ☐ No  ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes  ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes  Provide Exemption(s) #: 

☐ No  Provide Assurance #, if available:


c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.